PRECALCULUS

10E

with

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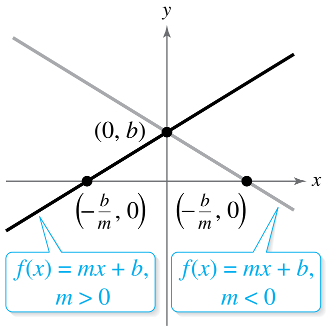
Ron Larson

GRAPHS OF PARENT FUNCTIONS

Linear Function

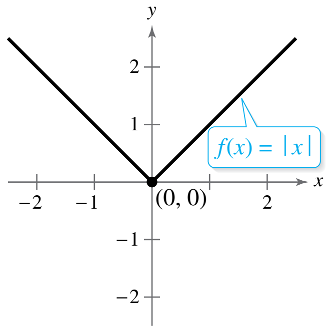
$f(x) = mx + b$



Domain: $(-\infty, \infty)$
Range ($m \neq 0$): $(-\infty, \infty)$
x-intercept: $(-b/m, 0)$
y-intercept: $(0, b)$
Increasing when $m > 0$
Decreasing when $m < 0$

Absolute Value Function

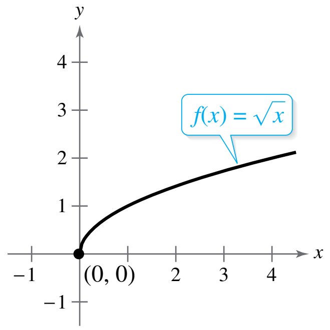
$$f(x) = |x| = \begin{cases} x, & x \geq 0 \\ -x, & x < 0 \end{cases}$$



Domain: $(-\infty, \infty)$
Range: $[0, \infty)$
Intercept: $(0, 0)$
Decreasing on $(-\infty, 0)$
Increasing on $(0, \infty)$
Even function
y-axis symmetry

Square Root Function

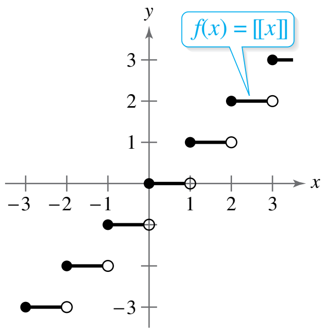
$f(x) = \sqrt{x}$



Domain: $[0, \infty)$
Range: $[0, \infty)$
Intercept: $(0, 0)$
Increasing on $(0, \infty)$

Greatest Integer Function

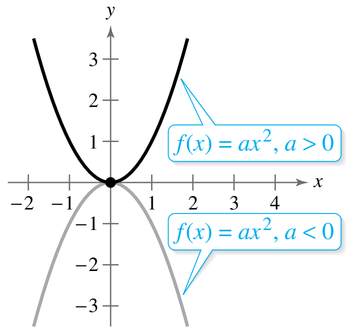
$f(x) = [\![x]\!]$



Domain: $(-\infty, \infty)$
Range: the set of integers
x-intercepts: in the interval $[0, 1)$
y-intercept: $(0, 0)$
Constant between each pair of consecutive integers
Jumps vertically one unit at each integer value

Quadratic (Squaring) Function

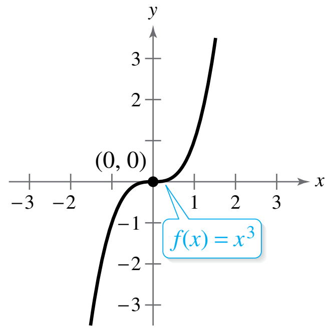
$f(x) = ax^2$



Domain: $(-\infty, \infty)$
Range ($a > 0$): $[0, \infty)$
Range ($a < 0$): $(-\infty, 0]$
Intercept: $(0, 0)$
Decreasing on $(-\infty, 0)$ for $a > 0$
Increasing on $(0, \infty)$ for $a > 0$
Increasing on $(-\infty, 0)$ for $a < 0$
Decreasing on $(0, \infty)$ for $a < 0$
Even function
y-axis symmetry
Relative minimum ($a > 0$), relative maximum ($a < 0$), or vertex: $(0, 0)$

