

# Bridge to Higher Mathematics

## 1. Week 1 (week of 2025-09-01)

### 1.1. Logical propositions and quantifiers

When writing about mathematics, we will often use the language of **predicate logic** or **first-order logic**.

First of all, a **proposition** is a statement that can be classified as either true or false.

We can combine proposition to form new ones:

**Definition 1.1.1:** Let  $P$  and  $Q$  be propositions:

- the proposition  $P \wedge Q$  (read: “ $P$  and  $Q$ ”) is true if both  $P$  and  $Q$  are true.
- the proposition  $P \vee Q$  (read: “ $P$  or  $Q$ ”) is true if either  $P$  is true or  $Q$  is true (or both, of course).
- the proposition  $\neg P$  (read: “not  $P$ ”) is true if  $P$  is false.
- the proposition  $P \Rightarrow Q$  (read: “ $P$  implies  $Q$ ”) is equivalent to  $Q \vee \neg P$ .

For example:

- $2 > 0$  is a proposition (and it is true).
- $3 = 0$  is a proposition (and it is false).
- The proposition  $(2 > 0) \wedge (3 = 0)$  is false, while  $(2 > 0) \vee (3 = 0)$  is true.

**Definition 1.1.2:** A logical predicate is family of propositions depending on a variable.

More precisely, if  $a$  is a variable, we can consider a proposition  $\Phi a$  for each possible value of  $a$ ; we say that  $\Phi a$  is a predicate.

For example:

- the statement  $a^2 - 1 < 0$  is a predicate  $\Phi a$  depending on the variable  $a$ . For real numbers  $a$ , the corresponding proposition  $\Phi a$  is true for  $a$  in the interval  $(-1, 1)$  and false otherwise.

**Definition 1.1.3:** If  $a$  is a *variable* and  $\Phi$  is a logical *predicate* which depends on  $a$ , we write

- $\forall a, \Phi a$  for the proposition that  $\Phi a$  holds **for all** possible value of the variable  $a$ .
- $\exists a, \Phi a$  for the proposition that **there exists** some value of the variable  $a$  for which the proposition  $\Phi a$  is true.
- $\exists! a, \Phi a$  for the proposition that **there exists a unique** value of the variable  $a$  for which the proposition  $\Phi a$  is true.

Here are some examples:

- The proposition  $\forall a \in \mathbb{R}, a^2 \geq 0$  means that for all real numbers  $a$ , the condition  $a^2 \geq 0$  holds. This proposition is true!

- The proposition  $\exists a \in \mathbb{R}, a^2 - 4 = 0$  means that there exists real numbers  $a$  for which the condition  $a^2 - 4 = 0$ . In fact,  $a = 2$  and  $a = -2$  both work, so the proposition is true.
- The proposition  $\exists! a \in \mathbb{R}, a^3 = -8$  means that there exists a unique real number  $a$  satisfying the indicated equation. In fact  $a = -2$  is the only solution, so the proposition is true.

## 1.2. Sets

We now introduce the language of set theory which is the basic notation used for reading and writing Mathematics.

We need to start somewhere, so although this is not a proper definition, we call a collection of objects a **set**.

For example:

- the collection of all students in our class is a set
- the collection of all negative real numbers is a set
- the collection of all pairs  $(n, m)$  of natural numbers is a set

### 1.2.1. Notations for standard mathematical sets

There are some sets of numbers that are used over and over in Math and we reserve some particular letters to design them.

- $\mathbb{N} = \{0, 1, 2, 3, \dots\}$  is the set of **natural numbers**.
- $\mathbb{Z} = \{\dots - 2, -1, 0, 1, 2, \dots\}$  is the set of **integers** (“zahlen” in German).
- $\mathbb{Q}$ , the set of **rational numbers** is

$$\mathbb{Q} = \{n/m \mid \text{for integers } n, m \text{ with } m \neq 0\},$$

where fractions satisfy the condition  $n/m = a/b$  if and only if  $nb = ma$ .

