

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°C and increased by 20°C ." "The temperature was 50°F and increased by 36°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.

Mathematical Thinking Problem Solving And Proofs Solution Manual 3

Andrew Wohlgemuth



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Table of Contents Mathematical Thinking Problem Solving And Proofs Solution Manual 3

1. Understanding the eBook Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - The Rise of Digital Reading Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Advantages of eBooks Over Traditional Books
2. Identifying Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - User-Friendly Interface
4. Exploring eBook Recommendations from Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Personalized Recommendations
 - Mathematical Thinking Problem Solving And Proofs Solution Manual 3 User Reviews and Ratings
 - Mathematical Thinking Problem Solving And Proofs Solution Manual 3 and Bestseller Lists
5. Accessing Mathematical Thinking Problem Solving And Proofs Solution Manual 3 Free and Paid eBooks
 - Mathematical Thinking Problem Solving And Proofs Solution Manual 3 Public Domain eBooks
 - Mathematical Thinking Problem Solving And Proofs Solution Manual 3 eBook Subscription Services
 - Mathematical Thinking Problem Solving And Proofs Solution Manual 3 Budget-Friendly Options
6. Navigating Mathematical Thinking Problem Solving And Proofs Solution Manual 3 eBook Formats
 - ePub, PDF, MOBI, and More
 - Mathematical Thinking Problem Solving And Proofs Solution Manual 3 Compatibility with Devices
 - Mathematical Thinking Problem Solving And Proofs Solution Manual 3 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Highlighting and Note-Taking Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Interactive Elements Mathematical Thinking Problem Solving And Proofs Solution Manual 3

8. Staying Engaged with Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Mathematical Thinking Problem Solving And Proofs Solution Manual 3
9. Balancing eBooks and Physical Books Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Mathematical Thinking Problem Solving And Proofs Solution Manual 3
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Setting Reading Goals Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Fact-Checking eBook Content of Mathematical Thinking Problem Solving And Proofs Solution Manual 3
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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