

## Computer Programming: Skills & Concepts (CP) arithmetic, if and booleans (cont)

Cristina Alexandru

Monday 2 October 2017

*CP Lect 5 – slide 1 – Monday 2 October 2017*

## Today's lecture

- ▶ Solving quadratic with `if`-statements
- ▶ General form of the `if`-statement
- ▶ Boolean tests (using relational operators)
- ▶ What about degenerate quadratics?
- ▶ Refining `quadratic.c`

*CP Lect 5 – slide 3 – Monday 2 October 2017*

## Last Lecture

- ▶ Arithmetic
- ▶ Quadratic equation problem:  $ax^2 + bx + c = 0$
- ▶ Floating point data

*CP Lect 5 – slide 2 – Monday 2 October 2017*

## Choice of variables for `quadratic.c`

- ▶ We will need to compute the square-root of  $b^2 - 4ac$ .
- ▶ The `sqrt` function available in the `math` library for C is of the type `double sqrt (double x);`
- ▶ For this simple reason we use `double` variables for our real roots.
- ▶ Precision is not really important to *us*, at least not now.

*CP Lect 5 – slide 4 – Monday 2 October 2017*

## C program to Solve Quadratic Equations

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}.$$

Steps of our program:

- ▶ Take in the inputs  $a$ ,  $b$  and  $c$  from the user (`scanf`).  
**Need three int variables to store these values:**  $a$ ,  $b$ ,  $c$  say;
- ▶ *test whether  $b^2 - 4ac$  is non-negative.*  
**What we do will depend on the result of the test**
  - ▶ If negative, output a message about "No real roots".
  - ▶ If exactly 0, a repeated root.
  - ▶ Otherwise, two differing roots as per formula.
- ▶ Get the square root of  $b^2 - 4ac$  (if non-negative).
- ▶ Output both roots (or one if repeated).
- ▶ return `EXIT_SUCCESS`;

CP Lect 5 – slide 5 – Monday 2 October 2017

## Running quadratic.c

`quadratic.c` (and the refinements of this program) uses the `sqrt` function from the `math` library.

**note:** Not *enough* to include `<math.h>` in the code.

- ▶ `<math.h>` is just a header file for the `math` library (it explains the "shape" of the `sqrt` function, and other `math` functions).
- ▶ To run our program, we need to *link* to *executable* code for the `math` functions.
- ▶ Link by adding `-lm` to `gcc` command when compiling:  
`gcc -Wall quadratic.c -lm`
- ▶ `-lm` is 'minus ell m', NOT 'minus one m'.

CP Lect 5 – slide 7 – Monday 2 October 2017

## body of quadratic.c

```
int s = (b*b - 4*a*c);

if (s < 0) {
    printf("No real roots to this quadratic.\n");
} else if (s == 0) {
    printf("Eq. has the repeated root %f.\n", -(double)b/(2.0*a));
} else {
    x1 = (-(double)b - sqrt(s))/(2.0*a);
    x2 = (-(double)b + sqrt(s))/(2.0*a);

    printf("The sols to %dx^2 +%dx +%d = 0 are ", a, b, c);
    printf("%lf and %lf.\n", x1, x2 );
}
```

Note: `sqrt()` takes a `double` argument, so the `int` expression `s` is automatically promoted to a `double` in `sqrt(s)`.

**Question:** is the cast `(double)b` necessary?

CP Lect 5 – slide 6 – Monday 2 October 2017

## Assumptions :- (

We made some assumptions for `quadratic.c`

- ▶ By solving a quadratic, we (implicitly) assumed  $a$  is non-zero.
- ▶ Same for  $b$ .
- ▶ We might have had a linear or constant equation.

*SOLUTION* - use the (general) `if` statement.

CP Lect 5 – slide 8 – Monday 2 October 2017

## if statement – general form

```
if ( condition1 ) {  
    statement-sequence1  
}  
else if ( condition2 ) {  
    statement-sequence2  
}  
...  
else {  
    statement-sequencen  
}
```

- ▶ *condition*<sub>1</sub>, ..., *condition*<sub>n-1</sub> are all *boolean expressions*: either true or false.
- ▶ *statement-sequence*<sub>1</sub>, ..., *statement-sequence*<sub>n</sub> are all sequences of C-programming statements.
- ▶ Note that it is possible to use *if* alone without *any else branch*.

