

Hoare Examples & Proof Theory

COS 441 Slides 11

Agenda

- The last several lectures:
 - Denotational semantics of formulae in Haskell
 - Reasoning using Hoare Logic
- This lecture:
 - Exercises
 - A further introduction to the mathematical notation used in programming languages research

EXERCISES

Which Implications are Valid?

- Assume all formulae and states are well-formed.
- An implication $P \Rightarrow Q$ is valid if P describes fewer (or the same) states as Q
- Which implications are valid?
 - $\text{false} \Rightarrow \text{true}$
 - $\text{true} \Rightarrow \text{false}$
 - $\text{true} \Rightarrow \text{true}$
 - $\text{false} \Rightarrow \text{false}$
 - $\text{false} \Rightarrow P$ (for any formula P)
 - $P \Rightarrow \text{false}$ (for any formula P)
 - $P \Rightarrow \text{true}$ (for any formula P)
 - $\text{true} \Rightarrow P$ (for any formula P)
 - $x = x+1 \Rightarrow \text{true}$
 - $x = x+1 \Rightarrow y = y+1$
 - $5 = 5 \Rightarrow 6 > 3$
 - $x > y \Rightarrow x < y$
 - $B \ \& \ A \Rightarrow A$ (for any A, B)
 - $A \Rightarrow A \ || \ B$ (for any A)
 - $\text{true} \ \&\& \ \text{false} \Rightarrow \text{true} \ || \ \text{false}$

Which Triples are Valid?

1. { false } skip { true }
2. { false } skip { false }
3. { true } skip { false }
4. { true } skip { true }
5. { $x = x+1$ } skip { $y = y+1$ }
6. { true } skip { $0 = 3$ }
7. { $2 = 2$ } skip { $5 = 5$ }
8. { $8 > 3$ } skip { false }

Which Triples are Valid?

1. { false } skip { true } yes (any triple with false precondition)
2. { false } skip { false } yes
3. { true } skip { false } no (postcondition can't be made true)
4. { true } skip { true } yes
5. { $x = x+1$ } skip { $y = y+1$ } yes (precondition is equivalent to false)
6. { true } skip { $0 = 3$ } no $0 = 3$ is equivalent to false
7. { $2 = 2$ } skip { $5 = 5$ } yes, equivalent to { true } skip { true }
8. { $8 > 3$ } skip { false } no, equivalent to { true } skip { false }

Fill in the Pre-conditions

{ ? }

$y = x;$

$y = x + x + y;$

{ $y = 3 * x$ }

Fill in the Pre-conditions

$\{ \text{true} \}$ ← simplify using the rule of consequence

$\{ x + x + x = 3 * x \}$ ←

$y = x;$

$\{ x + x + y = 3 * x \}$

$y = x + x + y;$

$\{ y = 3 * x \}$

Fill in the Pre-conditions

{ ? }

$z = x + 2;$

$y = z + z;$

$x = z + y$

{ $x > z$ & $y = 3$ }

Fill in the Pre-conditions

$\{ 2*x = -1 \}$ ← **false** if we are dealing with integers
no integer solution!
 $\{ (x+2) + (x+2) = 3 \}$

$z = x + 2;$

$\{ z + z = 3 \}$ ← simplify using the rule of consequence
 $\{ \text{true} \ \& \ z + z = 3 \}$ ← part-way through