( $\mathbb{Q}$  as in “q” for “quotient”).

- $\mathbb{R}$ , the set of **real numbers** that you know from calculus.
- $\mathbb{C}$ , the set of **complex numbers**, where a complex number  $z$  has the form  $z = a + bi$  for real numbers  $a$  and  $b$ .

### 1.2.2. Basic properties of sets.

We indicate that an object  $a$  is a member of a set  $A$  using the symbol  $a \in A$ . For example  $2 \in \mathbb{N}$  and  $-2 \in \mathbb{Z}$ , while  $1/2 \in \mathbb{Q}$  but  $1/2 \notin \mathbb{Z}$ .

By convention, we will normally denote sets with capital letters, and elements with lower-case letters. Thus  $a, b \in A$ .

For sets with a finite number of elements, we can specify the set by just listing the elements. For example, if  $A$  denotes the set consisting of the first three letters of the English alphabet, then we can simply write  $A = \{a, b, c\}$ .

Sometimes we specify a set using **set builder notation**. This means that we indicate some **predicate** required for membership in the set. Thus

$$B = \{a \in A \mid \Phi a\}$$

is the set of all elements  $a$  in  $A$  for which the predicate  $\Phi$  is true.

This should be read: “ $B$  is the set of all  $a$  in  $A$  *such that*  $\Phi a$  holds.”

For example, the set  $E$  of even integers can be expressed in set builder notation using the predicate “is even”; thus we can write

$$E = \{x \in \mathbb{Z} \mid x \text{ is even}\}$$

read this as: “ $E$  is the set of all  $x$  in  $\mathbb{Z}$  *such that*  $x$  is even”.

**Definition 1.2.2.1:** If  $A$  and  $B$  are sets, then  $A = B$  provided that  $x \in A \Leftrightarrow x \in B$

**Definition 1.2.2.2:** When every element of a set  $A$  is also an element of another set  $B$ , we say that  $A$  is a **subset** of  $B$  and write  $A \subseteq B$ .

A more precise statement is as follows: if  $\forall a \in A$  we have  $a \in B$ , then  $A \subseteq B$ .

Note that  $A \subseteq B$  allows the possibility that  $A$  and  $B$  are equal. The condition  $A \subset B$  – or more precisely  $A \subsetneq B$  – is defined by  $A \subseteq B$  and  $\exists b \in B, b \notin A$ .

*Example 1.2.2.3:*

- (a). The number 2 is a natural number. We say that 2 **is an element of** – or **is a member of** – the set of natural numbers, and we indicate this by writing  $2 \in \mathbb{N}$ .
- (b). The notation  $\{2\}$  means a set whose only element is the number 2. It is not correct to write that  $\{2\} \in \mathbb{N}$ . Instead, we write  $\{2\} \subseteq \mathbb{N}$ .
- (c). There are natural inclusions

$$\mathbb{N} \subseteq \mathbb{Z} \subseteq \mathbb{Q} \subseteq \mathbb{R} \subseteq \mathbb{C}$$

In fact, all these sets are different, so we could also write

$$\mathbb{N} \subsetneq \mathbb{Z} \subsetneq \mathbb{Q} \subsetneq \mathbb{R} \subsetneq \mathbb{C}$$

- (d). The empty set is the set that has no elements. It is denoted with the symbol  $\emptyset$ . So,  $\emptyset = \{\}$ .
- (e). Any set  $A$  has the empty set as a subset:  $\emptyset \subseteq A$ .
- (f). And any set  $A$  has itself as a subset:  $A \subseteq A$ .

### 1.2.3. Equality of sets

Two sets  $A$  and  $B$  are equal provided they have precisely the same elements. Thus we have

$$A = B \Leftrightarrow (A \subseteq B) \text{ and } (B \subseteq A)$$

*Example 1.2.3.1:*

- (a). Define

$$A = \{x \in \mathbb{R} \mid x^3 - 3x^2 + 2x = 0\}, \text{ and } B = \{0, 1, 2\}.$$

We argue that  $A = B$ .

