

**Automated Theorem Proving**  
**Lecture 1: Motivation and Preliminaries**

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**based on slides by Dr. Uwe Waldmann**

**Winter Semester 2026/27**

# What Is Automated Theorem Proving?

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This course is primarily about *automated theorem proving* and more generally about *automated reasoning* (also called *automated deduction*):

Logical reasoning using a computer program,  
with little or no user interaction,  
using general methods, rather than approaches that work only for one specific problem.

Two examples:

Solving a sudoku.

Reasoning with equations.

# Introductory Example 1: Sudoku

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	1	2	3	4	5	6	7	8	9
1								1	
2	4								
3		2							
4					5		4		7
5			8				3		
6			1		9				
7	3			4			2		
8		5		1					
9				8		6			

Goal:

Fill the empty fields with digits 1, ..., 9, so that each digit occurs exactly once in each row, column, and  $3 \times 3$  box.

# Introductory Example 1: Sudoku

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	1	2	3	4	5	6	7	8	9
1								1	
2	4								
3		2							
4					5		4		7
5			8				3		
6			1		9				
7	3			4			2		
8		5		1					
9				8		6			

Idea:

Use boolean variables  $P_{i,j}^d$  with  $d, i, j \in \{1, \dots, 9\}$  to encode the problem:

$P_{i,j}^d = \text{true}$  iff the value of square  $i, j$  is  $d$ .

# Introductory Example 1: Sudoku

---

	1	2	3	4	5	6	7	8	9
1								1	
2	4								
3		2							
4					5		4		7
5			8				3		
6			1		9				
7	3			4			2		
8		5		1					
9				8		6			

Idea:

Use boolean variables  $P_{i,j}^d$  with  $d, i, j \in \{1, \dots, 9\}$  to encode the problem:

$P_{i,j}^d = \text{true}$  iff the value of square  $i, j$  is  $d$ .

For example:

$$P_{5,3}^8 = \text{true}.$$

$$P_{5,3}^7 = \text{false}.$$

# Coding Sudoku in Boolean Logic

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- Concrete values result in formulas  $P_{i,j}^d$
- For every square  $(i,j)$  we generate  $P_{i,j}^1 \vee \dots \vee P_{i,j}^9$
- For every square  $(i,j)$  and pair of values  $d < d'$  we generate  $\neg P_{i,j}^d \vee \neg P_{i,j}^{d'}$
- For every value  $d$  and row  $i$  we generate  $P_{i,1}^d \vee \dots \vee P_{i,9}^d$   
(Analogously for columns and  $3 \times 3$  boxes)
- For every value  $d$ , row  $i$ , and pair of columns  $j < j'$   
we generate  $\neg P_{i,j}^d \vee \neg P_{i,j'}^d$   
(Analogously for columns and  $3 \times 3$  boxes)

# Coding Sudoku in Boolean Logic

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Every assignment of boolean values to the variables  $P_{i,j}^d$  so that all formulas become true corresponds to a Sudoku solution (and vice versa).

# Coding Sudoku in Boolean Logic

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Now use a SAT solver to check whether there is an assignment to the variables  $P_{i,j}^d$  so that all formulas become true:

Niklas Eén, Niklas Sörensson:

MiniSat (<http://minisat.se/>)

Beware:

The satisfiability problem is NP-complete.

Every known algorithm to solve it has an exponential time worst-case behavior (or worse).

# Coding Sudoku in Boolean Logic

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MiniSat solves the problem in a few milliseconds.

How? See part ?? of this lecture or Johannsen's SAT Solving practical.

Does that contradict NP-completeness? No.

NP-completeness implies that there are really hard problem instances, it does not imply that all practically interesting problem instances are hard (for a well-written SAT solver).

# SAT Solvers in Practice

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Some real-life applications of modern SAT solvers:

hardware verification (model checking)

with extensions:

software verification, hybrid system verification, ...

checking software package dependencies

solving combinatorial problems

“The Largest Math Proof Ever” (Marijn Heule)

...

## Introductory Example 2: Equations

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Task:

Prove:  $\frac{a}{a+1} = 1 + \frac{-1}{a+1}$ .

## Introductory Example 2: Equations

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$$\frac{a}{a+1}$$

$$1 + \frac{-1}{a+1}$$

## Introductory Example 2: Equations

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$$\frac{a}{a+1} = \frac{a+0}{a+1}$$

$$1 + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

## Introductory Example 2: Equations

---

$$\frac{a}{a+1} = \frac{a+0}{a+1}$$

$$= \frac{a + (1 + (-1))}{a+1}$$

$$1 + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

## Introductory Example 2: Equations

---

$$\frac{a}{a+1} = \frac{a+0}{a+1}$$

$$= \frac{a + (1 + (-1))}{a+1}$$

$$= \frac{(a+1) + (-1)}{a+1}$$

$$1 + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

## Introductory Example 2: Equations

---

$$\frac{a}{a+1} = \frac{a+0}{a+1}$$

$$= \frac{a + (1 + (-1))}{a+1}$$

$$= \frac{(a+1) + (-1)}{a+1}$$

$$= \frac{a+1}{a+1} + \frac{-1}{a+1}$$

$$1 + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

## Introductory Example 2: Equations

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$$\frac{a}{a+1} = \frac{a+0}{a+1}$$

$$= \frac{a + (1 + (-1))}{a+1}$$

$$= \frac{(a+1) + (-1)}{a+1}$$

$$= \frac{a+1}{a+1} + \frac{-1}{a+1}$$

$$= 1 + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

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How could we write a program that takes a set of equations and two terms and tests whether the terms can be connected via a chain of equalities?

It is easy to write a program that applies formulas *correctly*.

However, correct  $\neq$  useful.

## Introductory Example 2: Equations

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$$\frac{a}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x + y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

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$$\frac{a}{a+1} \longrightarrow \frac{a+0}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

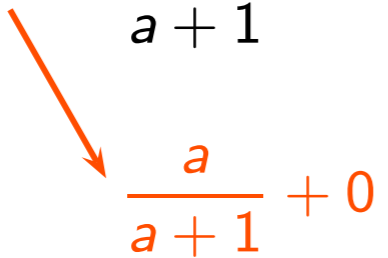
$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

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$$\frac{a}{a+1} \xrightarrow{\quad} \frac{a+0}{a+1}$$



$$\frac{a}{a+1} + 0$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

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## Introductory Example 2: Equations

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$$\begin{array}{l} \frac{a}{a+1} \xrightarrow{\quad} \frac{a+0}{a+1} \\ \quad \searrow \quad \quad \quad \frac{a}{a+1} + 0 \\ \quad \searrow \quad \quad \quad \frac{a}{a+(1+0)} \end{array}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

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$$\begin{array}{l} \frac{a}{a+1} \longrightarrow \frac{a+0}{a+1} \\ \quad \searrow \frac{a}{a+1} + 0 \\ \quad \searrow \frac{a}{a+(1+0)} \\ \quad \searrow \frac{a}{a + \frac{a+2}{a+2}} \end{array}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