$\{ z + (z + z) > z \ \& \ z + z = 3 \}$

$y = z + z;$

$\{ z + y > z \ \& \ y = 3 \}$

$x = z + y$

$\{ x > z \ \& \ y = 3 \}$

Fill in the Pre-conditions

{ ? }

if ($x - y < 0$) then {

$z = x$

} else {

$z = y$

}

{ $z \leq y$ & $z \leq x$ }

Fill in the Pre-conditions

{ ? }

if ($x - y < 0$) then {

$z = x$

 { $z \leq y \ \& \ z \leq x$ }

} else {

$z = y$

 { $z \leq y \ \& \ z \leq x$ }

}

{ $z \leq y \ \& \ z \leq x$ }

Fill in the Pre-conditions

{ ? }

if ($x - y < 0$) then {

 { $x \leq y \ \& \ x \leq x$ }

$z = x$

 { $z \leq y \ \& \ z \leq x$ }

} else {

 { $y \leq y \ \& \ y \leq x$ }

$z = y$

 { $z \leq y \ \& \ z \leq x$ }

}

{ $z \leq y \ \& \ z \leq x$ }

Fill in the Pre-conditions

{ ? }

if ($x - y < 0$) then {

{ $x \leq y$ }

{ $x \leq y \ \& \ x \leq x$ }

$z = x$

{ $z \leq y \ \& \ z \leq x$ }

} else {

{ $y \leq x$ }

{ $y \leq y \ \& \ y \leq x$ }

$z = y$

{ $z \leq y \ \& \ z \leq x$ }

}

{ $z \leq y \ \& \ z \leq x$ }

rule of consequence



rule of consequence



Fill in the Pre-conditions

{ ? }

if ($x - y < 0$) then {

 { $x \leq y$ }

 { $x \leq y \ \& \ x \leq x$ }

$z = x$

 { $z \leq y \ \& \ z \leq x$ }

} else {

 { $y \leq x$ }

 { $y \leq y \ \& \ y \leq x$ }

$z = y$

 { $z \leq y \ \& \ z \leq x$ }

}

{ $z \leq y \ \& \ z \leq x$ }

if rule:

If { $e < 0 \ \& \ ?$ } C1 { Q } and { $\sim(e < 0) \ \& \ ?$ } C2 { Q }
then { ? } if $e < 0$ then C1 else C2 { Q }

we need to find ? such that:

$(x - y < 0) \ \& \ ? \Rightarrow x \leq y$

and

$\sim(x - y < 0) \ \& \ ? \Rightarrow y \leq x$

Fill in the Pre-conditions

{ ? }

if ($x - y < 0$) then {

$\{ x \leq y \}$

$\{ x \leq y \ \& \ x \leq x \}$

$z = x$

$\{ z \leq y \ \& \ z \leq x \}$

} else {

$\{ y \leq x \}$

$\{ y \leq y \ \& \ y \leq x \}$

$z = y$

$\{ z \leq y \ \& \ z \leq x \}$

}

$\{ z \leq y \ \& \ z \leq x \}$

if rule:

If $\{ e < 0 \ \& \ ? \}$ C1 $\{ Q \}$ and $\{ \sim(e < 0) \ \& \ ? \}$ C2 $\{ Q \}$
then $\{ ? \}$ if $e < 0$ then C1 else C2 $\{ Q \}$

we need to find ? such that:

$(x - y < 0) \ \& \ ? \Rightarrow x \leq y$

and

$\sim(x - y < 0) \ \& \ ? \Rightarrow y \leq x$

$x - y < 0$ already implies $x \leq y$

$\sim(x - y < 0)$ already implies $y \leq x$

Anything for ? works, including true.

Fill in the Pre-conditions

{ ? }

if ($x > 0$) then {

$x = x + 1$

} else {

$x = z$

}

{ even (x) }

Fill in the Pre-conditions

{ ? }

if ($x > 0$) then {

$x = x + 1$

 { even(x) }

} else {

$x = z$

 { even(x) }

}

{ even (x) }

Fill in the Pre-conditions

{ ? }

if ($x > 0$) then {

 { even($x+1$) }

$x = x+1$

 { even(x) }

} else {

 { even(z) }

$x = z$

 { even(x) }

}

{ even (x) }

Fill in the Pre-conditions

{ ? }

```
if ( x > 0 ) then {  
    { even(x+1) }  
    x = x+1  
    { even(x) }  
} else {  
    { even(z) }  
    x = z  
    { even(x) }  
}  
{ even (x) }
```

if rule:

If { $e > 0 \ \& \ ?$ } C1 { Q } and { $\sim(e > 0) \ \& \ ?$ } C2 { Q }
then { ? } if $e < 0$ then C1 else C2 { Q }

we need to find ? such that:

$x > 0 \ \& \ ? \Rightarrow \text{even}(x+1)$

and

$\sim(x > 0) \ \& \ ? \Rightarrow \text{even}(z)$

Fill in the Pre-conditions

{ ? }

```
if ( x > 0 ) then {  
    { even(x+1) }  
    x = x+1  
    { even(x) }  
} else {  
    { even(z) }  
    x = z  
    { even(x) }  
}  
{ even (x) }
```

if rule:

If { $e > 0$ & ? } C1 { Q } and { $\sim(e > 0)$ & ? } C2 { Q }
then { ? } if $e < 0$ then C1 else C2 { Q }

we need to find ? such that:

$x > 0$ & ? \Rightarrow even(x+1)

and

$\sim(x > 0)$ & ? \Rightarrow even(z)

