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Outline

- Special "numbers" revisited
- Rounding

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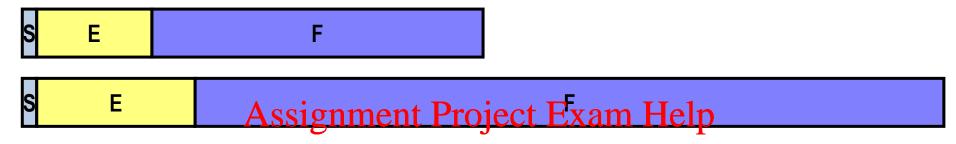
FP add/sub

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FP on MIPS

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• Integer multiplication & division

IEEE 754 Floating Point Review



Precision	Sign https:/	/eduassist	pro.github	Bias
Float	1 bit	8 bits	prorgranas	127
Double	1 bit Add W	VerGilbat edu	u_assist_p	10 23

$$(-1)^S \times (1+F) \times 2^{(E-bias)}$$

- Numbers in normalized form, i.e., 1.xxxx...
- The standard also defines special symbols

Special Numbers Reviewed

Special symbols (single precision)

ExponerASS	gnment _c Project I	ExamjeHelpresented
0	https://eduassist	tpro.github.io/
0	Add Weehat ed	u_assistalipronumber
1-254	Anything	± floating point number
255	0	± infinity
255	Nonzero	NaN (Not a Number)

Representation for Not a Number

What do I get if I calculate

```
sqrt(-4.0) or 0/0?
```

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 If infinity is not an er

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 e either.
- Called Not a Numbe https://eduassistpro.github.io/
- Exponent = 255, Signifident chaeedu_assist_pro
- Why is this useful?
 - Hope NaNs help with debugging?
 - They contaminate: op(NaN,X) = NaN

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Representation for Denorms (1/2)

- Problem: There's a gap among representable FP numbers around 0
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 Smallest representa
 - a = 1.00000000000000https://eduassistpro.github.io/

$$a - 0 = 2^{-126}$$

$$b - a = 2^{-149}$$

Normalization and implicit 1 is to blame!

Representation for Denorms (2/2)

- Solution: special symbol in exponent field
 - Use 0 in exponent field, nonzero for fraction Assignment Project Exam Help
 Denormalized numb
 - - https://eduassistpro.github.io/ Has no leading 1
 - Has implicit exponent at the edu_assist bird
 - Smallest positive float: 2e-149
 - 2nd smallest positive *float*: 2e-148





Small numbers and Denormalized

```
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0.000000000000000000011_2 \times 2^{-126}
Next smaller number is zero
```

Rounding

- When we perform math on real numbers, we must worry about rounding to fit the result in the significant field.
 Assignment Project Exam Help recision, and then rounds
 - The FP hardware car rectsion, and then rounds to get the proper valhttps://eduassistpro.github.io/
 - Rounding also occurs where edu_assist pro a single precision value, or converting a floating point number to an integer

IEEE Has Four Rounding Modes

- 1. Round towards +infinity
 - ALWAYS round "up": 2.001 -> 3
 - -2.001 -> -2 Assignment Project Exsimilmg(x) or [x]
- 2. Round towards -infi
 - ALWAYS round "do https://eduassistpro.github.io/
 - -1.999 -> -2

Add WeChat edu_assistx_ppo [x]

- 3. Truncate
 - Just drop the last bits (round towards 0)
- 4. Round to (nearest) even
 - Normal rounding, almost

Round to Even

- Round like you learned in grade school
- **Except** if the value is right on the borderline, in which case we round to the nearest Project Exam Help
 - -2.5 -> 2

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 $-3.5 \rightarrow 4$

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- Insures *fairness*
 - This way, half the time we round up on tie, the other half time we round down
- This is the default rounding mode

FP Addition and Subtraction 1/2

- Much more difficult than with integers
- Cannot just add significands
- Recall how we do Assignment Project Exam Help
 - De-normalize to ma https://eduassistpro.github.io/
 - Add significands to get resulting on Add WeChat edu_assist_pro
 Normalize and check for under/ov

 - 4. Round if needed (may need to goto 3)
- Note: If signs differ, perform a subtract instead
 - Subtract is similar except for step 2

FP Addition and Subtraction 2/2

- Problems in implementing FP add/sub:
 - If signs differ for add (or same for sub), what is the sign of the result?
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- Question:
 - How do we integrat https://eduassistpro.githubnie/ic unit?
 - Answer: We don't! Add WeChat edu_assist_pro

MIPS Floating Point Architecture (1/4)

- Separate floating point instructions:
 - Single Precision:

 add.s, sub.s, mul.s, div.s

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 - Double Precision: https://eduassistpro.github.io/
 add.d, sub.d, mul de Chat edu_assist_pro
- These instructions are *far more complicated* than their integer counterparts, so they can take much longer to execute.

MIPS Floating Point Architecture (2/4)

Observations

- It's inefficient to have different instructions take vastly differing amounts of time.