First we show that  $B \subseteq A$ . As  $B$  is given as a finite collection of real numbers, we can just check that all elements in  $B$  satisfy the condition that is required for a real number to be in  $A$ .

That is, we need to see that each 0, 1, 2 satisfy the condition for membership in  $A$ . Thus we must confirm that

$$0^3 - 3 \times 0^2 + 2 \times 0 = 0, \quad 1^3 - 3 \times 1^2 + 2 \times 1 = 0, \quad 2^3 - 3 \times 2^2 + 2 \times 2 = 0.$$

These equalities are all satisfied, so indeed  $B \subseteq A$ .

We now need to prove the converse inclusion, i.e. that  $A \subseteq B$ . Essentially, this means finding the solutions to the equation  $x^3 - 3x^2 + 2x = 0$  and proving that these solutions are among 0, 1, 2.

Factoring the polynomial, we find

$$x^3 - 3x^2 + 2x = x(x^2 - 3x + 2) = x(x - 1)(x - 2)$$

For a product to be 0, one of the factors needs to be zero. This leads us to  $x = 0$ ,  $x = 1$ , or  $x = 2$  as required.

(b). Define

$$C = \{x \in \mathbb{R} \mid x^3 - 3x^2 + 2x > 0\}, \quad D = \{x \in \mathbb{R} \mid 0 < x < 1 \text{ or } 2 < x < \infty\}$$

Let us show that  $C = D$ .

We saw already seen the factorization  $x^3 - 3x^2 + 2x = x(x - 1)(x - 2)$ ; thus

$$C = \{x \in \mathbb{R} \mid x(x - 1)(x - 2) > 0\}.$$

A product of three numbers is positive if all of them are positive or two of them are negative and one positive. Now,

- $x - 1 > 0$  is equivalent to  $x > 1$ ,
- $x - 2 > 0$  is equivalent to  $x > 2$ , and of course
- $x > 0$  is equivalent to  $x > 0$ .

So a real number  $x$  is a member of the set  $C$  if all three of these three inequalities hold, or if exactly one of these inequalities hold. So, all three factors are positive for  $x > 2$  while two of the factors are negative and the third positive for  $0 < x < 1$ . Using interval notation as in Calculus, the two sets are  $(2, \infty)$  and  $(0, 1)$  respectively. The set  $C$  is then composed of these two pieces (we will introduce notation for this soon) and this is precisely the way  $D$  was defined.

#### 1.2.4. Operations on sets

In this section, we introduce some basic operations. Let  $A$  and  $B$  be sets.

**Definition 1.2.4.1:** The **union**  $A \cup B$  is the set whose elements are in either  $A$  or  $B$  (or both). In symbols,

$$A \cup B = \{x \mid x \in A \text{ or } x \in B\}.$$

**Definition 1.2.4.2:** The **intersection**  $A \cap B$  is the set whose elements are in both  $A$  and  $B$ . In symbols,

$$A \cap B = \{x \mid x \in A \text{ and } x \in B\}.$$

**Definition 1.2.4.3:**  $A$  and  $B$  are said to be **disjoint** if their intersection is the empty set – i.e if  $A \cap B = \emptyset$ .

If  $A$  and  $B$  are disjoint, the union  $A \cup B$  is sometimes called a **disjoint union**, since an element  $x \in A \cup B$  satisfies either  $x \in A$  or  $x \in B$  but not both.

**Definition 1.2.4.4:** The **difference**  $A - B$  of the sets  $A$  and  $B$  is the set of elements that are in the first set and not in the second set:

$$A - B = \{x \mid x \in A \text{ and } x \notin B\}.$$

**Definition 1.2.4.5:** If the set  $A$  is a subset of a set  $U$ , the **complement** of  $A$  (in  $U$ ) is defined to be the set

$$\bar{A} = \{x \in U \mid x \notin A\} = U - A.$$

*Remark 1.2.4.6:* Unions and intersections can be taken for several (more than two) sets, even for infinite collections.

