

# UNIT 3B

# Implementing Algorithms

# Announcements

- Check the grades for lab1, PA1, PS1 on autolab
- Hope you submitted PA2 last night (no exceptions)
- PS2 is due Friday Feb 1.
- If you cannot find the CA in 3<sup>rd</sup> floor during office hours, email them immediately
- Sign up for piazza to see Q&A

# Algorithmic Thinking Review

- An algorithm is a precise set of rules
- What are the properties of correct algorithms? specifies , expected output
- A program is an implementation of an algorithm
- How do you test an algorithm?  
 $\text{gcd}(a,b)$       both positive      ← test cases  
                                both negative      ←

# Tools for Implementing algorithms

# Two key constructs needed in all programming languages

- The ability to branch



- The ability to iterate



# Branching

# What is branching?

- Programs usually execute instructions in sequence
- But sometimes programs must jump to a different instruction based on a boolean condition
- Programming languages have constructs that lets us jump on a condition

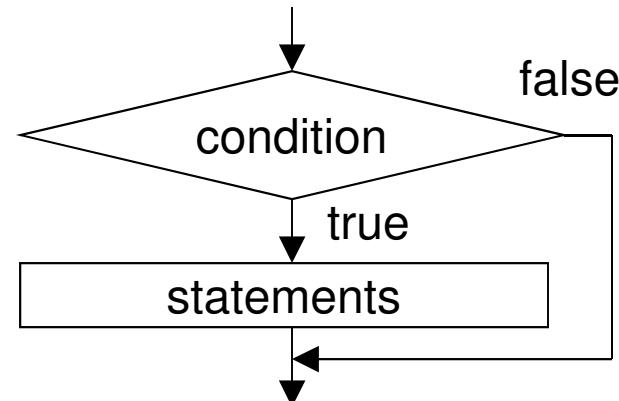
1. start  
2.  
3. if  $x > 1$  goto  
4.  
5.  
6. end

# if statement

Format:

```
if bool_condition then  
    statement_list  
end
```

```
if x>y then  
    max = x  
end
```



# Write a function that determines if a number is divisible by 3

```
def div3(x)
    if x%3 == 0 then
        return "true"
    end
end
```

$\%$  - remainder  
 $/$  - quotient

$$7 = 2 \times 3 + 1$$

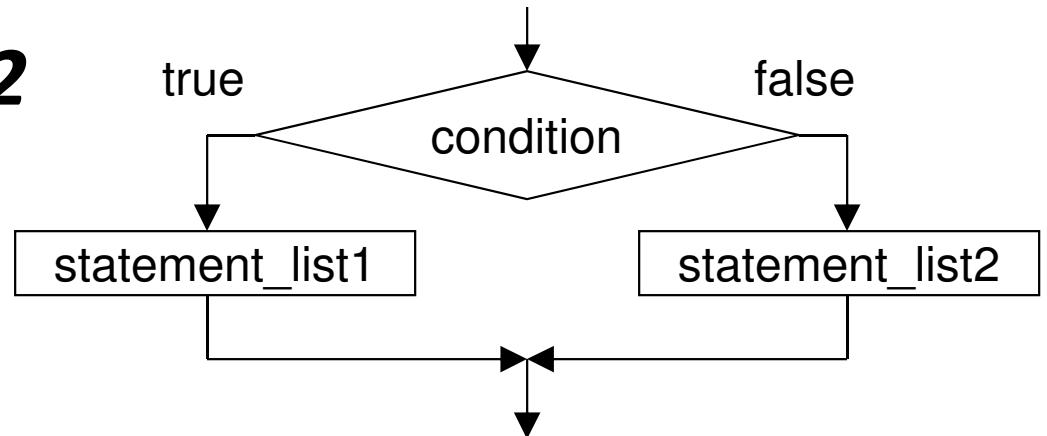
$$7 / 2 = 3$$

$$7 \% 2 = 1$$

# **if/else** statement

Format:

```
if bool_condition then  
    statement_list1  
else  
    statement_list2  
end
```



