# COMP161 - Lab 10 

Spring 2019


#### Abstract

For these problems you should simply cram each loop into a single main procedures. No libraries. No tests. Just a one file program containing a main.


1. Warm-up: Counting the interval $[0, n)$
(a) Write a for loop that counts out the interval $[0, n)$ while and computing and finally printing the sum of all the numbers in that interval.
(b) Write a do-while loop that counts and computes the sum of the interval $[0, n)$. Will this loop work exactly the same as your for loop for every value of $n$ ?
(c) Write a while loop that counts backwards through the interval. Have it print the numbers, separated by spaces, as it counts.
2. In plain English, describe what this loop does. (Hint: Step through it for some small value of $n$ and see exactly what it does for that $n$. Then describe that in more general terms. Do not translate the code verbatim to English.). Check yourself by copying and running the code.
```
for(int i{0}; i < n; i++ ){
    std::cout << n-1-i;
    if( i % 5 == 4 ){
        std::cout << '\n';
    }
    else{
        std::cout << ' ';
    }
}
if( n % 5 != 0 ){
    std::cout << '\n';
}
```

3. Write a validation loop that is suitable for getting a double from the interval $(0,1)$.
4. Write a loop that counts down through the first $n$ multiples of 3 and computes their product. When it's done, print that product.
5. Write a loop that prints out every other string in a vector of strings. Print one string per line. Your loop should continue to work if you change the vector's size, i.e. don't hard-code 10 into the loop if the test vector contains 10 strings.
6. Write a loop that works with a vector of integers and prints out the sum of adjacent, non-overlapping pairs. Assume the vector contains an even number of integers. For example, if the vector contains $\{1,2,3,4,5,6\}$ then it should print 3 , then 7 , and finally 11 by adding 1 and 2 , then 3 and 4 , and finally 5 and 6. (Hint: You need to count through the pairs, not the individual vector elements).