CP Lect 5 – slide 9 – Monday 2 October 2017

## Relational operators

What kind of conditions can we use in *if* statements?

Assume *e*<sub>1</sub> and *e*<sub>2</sub> are (usually arithmetic) expressions ...

We can apply *relational operators* to form a boolean expression.

<i>e</i> <sub>1</sub> == <i>e</i> <sub>2</sub>	<i>e</i> <sub>1</sub> equal to <i>e</i> <sub>2</sub>
<i>e</i> <sub>1</sub> != <i>e</i> <sub>2</sub>	<i>e</i> <sub>1</sub> not equal to <i>e</i> <sub>2</sub>
<i>e</i> <sub>1</sub> < <i>e</i> <sub>2</sub>	<i>e</i> <sub>1</sub> less than <i>e</i> <sub>2</sub>
<i>e</i> <sub>1</sub> <= <i>e</i> <sub>2</sub>	<i>e</i> <sub>1</sub> less than or equal to <i>e</i> <sub>2</sub>
<i>e</i> <sub>1</sub> > <i>e</i> <sub>2</sub>	<i>e</i> <sub>1</sub> greater than <i>e</i> <sub>2</sub>
<i>e</i> <sub>1</sub> >= <i>e</i> <sub>2</sub>	<i>e</i> <sub>1</sub> greater than or equal to <i>e</i> <sub>2</sub> .

**Never write** *e*<sub>1</sub> < *e*<sub>2</sub> < *e*<sub>3</sub>

it is legal C, but it doesn't mean anything like what you think it means – if you remember to `-Wall`, the compiler will warn you if you do this!

**note:** We can compare float and double expressions in this way - but only `int` comparisons are fully reliable. **Why is this?**

CP Lect 5 – slide 11 – Monday 2 October 2017

## Warning about if

If you look in the textbooks, you will see that when the *statement-sequence* has only one statement, you can miss out the curly brackets round it:

```
if ( t > 0 )  
    x = x + 1;  
else  
    x = x - 1;
```

We **recommend** that you **don't** do this (at least until you're experienced enough to understand when you can ignore our advice!).

You will see it in other people's programs though.

Actually, we lied about the general form of the *if* statement. In truth, the general form is

```
if ( condition ) statement1 else statement2  
and a statement can have the form { statement-sequence }
```

or can be an *if*-statement itself. However, the form on the previous slide is the way we typically use it, so best to 'learn' that.

CP Lect 5 – slide 10 – Monday 2 October 2017

## More complicated Boolean expressions

Assume *e*<sub>1</sub> and *e*<sub>2</sub> are boolean expressions ...

Can build more complicated boolean expressions iteratively, using *boolean operators*.

0	false (always)
non-zero	true (always)
! <i>e</i> <sub>1</sub>	true if <i>e</i> <sub>1</sub> is false
<i>e</i> <sub>1</sub> && <i>e</i> <sub>2</sub>	true if ( <i>e</i> <sub>1</sub> is true and <i>e</i> <sub>2</sub> is true)
<i>e</i> <sub>1</sub>    <i>e</i> <sub>2</sub>	true if ( <i>e</i> <sub>1</sub> is true or <i>e</i> <sub>2</sub> is true)

For example, **can** write (*e*<sub>1</sub> < *e*<sub>2</sub>) && (*e*<sub>2</sub> < *e*<sub>3</sub>).

The expressions *e*<sub>1</sub>, *e*<sub>2</sub> are (formally) integer expressions.

We define *boolean variables* as `int`.

Think of integers as (informally) acting as boolean 'type'.

CP Lect 5 – slide 12 – Monday 2 October 2017

## Boolean expressions in if-else statements

We have seen lots of **simple** and **complex** boolean expressions: whenever any of these are used as tests in a `if-else` statement, they must be enclosed in **parentheses**.