Cubic Function

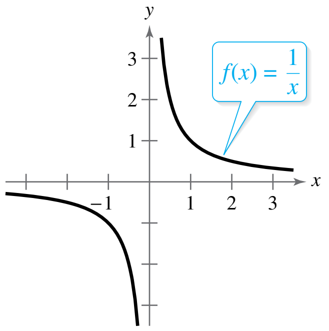
$f(x) = x^3$



Domain: $(-\infty, \infty)$
Range: $(-\infty, \infty)$
Intercept: $(0, 0)$
Increasing on $(-\infty, \infty)$
Odd function
Origin symmetry

Rational (Reciprocal) Function

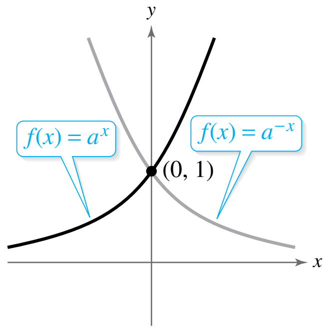
$f(x) = \frac{1}{x}$



Domain: $(-\infty, 0) \cup (0, \infty)$
Range: $(-\infty, 0) \cup (0, \infty)$
No intercepts
Decreasing on $(-\infty, 0)$ and $(0, \infty)$
Odd function
Origin symmetry
Vertical asymptote: y-axis
Horizontal asymptote: x-axis

Exponential Function

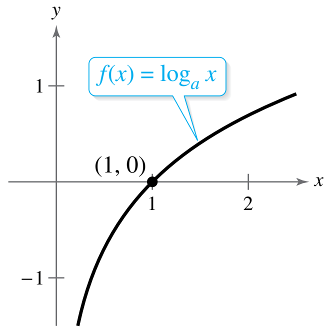
$f(x) = a^x, \ a > 1$



Domain: $(-\infty, \infty)$
Range: $(0, \infty)$
Intercept: $(0, 1)$
Increasing on $(-\infty, \infty)$
  for $f(x) = a^x$
Decreasing on $(-\infty, \infty)$
  for $f(x) = a^{-x}$
Horizontal asymptote: x-axis
Continuous

Logarithmic Function

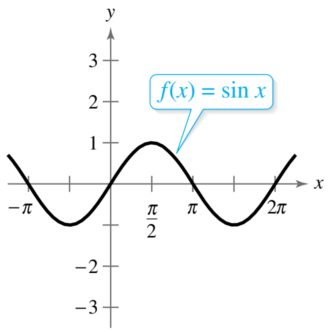
$f(x) = \log_a x, \ a > 1$



Domain: $(0, \infty)$
Range: $(-\infty, \infty)$
Intercept: $(1, 0)$
Increasing on $(0, \infty)$
Vertical asymptote: y-axis
Continuous
Reflection of graph of $f(x) = a^x$
  in the line $y = x$

Sine Function

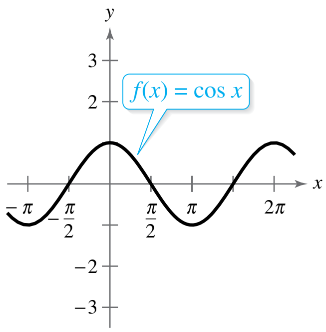
$f(x) = \sin x$



Domain: $(-\infty, \infty)$
Range: $[-1, 1]$
Period: 2π
x-intercepts: $(n\pi, 0)$
y-intercept: $(0, 0)$
Odd function
Origin symmetry

