# EECS150 - Digital Design <br> Lecture 2 - Synchronous Digital Systems Review Part 1 

January 20, 2011
John Wawrzynek
Electrical Engineering and Computer Sciences University of California, Berkeley
http://www-inst.eecs.berkelev.edu/~cs150

Spring 2011

## Outline

- Topics in the review, you have already seen in CS61C and possibly EE4O

1. Digital Signals.
2. General model for synchronous systems.
3. Combinational logic circuits
4. Flip-flops, clocking [Next week]

## Integrated Circuit Example



## Clock Signal



A source of regularly occurring pulses used to measure the passage of time.

- Waveform diagram shows evolution of signal value (in voltage) over time.

Usually comes from an off-chip crystal-controlled oscillator

- One main clock per chip/system.
- Distributed throughout the chip/system.
"Heartbeat" of the system. Controls the rate of computation by directly controlling all data transfers.



## Circuit Delay

Spring 2011

## Bus Signals

Signal wires grouped together often called a bus.

- $X_{0}$ is called the least significant bit (LSB) significant bit (MSB)
- Capital X represents the entire bus.
- Here, hexadecimal digits are used to represent the values of all four wires. - The waveform for the bus depicts it as being simultaneiously high and low. (The hex digits give the bit values). The waveform just shows the timing.


## Combinational Logic Blocks

- Example four-input function:

- True-table representation of function Output is explicitly specified for each input combination.
- In general, CL blocks have more than In general, CL blocks have more than truth-table will have multiple output columns.


## Example CL Block

- 2-bit adder. Takes two 2-bit integers and produces 3-bit result.

- Think about true table for 32-bit adder. It's possible to write out, but it might take a while!

| al aO | b1 b0 | c2 c1 c0 |
| :---: | :---: | :---: |
| 00 | 00 | 000 |
| 00 | 01 | 001 |
| 00 | 10 | 010 |
| 00 | 11 | 011 |
| 01 | 00 | 001 |
| 01 | 011 | 010 |
| 01 | 10 | 011 |
| 01 | 11 | 100 |
| 10 | 00 | 010 |
| 10 | 01 | 011 |
| 10 | 10 | 100 |
| 10 | 11 | 101 |
| 11 | 00 | 011 |
| 11 | 01 | 100 |
| 11 | 10 | 101 |
| 11 | 11 | 110 |

Theorem: Any combinational logic function can be implemented as a networks of logic gates
Spring 2011 EECS150 lec02-SDS-review1 Page 9

## Logic "Gates"



Logic gates are often the primitive elements out of which combinational logic circuits are constructed

- In some technologies, there is a one-to-one correspondence between logic gate resentions and actual circuits.
Other times, we use them just as another abstraction layer (FPGAs have no real logic gates).
How about these gates with more than 2 inputs?
Do we need all these types?
Spring 2011 EECS150 lec02-SDS-review1 Page 10


## Example Logic Circuit



- How do we know that these two representations are equivalent?


## Logic Gate Implementation

- Logic circuits have been built out of many different technologies. As we know, as long as we have a basic logic gate [AND or OR] and inversion we can build any a complete


CMOS Gate


## Restoration

- An necessary property of any successful technology for logic circuits is "Restoration".
- Circuits need:
- to ignore noise and other non-idealities at the their inputs, and - generate "cleaned-up" signals at their output.
- Otherwise, each stage would propagates input noise to their output and eventually noise and other non-idealities would accumulate and signal content would be lost.


Spring 2011

## Inverter Example of Restoration

Example (look at 1-input gate, to keep it simple):


Idealize Inverter


${ }_{\wedge}$


Actual Inverter

- Inverter acts like a "non-linear" amplifier
- The non-linearity is critical to restoration
- Other logic gates act similarly with respect to input/output relationship.


## Abstract View of MIPS Implementation



How do we implement these various pieces?
Spring 2011 EECS150 lec02-SDS-review1 Page 15

## MIPS ALU Functions

- Responsible for the action taken by most of the R-type instructions: add, sub, and, or, ..
- Arithmetic operations are complex. We'll study those later [although in 61c you saw a simple "ripple adder/subtractor"]
- "Bitwise logical" instructions [and, or, ...) take values from 2 registers and combine them according to some logic operation.
- Example: and \$r3, \$r2, \$r1
- Implementation within the ALU:
- Likewise for or, exor, ...