Set operations are sometimes represented and visualized using *Venn Diagrams*; each set is represented as a shape, and the results of the set operations are represented by certain regions, as in Figure 1.

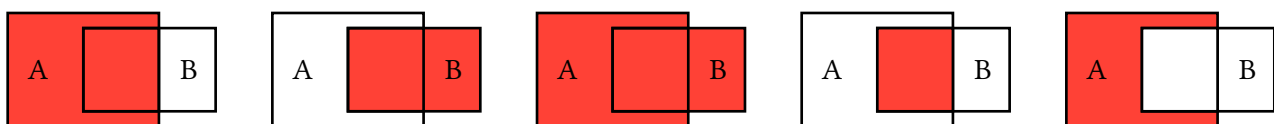


Figure 1: From left to right:  $A$ ,  $B$ ,  $A \cup B$ ,  $A \cap B$ ,  $A - B$

*Example 1.2.4.7:*

- In [Example 1.2.3.1](#), we showed that  $C = D$ . By its definition, the set  $D$  is equal to the union  $(0, 1) \cup (2, \infty)$ . Thus, this set is the union of two intervals in the real line.
- The intersection of  $(0, 1)$  and  $(2, \infty)$  is empty; i.e.  $(0, 1) \cap (2, \infty) = \emptyset$ . So, the expression  $C = (0, 1) \cup (2, \infty)$  shows that  $C$  is the **disjoint union** of two open intervals in the real line.

- (c). For every  $n \in \mathbb{N} - \{0\}$  define the semiopen interval of the real line  $A_n$  by  $A_n = (-\frac{1}{n}, n]$ . The parentheses ( on the left indicates that  $-\frac{1}{n}$  is not in the set while the bracket ] means that  $n$  is. Then

$$\bigcap_{n \in \mathbb{N} - \{0\}} A_n = [0, 1]$$

First of all  $[0, 1]$  is contained in each  $A_n$  and therefore in its intersection. Also any real number greater than 1 is not contained in  $A_1$  and therefore not contained in the intersection of all  $A_n$ .

Now, the sequence  $\{-\frac{1}{k}\}$  has limit zero. Thus for any strictly negative number  $x$ , we can find some  $k$  such that  $x$  is smaller than  $-\frac{1}{k}$  and therefore  $x \notin A_k$  and *a fortiori*  $x$  is not in the intersection of all of the  $A_n$ .

Similarly, we can compute the union:

$$\bigcup_{n \in \mathbb{N} - \{0\}} A_n = (-1, \infty).$$

No number smaller than or equal to  $-1$  is in any  $A_k$ , therefore, it cannot be in its union. The numbers between  $-1$  and  $0$  are in  $A_1$  and therefore in the union.

Any positive number is smaller than some natural number  $m$  and therefore it is in  $A_m$ .

**Definition 1.2.4.8:** The **cartesian product**  $A \times B$  of the sets  $A$  and  $B$  is the set whose elements are ordered pairs of elements with the first one in  $A$  the second one in  $B$ :

$$A \times B = \{(x, y) \mid x \in A \text{ and } y \in B\}.$$

*Example 1.2.4.9:*

- (a). You are already familiar with at least one cartesian product. The set of real numbers is represented geometrically as a real line. The cartesian product of two real lines is the set of pairs of real numbers. This is a representation of the points in the plane with each point determined by its two coordinates. That is,  $\mathbb{R} \times \mathbb{R} = \mathbb{R}^2$  is the set of points in the plane.
- (b). If  $A = \{a_1, a_2, \dots, a_n\}$  and  $B = \{b_1, b_2, \dots, b_m\}$  for natural numbers  $n, m \in \mathbb{N}$ , then  $A \times B = \{(a_s, b_t) : 1 \leq s \leq n, 1 \leq t \leq m\}$ .
- (c). Let  $A = \{x \in \mathbb{R} \mid x^3 - 3x^2 + 2x = 0\}$ ,  $B = \{x \in \mathbb{R} \mid x^2 - 4 = 0\}$ . We have seen in [Example 1.2.3.1](#) that  $A$  may written  $A = \{0, 1, 2\}$ . Similarly,  $B = \{2, -2\}$ . Therefore,