Cosine Function

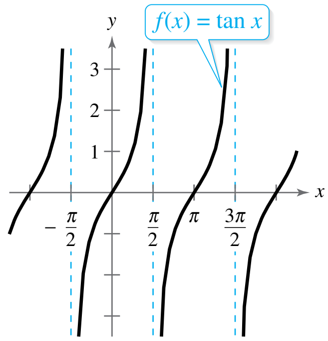
$f(x) = \cos x$



Domain: $(-\infty, \infty)$
Range: $[-1, 1]$
Period: 2π
x-intercepts: $\left(\frac{\pi}{2} + n\pi, 0\right)$
y-intercept: $(0, 1)$
Even function
y-axis symmetry

Tangent Function

$f(x) = \tan x$



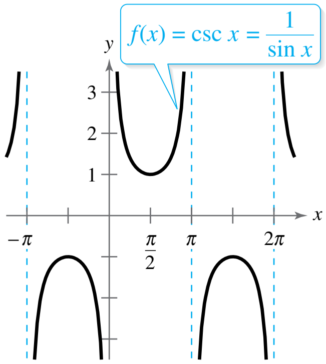
Domain: all $x \neq \frac{\pi}{2} + n\pi$
Range: $(-\infty, \infty)$
Period: π
x-intercepts: $(n\pi, 0)$
y-intercept: $(0, 0)$
Vertical asymptotes:

$$x = \frac{\pi}{2} + n\pi$$

Odd function
Origin symmetry

Cosecant Function

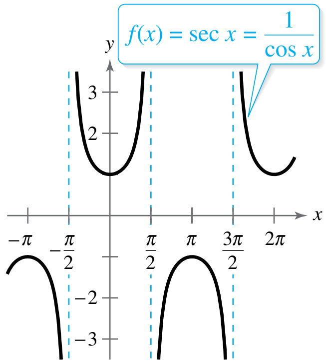
$f(x) = \csc x$



Domain: all $x \neq n\pi$
Range: $(-\infty, -1] \cup [1, \infty)$
Period: 2π
No intercepts
Vertical asymptotes: $x = n\pi$
Odd function
Origin symmetry

Secant Function

$f(x) = \sec x$



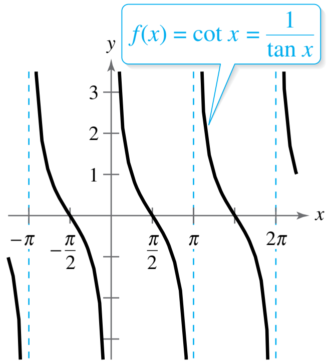
Domain: all $x \neq \dfrac{\pi}{2} + n\pi$
Range: $(-\infty, -1] \cup [1, \infty)$
Period: 2π
y-intercept: $(0, 1)$
Vertical asymptotes:

$$x = \frac{\pi}{2} + n\pi$$

Even function
y-axis symmetry

Cotangent Function

$f(x) = \cot x$



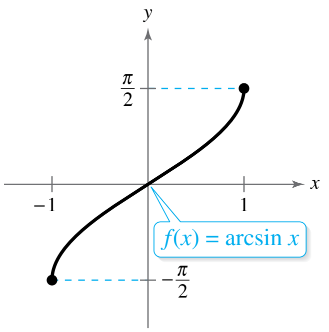
Domain: all $x \neq n\pi$
Range: $(-\infty, \infty)$
Period: π

