

Compilation, semantics, assembly

20180111

Outline

Programming is hard

Overview of a compiler

Compilers are tricky beasts

Noah's Ark of oddities

Programming is hard

90%

of programmers
make some kind of errors when
coding binary search.

The div of death

```
1 #include <stdio.h>
2
3 int div(int a) {
4     return a / a;
5 }
6
7 int main () {
8     printf("d5 = %d", div(5));
9     printf("d0 = %d\n", div(0));
10    return 0;
11 }
```

The answer(s)

gcc 7.2.0

clang 5.0

d5 = 1 d0 = 1

d5 = 1

d5 = 1 d0 = 1

d5 = 1 d0 = 1

d5 = 1 d0 = 1

d5 = 1 d0 = 1

d5 = 1 d0 = 1

d5 = 1 d0 = 1

What is printed ?

```
1  #include "stdio.h"
2
3  long foo(int *x, long *y) {
4      *x = 0;
5      *y = 1;
6      return *x;
7  }
8
9  int main(void) {
10     long l;
11     printf("%ld\n", foo((int *) &l, &l));
12     return 0;
13 }
```

The answer(s)

gcc 7.2.0	clang 5.0
1	1
1	0
0	0
0	0

Overview of a compiler

What is a compiler ?

Definition


A **compiler** is computer software that transforms computer code written in one programming language (the **source language**) into another programming language (the **target language**).

The most common reason for wanting to transform source code is to create an executable program.

Compilation

```
int foo(int i, int j, int n) {  
    int l, k = 0;  
    for (l = i; l < n; l++) {  
        k += i * j;  
    }  
    return k;  
}
```

\$ gcc -O2 -S -c simple.c

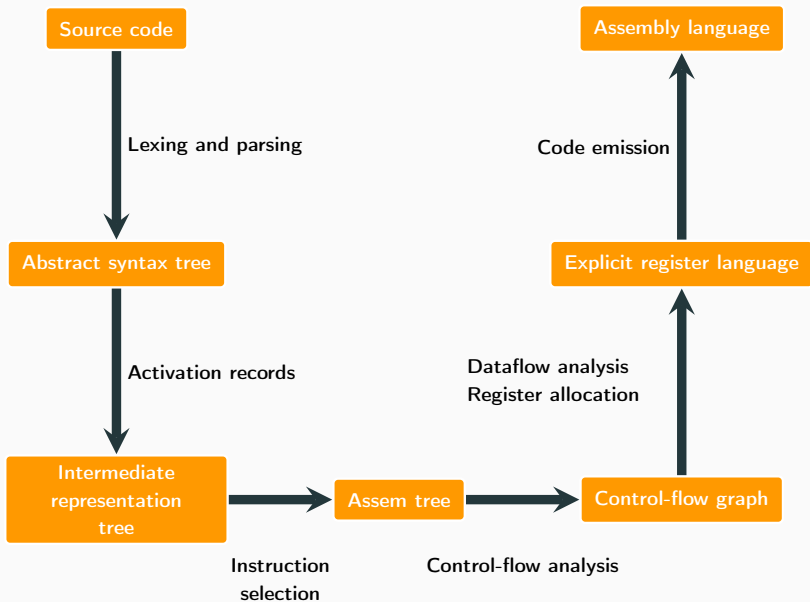


Fair warning

A sufficiently advanced compiler is indistinguishable from an adversary.

– John Regehr

Architecture of a modern compiler



A compiler must preserve the semantics of the original program through its many passes.

Definition

- Semantics detail the **meaning** of the program (its statements, expressions, ...)
- Formal semantics interpret programs using mathematics

Understanding a programming language

- what we can trust as regular programmers
- what we need to give as compiler programmers

Tool for designing languages

Fundamentals to show/prove properties of programs

Different types of semantics

Operational semantics

- What the program computes
- Concrete

Denotational semantics

- What the program computes
- Abstract

Axiomatic semantics

- Properties of programs

Example of operational semantics

$$\frac{}{\langle x := a, s \rangle \rightarrow s[x \mapsto \mathcal{A}[[a]]s]} \text{ Assigns}$$

$$\frac{}{\langle \text{skip}, s \rangle \rightarrow s} \text{ Skip}$$

$$\frac{\langle S_1, s \rangle \rightarrow s' \quad \langle S_2, s' \rangle \rightarrow s''}{\langle S_1; S_2, s \rangle \rightarrow s''} \text{ Comp}$$

$$\frac{\langle S_1, s \rangle \rightarrow s' \quad \llbracket b \rrbracket s = \top}{\langle \text{if } b \text{ then } S_1 \text{ else } S_2, s \rangle \rightarrow s'}$$

$$\frac{\langle S_2, s \rangle \rightarrow s' \quad \llbracket b \rrbracket s = \perp}{\langle \text{if } b \text{ then } S_1 \text{ else } S_2, s \rangle \rightarrow s'}$$

