Tutorial 3

Week of January 29, 2007

1 Programming Style

All the coded you develop is expected to adhere to good programming style.

Please review the documents on Assignment Code Requirements and Marking Information and on testing that are accessible from the main CSC324 web page.

Your TA should have also discussed the following with you:

- indentation
- proper/improper use of procedure (particular good ifs/conds)
- the need for documentation
- code comments and in particular pre and post conditions (what they are and that they should define them in their code)

2 Conditionals

```
(if <condition>
   <then-expression>
   <else-expression>)
Example:
   1 ]=> (if (> 3 2)
              'foo
              'bar)
    ; Value: foo
    1 ]=> (if (= 3 2)
              'foo
              'bar)
    ; Value: bar
    1 ]=> (if (> 3 2)
              'foo)
    ; Value: foo
    1 ]=> (if (= 3 2)
              'foo)
    ;Unspecified return value <---- generally, a bad thing to have
    1 ]=> (if (> 3 2)
              'foo
                        <---- bar is not evaluated
              bar)
                               called "Lazy evaluation"
    ;Value: foo
    1 ]=> (if (= 3 2)
              'foo
               bar)
   ;Unbound variable: bar <---- bar is not evaluated => ERROR
```

```
(cond ( <condition1> <expression1> )
      ( <condition2> <expression2> )
      ( <conditionN-1> <expressionN-1> )
      ( else <expressionN> ))
1 ]=> (cond ( (< 2 2) 'foo )
             ((> 2 2) 'bar ))
;Unspecified return value <--- generally, not a good thing
1 ]=> (cond ( (< 2 2) 'foo )
             ((> 2 2) 'bar)
             ( (= 2 2) 'foobar)) <--- not a good thing
                                      unnecessary evaluation
; Value: foobar
1 ]=> (cond ( (< 2 2) 'foo )
             ( (> 2 2) 'bar )
             (else 'foobar)) <--- much better now
; Value: foobar
1 ]=> (cond ((> 3 2) 'foo)
             ( (< 3 2) bar ) <---- bar is NOT evaluated
             ( else 'foobar)) Lazy evaluation again
; Value: foo
1 ]=> (cond ( (< 3 2) foo ) <--- foo is NOT evaluated
             ( (> 3 2) 'bar )
             (else 'foobar))
; Value: bar
1 ]=> (cond ( (< 3 2) foo ) <--- foo is NOT evaluated
             ( (= 3 2) bar ) <--- bar is NOT evaluated
             (else foobar)) <--- foobar is evaluated => ERROR
;Unbound variable: foobar...
```

3 Lists

We reviewed what a PAIR is, what a CAR of a pair is, what a CDR of a pair is. The TA reminded you of what a LIST is, including nested lists. Some examples:

```
(cons <arg1> <arg2>) ,
       where <arg1> and <arg2> are arbitrary, but both are necessary
  (list <arg1> <arg2> ... <argN>) ,
       where <arg1> <arg2> ... <argN> are arbitrary, neither is necessary
  (append <arg1> <arg2> ... <argN>)
       where <arg1> <arg2> ... <argN-1> are lists and <argN> is
       arbitrary, neither is necessary
Draw pictures of:
  1. () can come from (list)
  2. (1) can come from (list 1)
  3. (1.2)
     Point out the spaces around the "."
     can come from (cons 1 2)
  4. (1.())
     Let them guess it is the same as (1)
     can come from (cons 1 ())
  5. (()) can come from (list ()) or from (cons () ())
  6. ( (1 2) 3 () ( (4) 5 ) 6) could come from:
      (list '(1 2) 3 ()
                                  (list (list 4) 5)
                                                        6)
        could be (list 1 2)
                                  could be '((4)5)
  7. ( (1 2) 3 () ( (4) . 5 ) 6)
     could come from (list (list 1 2) 3 () (cons '(4) 5) 6)
```

The TA drew solutions on the board. Please make sure you know how to draw these lists as CONS cells.

4 Recursive procedures

Don't forget pre- and post- conditions. You will need this for A2.

1. Write a procedure **sum-list-large** that takes a list of numbers and computes the sum of all numbers greater than 2 in the list. Return 0 if there are no such numbers in the input list.

2. Write a procedure that takes a non-negative integer n and an object as input and returns a list of n objects.

5 More Examples

1. Write a procedure **member?** that takes an object and a flat list as inputs and tests whether the object is an element of the input list.

2. Write a procedure **intersect** that computes the intersection of two lists. In other words, given two lists as arguments, it returns a list of elements contained in both lists.

```
Example:
]=> (intersect '(1 2 3 4) '(10 2 4 100) )
; Value: (2 4)
]=> (intersect '(john david) '(david 2 sky 4) )
; Value: (david)
; (intersect lst1 lst2) returns a list of elements contained
;; in both 1st1 and 1st2
;; Parameters: 1st1 and 1st2 are lists
;; Preconditions: none
;; Postconditions: none
;; Return values: a list of elements contained both in 1st1 and 1st2
(define (intersect 1st1 1st2)
    (cond ((null? lst1) ())
          ((member? (car lst1) lst2)
             (cons (car lst1) (intersect (cdr lst1) lst2)))
          (else (intersect (cdr lst1) lst2))))
```

3. Write a procedure **union** that computes the union of two lists. In other words, given two lists as arguments, it returns a list of elements contained in either of the two lists, but does not create duplicates.

6 Proofs

We didn't have time to cover this in tutorial, but please review. Consider the procedure **factorial**.

We want to prove that $(factorial\ n) = n!\ \forall n \in \mathbb{N},\ n \geq 0$. Define P(n) to stand for $(factorial\ n) = n!$. We prove by induction on n:

1. Base case:

We thus conclude that P(0) is true.

2. Inductive step:

Assume P(i) for an arbitrary $i \in \mathbb{N}$, $i \geq 0$. In other words, we assume that $(factorial\ i) = i!$ for an arbitrary $i \in \mathbb{N}$, $i \geq 0$. This is our inductive hypothesis (IH).

We thus conclude that $P(i) \Longrightarrow p(i+1)$ for any $i \ge 0$, $i \in \mathbb{N}$.

Thus, by the Principle of (weak) Induction, we conclude that P(n) is true for all $n \in \mathbb{N}$, $n \geq 0$. In other words, $(factorial\ n) = n!\ \forall n \in \mathbb{N},\ n \geq 0$.

I realize that the tutorial is long. But I was asked to cover proofs, and there is no way of not covering the other stuff... Do the best you can. I don't think I will have time to cover everything either!