x-intercepts: $\left(\dfrac{\pi}{2} + n\pi, 0\right)$

Vertical asymptotes: $x = n\pi$
Odd function
Origin symmetry

Inverse Sine Function

$f(x) = \arcsin x$



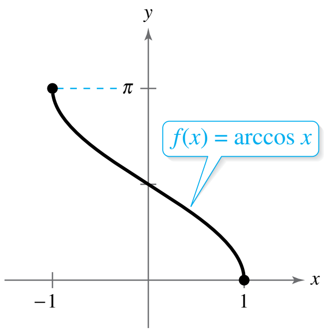
Domain: $[-1, 1]$

Range: $\left[-\dfrac{\pi}{2}, \dfrac{\pi}{2}\right]$

Intercept: $(0, 0)$
Odd function
Origin symmetry

Inverse Cosine Function

$f(x) = \arccos x$

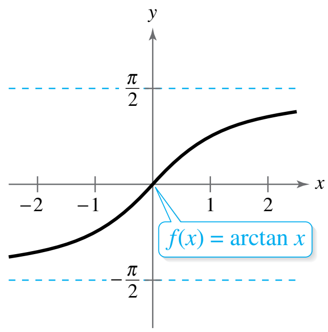


Domain: $[-1, 1]$
Range: $[0, \pi]$

y-intercept: $\left(0, \dfrac{\pi}{2}\right)$

Inverse Tangent Function

$f(x) = \arctan x$



Domain: $(-\infty, \infty)$

Range: $\left(-\dfrac{\pi}{2}, \dfrac{\pi}{2}\right)$

Intercept: $(0, 0)$
Horizontal asymptotes:

$$y = \pm\frac{\pi}{2}$$

Odd function
Origin symmetry

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Ron Larson
The Pennsylvania State University
The Behrend College

With the assistance of David C. Falvo
The Pennsylvania State University
The Behrend College

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Contents

Appendices

*Available at the text-specific website *www.cengagebrain.com*

Preface

Welcome to *Precalculus,* Tenth Edition. We are excited to offer you a new edition with even more resources that will help you understand and master precalculus. This textbook includes features and resources that continue to make *Precalculus* a valuable learning tool for students and a trustworthy teaching tool for instructors.

Precalculus provides the clear instruction, precise mathematics, and thorough coverage that you expect for your course. Additionally, this new edition provides you with **free** access to three companion websites:

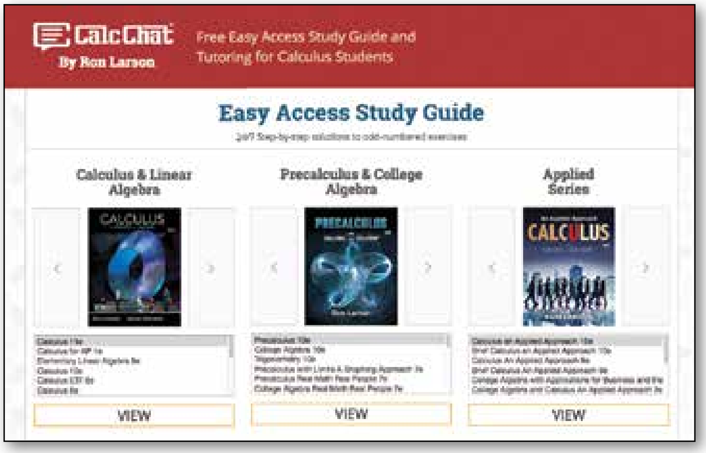
- **CalcView.com**—video solutions to selected exercises
- **CalcChat.com**—worked-out solutions to odd-numbered exercises and access to online tutors
- **LarsonPrecalculus.com**—companion website with resources to supplement your learning

These websites will help enhance and reinforce your understanding of the material presented in this text and prepare you for future mathematics courses. CalcView® and CalcChat® are also available as free mobile apps.

Features

NEW CalcView®

The website *CalcView.com* contains video solutions of selected exercises. Watch instructors progress step-by-step through solutions, providing guidance to help you solve the exercises. The CalcView mobile app is available for free at the Apple® App Store® or Google Play™ store. The app features an embedded QR Code® reader that can be used to scan the on-page codes and go directly to the videos. You can also access the videos at *CalcView.com.*



UPDATED CalcChat®

In each exercise set, be sure to notice the reference to *CalcChat.com.* This website provides free step-by-step solutions to all odd-numbered exercises in many of our textbooks. Additionally, you can chat with a tutor, at no charge, during the hours posted at the site. For over 14 years, hundreds of thousands of students have visited this site for help. The CalcChat mobile app is also available as a free download at the Apple® App Store® or Google Play™ store and features an embedded QR Code® reader.

App Store is a service mark of Apple Inc. Google Play is a trademark of Google Inc.
QR Code is a registered trademark of Denso Wave Incorporated.

