Faculty of Science and Engineering

MATH1090. Problem Set No1 Posted: Sept. 20, 2011

Due: Oct. 4, 2011, by 2:00pm; in the course assignment box.



It is worth remembering (from the course outline):

The homework must be each individual's <u>own work</u>. While consultations with the <u>instructor</u>, tutor, and <u>among students</u>, are part of the <u>learning process</u> and are encouraged, nevertheless, at the end of all this consultation each student will have to produce an <u>individual report</u> rather than a copy (full or partial) of somebody else's report.

The concept of "late assignments" does not exist in this course.



- 1. (3 MARKS) Prove that the complexity of a well-formed-formula equals the number of its left brackets.
 - *Hint.* Analyse formula-calculations, or use induction on (the complexity of) formulae.
- **2.** (3 MARKS) Prove that $(\top \neg)$ is *not* a wff.
 - *Hint.* Analyse formula-calculations.
- **3.** (1 MARK) Prove that $((\neg(p \land \bot)) \equiv p)$ is a wff.
- **4.** (6 MARKS) Recall that a schema is a tautology iff *all* its *instances* are tautologies.
 - Which of the following six schemata are tautologies? Show the whole process that led to your answers, including truth tables or equivalent short cuts, and words of explanation.
 - I note that in the six sub-questions below I am *not* using all the formally necessary brackets.

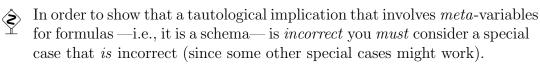


Therefore be mindful of connective priorities and associativities!



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- $A \to B \to (\neg A) \lor B$
- $A \equiv B \rightarrow A \rightarrow B$
- $(A \equiv B) \rightarrow A \vee B$
- $A \to B \to \neg B \to \neg A$
- $(\neg A) \lor B \to A \to B$
- $A \wedge B \rightarrow A \rightarrow B$
- **5.** (3 MARKS) Prove that if we have $A \models_{\text{taut}} \bot$, then we also have $A \models_{\text{taut}} B$ for any B.
- **6.** (6 MARKS) By using truth tables, or using related shortcuts, examine whether or not the following tautological implications are correct.





Show the whole process that led to each of your answers.

- $p \land \neg p \models_{\text{taut}} \bot$
- $p \lor q \land r \models_{\text{taut}} \top$
- $p \models_{\text{taut}} p \wedge B$
- $A, B \to A \models_{\text{taut}} B$
- $q, p \rightarrow q \models_{\text{taut}} q$
- $p \wedge q \models_{\text{taut}} p \equiv q$
- 7. (6 MARKS) Write down the most simplified result of the following substitutions, whenever the requested substitution makes sense. Whenever a requested substitution does <u>not</u> make sense, explain <u>exactly</u> why it does not.

Show the whole process that led to each of your answers in each case.

Remember the priorities of the various connectives as well as that of the meta-expression " $[\mathbf{p} := \dots]$ "! The following formulae <u>have not</u> been written with all the formally required brackets.



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- $p \lor (q \to p)[q := r]$
- $\bullet \ p \to \top[p := \mathbf{f}]$
- $\bullet \ (p \vee q)[p := \top]$
- $\bullet \ (\bot \to r \to q)[\bot := p]$
- $p \lor q \land r[q' := A]$ (where A is some formula)
- $p \lor (q \land r)[p := A]$ (where A is some formula)

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