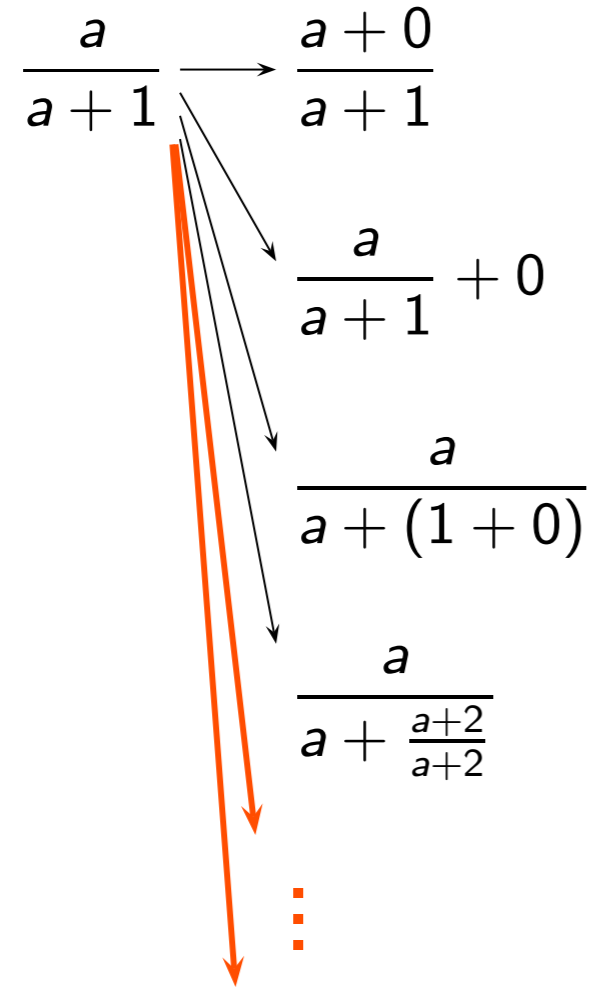
$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

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# Introductory Example 2: Equations

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$$x + 0 = x \quad (1)$$

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## Introductory Example 2: Equations

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$$1 + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

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$$1 + \frac{-1}{a+1} \longrightarrow \frac{a+1}{a+1} + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$


$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

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$$1 + \frac{-1}{a+1} \longrightarrow \frac{a+1}{a+1} + \frac{-1}{a+1}$$

$$\frac{a}{a} + \frac{-1}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

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$$1 + \frac{-1}{a+1} \rightarrow \frac{a+1}{a+1} + \frac{-1}{a+1}$$
$$\frac{a}{a} + \frac{-1}{a+1}$$
$$1 + \frac{-1}{a + \frac{a}{a}}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

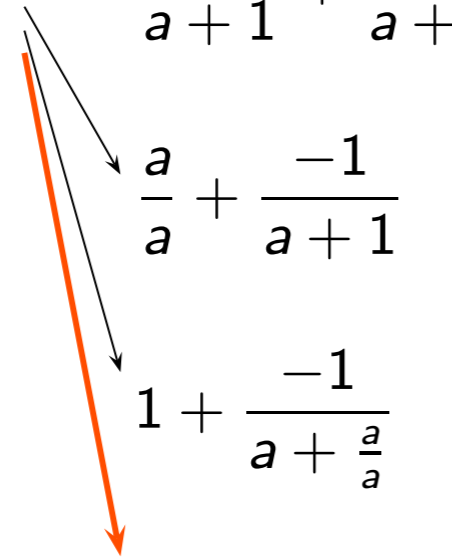
$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

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## Introductory Example 2: Equations

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$$1 + \frac{-1}{a+1} \rightarrow \frac{a+1}{a+1} + \frac{-1}{a+1}$$

$$\frac{a}{a} + \frac{-1}{a+1}$$
$$1 + \frac{-1}{a + \frac{a}{a}}$$
$$1 + \frac{-1+0}{a+1}$$

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

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## Introductory Example 2: Equations

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$$1 + \frac{-1}{a+1} \rightarrow \frac{a+1}{a+1} + \frac{-1}{a+1}$$
$$\frac{a}{a} + \frac{-1}{a+1}$$
$$1 + \frac{-1}{a + \frac{a}{a}}$$
$$1 + \frac{-1+0}{a+1}$$

⋮

$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x+y}{z} \quad (4)$$

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## Introductory Example 2: Equations

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Unrestricted application of equations leads to

- infinitely many equality chains,
- infinitely long equality chains.

⇒ The chance to reach the desired goal is very small.

In fact, the general problem is only semidecidable, but not decidable.

## Introductory Example 2: Equations

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A better approach:

Apply equations in such a way that terms become “simpler.”

Start from both sides:

- 

-

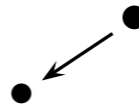
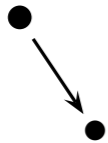
## Introductory Example 2: Equations

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A better approach:

Apply equations in such a way that terms become “simpler.”

Start from both sides:



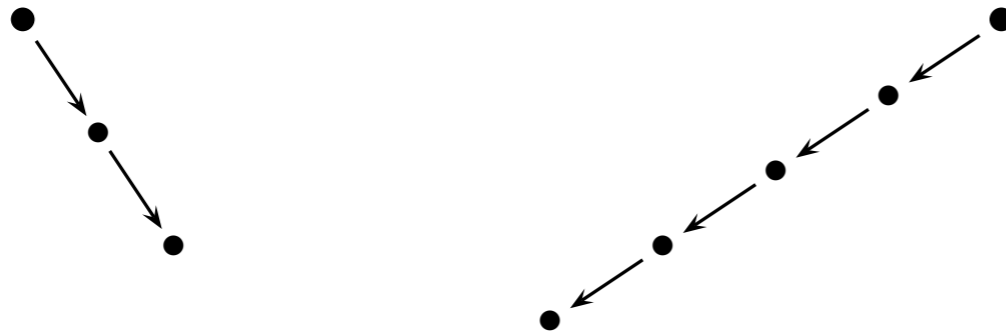
## Introductory Example 2: Equations

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A better approach:

Apply equations in such a way that terms become “simpler.”

Start from both sides:



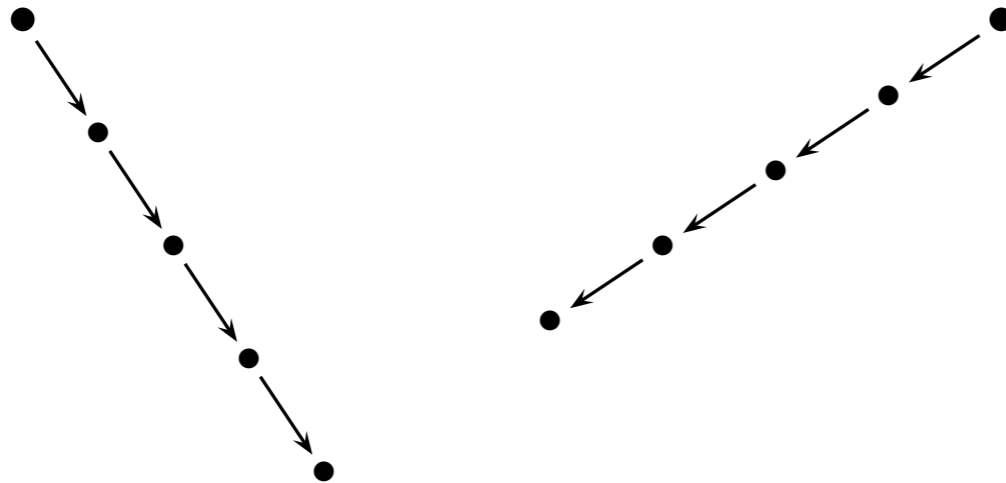
## Introductory Example 2: Equations

---

A better approach:

Apply equations in such a way that terms become “simpler.”

