

Assignment 3

CSE 755

Due: November 29

- (5 pts) Describe the set of states that satisfy the assertion ' $\forall x.x = 3$ '. Describe the set of states that satisfy the assertion ' $\forall x.x = x$ '. Justify your answers.
- (10 pts) Which of the following results (i.e., Hoare triples) are valid? Justify your answers.

- (a) $\{ \text{true} \} x := 2 \{ \text{true} \}$
- (b) $\{ \text{true} \} x := x \{ \text{false} \}$
- (c) $\{ \text{false} \} x := 2 \{ \text{true} \}$
- (d) $\{ \text{false} \} x := 2 \{ \text{false} \}$
- (e) $\{ \text{true} \} \text{while true do } x := 2 \text{ end } \{ \text{false} \}$
- (f) $\{ \text{true} \} x := x + 1 \{ x = x + 1 \}$
- (g) $\{ x = y \} t := x; x := y; y := t \{ x = y \}$
- (h) $\{ x \geq 0 \} x := y \{ y \geq 0 \}$

- (5 pts) The following axiom for the assignment is not sound:

$$\frac{}{\{ \text{true} \} x := e \{ x = e \}}$$

Find an example that demonstrates the unsoundness of the rule. Justify your answer.

- (10 pts) For each of the following Hoare triples (i.e., results), state whether it is valid or not. Justify your answers briefly. If you cannot decide whether a triple is valid or not, explain why you are not able to decide.

- (a) $\{ x = 0 \} \text{while } x < 10 \text{ do } x := x - 1; \text{end } \{ x = x + 1 \}$
- (b) $\{ x = 0 \} \text{while } x < 10 \text{ do } x := x + 1; \text{end } \{ x = x + 1 \}$
- (c) $\langle x = 0 \mid \text{while } x < 10 \text{ do } x := x - 1; \text{end} \mid x = x + 1 \rangle$
- (d) $\langle x = 0 \mid \text{while } x < 10 \text{ do } x := x + 1; \text{end} \mid x = x + 1 \rangle$

- (20 points) *Loop reversal* is a compiler optimization that reverses the order of loop iterations. For example, suppose that **b** is an array of integers with index range $[1, \dots, 100]$. Given the following code

```

s := 0;
i := 1;
while i <= 100 do
  s := s + b[i];
  i := i + 1;
end

```

a compiler may transform it to

```

s := 0;
i := 100;
while i >= 1 do
  s := s + b[i];
  i := i - 1;
end

```

While in general such a transformation is not always valid, in this particular example it is semantics-preserving.

Part 1. Suppose we wanted to show that for both versions of the code, a triple $\{ \text{true} \} \dots \{ \mathbf{s} = \sum_{k=1}^{100} \mathbf{b}[k] \}$ can be derived. Show the detailed proofs of these two triples. In all steps of the proofs, show clearly which rule you are applying, and on which statement and pre/post-conditions. You *must* show *explicitly* all implications $\alpha \Rightarrow \beta$ you have used when applying the rule of consequence.

Part 2. Consider again the two programs in Part 1. Find loop invariants and termination functions and prove the corresponding *total* correctness triples. You *must* show *explicitly* all implications $\alpha \Rightarrow \beta$ you have used when applying the rule of consequence. Do not worry whether expressions are well-defined — that is, you can use the “normal” assignment axiom that was defined for partial correctness.