Mtahematical Thinking Problem Solving and Proofs 2nd Edition DAngelo SOLUTIONS MANUAL

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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, $xy \leq \left(\frac{x+y}{2}\right)^2 = \left(\frac{100}{2}\right)^2 = 2500$. 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, $xy \leq \left(\frac{x+y}{2}\right)^2 = (p/4)^2$. 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 at 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 $(-1/x) < (-1/y)$.

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	2/10	2/9
Afternoon	9/14	6/9
Total	11/24	8/18

A grades	Men	Women
Morning	.20	.22
Afternoon	.64	.67
Total	.46	.44

1.9. *Percentage changes.* In either case, (20% decline and then 25% 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 PhD degrees are produced than the economy can absorb, then there is a 1 in 5 chance of underemployment.* The economy can absorb

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 $y > 0$.

Mathematical Thinking Problem Solving And Proofs Solution Manual 3

Robert R. Redfield

Mathematical Thinking Problem Solving And Proofs Solution Manual 3:

Resources in Education ,1992 *Subject Guide to Books in Print* ,2001 Introduction to Proof in Abstract Mathematics Andrew Wohlgemuth,2014-06-10 The primary purpose of this undergraduate text is to teach students to do mathematical proofs It enables readers to recognize the elements that constitute an acceptable proof and it develops their ability to do proofs of routine problems as well as those requiring creative insights The self contained treatment features many exercises problems and selected answers including worked out solutions Starting with sets and rules of inference this text covers functions relations operation and the integers Additional topics include proofs in analysis cardinality and groups Six appendixes offer supplemental material Teachers will welcome the return of this long out of print volume appropriate for both one and two semester courses Elements of Mathematics Gabor Toth,2021-09-23 This textbook offers a rigorous presentation of mathematics before the advent of calculus Fundamental concepts in algebra geometry and number theory are developed from the foundations of set theory along an elementary inquiry driven path Thought provoking examples and challenging problems inspired by mathematical contests motivate the theory while frequent historical asides reveal the story of how the ideas were originally developed Beginning with a thorough treatment of the natural numbers via Peano s axioms the opening chapters focus on establishing the natural integral rational and real number systems Plane geometry is introduced via Birkhoff s axioms of metric geometry and chapters on polynomials traverse arithmetical operations roots and factoring multivariate expressions An elementary classification of conics is given followed by an in depth study of rational expressions Exponential logarithmic and trigonometric functions complete the picture driven by inequalities that compare them with polynomial and rational functions Axioms and limits underpin the treatment throughout offering not only powerful tools but insights into non trivial connections between topics Elements of Mathematics is ideal for students seeking a deep and engaging mathematical challenge based on elementary tools Whether enhancing the early undergraduate curriculum for high achievers or constructing a reflective senior capstone instructors will find ample material for enquiring mathematics majors No formal prerequisites are assumed beyond high school algebra making the book ideal for mathematics circles and competition preparation Readers who are more advanced in their mathematical studies will appreciate the interleaving of ideas and illuminating historical details Books in Print ,1994 *R.R. Bowker's Software for Schools* ,1987 **The British National Bibliography** Arthur James Wells,2007 *The American Mathematical Monthly* ,1983 **Mathematical Reviews** ,1998 **El-Hi Textbooks & Serials in Print, 2003** ,2003 The Nature of Problem Solving in Algebra Karl J. Smith,2004 Liberal Arts mathematics books often cover much more material than can be addressed in a one semester course Karl Smith has created a solution to this problem with his new book THE NATURE OF PROBLEM SOLVING IN ALGEBRA Loyal customers of Karl Smith s books laud his clear writing coverage of historical topics selection of topics and emphasis on problem solving Based on the successful NATURE OF MATHEMATICS text this new book is designed to give you only the

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