# Write a function to find the max of two numbers

```
def max(x,y)
    if  $x > y$  then
        return x
    else
        return y
    end
end
```

$$\max \left( \max \left( \begin{matrix} x \\ 5 \end{matrix}, \begin{matrix} y \\ 8 \end{matrix} \right), \begin{matrix} z \\ 2 \end{matrix} \right) \rightarrow \boxed{8}$$

↓  
8

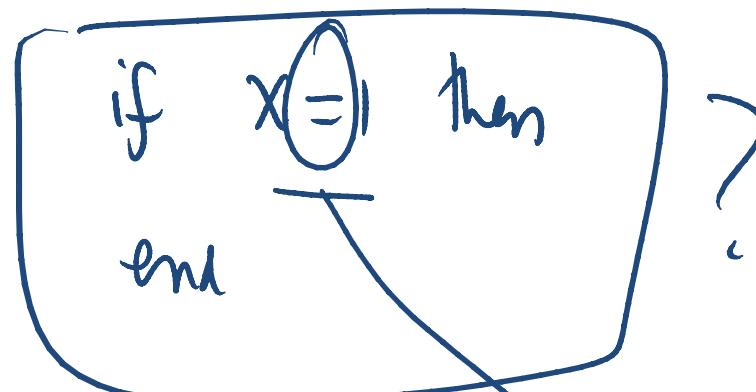
# Boolean Statements

- A boolean statement is either TRUE or FALSE
- Examples?

$x > y$

$x \neq y$        $\xleftarrow{\text{not equal}}$

$\text{Color} == "blue"$        $\xleftarrow{\text{equal}}$



Don't do  
this

# Boolean Operators

- Two or more bool statements can be combined using boolean operators
- Boolean operators can only be applied to boolean variables. i.e. variables that are true or false

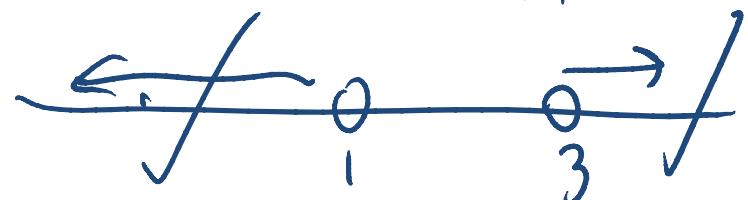
$$!(x > 3) \Rightarrow x \leq 3$$

- Ruby boolean operators

- AND operator
- OR operator
- NOT operator

$x > 3$  and  $x < 1 \rightarrow \text{false}$

$x > 3 \text{ or } x < 1$



# iteration

# Iteration

- Iteration is a sort of branching
- `for i in 1..10 do something end`

1.  $i = 1$
2. if ( $i > 10$ ) go to 5
3. something
4.  $i = i + 1$
5. end go to 2

X 15110

# while loop

Format:

