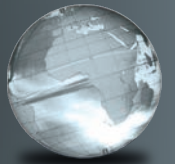


GLOBAL
EDITION



Precalculus

Eleventh Edition

Sullivan



To the Student

As you begin, you may feel anxious about the number of theorems, definitions, procedures, and equations. You may wonder if you can learn it all in time. Don't worry—your concerns are normal. This textbook was written with you in mind. If you attend class, work hard, and read and study this text, you will build the knowledge and skills you need to be successful. Here's how you can use the text to your benefit.

Read Carefully

When you get busy, it's easy to skip reading and go right to the problems. Don't ... the text has a large number of examples and clear explanations to help you break down the mathematics into easy-to-understand steps. Reading will provide you with a clearer understanding, beyond simple memorization. Read before class (not after) so you can ask questions about anything you didn't understand. You'll be amazed at how much more you'll get out of class if you do this.

Use the Features

I use many different methods in the classroom to communicate. Those methods, when incorporated into the text, are called "features." The features serve many purposes, from providing timely review of material you learned before (just when you need it) to providing organized review sessions to help you prepare for quizzes and tests. Take advantage of the features and you will master the material.

To make this easier, we've provided a brief guide to getting the most from this text. Refer to "Prepare for Class," "Practice," and "Review" at the front of the text. Spend fifteen minutes reviewing the guide and familiarizing yourself with the features by flipping to the page numbers provided. Then, as you read, use them. This is the best way to make the most of your text.


Please do not hesitate to contact me through Pearson, with any questions, comments, or suggestions for improving this text. I look forward to hearing from you, and good luck with all of your studies.

Best Wishes!

Michael Sullivan

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Prepare for Class “Read the Book”

Feature	Description	Benefit	Page
Every Chapter Opener begins with . . .			
Chapter-Opening Topic & Project	Each chapter begins with a discussion of a topic of current interest and ends with a related project.	The project lets you apply what you learned to solve a problem related to the topic.	294
 Internet-based Project	The projects allow for the integration of spreadsheet technology that you will need to be a productive member of the workforce.	The projects give you an opportunity to collaborate and use mathematics to deal with issues of current interest.	396
Every Section begins with . . .			
LEARNING OBJECTIVES 	Each section begins with a list of objectives. Objectives also appear in the text where the objective is covered.	These focus your study by emphasizing what’s most important and where to find it.	319
Sections contain . . .			
PREPARING FOR THIS SECTION	Most sections begin with a list of key concepts to review with page numbers.	Ever forget what you’ve learned? This feature highlights previously learned material to be used in this section. Review it, and you’ll always be prepared to move forward.	315
Now Work the ‘Are You Prepared?’ Problems	Problems that assess whether you have the prerequisite knowledge for the upcoming section.	Not sure you need the Preparing for This Section review? Work the ‘Are You Prepared?’ problems. If you get one wrong, you’ll know exactly what you need to review and where to review it!	315, 326
 Now Work PROBLEMS	These follow most examples and direct you to a related exercise.	We learn best by doing. You’ll solidify your understanding of examples if you try a similar problem right away, to be sure you understand what you’ve just read.	322, 327
WARNING	Warnings are provided in the text.	These point out common mistakes and help you to avoid them.	349
Exploration and Seeing the Concept	These graphing utility activities foreshadow a concept or solidify a concept just presented.	You will obtain a deeper and more intuitive understanding of theorems and definitions.	310, 335
In Words	These provide alternative descriptions of select definitions and theorems.	Does math ever look foreign to you? This feature translates math into plain English.	332
 Calculus	These appear next to information essential for the study of calculus.	Pay attention—if you spend extra time now, you’ll do better later!	90, 299, 322
SHOWCASE EXAMPLES	These examples provide “how-to” instruction by offering a guided, step-by-step approach to solving a problem.	With each step presented on the left and the mathematics displayed on the right, you can immediately see how each step is used.	261
 Model It! Examples and Problems	These examples and problems require you to build a mathematical model from either a verbal description or data. The homework Model It! problems are marked by purple headings.	It is rare for a problem to come in the form “ <i>Solve the following equation.</i> ” Rather, the equation must be developed based on an explanation of the problem. These problems require you to develop models to find a solution to the problem.	339, 368
NEW!  Need to Review?	These margin notes provide a just-in-time reminder of a concept needed now, but covered in an earlier section of the book. Each note is back-referenced to the chapter, section and page where the concept was originally discussed.	Sometimes as you read, you encounter a word or concept you know you’ve seen before, but don’t remember exactly what it means. This feature will point you to where you first learned the word or concept. A quick review now will help you see the connection to what you are learning for the first time and make remembering easier the next time.	308

Practice “Work the Problems”

Feature	Description	Benefit	Page
‘Are You Prepared?’ Problems	These assess your retention of the prerequisite material you’ll need. Answers are given at the end of the section exercises. This feature is related to the Preparing for This Section feature.	Do you always remember what you’ve learned? Working these problems is the best way to find out. If you get one wrong, you’ll know exactly what you need to review and where to review it!	332, 340
Concepts and Vocabulary	These short-answer questions, mainly Fill-in-the-Blank, Multiple-Choice and True/False items, assess your understanding of key definitions and concepts in the current section.	It is difficult to learn math without knowing the language of mathematics. These problems test your understanding of the formulas and vocabulary.	326
Skill Building	Correlated with section examples, these problems provide straightforward practice.	It’s important to dig in and develop your skills. These problems provide you with ample opportunity to do so.	326–328
Applications and Extensions	These problems allow you to apply your skills to real-world problems. They also allow you to extend concepts learned in the section.	You will see that the material learned within the section has many uses in everyday life.	329–331
NEW! Challenge Problems	These problems have been added in most sections and appear at the end of the Application and Extensions exercises. They are intended to be thought-provoking, requiring some ingenuity to solve.	Are you a student who likes being challenged? Then the Challenge Problems are for you! Your professor might also choose to assign a challenge problem as a group project. The ability to work with a team is a highly regarded skill in the working world.	331
Explaining Concepts: Discussion and Writing	“Discussion and Writing” problems are colored red. They support class discussion, verbalization of mathematical ideas, and writing and research projects.	To verbalize an idea, or to describe it clearly in writing, shows real understanding. These problems nurture that understanding. Many are challenging, but you’ll get out what you put in.	331
Retain Your Knowledge	These problems allow you to practice content learned earlier in the course.	Remembering how to solve all the different kinds of problems that you encounter throughout the course is difficult. This practice helps you remember.	331
Now Work PROBLEMS	Many examples refer you to a related homework problem. These related problems are marked by a pencil and orange numbers.	If you get stuck while working problems, look for the closest Now Work problem, and refer to the related example to see if it helps.	324, 325
Review Exercises	Every chapter concludes with a comprehensive list of exercises to practice. Use the list of objectives to determine the objective and examples that correspond to the problems.	Work these problems to ensure that you understand all the skills and concepts of the chapter. Think of it as a comprehensive review of the chapter.	391–394

Review “Study for Quizzes and Tests”

Feature	Description	Benefit	Page
The Chapter Review at the end of each chapter contains . . .			
Things to Know	A detailed list of important theorems, formulas, and definitions from the chapter.	Review these and you’ll know the most important material in the chapter!	389–390
You Should Be Able to . . .	Contains a complete list of objectives by section, examples that illustrate the objective, and practice exercises that test your understanding of the objective.	Do the recommended exercises and you’ll have mastered the key material. If you get something wrong, go back and work through the objective listed and try again.	390–391
Review Exercises	These provide comprehensive review and practice of key skills, matched to the Learning Objectives for each section.	Practice makes perfect. These problems combine exercises from all sections, giving you a comprehensive review in one place.	391–394
Chapter Test	About 15–20 problems that can be taken as a Chapter Test. Be sure to take the Chapter Test under test conditions—no notes!	Be prepared. Take the sample practice test under test conditions. This will get you ready for your instructor’s test. If you get a problem wrong, you can watch the Chapter Test Prep Video.	394
Cumulative Review	These problem sets appear at the end of each chapter, beginning with Chapter 2. They combine problems from previous chapters, providing an ongoing cumulative review. When you use them in conjunction with the Retain Your Knowledge problems, you will be ready for the final exam.	These problem sets are really important. Completing them will ensure that you are not forgetting anything as you go. This will go a long way toward keeping you primed for the final exam.	395
Chapter Projects	The Chapter Projects apply to what you’ve learned in the chapter. Additional projects are available on the Instructor’s Resource Center (IRC).	The Chapter Projects give you an opportunity to use what you’ve learned in the chapter to the opening topic. If your instructor allows, these make excellent opportunities to work in a group, which is often the best way to learn math.	396
 Internet-Based Projects	In selected chapters, a Web-based project is given.	These projects give you an opportunity to collaborate and use mathematics to deal with issues of current interest by using the Internet to research and collect data.	396

*To the Memory of
My Mother and Father*

Precalculus

Eleventh Edition

Global Edition

Michael Sullivan

Chicago State University



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Contents

Three Distinct Series	20
The Flagship Series	21
Preface to the Instructor	22
Get the Most Out of MyLab Math	27
Resources for Success	28
Applications Index	30

1 Graphs 37

1.1 The Distance and Midpoint Formulas	38
Use the Distance Formula • Use the Midpoint Formula	
1.2 Graphs of Equations in Two Variables; Intercepts; Symmetry	45
Graph Equations by Plotting Points • Find Intercepts from a Graph • Find Intercepts from an Equation • Test an Equation for Symmetry with Respect to the x -Axis, the y -Axis, and the Origin • Know How to Graph Key Equations	
1.3 Lines	56
Calculate and Interpret the Slope of a Line • Graph Lines Given a Point and the Slope • Find the Equation of a Vertical Line • Use the Point-Slope Form of a Line; Identify Horizontal Lines • Use the Slope-Intercept Form of a Line • Find the Equation of a Line Given Two Points • Graph Lines Written in General Form Using Intercepts • Find Equations of Parallel Lines • Find Equations of Perpendicular Lines	
1.4 Circles	71
Write the Standard Form of the Equation of a Circle • Graph a Circle • Work with the General Form of the Equation of a Circle	
Chapter Review	78
Chapter Test	80
Chapter Project	80

2 Functions and Their Graphs 82

2.1 Functions	83
Describe a Relation • Determine Whether a Relation Represents a Function • Use Function Notation; Find the Value of a Function • Find the Difference Quotient of a Function • Find the Domain of a Function Defined by an Equation • Form the Sum, Difference, Product, and Quotient of Two Functions	
2.2 The Graph of a Function	99
Identify the Graph of a Function • Obtain Information from or about the Graph of a Function	
2.3 Properties of Functions	109
Identify Even and Odd Functions from a Graph • Identify Even and Odd Functions from an Equation • Use a Graph to Determine Where a Function is Increasing, Decreasing, or Constant • Use a Graph to Locate Local	

Maxima and Local Minima • Use a Graph to Locate the Absolute Maximum and the Absolute Minimum • Use a Graphing Utility to Approximate Local Maxima and Local Minima and to Determine Where a Function Is Increasing or Decreasing • Find the Average Rate of Change of a Function

2.4 Library of Functions; Piecewise-defined Functions	122
Graph the Functions Listed in the Library of Functions • Analyze a Piecewise-defined Function	
2.5 Graphing Techniques: Transformations	134
Graph Functions Using Vertical and Horizontal Shifts • Graph Functions Using Compressions and Stretches • Graph Functions Using Reflections about the x -Axis and the y -Axis	
2.6 Mathematical Models: Building Functions	147
Build and Analyze Functions	
Chapter Review	153
Chapter Test	157
Cumulative Review	158
Chapter Projects	158

3 Linear and Quadratic Functions 160

3.1 Properties of Linear Functions and Linear Models	161
Graph Linear Functions • Use Average Rate of Change to Identify Linear Functions • Determine Whether a Linear Function Is Increasing, Decreasing, or Constant • Build Linear Models from Verbal Descriptions	
3.2 Building Linear Models from Data	171
Draw and Interpret Scatter Plots • Distinguish between Linear and Nonlinear Relations • Use a Graphing Utility to Find the Line of Best Fit	
3.3 Quadratic Functions and Their Properties	179
Graph a Quadratic Function Using Transformations • Identify the Vertex and Axis of Symmetry of a Parabola • Graph a Quadratic Function Using Its Vertex, Axis, and Intercepts • Find a Quadratic Function Given Its Vertex and One Other Point • Find the Maximum or Minimum Value of a Quadratic Function	
3.4 Building Quadratic Models from Verbal Descriptions and from Data	192
Build Quadratic Models from Verbal Descriptions • Build Quadratic Models from Data	
3.5 Inequalities Involving Quadratic Functions	201
Solve Inequalities Involving a Quadratic Function	
Chapter Review	205
Chapter Test	207
Cumulative Review	208
Chapter Projects	209

4 Polynomial and Rational Functions 210

4.1 Polynomial Functions	211
Identify Polynomial Functions and Their Degree • Graph Polynomial Functions Using Transformations • Identify the Real Zeros of a Polynomial Function and Their Multiplicity	

4.2 Graphing Polynomial Functions; Models	226
Graph a Polynomial Function • Graph a Polynomial Function Using a Graphing Utility • Build Cubic Models from Data	
4.3 Properties of Rational Functions	234
Find the Domain of a Rational Function • Find the Vertical Asymptotes of a Rational Function • Find a Horizontal or an Oblique Asymptote of a Rational Function	
4.4 The Graph of a Rational Function	245
Graph a Rational Function • Solve Applied Problems Involving Rational Functions	
4.5 Polynomial and Rational Inequalities	260
Solve Polynomial Inequalities • Solve Rational Inequalities	
4.6 The Real Zeros of a Polynomial Function	267
Use the Remainder and Factor Theorems • Use Descartes' Rule of Signs to Determine the Number of Positive and the Number of Negative Real Zeros of a Polynomial Function • Use the Rational Zeros Theorem to List the Potential Rational Zeros of a Polynomial Function • Find the Real Zeros of a Polynomial Function • Solve Polynomial Equations • Use the Theorem for Bounds on Zeros • Use the Intermediate Value Theorem	
4.7 Complex Zeros; Fundamental Theorem of Algebra	281
Use the Conjugate Pairs Theorem • Find a Polynomial Function with Specified Zeros • Find the Complex Zeros of a Polynomial Function	
Chapter Review	288
Chapter Test	291
Cumulative Review	292
Chapter Projects	293

5 Exponential and Logarithmic Functions 294

5.1 Composite Functions	295
Form a Composite Function • Find the Domain of a Composite Function	
5.2 One-to-One Functions; Inverse Functions	303
Determine Whether a Function Is One-to-One • Obtain the Graph of the Inverse Function from the Graph of a One-to-One Function • Verify an Inverse Function • Find the Inverse of a Function Defined by an Equation	
5.3 Exponential Functions	315
Evaluate Exponential Functions • Graph Exponential Functions • Define the Number e • Solve Exponential Equations	
5.4 Logarithmic Functions	332
Change Exponential Statements to Logarithmic Statements and Logarithmic Statements to Exponential Statements • Evaluate Logarithmic Expressions • Determine the Domain of a Logarithmic Function • Graph Logarithmic Functions • Solve Logarithmic Equations	
5.5 Properties of Logarithms	345
Work with the Properties of Logarithms • Write a Logarithmic Expression as a Sum or Difference of Logarithms • Write a Logarithmic Expression as a Single Logarithm • Evaluate Logarithms Whose Base Is Neither 10 Nor e	
5.6 Logarithmic and Exponential Equations	354
Solve Logarithmic Equations • Solve Exponential Equations • Solve Logarithmic and Exponential Equations Using a Graphing Utility	

5.7 Financial Models	361
Determine the Future Value of a Lump Sum of Money • Calculate Effective Rates of Return • Determine the Present Value of a Lump Sum of Money • Determine the Rate of Interest or the Time Required to Double a Lump Sum of Money	
5.8 Exponential Growth and Decay Models; Newton's Law; Logistic Growth and Decay Models	371
Model Populations That Obey the Law of Uninhibited Growth • Model Populations That Obey the Law of Uninhibited Decay • Use Newton's Law of Cooling • Use Logistic Models	
5.9 Building Exponential, Logarithmic, and Logistic Models from Data	382
Build an Exponential Model from Data • Build a Logarithmic Model from Data • Build a Logistic Model from Data	
Chapter Review	389
Chapter Test	394
Cumulative Review	395
Chapter Projects	396