Goal

Break the input into lexical unit (**tokens**)

"Does the teacher like compilation ?"

⇒

"Does", "the", "teacher", "like", "compilation", "?"

Goal

Check the structure of sentences (i.e. the **grammar**)

A question of the form

Auxiliary/modal subject (main verb) (direct object) (question mark)

is grammatically valid.

Keywords

Lexing

- Regular expressions
- NFA
- DFA
- Minimization

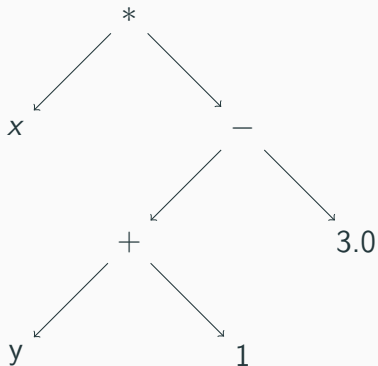
Parsing

- BNF
- LL(k)
- LR(k)

Lexing and parsing transform a **concrete** syntax tree into an **abstract** syntax tree.

Abstract Syntax Tree : $x * ((y + 1) - 3)$

$x * ((y + 1) - 3)$



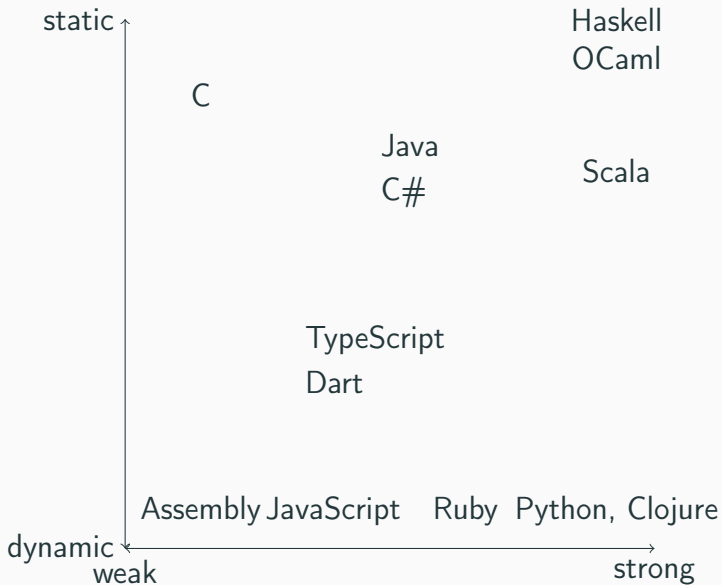
Definition (Typing)

Typing consists in attributing **types** to the data of the program

What for ?

Guarantee that programs make sense, i.e. are valid programs.

Typing systems landscape (Odersky)



Example

$$\frac{\Gamma \vdash b : \text{bool} \quad \Gamma \vdash E_1 : T \quad \Gamma \vdash E_2 : T}{\Gamma \vdash \text{if } b \text{ then } E_1 \text{ else } E_2 : T} \text{if}$$

$$\frac{\Gamma \vdash x : T \quad \Gamma \vdash e : T}{\Gamma \vdash x := e : \text{unit}} \text{Assigns}$$

Intermediate representation

What is an IR ?