? could be odd(x) & even(z)

Fill in the Pre-conditions

{ ? }

```
if ( x > 0 ) then {  
    { even(x+1) }  
    x = x+1  
    { even(x) }  
} else {  
    { even(z) }  
    x = z  
    { even(x) }  
}  
{ even (x) }
```

if rule:

If { $e > 0 \ \& \ ?$ } C1 { Q } and { $\sim(e > 0) \ \& \ ?$ } C2 { Q }
then { ? } if $e < 0$ then C1 else C2 { Q }

we need to find ? such that:

$x > 0 \ \& \ \text{odd}(x) \ \& \ \text{even}(z)$
 $\Rightarrow \text{even}(x+1)$

and

$\sim(x > 0) \ \& \ \text{odd}(x) \ \& \ \text{even}(z)$
 $\Rightarrow \text{even}(z)$

? could be $\text{odd}(x) \ \& \ \text{even}(z)$

AN INTRODUCTION TO PROOF THEORY

Semantics So Far

- Relatively speaking, the semantics of expressions is simple
 - it is given by a simple partial function
 - e_1, e_2 are any expressions (they are “metavariables”)
 - s is any state (s is also a “metavariable”)

$$[[e_1 + e_2]]s = [[e_1]]s + [[e_2]]s$$

- Semantics of formulae is also easy:

$$[[\text{true}]]s = \text{true}$$

$$[[\text{false}]]s = \text{false}$$

$$[[f_1 \ \& \ f_2]]s = [[f_1]]s \ \& \ [[f_2]]s$$

Semantics So Far

- Semantics of formulae:

$[[\text{true}]]s = \text{true}$

$[[\text{false}]]s = \text{false}$

$[[f1 \ \& \ f2]]s = [[f1]]s \ \& \ [[f2]]s$

- In your handout:

$s \models f$



the same as: $[[f]]s == \text{true}$

“state s satisfies formula f ” or
“formula f describes state s ” or
“formula f is true in state s ”

- Some examples:

$s \models \text{true}$ (for any s)

$[x=3, y=7] \models (x > 1) \ \& \ (y = 7)$

Semantics So Far

- Relatively speaking, the semantics of expressions is simple
 - it is given by a simple partial function:

$$[[e1 + e2]]s = [[e1]]s + [[e2]]s$$

- Hoare proof theory is a little more complicated
 - it was given by a series of “rules”:

Skip:

{ P } skip { P }

Assignment:

{ F [e/x] } x = e { F }

Consequence:

If $P' \Rightarrow P$ and $\{ P \} C \{ Q \}$ and $Q \Rightarrow Q'$
then $\{ P' \} C \{ Q' \}$

While:

If $P \Rightarrow I$ and $\{ e > 0 \ \& \ I \} C \{ I \}$ and $I \ \& \ \sim(e > 0) \Rightarrow Q$
then $\{ P \}$ while $(e > 0)$ do $C \{ Q \}$

Sequence:

if $\{ F1 \} C1 \{ F2 \}$ and $\{ F2 \} C2 \{ F3 \}$
then $\{ F1 \} C1; C2 \{ F3 \}$

If:

If $\{ e > 0 \ \& \ P \} C1 \{ Q \}$ and $\{ \sim(e > 0) \ \& \ P \} C2 \{ Q \}$
then $\{ P \}$ if $e > 0$ then $C1$ else $C2 \{ Q \}$

Inference Rules

- Looking at the rules, they decompose into **base cases (axioms)**:

Skip:

$\{ P \} \text{ skip } \{ P \}$

Assignment:

$\{ F [e/x] \} x = e \{ F \}$

- And **inductive cases** that appeal to **smaller proofs of Hoare triple validity**:

Consequence:

If $P' \Rightarrow P$ and $\{ P \} C \{ Q \}$ and $Q \Rightarrow Q'$
then $\{ P' \} C \{ Q' \}$

While:

If $P \Rightarrow I$ and $\{ e > 0 \ \& \ I \} C \{ I \}$ and $I \ \& \ \sim(e > 0) \Rightarrow Q$
then $\{ P \} \text{ while } (e > 0) \text{ do } C \{ Q \}$

Sequence:

if $\{ F1 \} C1 \{ F2 \}$ and $\{ F2 \} C2 \{ F3 \}$
then $\{ F1 \} C1; C2 \{ F3 \}$