6 Trigonometric Functions **397**

6.1 Angles, Arc Length, and Circular Motion	398
Angles and Degree Measure • Convert between Decimal and Degree, Minute, Second Measures for Angles • Find the Length of an Arc of a Circle • Convert from Degrees to Radians and from Radians to Degrees • Find the Area of a Sector of a Circle • Find the Linear Speed of an Object Traveling in Circular Motion	
6.2 Trigonometric Functions: Unit Circle Approach	411
Find the Exact Values of the Trigonometric Functions Using a Point on the Unit Circle • Find the Exact Values of the Trigonometric Functions of Quadrantal Angles • Find the Exact Values of the Trigonometric Functions of $\frac{\pi}{4} = 45^\circ$ • Find the Exact Values of the Trigonometric Functions of $\frac{\pi}{6} = 30^\circ$ and $\frac{\pi}{3} = 60^\circ$ • Find the Exact Values of the Trigonometric Functions for Integer Multiples of $\frac{\pi}{6} = 30^\circ$, $\frac{\pi}{4} = 45^\circ$, and $\frac{\pi}{3} = 60^\circ$ • Use a Calculator to Approximate the Value of a Trigonometric Function • Use a Circle of Radius r to Evaluate the Trigonometric Functions	
6.3 Properties of the Trigonometric Functions	428
Determine the Domain and the Range of the Trigonometric Functions • Determine the Period of the Trigonometric Functions • Determine the Signs of the Trigonometric Functions in a Given Quadrant • Find the Values of the Trigonometric Functions Using Fundamental Identities • Find the Exact Values of the Trigonometric Functions of an Angle Given One of the Functions and the Quadrant of the Angle • Use Even-Odd Properties to Find the Exact Values of the Trigonometric Functions	
6.4 Graphs of the Sine and Cosine Functions	443
Graph the Sine Function $y = \sin x$ and Functions of the Form $y = A \sin(\omega x)$ • Graph the Cosine Function $y = \cos x$ and Functions of the Form $y = A \cos(\omega x)$ • Determine the Amplitude and Period of Sinusoidal Functions • Graph Sinusoidal Functions Using Key Points • Find an Equation for a Sinusoidal Graph	

6.5 Graphs of the Tangent, Cotangent, Cosecant, and Secant Functions	458
Graph the Tangent Function $y = \tan x$ and the Cotangent Function $y = \cot x$ • Graph Functions of the Form $y = A \tan(\omega x) + B$ and $y = A \cot(\omega x) + B$ • Graph the Cosecant Function $y = \csc x$ and the Secant Function $y = \sec x$ • Graph Functions of the Form $y = A \csc(\omega x) + B$ and $y = A \sec(\omega x) + B$	
6.6 Phase Shift; Sinusoidal Curve Fitting	465
Graph Sinusoidal Functions of the Form $y = A \sin(\omega x - \phi) + B$ • Build Sinusoidal Models from Data	
Chapter Review	477
Chapter Test	482
Cumulative Review	483
Chapter Projects	484

7 Analytic Trigonometry **485**

7.1 The Inverse Sine, Cosine, and Tangent Functions	486
Define the Inverse Sine Function • Find the Value of an Inverse Sine Function • Define the Inverse Cosine Function • Find the Value of an Inverse Cosine Function • Define the Inverse Tangent Function • Find the Value of an Inverse Tangent Function • Use Properties of Inverse Functions to Find Exact Values of Certain Composite Functions • Find the Inverse Function of a Trigonometric Function • Solve Equations Involving Inverse Trigonometric Functions	
7.2 The Inverse Trigonometric Functions (Continued)	499
Define the Inverse Secant, Cosecant, and Cotangent Functions • Find the Value of Inverse Secant, Cosecant, and Cotangent Functions • Find the Exact Value of Composite Functions Involving the Inverse Trigonometric Functions • Write a Trigonometric Expression as an Algebraic Expression	
7.3 Trigonometric Equations	505
Solve Equations Involving a Single Trigonometric Function • Solve Trigonometric Equations Using a Calculator • Solve Trigonometric Equations Quadratic in Form • Solve Trigonometric Equations Using Fundamental Identities • Solve Trigonometric Equations Using a Graphing Utility	
7.4 Trigonometric Identities	515
Use Algebra to Simplify Trigonometric Expressions • Establish Identities	
7.5 Sum and Difference Formulas	523
Use Sum and Difference Formulas to Find Exact Values • Use Sum and Difference Formulas to Establish Identities • Use Sum and Difference Formulas Involving Inverse Trigonometric Functions • Solve Trigonometric Equations Linear in Sine and Cosine	
7.6 Double-angle and Half-angle Formulas	536
Use Double-angle Formulas to Find Exact Values • Use Double-angle Formulas to Establish Identities • Use Half-angle Formulas to Find Exact Values	
7.7 Product-to-Sum and Sum-to-Product Formulas	547
Express Products as Sums • Express Sums as Products	
Chapter Review	551
Chapter Test	554
Cumulative Review	555
Chapter Projects	556

8	Applications of Trigonometric Functions	557
8.1	Right Triangle Trigonometry; Applications	558
	Find the Value of Trigonometric Functions of Acute Angles Using Right Triangles • Use the Complementary Angle Theorem • Solve Right Triangles • Solve Applied Problems	
8.2	The Law of Sines	571
	Solve SAA or ASA Triangles • Solve SSA Triangles • Solve Applied Problems	
8.3	The Law of Cosines	582
	Solve SAS Triangles • Solve SSS Triangles • Solve Applied Problems	
8.4	Area of a Triangle	589
	Find the Area of SAS Triangles • Find the Area of SSS Triangles	
8.5	Simple Harmonic Motion; Damped Motion; Combining Waves	595
	Build a Model for an Object in Simple Harmonic Motion • Analyze Simple Harmonic Motion • Analyze an Object in Damped Motion • Graph the Sum of Two Functions	
	Chapter Review	605
	Chapter Test	608
	Cumulative Review	609
	Chapter Projects	609
9	Polar Coordinates; Vectors	611
9.1	Polar Coordinates	612
	Plot Points Using Polar Coordinates • Convert from Polar Coordinates to Rectangular Coordinates • Convert from Rectangular Coordinates to Polar Coordinates • Transform Equations between Polar and Rectangular Forms	
9.2	Polar Equations and Graphs	621
	Identify and Graph Polar Equations by Converting to Rectangular Equations • Test Polar Equations for Symmetry • Graph Polar Equations by Plotting Points	
9.3	The Complex Plane; De Moivre's Theorem	636
	Plot Points in the Complex Plane • Convert a Complex Number between Rectangular Form and Polar Form or Exponential Form • Find Products and Quotients of Complex Numbers • Use De Moivre's Theorem • Find Complex Roots	
9.4	Vectors	645
	Graph Vectors • Find a Position Vector • Add and Subtract Vectors Algebraically • Find a Scalar Multiple and the Magnitude of a Vector • Find a Unit Vector • Find a Vector from Its Direction and Magnitude • Model with Vectors	
9.5	The Dot Product	660
	Find the Dot Product of Two Vectors • Find the Angle between Two Vectors • Determine Whether Two Vectors Are Parallel • Determine Whether Two Vectors Are Orthogonal • Decompose a Vector into Two Orthogonal Vectors • Compute Work	
9.6	Vectors in Space	667
	Find the Distance between Two Points in Space • Find Position Vectors in Space • Perform Operations on Vectors • Find the Dot Product • Find the Angle between Two Vectors • Find the Direction Angles of a Vector	

9.7 The Cross Product	677
Find the Cross Product of Two Vectors • Know Algebraic Properties of the Cross Product • Know Geometric Properties of the Cross Product • Find a Vector Orthogonal to Two Given Vectors • Find the Area of a Parallelogram	
Chapter Review	683
Chapter Test	686
Cumulative Review	687
Chapter Projects	687

10 Analytic Geometry **688**

10.1 Conics	689
Know the Names of the Conics	
10.2 The Parabola	690
Analyze Parabolas with Vertex at the Origin • Analyze Parabolas with Vertex at (h, k) • Solve Applied Problems Involving Parabolas	
10.3 The Ellipse	699
Analyze Ellipses with Center at the Origin • Analyze Ellipses with Center at (h, k) • Solve Applied Problems Involving Ellipses	
10.4 The Hyperbola	709
Analyze Hyperbolas with Center at the Origin • Find the Asymptotes of a Hyperbola • Analyze Hyperbolas with Center at (h, k) • Solve Applied Problems Involving Hyperbolas	
10.5 Rotation of Axes; General Form of a Conic	722
Identify a Conic • Use a Rotation of Axes to Transform Equations • Analyze an Equation Using a Rotation of Axes • Identify Conics without Rotating the Axes	
10.6 Polar Equations of Conics	730
Analyze and Graph Polar Equations of Conics • Convert the Polar Equation of a Conic to a Rectangular Equation	
10.7 Plane Curves and Parametric Equations	737
Graph Parametric Equations • Find a Rectangular Equation for a Plane Curve Defined Parametrically • Use Time as a Parameter in Parametric Equations • Find Parametric Equations for Plane Curves Defined by Rectangular Equations	
Chapter Review	750
Chapter Test	752
Cumulative Review	753
Chapter Projects	753

11 Systems of Equations and Inequalities **755**

11.1 Systems of Linear Equations: Substitution and Elimination	756
Solve Systems of Equations by Substitution • Solve Systems of Equations by Elimination • Identify Inconsistent Systems of Equations Containing Two Variables • Express the Solution of a System of Dependent Equations Containing Two Variables • Solve Systems of Three Equations Containing Three Variables • Identify Inconsistent Systems of Equations Containing Three Variables • Express the Solution of a System of Dependent Equations Containing Three Variables	

11.2 Systems of Linear Equations: Matrices	770
Write the Augmented Matrix of a System of Linear Equations • Write the System of Equations from the Augmented Matrix • Perform Row Operations on a Matrix • Solve a System of Linear Equations Using Matrices	
11.3 Systems of Linear Equations: Determinants	784
Evaluate 2 by 2 Determinants • Use Cramer's Rule to Solve a System of Two Equations Containing Two Variables • Evaluate 3 by 3 Determinants • Use Cramer's Rule to Solve a System of Three Equations Containing Three Variables • Know Properties of Determinants	
11.4 Matrix Algebra	795
Find the Sum and Difference of Two Matrices • Find Scalar Multiples of a Matrix • Find the Product of Two Matrices • Find the Inverse of a Matrix • Solve a System of Linear Equations Using an Inverse Matrix	
11.5 Partial Fraction Decomposition	812
Decompose $\frac{P}{Q}$ Where Q Has Only Nonrepeated Linear Factors • Decompose $\frac{P}{Q}$ Where Q Has Repeated Linear Factors • Decompose $\frac{P}{Q}$ Where Q Has a Nonrepeated Irreducible Quadratic Factor • Decompose $\frac{P}{Q}$ Where Q Has a Repeated Irreducible Quadratic Factor	
11.6 Systems of Nonlinear Equations	821
Solve a System of Nonlinear Equations Using Substitution • Solve a System of Nonlinear Equations Using Elimination	
11.7 Systems of Inequalities	830
Graph an Inequality • Graph a System of Inequalities	
11.8 Linear Programming	837
Set Up a Linear Programming Problem • Solve a Linear Programming Problem	
Chapter Review	845
Chapter Test	848
Cumulative Review	849
Chapter Projects	850

12 Sequences; Induction; the Binomial Theorem 851

12.1 Sequences	852
List the First Several Terms of a Sequence • List the Terms of a Sequence Defined by a Recursive Formula • Use Summation Notation • Find the Sum of a Sequence	
12.2 Arithmetic Sequences	862
Determine Whether a Sequence Is Arithmetic • Find a Formula for an Arithmetic Sequence • Find the Sum of an Arithmetic Sequence	
12.3 Geometric Sequences; Geometric Series	869
Determine Whether a Sequence Is Geometric • Find a Formula for a Geometric Sequence • Find the Sum of a Geometric Sequence • Determine Whether a Geometric Series Converges or Diverges • Solve Annuity Problems	
12.4 Mathematical Induction	881
Prove Statements Using Mathematical Induction	

12.5 The Binomial Theorem	885
Evaluate $\binom{n}{j}$ • Use the Binomial Theorem	
Chapter Review	891
Chapter Test	894
Cumulative Review	894
Chapter Projects	895

13 Counting and Probability 896

13.1 Counting	897
Find All the Subsets of a Set • Count the Number of Elements in a Set • Solve Counting Problems Using the Multiplication Principle	
13.2 Permutations and Combinations	902
Solve Counting Problems Using Permutations Involving n Distinct Objects • Solve Counting Problems Using Combinations • Solve Counting Problems Using Permutations Involving n Nondistinct Objects	
13.3 Probability	911
Construct Probability Models • Compute Probabilities of Equally Likely Outcomes • Find Probabilities of the Union of Two Events • Use the Complement Rule to Find Probabilities	
Chapter Review	921
Chapter Test	923
Cumulative Review	924
Chapter Projects	924

14 A Preview of Calculus: The Limit, Derivative, and Integral of a Function 926

14.1 Investigating Limits Using Tables and Graphs	927
Investigate a Limit Using a Table • Investigate a Limit Using a Graph	
14.2 Algebraic Techniques for Finding Limits	932
Find the Limit of a Sum, a Difference, and a Product • Find the Limit of a Polynomial • Find the Limit of a Power or a Root • Find the Limit of a Quotient • Find the Limit of an Average Rate of Change	
14.3 One-sided Limits; Continuity	939
Find the One-sided Limits of a Function • Determine Whether a Function Is Continuous at a Number	
14.4 The Tangent Problem; The Derivative	945
Find an Equation of the Tangent Line to the Graph of a Function • Find the Derivative of a Function • Find Instantaneous Rates of Change • Find the Instantaneous Velocity of an Object	
14.5 The Area Problem; The Integral	953
Approximate the Area under the Graph of a Function • Approximate Integrals Using a Graphing Utility	
Chapter Review	959
Chapter Test	962
Chapter Projects	963

Appendix A

Review

A1

A.1 Algebra Essentials

A1

Work with Sets • Graph Inequalities • Find Distance on the Real Number Line • Evaluate Algebraic Expressions • Determine the Domain of a Variable • Use the Laws of Exponents • Evaluate Square Roots • Use a Calculator to Evaluate Exponents

A.2 Geometry Essentials

A14

Use the Pythagorean Theorem and Its Converse • Know Geometry Formulas • Understand Congruent Triangles and Similar Triangles

A.3 Polynomials

A22

Recognize Monomials • Recognize Polynomials • Know Formulas for Special Products • Divide Polynomials Using Long Division • Factor Polynomials • Complete the Square

A.4 Synthetic Division

A31

Divide Polynomials Using Synthetic Division

A.5 Rational Expressions

A35

Reduce a Rational Expression to Lowest Terms • Multiply and Divide Rational Expressions • Add and Subtract Rational Expressions • Use the Least Common Multiple Method • Simplify Complex Rational Expressions

A.6 Solving Equations

A44

Solve Equations by Factoring • Solve Equations Involving Absolute Value • Solve a Quadratic Equation by Factoring • Solve a Quadratic Equation by Completing the Square • Solve a Quadratic Equation Using the Quadratic Formula

A.7 Complex Numbers; Quadratic Equations in the Complex Number System

A54

Add, Subtract, Multiply, and Divide Complex Numbers • Solve Quadratic Equations in the Complex Number System

A.8 Problem Solving: Interest, Mixture, Uniform Motion, Constant Rate Job Applications

A62

Translate Verbal Descriptions into Mathematical Expressions • Solve Interest Problems • Solve Mixture Problems • Solve Uniform Motion Problems • Solve Constant Rate Job Problems

A.9 Interval Notation; Solving Inequalities

A72

Use Interval Notation • Use Properties of Inequalities • Solve Inequalities • Solve Combined Inequalities • Solve Inequalities Involving Absolute Value

A.10 n th Roots; Rational Exponents

A83

Work with n th Roots • Simplify Radicals • Rationalize Denominators and Numerators • Solve Radical Equations • Simplify Expressions with Rational Exponents

Appendix B

Graphing Utilities

B1

B.1 The Viewing Rectangle

B1

B.2 Using a Graphing Utility to Graph Equations

B3

B.3 Using a Graphing Utility to Locate Intercepts and Check for Symmetry

B5

B.4 Using a Graphing Utility to Solve Equations

B6

B.5 Square Screens

B8

B.6 Using a Graphing Utility to Graph Inequalities	B9
B.7 Using a Graphing Utility to Solve Systems of Linear Equations	B9
B.8 Using a Graphing Utility to Graph a Polar Equation	B11
B.9 Using a Graphing Utility to Graph Parametric Equations	B11
Answers	AN1
Photo Credits	C1
Subject Index	I1

Three Distinct Series

Students have different goals, learning styles, and levels of preparation. Instructors have different teaching philosophies, styles, and techniques. Rather than write one series to fit all, the Sullivans have written three distinct series. All share the same goal—to develop a high level of mathematical understanding and an appreciation for the way mathematics can describe the world around us. The manner of reaching that goal, however, differs from series to series.

