20. Determine whether these are valid arguments.

a) If x is a positive real number, then x^2 is a positive real number. Therefore, if a^2 is positive, where a is a real number, then a is a positive real number.

b) If $x^2 \neq 0$, where x is a real number, then $x \neq 0$. Let a be a real number with $a^2 \neq 0$; then $a \neq 0$.

21. Which rules of inference are used to establish the conclusion of Lewis Carroll's argument described in Example 26 of Section 1.4?

22. Which rules of inference are used to establish the conclusion of Lewis Carroll's argument described in Example 27 of Section 1.4?

23. Identify the error or errors in this argument that supposedly shows that if $\exists x P(x) \wedge \exists x Q(x)$ is true then $\exists x(P(x) \wedge Q(x))$ is true.

1. $\exists x P(x) \vee \exists x Q(x)$	Premise
2. $\exists x P(x)$	Simplification from (1)
3. $P(c)$	Existential instantiation from (2)
4. $\exists x Q(x)$	Simplification from (1)
5. $Q(c)$	Existential instantiation from (4)
6. $P(c) \wedge Q(c)$	Conjunction from (3) and (5)
7. $\exists x(P(x) \wedge Q(x))$	Existential generalization

24. Identify the error or errors in this argument that supposedly shows that if $\forall x(P(x) \vee Q(x))$ is true then $\forall x P(x) \vee \forall x Q(x)$ is true.

1. $\forall x(P(x) \vee Q(x))$	Premise
2. $P(c) \vee Q(c)$	Universal instantiation from (1)
3. $P(c)$	Simplification from (2)
4. $\forall x P(x)$	Universal generalization from (3)
5. $Q(c)$	Simplification from (2)
6. $\forall x Q(x)$	Universal generalization from (5)
7. $\forall x(P(x) \vee \forall x Q(x))$	Conjunction from (4) and (6)

25. Justify the rule of universal modus tollens by showing that the premises $\forall x(P(x) \rightarrow Q(x))$ and $\neg Q(a)$ for a particular element a in the domain, imply $\neg P(a)$.

26. Justify the rule of **universal transitivity**, which states that if $\forall x(P(x) \rightarrow Q(x))$ and $\forall x(Q(x) \rightarrow R(x))$ are true, then $\forall x(P(x) \rightarrow R(x))$ is true, where the domains of all quantifiers are the same.

27. Use rules of inference to show that if $\forall x(P(x) \rightarrow (Q(x) \wedge S(x)))$ and $\forall x(P(x) \wedge R(x))$ are true, then $\forall x(R(x) \wedge S(x))$ is true.

28. Use rules of inference to show that if $\forall x(P(x) \vee Q(x))$ and $\forall x((\neg P(x) \wedge Q(x)) \rightarrow R(x))$ are true, then $\forall x(\neg R(x) \rightarrow P(x))$ is also true, where the domains of all quantifiers are the same.

29. Use rules of inference to show that if $\forall x(P(x) \vee Q(x))$, $\forall x(\neg Q(x) \vee S(x))$, $\forall x(R(x) \rightarrow \neg S(x))$, and $\exists x \neg P(x)$ are true, then $\exists x \neg R(x)$ is true.

30. Use resolution to show the hypotheses "Allen is a bad boy or Hillary is a good girl" and "Allen is a good boy or David is happy" imply the conclusion "Hillary is a good girl or David is happy."

31. Use resolution to show that the hypotheses "It is not raining or Yvette has her umbrella," "Yvette does not have her umbrella or she does not get wet," and "It is raining or Yvette does not get wet" imply that "Yvette does not get wet."

32. Show that the equivalence $p \wedge \neg p \equiv \mathbf{F}$ can be derived using resolution together with the fact that a conditional statement with a false hypothesis is true. [*Hint:* Let $q = r = \mathbf{F}$ in resolution.]

33. Use resolution to show that the compound proposition $(p \vee q) \wedge (\neg p \vee q) \wedge (p \vee \neg q) \wedge (\neg p \vee \neg q)$ is not satisfiable.

***34.** The Logic Problem, taken from *WFF'N PROOF, The Game of Logic*, has these two assumptions:

1. "Logic is difficult or not many students like logic."

2. "If mathematics is easy, then logic is not difficult."

By translating these assumptions into statements involving propositional variables and logical connectives, determine whether each of the following are valid conclusions of these assumptions:

a) That mathematics is not easy, if many students like logic.

b) That not many students like logic, if mathematics is not easy.

c) That mathematics is not easy or logic is difficult.

d) That logic is not difficult or mathematics is not easy.

e) That if not many students like logic, then either mathematics is not easy or logic is not difficult.

***35.** Determine whether this argument, taken from Kalish and Montague [KaMo64], is valid.

> If Superman were able and willing to prevent evil, he would do so. If Superman were unable to prevent evil, he would be impotent; if he were unwilling to prevent evil, he would be malevolent. Superman does not prevent evil. If Superman exists, he is neither impotent nor malevolent. Therefore, Superman does not exist.