If:

If $\{ e > 0 \ \& \ P \} C1 \{ Q \}$ and $\{ \sim(e > 0) \ \& \ P \} C2 \{ Q \}$
then $\{ P \} \text{ if } e > 0 \text{ then } C1 \text{ else } C2 \{ Q \}$

- When I say “**smaller proofs of Hoare triple validity**”, what I mean is a smaller number of uses of the above inference rules

Inference rules

- I've been careful to write all of the inference rules for Hoare logic in a suggestive format:

Sequence:

if $\{ F1 \} C1 \{ F2 \}$ and $\{ F2 \} C2 \{ F3 \}$
then $\{ F1 \} C1; C2 \{ F3 \}$

Inference rules

- I've been careful to write all of the inference rules for Hoare logic in a suggestive format:

Sequence:

if $\{ F1 \} C1 \{ F2 \}$ and $\{ F2 \} C2 \{ F3 \}$
then $\{ F1 \} C1; C2 \{ F3 \}$

- PL researchers use the following notation:

horizontal line
means "if"

$\frac{\{ F1 \} C1 \{ F2 \} \quad \{ F2 \} C2 \{ F3 \}}{\{ F1 \} C1; C2 \{ F3 \}}$

premises

conclusion

Inference rules

- I've been careful to write all of the inference rules for Hoare logic in a suggestive format:

Sequence:

if $\{ F1 \} C1 \{ F2 \}$ and $\{ F2 \} C2 \{ F3 \}$
then $\{ F1 \} C1; C2 \{ F3 \}$

- PL researchers use the following notation:

horizontal line
means "if"

$$\frac{\{ F1 \} C1 \{ F2 \} \quad \{ F2 \} C2 \{ F3 \}}{\{ F1 \} C1; C2 \{ F3 \}}$$

premises

conclusion

metavariables can be replaced
by any (well-formed) element of
the right sort

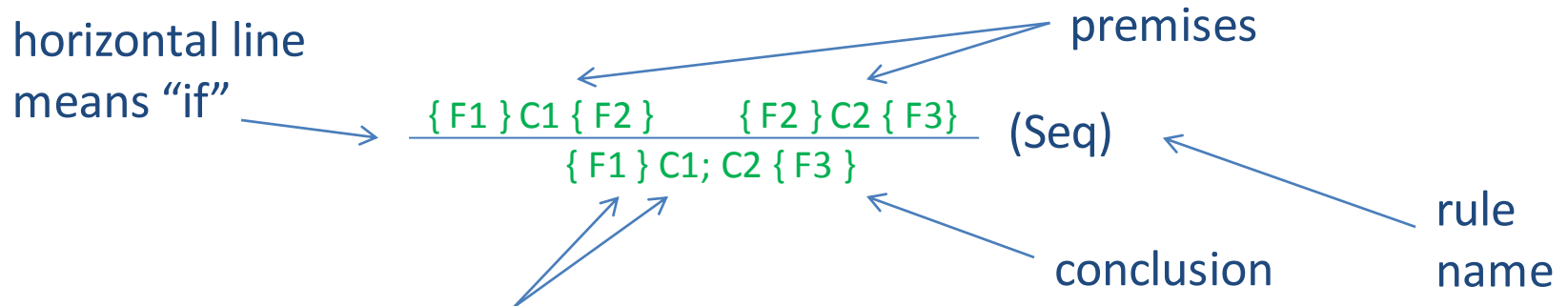
Inference rules

- I've been careful to write all of the inference rules for Hoare logic in a suggestive format:

Sequence:

if $\{ F1 \} C1 \{ F2 \}$ and $\{ F2 \} C2 \{ F3 \}$
then $\{ F1 \} C1; C2 \{ F3 \}$

- PL researchers use the following notation:



metavariables can be replaced by any (well-formed) element of the right sort

Inference rules

- PL researchers use the following notation:

$$\frac{\{F1\}C1 \{F2\} \quad \{F2\}C2 \{F3\}}{\{F1\}C1; C2 \{F3\}} \text{ (Seq)}$$

The diagram shows the Seq inference rule. The top line contains two green expressions: $\{F1\}C1 \{F2\}$ and $\{F2\}C2 \{F3\}$. A horizontal line is drawn below these two expressions. Below the line is the green conclusion: $\{F1\}C1; C2 \{F3\}$. The label "(Seq)" is to the right of the line. Two blue arrows labeled "premises" point to the two expressions above the line. Two blue arrows labeled "conclusion" point to the expression below the line.