$$A \times B = \{(0, 2), (1, 2), (2, 2), (0, -2), (1, -2), (2, -2)\}.$$

**Definition 1.2.4.10:** The **power set**  $\mathcal{P}(A)$  of a set  $A$  is the set consisting of all subsets of  $A$ :

$$\mathcal{P}(A) = \{B \mid B \subseteq A\}$$

*Example 1.2.4.11:*

- (a). Take  $A = \emptyset$ . Then,  $\mathcal{P}(\emptyset) = \{\emptyset\}$ . This is a set whose only element is the empty set. In particular,

$$\mathcal{P}(\emptyset) \neq \emptyset$$

, as it contains one element.

- (b). If  $A = \{a\}$  is a singleton set – i.e. a set with exactly one element – then  $\mathcal{P}(A) = \{\emptyset, \{a\}\}$  contains exactly 2 elements.
- (c). If  $A = \{a, b\}$  is a set with exactly two elements, then  $\mathcal{P}(A) = \{\emptyset, \{a\}, \{b\}, \{a, b\}\}$  contains exactly  $4 = 2^2$  elements.
- (d). We see from the previous examples that every time that we add a new element to a set, we double the number of elements in  $\mathcal{A}$ . We should expect that if  $A$  has exactly  $n$  elements, then  $\mathcal{P}(A)$  has exactly  $2^n$  elements.

We can see this as follows: to construct a subset of  $A$ , we must decide for each element of  $A$  whether or not the element belongs to the subset. This gives two options for each element. These options can be combined in any arbitrary way, so there are in total  $2^n$  possibilities.

## 2. Week 2 (week of 2025-09-08)

### 2.1. About proofs

In Mathematics, a Theorem is a statement that it is known to be true. A proof is the formal evidence for the validity of the Theorem.

Proofs begin from some definitions and some results known to be true or that you accepts as a “axioms”; from there, the proof gives logical steps demonstrating the stated result.

There is a hierarchy among Theorems, less important ones are usually called Propositions and Lemmas.

The word Lemma is normally used for a result that will later be used to prove another result. And the word Corollary is usually used for a result which is (relatively straightforward) consequence of some other Theorem.

But what is a Proposition, a Lemma, a Corollary, or a Theorem varies depending on your point of view or your needs.

This course is meant to make you acquainted with proof techniques that work in a number of settings. But this course will teach you to prove everything you might want! Nobody knows how to prove everything.

Every problem requires specific ideas and methods. The more time you spend working out similar problems, the more likely you are to have seen something similar and come up with an idea that will help you in a proof.



## 2.2. Some building-block results for proof

**Fact 2.2.1:** In this course, we will freely use basic properties of addition and product of numbers in the sets  $\mathbb{N}, \mathbb{Z}, \mathbb{Q}, \mathbb{R}, \mathbb{C}$  including the following. To state them, we use the symbol  $R$  to mean one of the sets of numbers  $\mathbb{N}, \mathbb{Z}, \mathbb{Q}, \mathbb{R}, \mathbb{C}$ .

- (a). Associative law:  $\forall a, b, c \in R$

$$(a + b) + c = a + (b + c), a(bc) = (ab)c.$$

- (b). Commutative laws:  $\forall a, b \in R$

$$a + b = b + a \text{ and } ab = ba.$$

- (c). Additive and multiplicative identity elements exist:  $\exists 0 \in R$  and  $\exists 1 \in R$  such that  $\forall a \in R$  one has

$$a + 0 = a \text{ and } a \times 1 = a.$$

- (d). Distributive property: for all  $a, b, c \in R$

$$a(b + c) = ab + ac$$

- (e). Existence of additive inverses:  $\forall a \in R$ , there is another element in  $R$  that we call  $-a$  such that  $a + (-a) = 0$ .