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- Generally, a <u>particul https://eduassistpro.gitlebarige</u> from FP to int, or vice versa, within a program Soo edu_assist_prolinstruction will be used on it.
- Some programs do no floating point calculations
- It takes lots of hardware relative to integers to make Floating Point fast

MIPS Floating Point Architecture (3/4)

- Pre 1990 Solution:
 - separate chip to do floating point (FP)
- Coprocessor 1: FP chi

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 - Contains 32 32-bit reg https://eduassistpro.github.io/
 - Usually registers specification with the control of the control
 - Separate load and store: lwc1 and swc1 ("load word coprocessor 1", "store ...")
 - Double Precision: by convention, even/odd pair contain one **DP FP number**: \$f0/\$f1,\$f2/\$f3,...,\$f30/\$f31 where the even register is the name

MIPS Floating Point Architecture (4/4)

- Pre 1990 Computers contains multiple separate chips:
 - Processor: handles all the normal stuff Assignment Project Exam Help
 - Coprocessor 1: hand
 - https://eduassistpro.github.io/
 - more coprocessors?
- Today, FP coprocessor integrat PU, or specialized or inexpensive chips may leave out FP HW
- Instructions to move data between main processor and coprocessors, e.g., mfc0, mtc0, mfc1, mtc1

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Some More Example FP Instructions

```
abs.s $f0, $f2 # f0 = abs( f2 );
neg.s $f0, $f2 # f0 = - f2;
sqrt.s $f0, $f2 #AfoiganscpttProf2ct)Exam Help

c.lt.s $f0, $f2 # is
bclt label # branch WeChat edu_assistpro.
```

See 4th edition text 3.5 and App. B for a complete list of floating point instructions

Copying, Conversion, Rounding

```
mfc1 $t0, $f0  # copy $f0 to $t0
mtc1 $t0, $f0
               # copy $t0 to $f0
               # for Assignment Project Examt Halpble
cvt.d.s $f0 $f2
               # f0f1 ge
cvt.d.w $f0 $f2
                                          double
                      https://eduassistpro.github.io/
ceil.w.s $f0 $f2 # round to next higher integer
floor.w.s $f0 $f2 # round down to next lower integer
trunc.w.s $f0 $f2 # round towards zero
round.w.s $f0 $f2 # round to closest integer
```

Dealing with Constants

float a = 3.14;

```
    Option 1

                                     Option 2

    Declare constant 3.14 in data

    Compute hexadecimal IEEE

     segment of memarssignment Project Examelse pation for 3.14 (it is

    Load the address labe.

                        https://eduassistpro.github.jo/,

    Load to coprocessor

                        Add WeChat edu_assist_corprocessor
.data
                                           $t0 0x4048
                                     lui
PI: .float 3.14
                                     ori $t0 $t0 0xF5C3
.text
                                     mtc1 $t0 $f0
1a
      $t0 PI
Twc1 $f0 ($t0)
                                           Option 3, pseudoinstruction
                                           not available in MARS:
1.S $f0 PI # easiest
```

li.s \$f0, 3.14

Floating Point Register Conventions

(\$f0, \$f1), and (\$f2, \$f3)	Function return registers used to return float and double values from function calls.		
(\$f12, \$f13) and (\$f14, \$f15)	Two pairs of registers used to pass float and Assignment Project Exam Help double valued arguments to functions. Pai https://eduassistpro.gfffffd.be/cause the ues. To pass float double values, early stedu_assistarer osed.		
\$f4, \$f6, \$f8, \$f10, \$f16, \$f18	Temporary registers		
\$f20, \$f22, \$f24, \$f26, \$f28, \$f30	•		

Unfortunately no nice names (e.g., \$t#, \$s#) like with the main registers)

With double precision instructions, the high-order 32-bits are in the implied odd register.

Fahrenheit to Celsius

float f2c(float f) { return 5.0/9.0*(f-32.0); }



```
.text
                             .data
            Assignment Project Exam: Helps. 0
f2c:
          $t0 co
    la
                                        loat 9.0
          $f16 (https://eduassistpro.github.io/o
          $t0 const9
    la
    1wc1 $f18 ($\frac{4}{0}\d WeChat edu_assist_pro
    div.s $f16 $f16 $f18 # f16 = 5.0/9.0
          $t0 const32
     la
    lwc1 $f18 ($t0)
    sub.s $f18 $f12 $f18 # f18 = fahr-32.0
    mul.s $f0 $f16 $f18 # return f16*f18
     jr
          $ra
```

Debugging FP Code in MARS

- MARS displays floating point registers in hexadecimal
- This makes debugging floating point code tricky...
 Can use MARS "Floating Point Representation" tool to examine single precision
 - Alternatively syscall can https://eduassistpro.glehub.io/