Flagship Series, Eleventh Edition

The Flagship Series is the most traditional in approach yet modern in its treatment of precalculus mathematics. In each text, needed review material is included, and is referenced when it is used. Graphing utility coverage is optional and can be included or excluded at the discretion of the instructor: *College Algebra*, *Algebra & Trigonometry*, *Trigonometry: A Unit Circle Approach*, *Precalculus*.

Enhanced with Graphing Utilities Series, Seventh Edition

This series provides a thorough integration of graphing utilities into topics, allowing students to explore mathematical concepts and encounter ideas usually studied in later courses. Many examples show solutions using algebra side-by-side with graphing techniques. Using technology, the approach to solving certain problems differs from the Flagship Series, while the emphasis on understanding concepts and building strong skills is maintained: *College Algebra*, *Algebra & Trigonometry*, *Precalculus*.

Concepts through Functions Series, Fourth Edition

This series differs from the others, utilizing a functions approach that serves as the organizing principle tying concepts together. Functions are introduced early in various formats. The approach supports the Rule of Four, which states that functions can be represented symbolically, numerically, graphically, and verbally. Each chapter introduces a new type of function and then develops all concepts pertaining to that particular function. The solutions of equations and inequalities, instead of being developed as stand-alone topics, are developed in the context of the underlying functions. Graphing utility coverage is optional and can be included or excluded at the discretion of the instructor: *College Algebra*; *Precalculus, with a Unit Circle Approach to Trigonometry*; *Precalculus, with a Right Triangle Approach to Trigonometry*.

The Flagship Series

College Algebra, Eleventh Edition

This text provides a contemporary approach to college algebra, with three chapters of review material preceding the chapters on functions. Graphing calculator usage is provided, but is optional. After completing this book, a student will be adequately prepared for trigonometry, finite mathematics, and business calculus.

Algebra & Trigonometry, Eleventh Edition

This text contains all the material in *College Algebra*, but also develops the trigonometric functions using a right triangle approach and shows how it relates to the unit circle approach. Graphing techniques are emphasized, including a thorough discussion of polar coordinates, parametric equations, and conics using polar coordinates. Vectors in the plane, sequences, induction, and the binomial theorem are also presented. Graphing calculator usage is provided, but is optional. After completing this book, a student will be adequately prepared for finite mathematics, business calculus, and engineering calculus.

Precalculus, Eleventh Edition

This text contains one review chapter before covering the traditional precalculus topics of polynomial, rational, exponential, and logarithmic functions and their graphs. The trigonometric functions are introduced using a unit circle approach and showing how it relates to the right triangle approach. Graphing techniques are emphasized, including a thorough discussion of polar coordinates, parametric equations, and conics using polar coordinates. Vectors in the plane and in space, including the dot and cross products, sequences, induction, and the binomial theorem are also presented. Graphing calculator usage is provided, but is optional. The final chapter provides an introduction to calculus, with a discussion of the limit, the derivative, and the integral of a function. After completing this book, a student will be adequately prepared for finite mathematics, business calculus, and engineering calculus.

Trigonometry: a Unit Circle Approach, Eleventh Edition

This text, designed for stand-alone courses in trigonometry, develops the trigonometric functions using a unit circle approach and shows how it relates to the right triangle approach. Vectors in the plane and in space, including the dot and cross products, are presented. Graphing techniques are emphasized, including a thorough discussion of polar coordinates, parametric equations, and conics using polar coordinates. Graphing calculator usage is provided, but is optional. After completing this book, a student will be adequately prepared for finite mathematics, business calculus, and engineering calculus.

Preface to the Instructor

As a professor of mathematics at an urban public university for 35 years, I understand the varied needs of precalculus students. Students range from being underprepared with little mathematical background and a fear of mathematics, to being highly prepared and motivated. For some, this is their final course in mathematics. For others, it is preparation for future mathematics courses. I have written this text with both groups in mind.

A tremendous benefit of authoring a successful series is the broad-based feedback I receive from instructors and students who have used previous editions. I am sincerely grateful for their support. Virtually every change to this edition is the result of their thoughtful comments and suggestions. I hope that I have been able to take their ideas and, building upon a successful foundation of the tenth edition, make this series an even better learning and teaching tool for students and instructors.

Features in the Eleventh Edition

A descriptive list of the many special features of *Precalculus* can be found in the front of this text. This list places the features in their proper context, as building blocks of an overall learning system that has been carefully crafted over the years to help students get the most out of the time they put into studying. Please take the time to review it and to discuss it with your students at the beginning of your course. My experience has been that when students use these features, they are more successful in the course.

- **Updated! Retain Your Knowledge Problems** These problems, which were new to the previous edition, are based on the article “*To Retain New Learning, Do the Math,*” published in the *Edurati Review*. In this article, Kevin Washburn suggests that “the more students are required to recall new content or skills, the better their memory will be.” The Retain Your Knowledge problems were so well received that they have been expanded in this edition. Moreover, while the focus remains to help students maintain their skills, in most sections, problems were chosen that preview skills required to succeed in subsequent sections or in calculus. These are easily identified by the calculus icon (Δ). All answers to Retain Your Knowledge problems are given in the back of the text and all are assignable in MyLab Math.
- **Guided Lecture Notes** Ideal for online, emporium/redesign courses, inverted classrooms, or traditional lecture classrooms. These lecture notes help students take thorough, organized, and understandable notes as they watch the Author in Action videos. They ask students to complete definitions, procedures, and examples based on the content of the videos and text. In addition, experience suggests that students learn by doing and understanding the why/how of the concept or property. Therefore, many

sections will have an exploration activity to motivate student learning. These explorations introduce the topic and/or connect it to either a real-world application or a previous section. For example, when the vertical-line test is discussed in Section 2.2, after the theorem statement, the notes ask the students to explain why the vertical-line test works by using the definition of a function. This challenge helps students process the information at a higher level of understanding.

- **Illustrations** Many of the figures have captions to help connect the illustrations to the explanations in the body of the text.
- **Graphing Utility Screen Captures** In several instances we have added Desmos screen captures along with the TI-84 Plus C screen captures. These updated screen captures provide alternate ways of visualizing concepts and making connections between equations, data and graphs in full color.
- **Chapter Projects**, which apply the concepts of each chapter to a real-world situation, have been enhanced to give students an up-to-the-minute experience. Many of these projects are new, requiring the student to research information online in order to solve problems.
- **Exercise Sets** The exercises in the text have been reviewed and analyzed, some have been removed, and new ones have been added. All time-sensitive problems have been updated to the most recent information available. The problem sets remain classified according to purpose.

The “*Are You Prepared?*” problems have been improved to better serve their purpose as a just-in-time review of concepts that the student will need to apply in the upcoming section.

The **Concepts and Vocabulary** problems have been expanded to cover each objective of the section. These multiple-choice, fill-in-the-blank, and True/False exercises have been written to also serve as reading quizzes.

Skill Building problems develop the student’s computational skills with a large selection of exercises that are directly related to the objectives of the section. **Mixed Practice** problems offer a comprehensive assessment of skills that relate to more than one objective. Often these require skills learned earlier in the course.

Applications and Extensions problems have been updated. Further, many new application-type exercises have been added, especially ones involving information and data drawn from sources the student will recognize, to improve relevance and timeliness.

At the end of Applications and Extensions, we have a collection of one or more **Challenge Problems**. These problems, as the title suggests, are intended to be thought-provoking, requiring some ingenuity to solve. They can be used for group work or to challenge students.

The *Explaining Concepts: Discussion and Writing* exercises provide opportunity for classroom discussion and group projects.

Updated! Retain Your Knowledge has been improved and expanded. The problems are based on material learned earlier in the course, especially calculus-related material. They serve to keep information that has already been learned “fresh” in the mind of the student.

NEW Need to Review? These margin notes provide a just-in-time reminder of a concept needed now, but covered in an earlier section of the book. Each note includes a reference to the chapter, section and page where the concept was originally discussed.

Content Changes to the 11th edition

- **Challenge Problems** have been added in most sections at the end of the Application and Extensions exercises. Challenge Problems are intended to be thought-provoking problems that require some ingenuity to solve. They can be used to challenge students or for group work.
- **Need to Review?** These margin notes provide a just-in-time review for a concept needed now, but covered in an earlier section of the book. Each note is back-referenced to the chapter, section and page where the concept was originally discussed.
- Additional **Retain Your Knowledge** exercises, whose purpose is to keep learned material fresh in a student’s mind, have been added to each section. Many of these new problems preview skills required for calculus or for concepts needed in subsequent sections.
- **Desmos screen captures** have been added throughout the text. This is done to recognize that graphing technology expands beyond graphing calculators.
- Examples and exercises throughout the text have been augmented to reflect a broader selection of STEM applications.
- Concepts and Vocabulary exercises have been expanded to cover each objective of a section.
- Skill building exercises have been expanded to assess a wider range of difficulty.
- Applied problems and those based on real data have been updated where appropriate.

Appendix A

- Section A.10 Objective 3 now includes rationalizing the numerator
 - NEW Example 6 Rationalizing Numerators
 - Problems 69-76 provide practice.
- Section A.10 Exercises now include more practice in simplifying radicals

Chapter 1

- NEW Section 1.2 Example 9 Testing an Equation for Symmetry

- Section 1.3 has been reorganized to treat the slope-intercept form of the equation of a line before finding an equation of a line using two points.

Chapter 2

- NEW Section 2.1 Objective 1 Describe a Relation
- NEW Section 2.2 Example 4 Expending Energy
- NEW Section 2.4 Example 4 Analyzing a Piecewise-defined Function
- NEW Example 1 Describing a Relation demonstrates using the Rule of Four to express a relation numerically, as a mapping, and graphically given a verbal description.

Chapter 3

- Section 3.3 introduces the concept of concavity for a quadratic function
- NEW Section 3.3 Example 3 Graphing a Quadratic Function Using Its Vertex, Axis, and Intercepts
- Section 3.3 Example 8 Analyzing the Motion of a Projectile (formerly in Section 3.4)
- NEW Section 3.4 Example 4 Fitting a Quadratic Function to Data

Chapter 4

- Section 4.1 has been revised and split into two sections:
 - 4.1 Polynomial Functions
 - 4.2 Graphing Polynomial Functions; Models
- NEW Section 4.2 Example 2 Graphing a Polynomial Function (a 4th degree polynomial function)

Chapter 5

- Section 5.2 now finds and verifies inverse functions analytically and graphically.

Chapter 6

- NEW Section 6.1 Example 6 Field Width of a Digital Lens Reflex Camera Lens
- Section 6.4 and 6.5 were reorganized for increased clarity.

Chapter 7

- Sections 7.1 and 7.2 were reorganized for increased clarity.

Chapter 9

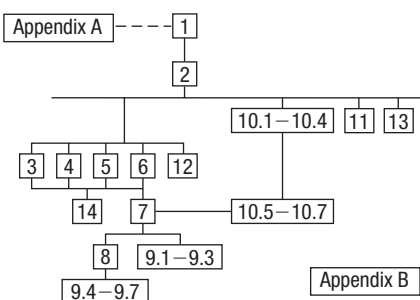
- Section 9.3 The complex plane; DeMoivre’s Theorem, was rewritten to support the exponential form of a complex number.
 - Euler’s Formula is introduced to express a complex number in exponential form.
 - The exponential form of a complex number is used to compute products and quotients.
 - DeMoivre’s Theorem is expressed using the exponential form of a complex number.
 - The exponential form is used to find complex roots.

Chapter 11

- NEW Section 11.5 Example 1 Identifying Proper and Improper Rational Expressions

Using the Eleventh Edition Effectively with Your Syllabus

To meet the varied needs of diverse syllabi, this text contains more content than is likely to be covered in a *Precalculus* course. As the chart illustrates, this text has been organized with flexibility of use in mind. Within a given chapter, certain sections are optional (see the details that follow the figure below) and can be omitted without loss of continuity.



Appendix A Review

This chapter consists of review material. It may be used as the first part of the course or later as a just-in-time review when the content is required. Specific references to this chapter occur throughout the text to assist in the review process.

Chapter 1 Graphs

This chapter lays the foundation for functions.

Chapter 2 Functions and Their Graphs

Perhaps the most important chapter. Section 2.6 is optional.

Chapter 3 Linear and Quadratic Functions

Topic selection depends on your syllabus. Sections 3.2 and 3.4 may be omitted without loss of continuity.

Acknowledgments

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Chapter 4 Polynomial and Rational Functions

Topic selection depends on your syllabus.

Chapter 5 Exponential and Logarithmic Functions

Sections 5.1–5.6 follow in sequence. Sections 5.7, 5.8, and 5.9 are optional.

Chapter 6 Trigonometric Functions

Section 6.6 may be omitted in a brief course.

Chapter 7 Analytic Trigonometry

Section 7.7 may be omitted in a brief course.

Chapter 8 Applications of Trigonometric Functions

Sections 8.4 and 8.5 may be omitted in a brief course.

Chapter 9 Polar Coordinates; Vectors

Sections 9.1–9.3 and Sections 9.4–9.7 are independent and may be covered separately.

Chapter 10 Analytic Geometry

Sections 10.1–10.4 follow in sequence. Sections 10.5, 10.6, and 10.7 are independent of each other, but each requires Sections 10.1–10.4.

Chapter 11 Systems of Equations and Inequalities

Sections 11.2–11.7 may be covered in any order, but each requires Section 11.1. Section 11.8 requires Section 11.7.

Chapter 12 Sequences; Induction; The Binomial Theorem

There are three independent parts: Sections 12.1–12.3; Section 12.4; and Section 12.5.

Chapter 13 Counting and Probability

The sections follow in sequence.

Chapter 14 A Preview of Calculus: The Limit, Derivative, and Integral of a Function

If time permits, coverage of this chapter will give your students a beneficial head start in calculus.

liaison between the compositor and author; Peggy Lucas and Stacey Sveum for their genuine interest in marketing this text. Marcia Horton for her continued support and genuine interest; Paul Corey for his leadership and commitment to excellence; and the Pearson Sales team, for their continued confidence and personal support of Sullivan texts.

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Get the Most Out of MyLab Math

Math courses are continuously evolving to help today’s students succeed. It’s more challenging than ever to support students with a wide range of backgrounds, learner styles, and math anxieties. The flexibility to build a course that fits instructors’ individual course formats—with a variety of content options and multimedia resources all in one place—has made MyLab Math the market-leading solution for teaching and learning mathematics since its inception.

Preparedness

One of the biggest challenges in College Algebra, Trigonometry, and Precalculus is making sure students are adequately prepared with prerequisite knowledge. For a student, having the essential algebra skills upfront in this course can dramatically increase success.