REVISED LarsonPrecalculus.com

All companion website features have been updated based on this revision, plus we have added a new Collaborative Project feature. Access to these features is free. You can view and listen to worked-out solutions of Checkpoint problems in English or Spanish, explore examples, download data sets, watch lesson videos, and much more.

NEW Collaborative Project

You can find these extended group projects at *LarsonPrecalculus.com.* Check your understanding of the chapter concepts by solving in-depth, real-life problems. These collaborative projects provide an interesting and engaging way for you and other students to work together and investigate ideas.

REVISED Exercise Sets

The exercise sets have been carefully and extensively examined to ensure they are rigorous and relevant, and include topics our users have suggested. The exercises have been reorganized and titled so you can better see the connections between examples and exercises. Multi-step, real-life exercises reinforce problem-solving skills and mastery of concepts by giving you the opportunity to apply the concepts in real-life situations. Error Analysis exercises have been added throughout the text to help you identify common mistakes.

Table of Contents Changes

Based on market research and feedback from users, Section 6.5, The Complex Plane, has been added. In addition, examples on finding the magnitude of a scalar multiple (Section 6.3), multiplying in the complex plane (Section 6.6), using matrices to transform vectors (Section 8.2), and further applications of 2×2 matrices (Section 8.5) have been added.

Chapter Opener

Each Chapter Opener highlights real-life applications used in the examples and exercises.

Section Objectives

A bulleted list of learning objectives provides you the opportunity to preview what will be presented in the upcoming section.

EXAMPLE 6 Finding the Domain of a Composite Function

Find the domain of $f \circ g$ for the functions

$$f(x) = x^2 - 9 \quad \text{and} \quad g(x) = \sqrt{9 - x^2}.$$

Algebraic Solution

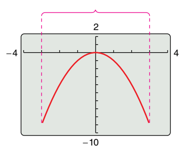
Find the composition of the functions.

$$\begin{aligned}(f \circ g)(x) &= f(g(x)) \\ &= f\left(\sqrt{9 - x^2}\right) \\ &= \left(\sqrt{9 - x^2}\right)^2 - 9 \\ &= 9 - x^2 - 9 \\ &= -x^2\end{aligned}$$

The domain of $f \circ g$ is restricted to the x-values in the domain of g for which $g(x)$ is in the domain of f. The domain of $f(x) = x^2 - 9$ is the set of all real numbers, which includes all real values of g. So, the domain of $f \circ g$ is the entire domain of $g(x) = \sqrt{9 - x^2}$, which is $[-3, 3]$.

Graphical Solution

Use a graphing utility to graph $f \circ g$.



From the graph, you can determine that the domain of $f \circ g$ is $[-3, 3]$.

Checkpoint *Audio-video solution in English & Spanish at LarsonPrecalculus.com*

Find the domain of $f \circ g$ for the functions $f(x) = \sqrt{x}$ and $g(x) = x^2 + 4$.

Side-By-Side Examples

Throughout the text, we present solutions to many examples from multiple perspectives—algebraically, graphically, and numerically. The side-by-side format of this pedagogical feature helps you to see that a problem can be solved in more than one way and to see that different methods yield the same result. The side-by-side format also addresses many different learning styles.

Remarks

These hints and tips reinforce or expand upon concepts, help you learn how to study mathematics, caution you about common errors, address special cases, or show alternative or additional steps to a solution of an example.

Checkpoints

Accompanying every example, the Checkpoint problems encourage immediate practice and check your understanding of the concepts presented in the example. View and listen to worked-out solutions of the Checkpoint problems in English or Spanish at *LarsonPrecalculus.com.*

Technology

The technology feature gives suggestions for effectively using tools such as calculators, graphing utilities, and spreadsheet programs to help deepen your understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand.

Historical Notes

These notes provide helpful information regarding famous mathematicians and their work.

Algebra of Calculus

Throughout the text, special emphasis is given to the algebraic techniques used in calculus. Algebra of Calculus examples and exercises are integrated throughout the text and are identified by the symbol ƒ.