1.7 Introduction to Proofs

Introduction

In this section we introduce the notion of a proof and describe methods for constructing proofs. A proof is a valid argument that establishes the truth of a mathematical statement. A proof can use the hypotheses of the theorem, if any, axioms assumed to be true, and previously proven

Exercises

1. Use a direct proof to show that the sum of two odd integers is even.
2. Use a direct proof to show that the sum of two even integers is even.
3. Show that the square of an even number is an even number using a direct proof.
4. Show that the additive inverse, or negative, of an even number is an even number using a direct proof.
5. Prove that if $m + n$ and $n + p$ are even integers, where m, n, and p are integers, then $m + p$ is even. What kind of proof did you use?
6. Use a direct proof to show that the product of two odd numbers is odd.
7. Use a direct proof to show that every odd integer is the difference of two squares.
8. Prove that if n is a perfect square, then $n + 2$ is not a perfect square.
9. Use a proof by contradiction to prove that the sum of an irrational number and a rational number is irrational.
10. Use a direct proof to show that the product of two rational numbers is rational.
11. Prove or disprove that the product of two irrational numbers is irrational.
12. Prove or disprove that the product of a nonzero rational number and an irrational number is irrational.
13. Prove that if x is irrational, then $1/x$ is irrational.
14. Prove that if x is rational and $x \neq 0$, then $1/x$ is rational.
15. Use a proof by contraposition to show that if $x + y \geq 2$, where x and y are real numbers, then $x \geq 1$ or $y \geq 1$.
16. Prove that if m and n are integers and mn is even, then m is even or n is even.
17. Show that if n is an integer and $n^3 + 5$ is odd, then n is even using
    a) a proof by contraposition.
    b) a proof by contradiction.
18. Prove that if n is an integer and $3n + 2$ is even, then n is even using
    a) a proof by contraposition.
    b) a proof by contradiction.
19. Prove the proposition $P(0)$, where $P(n)$ is the proposition "If n is a positive integer greater than 1, then $n^2 > n$." What kind of proof did you use?
20. Prove the proposition $P(1)$, where $P(n)$ is the proposition "If n is a positive integer, then $n^2 \geq n$." What kind of proof did you use?
21. Let $P(n)$ be the proposition "If a and b are positive real numbers, then $(a + b)^n \geq a^n + b^n$." Prove that $P(1)$ is true. What kind of proof did you use?
22. Show that if you pick three socks from a drawer containing just blue socks and black socks, you must get either a pair of blue socks or a pair of black socks.
23. Show that at least ten of any 64 days chosen must fall on the same day of the week.
24. Show that at least three of any 25 days chosen must fall in the same month of the year.
25. Use a proof by contradiction to show that there is no rational number r for which $r^3 + r + 1 = 0$. [*Hint:* Assume that $r = a/b$ is a root, where a and b are integers and a/b is in lowest terms. Obtain an equation involving integers by multiplying by b^3. Then look at whether a and b are each odd or even.]
26. Prove that if n is a positive integer, then n is even if and only if $7n + 4$ is even.
27. Prove that if n is a positive integer, then n is odd if and only if $5n + 6$ is odd.
28. Prove that $m^2 = n^2$ if and only if $m = n$ or $m = -n$.
29. Prove or disprove that if m and n are integers such that $mn = 1$, then either $m = 1$ and $n = 1$, or else $m = -1$ and $n = -1$.
30. Show that these three statements are equivalent, where a and b are real numbers: (*i*) a is less than b, (*ii*) the average of a and b is greater than a, and (*iii*) the average of a and b is less than b.
31. Show that these statements about the integer x are equivalent: (*i*) $3x + 2$ is even, (*ii*) $x + 5$ is odd, (*iii*) x^2 is even.
32. Show that these statements about the real number x are equivalent: (*i*) x is rational, (*ii*) $x/2$ is rational, (*iii*) $3x - 1$ is rational.
33. Show that these statements about the real number x are equivalent: (*i*) x is irrational, (*ii*) $3x + 2$ is irrational, (*iii*) $x/2$ is irrational.
34. Is this reasoning for finding the solutions of the equation $\sqrt{2x^2 - 1} = x$ correct? (*1*) $\sqrt{2x^2 - 1} = x$ is given; (*2*) $2x^2 - 1 = x^2$, obtained by squaring both sides of (1); (*3*) $x^2 - 1 = 0$, obtained by subtracting x^2 from both sides of (2); (*4*) $(x - 1)(x + 1) = 0$, obtained by factoring the left-hand side of $x^2 - 1$; (*5*) $x = 1$ or $x = -1$, which follows because $ab = 0$ implies that $a = 0$ or $b = 0$.
35. Are these steps for finding the solutions of $\sqrt{x + 3} = 3 - x$ correct? (*1*) $\sqrt{x + 3} = 3 - x$ is given; (*2*) $x + 3 = x^2 - 6x + 9$, obtained by squaring both sides of (1); (*3*) $0 = x^2 - 7x + 6$, obtained by subtracting $x + 3$ from both sides of (2); (*4*) $0 = (x - 1)(x - 6)$, obtained by factoring the right-hand side of (3); (*5*) $x = 1$ or $x = 6$, which follows from (4) because $ab = 0$ implies that $a = 0$ or $b = 0$.
36. Show that the propositions p_1, p_2, p_3, and p_4 can be shown to be equivalent by showing that $p_1 \leftrightarrow p_4$, $p_2 \leftrightarrow p_3$, and $p_1 \leftrightarrow p_3$.
37. Show that the propositions p_1, p_2, p_3, p_4, and p_5 can be shown to be equivalent by proving that the conditional statements $p_1 \rightarrow p_4$, $p_3 \rightarrow p_1$, $p_4 \rightarrow p_2$, $p_2 \rightarrow p_5$, and $p_5 \rightarrow p_3$ are true.

