

# Introduction (pg. 1)

## Lecture topics

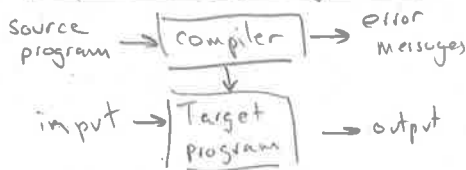
- I. Syllabus and administrative
- II. Language processors
- III. Why learn compilers
- IV. Compiler phases

### I. Syllabus

[www.inf.usi.ch/faculty/sadr/teaching/2015-fall/cc/index.html](http://www.inf.usi.ch/faculty/sadr/teaching/2015-fall/cc/index.html)

### II. Language processors

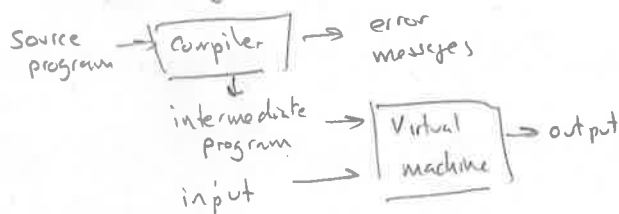
#### II.1 Compiled languages (e.g. C, C++)



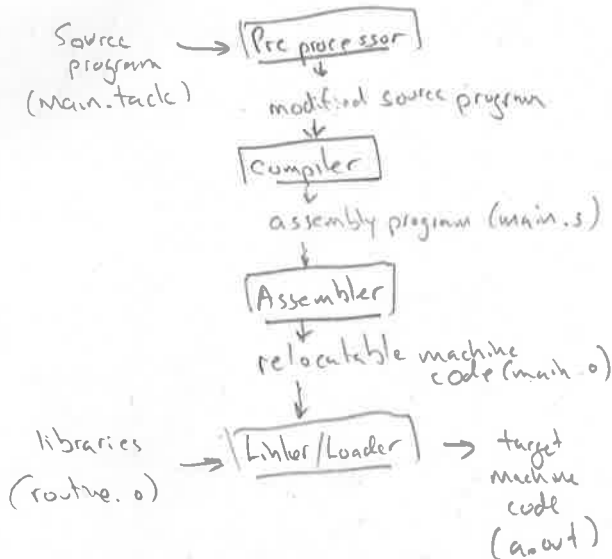
#### II.2 Interpreted languages (e.g. Python, JavaScript)



#### III.3 Managed languages (e.g. Java, C#)



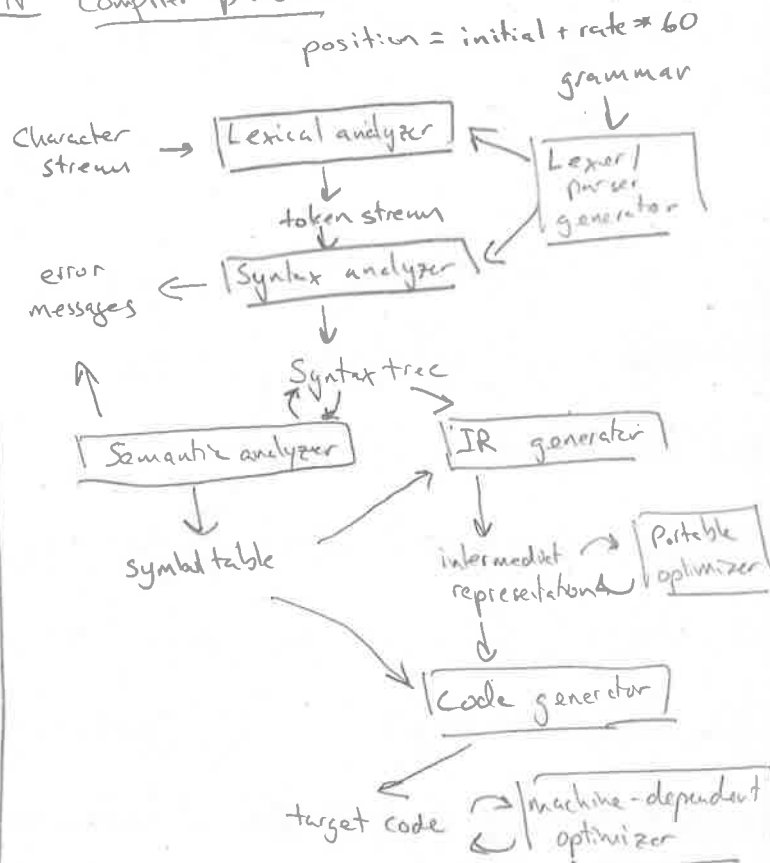
#### II.4 Tool chain (e.g., C)



### III Why learn compilers?

- understand languages better
- regular expressions useful in many domains
- parsers useful for data formats
- project makes you better programmers
- compiler technology helps verify software
- compilers make new systems usable.

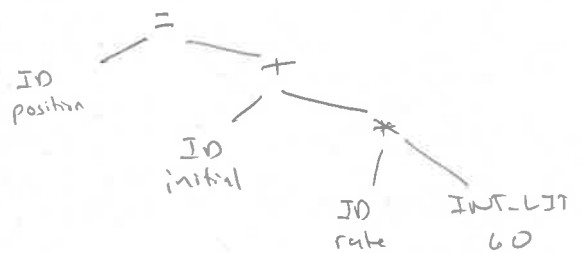
### IV Compiler phases



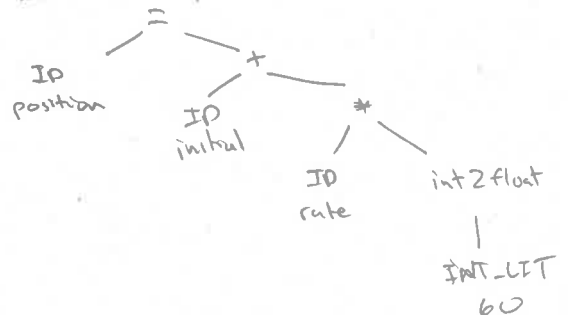
#### IV.1 Lexical analyzer

ID(position), =, ID(initial), +, ID(rate), \*, INT-LIT(60)

#### IV.2 Syntax analyzer



#### IV.3 Semantic analyzer



IV.4 IR generator ("3-address code")

$t_0 = \text{int2float}(60)$   
 $t_1 = \text{rate} * t_0$   
 $t_2 = \text{initial} + t_1$   
 $\text{position} = t_2$

IV.5 Optimizer

$t_1 = \text{rate} * 60.0$   
 $\text{position} = \text{initial} + t_1$

IV.6 Code generator

`move %rax, [%rbp + 16] /* offset(rate) == 16 */`  
`mul %rax, 60.0`  
`move %rcx, [%rbp + 24] /* offset(initial) == 24 */`  
`add %rcx, %rax`  
`move [%rbp + 8], %rcx /* offset(position) == 8 */`

IV.7 Passes vs. Phases

pass = in/out entire representation  
phase = conceptual component of compiler

Phase	Pass
lexical analyzer	} Parser
syntax analyzer	
semantic analyzer	- Normalizer
	{ Scope analyzer
	{ type analyzer
IR generator	IR generator
Optimizer	( / )
code generator	code generator