Summarize

The Summarize feature at the end of each section helps you organize the lesson's key concepts into a concise summary, providing you with a valuable study tool.

Vocabulary Exercises

The vocabulary exercises appear at the beginning of the exercise set for each section. These problems help you review previously learned vocabulary terms that you will use in solving the section exercises.

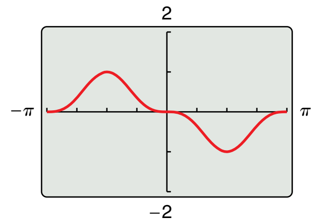
TECHNOLOGY Use a graphing utility to check the result of Example 2. To do this, enter

$$Y1 = -(\sin(X))^3$$

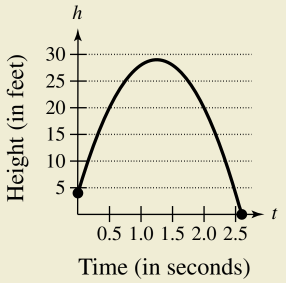
and

$$Y2 = \sin(X)(\cos(X))^2 - \sin(X).$$

Select the *line* style for Y1 and the *path* style for Y2, then graph both equations in the same viewing window. The two graphs *appear* to coincide, so it is reasonable to assume that their expressions are equivalent. Note that the actual equivalence of the expressions can only be verified algebraically, as in Example 2. This graphical approach is only to check your work.



92. **HOW DO YOU SEE IT?** The graph represents the height h of a projectile after t seconds.



(a) Explain why h is a function of t.

(b) Approximate the height of the projectile after 0.5 second and after 1.25 seconds.

(c) Approximate the domain of h.

(d) Is t a function of h? Explain.

How Do You See It?

The How Do You See It? feature in each section presents a real-life exercise that you will solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.

Project

The projects at the end of selected sections involve in-depth applied exercises in which you will work with large, real-life data sets, often creating or analyzing models. These projects are offered online at *LarsonPrecalculus.com.*

Chapter Summary

The Chapter Summary includes explanations and examples of the objectives taught in each chapter.

Instructor Resources

Annotated Instructor's Edition / ISBN-13: 978-1-337-27976-5
This is the complete student text plus point-of-use annotations for the instructor, including extra projects, classroom activities, teaching strategies, and additional examples. Answers to even-numbered text exercises, Vocabulary Checks, and Explorations are also provided.

Complete Solutions Manual (on instructor companion site)
This manual contains solutions to all exercises from the text, including Chapter Review Exercises and Chapter Tests, and Practice Tests with solutions.

Cengage Learning Testing Powered by Cognero (login.cengage.com)
CLT is a flexible online system that allows you to author, edit, and manage test bank content; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want. This is available online via *www.cengage.com/login.*

Instructor Companion Site
Everything you need for your course in one place! This collection of book-specific lecture and class tools is available online via *www.cengage.com/login.* Access and download PowerPoint® presentations, images, the instructor's manual, and more.

Test Bank (on instructor companion site)
This contains text-specific multiple-choice and free response test forms.

Lesson Plans (on instructor companion site)
This manual provides suggestions for activities and lessons with notes on time allotment in order to ensure timeliness and efficiency during class.

MindTap for Mathematics
MindTap® is the digital learning solution that helps instructors engage and transform today's students into critical thinkers. Through paths of dynamic assignments and applications that you can personalize, real-time course analytics and an accessible reader, MindTap helps you turn cookie cutter into cutting edge, apathy into engagement, and memorizers into higher-level thinkers.

Enhanced WebAssign® ENHANCED WebAssign
Exclusively from Cengage Learning, Enhanced WebAssign combines the exceptional mathematics content that you know and love with the most powerful online homework solution, WebAssign. Enhanced WebAssign engages students with immediate feedback, rich tutorial content, and interactive, fully customizable e-books (YouBook), helping students to develop a deeper conceptual understanding of their subject matter. Quick Prep and Just In Time exercises provide opportunities for students to review prerequisite skills and content, both at the start of the course and at the beginning of each section. Flexible assignment options give instructors the ability to release assignments conditionally on the basis of students' prerequisite assignment scores. Visit us at **www.cengage.com/ewa** to learn more.

