

Block 2

Introduction to ANTLR

Summary:

- Installation and use of ANTLR.
- Construction of simple grammars.
- Introduction to programming in ANTLR.

Installation of ANTLR4

Download the file `antlr4-install.zip` available in elearning, extract its contents, open a terminal in the `antlr4-install` directory and finally run the command `./install.sh`.

Exercise 2.01

Define the following grammar in the file `Hello.g4`¹:

```
grammar Hello;           // Define a grammar called Hello
greetings : 'hello' ID ; // match keyword hello followed by an identifier
ID : [a-z]+ ;           // match lower-case identifiers
WS : [ \t\r\n]+ -> skip ; // skip spaces, tabs, newlines, \r (Windows)
```

- Try to compile the `Hello.g4` grammar, and run the resulting translator (use the command `antlr4-test` to test the grammar).
- Add a *visitor* (Execute) so that, at the end of the rule `greetings`, write in Portuguese: `Olá <ID>`.

¹Do not copy the code from the pdf file, as some copied characters may not be ASCII (generating errors when compiling with antlr4).

You can generate a new *visitor* in two ways:

- (a) Run the following commands:

```
antlr4-visitor Hello.g4
mv HelloBaseVisitor.java Execute.java
```

, and then change the contents of the `Execute.java` file (change the class declaration so that `Execute` extend the `HelloBaseVisitor` class, and replace the generic type `T`, with the desired data type, which, in this case, is `String`).

- (b) Or, alternatively, run the command:

```
antlr4-visitor Hello Execute String
```

Note that ANTLR for each syntactic rule `r: a b;`, creates a method `visitR` which has as argument the context of that rule (`*Parser.RContext ctx`). This context is defined by the `*Parser.RContext` class which, if `a` and `b` are non-terminal, contains methods that return the respective `*Parser.AContext` and `*Parser.BContext` contexts. If you want to visit one of these contexts, simply call, in the `visitR` method, for example, `visit(ctx.a())`.

- c) Append a farewell rule to the grammar (`bye ID`), causing the grammar to accept either rule (`greetings`, or `bye`)². (To define a rule with more than one alternative in ANTLR, use the separator `|`, for example: `r: a | b ;`.)
- d) Generalize identifiers to include capital letters and allow names with more than one identifier. (In ANTLR a rule with one or more repetitions and defined by `r+`, for example: `r: a+ ;`.)
- e) Generalize the grammar in order to allow repetition until the end of the rules file of any of the rules described above (`greetings`, or `bye`).

Exercise 2.02

Consider the following grammar (`SuffixCalculator.g4`):

```
grammar SuffixCalculator ;
program :
    stat* EOF          // Zero or more repetitions of stat
    ;
stat :
    expr? NEWLINE     // Optative expr followed by an end-of-line
    ;
expr :
    expr expr op=('*' | '/' | '+' | '-') #ExprSuffix
    | Number           #ExprNumber
    ;
Number: [0-9]+( '.' [0-9]+ )?; // fixed point real number
NEWLINE: '\r'? '\n';
WS: [ \t]+ -> skip;
```

²As a response to *bye*, write in Portuguese: Adeus <ID>.

- a) Try compiling this grammar and running the resulting translator.
- b) Using this grammar and adding a *visitor* (`Interpreter`), try to implement a calculator in postfix (suffix, or *Reverse Polish Notation*) notation for the defined elementary arithmetic operations (that is, that it performs the calculations and presents the results for each processed row).

(Note that when implementing a *visitor* in ANTLR it is not necessary to apply the algorithm described in exercise 1.03 (which resorts to a *stack*).)

Note that in ANTLR we can associate *visits/callbacks* with different alternatives in a syntactic rule:

```
r : a #altA
  | b #altB
  | c #altC
  ;
```

In this case, *visits/callbacks* will be created both in *visitors* and in *listeners*, to the three alternatives presented, the *visit/callback* not appearing for the rule `r`.