- **MyLab Math with Integrated Review** can be used in corequisite courses, or simply to help students who enter without a full understanding of prerequisite skills and concepts. **Integrated Review** provides videos on review topics with a corresponding worksheet, along with premade, assignable skills-check quizzes and personalized review homework assignments. **Integrated Review** is now available within all Sullivan 11th Edition MyLab Math courses.

Assignments	
10/18/19 11:59pm	 Chapter 4 Skills Check
10/18/19 11:59pm	  Chapter 4 Skills Review Homework
04/01/20 11:59pm	 Chapter 5 Skills Check
04/01/20 11:59pm	  Chapter 5 Skills Review Homework
09/14/20 11:59pm	 Chapter 6 Skills Check
09/14/20 11:59pm	  Chapter 6 Skills Review Homework

Resources for Success

MyLab Math Online Course for Precalculus,

11th Edition by Michael Sullivan (access code required)

MyLab™ Math is tightly integrated with each author's style, offering a range of author-created multimedia resources, so your students have a consistent experience.

Video Program and Resources

Author in Action Videos are actual classroom lectures by Michael Sullivan III with fully worked-out examples.

- **Video assessment** questions are available to assign in MyLab Math for key videos.
- **Updated!** The corresponding **Guided Lecture Notes** assist students in taking thorough, organized, and understandable notes while watching Author in Action videos.

EXAMPLE

Finding the Exact Value of a Logarithmic Expression

(a) $\log_3 81 = 4$ (b) $\log_2 \frac{1}{8}$

$y = \log_a x$ means $a^y = x$

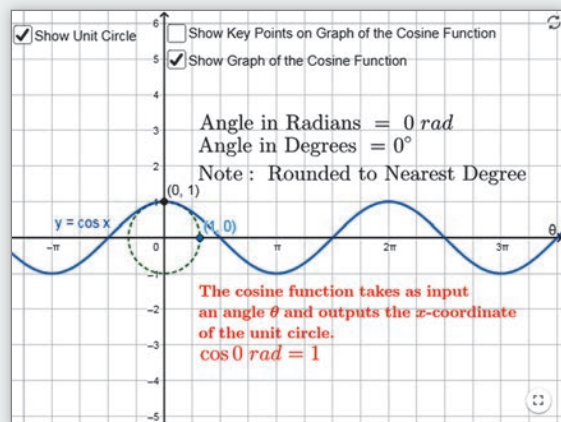
(b) $y = \log_2 \frac{1}{8}$

$2^y = \frac{1}{8}$

$2^y = 2^{-3}$

$y = -3$

$2^y = 2$



Guided Visualizations

New! Guided Visualizations, created in GeoGebra by Michael Sullivan III, bring mathematical concepts to life, helping students visualize the concept through directed exploration and purposeful manipulation. Assignable in MyLab Math with assessment questions to check students' conceptual understanding.

Retain Your Knowledge Exercises

Updated! Retain Your Knowledge Exercises, assignable in MyLab Math, improve students' recall of concepts learned earlier in the course. New for the 11th Edition, additional exercises will be included that will have an emphasis on content that students will build upon in the immediate upcoming section.

Retain Your Knowledge

Problems 154–162 are based on material learned earlier in the course. The purpose of these problems is to keep the material fresh in your mind so that you are better prepared for the final exam.

154. Simplify $\left(\frac{x^2y^{-3}}{x^3y}\right)^{-2}$. Assume $x \neq 0$ and $y \neq 0$. Express the answer so that all exponents are positive. $x^{\frac{2}{3}}y^{\frac{10}{3}}$

155. The lengths of the legs of a right triangle are $a = 8$ and $b = 15$. Find the hypotenuse. 17

156. Solve the equation: $(x - 3)^2 + 25 = 49$
 $\{1 - 2\sqrt{6}, 3 + 2\sqrt{6}\}$

157. Solve $|2x - 5| + 7 < 10$. Express the answer using set notation or interval notation. Graph the solution set.

158. Determine the domain of the variable x in the expression:
 $\sqrt{8 - \frac{2}{3}x}$ $[-\infty, 12]$

159. Determine what number should be added to complete the square:
 $x^2 + \frac{3}{4}x$ $\frac{9}{64}$

160. Multiply and simplify the result.
 $\frac{x^2 - 16}{x^2 + 6x + 8} \cdot \frac{x + 2}{16 - 4x}$ $-\frac{1}{4}$

161. Rationalize the denominator:
 $\frac{\sqrt{x+1} + \sqrt{x}}{\sqrt{x+1} - \sqrt{x}}$ $\frac{2x+1 + 2\sqrt{x(x+1)}}{2x+1 - 2\sqrt{x(x+1)}}$

162. Solve: $x - 5\sqrt{x} + 6 = 0$ $\{4, 9\}$

Resources for Success

Instructor Resources

Online resources can be downloaded from the Instructor Resource Center.

Instructor's Solutions Manual

Includes fully worked solutions to all exercises in the text.

Learning Catalytics Question Library

Questions written by Michael Sullivan III are available within MyLab Math to deliver through Learning Catalytics to engage students in your course.

Powerpoint® Lecture Slides

Fully editable slides correlate to the textbook.

Mini Lecture Notes

Includes additional examples and helpful teaching tips, by section.

Testgen®

TestGen (www.pearsoned.com/testgen) enables instructors to build, edit, print, and administer tests using a computerized bank of questions developed to cover all the objectives of the text.

Online Chapter Projects

Additional projects that give students an opportunity to apply what they learned in the chapter.

Student Resources

Additional resources to enhance student success.

Lecture Video

Author in Action videos are actual classroom lectures with fully worked out examples presented by Michael Sullivan, III. All video is assignable within MyLab Math.

Chapter Test Prep Videos

Students can watch instructors work through step-by-step solutions to all chapter test exercises from the text. These are available in MyLab Math and on YouTube.

Guided Lecture Notes

These lecture notes assist students in taking thorough, organized, and understandable notes while watching Author in Action videos. Students actively participate in learning the how/why of important concepts through explorations and activities. The Guided Lecture Notes are available as PDF's and customizable Word files in MyLab Math. They can also be packaged with the text and the MyLab Math access code.

Applications Index



Calculus, 428, 457, 476, 571, 589, 621, 645, 659

absolute maximum/minimum in, 113
area under a curve, 147, 498, 722, 736, 812
average rate of change in, 116, 233, 353, 464, 499, 504, 515, 523, 581, 667, 699, 749, 770, 862
carrying a ladder around a corner, 464, 513
composite functions in, 299
concavity test, 191, 844
critical numbers, 862
difference quotient in, 90, 97, 147, 204, 226, 331, 353, 370, 411, 442, 534, 709, 749, 829
discontinuous functions, 259
 e^x in, 323, 861
factoring in, 345, 498, 770, 844
functions approximated by polynomial functions in, 233
increasing/decreasing functions in, 111, 191, 226, 736, 837
Intermediate Value Theorem, 276, 837
maxima/minima in, 113, 171, 381, 442
maximizing projectile range, 540, 545
maximizing rain gutter construction, 545
partial fraction decomposition, 868, 885, 902, 911
perpendicular lines, 795, 820
radians in, 400
rationalizing numerators, 795
secant line in, 116, 171, 370, 515
second derivative, 902
simplifying in, 571
Simpson's rule, 200
Snell's Law of Refraction, 514
tangent line, 594, 595, 604, 636
trigonometric expressions and functions, 502, 512, 522, 536, 538–539, 543, 546, 549, 551, 699, 722, 885

Acoustics

amplifying sound, 392
loudness of sound, 343, 394
loudspeaker, 603
sonic boom, 721
tuning fork, 603, 604
whispering galleries, 705–706

Aerodynamics

modeling aircraft motion, 687

Aeronautics

fighter jet design, 593

Agriculture

farm management, 843
farm workers in U.S., 380

field enclosure, 828
grazing area for cow, 594
milk production, 387
minimizing cost, 843
removing stump, 658–659

Air travel

bearing of aircraft, 568
distance between two planes, 149
frequent flyer miles, 579
holding pattern, 456, 513
parking at O'Hare International Airport, 131
revising a flight plan, 586
sonic boom, 721
speed and direction of aircraft, 653, 657

Archaeology

age of ancient tools, 373–374
age of fossil, 379
age of tree, 379
date of prehistoric man's death, 393

Architecture

brick staircase, 868, 893
Burj Khalifa building, A15
Flatiron Building, 593
floor design, 866, 893
football stadium seating, 867
mosaic design, 868, 893
Norman window, 198, A20
parabolic arch, 198
racetrack design, 708
special window, 198, 206
stadium construction, 868
vertically circular building, 77
window design, 198

Area. See also Geometry

of Bermuda Triangle, 593
under a curve, 498
of isosceles triangle, 545
of portion of rectangle outside of circle, 410
of sector of circle, 405, 408
of segment of circle, 606
for tethered dog to roam, 410
of windshield wiper sweep, 408

Art

fine decorative pieces, 426

Astronomy

angle of elevation of Sun, 567
distances in, 568, 861
Halley's comet, 736
International Space Station (ISS), 749
parallax, 568

planetary orbits
Earth, 708
elliptical, 708
Jupiter, 708
Mars, 708
Mercury, 736
Pluto, 708
radius of Moon, 427

Aviation

modeling aircraft motion, 687
orbital launches, 767
speed of plane, A72

Biology

alcohol and driving, 339, 344
bacterial growth, 372–373, 386
E-coli, 120, 162
blood types, 901
bone length, 206–207
cricket chirp rate and temperature, 199
healing of wounds, 329, 343
lung volume, 442
maternal age versus Down syndrome, 177
muscle force, 658
yeast biomass as function of time, 385

Business

advertising, 106, 178, 207
automobile production, 301, 783
blending coffee, A70
checkout lines, 920
clothing store, 923
commissions, 206
cookie orders, 848
cost
of can, 255, 258
of commodity, 301
of manufacturing, 266, 836, A13, A69
marginal, 191, 206
minimizing, 206, 843, 848
of printing, 230–231
of production, 120, 301, 810, 848
of transporting goods, 132
cost equation, 105
cost function, 170
customer wait times, 257
demand equation, 206, 292
depreciation, 294, 344
discount pricing, 302
drive-thru rate
at Burger King, 325
at Citibank, 329, 343
at McDonald's, 329–330
equipment depreciation, 878
expense computation, A71
farm workers in U.S., 380
inventory management, 152

Jiffy Lube's car arrival rate, 329, 343
 managing a meat market, 843
 milk production, 387
 mixing candy, A70
 mixing nuts, A70
 orange juice production, 783
 precision ball bearings, A13
 presale orders, 768
 product design, 844
 production scheduling, 843
 product promotion, 106
 profit, 810
 maximizing, 841–842, 843–844
 profit function, 98
 rate of return on, 368
 restaurant management, 768
 revenue, 191, 204, 207, 386, A69
 advertising, 388
 airline, 844
 of clothing store, 800
 daily, 191
 from digital music, 146
 from football seating, 879
 instantaneous rate of change of, 953, 961
 maximizing, 191, 197–198
 monthly, 191
 theater, 769
 RV rental, 207
 salary, 302, 868
 gross, 97
 increases in, 878, 893
 sales
 commission on, A82
 of movie theater ticket, 756, 761, 767
 net, 45
 profit from, A72
 salvage value, 393
 straight-line depreciation, 165–166, 169
 supply and demand, 166–167, 169
 tax, 266
 toy truck manufacturing, 836
 transporting goods, 837
 truck rentals, 105
 unemployment, 923
 wages
 of car salesperson, 105

Carpentry. *See also Construction*

pitch, 107

Chemistry

alpha particles, 721
 decomposition reactions, 380
 drug concentration, 257
 pH, 342
 purity of gold, A71
 radioactive decay, 379, 386–387, 393,
 394, 844
 radioactivity from Chernobyl, 380
 salt solutions, A71
 self-catalytic chemical reaction, 191
 sugar molecules, A71
 volume of gas, A82

Combinatorics

airport codes, 903
 binary codes, 923
 birthday permutations, 905, 910, 917,
 921, 923
 blouses and skirts combinations, 901
 book arrangements, 910
 box stacking, 909
 code formation, 909
 combination locks, 910
 committee formation, 907, 909, 910, 923
 Senate committees, 910
 flag arrangement, 908, 923
 gender composition of children in
 family, 914
 letter codes, 903–904
 license plate possibilities, 910, 923
 lining up people, 904, 909
 number formation, 901, 909, 910, 923
 objects selection, 910
 passwords, 910
 seating arrangements, 923
 shirts and ties combinations, 901
 telephone numbers, 923
 two-symbol codewords, 900
 word formation, 908, 910, 923

Communications

data plan, 82, 107, 158–159
 installing cable TV, 151
 phone charges, 169
 radar detection, 621
 satellite dish, 695–696, 698
 social networking, 381, 387
 spreading of rumors, 329, 343
 tablet service, 131
 texting speed, 258
 Touch-Tone phones, 550

Computers and computing

graphics, 659, 811
 households owning computers, 380
 laser printers, A70
 three-click rule, 811
 website design, 811
 website map, 811
 Word users, 380

Construction

of box, 828, A68–A69, A72
 closed, 156
 open, 152
 of brick staircase, 893
 of can, 291
 of coffee can, A71
 of cylindrical tube, 828
 of enclosures
 around garden, A70
 around pond, A70
 maximizing area of, 194–195, 198, 206
 of fencing, 194–195, 198, 206, 828
 minimum cost for, 257
 of flashlight, 698

of headlight, 698
 of highway, 568, 580, 606
 installing cable TV, 151
 painting a room, 465
 pitch of roof, 569
 of rain gutter, 198, 419, 545, 559–560
 of ramp, 579
 access ramp, 106
 of rectangular field enclosure, 198
 sidewalk, 428
 of stadium, 198, 868
 of steel drum, 258
 of swimming pool, A21
 of swing set, 588
 of tent, 593
 TV dish, 698
 vent pipe installation, 708
 of walkway, 483

Cryptography

matrices in, 811

Decorating

Christmas tree, A16

Demographics

birth rate
 age of mother and, 200
 of unmarried women, 191
 diversity index, 342
 life expectancy, A81
 marital status, 902
 mosquito colony growth, 379
 population. *See Population*
 rabbit colony growth, 860

Design

of awning, 580
 of box with minimum surface area, 258
 of fine decorative pieces, 426
 of Little League Field, 410
 of water sprinkler, 408

Direction

of aircraft, 653, 657
 compass heading, 657
 for crossing a river, 657
 of fireworks display, 720
 of lightning strikes, 720
 of motorboat, 657
 of swimmer, 686

Distance

astronomical, 568
 average rate of change of moving
 particle, 962
 Bermuda Triangle, A21
 bicycle riding, 108
 from Chicago to Honolulu, 498
 circumference of Earth, 409
 between Earth and Mercury, 580
 between Earth and Venus, 581
 from Earth to a star, 567–568

32 Applications Index

of explosion, 721
height
 of aircraft, 579, 580
 of bouncing ball, 878, 893
 of bridge, 579
 of building, 567, 568
 of cloud, 563
 of Eiffel Tower, 567
 of embankment, 568
 of Ferris Wheel rider, 513
 of Great Pyramid of Cheops, 580, A21
 of helicopter, 606
 of hot-air balloon, 568
 of Lincoln's caricature on Mt. Rushmore, 569
 of mountain, 575–576, 579
 of statue on a building, 563–564
 of tower, 569
 of tree, 427, 579
 of Washington Monument, 568
 of Willis Tower, 568
from home, 108
from Honolulu to Melbourne, Australia, 498
of hot-air balloon
 to airport, 608
 from intersection, 44
from intersection, 44, 151
kayaking, 523
length
 of guy wire, 587
 of mountain trail, 568
 of ski lift, 578
limiting magnitude of telescope, 392
to the Moon, 579
nautical miles, 409
pendulum swings, 874, 878
to plateau, 567
across a pond, 567
pool depth, 133
range of airplane, A71
reach of ladder, 567
of rotating beacon, 465
between runners, 579
at sea, 580, 607
to shore, 567, 580, 606
between skyscrapers, 569, 570
stopping, 98, 191, 313
to tower, 580
traveled by wheel, A20
between two moving vehicles, 44
 toward intersection, 151
between two objects, 44, 567, 568
between two planes, 149
viewing, 427
visibility of Gibb's Hill Lighthouse beam, 564–565, A22
visual, A21
walking, 108
width
 of gorge, 566
 of Mississippi River, 569
 of river, 562, 606

