

**WEEK 2 WORKSHOP**  
**MATH2301, SEMESTER 2, 2025**

1. SETS AND SET NOTATION

1.1. **Problem.** Some of the following sets are the same, and some are different. Decide and discuss.

- (1)  $\emptyset$
- (2)  $\text{Pow}(\emptyset)$
- (3)  $\emptyset \cap \text{Pow}(\emptyset)$
- (4)  $\emptyset \cup \text{Pow}(\emptyset)$
- (5)  $\emptyset \times \text{Pow}(\emptyset)$
- (6)  $\text{Pow}(\emptyset) \times \text{Pow}(\emptyset)$

1.1.1. *Solution.* Here are all the sets in plainer language.

- (1) The empty set,  $\emptyset$ .
- (2) The set containing the empty set,  $\{\emptyset\}$ .
- (3) The empty set,  $\emptyset$ .
- (4) The set containing the empty set,  $\{\emptyset\}$
- (5) The empty set,  $\emptyset$ .
- (6) The set  $\{(\emptyset, \emptyset)\}$ .

1.2. **Problem.** The symbol  $\exists$  means “there exists”. The symbol  $\forall$  means “for all”. The symbols  $\mathbf{Q}$ ,  $\mathbf{Z}$ , and  $\mathbf{R}$  denote the sets of rational numbers, integers, and reals respectively.

Consider the following set:

$$\left\{x \in \mathbf{Q} \mid \exists y \in \mathbf{Z} \text{ such that } x = \frac{y}{2} + 1\right\}.$$

Some of the following sets are the same as the set described above, and some are not. Decide and discuss.

- (1)  $\left\{x \in \mathbf{Z} \mid \exists y \in \mathbf{Z} \text{ such that } x = \frac{y}{2} + 1\right\}$ .
- (2)  $\{x \in \mathbf{Q} \mid \exists y \in \mathbf{Z} \text{ such that } 2x = y\}$ .
- (3)  $\left\{x \in \mathbf{Z} \mid \forall y \in \mathbf{Q} \text{ we have } x = \frac{y}{2} + 1\right\}$ .
- (4)  $\left\{x \in \mathbf{R} \mid \exists y \in \mathbf{Z} \text{ such that } x = \frac{y}{2} + 1\right\}$ .

1.2.1. *Solution.* Here are all the sets described in plainer language. The original set is the set of all  $x$  that can be described as half an integer, plus one. All integers have this form; for example,  $3 = 4/2 + 1$ . Additionally, all half-integers also have this form. For example,  $5/2 = 3/2 + 1$ . Nothing else has this form: we can conclude this by solving for  $y$  in the equation given to get

$$y = 2(x - 1)$$

where  $x \in \mathbf{Q}$  and  $y \in \mathbf{Z}$ . Since  $y$  is an integer, the quantity  $x - 1$  can have a denominator of either 1 or 2.

So the original set consists of the integers and the half-integers.

- (1) This set simply describes all the integers, because all integers can be expressed in the form shown. It is not the same as the original set.
- (2) This set describes all rational whose denominator is either 1 or 2. This is the same as the original set.
- (3) This set is the empty set: it is never true for a rational  $x$  that  $x = y/2 + 1$  for all  $y \in \mathbf{Q}$ .
- (4) This is the same as the original set: if the given equation holds true, then  $x$  must already belong to the rationals, so the constraint is the same as the constraint of the original set.

## 2. RELATIONS AND GRAPHS

2.1. **Problem.** Give an example of a set  $S$  and a binary relation  $R \subset S \times S$  that has the listed properties.

- (1) Symmetric but not reflexive.
- (2) Transitive but not reflexive.

2.1.1. *Solution.*

- (1) Symmetric but not reflexive: Many possible examples. For instance,  $\{(0, 1), (1, 0)\}$  on the set  $\{0, 1\}$ .
- (2) Transitive but not reflexive: Many possible examples. For instance,  $\{(0, 1), (1, 2), (0, 2)\}$  on the set  $\{0, 1, 2\}$ .

2.2. **Problem.** For each kind of relation mentioned, discuss what special property the graph of the relation must satisfy.

- (1) Reflexivity
- (2) Symmetry
- (3) Being the I/O relation of a function
- (4) Transitivity

2.2.1. *Solution.*

- (1) Reflexivity: Every node must have a self-loop.
- (2) Symmetry: For every arrow  $(x, y)$ , we also have an arrow  $(y, x)$ .
- (3) Being the I/O relation of a function: Every node has exactly one outgoing edge.
- (4) Transitivity: if it is possible to go from a vertex  $a$  to a vertex  $b$  by following a sequence of edges (following the arrows), then there is an edge from  $a$  to  $b$ . (This is not completely obvious, but I will leave it for you to convince yourselves t