An Intermediate representation (IR) is the data structure or code used internally by a compiler to represent source code, usually for further processing (optimization, translation)

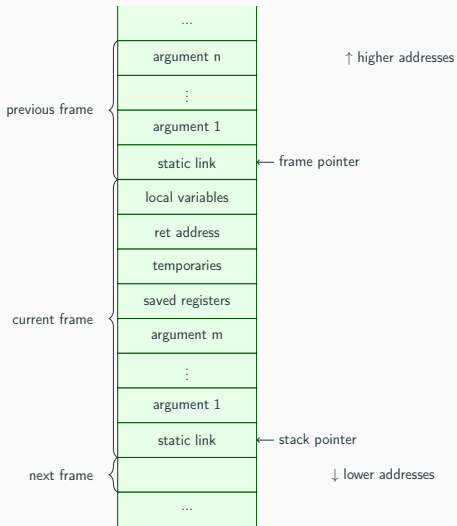
A good IR must be:

- accurate (no loss of information)
- independent of source/target languages.

Examples

- LLVM
- Gimple

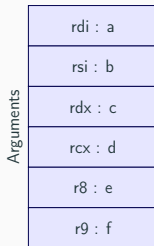
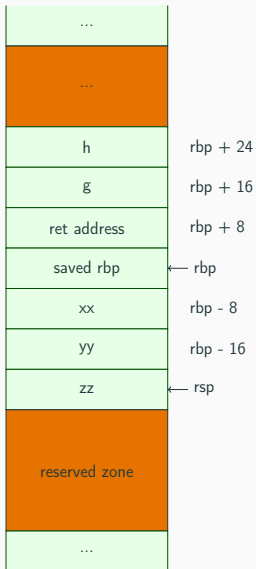
Stack frame allocation



Example

```
1 long myfunc(long a, long b, long c, long d,  
2             long e, long f, long g, long h)  
3 {  
4     long xx = a * b * c * d * e * f * g * h;  
5     long yy = a + b + c + d + e + f + g + h;  
6     long zz = utilfunc(xx, yy, xx % yy);  
7     return zz + 20;  
8 }
```

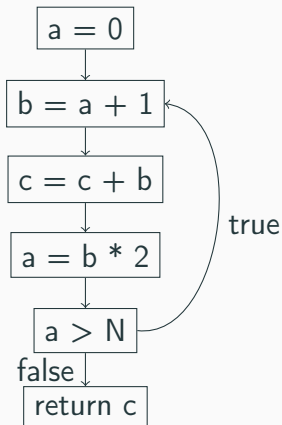
Stack on calling myfunc



CFG

```
#define N 10
```

```
int main () {  
    int a,b,c;  
  
    a = 0;  
l1:  
    b = a + 1;  
    c = c + b;  
    a = b * 2;  
    if (a < N) goto l1;  
    return c;  
}
```



CFG construction in a nutshell

Howto

- Every node has one statement;
- A directed edge connects two nodes N and M whenever M can be executed right after N in the program

Remarks

In order to know if one statement can follow another, one needs **precise semantics**!

CFGs can be constructed directly from the AST or after it: it is a basic data structure of compilation or static analysis.

CFGs provide a means to compute **reachability** of a given program part. An unreachable code in the CFG:

- will never ever be executed and
- can safely be removed from the program at compile time (this is **dead code**).

Optimizations are done on the CFG
through data-flow analyses.

Common subexpression elimination

Definition

Given a statement

- $s : t \leftarrow x \odot y$,

where the expression $x \odot y$ is available at s ,

the computation within s can be eliminated.

Example CSE

Before

```
1 a = b * c + g;  
2 d = b * c * e;
```

After

```
1 tmp = b * c;  
2 a = tmp + g;  
3 d = tmp * e;
```

Constant/copy propagation

Definition

Suppose we have a statement $s_1 : x \leftarrow t$,

where t is either a **constant**, or a **simple variable**.

And another : $s_2 : y \leftarrow x \text{ bop } z$.

x is constant in s_2 if:

- s_1 reaches s_2 **and**
- no other definition of x reaches s_2

In this case : $s_2 : y \leftarrow t \text{ bop } z$

Example

Before

```
1 t = 12;  
2 x = 4;  
3 y = t;  
4 z = x * y - t;
```

After

```
1 t = 12;  
2 x = 4;  
3 y = t;  
4 z = 36;
```

Dead code elimination

Definition

If there is a quadruple

- $s : a \leftarrow b \odot c$; or
- $s : a \leftarrow M[x]$,

such that a is **not live-out** of s ,

then the quadruple can be **deleted**.