Economics

Consumer Price Index (CPI), 370
demand equations, 292
inflation, 369
IS-LM model in, 768
marginal propensity to consume, 879
multiplier, 879
national debt, 120
participation rate, 98
per capita federal debt, 369
poverty rates, 232
poverty threshold, 45
relative income of child, 811
unemployment, 923

Education

age distribution of community
 college, 924
college costs, 369, 878
college tuition and fees, 393, 810
degrees awarded, 899
 doctorates, 920
faculty composition, 921
funding a college education, 393
grade computation, A82
IQ tests, A82
learning curve, 330, 343
maximum level achieved, 850
multiple-choice test, 910
spring break, 843
student loan
 interest on, 810
true/false test, 909
video games and grade-point average, 177

Electricity

alternating current (ac), 482, 534
alternating current (ac) circuits, 455, 474
alternating current (ac) generators, 456
charging a capacitor, 603
cost of, 129
current in RC circuit, 330
current in RL circuit, 330, 343
impedance, A62
Kirchhoff's Rules, 769, 783
parallel circuits, A62
 resistance in, 243
rates for, 106, A82
resistance, 243, A43
voltage
 foreign, A13
 U.S., A13

Electronics. *See also* Computers and computing

Blu-ray drive, 408
clock signal, 604
loudspeakers, 603
microphones, 55
sawtooth curve, 545, 603

Energy

expended while walking, 102–103
nuclear power plant, 720

solar, 55, 666
solar heat, 698
thermostat control, 146

Engineering

bridges
 Golden Gate, 195–196
 parabolic arch, 206, 697–698
 semielliptical arch, 707–708, 752
 suspension, 198, 697
drive wheel, 570
Gateway Arch (St. Louis), 698
grade
 of mountain trail, 829
 of road, 107
lean of Leaning Tower of Pisa, 579
moment of inertia, 550
piston engines, 426
product of inertia, 545
road system, 620
robotic arm, 676
rods and pistons, 588
searchlight, 522, 698, 752
tunnel clearance, 456
whispering galleries, 707

Entertainment

Demon Roller Coaster customer rate, 330
movie theater, 497–498
theater revenues, 769

Environment

endangered species, 329
invasive species, 381
lake pollution control laws, 860
oil leakage, 301

Exercise

elliptical trainer, 708
heartbeats during, 163–164
for weight loss, A82

Finance. *See also* Investment(s)

balancing a checking account, A13
bank balance comparison, 369
bills in wallet, 923
clothes shopping, 849
college costs, 369, 878
computer system purchase, 368
consumer expenditures annually by age, 196–197
cost
 of car, 105
 of car rental, 132
 of electricity, 129
 of fast food, 768
 minimizing, 206, 257
 of natural gas, 106, 132
 of printing, 230–231
 of towing car, 168
 of transatlantic travel, 98, 106
 of triangular lot, 593
cost function, 170
cost minimization, 191

credit cards
 balance on, 820
 debt, 860
 interest on, 368
 payment, 133, 860
 depreciation, 329
 of car, 344, 360, 396
 discounts, 302
 division of money, A64, A69
 effective rate of interest, 365
 electricity rates, 106
 financial planning, 768, 779–780, 783, A64, A69
 foreign exchange, 302
 funding a college education, 393
 future value of money, 232
 gross salary, 97
 life cycle hypothesis, 199
 loans, A69
 car, 860
 interest on, 810, A64
 repayment of, 368
 student, 810
 mortgages, 369
 fees, 132
 interest rates on, 369
 second, 369
 price appreciation of homes, 368
 prices of fast food, 769
 refunds, 768
 revenue maximization, 191, 193–194, 197–198
 rich man's promise, 879
 salary options, 880
 saving
 for a car, 368
 for a home, 878
 savings accounts interest, 368
 selling price of a home, 80–81
 sinking fund, 878
 taxes, 169
 competitive balance, 169
 federal income, 132, 302, 314, A82
 gas guzzler, 699
 truck rentals, 121
 used-car purchase, 368
 water bills, A82

Food and nutrition

animal, 844
 candy, 176
 color mix of candy, 923
 cooler contents, 924
 cooling time of pizza, 379
 fast food, 768, 769
 fat content, A82
 Girl Scout cookies, 920
 hospital diet, 769, 782
 ice cream, 843
 number of possible meals, 899–900
 soda and hot dogs buying
 combinations, 170
 sodium content, A82
 warming time of beer stein, 380

Forensic science

gender of remains, 587
 tibia length and height relationship, 345

Forestry

wood product classification, 378

Games

coin toss, 913
 die rolling, 913, 914–915, 924
 grains of wheat on a chess board, 879
 lottery, 924–925

Gardens and gardening.

See Landscaping

Geography

area of Bermuda Triangle, 593
 area of lake, 593, 607
 inclination of mountain trail, 562, 606

Geology

earthquakes, 344
 geysers, 868

Geometry

angle between two lines, 535
 balloon volume, 301
 box volume, 667
 circle
 area of, 593, A69
 center of, 77
 circumference of, A12, A69
 equation of, 794
 inscribed in square, 150
 length of chord of, 588
 radius of, 827
 collinear points, 794
 cone volume, 302
 cube
 length of edge of, 280
 surface area of, A13
 volume of, A13
 cylinder
 inscribing in cone, 151
 inscribing in sphere, 151
 volume of, 302
 Descartes's method of equal roots, 828
 dodecagon, 535, 593
 equation of line, 794
 ladder angle, 608
 octagon, 544
 Pascal figures, 891
 polygon
 area of, 794
 quadrilateral area, 593, 608
 rectangle
 area of, 97, 148–149, 156, A12
 dimensions of, 827
 inscribed in circle, 150
 inscribed in ellipse, 708
 inscribed in semicircle, 150, 546
 perimeter of, A12
 semicircle inscribed in, 151

semicircle area, 593, 608
 sphere, 676
 surface area of, A13
 volume of, A13
 square
 area of, A20, A69
 diagonals of, 44, 45
 perimeter of, A69
 shading, 879
 surface area
 of balloon, 301
 of cube, A13
 of sphere, A13
 tetrahedron, volume of, 794
 triangle
 area of, 592–593, 594, 608, 794, A12
 circumscribing, 581
 equilateral, 44, 45, A12–A13
 inscribed in circle, 151
 isosceles, 97, 608, 827
 Koch's snowflake, 879
 medians of, 44
 Pascal's, 860
 perfect, 594
 perimeter of, A13
 right, 566
 sides of, 608, 609
 volume of parallelepiped, 682
 wire into geometric shapes, 150–151

Government

federal debt, 120
 per capita, 369
 federal income tax, 98, 132, 302, 314, A82
 first-class mail, 133

Health. *See also* Exercise; Medicine

age versus total cholesterol, 388
 blood pressure, 456, 513
 expenditures on, 98
 ideal body weight, 313
 life cycle hypothesis, 199

Home improvement. *See also* Construction

painting a house, 769

Housing

apartment rental, 199
 price appreciation of homes, 368

Investment(s)

401(k), 878, 893
 annuity, 875–876, 878
 in bonds, 844
 Treasuries, 783, 834, 836, 838
 zero-coupon, 366, 369
 in CDs, 365, 844
 compound interest on, 361–362, 363, 364, 365, 368–369, 394
 diversified, 769
 dividing, 134, A69
 doubling of, 366, 369
 effective rate of interest, 365

34 Applications Index

finance charges, 368
in fixed-income securities, 369, 844
growth rate for, 368–369
IRA, 369, 875–876, 878
mutual fund growth over time, 382–383
return on, 368, 843, 844
savings account, 361–362
in stock
 analyzing, 209
 appreciation, 368
 beta, 160, 209
 NASDAQ stocks, 909
 NYSE stocks, 909
 portfolios of, 902
 price of, 879
time to reach goal, 368, 370
tripling of, 367, 369

Landscaping

boulder movement, 659
garden enclosure, A70
height of tree, 579
pond enclosure, 206
rectangular pond border, 206
removing stump, 658–659
tree planting, 783
watering lawn, 408

Law and law enforcement

motor vehicle thefts, 920
violent crimes, 98

Leisure and recreation

amusement park ride, 408
cable TV, 151
community skating rink, 157
Ferris wheel, 77, 408, 456, 513, 603
roller coaster, 476
video games and grade-point average, 177

Measurement

optical methods of, 522
of rainfall, 666

Medicine. *See also* Health

age versus total cholesterol, 388
blood pressure, 513
cancer
 breast, 386
 pancreatic, 329
drug concentration, 120, 257
drug medication, 329, 343
healing of wounds, 329, 343
lithotripsy, 708
spreading of disease, 393–394

Meteorology

weather balloon height and atmospheric pressure, 384

Miscellaneous

banquet seating, 843
bending wire, 828
biorhythms, 457

board deflection, 736
carrying a ladder around a corner,
 464, 513
citrus ladders, 868
coffee container, 396
cross-sectional area of beam, 98, 106
curve fitting, 768, 782, 847
drafting error, 44
Droste Effect, 861
lamp shadow, 721
land dimensions, 579
Mandelbrot sets, 644
paper creases, 884
pet ownership, 920
surface area of balloon, 301
surveillance satellites, 570
volume of balloon, 301
wire enclosure area, 150–151
working together on a job,
 A67–A68, A70

Mixtures. *See also* Chemistry

blending coffees, 836, 848, A65, A69, A70
blending teas, A70
candy, A70
cement, A71
mixed nuts, 767, 837, 848, A70
solutions, 768
water and antifreeze, A71

Motion. *See also* Physics

catching a train, 752
on a circle, 408
of Ferris Wheel rider, 513
of golf ball, 106
minute hand of clock, 408, 481
objects approaching intersection, 748
of pendulum, 604
revolutions of circular disk, A20
simulating, 742–743
tortoise and the hare race, 827
uniform, 748, A66, A70

Motor vehicles

alcohol and driving, 339, 344
angular speed of race car, 481
approaching intersection, 748
automobile production, 301, 783
average car speed, A72
brake repair with tune-up, 923
braking load, 666, 686
crankshafts, 580
depreciation, 294
depreciation of, 344, 360, 396
with Global Positioning
 System (GPS), 393
loans for, 860
runaway car, 204
spin balancing tires, 409
stopping distance, 98, 191, 313
theft of, 920
towing cost for car, 168
used-car purchase, 368
windshield wiper, 408

Music

revenues from, 146

Navigation

avoiding a tropical storm, 586
bearing, 565, 586
 of aircraft, 568
 of ship, 568, 607
charting a course, 657
commercial, 579
compass heading, 657
crossing a river, 657
error in
 correcting, 584–585, 607
 time lost due to, 579
rescue at sea, 576–577, 579
revising a flight plan, 586

Oceanography

tides, 456, 475

Optics

angle of refraction, 514
bending light, 514
Brewster angle, 514
index of refraction, 514
laser beam, 567
laser projection, 545
lensmaker's equation, A43
light obliterated through glass, 329
mirrors, 721, 861
reflecting telescope, 698

Pediatrics

height vs. head circumference, 313

Pharmacy

vitamin intake, 768, 783

Photography

camera distance, 568
camera lens field width, 404, 408
field width, 427

Physics

angle of elevation of Sun, 567
angle of inclination, 666
bouncing balls, 893
braking load, 666
damped motion, 607
Doppler effect, 258
effect of elevation on weight, 106
escape velocity, 736
force, 657, A69
 frictional, 607
 to hold a wagon on a hill, 663–664
 muscle, 658
 resultant, 657
gravity, 243, 266
 on Earth, 97, 314
 on Jupiter, 98
harmonic motion, 597
 damped, 607
 simple, 607

heat transfer, 513
 Hooke's Law, 170
 inclination of mountain trail, 562
 inclined ramp, 658
 kinetic energy, A69
 missile trajectory, 209
 moment of inertia, 550
 motion of object, 597–598
 pendulum motion, 408, 604, 874
 period, 146, 314
 pressure, A69
 product of inertia, 545
 projectile distance, 427
 projectile motion, 147, 187, 190–191,
 425–426, 427, 513, 540, 545, 550, 652,
 741–742, 747–749, 752
 artillery, 204, 504
 hit object, 748
 thrown object, 747
 simulating motion, 742–743
 static equilibrium, 654–655, 658, 659, 686
 static friction, 658
 tension, 654–655, 658, 686, 885
 thrown object, 652
 ball, 199, 204, 949–951, 952
 truck pulls, 658
 uniform motion, 151, 748, 752, A66, A70
 velocity down inclined planes, A91
 vertically propelled object, 204
 weight
 of a boat, 657
 of a car, 657
 of a piano, 654
 work, 676, A69

Play

swinging, 608
 wagon pulling, 657, 664–665

Plumbing

water leak, 736

Population. *See also* Demographics

bacteria, 331, 379, 386
 decline in, 379
 E-coli growth, 120, 162
 of endangered species, 380–381
 of fruit fly, 377
 as function of age, 98
 growth in, 379, 381
 insect, 243, 379, 381
 predator–prey, 441
 of trout, 860
 of United States, 359, 387, 895
 of world, 359, 387–388, 393, 851, 963

Probability

of ball not being chosen, 257
 of birthday shared by people in a
 room, 380
 checkout lines, 920
 classroom composition, 920
 exponential, 325, 329, 343
 of finding ideal mate, 344

household annual income, 920
 Poisson, 329–330
 “Price is Right” games, 920
 standard normal density function, 147
 of winning a lottery, 921

Pyrotechnics

fireworks display, 720

Rate. *See also* Speed

of car, 408
 catching a bus, 747
 catching a train, 747
 current of stream, 768
 of emptying
 oil tankers, A71
 a pool, A71
 a tub, A71
 of filling
 a conical tank, 152
 to keep up with the Sun, 409
 revolutions per minute
 of bicycle wheels, 408, 410
 of pulleys, 409
 of two cyclists, A71
 of water use, 147

Real estate

commission schedule, A82
 cost of triangular lot, 593
 housing prices, 291
 mortgage loans, 369

Recreation

bungee jumping, 266
Demon Roller Coaster customer
 rate, 330
 gambling, 920

Security

security cameras, 567

Seismology

calibrating instruments, 752

Sequences. *See also* Combinatorics

ceramic tile floor design, 866
 Drury Lane Theater, 867
 football stadium seating, 867
 seats in amphitheater, 867

Speed

of aircraft, 657, A72
 angular, 408, 481
 average, A72
 of current, 409, 848, A70
 as function of time, 108, 151
 of glider, 606
 instantaneous, 961
 linear, 406
 on Earth, 408, 409
 of Moon, 409
 of motorboat, A70
 of moving walkways, A70

revolutions per minute of pulley, 409
 of rotation of lighthouse beacons, 481
 of swimmer, 686
 of truck, 567
 of wheel pulling cable cars, 409
 wind, 768
 of wind turbine, 408

Sports

baseball, 747–748, 910, 923
 diamond, 44
 dimensions of home plate, 593
 field, 587, 588
 Little League, 44, 410
 on-base percentage, 171–172
 World Series, 910
 basketball, 910
 free throws, 105–106, 569
 granny shots, 105
 biathlon, A71
 bungee jumping, 266
 cycling, A71
 distance between runners, 579
 exacta betting, 923
 football, 708, A71
 defensive squad, 910
 seating revenue, 879
 golf, 106, 388, 741–742, 748
 distance to the green, 586
 sand bunkers, 504
 hammer throw, 483
 Olympic heroes, A71
 pool shots, 570
 races, 825, 827, A71
 relay runners, 923
 soccer, 587
 swimming, 608, 686
 tennis, 233, 258, A70

Surveys

of appliance purchases, 901
 data analysis, 898, 901
 stock portfolios, 902
 of summer session attendance, 901
 of TV sets in a house, 920

Temperature

of air parcel, 868
 body, A13
 conversion of, 170, 302, 314
 cooling time of pizza, 379
 cricket chirp rate and, 199
 measuring, 106
 after midnight, 232
 monthly, 456, 474–475, 482
 relationship between scales, 146
 shelf life and, 121
 sinusoidal function from, 470–471
 of skillet, 393
 warming time of beer stein, 380
 wind chill factor, 393

Tests and testing

IQ, A82

Time

for beer stein to warm, 380
for block to slide down inclined plane, 426
Ferris Wheel rider height as function of, 513
to go from an island to a town, 152
hours of daylight, 293, 397, 456, 472–473,
476, 484, 497
for pizza to cool, 379
of sunrise, 409, 497
of trip, 426, 441

Transportation

deicing salt, 504
Niagara Falls Incline Railway, 568

Travel. *See also* **Air travel;**

Navigation

bearing, 607
drivers stopped by the police, 395

parking at O'Hare International
Airport, 131
sailing, 635
tailgating, 426

Velocity

instantaneous
of ball, 952
on the Moon, 952–953

Volume

of gasoline in tank, A91
of ice in skating rink, 157
of water in cone, 152

Weapons

artillery, 204, 504
cannons, 209

Weather

atmospheric pressure, 329, 343
avoiding a tropical storm, 586
cooling air, 868
hurricanes, 177, 232, 474
lightning strikes, 717–718, 720
probability of rain, 916
rainfall measurement, 666
relative humidity, 330
tornadoes, 176
wind chill, 133, 393

Work, 664–665

computing, 664–665, 666, 686
constant rate jobs, 848
pulling a wagon, 664–665
ramp angle, 666
wheelbarrow push, 657

How to Value a House

Two things to consider in valuing a home: (1) How does it compare to similar nearby homes that have sold recently? (2) What value do you place on the advertised features and amenities?

