Math 3322 Quiz I
DeMaio Spring 2009
Name
Instructions. Show all your work. Credit cannot and will not be awarded for work not shown. Where appropriate, simplify all answers to a single decimal expansion.

1. (10 points) List the members of the set $S=\left\{x \mid x \leq 100\right.$ and $\left.\sqrt[3]{x} \in \mathbb{Z}^{+}\right\}$.

$$
S=\{1,8,27,64\}
$$

2. (10 points) Use set builder notation to give a description of $S=\{\ldots,-15,-10,-5,0,5,10,15, \ldots\}$.
$S=\{5 x \mid x \in \mathbb{Z}\}$
3. (10 points) Find $P(A)$ for $A=\{1, a, \square\}$.
$P(A)=\{\emptyset,\{1\},\{a\},\{\square\},\{1, a\},\{1, \square\},\{a, \square\},\{1, a, \square\}\}$
4. (15 points) What is the cardinality of each of the following sets?
i. $|\emptyset|=0$
ii. $|\{a, b,\{a\},\{a, b\}, \emptyset, \mathbb{R}, \mathbb{Z}\}|=7$
iii. $P(A)$ for $A=\{1,2,3, a, b, c, \square, \triangle, \diamond\}$
$|P(A)|=2^{9}=512$
5. (10 points) Complete the definitions.
i. Two sets $A$ and $B$ are disjoint if $A \cap B=\emptyset$.
ii. Set $A$ is a subset of set $B$ if for every $x \in A, x \in B$.
6. (25 points) Let $U=\{1,2,3,4,5,6,7,8,9,10\}, A=\{1,4,5,8,9\}$ and $B=\{2,4,5,6,9,10\}$. List the members of the following sets.
i. $A \cup B=\{1,2,4,5,6,8,9,10\}$
ii. $A \cap B=\{4,5,9\}$
iii. $\bar{A} \cup B=\{2,3,4,5,6,7,9,10\}$
iv. $A-B=\{1,8\}$
v. $A \oplus B=\{1,2,6,8,10\}$
7. (20 points)In a Venn diagram shade

8. Let $A$ and $B$ be sets.
i. (5 points) Describe the strategy of the proof technique one uses to show that $A=B$.

There are two parts to this proof. First show $A \subseteq B$. Second show $B \subseteq A$.
ii. (10 points) Prove $A-B=A \cap \bar{B}$.

First show $A-B \subseteq A \cap \bar{B}$. Let $x \in A-B$. This means that $x \in A$ and $x \notin B$. Thus $x \in A$ and $x \in \bar{B}$ which shows $x \in A \cap \bar{B}$.
Second show $A \cap \bar{B} \subseteq A-B$. Let $x \in A \cap \bar{B}$. This shows $x \in A$ and $x \in \bar{B}$. Thus, $x \in A$ and $x \notin B$ which shows $x \in A-B$.
Put both parts together and $A-B=A \cap \bar{B}$.