Example

Before

```
1 t = 12;  
2 x = 4;  
3 y = t;  
4 z = 36;
```

After

```
1 z = 36;
```


Register allocation

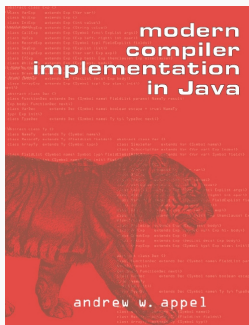
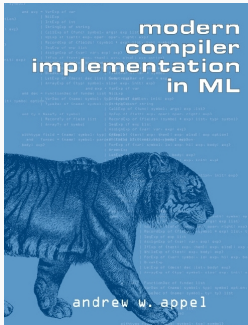
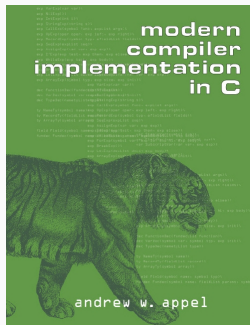
The job of the register allocator is:

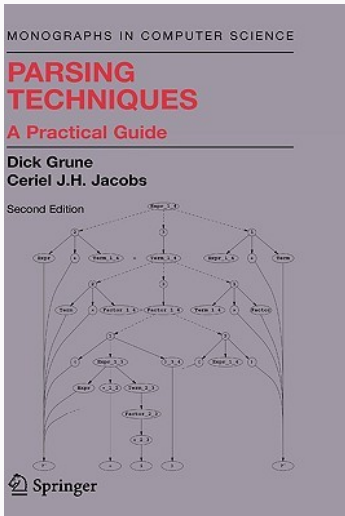
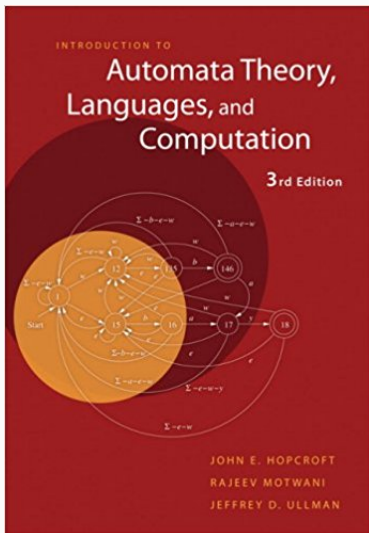
to assign the many temporaries
to a small number of machine
registers, and,

where possible, to assign the
source and destination of a

MOVE to the same register so
that the MOVE can be deleted.

More on compilation





Compilers are tricky beasts

Source of errors

Coding in C (for example) exposes the programmer to several difficulties

1. Tricky semantics
2. Unforeseen optimizations
3. Undefined behaviors (might be seen as tricky semantics), due to the fact that it is an **unsafe** language

Only 3 is specific to C ...

One more

```
1 #include <stdio.h>
2
3 int main(void)
4 {
5     unsigned char a = 0xff;
6     char b = 0xff;
7     int c = a == b; // true, or false?
8     printf("c = %d\n",c);
9 }
```

Mixing signed/unsigned

```
1 #include <stdio.h>
2
3 int main (void)
4 {
5     long a = -1;
6     unsigned b = 1;
7     printf ("%d\n", a > b);
8     return 0;
9 }
```

Why, oh why ?

CPUs are typically fastest on integers at their native size.

On x86, 32-bit arithmetic can be twice as fast as 16-bit one.

C is a language focused on performance, so it will do the integer promotion to make the program as fast as possible.

- Still, keep integer promotion ruler in mind to prevent some integer overflow vulnerability issues.

Undefined behaviors

Some C operations are left **undefined** in the Standard.

Anything at all can happen; the Standard imposes no requirements. The program may fail to compile, or it may execute incorrectly (either crashing or silently generating incorrect results), or it may fortuitously do exactly what the programmer intended.

But it works on my computer !

Somebody once told me that in basketball you can't hold the ball and run.

I got a basketball and tried it and it worked just fine. He obviously didn't understand basketball.

– Roger Miller

Why is it good and bad ?

Good

- Makes compiler's job easier
For example, loop optimizations do not have to worry about signed integers overflowing (it is undefined behavior.)