The Zestimate[®] home value is a good starting point in figuring out the value of a home. It shows you how the home compares relative to others in the area, but you then need to add in all the other qualities that only someone who has seen the house knows.

Looking at “comps”


Knowing whether an asking price is fair will be important when you're ready to make an offer on a house. It will be even more important when your mortgage lender hires an appraiser to determine whether the house is worth the loan you're after.

Check on Zillow to see recent sales of similar, or comparable, homes in the area. Print them out and keep these “comps.” You'll be referring to them quite a bit.

Note that “recent sales” usually means within the past six months. A sales price from a year ago probably bears little or no relation to what is going on in your area right now. In fact, some lenders will not accept comps older than three months.

Market activity also determines how easy or difficult it is to find accurate comps. In a “hot” or busy market, you're likely to have lots of comps to choose from. In a less active market finding reasonable comps becomes harder. And if the home you're looking at has special design features, finding a comparable property is harder still. It's also necessary to know what's going on in a given sub-segment. Maybe large, high-end homes are selling like hotcakes, but owners of smaller houses are staying put, or vice versa.

Source: <http://luthersanchez.com/2016/03/09/how-to-value-a-house/>

 — See the Internet-based Chapter Project —



← A Look Back

Appendix A reviews skills from intermediate algebra.

A Look Ahead →

Here we connect algebra and geometry using the rectangular coordinate system. In the 1600s, algebra had developed to the point that René Descartes (1596–1650) and Pierre de Fermat (1601–1665) were able to use rectangular coordinates to translate geometry problems into algebra problems, and vice versa. This enabled both geometers and algebraists to gain new insights into their subjects, which had been thought to be separate but now were seen as connected.

Outline

- 1.1 The Distance and Midpoint Formulas
 - 1.2 Graphs of Equations in Two Variables; Intercepts; Symmetry
 - 1.3 Lines
 - 1.4 Circles
- Chapter Review
Chapter Test
Chapter Project

1.1 The Distance and Midpoint Formulas

PREPARING FOR THIS SECTION Before getting started, review the following:

- Algebra Essentials (Section A.1, pp. A1–A10)
- Geometry Essentials (Section A.2, pp. A14–A19)

 **Now Work** the 'Are You Prepared?' problems on page 42.

- OBJECTIVES**
- 1 Use the Distance Formula (p. 39)
 - 2 Use the Midpoint Formula (p. 41)

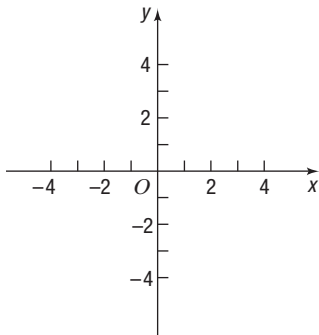


Figure 1 xy -Plane

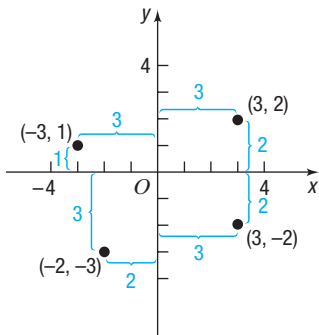


Figure 2

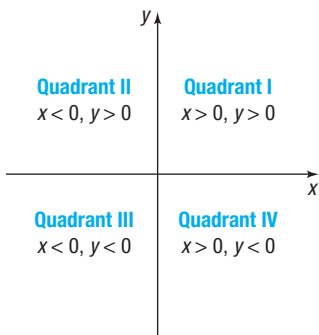


Figure 3

Rectangular Coordinates

We locate a point on the real number line by assigning it a single real number, called the *coordinate of the point*. For work in a two-dimensional plane, we locate points by using two numbers.

Begin with two real number lines located in the same plane: one horizontal and the other vertical. The horizontal line is called the **x -axis**, the vertical line the **y -axis**, and the point of intersection the **origin O** . See Figure 1. Assign coordinates to every point on these number lines using a convenient scale. In mathematics, we usually use the same scale on each axis, but in applications, different scales appropriate to the application may be used.

The origin O has a value of 0 on both the x -axis and the y -axis. Points on the x -axis to the right of O are associated with positive real numbers, and those to the left of O are associated with negative real numbers. Points on the y -axis above O are associated with positive real numbers, and those below O are associated with negative real numbers. In Figure 1, the x -axis and y -axis are labeled as x and y , respectively, and an arrow at the end of each axis is used to denote the positive direction.

The coordinate system described here is called a **rectangular** or **Cartesian*** **coordinate system**. The x -axis and y -axis lie in a *plane* called the **xy -plane**, and the x -axis and y -axis are referred to as the **coordinate axes**.

Any point P in the xy -plane can be located by using an **ordered pair** (x, y) of real numbers. Let x denote the signed distance of P from the y -axis (*signed* means that if P is to the right of the y -axis, then $x > 0$, and if P is to the left of the y -axis, then $x < 0$); and let y denote the signed distance of P from the x -axis. The ordered pair (x, y) , also called the **coordinates** of P , gives us enough information to locate the point P in the plane.

For example, to locate the point whose coordinates are $(-3, 1)$, go 3 units along the x -axis to the left of O and then go straight up 1 unit. We **plot** this point by placing a dot at this location. See Figure 2, in which the points with coordinates $(-3, 1)$, $(-2, -3)$, $(3, -2)$, and $(3, 2)$ are plotted.


The origin has coordinates $(0, 0)$. Any point on the x -axis has coordinates of the form $(x, 0)$, and any point on the y -axis has coordinates of the form $(0, y)$.

If (x, y) are the coordinates of a point P , then x is called the **x -coordinate**, or **abscissa**, of P , and y is the **y -coordinate**, or **ordinate**, of P . We identify the point P by its coordinates (x, y) by writing $P = (x, y)$. Usually, we will simply say “the point (x, y) ” rather than “the point whose coordinates are (x, y) .”

The coordinate axes partition the xy -plane into four sections called **quadrants**, as shown in Figure 3. In quadrant I, both the x -coordinate and the y -coordinate of all points are positive; in quadrant II, x is negative and y is positive; in quadrant III, both x and y are negative; and in quadrant IV, x is positive and y is negative. Points on the coordinate axes belong to no quadrant.

 **Now Work** PROBLEM 15

*Named after René Descartes (1596–1650), a French mathematician, philosopher, and theologian.

 **COMMENT** On a graphing calculator, you can set the scale on each axis. Once this has been done, you obtain the **viewing rectangle**. See Figure 4 for a typical viewing rectangle. You should now read Section B.1, *The Viewing Rectangle*.

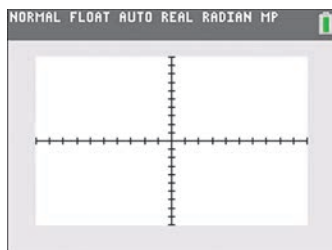


Figure 4 TI-84 Plus C Standard Viewing Rectangle

1 Use the Distance Formula

If the same units of measurement (such as inches, centimeters, and so on) are used for both the x -axis and y -axis, then all distances in the xy -plane can be measured using this unit of measurement.

EXAMPLE 1

Finding the Distance between Two Points

Find the distance d between the points $(1, 3)$ and $(5, 6)$.

Solution

Need to Review?

- The Pythagorean Theorem and its converse are discussed in Section A.2, pp. A14–A15.

First plot the points $(1, 3)$ and $(5, 6)$ and connect them with a line segment. See Figure 5(a). To find the length d , begin by drawing a horizontal line segment from $(1, 3)$ to $(5, 3)$ and a vertical line segment from $(5, 3)$ to $(5, 6)$, forming a right triangle, as shown in Figure 5(b). One leg of the triangle is of length 4 (since $|5 - 1| = 4$), and the other is of length 3 (since $|6 - 3| = 3$). By the Pythagorean Theorem, the square of the distance d that we seek is

$$\begin{aligned}d^2 &= 4^2 + 3^2 = 16 + 9 = 25 \\d &= \sqrt{25} = 5\end{aligned}$$

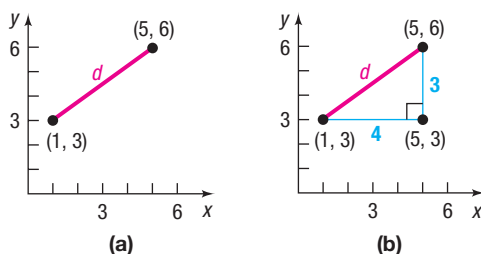


Figure 5

The **distance formula** provides a straightforward method for computing the distance between two points.

THEOREM Distance Formula

The distance between two points $P_1 = (x_1, y_1)$ and $P_2 = (x_2, y_2)$, denoted by $d(P_1, P_2)$, is

$$d(P_1, P_2) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \quad (1)$$

Proof of the Distance Formula Let (x_1, y_1) denote the coordinates of point P_1 and let (x_2, y_2) denote the coordinates of point P_2 .

- Assume that the line joining P_1 and P_2 is neither horizontal nor vertical. Refer to Figure 6(a) on the next page. The coordinates of P_3 are (x_2, y_1) . The horizontal

In Words

To compute the distance between two points, find the difference of the x -coordinates, square it, and add this to the square of the difference of the y -coordinates. The square root of this sum is the distance.

distance from P_1 to P_3 equals the absolute value of the difference of the x -coordinates, $|x_2 - x_1|$. The vertical distance from P_3 to P_2 equals the absolute value of the difference of the y -coordinates, $|y_2 - y_1|$. See Figure 6(b). The distance $d(P_1, P_2)$ is the length of the hypotenuse of the right triangle, so, by the Pythagorean Theorem, it follows that

$$\begin{aligned} [d(P_1, P_2)]^2 &= |x_2 - x_1|^2 + |y_2 - y_1|^2 \\ &= (x_2 - x_1)^2 + (y_2 - y_1)^2 \\ d(P_1, P_2) &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \end{aligned}$$

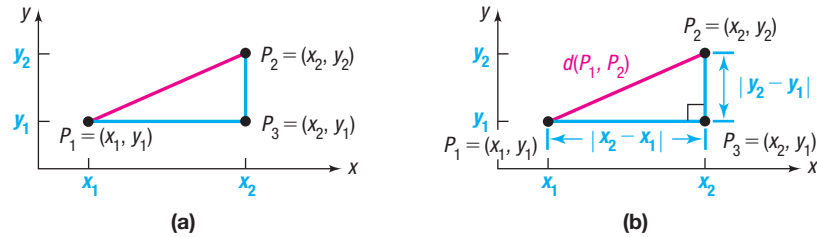


Figure 6

- If the line joining P_1 and P_2 is horizontal, then the y -coordinate of P_1 equals the y -coordinate of P_2 ; that is, $y_1 = y_2$. Refer to Figure 7(a). In this case, the distance formula (1) still works, because for $y_1 = y_2$, it reduces to

$$d(P_1, P_2) = \sqrt{(x_2 - x_1)^2 + 0^2} = \sqrt{(x_2 - x_1)^2} = |x_2 - x_1|$$

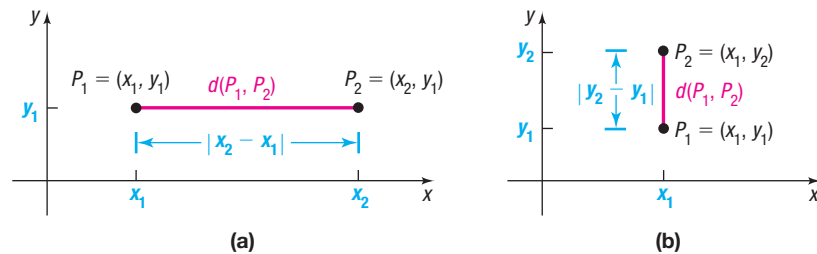


Figure 7

- A similar argument holds if the line joining P_1 and P_2 is vertical. See Figure 7(b). ■

EXAMPLE 2**Using the Distance Formula**

Find the distance d between the points $(-4, 5)$ and $(3, 2)$.

Solution

Using the distance formula, equation (1), reveals that the distance d is

$$\begin{aligned} d &= \sqrt{[3 - (-4)]^2 + (2 - 5)^2} = \sqrt{7^2 + (-3)^2} \\ &= \sqrt{49 + 9} = \sqrt{58} \approx 7.62 \end{aligned}$$

 **Now Work** PROBLEMS 19 AND 23

The distance between two points $P_1 = (x_1, y_1)$ and $P_2 = (x_2, y_2)$ is never a negative number. Also, the distance between two points is 0 only when the points are identical—that is, when $x_1 = x_2$ and $y_1 = y_2$. And, because $(x_2 - x_1)^2 = (x_1 - x_2)^2$ and $(y_2 - y_1)^2 = (y_1 - y_2)^2$, it makes no difference whether the distance is computed from P_1 to P_2 or from P_2 to P_1 ; that is, $d(P_1, P_2) = d(P_2, P_1)$.

The introduction to this chapter mentioned that rectangular coordinates enable us to translate geometry problems into algebra problems, and vice versa. The next example shows how algebra (the distance formula) can be used to solve geometry problems.

EXAMPLE 3

Using Algebra to Solve a Geometry Problem

Consider the three points $A = (-2, 1)$, $B = (2, 3)$, and $C = (3, 1)$.

- Plot each point and form the triangle ABC .
- Find the length of each side of the triangle.
- Show that the triangle is a right triangle.
- Find the area of the triangle.

Solution

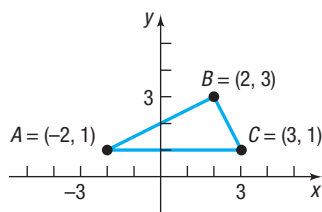


Figure 8

- Figure 8 shows the points A, B, C and the triangle ABC .
- To find the length of each side of the triangle, use the distance formula, equation (1).

$$d(A, B) = \sqrt{[2 - (-2)]^2 + (3 - 1)^2} = \sqrt{16 + 4} = \sqrt{20} = 2\sqrt{5}$$

$$d(B, C) = \sqrt{(3 - 2)^2 + (1 - 3)^2} = \sqrt{1 + 4} = \sqrt{5}$$

$$d(A, C) = \sqrt{[3 - (-2)]^2 + (1 - 1)^2} = \sqrt{25 + 0} = 5$$

- If the sum of the squares of the lengths of two of the sides equals the square of the length of the third side, then the triangle is a right triangle. Looking at Figure 8, it seems reasonable to conjecture that the angle at vertex B might be a right angle. We shall check to see whether

$$[d(A, B)]^2 + [d(B, C)]^2 = [d(A, C)]^2$$

Using the results in part (b) yields

$$\begin{aligned} [d(A, B)]^2 + [d(B, C)]^2 &= (2\sqrt{5})^2 + (\sqrt{5})^2 \\ &= 20 + 5 = 25 = [d(A, C)]^2 \end{aligned}$$

It follows from the converse of the Pythagorean Theorem that triangle ABC is a right triangle.