Start from both sides:



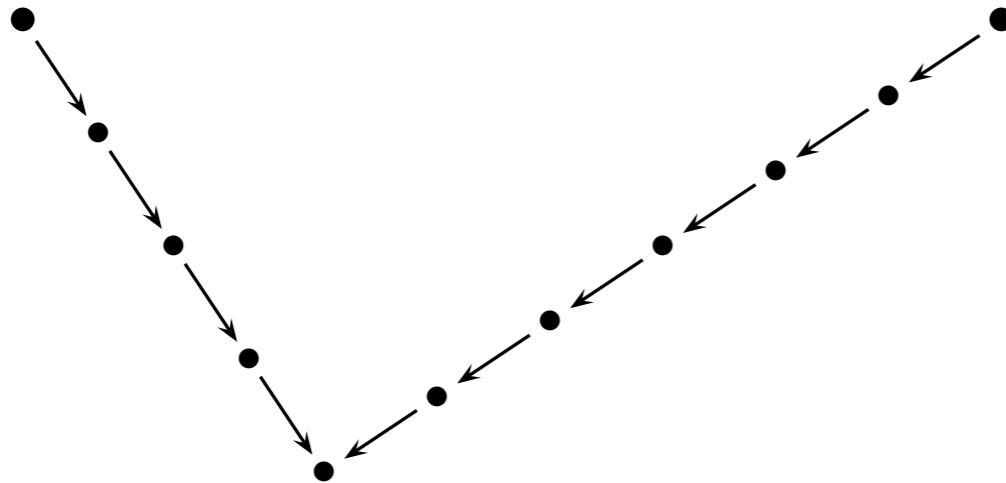
## Introductory Example 2: Equations

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A better approach:

Apply equations in such a way that terms become “simpler.”

Start from both sides:



The terms are equal if both derivations meet.

## Introductory Example 2: Equations

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$$x + 0 = x \quad (1)$$

$$x + (-x) = 0 \quad (2)$$

$$x + (y + z) = (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} = \frac{x + y}{z} \quad (4)$$

$$\frac{x}{x} = 1 \quad (5)$$

## Introductory Example 2: Equations

---

Orient equations.

$$x + 0 \rightarrow x \quad (1)$$

$$x + (-x) \rightarrow 0 \quad (2)$$

$$x + (y + z) \rightarrow (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} \rightarrow \frac{x + y}{z} \quad (4)$$

$$\frac{x}{x} \rightarrow 1 \quad (5)$$

## Introductory Example 2: Equations

---

Orient equations.

Advantage:

Now there are only finitely many  
and finitely long derivations.

$$x + 0 \rightarrow x \quad (1)$$

$$x + (-x) \rightarrow 0 \quad (2)$$

$$x + (y + z) \rightarrow (x + y) + z \quad (3)$$

$$\frac{x}{z} + \frac{y}{z} \rightarrow \frac{x + y}{z} \quad (4)$$

$$\frac{x}{x} \rightarrow 1 \quad (5)$$

## Introductory Example 2: Equations

---

Orient equations.

But:

Now none of the equations is applicable to one of the terms

$$\frac{a}{a+1}, \quad 1 + \frac{-1}{a+1}$$

$$x + 0 \rightarrow x \quad (1)$$

$$x + (-x) \rightarrow 0 \quad (2)$$

$$x + (y + z) \rightarrow (x + y) + z \quad (3)$$

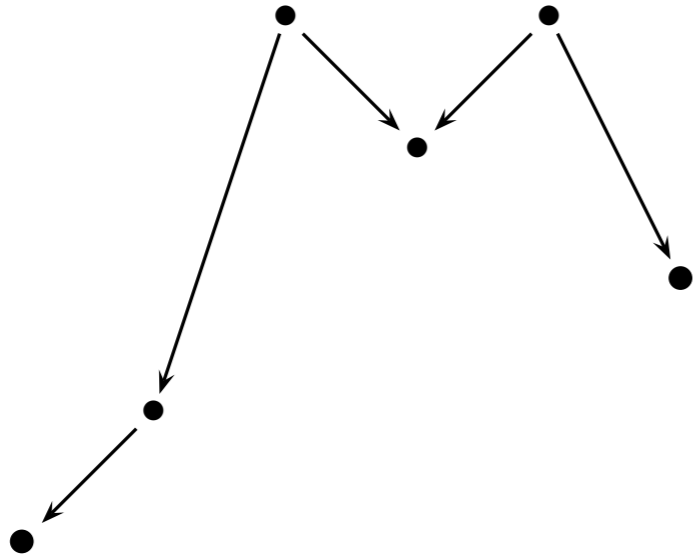
$$\frac{x}{z} + \frac{y}{z} \rightarrow \frac{x + y}{z} \quad (4)$$

$$\frac{x}{x} \rightarrow 1 \quad (5)$$

## Introductory Example 2: Equations

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The chain of equalities that we considered at the beginning looks roughly like this:

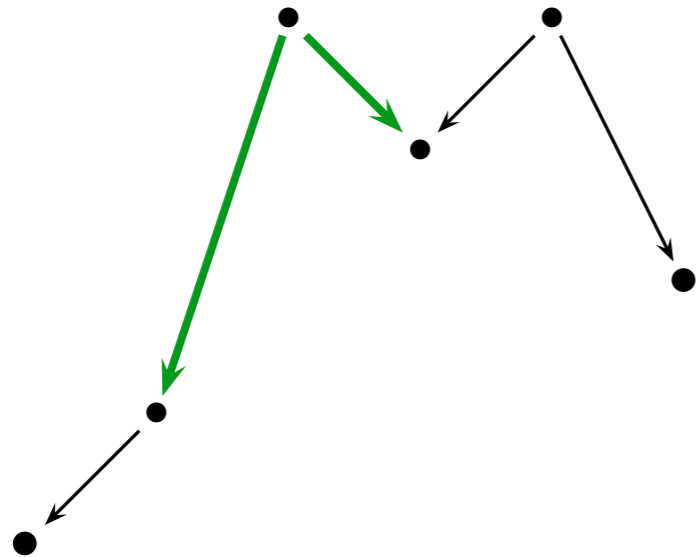


## Introductory Example 2: Equations

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Idea:

Derive new equations that enable shortcuts.

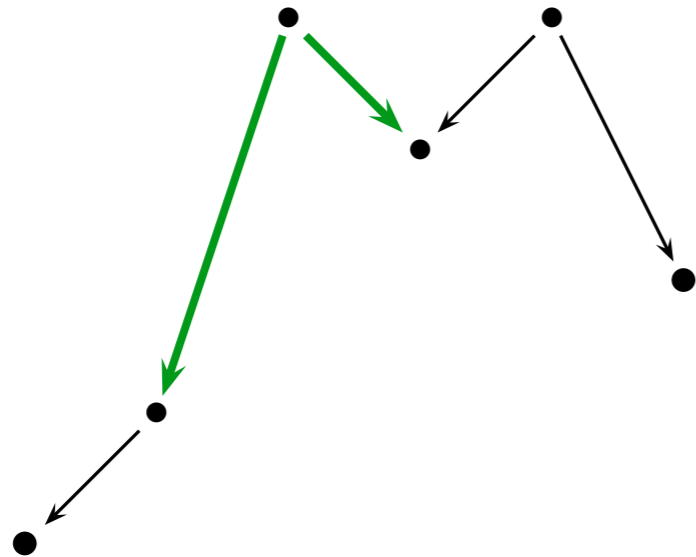


# Introductory Example 2: Equations

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Idea:

Derive new equations that enable shortcuts.