metavariables can be replaced
by any (well-formed) element of
the right sort

- Example instance of the rule:

$$\frac{\{x = 4\}x = x+2 \{x = 6\} \quad \{x = 6\}x = x+1 \{x = 7\}}{\{x = 4\}x = x+2; x = x+1 \{x = 7\}} \text{ (Seq)}$$

Complete Hoare Rules

$$\frac{}{\{P\} \text{skip} \{P\}} \quad (\text{skip})$$

$$\frac{}{\{F[e/x]\} x = e \{F\}} \quad (\text{assign})$$

axioms

$$\frac{P' \Rightarrow P \quad \{P\} C \{Q\} \quad Q \Rightarrow Q'}{\{P'\} C \{Q'\}} \quad (\text{consequence})$$

$$\frac{P \Rightarrow I \quad \{e > 0 \ \& \ I\} C \{I\} \quad I \ \& \ \sim(e > 0) \Rightarrow Q}{\{P\} \text{while } (e > 0) \text{ do } C \{Q\}} \quad (\text{while})$$

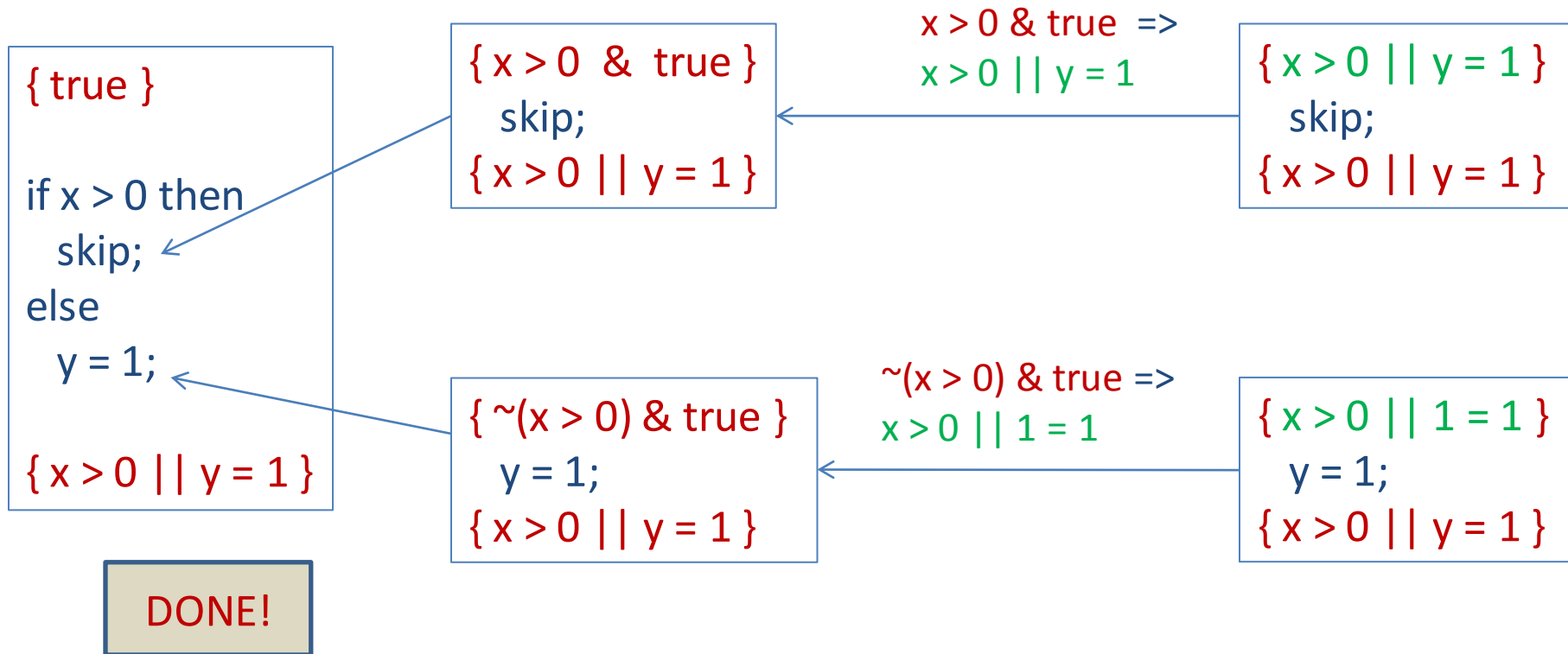
$$\frac{\{F1\} C1 \{F2\} \quad \{F2\} C2 \{F3\}}{\{F1\} C1; C2 \{F3\}} \quad (\text{seq})$$

