Exercises

1 Quickstart

Install GHC the Glasgow Haskell Compiler.

To run the interpreter, type ghci in a terminal/command window.

To get help in the interpreter try:h

To see the type of something write :t before it

To quit type :q and press enter.

2 Exercises

There are many exercises and you should complete as necessary to understand each category, so if something is too easy, try skipping ahead to the last few exercises in the category and see if you can solve those. You can always come back later if you don't understand an exercise.

2.1 Basics, interpreter, simple functions and lists

2.1.1 Arithmetic

In the interpreter try some of the following things, make sure you think about what you expect the result to be before trying it in the interpreter, feel free to experiment with more examples

- Adding numbers
- Subtracting numbers
- Multiplying numbers
- Multiplying negative numbers
- Dividing some floating point numbers
- \bullet Dividing some integer numbers that divide evenly, like 10/2
- Adding together the result of some multiplications

2.1.2 Boolean logic

In the interpreter try some of the following things, make sure you think about what you expect the result to be before trying it in the interpreter, feel free to experiment with more examples

- Seeing what the value of True and True is
- Seeing what the value of False and True is
- Seeing what the value of False or True is
- Seeing what the value of the negation of False or False is
- Seeing if True is equal to True
- Seeing if True is different from True
- Seeing if True is different from False
- Seeing what the value of other expressions are e.g.
 - What is the value of 2+3 == 5?
 - What is the value of $4 \le 2$?
 - What is the value of "hi" /= "hello"?
 - What is the value of pi == 3.141592653589793?

2.1.3 Dangerous territory

What happens if you try to add a number and a string?

What happens if you try to add two strings? (Look at the list section to see how to actually join strings)

What happens if you try to compare things of different types? e.g. 3 < "4" or "True" == True

What happens if you try to add an integer and a floating point number?

2.1.4 Simple functions

In the interpreter try some of the following things, make sure you think about what you expect the result to be before trying it in the interpreter, feel free to experiment with more examples

- Using succ on an integer
- Using min or max on two numbers
- Using succ, min and max, in a large expression, both with and without parentheses

2.1.5 Your own function

Write a function that doubles a number, in a small file, e.g. funcs.hs. Then load it in the interpreter using :1 funcs, and test that it works properly. If it doesn't work make sure your interpreter is working from the same directory your file is located. You can check the current working directory in the interpreter by writing :! pwd if you're on Linux(/Mac?) or :! cd if you're on Windows, and use :cd some-directory to move around.

Write a function that adds the doubles of two numbers, you are welcome to reuse your function from before.

Write a function that doubles a number only if it is a smaller than 100, otherwise it doesn't change it.

Try changing the function by putting the if statement in parentheses and add 1 to it.

For many exercises from now on, I recommend writing the program in a file and loading it in. But if you want to try something out, always feel free to try it in the interpreter first. One thing to remember is to write let before definitions when doing things in the interpreter. E.g. let x = 42. You may not write let in a program in a file.

2.1.6 Lists

- 1. Creating and combining
 - Create some lists with numbers
 - Create some lists with strings
 - Create a list of single characters, using singlequotes e.g. 'x'
 - Try creating new lists by concatenating lists, using ++
 - What happens if you try to concatenate the list of characters with a string?
 - Try adding a single element to the beginning of a list, using:

2. Indexing

- What is the syntax for getting the fourth element in a list?
- What is the result of "Hello World"!!8?
- 3. Small list functions Try using the following functions on some of your lists. They're quite important to have a feel for.
 - head (there's also a less used counterpart last)
 - tail (there's also a less used counterpart init)
 - length
 - null
 - reverse

- take (there's also a counterpart drop)
- \bullet maximum and minimum
- sum (there's also product)
- elem, can be used infix by 'elem', e.g. 42 'elem' [2,12,22,32,42,52]
- 4. Ranges and infinite lists
 - Use ranges to make a list of numbers for example from 23 to 42
 - Use ranges to make a list of characters for example from 'N' to 'P'
 - Use ranges to make a list with a different step,

e.g. every multiple of 4 or all even numbers from 42 down to 20.

- Make an infinite list with ranges and display the first few elements
- Make an infinite list with repeat and display the first few elements
- Make an infinite list with cycle and display the first few elements

2.2 Better functions

These exercises are all about improving your skills in writing recursive functions and using pattern matching.

2.2.1 First pattern matching

Following the book, try making a function that behaves differently depending on the input, e.g. if it receives a 1 it simply returns it, but a 2 returns 5, and everything else is doubled.

You don't have to write the first line shown in the book, e.g. lucky :: (Integral a) => a -> String it is a type declaration, but the interpreter can make reasonable guesses if you make reasonable functions that has consistent input/output types.

2.2.2 More pattern matching

Write the following functions, they should behave similar to the functions they mimic, but you should write your own version. Ask if you don't know how they should be computed. You can ignore bad cases or decide to return something that may or may not make sense.

You may have to define auxilliary (extra/helper) functions.

- myhead
- mytail
- mynull
- 1. Recursive functions

- mylast
- mylength
- mytake
- mymaximum
- mysum
- myreverse