From

$$x + (-x) \rightarrow 0 \quad (2)$$

$$x + (y + z) \rightarrow (x + y) + z \quad (3)$$

we derive

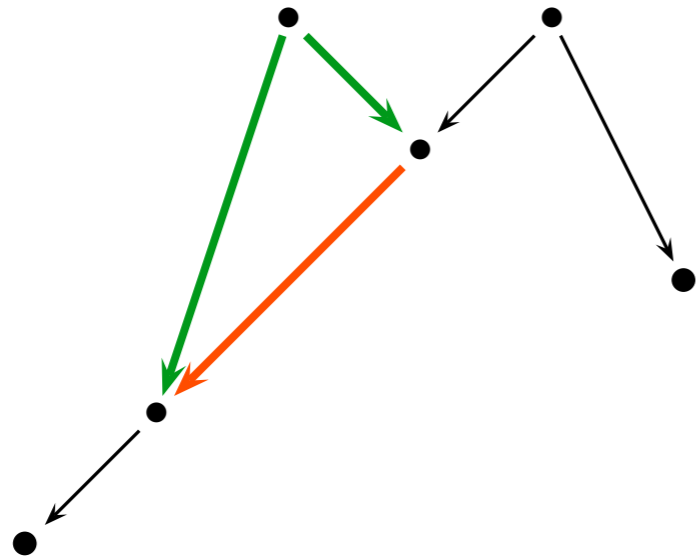
$$(x + y) + (-y) \rightarrow x + 0 \quad (6)$$

# Introductory Example 2: Equations

---

Idea:

Derive new equations that enable shortcuts.



From

$$x + (-x) \rightarrow 0 \quad (2)$$

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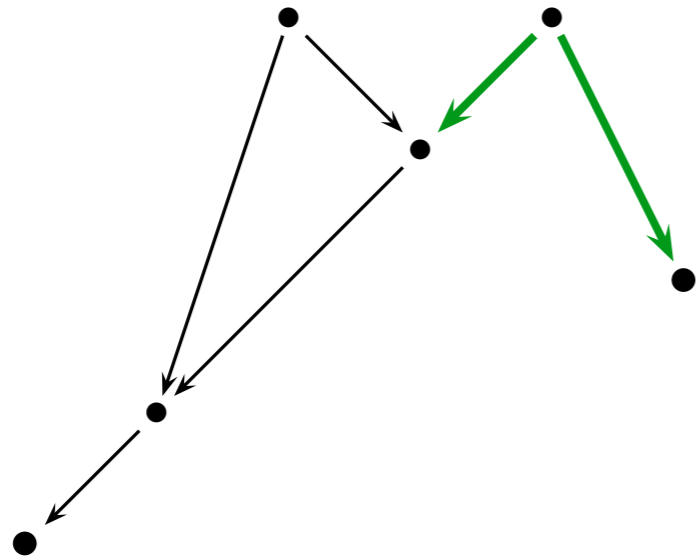
$$(x + y) + (-y) \rightarrow x + 0 \quad (6)$$

# Introductory Example 2: Equations

---

Idea:

Derive new equations that enable shortcuts.



From

$$\frac{x}{z} + \frac{y}{z} \rightarrow \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} \rightarrow 1 \quad (5)$$

we derive

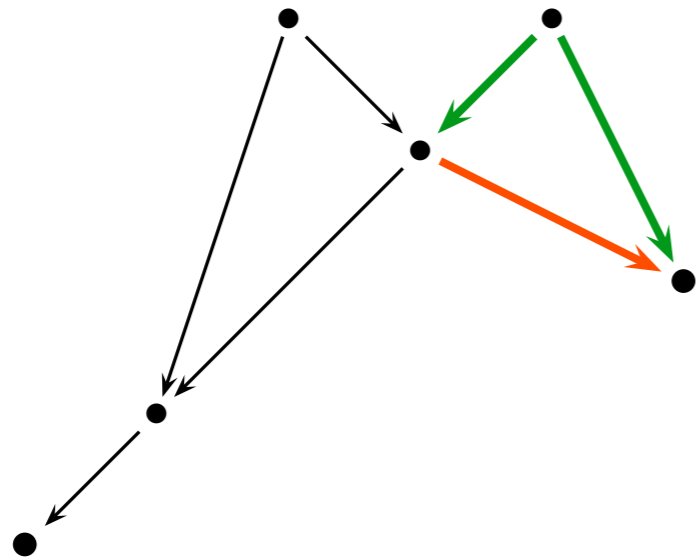
$$\frac{x+y}{x} \rightarrow 1 + \frac{y}{x} \quad (7)$$

# Introductory Example 2: Equations

---

Idea:

Derive new equations that enable shortcuts.



From

$$\frac{x}{z} + \frac{y}{z} \rightarrow \frac{x+y}{z} \quad (4)$$

$$\frac{x}{x} \rightarrow 1 \quad (5)$$

we derive

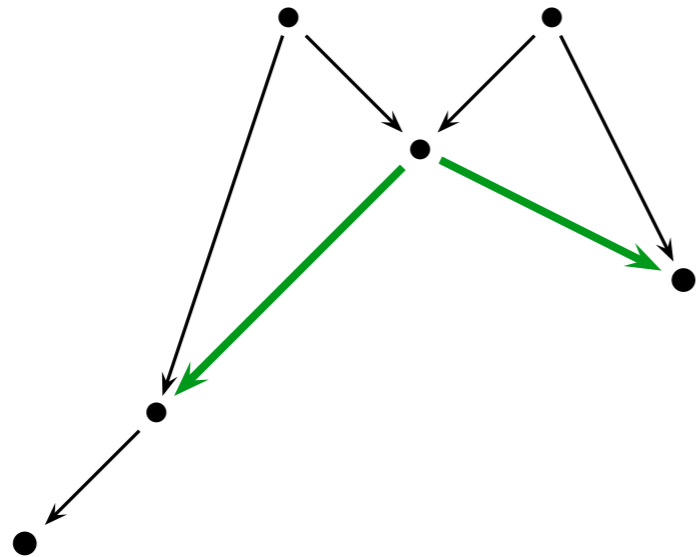
$$\frac{x+y}{x} \rightarrow 1 + \frac{y}{x} \quad (7)$$

## Introductory Example 2: Equations

---

Idea:

Derive new equations that enable shortcuts.



From

$$(x + y) + (-y) \rightarrow x + 0 \quad (6)$$

$$\frac{x + y}{x} \rightarrow 1 + \frac{y}{x} \quad (7)$$

we derive

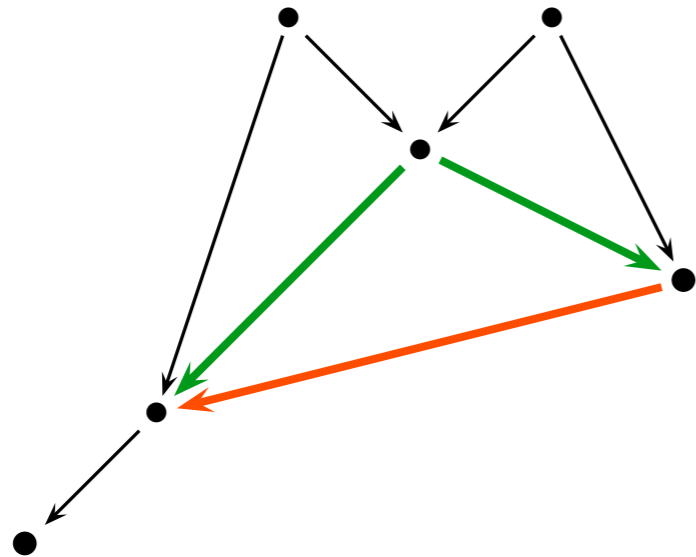
$$1 + \frac{-y}{x + y} \rightarrow \frac{x + 0}{x + y} \quad (8)$$

# Introductory Example 2: Equations

---

Idea:

Derive new equations that enable shortcuts.