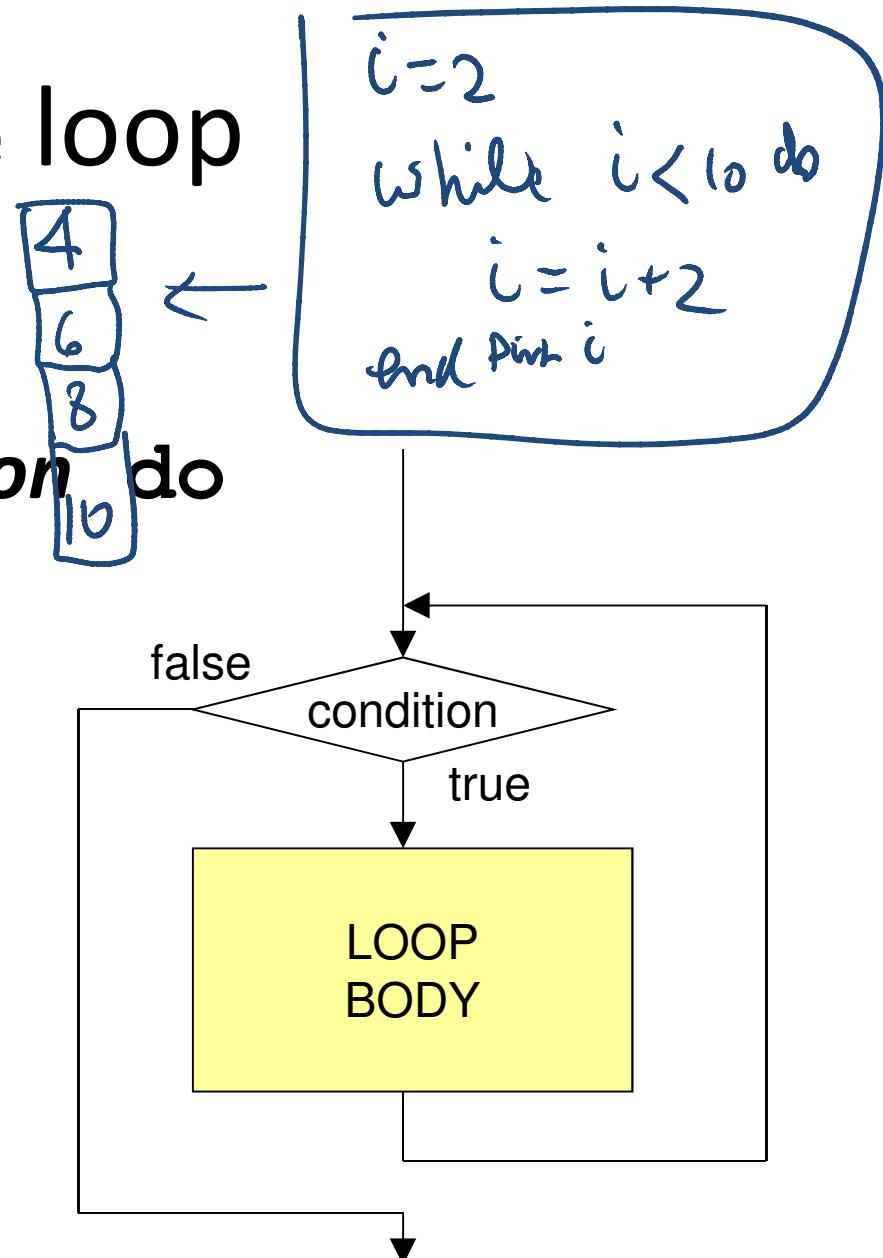
**while** *bool\_condition* **do**

*loop body*

**end**

one or more instructions  
to be repeated

If the loop condition becomes false during  
the loop body, the loop body still  
runs to completion before we exit  
the loop and go on with the next step.



# While vs. For Loops

~~for~~  
 $\leq$

#for loops

```
for i in 1..10 do  
    Stat  
end
```

# while loop

```
i=1  
while (i<=10) do  
    Stat  
    i=i+1  
end
```



# Going backwards

10, 9, -- 1

#for loops

Challenge

# while loop

```
i = 10;  
while (i >= 1) do  
    stat  
    i = i - 1  
end
```

7

# Nested Loops

- Table calculation

2	3	4	5	6
3	4	5	6	7
4	5	6	7	8
5	6	7	8	9

,

,

(15)

```
for i in 1..10 do
    for j in 1..5 do
        print(i+j).to-s() + "\n"
    end
end
```