- (f). Existence of multiplicative inverses: denote by  $F$  one of the sets of numbers  $\mathbb{Q}, \mathbb{R}, \mathbb{C}$  (but not  $\mathbb{N}$  or  $\mathbb{Z}$ ):  $\forall a \in F$  such that  $a \neq 0$ , there is another element in  $F$  that we call  $a^{-1} = 1/a$  such that

$$a \cdot a^{-1} = a \cdot 1/a = 1$$

- (g). Existence of an order: for  $R$  one of the sets of numbers  $\mathbb{N}, \mathbb{Z}, \mathbb{Q}, \mathbb{R}$  (but not  $\mathbb{C}$ ):

- for any two distinct elements  $a, b \in R$ , either  $a < b$  or  $b < a$ .
- Conversely,  $a, b \in R$  and  $a < b$ , then  $a \neq b$ .
- Moreover, if  $a, b, c \in R$ ,  $a < b$  and  $b < c$ , then  $a < c$ .
- If  $a, b, c \in R$  and  $a < b$ , then  $a + c < b + c$ .
- If  $a, b, c \in R$ ,  $a < b$  and  $c > 0$ , then  $ac < bc$ .

## 2.3. Some examples of proofs

**Definition 2.3.1:** Let  $a, b \in \mathbb{Z}$ .

- (a). The integer  $a$  is said to **divide**  $b$  if there exists a third integer  $c \in \mathbb{Z}$  such that  $b = ac$ . In this situation, we also say that  $b$  is **divisible by**  $a$ .

We write  $a \mid b$  to indicate that  $a$  divides  $b$ .

- (b).  $b$  is said to be **even** if  $2 \mid b$ . Equivalently,  $b$  is even if there  $\exists c \in \mathbb{Z}$  such that  $b = 2c$ .  
(c).  $b$  is said to be **odd** if  $\neg(b \text{ is even})$  i.e. if  $b$  is not even.

*Remark 2.3.2:* Of course, one knows for  $b \in \mathbb{Z}$ , that  $b$  is odd if and only if  $\exists c \in \mathbb{Z}, b = 2c + 1$ .

This is a consequence of “division with remainder”:  $\forall b \in \mathbb{Z}, \exists c \in \mathbb{Z}$  and  $r \in \{0, 1\}$  such that  $b = 2c + r$ .

We are going to prove:

**Proposition 2.3.3:**

- (a). The sum of two even integers is even.
- (b). The sum of two odd integers is even.
- (c). The sum of an even and an odd integer is odd.

*Proof:* Let  $a, b \in \mathbb{Z}$ .

For (a), suppose that  $a, b$  are even. Thus by [Definition 2.3.1](#),  $\exists c, d \in \mathbb{Z}$  such that  $a = 2c$  and  $b = 2d$ . Using the distributive law [Fact 2.2.1\(d\)](#) we find that

$$a + b = 2c + 2d = 2(c + d).$$

Thus  $a + b$  is indeed even.

For (b), suppose  $a, b$  are odd. Using [Remark 2.3.2](#),  $\exists c, d \in \mathbb{Z}$  such that  $a = 2c + 1$  and  $b = 2d + 1$ . Using the distributive law We find that

$$a + b = (2c + 1) + (2d + 1) = 2c + 2d + 2 = 2(c + d + 1)$$

where the equality in the second line holds since addition is associative and commutative [Fact 2.2.1\(a,b\)](#), and the equality in the third line holds by the distributive law [Fact 2.2.1\(d\)](#).

For (c), without loss of generality we can assume  $a$  is even and  $b$  is odd. As before, we can use [Definition 2.3.1](#) and [Remark 2.3.2](#) to find  $c, d \in \mathbb{Z}$  such that  $a = 2c$  and  $b = 2d + 1$ . Again using the distributive law [Fact 2.2.1\(d\)](#), we find that

$$a + b = 2c + 2d + 1 = 2(c + d) + 1$$

so that  $a + b$  is indeed odd. ■

**Definition 2.3.4:** Let  $n \in \mathbb{N}$ .

The number  $n$  is **prime** if  $n \neq 1$  and if  $\forall m \in \mathbb{N}, m \mid n$  implies that  $m = 1$  or  $m = n$ .