From

$$(x + y) + (-y) \rightarrow x + 0 \quad (6)$$

$$\frac{x + y}{x} \rightarrow 1 + \frac{y}{x} \quad (7)$$

we derive

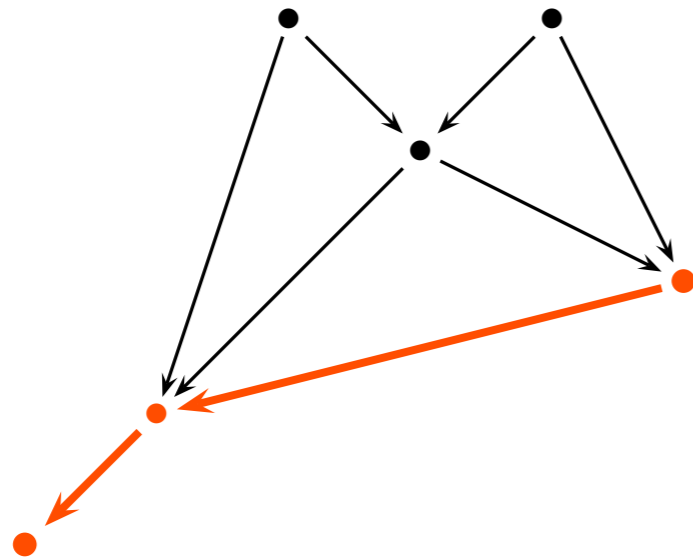
$$1 + \frac{-y}{x + y} \rightarrow \frac{x + 0}{x + y} \quad (8)$$

## Introductory Example 2: Equations

---

Idea:

Derive new equations that enable shortcuts.



Using these equations we can get a  
chain of equalities of the desired form.

## Introductory Example 2: Equations

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In fact, it is not necessary to know some equational proof for the problem in advance.

We can derive these shortcut equations just by looking at the existing equation set.

How? See parts ?? and ?? of this lecture.

## Result

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The Waldmeister prover solves the problem within milliseconds.

So it works, but it looks like a lot of effort for a problem that one can solve with a little bit of high-school mathematics.

Reason: Pupils learn not only axioms, but also recipes to work efficiently with these axioms.

# Result

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It makes a huge difference whether we work with well-known axioms

$$x + 0 = x$$

$$x + (-x) = 0$$

or with “new” unknown ones

$\forall Agent \ \forall Message \ \forall Key.$

$knows(Agent, crypt(Message, Key))$

$\wedge knows(Agent, Key)$

$\rightarrow knows(Agent, Message).$

# Result

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This difference is also important for automated reasoning:

- For axioms that are well-known and frequently used, we can develop optimal specialized methods.
  - ⇒ computer algebra
  - ⇒ Waldmann's Automated Reasoning II lecture at Saarland University
- For new axioms, we have to develop methods that do something reasonable for arbitrary formulas.
  - ⇒ this lecture

# First-Order Provers in Practice

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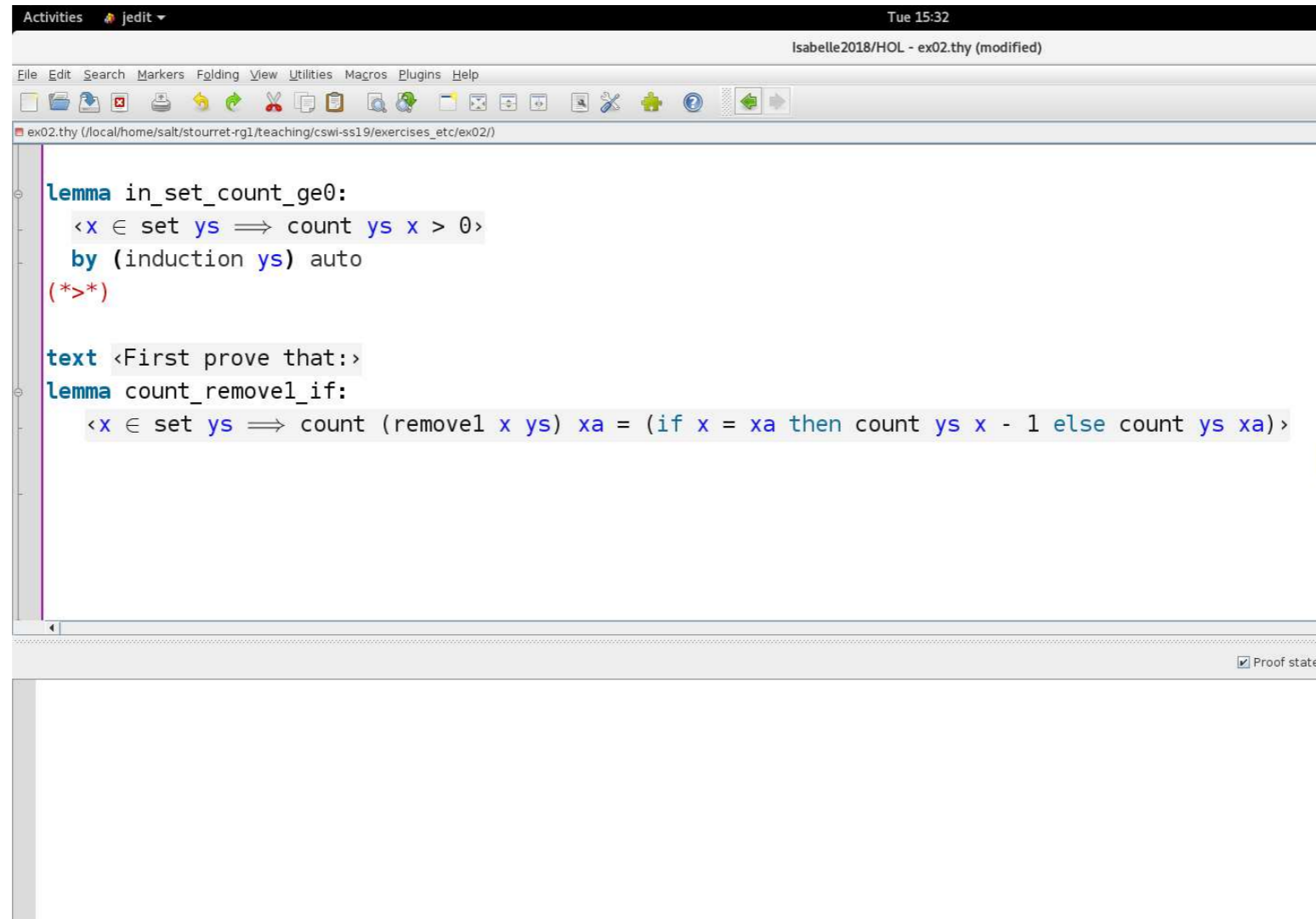
Real-life application:

Use general-purpose provers to make interactive proof assistants more automatic:

Isabelle tool Sledgehammer.