## MIPS Implemenation

- Consider beq instruction

$$
\text { beq } \$ 2, \$ 1,1 \mathrm{oop}
$$

- How does the processor check to see if the two register values are equal?
- One approach (used in 61c) is to subtract the two values and check the result for zero (all bits of the result are 0)
- Okay, so how does the processor check the result for zero?
- What if the we can't use the subtractor to compare the two register values. Is it possible to compare them directly?
Spring 2011 EECS150 lec02-SDS-review1 Page 17


## 61c MIPS, a Combinational Logic Block



## MIPS Controller Implementation

- The controller examines the instruction as it comes from the instruction memory [or cache], "decodes" it, and asserts the proper "control signals" to be used by the rest of the processor for instruction execution.
- Instruction decoding is the process of identifying the instruction type and operation code.
- Then based on the instruction operation code, the proper control signals can be asserted.

61C MIPS Controller Summary

| $\begin{array}{r} \text { func } \\ \text { op } \\ \hline \end{array}$ |  | 100000 | 100010 | We Don't Care :-) |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 000000 | 000000 | 001101 | 100011 | 101011 | 000100 | 000010 |  |
|  |  | add | sub | ori | Iw | sw | beq | j |  |
|  | RegDst | 1 | 1 | 0 | 0 | x | x | $x$ |  |
|  | ALUSre | 0 | 0 | 1 | 1 | 1 | 0 | x |  |
|  | MemtoReg | 0 | 0 | 0 | 1 | x | x | $x$ |  |
|  | RegWrite | 1 | 1 | 1 | 1 | 0 | 0 | 0 |  |
|  | MemWrite | 0 | 0 | 0 | 0 | 1 | 0 | 0 |  |
|  | nPCsel | 0 | 0 | 0 | 0 | 0 | 1 | 0 |  |
|  | Jump | 0 | 0 | 0 | 0 | 0 | 0 | 1 |  |
|  | ExtOp | $x$ | x | 0 | 1 | 1 | $x$ | x |  |
|  | ALUctr<1:0> | Add | Subtract | Or | Add | Add | Subtract | xxx |  |
|  | $31 \quad 26$ | 21 | 1 | 16 | 11 | 6 | - | 0 |  |
| R-type | op | rs | rt |  | rd | shamt | funct | t ad | dd, sub |
| I-type | op | rs | rt |  |  | mediate |  |  | ri, lw, sw, beq |
| J-type | op |  |  | target ad | ddress |  |  |  | mp |
| Spring 2 | 2011 |  | EECS15 | 50 lec02-SDS | S-review1 |  |  |  | Page 20 |

## Instruction Decoding

- Jump instruction. $\mathrm{Op}=000010$
- Branch if equal instruction. $\mathrm{Op}=000100$
- Store word instruction. $\mathrm{Op}=101011$
- The instruction decode would assert a special signal for each of these instructions:

Spring 2011

General Model for Synchronous Systems


- All synchronous digital systems fit this model

Collections of combinational logic blocks and state elements connected by signal wires. These form a directed graph with only two types of nodes (although the graph need not be bi-partite.)

- Instead of simple registers, sometimes the state elements are large memory
blocks.
Spring 2011 $\qquad$ Page 22


## Extras

Spring 2011


## D.C. Transfer Characteristics



## D.C. Transfer Characteristics



## $V_{D D}$ Scaling

- Chips in the 1970's and 1980's were designed using $\mathrm{V}_{\mathrm{DD}}=5 \mathrm{~V}$
- As technology improved, $\mathrm{V}_{\mathrm{DD}}$ dropped
- Avoid frying tiny transistors
- Save power
- 3.3 V, $2.5 \mathrm{~V}, 1.8 \mathrm{~V}, 1.5 \mathrm{~V}, 1.2 \mathrm{~V}, 1.0 \mathrm{~V}, \ldots$
- Be careful connecting chips with different supply voltages
Chips operate because they contain magic smoke Proof:
- if the magic smoke is let out, the chip stops working
Spring 2011 EECS150 lec02-SDS-review1 Page 27