outer

inner

Convert  
int  
to  
string

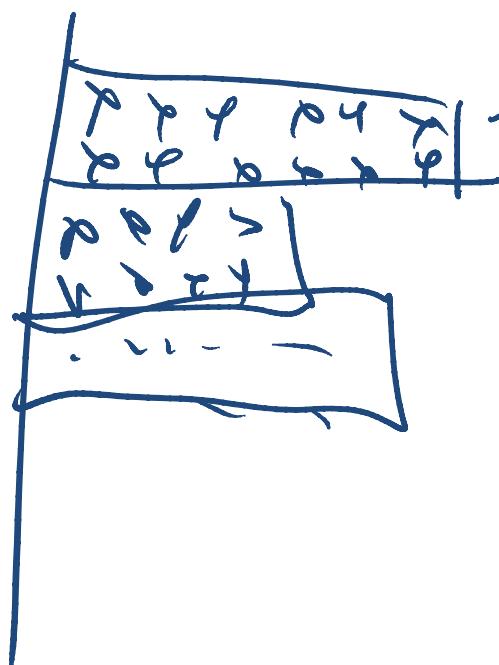
i = 1  
= 2  
.  
10

j = 0..5  
j = 1..5

j = 1..5

# Creating Art

- How would you draw a skyscraper?
- How would you combine them to create a skyline?



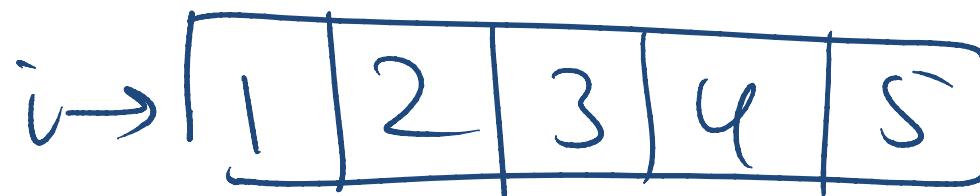
```
for i in 1..m do
    for j in 1..n do
        print "*"
    end
    print "\n"
end
```

The code above is a pseudocode representation of a nested loop used to print a skyline. The outer loop iterates over  $m$  rows, and the inner loop iterates over  $n$  columns. An arrow from the word "do" in the first line points to the first "do" in the second line. Another arrow from the word "print" in the third line points to the asterisks in the sketch. Braces on the right side group the variables  $m$  and  $n$  with their respective loops, and another brace groups the two print statements.

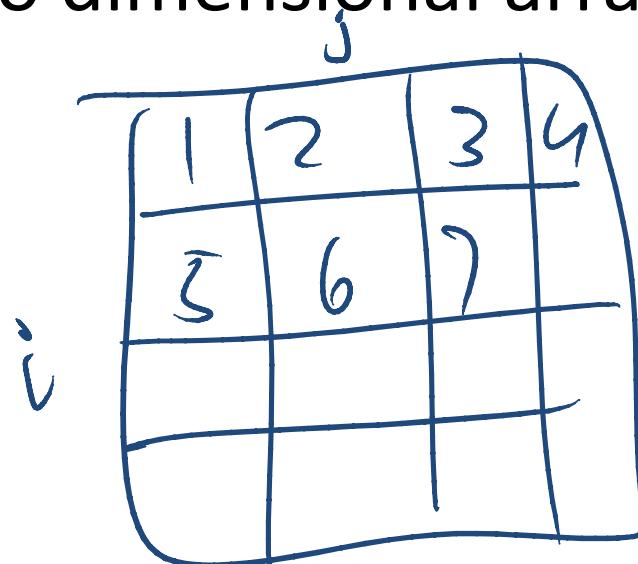
# Representing Lists as Arrays

# Array types

- One dimensional arrays



- Two dimensional arrays



# Arrays

- Arrays can hold any kind of object:

```
a = [8, "strawberry", -5.062, false]
```

$a[0] \Rightarrow 8$

$a[1] \Rightarrow "strawberry"$

*Ruby numbers items from 0!*

$A = []$

$a.length \Rightarrow 4$

- The empty array is written as [ ]

# Converting a Range to an Array

`r = 3..8`

`r.to_a`     $\Rightarrow$     `[3, 4, 5, 6, 7, 8]`

`(8..3).to_a`     $\Rightarrow$     `[ ]`

`s = “gu”..“he”`

`s.to_a`     $\Rightarrow$     `["gu", "gv", "gw", "gx", "gy",  
      "gz", "ha", "hb", "hc", "hd", "he"]`

*The `to_a` method uses `succ` to generate elements.*