Exercises

1. Prove that $n^2 + 1 \geq 2^n$ when n is a positive integer with $1 \leq n \leq 4$.
2. Prove that there are no positive perfect cubes less than 1000 that are the sum of the cubes of two positive integers.
3. Prove that if x and y are real numbers, then $\max(x, y) + \min(x, y) = x + y$. [*Hint:* Use a proof by cases, with the two cases corresponding to $x \geq y$ and $x < y$, respectively.]
4. Use a proof by cases to show that $\min(a, \min(b, c)) = \min(\min(a, b), c)$ whenever a, b, and c are real numbers.
5. Prove using the notion of without loss of generality that $\min(x, y) = (x + y - |x - y|)/2$ and $\max(x, y) = (x + y + |x - y|)/2$ whenever x and y are real numbers.
6. Prove using the notion of without loss of generality that $5x + 5y$ is an odd integer when x and y are integers of opposite parity.
7. Prove the **triangle inequality**, which states that if x and y are real numbers, then $|x| + |y| \geq |x + y|$ (where $|x|$ represents the absolute value of x, which equals x if $x \geq 0$ and equals $-x$ if $x < 0$).
8. Prove that there is a positive integer that equals the sum of the positive integers not exceeding it. Is your proof constructive or nonconstructive?
9. Prove that there are 100 consecutive positive integers that are not perfect squares. Is your proof constructive or nonconstructive?
10. Prove that either $2 \cdot 10^{500} + 15$ or $2 \cdot 10^{500} + 16$ is not a perfect square. Is your proof constructive or nonconstructive?
11. Prove that there exists a pair of consecutive integers such that one of these integers is a perfect square and the other is a perfect cube.
12. Show that the product of two of the numbers $65^{1000} - 8^{2001} + 3^{177}$, $79^{1212} - 9^{2399} + 2^{2001}$, and $24^{4493} - 5^{8192} + 7^{1777}$ is nonnegative. Is your proof constructive or nonconstructive? [*Hint:* Do not try to evaluate these numbers!]
13. Prove or disprove that there is a rational number x and an irrational number y such that x^y is irrational.
14. Prove or disprove that if a and b are rational numbers, then a^b is also rational.
15. Show that each of these statements can be used to express the fact that there is a unique element x such that $P(x)$ is true. [Note that we can also write this statement as $\exists! x P(x)$.]
    a) $\exists x \forall y (P(y) \leftrightarrow x = y)$
    b) $\exists x P(x) \wedge \forall x \forall y (P(x) \wedge P(y) \rightarrow x = y)$
    c) $\exists x (P(x) \wedge \forall y (P(y) \rightarrow x = y))$
16. Show that if a, b, and c are real numbers and $a \neq 0$, then there is a unique solution of the equation $ax + b = c$.
17. Suppose that a and b are odd integers with $a \neq b$. Show there is a unique integer c such that $|a - c| = |b - c|$.
18. Show that if r is an irrational number, there is a unique integer n such that the distance between r and n is less than $1/2$.
19. Show that if n is an odd integer, then there is a unique integer k such that n is the sum of $k - 2$ and $k + 3$.
20. Prove that given a real number x there exist unique numbers n and ϵ such that $x = n + \epsilon$, n is an integer, and $0 \leq \epsilon < 1$.
21. Prove that given a real number x there exist unique numbers n and ϵ such that $x = n - \epsilon$, n is an integer, and $0 \leq \epsilon < 1$.
22. Use forward reasoning to show that if x is a nonzero real number, then $x^2 + 1/x^2 \geq 2$. [*Hint:* Start with the inequality $(x - 1/x)^2 \geq 0$ which holds for all nonzero real numbers x.]
23. The **harmonic mean** of two real numbers x and y equals $2xy/(x + y)$. By computing the harmonic and geometric means of different pairs of positive real numbers, formulate a conjecture about their relative sizes and prove your conjecture.
24. The **quadratic mean** of two real numbers x and y equals $\sqrt{(x^2 + y^2)/2}$. By computing the arithmetic and quadratic means of different pairs of positive real numbers, formulate a conjecture about their relative sizes and prove your conjecture.
*25. Write the numbers $1, 2, \ldots, 2n$ on a blackboard, where n is an odd integer. Pick any two of the numbers, j and k, write $|j - k|$ on the board and erase j and k. Continue this process until only one integer is written on the board. Prove that this integer must be odd.
*26. Suppose that five ones and four zeros are arranged around a circle. Between any two equal bits you insert a 0 and between any two unequal bits you insert a 1 to produce nine new bits. Then you erase the nine original bits. Show that when you iterate this procedure, you can never get nine zeros. [*Hint:* Work backward, assuming that you did end up with nine zeros.]
27. Formulate a conjecture about the decimal digits that appear as the final decimal digit of the fourth power of an integer. Prove your conjecture using a proof by cases.
28. Formulate a conjecture about the final two decimal digits of the square of an integer. Prove your conjecture using a proof by cases.
29. Prove that there is no positive integer n such that $n^2 + n^3 = 100$.
30. Prove that there are no solutions in integers x and y to the equation $2x^2 + 5y^2 = 14$.
31. Prove that there are no solutions in positive integers x and y to the equation $x^4 + y^4 = 625$.
32. Prove that there are infinitely many solutions in positive integers x, y, and z to the equation $x^2 + y^2 = z^2$. [*Hint:* Let $x = m^2 - n^2$, $y = 2mn$, and $z = m^2 + n^2$, where m and n are integers.]

