# MATH 2001 <br> MODULAR ARITHMETIC 

Due Wednesday, April 20.
Book exercises: Section 11.4: 6, 7.
Proofs: Final draft of Proof 14 and first draft of Proof 15.

Definition. Let $a, b$, and $n$ be integers. We say that $a$ is congruent to $b$ modulo $n$ if $n \mid(a-b)$, and we write $a \equiv b(\bmod n)$. (TeX: a \equiv $\mathrm{b} \backslash \operatorname{pmod} \mathrm{n})$

Exercise 1. Prove that congruence modulo $n$ is an equivalence relation.

Exercise 2. The division algorithm states that if $a$ and $n$ are integers, then there exist unique integers $q$ and $r$ such that $a=q n+r$ and $0 \leq r<n$.

Prove that $a \equiv r(\bmod n)$.

As a consequence, $a$ and $b$ have the same remainders when divided by $n$ if and only if $a \equiv b(\bmod n)$. Since there are exactly $n$ remainders when dividing by $n$ (they are: $0,1,2,3, \ldots, n-1$ ), there are exactly $n$ equivalence classes modulo $n$ : $[0],[1],[2], \ldots,[n-1]$.

Exercise 3. Write out the equivalence classes modulo 4 explicitly.

$$
\begin{aligned}
& {[0]=\{ } \\
& {[2]=\{ }
\end{aligned}
$$

$$
\begin{array}{ll}
\} & {[1]=\{ } \\
\} & \\
& {[3]=\{ }
\end{array}
$$

Exercise 4. We define the sum of equivalence classes as follows:

$$
[a]+[b]=\{x+y: x \in[a], y \in[b]\} .
$$

At the moment, there is no reason that the set on the left should be an equivalence class, but it turns out that is it.

Working modulo 3 , write out the following sets explicitly.

$$
\begin{array}{llrl}
{[0]+[0]=\{ } & & {[0]+[1]=\{ } \\
{[1]+[1]=\{ } & & \}[1]+[2]=\{
\end{array}
$$

Exercise 5. Write out the addition table for the integers modulo 4 and modulo 5. (Put the appropriate class in each box.)

| + | $[0]$ | $[1]$ | $[2]$ | $[3]$ |
| :---: | :---: | :---: | :---: | :---: |
| $[0]$ |  |  |  |  |
| $[1]$ |  |  |  |  |
| $[2]$ |  |  |  |  |
| $[3]$ |  |  |  |  |


| + | $[0]$ | $[1]$ | $[2]$ | $[3]$ | $[4]$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $[0]$ |  |  |  |  |  |
| $[1]$ |  |  |  |  |  |
| $[2]$ |  |  |  |  |  |
| $[3]$ |  |  |  |  |  |
| $[4]$ |  |  |  |  |  |

Give a conjecture: $[a]+[b]=[$
] (what class?) Can you prove your conjecture?
Exercise 6. We can do the same for multiplication. In this case, we will simply define $[a] \cdot[b]=[a \cdot b]$. Fill out the multiplication tables for 4 and 5 .

| $\cdot$ | $[0]$ | $[1]$ | $[2]$ | $[3]$ |
| :---: | :---: | :---: | :---: | :---: |
| $[0]$ |  |  |  |  |
| $[1]$ |  |  |  |  |
| $[2]$ |  |  |  |  |
| $[3]$ |  |  |  |  |


| $\cdot$ | $[0]$ | $[1]$ | $[2]$ | $[3]$ | $[4]$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $[0]$ |  |  |  |  |  |
| $[1]$ |  |  |  |  |  |
| $[2]$ |  |  |  |  |  |
| $[3]$ |  |  |  |  |  |
| $[4]$ |  |  |  |  |  |

Exercise 7. We all know that $x^{2}=1$ has two solutions in $\mathbb{R}$ (they are $x=1$ and $x=-1$ ). How many solutions are there to $x^{2} \equiv 1(\bmod n)$ when $n=4 ? n=5 ? n=8 ? n=16 ? n=24$ ?