The number  $n$  is **composite** if  $n \neq 1$  and if  $n$  is not prime.

**Proposition 2.3.5:** Let  $n \in \mathbb{N}$  and suppose that  $n \geq 2$ .

- (a). If  $n$  is a natural number greater than or equal than 3, then  $n^2 - 1$  is composite.
- (b). If  $n$  is a natural number greater than or equal than 2, then  $n^3 + 1$  is composite.

*Proof:* (a) Using the equation for the difference of squares we find for  $n \in \mathbb{N}$  that

$$n^2 - 1 = (n - 1)(n + 1).$$

Note that while this seems to suggest that  $n^2 - 1$  is always composite, that is only true if neither factor is equal to 1. So the required condition is that  $n - 1 > 1$  or - since  $n$  is a natural number - equivalently  $n \Rightarrow 3$ .

We remark that the condition that  $n \Rightarrow 3$  can't be omitted; when  $n = 2$ ,  $n^2 - 1 = 4 - 1 = 3$  is prime and thus not composite

(b) We can write  $n^3 + 1 = (n + 1)(n^2 - n + 1)$  as you can confirm using the distributive law for the expression on the right-hand-side. This shows that  $n^3 + 1$  is composite provided that  $n + 1 > 1$  - i.e.  $n \geq 2$  - and that  $n^2 - n + 1 > 1$ .

The condition  $n^2 - n + 1 > 1$  is equivalent to  $n(n - 1) = n^2 - n > 0$  by [Fact 2.2.1\(g\)](#), and this inequality is true for any real number outside the interval  $[0, 1]$ . In particular, both inequalities hold when  $n \geq 2$ , as required. ■

## 2.4. The importance of quantifiers

Sometimes we use several quantifiers in a sentence. The order in which we use them is important

*Example 2.4.1:*

(a). Consider the two statements:

- $\forall a \in \mathbb{Z}, \exists b \in \mathbb{Z}$  such that  $a + b = 0$
- $\exists b \in \mathbb{Z}$  such that  $\forall a \in \mathbb{Z}, a + b = 0$

The first statement is true, it is the existence of inverse for addition; this follows from [Fact 2.2.1\(e\)](#) taking  $b = -a$ . You notice that this  $b$  depends on  $a$ .

Now this is fine because once we fix our attention on a particular  $a$ , we choose the  $b$  that works.

The second statement is false, however. This statement claims that there is can find a single interger that is inverse of *every element* in  $\mathbb{Z}$ .

While we can individually find additive inverses, no number will do the job for all integers at once.

(b). When the two quantifiers are of the same type, then the order does not matter. For example the two statements below are equivalent (and are true by the commutative property [Fact 2.2.1\(b\)](#)).

$$\forall a \in \mathbb{Z}, \forall b \in \mathbb{Z}, 3a + 5b = 5b + 3a$$

$$\forall b \in \mathbb{Z}, \forall a \in \mathbb{Z}, 3a + 5b = 5b + 3a$$

Similarly, the two statements below

$$\exists a \in \mathbb{Z} \text{ such that } \exists b \in \mathbb{Z} \text{ with } 3a + 2b = 1$$

$$\exists b \in \mathbb{Z} \text{ such that } \exists a \in \mathbb{Z} \text{ with } 3a + 2b = 1$$

are equivalent and true taking for instance  $a = 1, b = -1$ .

*Example 2.4.2:* Note that when you want to negate a sentence that contains a quantifier, you will need to change the quantifier. Here are some examples:

(a). Consider the statement

$$(\clubsuit) \quad \forall a \in \mathbb{Z}, 2a > a.$$

The statement ( $\clubsuit$ ) is false because there is at least one  $a$  that does not satisfy the condition. The statement that is correct is the negation of ( $\clubsuit$ ). Saying that ( $\clubsuit$ ) is not true is the same as saying that at least one integer does not satisfy the condition. Therefore, the negation of the above statement is

$$\exists a \in \mathbb{Z}, 2a \leq a.$$

We could take  $a = -1$  to verify the statement.