33. Adapt the proof in Example 4 in Section 1.7 to prove that if $n = abc$, where a, b, and c are positive integers, then $a \leq \sqrt[3]{n}$, $b \leq \sqrt[3]{n}$, or $c \leq \sqrt[3]{n}$.

34. Prove that $\sqrt[3]{2}$ is irrational.

35. Prove that between every two rational numbers there is an irrational number.

36. Prove that between every rational number and every irrational number there is an irrational number.

***37.** Let $S = x_1y_1 + x_2y_2 + \cdots + x_ny_n$, where $x_1, x_2, \ldots, x_n$ and $y_1, y_2, \ldots, y_n$ are orderings of two different sequences of positive real numbers, each containing n elements.

- **a)** Show that S takes its maximum value over all orderings of the two sequences when both sequences are sorted (so that the elements in each sequence are in nondecreasing order).
- **b)** Show that S takes its minimum value over all orderings of the two sequences when one sequence is sorted into nondecreasing order and the other is sorted into nonincreasing order.

38. Prove or disprove that if you have an 8-gallon jug of water and two empty jugs with capacities of 5 gallons and 3 gallons, respectively, then you can measure 4 gallons by successively pouring some of or all of the water in a jug into another jug.

39. Verify the $3x + 1$ conjecture for these integers.

a) 6 **b)** 7 **c)** 17 **d)** 21

40. Verify the $3x + 1$ conjecture for these integers.

a) 16 **b)** 11 **c)** 35 **d)** 113

41. Prove or disprove that you can use dominoes to tile the standard checkerboard with two adjacent corners removed (that is, corners that are not opposite).

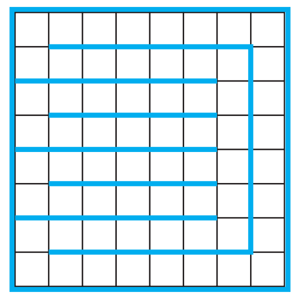
42. Prove or disprove that you can use dominoes to tile a standard checkerboard with all four corners removed.

43. Prove that you can use dominoes to tile a rectangular checkerboard with an even number of squares.

44. Prove or disprove that you can use dominoes to tile a 5×5 checkerboard with three corners removed.

45. Use a proof by exhaustion to show that a tiling using dominoes of a 4×4 checkerboard with opposite corners removed does not exist. [*Hint:* First show that you can assume that the squares in the upper left and lower right corners are removed. Number the squares of the original checkerboard from 1 to 16, starting in the first row, moving right in this row, then starting in the leftmost square in the second row and moving right, and so on. Remove squares 1 and 16. To begin the proof, note that square 2 is covered either by a domino laid horizontally, which covers squares 2 and 3, or vertically, which covers squares 2 and 6. Consider each of these cases separately, and work through all the subcases that arise.]

***46.** Prove that when a white square and a black square are removed from an 8×8 checkerboard (colored as in the text) you can tile the remaining squares of the checkerboard using dominoes. [*Hint:* Show that when one black and one white square are removed, each part of the partition of the remaining cells formed by inserting the barriers shown in the figure can be covered by dominoes.]



47. Show that by removing two white squares and two black squares from an 8×8 checkerboard (colored as in the text) you can make it impossible to tile the remaining squares using dominoes.

***48.** Find all squares, if they exist, on an 8×8 checkerboard such that the board obtained by removing one of these square can be tiled using straight triominoes. [*Hint:* First use arguments based on coloring and rotations to eliminate as many squares as possible from consideration.]

***49. a)** Draw each of the five different tetrominoes, where a tetromino is a polyomino consisting of four squares.

- **b)** For each of the five different tetrominoes, prove or disprove that you can tile a standard checkerboard using these tetrominoes.

***50.** Prove or disprove that you can tile a 10×10 checkerboard using straight tetrominoes.

Key Terms and Results

TERMS

proposition: a statement that is true or false

propositional variable: a variable that represents a proposition

truth value: true or false

$\neg p$ (negation of p): the proposition with truth value opposite to the truth value of p

logical operators: operators used to combine propositions

compound proposition: a proposition constructed by combining propositions using logical operators

truth table: a table displaying all possible truth values of propositions

$p \vee q$ (disjunction of p and q): the proposition "p or q," which is true if and only if at least one of p and q is true

Truth Sets and Quantifiers

We will now tie together concepts from set theory and from predicate logic. Given a predicate P, and a domain D, we define the **truth set** of P to be the set of elements x in D for which $P(x)$ is true. The truth set of $P(x)$ is denoted by $\{x \in D \mid P(x)\}$.

EXAMPLE 23 What are the truth sets of the predicates $P(x)$, $Q(x)$, and $R(x)$, where the domain is the set of integers and $P(x)$ is "$|x| = 1$," $Q(x)$ is "$x^2 = 2$," and $R(x)$ is "$|x| = x$."

Solution: The truth set of P, $\{x \in \mathbf{Z} \mid |x| = 1\}$, is the set of integers for which $|x| = 1$. Because $|x| = 1$ when $x = 1$ or $x = -1$, and for no other integers x, we see that the truth set of P is the set $\{-1, 1\}$.

The truth set of Q, $\{x \in \mathbf{Z} \mid x^2 = 2\}$, is the set of integers for which $x^2 = 2$. This is the empty set because there are no integers x for which $x^2 = 2$.