$$\frac{\{e > 0 \ \& \ P\} C1 \{Q\} \quad \{\sim(e > 0) \ \& \ P\} C2 \{Q\}}{\{P\} \text{if } e > 0 \text{ then } C1 \text{ else } C2 \{Q\}} \quad (\text{if})$$

inductive
rules

Building Proofs

- A random bunch of boxes and arrows is not a consistent, well-defined notation for proofs:



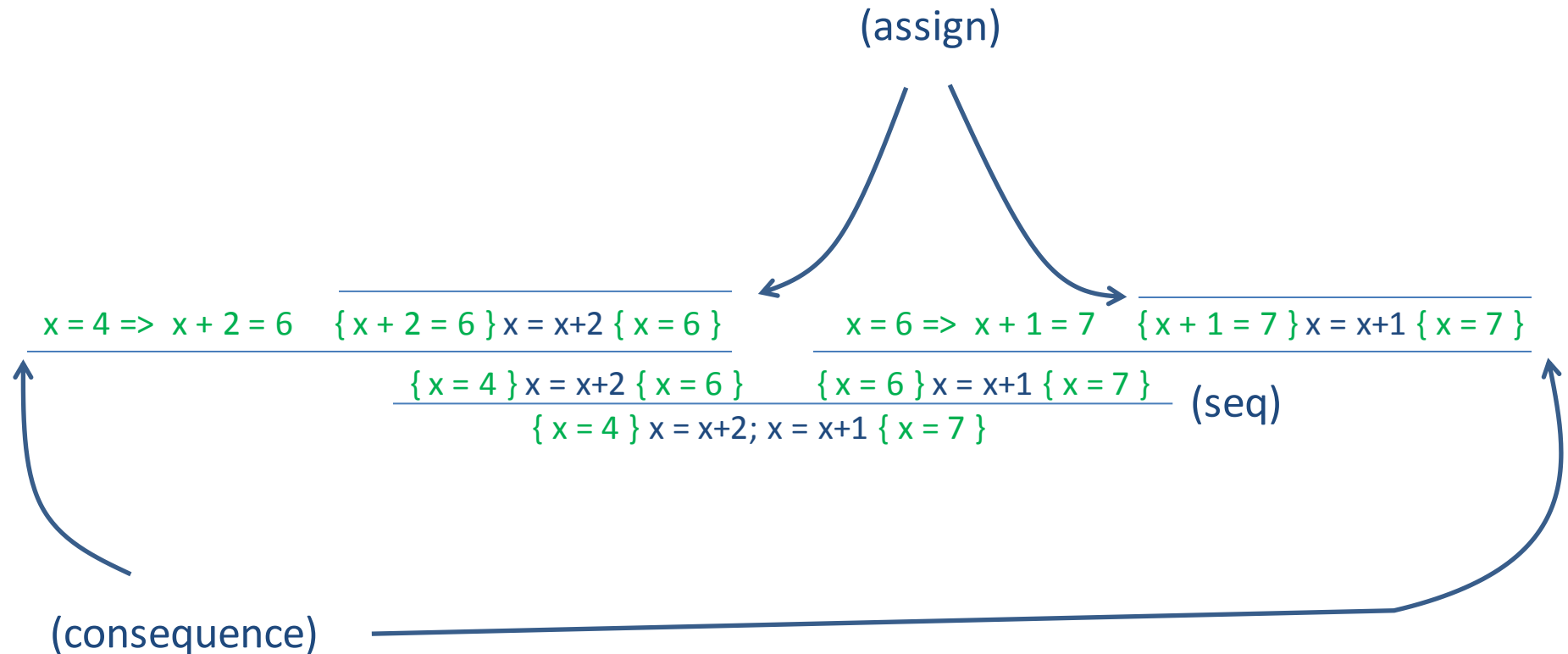
Building Proofs

- Build proofs by stringing together a collection of rules
- Valid axioms are at the top
- Valid rule instances connect premises to conclusions

$$\frac{x = 4 \Rightarrow x + 2 = 6 \quad \frac{\quad}{\{x + 2 = 6\} x = x + 2 \{x = 6\}}}{\{x = 4\} x = x + 2 \{x = 6\}} \quad \frac{x = 6 \Rightarrow x + 1 = 7 \quad \frac{\quad}{\{x + 1 = 7\} x = x + 1 \{x = 7\}}}{\{x = 6\} x = x + 1 \{x = 7\}}$$
$$\frac{\{x = 4\} x = x + 2 \{x = 6\} \quad \{x = 6\} x = x + 1 \{x = 7\}}{\{x = 4\} x = x + 2; x = x + 1 \{x = 7\}}$$