- Because the right angle is at vertex B , the sides AB and BC form the base and height of the triangle. Its area is

$$\text{Area} = \frac{1}{2} \cdot \text{Base} \cdot \text{Height} = \frac{1}{2} \cdot 2\sqrt{5} \cdot \sqrt{5} = 5 \text{ square units}$$

 **Now Work** PROBLEM 33

2 Use the Midpoint Formula

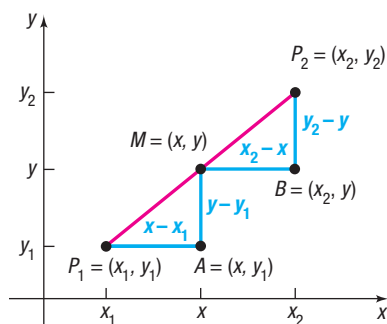


Figure 9

We now derive a formula for the coordinates of the **midpoint of a line segment**. Let $P_1 = (x_1, y_1)$ and $P_2 = (x_2, y_2)$ be the endpoints of a line segment, and let $M = (x, y)$ be the point on the line segment that is the same distance from P_1 as it is from P_2 . See Figure 9. The triangles P_1AM and MBP_2 are congruent. [Do you see why? $d(P_1, M) = d(M, P_2)$ is given; also, $\angle AP_1M = \angle BMP_2^*$ and $\angle P_1MA = \angle MP_2B$. So, we have angle-side-angle.] Because triangles P_1AM and MBP_2 are congruent, corresponding sides are equal in length. That is,

$$\begin{aligned} x - x_1 &= x_2 - x & \text{and} & & y - y_1 &= y_2 - y \\ 2x &= x_1 + x_2 & & & 2y &= y_1 + y_2 \\ x &= \frac{x_1 + x_2}{2} & & & y &= \frac{y_1 + y_2}{2} \end{aligned}$$

*A postulate from geometry states that the transversal $\overline{P_1P_2}$ forms congruent corresponding angles with the parallel line segments $\overline{P_1A}$ and \overline{MB} .

In Words

To find the midpoint of a line segment, average the x -coordinates of the endpoints, and average the y -coordinates of the endpoints.

THEOREM Midpoint Formula

The midpoint $M = (x, y)$ of the line segment from $P_1 = (x_1, y_1)$ to $P_2 = (x_2, y_2)$ is

$$M = (x, y) = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right) \quad (2)$$

EXAMPLE 4**Finding the Midpoint of a Line Segment**

Find the midpoint of the line segment from $P_1 = (-5, 5)$ to $P_2 = (3, 1)$. Plot the points P_1 and P_2 and their midpoint.

Use the midpoint formula (2) with $x_1 = -5$, $y_1 = 5$, $x_2 = 3$, and $y_2 = 1$. The coordinates (x, y) of the midpoint M are

$$x = \frac{x_1 + x_2}{2} = \frac{-5 + 3}{2} = -1 \quad \text{and} \quad y = \frac{y_1 + y_2}{2} = \frac{5 + 1}{2} = 3$$

That is, $M = (-1, 3)$. See Figure 10.

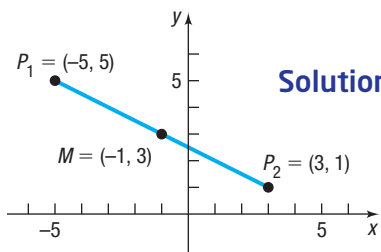


Figure 10

Solution**Now Work PROBLEM 39****1.1 Assess Your Understanding**

'Are You Prepared?' Answers are given at the end of these exercises. If you get a wrong answer, read the pages listed in red.

- On the real number line, the origin is assigned the number _____. (p. A4)
- If -3 and 5 are the coordinates of two points on the real number line, the distance between these points is _____. (pp. A5–A6)
- If 3 and 4 are the legs of a right triangle, the hypotenuse is _____. (p. A14)
- Use the converse of the Pythagorean Theorem to show that a triangle whose sides are of lengths 11 , 60 , and 61 is a right triangle. (pp. A14–A15)
- The area A of a triangle whose base is b and whose altitude is h is $A =$ _____. (p. A15)
- True or False** Two triangles are congruent if two angles and the included side of one equals two angles and the included side of the other. (pp. A16–A17)

Concepts and Vocabulary

- If (x, y) are the coordinates of a point P in the xy -plane, then x is called the _____ of P , and y is the _____ of P .
- The coordinate axes partition the xy -plane into four sections called _____.
- If three distinct points P , Q , and R all lie on a line, and if $d(P, Q) = d(Q, R)$, then Q is called the _____ of the line segment from P to R .
- True or False** The distance between two points is sometimes a negative number.
- True or False** The point $(-1, 4)$ lies in quadrant IV of the Cartesian plane.
- True or False** The midpoint of a line segment is found by averaging the x -coordinates and averaging the y -coordinates of the endpoints.
- Multiple Choice** Which of the following statements is true for a point (x, y) that lies in quadrant III?
 - Both x and y are positive.
 - Both x and y are negative.
 - x is positive, and y is negative.
 - x is negative, and y is positive.
- Multiple Choice** Choose the expression that equals the distance between two points (x_1, y_1) and (x_2, y_2) .
 - $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
 - $\sqrt{(x_2 + x_1)^2 - (y_2 + y_1)^2}$
 - $\sqrt{(x_2 - x_1)^2 - (y_2 - y_1)^2}$
 - $\sqrt{(x_2 + x_1)^2 + (y_2 + y_1)^2}$

Skill Building

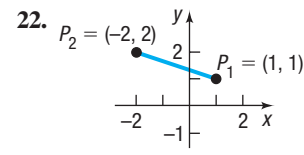
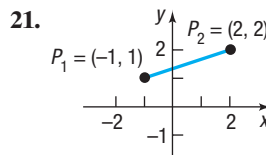
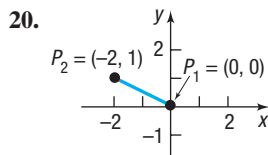
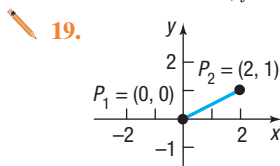
In Problems 15 and 16, plot each point in the xy -plane. State which quadrant or on what coordinate axis each point lies.

15. (a) $A = (-3, 2)$ (d) $D = (6, 5)$ 16. (a) $A = (1, 4)$ (d) $D = (4, 1)$
 (b) $B = (6, 0)$ (e) $E = (0, -3)$ (b) $B = (-3, -4)$ (e) $E = (0, 1)$
 (c) $C = (-2, -2)$ (f) $F = (6, -3)$ (c) $C = (-3, 4)$ (f) $F = (-3, 0)$

17. Plot the points $(0, 3)$, $(1, 3)$, $(-2, 3)$, $(5, 3)$, and $(-4, 3)$. Describe the set of all points of the form $(x, 3)$, where x is a real number.

18. Plot the points $(2, 0)$, $(2, -3)$, $(2, 4)$, $(2, 1)$, and $(2, -1)$. Describe the set of all points of the form $(2, y)$, where y is a real number.

In Problems 19–32, find the distance d between the points P_1 and P_2 .



23. $P_1 = (3, -4)$; $P_2 = (5, 4)$
 24. $P_1 = (-1, 0)$; $P_2 = (2, 4)$
 25. $P_1 = (2, -3)$; $P_2 = (4, 2)$
 26. $P_1 = (-7, 3)$; $P_2 = (4, 0)$
 27. $P_1 = (-4, -3)$; $P_2 = (6, 2)$
 28. $P_1 = (5, -2)$; $P_2 = (6, 1)$
 29. $P_1 = (1.2, 2.3)$; $P_2 = (-0.3, 1.1)$
 30. $P_1 = (-0.2, 0.3)$; $P_2 = (2.3, 1.1)$
 31. $P_1 = (a, a)$; $P_2 = (0, 0)$
 32. $P_1 = (a, b)$; $P_2 = (0, 0)$

In Problems 33–38, plot each point and form the triangle ABC . Show that the triangle is a right triangle. Find its area.

33. $A = (-2, 5)$; $B = (1, 3)$; $C = (-1, 0)$
 34. $A = (-2, 5)$; $B = (12, 3)$; $C = (10, -11)$
 35. $A = (-6, 3)$; $B = (3, -5)$; $C = (-1, 5)$
 36. $A = (-5, 3)$; $B = (6, 0)$; $C = (5, 5)$
 37. $A = (4, -3)$; $B = (4, 1)$; $C = (2, 1)$
 38. $A = (4, -3)$; $B = (0, -3)$; $C = (4, 2)$

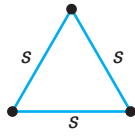
In Problems 39–46, find the midpoint of the line segment joining the points P_1 and P_2 .

39. $P_1 = (3, -4)$; $P_2 = (5, 4)$
 40. $P_1 = (-2, 0)$; $P_2 = (2, 4)$
 41. $P_1 = (2, -3)$; $P_2 = (4, 2)$
 42. $P_1 = (-1, 4)$; $P_2 = (8, 0)$
 43. $P_1 = (-4, -3)$; $P_2 = (2, 2)$
 44. $P_1 = (7, -5)$; $P_2 = (9, 1)$
 45. $P_1 = (a, a)$; $P_2 = (0, 0)$
 46. $P_1 = (a, b)$; $P_2 = (0, 0)$

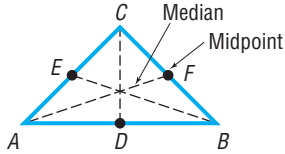
Applications and Extensions

47. If the point $(3, 8)$ is shifted 2 units to the right and 4 units down, what are its new coordinates?
48. If the point $(-1, 6)$ is shifted 2 units to the left and 4 units up, what are its new coordinates?
49. Find all points having an x -coordinate of 4 whose distance from the point $(-4, 2)$ is 10.
 (a) By using the Pythagorean Theorem.
 (b) By using the distance formula.
50. Find all points having a y -coordinate of -6 whose distance from the point $(1, 2)$ is 17.
 (a) By using the Pythagorean Theorem.
 (b) By using the distance formula.
51. Find all points on the x -axis that are 12 units from the point $(5, -6)$.
52. Find all points on the y -axis that are 6 units from the point $(4, -3)$.
53. Suppose that $A = (2, 5)$ are the coordinates of a point in the xy -plane.
 (a) Find the coordinates of the point if A is shifted 2 units to the right and 3 units down.
 (b) Find the coordinates of the point if A is shifted 1 unit to the left and 6 units up.
54. Plot the points $A = (-1, 8)$ and $M = (2, 3)$ in the xy -plane. If M is the midpoint of a line segment AB , find the coordinates of B .
55. The midpoint of the line segment from P_1 to P_2 is $(-6, 5)$. If $P_1 = (-6, 3)$, what is P_2 ?
56. The midpoint of the line segment from P_1 to P_2 is $(5, -4)$. If $P_2 = (7, -2)$, what is P_1 ?

57. **Geometry** An **equilateral triangle** has three sides of equal length. If two vertices of an equilateral triangle are $(0, 4)$ and $(0, 0)$ find the third vertex. How many of these triangles are possible?



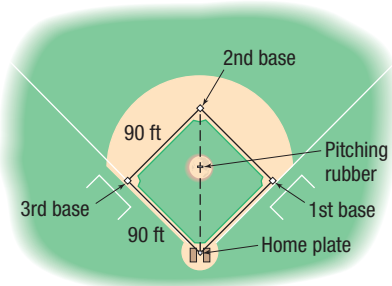
58. **Geometry** The **medians** of a triangle are the line segments from each vertex to the midpoint of the opposite side (see the figure). Find the lengths of the medians of the triangle with vertices at $A = (0, 0)$, $B = (6, 0)$, and $C = (4, 4)$.



In Problems 59–62, find the length of each side of the triangle determined by the three points P_1 , P_2 , and P_3 . State whether the triangle is an isosceles triangle, a right triangle, neither of these, or both. (An **isosceles triangle** is one in which at least two of the sides are of equal length.)

59. $P_1 = (-1, 4)$; $P_2 = (6, 2)$; $P_3 = (4, -5)$
 60. $P_1 = (4, 2)$; $P_2 = (10, 4)$; $P_3 = (6, -4)$
 61. $P_1 = (7, 2)$; $P_2 = (-4, 0)$; $P_3 = (4, 6)$
 62. $P_1 = (-8, -3)$, $P_2 = (0, 15)$, $P_3 = (5, 2)$

63. **Baseball** A major league baseball “diamond” is actually a square 90 feet on a side (see the figure). What is the distance directly from home plate to second base (the diagonal of the square)?



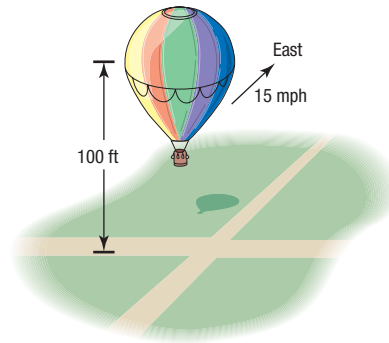
64. **Little League Baseball** The layout of a Little League playing field is a square 60 feet on a side. How far is it directly from home plate to second base (the diagonal of the square)?

Source: 2018 Little League Baseball Official Regulations, Playing Rules, and Operating Policies

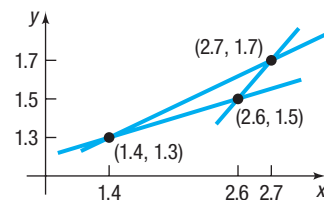
65. **Baseball** Refer to Problem 63. Overlay a rectangular coordinate system on a major league baseball diamond so that the origin is at home plate, the positive x -axis lies in the direction from home plate to first base, and the positive y -axis lies in the direction from home plate to third base.
- What are the coordinates of first base, second base, and third base? Use feet as the unit of measurement.
 - If the right fielder is located at $(310, 15)$ how far is it from the right fielder to second base?
 - If the center fielder is located at $(300, 300)$, how far is it from the center fielder to third base?

66. **Little League Baseball** Refer to Problem 64. Overlay a rectangular coordinate system on a Little League baseball diamond so that the origin is at home plate, the positive x -axis lies in the direction from home plate to first base, and the positive y -axis lies in the direction from home plate to third base.

- What are the coordinates of first base, second base, and third base? Use feet as the unit of measurement.
 - If the right fielder is located at $(180, 20)$, how far is it from the right fielder to second base?
 - If the center fielder is located at $(220, 220)$, how far is it from the center fielder to third base?
67. **Distance between Moving Objects** A Ford Focus and a Freightliner Cascadia truck leave an intersection at the same time. The Focus heads east at an average speed of 60 miles per hour, while the Cascadia heads south at an average speed of 45 miles per hour. Find an expression for their distance apart d (in miles) at the end of t hours.
68. **Distance of a Moving Object from a Fixed Point** A hot-air balloon, headed due east at an average speed of 15 miles per hour and at a constant altitude of 100 feet, passes over an intersection (see the figure). Find an expression for the distance d (measured in feet) from the balloon to the intersection t seconds later.



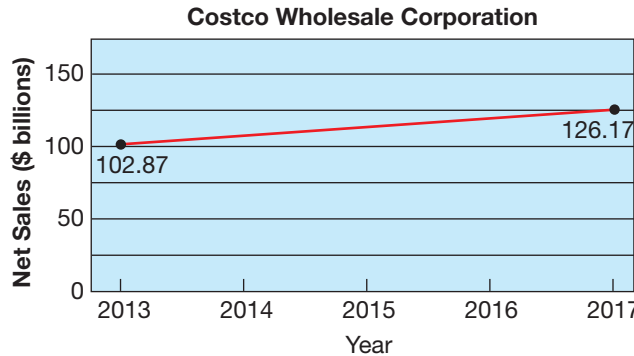
69. **Drafting Error** When a draftsman draws three lines that are to intersect at one point, the lines may not intersect as intended and subsequently will form an **error triangle**. If this error triangle is long and thin, one estimate for the location of the desired point is the midpoint of the shortest side. The figure shows one such error triangle.