The truth set of R, $\{x \in \mathbf{Z} \mid |x| = x\}$, is the set of integers for which $|x| = x$. Because $|x| = x$ if and only if $x \geq 0$, it follows that the truth set of R is $\mathbf{N}$, the set of nonnegative integers. ◀

Note that $\forall x P(x)$ is true over the domain U if and only if the truth set of P is the set U. Likewise, $\exists x P(x)$ is true over the domain U if and only if the truth set of P is nonempty.

Exercises

1. List the members of these sets.
- **a)** $\{x \mid x \text{ is a real number such that } x^2 = 1\}$
- **b)** $\{x \mid x \text{ is a positive integer less than } 12\}$
- **c)** $\{x \mid x \text{ is the square of an integer and } x < 100\}$
- **d)** $\{x \mid x \text{ is an integer such that } x^2 = 2\}$

2. Use set builder notation to give a description of each of these sets.
- **a)** $\{0, 3, 6, 9, 12\}$
- **b)** $\{-3, -2, -1, 0, 1, 2, 3\}$
- **c)** $\{m, n, o, p\}$

3. For each of these pairs of sets, determine whether the first is a subset of the second, the second is a subset of the first, or neither is a subset of the other.
- **a)** the set of airline flights from New York to New Delhi, the set of nonstop airline flights from New York to New Delhi
- **b)** the set of people who speak English, the set of people who speak Chinese
- **c)** the set of flying squirrels, the set of living creatures that can fly

4. For each of these pairs of sets, determine whether the first is a subset of the second, the second is a subset of the first, or neither is a subset of the other.
- **a)** the set of people who speak English, the set of people who speak English with an Australian accent
- **b)** the set of fruits, the set of citrus fruits
- **c)** the set of students studying discrete mathematics, the set of students studying data structures

5. Determine whether each of these pairs of sets are equal.
- **a)** $\{1, 3, 3, 3, 5, 5, 5, 5, 5\}$, $\{5, 3, 1\}$
- **b)** $\{\{1\}\}$, $\{1, \{1\}\}$
- **c)** $\emptyset$, $\{\emptyset\}$

6. Suppose that $A = \{2, 4, 6\}$, $B = \{2, 6\}$, $C = \{4, 6\}$, and $D = \{4, 6, 8\}$. Determine which of these sets are subsets of which other of these sets.

7. For each of the following sets, determine whether 2 is an element of that set.
- **a)** $\{x \in \mathbf{R} \mid x \text{ is an integer greater than } 1\}$
- **b)** $\{x \in \mathbf{R} \mid x \text{ is the square of an integer}\}$
- **c)** $\{2, \{2\}\}$
- **d)** $\{\{2\}, \{\{2\}\}\}$
- **e)** $\{\{2\}, \{2, \{2\}\}\}$
- **f)** $\{\{\{2\}\}\}$

8. For each of the sets in Exercise 7, determine whether $\{2\}$ is an element of that set.

9. Determine whether each of these statements is true or false.
- **a)** $0 \in \emptyset$
- **b)** $\emptyset \in \{0\}$
- **c)** $\{0\} \subset \emptyset$
- **d)** $\emptyset \subset \{0\}$
- **e)** $\{0\} \in \{0\}$
- **f)** $\{0\} \subset \{0\}$
- **g)** $\{\emptyset\} \subseteq \{\emptyset\}$

10. Determine whether these statements are true or false.
- **a)** $\emptyset \in \{\emptyset\}$
- **b)** $\emptyset \in \{\emptyset, \{\emptyset\}\}$
- **c)** $\{\emptyset\} \in \{\emptyset\}$
- **d)** $\{\emptyset\} \in \{\{\emptyset\}\}$
- **e)** $\{\emptyset\} \subset \{\emptyset, \{\emptyset\}\}$
- **f)** $\{\{\emptyset\}\} \subset \{\emptyset, \{\emptyset\}\}$
- **g)** $\{\{\emptyset\}\} \subset \{\{\emptyset\}, \{\emptyset\}\}$

11. Determine whether each of these statements is true or false.
- **a)** $x \in \{x\}$
- **b)** $\{x\} \subseteq \{x\}$
- **c)** $\{x\} \in \{x\}$
- **d)** $\{x\} \in \{\{x\}\}$
- **e)** $\emptyset \subseteq \{x\}$
- **f)** $\emptyset \in \{x\}$

12. Use a Venn diagram to illustrate the subset of odd integers in the set of all positive integers not exceeding 10.

13. Use a Venn diagram to illustrate the set of all months of the year whose names do not contain the letter R in the set of all months of the year.

14. Use a Venn diagram to illustrate the relationship $A \subseteq B$ and $B \subseteq C$.

15. Use a Venn diagram to illustrate the relationships $A \subset B$ and $B \subset C$.

16. Use a Venn diagram to illustrate the relationships $A \subset B$ and $A \subset C$.

17. Suppose that A, B, and C are sets such that $A \subseteq B$ and $B \subseteq C$. Show that $A \subseteq C$.

18. Find two sets A and B such that $A \in B$ and $A \subseteq B$.

19. What is the cardinality of each of these sets?

a) $\{a\}$ **b)** $\{\{a\}\}$
c) $\{a, \{a\}\}$ **d)** $\{a, \{a\}, \{a, \{a\}\}\}$

20. What is the cardinality of each of these sets?

a) $\emptyset$ **b)** $\{\emptyset\}$
c) $\{\emptyset, \{\emptyset\}\}$ **d)** $\{\emptyset, \{\emptyset\}, \{\emptyset, \{\emptyset\}\}\}$

