



Andrea Sterbini – sterbini@di.uniroma1.it

Lists (dynamic, heterogeneous)

List = [one, two, three, four]

[Head | Tail] = List Head = one

Tail = [two, three, four]

[First, Second | Rest] = List

First = one

- Second = two
- Rest = [three, four]

EmptyList = []

is_empty([]).

length([], 0).

% how to extract the first element % fails if the list is empty

% extracting first and second element % fails if the list has less than 2 elements

% the empty list

% list syntax

% test for empty list through unification

% recursively compute the list length length([H|T], N1) := length(T,N), N1 is N + 1.

Methods in Computer Science education: Analysis

Predicates on lists

% list concatenation/split (if used backward)

```
append([], B, B). % B if A is empty
% else attach the first in front of the result of appending the rest to A
append([ H | T], B, [H | C] ) :- append(T,B,C).
```

% member check/generation

member(A, [A|_]). % A is member if first element member(A, [_|T]):- member(A, T). % or if member of the rest

Methods in Computer Science education: Analysis

Predicates are relations and works in many ways/directions

 $\begin{array}{ll} member(a, [a, b, c]) &=> true\\ member(A, [a, b, c]) &=> A=a \quad or \; A=b \quad or \; A=c\\ member(a, B) &=> B=[a|_]; & \% \; list \; starting \; with \; a\\ & B=[_,a|_]; & \% \; list \; with \; a \; in \; 2^\circ \; place\\ & B=[_,_,a|_]; & \% \; list \; with \; a \; in \; 3^\circ \; place\\ & \ldots \; (infinite \; solutions) \end{array}$

Methods in Computer Science education: Analysis

Functional programming

Predicates can be used as if they were functions or to test values You just add an argument to collect the result

- square(X, Result) :- Result is X * X. % function is_odd(X) :- 1 is X mod 2. % test=compute+unify
- You can map functions over lists (with the apply library)

```
Or get all elements satisfying some property
List = [1, 2, 3, 4], include(is_odd, List, Odd).
=> Odd = [1, 3]
List = [1, 2, 3, 4], partition(is_odd, List, Odd, Even).
=> Odd = [1, 3] Even = [2, 4]
```

What if predicates are used "backward"?

% find a list X that is partitioned this way partition(is_odd, X, [1,3], [2,4]).

. . .

[1,3,2,4]; [1,2,3,4]; [1,2,4,3]; [2,1,3,4]; [2,1,4,3]; [2,4,1,3]

% What if we use maplist "backward"? maplist(square, X, [1, 4, 9]). Arguments are not sufficiently instantiated In: [3] 1 is _1680*_1682

% We need a better definition of square(N,N2) square(N, N2) :- nonvar(N), N2 is N*N. %if N is known square(N, N2) :- var(N), between(1,N2,N), N2 is N*N. % else

Methods in Computer Science education: Analysis

Or else you could collect all solutions by:

All solutions of a Predicate: bagof(Term, Predicate, ListOfTerms) ?- bagof(odd(X), (member(X, [3, 2, 3, 4]), 1 is X mod 2), Odd) => Odd = [odd(3), odd(3)]

<u>Unique</u> solutions: setof(Term, Predicate, Set)

```
?- setof( odd(X), (member(X, [3, 2, 3, 4]), 1 is X mod 2), Odd)
=> Odd = [ odd(3) ]
```

Just repeat DoSomething <u>for each solution</u> of a Predicate:

forall(Predicate, DoSomething)

?- forall(member(El, [1, 2, 3]), writeln(El)).

```
1
```

- 2
- 3

Methods in Computer Science education: Analysis

You can build terms from lists and viceversa term(1, two, three) =.. [term, 1, two, three]

You can call/prove predicates built from data call(Term, AdditionalArg, ...)

You can add/remove new facts or clauses to/from memory asserta(Head :- Body) assertz(Head :- Body) asserta(Fact) assertz(Fact) retract(FactOrClause)

Methods in Computer Science education: Analysis

Alternative syntax to write parsers/generators Definite Clause Grammars (DCG)

Two arguments are added to each grammar rule:

- the list of input tokens
- the remaining list of tokens not yet consumed

RULE READ TRANSFORMED TO

sentence --> subject, verb,

complement.

sentence(Words, Rest3) :subject(Words, Rest1), verb(Rest1, Rest2),

complement(Rest2, Rest3).

%special: terminal tokens verb --> [run].

ns % simply expected as next token verb([run | Rest], Rest).

Methods in Computer Science education: Analysis

Grammar example

--> subject, verb, object. sentence --> article(Gender), actor(Gender). subject --> article(Gender), object(Gender). object article(female) --> [la]. article(male) --> [il]. actor(_) --> [chirurgo]. actor(female) --> [elefantessa]. actor(male) --> [elefante]. --> [mangiava]. verb --> [guardava]. verb object(female) --> [insalata]. object(male) --> [cavolfiore].

Output

. . .

[la, chirurgo, mangiava, la, insalata] [la, chirurgo, mangiava, il, cavolfiore] [la, chirurgo, guardava, la, insalata] [la, chirurgo, guardava, il, cavolfiore] [la, elefantessa, mangiava, la, insalata] [la, elefantessa, mangiava, il, cavolfiore] [la, elefantessa, guardava, la, insalata] [la, elefantessa, guardava, il, cavolfiore] [il, chirurgo, mangiava, la, insalata] [il, chirurgo, mangiava, il, cavolfiore] [il, chirurgo, guardava, la, insalata]

%TASK: how can add number constraints?

Methods in Computer Science education: Analysis

Common extensions

Grammars

grammar rules map easily to Prolog predicates, both for parsing and for text generation

Constraints

the domain of the possible values of a variable can be constrained in many ways (e.g. the sudoku game)

00P

terms could represent objects and their properties rules could represent methods

GUI

widgets, events, callbacks and so on

Methods in Computer Science education: Analysis

Constraint example (Sudoku)

DEMO

Methods in Computer Science education: Analysis

Programming styles

Single threaded

- **Declarative:** data AND rules
 - declarative data => relational data representation (SQL-like)
- **<u>Functional</u>**: rules as functions transforming data
- <u>Meta-programming</u>: programs that BUILD programs
- Predicate/Relations can be used in many directions
- **Recursion, recursion everywhere!**
- Parallelism in some particular Prolog (Sicstus, Parlog, GHC)
- Simple multiprocessing with the 'spawn' library

Methods in Computer Science education: Analysis

Prolog Pro/Cons for teaching

PRO

- Focus on data abstraction
- Focus on relations instead than procedures
- easy Natural Language
 processing and generation
- easy Symbolic manipulation (Math, Algebra, Physics, ...)
- Al
- Recursion everywhere!

CONS

- Not typed (but you can use terms for dynamic typing)
- There is no really nice IDE (or you can use Eclipse PDT)
- Recursion everywhere!

Methods in Computer Science education: Analysis