(b). Consider the statement

$$(\heartsuit) \quad \exists a \in \mathbb{N}, 2a < a.$$

( $\heartsuit$ ) is false because no natural number  $a$  satisfies the condition. The statement that is correct is the negation of ( $\heartsuit$ ) which may be re-stated

$$\forall a \in \mathbb{N}, 2a \geq a.$$

This statement is equivalent to  $a \geq 0$  and every natural number satisfies the condition.

(c). Consider the statement ( $\diamondsuit$ )  $\forall a \in \mathbb{Q}, \exists b \in \mathbb{Q}$  such that  $ab = 1$ . This statement is false because there is one  $a \in \mathbb{Q}$  that does not satisfy the condition (namely,  $a = 0$ ).

The statement that is correct is the negation of ( $\diamondsuit$ ), which may be stated

$$\exists a \in \mathbb{Q} \text{ such that } \forall b \in \mathbb{Q}, ab \neq 1.$$

If we take  $a = 0$ , then for all  $b$  rational,  $ab = 0 \neq 1$ .

(d). Consider the statement

$$(\spadesuit) \quad \exists a \in \mathbb{Q} - \{0\} \text{ such that } \forall b \in \mathbb{Q} - \{0\}, ab > 0.$$

This statement is false because no matter which  $a \in \mathbb{Q} - \{0\}$  we can always find some  $b$  with the opposite sign that will not satisfy the condition. The statement that is correct is the negation of ( $\spadesuit$ ) which may be stated

$$\forall a \in \mathbb{Q} - \{0\} \exists b \in \mathbb{Q} - \{0\} \text{ such that } ab \leq 0.$$

Given  $a \in \mathbb{Q} - \{0\}$ , we can choose  $b = -a$  and  $ab = -a^2$ . A square of a non-zero number is always greater than 0 (see below) and therefore the negative of a square is greater than 0.

Let us check that the square of a non-zero number is always greater than 0: using [Fact 2.2.1\(g\)](#), if  $a \neq 0$  either  $a > 0$  or  $a < 0$ . If  $a > 0$ , using (g) again find that  $a \times a > a \times 0 = 0$ . If  $a < 0$ , adding  $-a$  to both sides of the inequality and using (g) again, we obtain  $0 = a - a < 0 - a = -a$ . Multiplying both sides of the inequality  $0 < -a$  by  $-a$ , we obtain  $0 < a^2$  as we claimed

## 2.5. Propositional logic, again

Recall that we said a (logical) proposition is a statement that is either true or false (and not both).

And we described various ways of combining propositions, using

- and, i.e.  $\wedge$
- or, i.e.  $\vee$
- not, i.e.  $\neg$
- implies, i.e.  $\rightarrow$

In this section, we point out that one can “calculate” the truth value of an expression involving propositions combined with these symbols.

$p$	$q$	$\neg p$	$p \wedge q$	$p \vee q$	$p \rightarrow q$
T	T	F	T	T	T
T	F	F	F	T	F
F	T	T	F	T	T
F	F	T	F	T	T

*Example 2.5.1:* Consider the propositions

- $p$ : “I like hiking”
- $q$ : “tomato plants need at least 6 hours of sun each day”
- $r$ : “ $3 + 5 = 8$ ”
- $s$ : “ $3 \geq 8$ ”

Let’s write English sentences describing some of our propositional operations:

- The proposition  $\neg p$  is: “I don’t like hiking”.
- The proposition  $r \wedge s$  is: “ $3 + 5 = 8$  and  $3 \geq 8$ .”
- The proposition  $p \vee q$  is: “I like hiking or tomato plants need at least 6 hours of sun each day.”
- The proposition  $r \rightarrow s$  is: “If  $3 + 5 = 8$  then  $3 \geq 8$ ”