Building Proofs

- There wasn't space on the slide, but putting a name next to each horizontal line indicates the rule that was used:



Building Proofs Bottom-up

- Start with the Hoare Triple you want to prove at the bottom of your page:

{ odd(x) & even(z) } if x > 0 then x=x+1 else x=z { even(x) }

Building Proofs Bottom-up

- Consider the rules that apply.
- Typically:
 - the rule for the kind of statement
 - the rule of consequence
- Use the rule you choose to generate premises.
- Write the premises above the line
- Continue until you have axioms

$$\frac{\{ \text{odd}(x) \ \& \ \text{even}(z) \ \& \ x > 0 \} \ x = x+1 \ \{ \text{even}(x) \} \quad \{ \text{odd}(x) \ \& \ \text{even}(z) \ \& \ \sim(x > 0) \} \ x = z \ \{ \text{even}(x) \}}{\{ \text{odd}(x) \ \& \ \text{even}(z) \} \ \text{if } x > 0 \ \text{then } x=x+1 \ \text{else } x=z \ \{ \text{even}(x) \}}$$

Building Proofs Bottom-up

- There wasn't space on the slide, but putting a name next to each horizontal line indicates the rule that was used:

$\text{odd}(x) \ \& \ \text{even}(z) \ \& \ x > 0 \ \Rightarrow \ \text{even}(x+1)$

$\frac{}{\text{even}(x+1)} \ x = x+1 \ \{ \text{even}(x) \}$

$\frac{}{\text{odd}(x) \ \& \ \text{even}(z) \ \& \ x > 0} \ x = x+1 \ \{ \text{even}(x) \}$

$\frac{}{\text{odd}(x) \ \& \ \text{even}(z) \ \& \ \sim(x > 0)} \ x = z \ \{ \text{even}(x) \}$

$\frac{}{\text{odd}(x) \ \& \ \text{even}(z)} \ \text{if } x > 0 \ \text{then } x=x+1 \ \text{else } x=z \ \{ \text{even}(x) \}$

Building Proofs Bottom-up

- There wasn't space on the slide, but putting a name next to each horizontal line indicates the rule that was used:

$\text{odd}(x) \ \& \ \text{even}(z) \ \& \ x > 0 \ \Rightarrow \ \text{even}(x+1)$

axiom for assignment,
so we can stop this branch of the proof

$\{ \text{even}(x+1) \} \ x = x+1 \ \{ \text{even}(x) \}$

$\{ \text{odd}(x) \ \& \ \text{even}(z) \ \& \ x > 0 \} \ x = x+1 \ \{ \text{even}(x) \}$

$\{ \text{odd}(x) \ \& \ \text{even}(z) \ \& \ \sim(x > 0) \} \ x = z \ \{ \text{even}(x) \}$

$\{ \text{odd}(x) \ \& \ \text{even}(z) \} \ \text{if } x > 0 \ \text{then } x=x+1 \ \text{else } x=z \ \{ \text{even}(x) \}$

Building Proofs Bottom-up

- There wasn't space on the slide, but putting a name next to each horizontal line indicates the rule that was used:

$\text{odd}(x) \ \& \ \text{even}(z) \ \& \ x > 0 \Rightarrow \text{even}(x+1)$

$\text{odd}(x) \ \& \ \text{even}(z) \ \& \ \sim(x > 0) \Rightarrow \text{odd}(x)$

$\frac{\text{---}}{\{ \text{even}(x+1) \} \ x = x+1 \ \{ \text{even}(x) \}}$

$\frac{\text{---}}{\{ \text{even}(z) \} \ x = z \ \{ \text{even}(x) \}}$

$\frac{\text{---}}{\{ \text{odd}(x) \ \& \ \text{even}(z) \ \& \ x > 0 \} \ x = x+1 \ \{ \text{even}(x) \}}$