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Service	Code in \$v0	Arguments
Print float	2	\$f12 = float to print
Print double	3	\$f12 = double to print
Print string	4	\$a0 = address of null-terminated string to print

```
.data
                .asciiz " "
spaceString:
newlineString:
                .asciiz "\n"
printSpace:
        li $v0, 4
        la $aAssignifient Project ExamilHeiptspace syscall lwc1 $f12, 4($s0)
        jr $ra
printNewLine:
        1i $v0, 4 Add WeChat edu_assist_ipfoat
        la $a0, newlineString
        syscall
        jr $ra
printFloat: # in $f12
        1i $v0, 2
        syscall
        jr $ra
```

```
# print( float vec[4] )
                 printFloatVector:
                         addi $sp, $sp, -8
                         sw $ra, 0($sp)
                         sw $s0, 4($sp)
                         move $s0, $a0
                         lwc1 $f12, 0($s0)
                         jal printfloat
                           l printFloat
https://eduassistpro.github.jo/ce
                              $f12, 8($s0)
                         jal printSpace
                         lwc1 $f12, 12($s0)
                         jal printfloat
                         jal printNewLine
                         lw $ra, 0($sp)
                         lw $s0, 4($sp)
                         addi $sp, $sp, 4
                         jr $ra
```

REMEMBER: Floating Point Fallacy

FP add, subtract associative? FALSE!

```
x = -1.5 \times 10^{38} y = 1.5 \times 10^{38} z = 1.0

x + (y + z) Assignment Projects Exam Help

= -1. https://eduassistpro.github.io/

= 0.0

(x + y) + z = (-1.5 \times 10^{38}) + (1.5 \times 10^
```

- Floating Point add, subtract are not associative!
 - Floating point result approximates real result!

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Casting floats ← ints

- (int) floating point expression
 - Coerces and converts it to the nearest integer (C uses truncation)
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```
i = (int) (3.14 https://eduassistpro.github.io/
```

- (float) expresadd We Chat edu_assist_pro
 - converts integer to nearest floating point

```
f = f + (float) i;
```

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int \rightarrow float \rightarrow int

- Large values of integers don't have exact floating point representations
- What about double?

float \rightarrow int \rightarrow float

```
if (f == (float)((int) f)) {
    printf("true");
    Assignment Project Exam Help
    https://eduassistpro.github.io/
```

- Does this always print t
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 No, it will not always pri
 - Small floating point numbers (<1) don't have integer representations
 - Same is true for large numbers
 - For other numbers, rounding errors

MIPS Integer Multiplication

- Syntax of Multiplication (signed): MULT reg1 reg2
- Result of multiplying 32 bit registers has 64 bits Assignment Project Exam Help
- MIPS splits 6 cial registers
 - upper half i https://eduassistpro.github.io/
 - Registers hi andd Weether edu_assisthers
 purpose registers
 - Use MFHI reg to move from hi to register
 - Use MFLO reg to move from lo to another register
- Unusual syntax compared to other instructions!

MIPS Integer Multiplication Example

```
a = b * c;
Let b be $s2; let c be $s3;
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And let a be $s0 and $ bits)
https://eduassistpro.github.io/
mult $s2 $s3  # b*c Add WeChat edu_assist_pro
mfhi $s0  # get upper half of product
```

mflo \$s1

We often only care about the low half of the product!

get lower half of product

MIPS Integer Division

- Syntax of Division (signed): DIV reg1 reg2
 - Divides register 1 by register 2
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 Puts remainder of di

 - Puts quotient of divi https://eduassistpro.github.io/
- Notice that this can bedds to the division operator (/) and modulo operator (%) in a high level language

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MIPS Integer Division Example

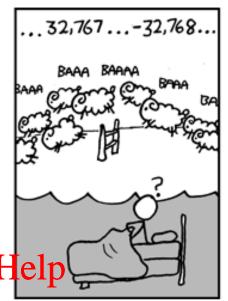
		Variable	Register
a	= c / d; Assignment Project Exam I	a	\$s0
b	= c	b	\$s1
	https://eduassistpro.git	:hub _c io/	\$s2
	Add WeChat edu_assi	st_pto	\$s3

```
div $s2 $s3 # lo=c/d, hi=c%d
mflo $s0 # get quotient
mfhi $s1 # get remainder
```

Unsigned Instructions and Overflow

 MIPS has versions of mult and div for unsigned operands:

multu, dassignment Project Exam Help





- Determines wheth https://eduassistpro.githubuo/tient are changed if the operands are sign gned.

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 Typically unsigned instructions r overflow
- (e.g., add vs addu)
- MIPS does not check overflow or division by zero on ANY signed/unsigned multiply, divide instruction
 - Up to the software to check "hi", "divisor"

Things to Remember

- Integer multiplication and division:
 - -mult, div, mfhi, mflo
- New MIPS registers (special Pole) that institute tions in two flavours

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 - Single Precision .s
 - Double Precision .d
- Add WeChat edu_assist_pro
- FP add and subtract are not associative...
- IEEE 754 NaN & Denorms (precision) review
- IEEE 754's Four different rounding modes

Review and More Information

- Textbook
 - Section 3.5 Floating Point

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 We saw the representation and addition and multiplication algorithm
 - We saw the representation and addition and multiplication algorithm material earlier in th https://eduassistpro.github.io/
 - And now we have seen the Floating-Add WeChat edu_assist_pro

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