21. Find the power set of each of these sets, where a and b are distinct elements.

a) $\{a\}$ **b)** $\{a, b\}$ **c)** $\{\emptyset, \{\emptyset\}\}$

22. Can you conclude that $A = B$ if A and B are two sets with the same power set?

23. How many elements does each of these sets have where a and b are distinct elements?

a) $\mathcal{P}(\{a, b, \{a, b\}\})$
b) $\mathcal{P}(\{\emptyset, a, \{a\}, \{\{a\}\}\})$
c) $\mathcal{P}(\mathcal{P}(\emptyset))$

24. Determine whether each of these sets is the power set of a set, where a and b are distinct elements.

a) $\emptyset$ **b)** $\{\emptyset, \{a\}\}$
c) $\{\emptyset, \{a\}, \{\emptyset, a\}\}$ **d)** $\{\emptyset, \{a\}, \{b\}, \{a, b\}\}$

25. Prove that $\mathcal{P}(A) \subseteq \mathcal{P}(B)$ if and only if $A \subseteq B$.

26. Show that if $A \subseteq C$ and $B \subseteq D$, then $A \times B \subseteq C \times D$

27. Let $A = \{a, b, c, d\}$ and $B = \{y, z\}$. Find

a) $A \times B$. **b)** $B \times A$.

28. What is the Cartesian product $A \times B$, where A is the set of courses offered by the mathematics department at a university and B is the set of mathematics professors at this university? Give an example of how this Cartesian product can be used.

29. What is the Cartesian product $A \times B \times C$, where A is the set of all airlines and B and C are both the set of all cities in the United States? Give an example of how this Cartesian product can be used.

30. Suppose that $A \times B = \emptyset$, where A and B are sets. What can you conclude?

31. Let A be a set. Show that $\emptyset \times A = A \times \emptyset = \emptyset$.

32. Let $A = \{a, b, c\}$, $B = \{x, y\}$, and $C = \{0, 1\}$. Find

a) $A \times B \times C$. **b)** $C \times B \times A$.
c) $C \times A \times B$. **d)** $B \times B \times B$.

33. Find A^2 if

a) $A = \{0, 1, 3\}$. **b)** $A = \{1, 2, a, b\}$.

34. Find A^3 if

a) $A = \{a\}$. **b)** $A = \{0, a\}$.

35. How many different elements does $A \times B$ have if A has m elements and B has n elements?

36. How many different elements does $A \times B \times C$ have if A has m elements, B has n elements, and C has p elements?

37. How many different elements does A^n have when A has m elements and n is a positive integer?

38. Show that $A \times B \neq B \times A$, when A and B are nonempty, unless $A = B$.

39. Explain why $A \times B \times C$ and $(A \times B) \times C$ are not the same.

40. Explain why $(A \times B) \times (C \times D)$ and $A \times (B \times C) \times D$ are not the same.

41. Translate each of these quantifications into English and determine its truth value.

a) $\forall x \in \mathbf{R}\ (x^2 \neq -1)$ **b)** $\exists x \in \mathbf{Z}\ (x^2 = 2)$
c) $\forall x \in \mathbf{Z}\ (x^2 > 0)$ **d)** $\exists x \in \mathbf{R}\ (x^2 = x)$

42. Translate each of these quantifications into English and determine its truth value.

a) $\exists x \in \mathbf{R}\ (x^3 = -1)$ **b)** $\exists x \in \mathbf{Z}\ (x + 1 > x)$
c) $\forall x \in \mathbf{Z}\ (x - 1 \in \mathbf{Z})$ **d)** $\forall x \in \mathbf{Z}\ (x^2 \in \mathbf{Z})$

43. Find the truth set of each of these predicates where the domain is the set of integers.

a) $P(x)$: $x^2 < 3$ **b)** $Q(x)$: $x^2 > x$
c) $R(x)$: $2x + 1 = 0$

44. Find the truth set of each of these predicates where the domain is the set of integers.

a) $P(x)$: $x^3 \geq 1$ **b)** $Q(x)$: $x^2 = 2$
c) $R(x)$: $x < x^2$

***45.** The defining property of an ordered pair is that two ordered pairs are equal if and only if their first elements are equal and their second elements are equal. Surprisingly, instead of taking the ordered pair as a primitive concept, we can construct ordered pairs using basic notions from set theory. Show that if we define the ordered pair (a, b) to be $\{\{a\}, \{a, b\}\}$, then $(a, b) = (c, d)$ if and only if $a = c$ and $b = d$. [*Hint:* First show that $\{\{a\}, \{a, b\}\} = \{\{c\}, \{c, d\}\}$ if and only if $a = c$ and $b = d$.]

***46.** This exercise presents **Russell's paradox**. Let S be the set that contains a set x if the set x does not belong to itself, so that $S = \{x \mid x \notin x\}$.

a) Show the assumption that S is a member of S leads to a contradiction.

b) Show the assumption that S is not a member of S leads to a contradiction.

By parts (a) and (b) it follows that the set S cannot be defined as it was. This paradox can be avoided by restricting the types of elements that sets can have.

***47.** Describe a procedure for listing all the subsets of a finite set.

Exercises

1. Let A be the set of students who live within one mile of school and let B be the set of students who walk to classes. Describe the students in each of these sets.

a) $A \cap B$ **b)** $A \cup B$
c) $A - B$ **d)** $B - A$

2. Suppose that A is the set of sophomores at your school and B is the set of students in discrete mathematics at your school. Express each of these sets in terms of A and B.

a) the set of sophomores taking discrete mathematics in your school
b) the set of sophomores at your school who are not taking discrete mathematics
c) the set of students at your school who either are sophomores or are taking discrete mathematics
d) the set of students at your school who either are not sophomores or are not taking discrete mathematics

3. Let $A = \{1, 2, 3, 4, 5\}$ and $B = \{0, 3, 6\}$. Find

a) $A \cup B$. **b)** $A \cap B$.
c) $A - B$. **d)** $B - A$.