Bad

- 191 kinds of undefined behaviors in C99

Security problems

```
1 void process_something(int size)
2 {
3     // Catch integer overflow.
4     if (size > size + 1) abort();
5     ... // Error checking from this code elided.
6
7     char *string = malloc(size + 1);
8     read(fd, string, size);
9     string[size] = 0;
10    do_something(string);
11    free(string);
12 }
```

Optimization is hard

```
1 void contains_null_check(int *p)
2 {
3     int dead = *p;
4     if (p == 0)
5         return;
6     *p = 4;
7 }
```

Unwanted dead code elimination

```
1 void check_password(char *pwd);  
2  
3 void get_password(void)  
4 {  
5     char pwd[64];  
6     if (retrieve_password(pwd, sizeof(pwd))) {  
7         check_password(pwd);  
8     }  
9     memset(pwd, 0, sizeof(pwd));  
10 }
```

What is printed ?

```
1  #include "stdio.h"
2
3  long foo(int *x, long *y) {
4      *x = 0;
5      *y = 1;
6      return *x;
7  }
8
9  int main(void) {
10     long l;
11     printf("%ld\n", foo((int *) &l, &l));
12     return 0;
13 }
```

The answer(s)

gcc 7.2.0	clang 5.0
1	1
1	0
0	0
0	0

What is returned ?

```
1  #include <iostream>
2  #include <complex>
3  using namespace std;
4
5  int main() {
6      complex<int> delta;
7      complex<int> mc[4] = {0};
8      int di;
9
10     for(di = 0; di < 4; di++, delta = mc[di]) {
11         cout << di << endl;
12         cout << delta << endl;
13     }
14     cout << mc[di] << endl;
15     return 0;
16 }
```

Take away

At low-level, there is (almost) no
undefined behavior

Noah's Ark of oddities

JavaScript : +

```
1 // [] : array {} : Object
2 [] + []
3
4 [] + {}
5
6 {} + []
7
8 {} + {}
9
10 ({} + {})
11
12 "foo" + + "assd"
```

JavaScript: arithmetic

```
1 9999999999999999
2
3 9999999999999999
4
5 "2" + 1
6
7 "2" - 1
8
9 "2" - - 1
10
11 1 / 0
12
13 1
```

JavaScript: ==

```
1 [1] == [1]
2
3 [] == ![]
4
5 [1] == true
6
7 2 == [2]
8
9 0 == '0'
10
11 0 == '0.0'
12
13 '0' == '0.0'
14
15 null == undefined
```

More fun

- <https://www.youtube.com/watch?v=et8xNAc2ic8>
- <https://github.com/denysdovhan/wtfjs>

```
1 $x = "2d8" ;  
2 print (++ $x . "\n") ;  
3 print (++ $x . "\n") ;  
4 print (++ $x . "\n") ;  
5  
6 $x = "2d8" ;  
7 print($x +1) ;
```



```
1 $h1 = md5 ('QNKCDZO') ;  
2 $h2 = md5 ('240610708') ;  
3 $h3 = md5 ('A169818202') ;  
4 $h4 = md5 ('aaaaaaaaaaaumdozb') ;  
5 $h5 = sha1('badthingsrealmlavzник') ;
```

Which ones are equal to each other ?

- a) none
- b) h3 and h5
- c) h1, h3 and h4
- d) *La réponse D*

```
1 public class Main {
2
3     public static void main(String[] args) {
4         int a1 = 1000, a2 = 1000;
5         System.out.println(a1 == a2);
6         Integer b1 = 1000, b2 = 1000;
7         System.out.println(b1 == b2);
8         Integer c1 = 100, c2 = 100;
9         System.out.println(c1 == c2);
10    }
11 }
```

OCaml (< 4.05.0)

```
1 open Nums
2
3 let x = Big_int.big_int_of_int 1 ;;
4
5 x = x ;;
```

```
1 let s = string_of_bool true ;;
2
3 s.[0] <- 'f' ;;
4 s.[1] <- 'a' ;;
5 s.[3] <- 'x' ;;
6
7 1 = 1;;
8
9 Printf.printf "1 = 1 est %b\n" (1 = 1) ;;
```

OCaml

```
1  (##warnings "-3";; (* :-*) *)
2
3  let f x =
4    match x with
5    | true  -> "T"
6    | false -> "F"
7  ;;
8
9  f true ;;
10 f false ;;
11
12 (f false).[0] <- 'T' ;;
13 (f true).[0] <- 'F' ;;
14
15 f true ;;
16 f false ;;
```

Questions ?



<https://rbonichon.github.io/teaching/2018/asi36/>