$\frac{\text{---}}{\{ \text{odd}(x) \ \& \ \text{even}(z) \ \& \ \sim(x > 0) \} \ x = z \ \{ \text{even}(x) \}}$

$\frac{\text{---}}{\{ \text{odd}(x) \ \& \ \text{even}(z) \} \ \text{if } x > 0 \text{ then } x=x+1 \text{ else } x=z \ \{ \text{even}(x) \}}$

axiom for assignment



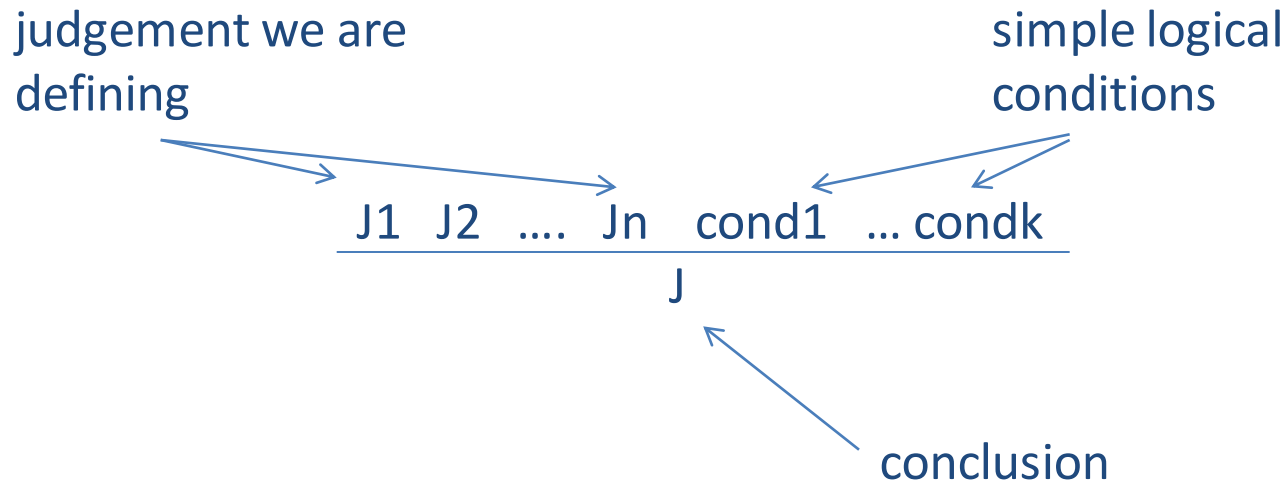
More Generally

- Proof systems tell us how to conclude certain kinds of *propositions* (aka *assertions* or *properties*) from a set of *rules*
- The propositions are typically called *judgements*
 - eg: $\{ P \} C \{ Q \}$ is the Hoare Triple judgement
- The rules are typically called *inference rules*:

$$\frac{J1 \quad J2 \quad \dots \quad Jn \quad \text{cond1} \quad \dots \quad \text{condk}}{J}$$

More Generally

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 - eg: $\{ P \} C \{ Q \}$ is the Hoare Triple judgement
- The rules are typically called *inference rules*:



More Generally

- Proof systems tell us how to conclude certain kinds of *propositions* (aka *assertions* or *properties*) from a set of *rules*
- The propositions are typically called *judgements*
 - eg: $\{ P \} C \{ Q \}$ is the Hoare Triple judgement
- The rules are typically called *inference rules*.
- A *formal proof* stitches together a finite number of valid rules, ending with *axioms*:

$$\frac{\frac{\frac{J1}{\quad}}{J3} \quad \frac{\frac{J4}{\quad}}{J2} \quad \frac{\frac{J5}{\quad}}{J6}}{J} \text{ cond}$$

SUMMARY!

Summary

- PL researchers often describe programming languages using *judgements* and *rules*
- The rules for Hoare Logic look like this:

$$\frac{}{\{ P \} \text{ skip } \{ P \}} \text{ (skip)}$$

$$\frac{}{\{ F [e/x] \} x = e \{ F \}} \text{ (assign)}$$

$$\frac{P' \Rightarrow P \quad \{ P \} C \{ Q \} \quad Q \Rightarrow Q'}{\{ P' \} C \{ Q' \}} \text{ (consequence)}$$

....

- Proofs stitch together a series of rules
 - in a valid proof
 - the proof tops out with valid instances of one of the axioms
 - every step from premises to conclusion is a valid instance of one of the inference rules