For example

- ▶ The simple Boolean expression `x < 5+z`, when being used as a test for an `else if`-branch of an `if-else` statement, would appear as

```
else if (x < 5+z) { ... }
```

- ▶ The complex Boolean expression `(a != 0) && (b*b > 4*a*c)`, when being used as the test for the `if` branch of an `if-else` statement, would appear as

```
if ( (a != 0) && (b*b > 4*a*c) ) { ... }
```

CP Lect 5 – slide 13 – Monday 2 October 2017

## Improving quadratic.c

Issues for improving quadratic:

- (i) make our quadratic solver cope with  $a = 0$  (`quadratic2.c`)  
... and with  $a = 0, b = 0$ .
- (ii) complex roots (homework).

CP Lect 5 – slide 15 – Monday 2 October 2017

## Nested if-statements

- ▶ The **statement-sequence** placeholder in the general `if`-statement allows other `if`-statements to be part of the program fragment.
- ▶ This is a 'nested' use of the `if`-statement.
- ▶ Example – refine the `quadratic.c` program further to include a solution for the  $a = 0$  case (given a linear equation).

CP Lect 5 – slide 14 – Monday 2 October 2017

## quadratic equations – what if $a = 0$

If  $ax^2 + bx + c = 0$  is a quadratic, and  $a$  is 0, then we have a linear equation:

$$bx + c = 0$$

This has ...

- ▶ Exactly *one* root of value  $-c/b$ , if  $b \neq 0$ .
- ▶ No root at all, if  $b = 0$  and  $c \neq 0$ .
- ▶ Everything is a root, if  $b = c = 0$ .

*Can incorporate this case into our code:*

CP Lect 5 – slide 16 – Monday 2 October 2017

## quadratic2.c – header and input code

Start off as before ...

```
#include <stdio.h>
#include <stdlib.h>
#include <math.h>    // Need to include math.h to use sqrt.

int main(void) {
    int a, b, c, s;
    double x1, x2;

    printf("Input the x^2 co-efficient a: ");
    scanf("%d", &a);
    printf("Input the x co-efficient b: ");
    scanf("%d", &b);
    printf("Input the constant term c: ");
    scanf("%d", &c);
    s = b*b - 4*a*c;
```

CP Lect 5 – slide 17 – Monday 2 October 2017

## quadratic2.c – all cases

```
if (a != 0) {
    if (s < 0) {
        ... // code from quadratic.c
    }
}
else if (b != 0) {           /* a==0 WITH b NON-ZERO */
    x1 = -((double)c)/((double)b);
    printf("1 sol to %dx^2 +%dx +%d = 0.\n", a, b, c);
    printf("It is %lf.\n", x1);
}
else if (c != 0) {         /* a AND b BOTH ZERO, c NON-ZERO */
    printf("No sols to %dx^2 + %dx +%d = 0.\n", a, b, c);
}
else {                     /* a, b, c ALL ZERO */
    printf("Degenerate equation - everything is a solution!\n");
}
return EXIT_SUCCESS;
}
```

CP Lect 5 – slide 19 – Monday 2 October 2017

## quadratic2.c – a != 0 versus a == 0

```
if (a != 0) {
    if (s < 0) {           /* THIS (a != 0) */
        ...              /* BRANCH IS */
    }                    /* EXACTLY WHAT */
    else if (s == 0) {    /* WE PUT FOR THE */
        ...              /* BODY OF */
    }                    /* quadratic.c */
    else {
        ...
    }
}
else {                   /* THIS WILL BE THE */
    ...                 /* SOLUTION FOR a==0 */
}                       /* (linear equations) */
return EXIT_SUCCESS;
```

We need to complete the else (a being 0) branch.

CP Lect 5 – slide 18 – Monday 2 October 2017

## Reading and Working

Relevant sections of “A book on C” are Sections 4.1, 4.2, 4.3, 4.4 (on Boolean expressions, Relational operators, etc) and Section 4.7 (on the if and the if-then-else statements).

You already have the [week 3 Tutorial sheet](#).

Please attempt all Questions before your tutorial group.

Also please think of one question about the CP material so far, and bring that question to the tutorial.

How about coding up quadratic2.c?

Could make quadratic3.c by also doing complex roots.

CP Lect 5 – slide 20 – Monday 2 October 2017