CS70: Lecture 2. Outline.

Today: Proofs!!!

- 1. By Example (or Counterexample).
- 2. Direct. (Prove $P \Longrightarrow Q$.)
- 3. by Contraposition (Prove $P \Longrightarrow Q$)
- 4. by Contradiction (Prove *P*.)
- 5. by Cases

Integers closed under addition.

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$$a,b \in Z \implies a+b \in Z$$

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a|b means "a divides b".

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Formally: $a|b \iff \exists q \in Z \text{ where } b = aq.$

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3|15

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A natural number p > 1, is **prime** if it is divisible only by 1 and itself.

Theorem: For any $a, b, c \in Z$, if a|b and a|c then a|b-c.

Proof: Assume a|b and a|c

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b-c=aq-aq'

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b-c=aq-aq'=a(q-q')

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$$b = aq$$
 and $c = aq'$ where $q, q' \in Z$

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$$(b-c) = a(q-q')$$
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 and $a|c$ $b=aq$ and $c=aq'$ where $q,q'\in Z$ $b-c=aq-aq'=a(q-q')$ Done? $(b-c)=a(q-q')$ and $(q-q')$ is an integer so $a|(b-c)$

Theorem: For any $a, b, c \in Z$, if a|b and a|c then a|b-c.

Proof: Assume
$$a|b$$
 and $a|c$

$$b = aq \text{ and } c = aq' \text{ where } q, q' \in Z$$

$$b - c = aq - aq' = a(q - q') \text{ Done?}$$

$$(b - c) = a(q - q') \text{ and } (q - q') \text{ is an integer so}$$

$$a|(b - c)$$

Works for $\forall a, b, c$?

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Direct Proof Form:

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Works for $\forall a, b, c$?

Argument applies to *every* $a, b, c \in Z$.

Direct Proof Form:

Goal: $P \Longrightarrow Q$

Theorem: For any $a, b, c \in Z$, if $a \mid b$ and $a \mid c$ then $a \mid b - c$.

Proof: Assume
$$a|b$$
 and $a|c$

$$b = aq$$
 and $c = aq'$ where $q, q' \in Z$

$$b-c=aq-aq'=a(q-q')$$
 Done?

$$(b-c) = a(q-q')$$
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Works for $\forall a, b, c$?

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Argument applies to every $a, b, c \in Z$.

Direct Proof Form:

Goal: $P \Longrightarrow Q$

Assume P.

. . .

Therefore Q.

Another direct proof.

Let D_3 be the 3 digit natural numbers.

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Theorem: For $n \in D_3$, if the alternating sum of digits of n is divisible by 11, than 11|n.

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 $\forall n \in D_3, (11|\text{alt. sum of digits of } n) \implies 11|n$

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$$n = 121$$
 Alt Sum: $1 - 2 + 1 = 0$.

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 Alt Sum: $1 - 2 + 1 = 0$. Divis. by 11.

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 Alt Sum: $1 - 2 + 1 = 0$. Divis. by 11. As is 121.

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$$n = 605$$
 Alt Sum: $6 - 0 + 5 = 11$

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Proof: For $n \in D_3$, n = 100a + 10b + c, for some a, b, c.

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Proof: For $n \in D_3$, n = 100a + 10b + c, for some a, b, c.

Assume: Alt. sum: a-b+c=11k for some integer k.

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Assume: Alt. sum: a-b+c=11k for some integer k.

Add 99a + 11b to both sides.

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Left hand side is n, k+9a+b is integer. $\implies 11|n$.

 \square Direct proof of $P \Longrightarrow Q$: Assumed P: 11|a-b+c . Proved Q: 11|n.

Thm: $\forall n \in D_3$, (11|alt. sum of digits of n) \Longrightarrow 11|n

```
Thm: \forall n \in D_3, (11|alt. sum of digits of n) \Longrightarrow 11|n Is converse a theorem? \forall n \in D_3, (11|n) \Longrightarrow (11|alt. sum of digits of n)
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Thm: $\forall n \in D_3$, (11|alt. sum of digits of n) \Longrightarrow 11|n Is converse a theorem? $\forall n \in D_3$, (11|n) \Longrightarrow (11|alt. sum of digits of n) Example: n = 264.

Thm: $\forall n \in D_3$, (11|alt. sum of digits of n) \Longrightarrow 11|n

Is converse a theorem?

 $\forall n \in D_3, (11|n) \implies (11|alt. sum of digits of n)$

Example: n = 264. 11 | n?

Thm: $\forall n \in D_3$, (11|alt. sum of digits of n) \Longrightarrow 11|n

Is converse a theorem?

 $\forall n \in D_3, (11|n) \implies (11|alt. sum of digits of n)$

Example: n = 264. 11|n? 11|2 - 6 + 4?

Theorem: $\forall n \in D_3, (11|n) \Longrightarrow (11|alt. sum of digits of n)$

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- ▶ q has prime divisor p("p > 1" = R) which is one of p_i .

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The fourth case is the only one possible, so the lemma follows.

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Question: Which case holds? Don't know!!!

Theorem: 3 = 4

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Proof: Assume 3 = 4.

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Don't assume what you want to prove!

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Theorem: 1 = 2

Proof:

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Proof: Assume 3=4. Start with 12=12. Divide one side by 3 and the other by 4 to get 4=3. By commutativity theorem holds.

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 $x(x - y) = (x + y)(x - y)$

Theorem: 3 = 4

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Proof: For x = y, we have

$$(x^{2}-xy) = x^{2}-y^{2}$$

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$$x = (x+y)$$

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Dividing by zero is no good.

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Proof: Assume 3 = 4. Start with 12 = 12. Divide one side by 3 and the other by 4 to get 4 = 3. By commutativity theorem holds.

Don't assume what you want to prove!

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Proof: For x = y, we have

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Careful when proving!

Don't assume the theorem. Divide by zero. Watch converse. ...