Assignment 2, due 9/27, before class

1. (30) Textbook problems 1.11, 1.12, 1.13. For these problems, use the modular arithmetic rules we learned in class (ref. "algNumbers.pdf", and Chapter 1 in textbook). You may also find the following fact useful:

Definition 0.1 Let $\mathbb{Z}_N^* = \{a \in \mathbb{Z}_N | gcd(a, n) = 1\}$ (i.e., set of integers co-prime with N). Let x denote the order of \mathbb{Z}_N^* . Then, without loss of generality, if $a \in \mathbb{Z}_N^*$:

$$a^y \mod N = a^{y \mod x} \mod N$$

where $y \ge 0$.

Example of how to apply the definition: Find $4^{50} \mod 9$.

Here
$$N=9$$
, So, $\mathbb{Z}_N^*=\mathbb{Z}_9^*=\{1,2,4,5,7,8\}$, and so, $x=|\mathbb{Z}_9^*|=6$. $y=50$.

$$4^{50} \mod 9 = 4^{50} \mod 6 \mod 9$$

$$= 4^2 \mod 9$$

$$= 16 \mod 9$$

$$= 7$$

As you can guess, the rule will be useful only when $y \ge x$, which it is, in our 3 problems.¹

- 2. (40 points) We had worked out a few examples of Euclid's algorithm and the extended Euclidean algorithm in class. Use that as a reference to solve the following:
 - (a) Find d = gcd(423, 128). Are they co-prime? Now find integers x, y, such that $d = x \cdot 423 + y \cdot 128$.
 - (b) Find d = gcd(588, 210). Are they co-prime? Now find integers x, y, such that $d = x \cdot 588 + y \cdot 210$.
 - (c) Find d = gcd(420, 96). Are they co-prime? Now find integers x, y, such that $d = x \cdot 420 + y \cdot 96$.
 - (d) Find d = gcd(33, 27). Are they co-prime? Now find integers x, y, such that $d = x \cdot 33 + y \cdot 27$.
- 3. (15 points) In class, we had computed multiplicative inverses of elements in \mathbb{Z}_7 . Find the multiplicative inverses of all elements in \mathbb{Z}_{23} .
- 4. (15 points) Textbook problem 1.17.

How to submit: Upload your **pdf** file on Canvas. You can use my posted template if you wish, for typesetting your assignment, but aren't required to do so.

¹This rule holds for any group G, but we have only considered the special case of the group \mathbb{Z}_N^* .