- Find an estimate for the desired intersection point.
- Find the distance from $(1.4, 1.3)$ to the midpoint found in part (a).

- 70. Net Sales** The figure illustrates the net sales growth of Costco Wholesale Corporation from 2013 through 2017. Use the midpoint formula to estimate the net sales of Costco Wholesale Corporation in 2015. How does your result compare to the reported value of \$113.67 billion?

Source: Costco Wholesale Corporation 2017 Annual Report



- 71. Poverty Threshold** A poverty threshold represents the minimum annual household income for a family not to be considered poor. In 1995, the poverty threshold for a family of four with two children under the age of 18 years was \$15,598. In 2005, the poverty threshold for a family of four with two children under the age of 18 years was \$19,508. Assuming poverty thresholds increase in a straight-line fashion, use the midpoint formula to estimate the poverty threshold of a family of four with two children under the age of 18 in 2000.
- 72. Challenge Problem Geometry** Verify that the points $(0, 0)$, $(a, 0)$, and $\left(\frac{a}{2}, \frac{\sqrt{3}a}{2}\right)$ are the vertices of an equilateral triangle. Then show that the midpoints of the three sides are the vertices of a second equilateral triangle.
- 73. Challenge Problem Geometry** A point P is equidistant from $(-5, 1)$ and $(4, -4)$. Find the coordinates of P if its y -coordinate is twice its x -coordinate.
- 74. Challenge Problem Geometry** Find the midpoint of each diagonal of a square with side of length s . Draw the conclusion that the diagonals of a square intersect at their midpoints. [Hint: Use $(0, 0)$, $(0, s)$, $(s, 0)$, and (s, s) as the vertices of the square.]
- 75. Challenge Problem Geometry** For any parallelogram, prove that the sum of the squares of the lengths of the sides equals the sum of the squares of the lengths of the diagonals. [Hint: Use $(0, 0)$, $(a, 0)$, $(a + b, c)$, and (b, c) as the vertices of the parallelogram. Assume a , b , and c are positive.]

Explaining Concepts: Discussion and Writing

- 76.** Write a paragraph that describes a Cartesian plane. Then write a second paragraph that describes how to plot points in the Cartesian plane. Your paragraphs should include the terms “coordinate axes,” “ordered pair,” “coordinates,” “plot,” “ x -coordinate,” and “ y -coordinate.”

'Are You Prepared?' Answers

1. 0 2. 8 3. 5 4. $11^2 + 60^2 = 121 + 3600 = 3721 = 61^2$ 5. $\frac{1}{2}bh$ 6. True

1.2 Graphs of Equations in Two Variables; Intercepts; Symmetry

PREPARING FOR THIS SECTION Before getting started, review the following:

- Solving Linear Equations (Section A.6, pp. A44–A45)
- Solve a Quadratic Equation by Factoring (Section A.6, pp. A47–A48)

 **Now Work** the 'Are You Prepared?' problems on page 53.

- OBJECTIVES**
- Graph Equations by Plotting Points (p. 46)
 - Find Intercepts from a Graph (p. 48)
 - Find Intercepts from an Equation (p. 48)
 - Test an Equation for Symmetry with Respect to the x -Axis, the y -Axis, and the Origin (p. 49)
 - Know How to Graph Key Equations (p. 51)

1 Graph Equations by Plotting Points

An **equation in two variables**, say x and y , is a statement in which two expressions involving x and y are equal. The expressions are called the **sides** of the equation. Since an equation is a statement, it may be true or false, depending on the value of the variables. Any values of x and y that result in a true statement are said to **satisfy** the equation.

For example, the following are all equations in two variables x and y :

$$x^2 + y^2 = 5 \quad 2x - y = 6 \quad y = 2x + 5 \quad x^2 = y$$

The first of these, $x^2 + y^2 = 5$, is satisfied for $x = 1, y = 2$, since $1^2 + 2^2 = 5$. Other choices of x and y , such as $x = -1, y = -2$, also satisfy this equation. It is not satisfied for $x = 2$ and $y = 3$, since $2^2 + 3^2 = 4 + 9 = 13 \neq 5$.

The **graph of an equation in two variables** x and y consists of the set of points in the xy -plane whose coordinates (x, y) satisfy the equation.

Graphs play an important role in helping us to visualize the relationships that exist between two variables or quantities. Table 1 shows the average price of gasoline in the United States for the years 1991–2017 (adjusted for inflation). If we plot these data using year as the x -coordinate and price as the y -coordinate, and then connect the points (year, price), we obtain Figure 11.

Table 1 Average Price of Gasoline

Year	Price	Year	Price	Year	Price
1991	1.98	2000	2.11	2009	2.68
1992	1.90	2001	1.97	2010	3.12
1993	1.81	2002	1.83	2011	3.84
1994	1.78	2003	2.07	2012	3.87
1995	1.78	2004	2.40	2013	3.68
1996	1.87	2005	2.85	2014	3.48
1997	1.83	2006	3.13	2015	2.51
1998	1.55	2007	3.31	2016	2.19
1999	1.67	2008	3.70	2017	2.38

Source: U.S. Energy Information Administration (https://www.eia.gov/dnav/pet/pet_pri_gnd_dcus_nus_a.htm)

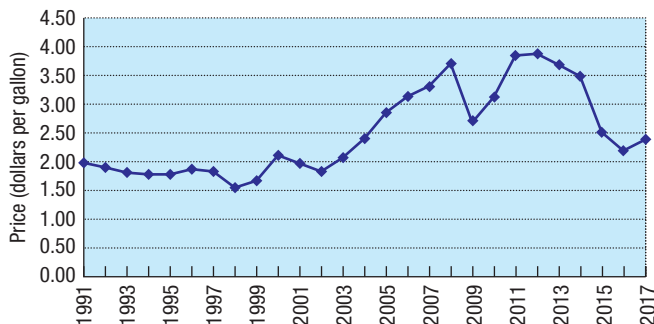


Figure 11

EXAMPLE 1

Determining Whether a Point Is on the Graph of an Equation

Determine whether the points are on the graph of the equation $2x - y = 6$.

- (a) $(2, 3)$ (b) $(2, -2)$

Solution

- (a) For the point $(2, 3)$, check to see whether $x = 2, y = 3$ satisfies the equation $2x - y = 6$.

$$2x - y = 2 \cdot 2 - 3 = 4 - 3 = 1 \neq 6$$

The equation is not satisfied, so the point $(2, 3)$ is not on the graph of $2x - y = 6$.

- (b) For the point $(2, -2)$,

$$2x - y = 2 \cdot 2 - (-2) = 4 + 2 = 6$$

The equation is satisfied, so the point $(2, -2)$ is on the graph of $2x - y = 6$. J

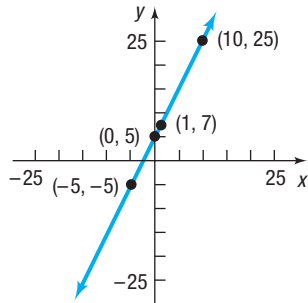
EXAMPLE 2

Graphing an Equation by Plotting Points

Graph the equation: $y = 2x + 5$

Solution

The graph consists of all points (x, y) that satisfy the equation. To locate some of these points (and get an idea of the pattern of the graph), assign some numbers to x , and find corresponding values for y .

Figure 12 $y = 2x + 5$

If	Then	Point on Graph
$x = 0$	$y = 2 \cdot 0 + 5 = 5$	$(0, 5)$
$x = 1$	$y = 2 \cdot 1 + 5 = 7$	$(1, 7)$
$x = -5$	$y = 2 \cdot (-5) + 5 = -5$	$(-5, -5)$
$x = 10$	$y = 2 \cdot 10 + 5 = 25$	$(10, 25)$

By plotting these points and then connecting them, we obtain the graph (a *line*) of the equation $y = 2x + 5$, as shown in Figure 12.

EXAMPLE 3

Graphing an Equation by Plotting Points

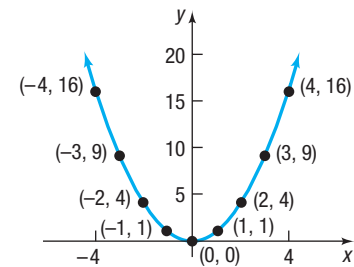
Graph the equation: $y = x^2$

Solution

Table 2 provides several points on the graph of $y = x^2$. Plotting these points and connecting them with a smooth curve gives the graph (a *parabola*) shown in Figure 13.

Table 2

x	$y = x^2$	(x, y)
-4	16	$(-4, 16)$
-3	9	$(-3, 9)$
-2	4	$(-2, 4)$
-1	1	$(-1, 1)$
0	0	$(0, 0)$
1	1	$(1, 1)$
2	4	$(2, 4)$
3	9	$(3, 9)$
4	16	$(4, 16)$


Figure 13 $y = x^2$

The graphs of the equations shown in Figures 12 and 13 do not show all points. For example, in Figure 12, the point $(20, 45)$ is a part of the graph of $y = 2x + 5$, but it is not shown. Since the graph of $y = 2x + 5$ can be extended out indefinitely, we use arrows to indicate that the pattern shown continues. It is important, when showing a graph, to present enough of the graph so that any viewer of the illustration will “see” the rest of it as an obvious continuation of what is actually there. This is referred to as a **complete graph**.

One way to obtain the complete graph of an equation is to plot enough points on the graph for a pattern to become evident. Then these points are connected with a smooth curve following the suggested pattern. But how many points are sufficient? Sometimes knowledge about the equation tells us. For example, we will learn in the next section that if an equation is of the form $y = mx + b$, then its graph is a line. In this case, only two points are needed to obtain the complete graph.

One purpose of this text is to investigate the properties of equations in order to decide whether a graph is complete. Sometimes we shall graph equations by plotting points. Shortly, we shall investigate various techniques that will enable us to graph an equation without plotting so many points.

Two techniques that sometimes reduce the number of points required to graph an equation involve finding *intercepts* and checking for *symmetry*.

 **COMMENT** Another way to obtain the graph of an equation is to use a graphing utility. Read Section B.2, *Using a Graphing Utility to Graph Equations*. ■

2 Find Intercepts from a Graph

The points, if any, at which a graph crosses or touches the coordinate axes are called the **intercepts** of the graph. See Figure 14. The x -coordinate of a point at which the graph crosses or touches the x -axis is an **x -intercept**, and the y -coordinate of a point at which the graph crosses or touches the y -axis is a **y -intercept**.

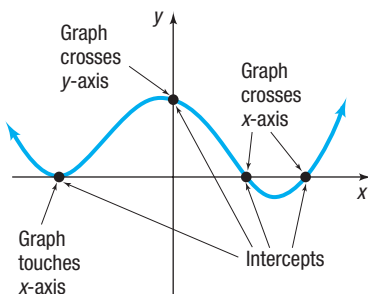


Figure 14

In Words

Intercepts are points (ordered pairs). An x -intercept or a y -intercept is a number. For example, the point $(3, 0)$ is an intercept; the number 3 is an x -intercept.

EXAMPLE 4

Finding Intercepts from a Graph

Find the intercepts of the graph in Figure 15. What are its x -intercepts? What are its y -intercepts?

Solution The intercepts of the graph are the points

$$(-3, 0), (0, 3), \left(\frac{3}{2}, 0\right), \left(0, -\frac{4}{3}\right), (0, -3.5), (4.5, 0)$$

The x -intercepts are -3 , $\frac{3}{2}$, and 4.5 ; the y -intercepts are -3.5 , $-\frac{4}{3}$, and 3 .

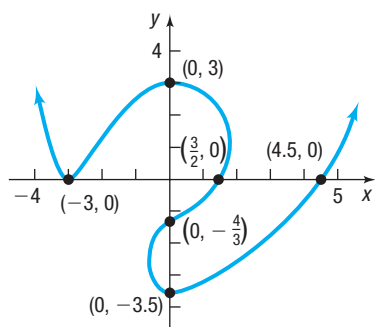


Figure 15

In Example 4, notice that intercepts are listed as ordered pairs, and the x -intercepts and the y -intercepts are listed as numbers. We use this distinction throughout the text.

 **Now Work** PROBLEM 41(a)

3 Find Intercepts from an Equation

The intercepts of a graph can be found from its equation by using the fact that points on the x -axis have y -coordinates equal to 0, and points on the y -axis have x -coordinates equal to 0.

Procedure for Finding Intercepts

- To find the x -intercept(s), if any, of the graph of an equation, let $y = 0$ in the equation and solve for x , where x is a real number.
- To find the y -intercept(s), if any, of the graph of an equation, let $x = 0$ in the equation and solve for y , where y is a real number.



COMMENT For many equations, finding intercepts may not be so easy. In such cases, a graphing utility can be used. Read the first part of Section B.3, *Using a Graphing Utility to Locate Intercepts and Check for Symmetry*, to find out how to locate intercepts using a graphing utility. ■

EXAMPLE 5

Finding Intercepts from an Equation

Find the x -intercept(s) and the y -intercept(s) of the graph of $y = x^2 - 4$. Then graph $y = x^2 - 4$ by plotting points.

Solution To find the x -intercept(s), let $y = 0$ and obtain the equation

$$\begin{aligned}x^2 - 4 &= 0 && \mathbf{y = x^2 - 4 \text{ with } y = 0} \\(x + 2)(x - 2) &= 0 && \mathbf{\text{Factor.}} \\x + 2 = 0 & \text{ or } && x - 2 = 0 && \mathbf{\text{Use the Zero-Product Property.}} \\x = -2 & \text{ or } && x = 2 && \mathbf{\text{Solve.}}\end{aligned}$$

The equation has two solutions, -2 and 2 . The x -intercepts are -2 and 2 .

To find the y -intercept(s), let $x = 0$ in the equation.

$$\begin{aligned}y &= x^2 - 4 \\&= 0^2 - 4 = -4\end{aligned}$$

The y -intercept is -4 .

Since $x^2 \geq 0$ for all x , we deduce from the equation $y = x^2 - 4$ that $y \geq -4$ for all x . This information, the intercepts, and the points from Table 3 enable us to graph $y = x^2 - 4$. See Figure 16.

Table 3

x	$y = x^2 - 4$	(x, y)
-3	5	$(-3, 5)$
-1	-3	$(-1, -3)$
1	-3	$(1, -3)$
3	5	$(3, 5)$

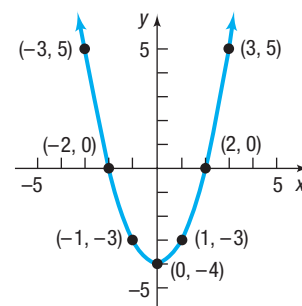


Figure 16 $y = x^2 - 4$

 **Now Work** PROBLEM 23

4 Test an Equation for Symmetry with Respect to the x -Axis, the y -Axis, and the Origin

Another helpful tool for graphing equations by hand involves *symmetry*, particularly symmetry with respect to the x -axis, the y -axis, and the origin.

Symmetry often occurs in nature. Consider the picture of the butterfly. Do you see the symmetry?

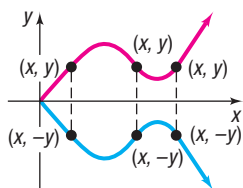


Figure 17 Symmetry with respect to the x -axis

DEFINITION Symmetry with Respect to the x -Axis

A graph is **symmetric with respect to the x -axis** if, for every point (x, y) on the graph, the point $(x, -y)$ is also on the graph.

Figure 17 illustrates the definition. Note that when a graph is symmetric with respect to the x -axis, the part of the graph above the x -axis is a reflection (or mirror image) of the part below it, and vice versa.

EXAMPLE 6

Points Symmetric with Respect to the x -Axis

If a graph is symmetric with respect to the x -axis, and the point $(3, 2)$ is on the graph, then the point $(3, -2)$ is also on the graph.