Exercise 2.03

Consider the following grammar for an integer calculator (`Calculator.g4`):

```
grammar Calculator;

program:
    stat* EOF
    ;

stat:
    expr? NEWLINE
    ;

expr:
    expr op=('*' | '/' | '%') expr    #ExprMultDivMod
    | expr op=('+' | '-') expr        #ExprAddSub
    | Integer                         #ExprInteger
    | '(' expr ')'                     #ExprParent
    ;

Integer: [0-9]+; // implement with long integers
NEWLINE: '\r'? '\n';
WS: [ \t]+ -> skip;
COMMENT: '#' .*? '\n' -> skip;
```

- a) Try compiling this grammar and running the resulting translator.
- b) Using this grammar and adding a *visitor* (`Interpreter`), try to implement a calculator for the defined elementary arithmetic operations (that is, to carry out the calculations and present the results to each line processed).

c) Add the unary operators + and −.

Note that the ambiguity between binary and unary operators that use the same symbol (+ and −) can only be resolved syntactically, and that these operators must take precedence over all others (for example, in the expression −3+4 the unary operator − applies to 3 and not to the sum result).

Exercise 2.04

Taking into account the grammar of the 2.02 exercise, develop a prefix calculator. That is, where the binary operator appears **before** the two operands (as with the entry in the 1.07 exercise). Implement the interpreter with a *visitor*.

Exercise 2.05

Implement a grammar to parse the `numbers.txt` file used in the 1.04 exercise. Using a *listener*, change the part of the resolution of that problem that, in addition to reading that file, fills the associative *array*. The remaining part of the 1.04 problem should remain unchanged.

Exercise 2.06

Change problem 2.03 by adding the possibility to define and use variables. To that end consider a new statement (i.e. a new alternative in `stat`):

```
stat: ... // make necessary changes
assignment: ID '=' expr;
...
expr:
    ...
    | ID #ExprId
    ...
ID: [a-zA-Z_]+ ;
...
```

To support recording values associated with variables, use an associative array³.

Exercise 2.07

Download the Java language grammar (<https://github.com/antlr/grammars-v4>), and try parsing simple Java programs (version 8).

Use support for *listeners* from ANTLR to write the name of class and methods subject to parsing.

³`java.util.HashMap`.

Exercise 2.08

Using the grammar defined in the 2.06 problem and using *visitors* from ANTLR, convert an infix arithmetic expression (operator in the middle of the operands), into an equivalent suffix expression (operator at the end). To resolve the ambiguity problem with the unary operators $+$ and $-$, make it so that in the converted suffix expression, these operators appear, respectively, as $!+$ and $!-$. For example:

- $2 + 3 \rightarrow 2\ 3\ +$
- $a = 2 + 3 * 4 \rightarrow a = 2\ 3\ 4\ *\ +$
- $3 * (2 + 1) + (2 - 1) \rightarrow 3\ 2\ 1\ +\ *\ 2\ 1\ -\ +$
- $3 * +(4/2) + (-2 - 1) \rightarrow 3\ 4\ 2\ /\ !+\ *\ 2\ !- 1\ -\ +$

Exercise 2.09

We intend to implement a calculator for rational numbers (numerator and denominator represented by integers).

Define a grammar for this language taking into account the following example program (arithmetic operators must have the usual precedence):

```
// basic:
print 1/4;    // escreve na consola a fracção 1/4
print 3;      // escreve na consola a fracção 3
3/4 -> x;     // guarda a fracção 3/4 na variável x
print x;      // escreve na consola a fracção armazenada na variável x
// more advanced:
print 1/4-(1/4);
4/2 * (-2/3 + 4) - 2 -> x;
print x;
print x*x:x+(x)-x;    // a divisão de fracções é feita pelo operador :
print (1/2)^3;        // operador potência para expoentes inteiros (base entre parêntesis)
print reduce 2/4;     // redução de fracções
```

Note 1: Try to make the best possible use of the exemplified instructions in order to make the language as generic as possible. However, you can consider that literal fractions (e.g. $1/4$, 2 , $-3/2$) are always either an integer (i.e. unit denominator), or a ratio between two literal integers (where only the numerator can be negative).

Note 2: There are files `*.txt` that exemplify several programs.

Implement this interpreter with *visitors*.