# First-Order Provers in Practice

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The screenshot shows a Jedit editor window with the following content:

```
Activities jedit Tue 15:32
Isabelle2018/HOL - ex02.thy (modified)
File Edit Search Markers Folding View Utilities Macros Plugins Help
ex02.thy (/local/home/salt/stouret-rg1/teaching/cswi-ss19/exercises_etc/ex02/)

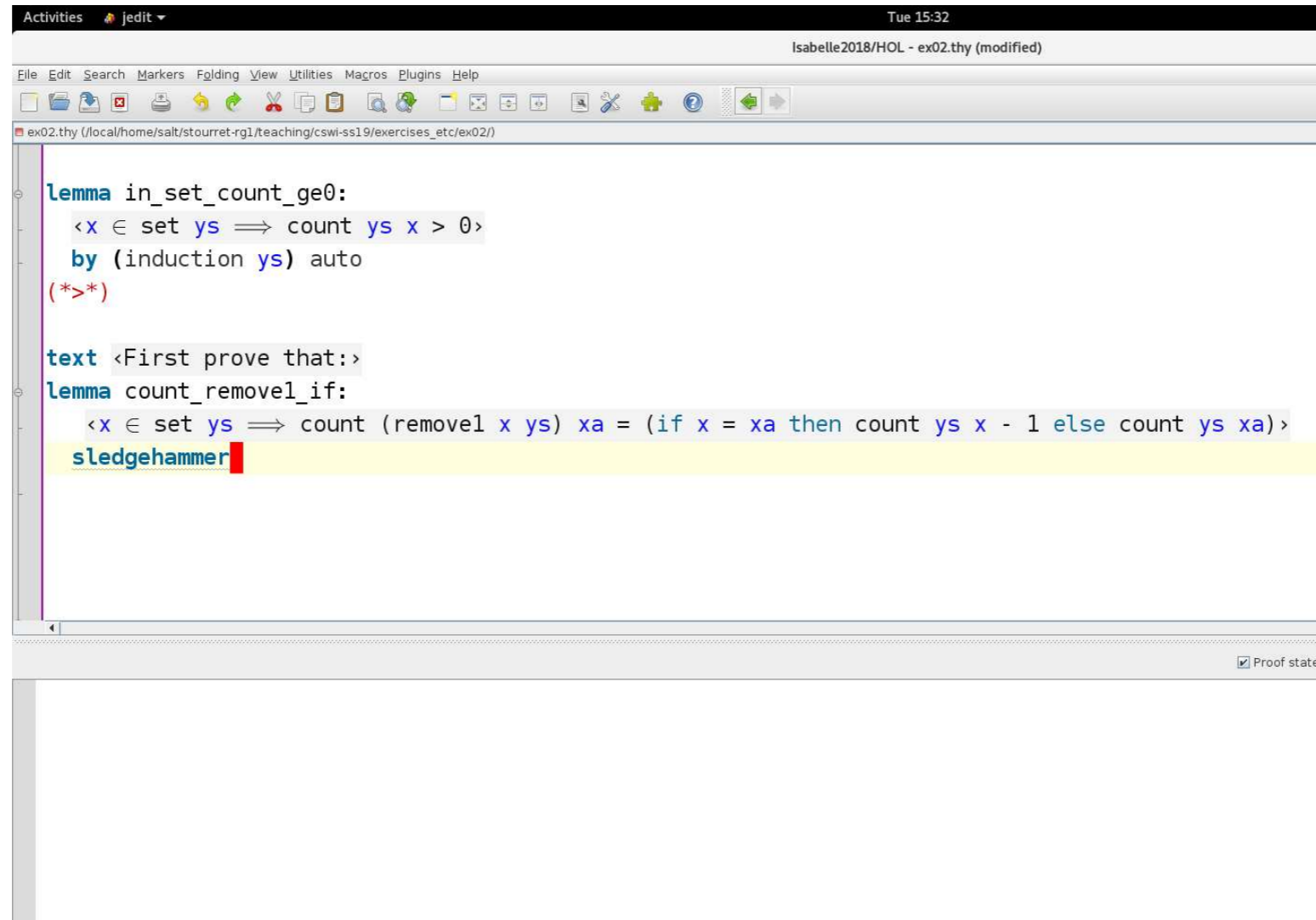
lemma in_set_count_ge0:
  <x ∈ set ys ⇒ count ys x > 0>
  by (induction ys) auto
  (*>*)

text <First prove that:>
lemma count_remove1_if:
  <x ∈ set ys ⇒ count (remove1 x ys) xa = (if x = xa then count ys x - 1 else count ys xa)>
```

At the bottom right of the editor window, there is a checkbox labeled "Proof state" which is checked.

# First-Order Provers in Practice

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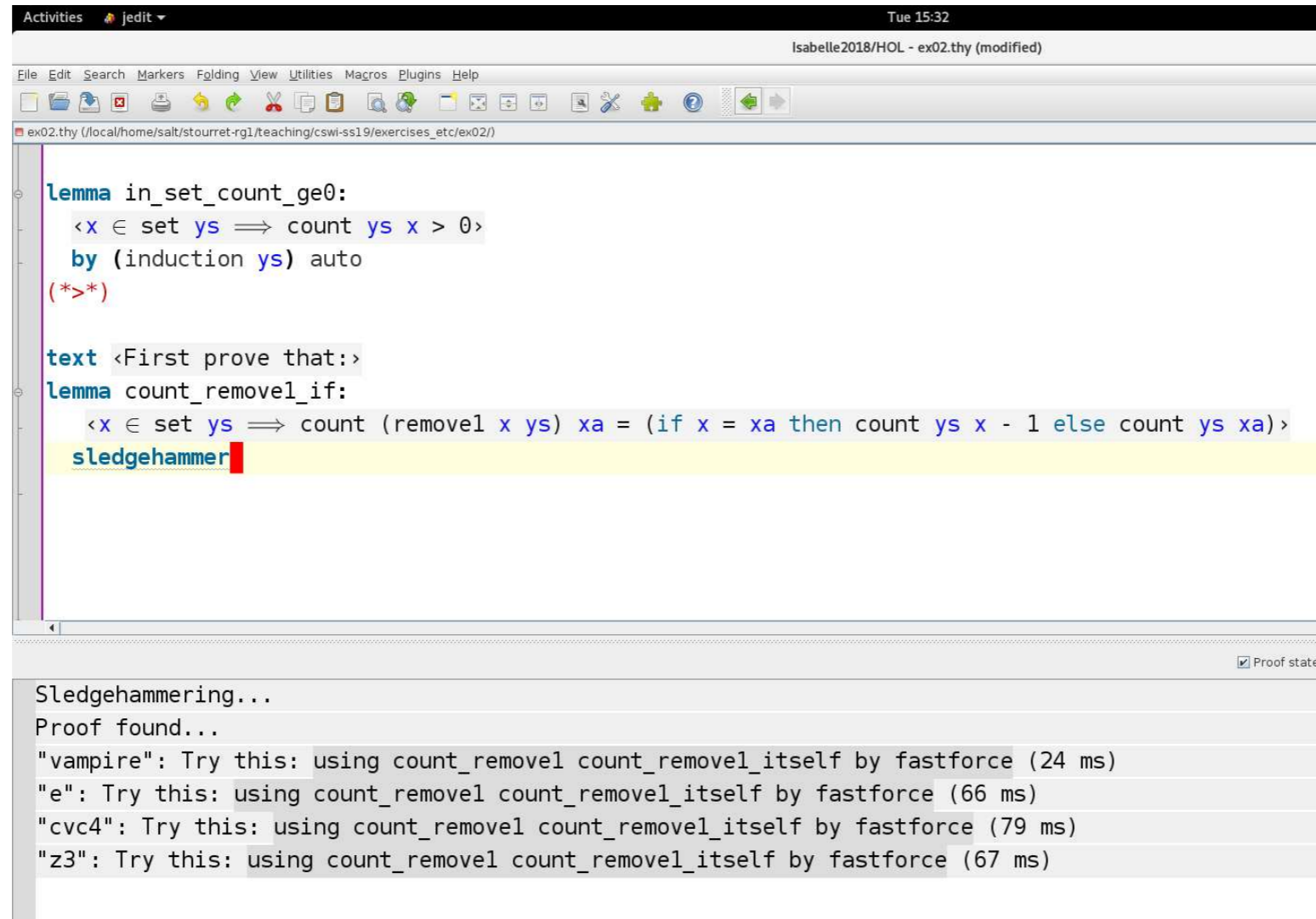


The screenshot shows a proof assistant interface with a menu bar (File, Edit, Search, Markers, Folding, View, Utilities, Macros, Plugins, Help) and a toolbar. The main text area contains the following code:

```
lemma in_set_count_ge0:  
  <x ∈ set ys ⇒ count ys x > 0>  
  by (induction ys) auto  
  (*>*)  
  
text <First prove that:>  
lemma count_remove1_if:  
  <x ∈ set ys ⇒ count (remove1 x ys) xa = (if x = xa then count ys x - 1 else count ys xa)>  
  sledgehammer
```

The word `sledgehammer` is highlighted in yellow. At the bottom right of the interface, there is a checkbox labeled "Proof state" which is checked.