4. Let $A = \{a, b, c, d, e\}$ and $B = \{a, b, c, d, e, f, g, h\}$. Find

a) $A \cup B$. **b)** $A \cap B$.
c) $A - B$. **d)** $B - A$.

In Exercises 5–10 assume that A is a subset of some underlying universal set U.

5. Prove the complementation law in Table 1 by showing that $\overline{\overline{A}} = A$.

6. Prove the identity laws in Table 1 by showing that

a) $A \cup \emptyset = A$. **b)** $A \cap U = A$.

7. Prove the domination laws in Table 1 by showing that

a) $A \cup U = U$. **b)** $A \cap \emptyset = \emptyset$.

8. Prove the idempotent laws in Table 1 by showing that

a) $A \cup A = A$. **b)** $A \cap A = A$.

9. Prove the complement laws in Table 1 by showing that

a) $A \cup \overline{A} = U$. **b)** $A \cap \overline{A} = \emptyset$.

10. Show that

a) $A - \emptyset = A$. **b)** $\emptyset - A = \emptyset$.

11. Let A and B be sets. Prove the commutative laws from Table 1 by showing that

a) $A \cup B = B \cup A$.
b) $A \cap B = B \cap A$.

12. Prove the first absorption law from Table 1 by showing that if A and B are sets, then $A \cup (A \cap B) = A$.

13. Prove the second absorption law from Table 1 by showing that if A and B are sets, then $A \cap (A \cup B) = A$.

14. Find the sets A and B if $A - B = \{1, 5, 7, 8\}$, $B - A = \{2, 10\}$, and $A \cap B = \{3, 6, 9\}$.

15. Prove the second De Morgan law in Table 1 by showing that if A and B are sets, then $\overline{A \cup B} = \overline{A} \cap \overline{B}$

a) by showing each side is a subset of the other side.
b) using a membership table.

16. Let A and B be sets. Show that

a) $(A \cap B) \subseteq A$. **b)** $A \subseteq (A \cup B)$.
c) $A - B \subseteq A$. **d)** $A \cap (B - A) = \emptyset$.
e) $A \cup (B - A) = A \cup B$.

17. Show that if A, B, and C are sets, then $\overline{A \cap B \cap C} = \overline{A} \cup \overline{B} \cup \overline{C}$

a) by showing each side is a subset of the other side.
b) using a membership table.

18. Let A, B, and C be sets. Show that

a) $(A \cup B) \subseteq (A \cup B \cup C)$.
b) $(A \cap B \cap C) \subseteq (A \cap B)$.
c) $(A - B) - C \subseteq A - C$.
d) $(A - C) \cap (C - B) = \emptyset$.
e) $(B - A) \cup (C - A) = (B \cup C) - A$.

19. Show that if A and B are sets, then

a) $A - B = A \cap \overline{B}$.
b) $(A \cap B) \cup (A \cap \overline{B}) = A$.

20. Show that if A and B are sets with $A \subseteq B$, then

a) $A \cup B = B$.
b) $A \cap B = A$.

21. Prove the first associative law from Table 1 by showing that if A, B, and C are sets, then $A \cup (B \cup C) = (A \cup B) \cup C$.

22. Prove the second associative law from Table 1 by showing that if A, B, and C are sets, then $A \cap (B \cap C) = (A \cap B) \cap C$.

23. Prove the first distributive law from Table 1 by showing that if A, B, and C are sets, then $A \cup (B \cap C) = (A \cup B) \cap (A \cup C)$.

24. Let A, B, and C be sets. Show that $(A - B) - C = (A - C) - (B - C)$.

25. Let $A = \{0, 2, 4, 6, 8, 10\}$, $B = \{0, 1, 2, 3, 4, 5, 6\}$, and $C = \{4, 5, 6, 7, 8, 9, 10\}$. Find

a) $A \cap B \cap C$. **b)** $A \cup B \cup C$.
c) $(A \cup B) \cap C$. **d)** $(A \cap B) \cup C$.

26. Draw the Venn diagrams for each of these combinations of the sets A, B, and C.

a) $A \cap (B \cup C)$ **b)** $\overline{A} \cap \overline{B} \cap \overline{C}$
c) $(A - B) \cup (A - C) \cup (B - C)$

27. Draw the Venn diagrams for each of these combinations of the sets A, B, and C.

a) $A \cap (B - C)$ **b)** $(A \cap B) \cup (A \cap C)$
c) $(A \cap \overline{B}) \cup (A \cap \overline{C})$

28. Draw the Venn diagrams for each of these combinations of the sets A, B, C, and D.

a) $(A \cap B) \cup (C \cap D)$ **b)** $\overline{A} \cup \overline{B} \cup \overline{C} \cup \overline{D}$
c) $A - (B \cap C \cap D)$

29. What can you say about the sets A and B if we know that

a) $A \cup B = A$? **b)** $A \cap B = A$?
c) $A - B = A$? **d)** $A \cap B = B \cap A$?
e) $A - B = B - A$?

30. Can you conclude that $A = B$ if A, B, and C are sets such that

a) $A \cup C = B \cup C$? b) $A \cap C = B \cap C$?

c) $A \cup C = B \cup C$ and $A \cap C = B \cap C$?

