

**CS 173, Fall 2016**  
**Examlet 4, Part B**

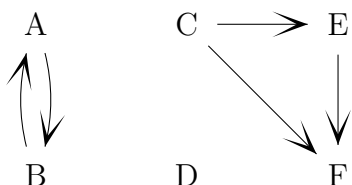
NETID:

FIRST:

LAST:

Discussion:    Thursday    2    3    4    5    Friday 9    10    11    12    1    2

1. (5 points) Check all boxes that correctly characterize this relation on the set  $\{A, B, C, D, E, F\}$ .



Reflexive: ☐ Irreflexive: ☐

Symmetric: ☐ Antisymmetric: ☐

Transitive: ☐

2. (5 points) Recall that  $\mathbb{Z}^2$  is the set of all pairs of integers. Let's define the equivalence relation  $\sim$  on  $\mathbb{Z}^2$  as follows:  $(x, y) \sim (p, q)$  if and only if  $|x| + |y| = |p| + |q|$ . List three members of  $[(2, 3)]$ .

3. (5 points) Suppose that  $R$  is a relation on the integers such  $xRy$  if and only if  $xy = 1$  for all integers  $x$  and  $y$ . Is  $R$  a partial order?

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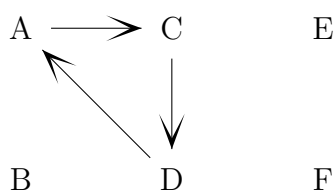
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1. (5 points) Check all boxes that correctly characterize this relation on the set  $\{A, B, C, D, E, F\}$ .



Reflexive:

☐

Irreflexive:

☐

Symmetric:

☐

Antisymmetric:

☐

Transitive:

☐

2. (5 points) Can a relation be irreflexive, symmetric, and also transitive? Either give such a relation or briefly explain why it's not possible to construct one.
3. (5 points) Let  $T$  be the relation defined on set of pairs  $(x, y) \in \mathbb{R}^2$  such that  $(x, y)T(p, q)$  if and only if  $x \leq p$  or  $y \leq q$ . Is  $T$  transitive? Informally explain why it is, or give a concrete counter-example showing that it is not.

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1. (5 points) Check all boxes that correctly characterize this relation on the set  $\{A, B, C, D, E, F\}$ .



$C \longrightarrow E$



$D \longrightarrow F$

Reflexive:

☐

Irreflexive:

☐

Symmetric:

☐

Antisymmetric:

☐

Transitive:

☐

2. (5 points) A relation is a strict partial order if it has which three properties? (Naming the properties is sufficient. You don't have to define them.)
3. (5 points) Suppose that  $R$  is the relation on the set of integers such that  $aRb$  if and only if  $\gcd(a, b) > 1$ . Is  $R$  transitive? Informally explain why it is, or give a concrete counter-example showing that it is not.

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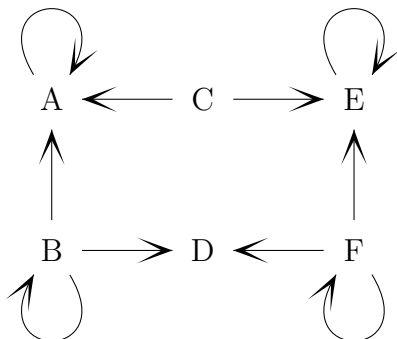
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Discussion:    Thursday    2    3    4    5    Friday 9    10    11    12    1    2

1. (5 points) Check all boxes that correctly characterize this relation on the set  $\{A, B, C, D, E, F\}$ .



Reflexive:

☐

Irreflexive:

☐

Symmetric:

☐

Antisymmetric:

☐

Transitive:

☐

2. (5 points) Recall that  $\mathbb{Z}^2$  is the set of all pairs of integers. Let's define the equivalence relation  $\sim$  on  $\mathbb{Z}^2$  as follows:  $(a, b) \sim (p, q)$  if and only if  $aq = bp$ . List three members of  $[(5, 6)]$ .

3. (5 points) Let  $S$  be the relation defined on set of pairs  $(x, y) \in \mathbb{R}^2$  such that  $(x, y)S(p, q)$  if and only if  $x^2 + y^2 \leq p^2 + q^2$ . Is  $S$  antisymmetric? Informally explain why it is, or give a concrete counter-example showing that it is not.

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1. (5 points) Check all boxes that correctly characterize this relation on the set  $\{A, B, C, D, E, F\}$ .



Reflexive:

☐

Irreflexive:

☐

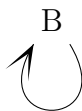
Symmetric:

☐

Antisymmetric:

☐

Transitive:

☐


2. (5 points) Let  $R$  be the relation on the integers such that  $xRy$  if and only if  $\lfloor x/4 \rfloor = \lfloor y/4 \rfloor$ . List the values in  $[8]$ .

3. (5 points) Suppose that  $R$  is a relation on the integers such that  $xRy$  if and only if  $2 \mid (x + y + 1)$ . Is  $R$  transitive?

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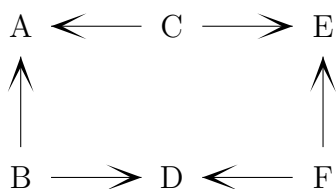
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1. (5 points) Check all boxes that correctly characterize this relation on the set  $\{A, B, C, D, E, F\}$ .



Reflexive:

☐

Irreflexive:

☐

Symmetric:

☐

Antisymmetric:

☐

Transitive:

☐

2. (5 points) Let  $R$  be the equivalence relation on the real numbers such that  $xRy$  if and only if  $\lceil x \rceil = \lceil y \rceil$ . Give three members of the equivalence class  $[13]$ .
3. (5 points) Let  $J$  be the set of open intervals of the real line, i.e  $J = \{(x, y) \in \mathbb{R}^2 \mid x < y\}$ . Let's define the "disjoint" relation  $D$  on  $J$  by  $(a, b)D(c, d)$  if and only if  $b \leq c$  or  $d \leq a$ . Is  $D$  transitive? Informally explain why it is, or give a concrete counter-example showing that it is not.