# First-Order Provers in Practice



```
Activities jedit Tue 15:32
Isabelle2018/HOL - ex02.thy (modified)
File Edit Search Markers Folding View Utilities Macros Plugins Help
ex02.thy (/local/home/salt/stouret-rg1/teaching/cswi-ss19/exercises_etc/ex02/)

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Sledgehammering...
Proof found...
"vampire": Try this: using count_remove count_remove_itself by fastforce (24 ms)
"e": Try this: using count_remove count_remove_itself by fastforce (66 ms)
"cvc4": Try this: using count_remove count_remove_itself by fastforce (79 ms)
"z3": Try this: using count_remove count_remove_itself by fastforce (67 ms)
```

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  using count_remove count_remove_itself by fastforce

Sledgehammering...
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# Topics of the Course

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## Preliminaries

- abstract reduction systems
- well-founded orderings

## Propositional logic

- syntax, semantics
- calculi: DPLL procedure, OBDDs

# Topics of the Course

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First-order predicate logic

    syntax, semantics, model theory, . . .

    calculi: resolution, tableaux

First-order predicate logic with equality

    term rewriting systems

    calculi: Knuth–Bendix completion, superposition

# Topics of the Course

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Emphasis on:

logics and their properties,

proof systems for these logics and their properties:

soundness, completeness, implementation

# Part 1: Preliminaries

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Literature:

Franz Baader and Tobias Nipkow: *Term Rewriting and All That*,  
Cambridge Univ. Press, 1998, Chapter 2.

Before we start with the main subjects of the lecture, we repeat some prerequisites from mathematics and computer science and introduce some tools that we will need throughout the lecture.

# 1.1 Mathematical Prerequisites

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$\mathbb{N} = \{0, 1, 2, \dots\}$  is the set of natural numbers (including 0).

$\mathbb{Z}$ ,  $\mathbb{Q}$ ,  $\mathbb{R}$  denote the integers, rational numbers and the real numbers, respectively.

$\emptyset$  is the empty set.

If  $M$  and  $M'$  are sets, then  $M \cap M'$ ,  $M \cup M'$ , and  $M \setminus M'$  denote the intersection, union, and set difference of  $M$  and  $M'$ .

The subset relation is denoted by  $\subseteq$ . The strict subset relation is denoted by  $\subset$  (i.e.,  $M \subset M'$  if and only if  $M \subseteq M'$  and  $M \neq M'$ ).

# Relations

---

Let  $M$  be a set, let  $n \geq 2$ .

We write  $M^n$  for the  $n$ -fold cartesian product  $M \times \cdots \times M$ .

To handle the cases  $n \geq 2$ ,  $n = 1$ , and  $n = 0$  simultaneously, we also define  $M^1 = M$  and  $M^0 = \{()\}$ .

(We do not distinguish between an element  $m$  of  $M$  and a 1-tuple  $(m)$  of an element of  $M$ .)

# Relations

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An  $n$ -ary **relation**  $R$  over some set  $M$  is a subset of  $M^n$ :  $R \subseteq M^n$ .

We often use predicate notation for relations:

Instead of  $(m_1, \dots, m_n) \in R$  we write  $R(m_1, \dots, m_n)$ ,  
and say that  $R(m_1, \dots, m_n)$  holds or is true.

For binary relations, we often use infix notation, so

$$(m, m') \in < \Leftrightarrow <(m, m') \Leftrightarrow m < m'.$$

# Relations

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Since relations are sets, we can use the usual set operations for them.

Example:

Let  $R = \{(0, 2), (1, 2), (2, 2), (3, 2)\} \subseteq \mathbb{N} \times \mathbb{N}$ .

Then  $R \cap < = R \cap \{(n, m) \in \mathbb{N} \times \mathbb{N} \mid n < m\}$   
 $= \{(0, 2), (1, 2)\}$ .

A relation  $Q$  is a **subrelation** of a relation  $R$  if  $Q \subseteq R$ .

# Words

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Given a nonempty set (also called **alphabet**)  $\Sigma$ ,  
the set  $\Sigma^*$  of **finite words** over  $\Sigma$  is defined inductively by

- (i) the empty word  $\varepsilon$  is in  $\Sigma^*$ ,
- (ii) if  $u \in \Sigma^*$  and  $a \in \Sigma$  then  $ua$  is in  $\Sigma^*$ .

The set of **nonempty finite words**  $\Sigma^+$  is  $\Sigma^* \setminus \{\varepsilon\}$ .

The **concatenation** of two words  $u, v \in \Sigma^*$  is denoted by  $uv$ .

# Words

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The length  $|u|$  of a word  $u \in \Sigma^*$  is defined by

(i)  $|\varepsilon| := 0,$

(ii)  $|ua| := |u| + 1$  for any  $u \in \Sigma^*$  and  $a \in \Sigma.$

## 1.2 Abstract Reduction Systems

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Throughout the lecture, we will have to work with reduction systems.

An **abstract reduction system** is a pair  $(A, \rightarrow)$ , where

$A$  is a nonempty set,

$\rightarrow \subseteq A \times A$  is a binary relation on  $A$ .

The relation  $\rightarrow$  is usually written in infix notation, i.e.,  $a \rightarrow b$  instead of  $(a, b) \in \rightarrow$ .

# Abstract Reduction Systems

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Let  $\rightarrow' \subseteq A \times A$  and  $\rightarrow'' \subseteq A \times A$  be two binary relations. Then the **composition of  $\rightarrow'$  and  $\rightarrow''$**  is the binary relation  $(\rightarrow' \circ \rightarrow'') \subseteq A \times A$  defined by

$a (\rightarrow' \circ \rightarrow'') c$  if and only if

there exists some  $b \in A$  such that  $a \rightarrow' b$  and  $b \rightarrow'' c$ .

# Abstract Reduction Systems

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$\rightarrow^0$	$= \{(a, a) \mid a \in A\}$	identity
$\rightarrow^{i+1}$	$= \rightarrow^i \circ \rightarrow$	$i + 1$ -fold composition
$\rightarrow^+$	$= \bigcup_{i>0} \rightarrow^i$	transitive closure
$\rightarrow^*$	$= \bigcup_{i \geq 0} \rightarrow^i = \rightarrow^+ \cup \rightarrow^0$	reflexive transitive closure
$\rightarrow^=$	$= \rightarrow \cup \rightarrow^0$	reflexive closure
$\leftarrow$	$= \rightarrow^{-1} = \{(b, c) \mid c \rightarrow b\}$	inverse
$\leftrightarrow$	$= \rightarrow \cup \leftarrow$	symmetric closure
$\leftrightarrow^+$	$= (\leftrightarrow)^+$	transitive symmetric closure
$\leftrightarrow^*$	$= (\leftrightarrow)^*$	reflexive transitive symmetric closure or equivalence closure

# Abstract Reduction Systems

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$b \in A$  is **reducible** if there is a  $c$  such that  $b \rightarrow c$ .

