

# SOLUTIONS FOR PART I

## 1. NUMBERS, SETS, AND FUNCTIONS

1.1. "We have at least four times as many chairs as tables." The number of chairs ( $c$ ) is at least ( $\geq$ ) four times the number of tables ( $t$ ). Hence  $c \geq 4t$ .

1.2. Fill in the blanks. The equation  $x^2 + bx + c = 0$  has exactly one solution when  $b^2 = 4c$ , and it has no solutions when  $b^2 < 4c$ . These statements follow from the quadratic formula.

1.3. Given that  $x + y = 100$ , the maximum value of  $xy$  is 2500. By the AGM Inequality,  $xy \leq (\frac{x+y}{2})^2 = (\frac{100}{2})^2 = 2500$ . This is achieved by  $x = y = 50$ .

1.4. The square has the largest area among all rectangles with a given perimeter. With side-lengths  $x$ ,  $y$  and perimeter  $p$ , we have  $x + y = p/2$ . By the AGM Inequality,  $xy \leq (\frac{x+y}{2})^2 = (p/4)^2$ . The bound is achieved with equality when  $x = y$ , which is the case of a square.

1.5. Translation of "The temperature was  $10^\circ\text{C}$  and increased by  $20^\circ\text{C}$ ." "The temperature was  $50^\circ\text{F}$  and increased by  $36^\circ\text{F}$ ." (One converts a change of 20 degrees C to a change of 36 degrees F, not to a temperature of 68 degrees.)

1.6. Temperature scales. If  $f$  denotes the current temperature in Fahrenheit degrees and  $c$  denotes the current temperature in Celsius degrees, then we always have  $f = (9/5)c + 32$ .

a) Equality in the values occurs at  $-40$  degrees Fahrenheit, since  $-40$  is the solution to  $f = (9/5)f + 32$ .

b) Equal magnitude with opposite signs occurs at  $80/7$  degrees Fahrenheit, since  $80/7$  is the solution to  $f = (9/5)(-f) + 32$ .

c) The Fahrenheit value is twice the Celsius value of 320 degrees Fahrenheit, since 320 is the solution to  $f = (9/5)(f/2) + 32$ .

1.7. Correction of "If  $x$  and  $y$  are nonzero real numbers and  $x > y$ , then  $(-1/x) > (-1/y)$ ." If  $y$  is negative and  $x$  is positive, then  $-1/x$  is negative and  $-1/y$  is positive, so  $(-1/x) < (-1/y)$ .

Adding the condition  $y > 0$  makes the statement true. If now  $x$  is negative, then  $(-1/x) > 0 > (-1/y)$ . If now  $x$  is also positive, then  $1/x < 1/y$ , and multiplying by  $-1$  yields the desired inequality.

In fact, the statement is true whenever  $y > 0$  or  $x < 0$ , which is a more general situation than  $y > 0$ .

1.8. Simpson's Paradox. The tables below confirm the paradox. The explanation is that the bulk of the men are in the afternoon class, where

receiving an A is easier, while half of the women come from each class. This makes it easier on average for men to receive A grades.

A grades	Men	Women
Morning	9/10	5/9
Afternoon	9/14	6/9
Total	11/24	8/18

A grades	Men	Women
Morning	.50	.55
Afternoon	.64	.67
Total	.48	.44

1.9. Percentage changes. In either case, (30% decline and then 23% rise) or (20% rise and then 18% decline), the original amount is multiplied by  $.984 = .80 \cdot 1.23 = 1.20 \cdot .82 = .984$ , producing a loss.

1.10. If 25% more Ph.D. degrees are produced than the economy can absorb, then there is a 1 in 5 chance of underemployment. The economy can absorb  $x$  Ph.D's, but  $(5/4)x$  are produced. The fraction unused is  $\frac{5/4x - x}{5/4x} = \frac{1}{5}$ .

1.11. Promotional discount. When a 15% discount is applied to an amount  $x$ , the actual cost is  $.85x$ . When 5% tax is computed on an amount  $y$ , the tax is  $.05y$ , and the paid total is  $1.05y$ . If the price of the item is  $z$ , then applying the discount before the tax yields a total cost of  $1.05(.85z)$ . Applying the tax first yields a total cost of  $.85(1.05z)$ . By the commutativity of multiplication, these are equal.

1.12. Installment plan. If the first of thirteen payments toward \$1000 is half the others, then the total will be 12.5 times the usual payment. We set  $12.5x = 1000$  to obtain \$80 as the regular payment and \$40 as the first payment.

1.13. If  $A = \{2k - 1; k \in \mathbb{Z}\}$  and  $B = \{2k + 1; k \in \mathbb{Z}\}$ , then  $A = B$ . If  $n = 2k - 1 \in A$  for  $k \in \mathbb{Z}$ , then  $n = 2(k - 1) + 1$ . Since  $k - 1 \in \mathbb{Z}$ , we have  $n \in B$ . Similarly,  $n = 2k + 1$  when  $k \in \mathbb{Z}$  yields  $n = 2(k + 1) - 1$ , and thus  $n \in B$  implies  $n \in A$ .

1.14.  $[a, b] \cup [c, d]$  using set difference. If  $a < b < c < d$ , then  $[a, b] \cup [c, d]$  consists of all numbers in the closed interval  $[a, d]$  except those between  $b$  and  $c$ . Thus  $[a, b] \cup [c, d] = [a, d] - (b, c)$ .

1.15. For sets,  $A - B = B - A$  if and only if  $A = B$ . If  $A = B$ , then both differences are empty. Conversely, each element of  $A - B$  is not in  $B$  and hence not in  $B - A$ . Similarly, no element of  $B - A$  belongs to  $A - B$ . Hence equality requires that both differences are empty, and thus that  $A = B$ .

1.16. Iteration of the Penny Problem operation.

$5 \rightarrow 41 \rightarrow 32 \rightarrow 221 \rightarrow 311 \rightarrow 32$ , reaching a cycle of length 3.  
 $6 \rightarrow 51 \rightarrow 42 \rightarrow 321 \rightarrow 312$ , reaching a fixed point.

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