31. Let A and B be subsets of a universal set U. Show that $A \subseteq B$ if and only if $\overline{B} \subseteq \overline{A}$.

The **symmetric difference** of A and B, denoted by $A \oplus B$, is the set containing those elements in either A or B, but not in both A and B.

32. Find the symmetric difference of $\{1, 3, 5\}$ and $\{1, 2, 3\}$.

33. Find the symmetric difference of the set of computer science majors at a school and the set of mathematics majors at this school.

34. Draw a Venn diagram for the symmetric difference of the sets A and B.

35. Show that $A \oplus B = (A \cup B) - (A \cap B)$.

36. Show that $A \oplus B = (A - B) \cup (B - A)$.

37. Show that if A is a subset of a universal set U, then

a) $A \oplus A = \emptyset$. b) $A \oplus \emptyset = A$.

c) $A \oplus U = \overline{A}$. d) $A \oplus \overline{A} = U$.

38. Show that if A and B are sets, then

a) $A \oplus B = B \oplus A$. b) $(A \oplus B) \oplus B = A$.

39. What can you say about the sets A and B if $A \oplus B = A$?

***40.** Determine whether the symmetric difference is associative; that is, if A, B, and C are sets, does it follow that $A \oplus (B \oplus C) = (A \oplus B) \oplus C$?

***41.** Suppose that A, B, and C are sets such that $A \oplus C = B \oplus C$. Must it be the case that $A = B$?

42. If A, B, C, and D are sets, does it follow that $(A \oplus B) \oplus (C \oplus D) = (A \oplus C) \oplus (B \oplus D)$?

43. If A, B, C, and D are sets, does it follow that $(A \oplus B) \oplus (C \oplus D) = (A \oplus D) \oplus (B \oplus C)$?

44. Show that if A and B are finite sets, then $A \cup B$ is a finite set.

45. Show that if A is an infinite set, then whenever B is a set, $A \cup B$ is also an infinite set.

***46.** Show that if A, B, and C are sets, then

$$|A \cup B \cup C| = |A| + |B| + |C| - |A \cap B| - |A \cap C| - |B \cap C| + |A \cap B \cap C|.$$

(This is a special case of the inclusion–exclusion principle, which will be studied in Chapter 8.)

47. Let $A_i = \{1, 2, 3, \ldots, i\}$ for $i = 1, 2, 3, \ldots$. Find

a) $\bigcup_{i=1}^{n} A_i$. b) $\bigcap_{i=1}^{n} A_i$.

48. Let $A_i = \{\ldots, -2, -1, 0, 1, \ldots, i\}$. Find

a) $\bigcup_{i=1}^{n} A_i$. b) $\bigcap_{i=1}^{n} A_i$.

49. Let A_i be the set of all nonempty bit strings (that is, bit strings of length at least one) of length not exceeding i. Find

a) $\bigcup_{i=1}^{n} A_i$. b) $\bigcap_{i=1}^{n} A_i$.

50. Find $\bigcup_{i=1}^{\infty} A_i$ and $\bigcap_{i=1}^{\infty} A_i$ if for every positive integer i,

a) $A_i = \{i, i + 1, i + 2, \ldots\}$.

b) $A_i = \{0, i\}$.

c) $A_i = (0, i)$, that is, the set of real numbers x with $0 < x < i$.

d) $A_i = (i, \infty)$, that is, the set of real numbers x with $x > i$.

51. Find $\bigcup_{i=1}^{\infty} A_i$ and $\bigcap_{i=1}^{\infty} A_i$ if for every positive integer i,

a) $A_i = \{-i, -i + 1, \ldots, -1, 0, 1, \ldots, i - 1, i\}$.

b) $A_i = \{-i, i\}$.

c) $A_i = [-i, i]$, that is, the set of real numbers x with $-i \leq x \leq i$.

d) $A_i = [i, \infty)$, that is, the set of real numbers x with $x \geq i$.

52. Suppose that the universal set is $U = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$. Express each of these sets with bit strings where the ith bit in the string is 1 if i is in the set and 0 otherwise.

a) $\{3, 4, 5\}$

b) $\{1, 3, 6, 10\}$

c) $\{2, 3, 4, 7, 8, 9\}$

53. Using the same universal set as in the last problem, find the set specified by each of these bit strings.

a) 11 1100 1111

b) 01 0111 1000

c) 10 0000 0001

54. What subsets of a finite universal set do these bit strings represent?

a) the string with all zeros

b) the string with all ones

55. What is the bit string corresponding to the difference of two sets?

56. What is the bit string corresponding to the symmetric difference of two sets?

57. Show how bitwise operations on bit strings can be used to find these combinations of $A = \{a, b, c, d, e\}$, $B = \{b, c, d, g, p, t, v\}$, $C = \{c, e, i, o, u, x, y, z\}$, and $D = \{d, e, h, i, n, o, t, u, x, y\}$.

a) $A \cup B$ b) $A \cap B$

c) $(A \cup D) \cap (B \cup C)$ d) $A \cup B \cup C \cup D$

58. How can the union and intersection of n sets that all are subsets of the universal set U be found using bit strings?

The **successor** of the set A is the set $A \cup \{A\}$.

59. Find the successors of the following sets.

a) $\{1, 2, 3\}$ b) $\emptyset$

c) $\{\emptyset\}$ d) $\{\emptyset, \{\emptyset\}\}$