$b$  is **in normal form** (or **irreducible**) if it is not reducible.

$c$  is a **normal form of  $b$**  if  $b \rightarrow^* c$  and  $c$  is in normal form.

Notation:  $b \downarrow$  denotes the normal form of  $b$  if it is unique.

# Abstract Reduction Systems

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A relation  $\rightarrow$  is called

**terminating** if there is no infinite descending chain

$$b_0 \rightarrow b_1 \rightarrow b_2 \rightarrow \dots$$

**normalizing** if every  $b \in A$  has a normal form.

# Abstract Reduction Systems

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Lemma 1.2.1:

If  $\rightarrow$  is terminating, then it is normalizing.

Note: The reverse implication does not hold (see exercise).

## 1.3 Orderings

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Important properties of binary relations:

Let  $M \neq \emptyset$ . A binary relation  $R \subseteq M \times M$  is called

**reflexive** if  $R(x, x)$  for all  $x \in M$ ,

**irreflexive** if  $\neg R(x, x)$  for all  $x \in M$ ,

**antisymmetric** if  $R(x, y)$  and  $R(y, x)$  imply  $x = y$   
for all  $x, y \in M$ ,

**transitive** if  $R(x, y)$  and  $R(y, z)$  imply  $R(x, z)$   
for all  $x, y, z \in M$ ,

**total** if  $R(x, y)$  or  $R(y, x)$  or  $x = y$  for all  $x, y \in M$ .

# Orderings

---

A **strict partial ordering**  $\succ$  on a set  $M \neq \emptyset$  is a transitive and irreflexive binary relation on  $M$ .

Notation:

$\prec$  for the inverse relation  $\succ^{-1}$

$\preceq$  for the reflexive closure  $(\succ \cup =)$  of  $\succ$

# Orderings

---

Let  $\succ$  be a strict partial ordering on  $M$ ; let  $M' \subseteq M$ .

$a \in M'$  is called **minimal in  $M'$**  if there is no  $b \in M'$  with  $a \succ b$ .

$a \in M'$  is called **smallest in  $M'$**  if  $b \succ a$  for all  $b \in M' \setminus \{a\}$ .

Analogously:

$a \in M'$  is called **maximal in  $M'$**  if there is no  $b \in M'$  with  $a \prec b$ .

$a \in M'$  is called **largest in  $M'$**  if  $b \prec a$  for all  $b \in M' \setminus \{a\}$ .

# Orderings

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Notation:

$$M^{\prec x} = \{y \in M \mid y \prec x\},$$

$$M^{\preceq x} = \{y \in M \mid y \preceq x\}.$$

# Well-Foundedness

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Termination of reduction systems is strongly related to the concept of well-founded orderings.

A strict partial ordering  $\succ$  on  $M$  is called **well-founded (or Noetherian)** if there is no infinite descending chain

$a_0 \succ a_1 \succ a_2 \succ \dots$  with  $a_i \in M$  for every  $i \in \mathbb{N}$ .

# Well-Foundedness and Termination

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Lemma 1.3.1:

If  $\succ$  is a well-founded partial ordering and  $\rightarrow \subseteq \succ$ ,  
then  $\rightarrow$  is terminating.

Lemma 1.3.2:

If  $\rightarrow$  is a terminating binary relation over  $A$ ,  
then  $\rightarrow^+$  is a well-founded partial ordering.

# Well-Founded Orderings: Examples

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**Natural numbers:**  $(\mathbb{N}, >)$

**Lexicographic orderings:** Let  $(M_1, \succ_1), (M_2, \succ_2)$  be well-founded orderings. Define their **lexicographic combination**

$$\succ = (\succ_1, \succ_2)_{\text{lex}}$$

on  $M_1 \times M_2$  by

$$(a_1, a_2) \succ (b_1, b_2) \quad :\Leftrightarrow \quad a_1 \succ_1 b_1 \text{ or } (a_1 = b_1 \text{ and } a_2 \succ_2 b_2)$$

(analogously for more than two orderings). This again yields a well-founded ordering.

# Well-Founded Orderings: Examples

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**Length-based ordering on words:** For alphabets  $\Sigma$  with a well-founded ordering  $>_{\Sigma}$ , the relation  $\succ$  defined as

$$w \succ w' \quad :\Leftrightarrow \quad |w| > |w'| \text{ or } (|w| = |w'| \text{ and } w >_{\Sigma, \text{lex}} w')$$

is a well-founded ordering on the set  $\Sigma^*$  of finite words over the alphabet  $\Sigma$ .

**Nonexamples:**

$(\mathbb{Z}, >)$

$(\mathbb{N}, <)$

the lexicographic ordering on  $\Sigma^*$

# Basic Properties of Well-Founded Orderings

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Lemma 1.3.3:

$(M, \succ)$  is well-founded if and only if every nonempty  $M' \subseteq M$  has a minimal element.

Lemma 1.3.4:

$(M_1, \succ_1)$  and  $(M_2, \succ_2)$  are well-founded if and only if  $(M_1 \times M_2, \succ)$  with  $\succ = (\succ_1, \succ_2)_{\text{lex}}$  is well-founded.

# Monotone Mappings

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Let  $(M, \succ)$  and  $(M', \succ')$  be strict partial orderings.

A mapping  $\varphi : M \rightarrow M'$  is called **monotone**

if  $a \succ b$  implies  $\varphi(a) \succ' \varphi(b)$  for all  $a, b \in M$ .

Lemma 1.3.5:

If  $\varphi$  is a monotone mapping from  $(M, \succ)$  to  $(M', \succ')$

and  $(M', \succ')$  is well-founded, then  $(M, \succ)$  is well-founded.

# Well-Founded Induction

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Theorem 1.3.6 (Well-Founded (or Noetherian) Induction):

Let  $(M, \succ)$  be a well-founded ordering, let  $Q$  be a property of elements of  $M$ .

If for all  $m \in M$  the implication

if  $Q(m')$  for all  $m' \in M$  such that  $m \succ m'$ ,<sup>a</sup>  
then  $Q(m)$ .<sup>b</sup>

is satisfied, then the property  $Q(m)$  holds for all  $m \in M$ .

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<sup>a</sup>induction hypothesis

<sup>b</sup>induction step

# Well-Founded Recursion

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Let  $M$  and  $S$  be sets, let  $N \subseteq M$ , and let  $f : M \rightarrow S$  be a function. Then the **restriction** of  $f$  to  $N$ , denoted by  $f|_N$ , is a function from  $N$  to  $S$  with  $f|_N(x) = f(x)$  for all  $x \in N$ .

Theorem 1.3.7 (**Well-Founded (or Noetherian) Recursion**):

Let  $(M, \succ)$  be a well-founded ordering, let  $S$  be a set. Let  $\phi$  be a binary function that takes two arguments  $x$  and  $g$  and maps them to an element of  $S$ , where  $x \in M$  and  $g$  is a function from  $M^{\prec x}$  to  $S$ .

Then there exists exactly one function  $f : M \rightarrow S$  such that for all  $x \in M$

$$f(x) = \phi(x, f|_{M^{\prec x}})$$

# Well-Founded Recursion

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The well-founded recursion scheme generalizes terminating recursive programs.

Note that functions defined by well-founded recursion need *not* be computable, in particular since for many well-founded orderings the sets  $M^{\prec x}$  may be infinite.