Student Resources

Student Study and Solutions Manual / ISBN-13: 978-1-337-28078-5
This guide offers step-by-step solutions for all odd-numbered text exercises, Chapter Tests, and Cumulative Tests. It also contains Practice Tests.

Note-Taking Guide / ISBN-13: 978-1-337-28077-8
This is an innovative study aid, in the form of a notebook organizer, that helps students develop a section-by-section summary of key concepts.

CengageBrain.com
To access additional course materials, please visit *www.cengagebrain.com.* At the *CengageBrain.com* home page, search for the ISBN of your title (from the back cover of your book) using the search box at the top of the page. This will take you to the product page where these resources can be found.

MindTap for Mathematics
MindTap® provides you with the tools you need to better manage your limited time—you can complete assignments whenever and wherever you are ready to learn with course material specially customized for you by your instructor and streamlined in one proven, easy-to-use interface. With an array of tools and apps—from note taking to flashcards—you'll get a true understanding of course concepts, helping you to achieve better grades and setting the groundwork for your future courses. This access code entitles you to one term of usage.

Enhanced WebAssign®
Enhanced WebAssign (assigned by the instructor) provides you with instant feedback on homework assignments. This online homework system is easy to use and includes helpful links to textbook sections, video examples, and problem-specific tutorials.

Acknowledgments

I would like to thank the many people who have helped me prepare the text and the supplements package. Their encouragement, criticisms, and suggestions have been invaluable.

Thank you to all of the instructors who took the time to review the changes in this edition and to provide suggestions for improving it. Without your help, this book would not be possible.

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On a personal level, I am grateful to my spouse, Deanna Gilbert Larson, for her love, patience, and support. Also, a special thanks goes to R. Scott O'Neil. If you have suggestions for improving this text, please feel free to write to me. Over the past two decades, I have received many useful comments from both instructors and students, and I value these comments very highly.

Ron Larson, Ph.D.
Professor of Mathematics
Penn State University
www.RonLarson.com

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10E

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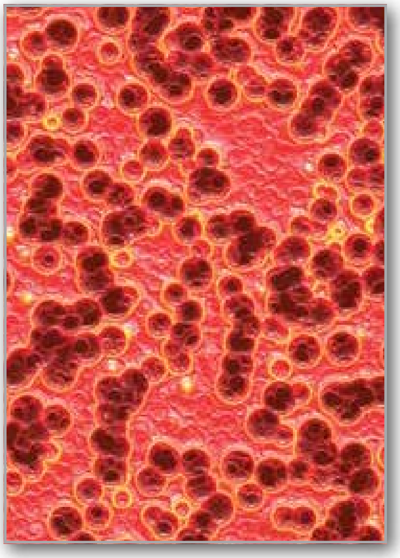
1 Functions and Their Graphs



Bacteria *(Example 8, page 80)*

Snowstorm *(Exercise 47, page 66)*

Average Speed *(Example 7, page 54)*

Alternative-Fuel Stations *(Example 10, page 42)*

Americans with Disabilities Act *(page 28)*

Clockwise from top left, Jan_S/Shutterstock.com; iStockphoto.com/Satori13; nattul/Shutterstock.com; iStockphoto.com/Pmphoto; KL Tan/Shutterstock.com

1.1 Rectangular Coordinates

The Cartesian plane can help you visualize relationships between two variables. For example, in Exercise 37 on page 9, given how far north and west one city is from another, plotting points to represent the cities can help you visualize these distances and determine the flying distance between the cities.

- **Plot points in the Cartesian plane.**
- **Use the Distance Formula to find the distance between two points.**
- **Use the Midpoint Formula to find the midpoint of a line segment.**
- **Use a coordinate plane to model and solve real-life problems.**

The Cartesian Plane

Just as you can represent real numbers by points on a real number line, you can represent ordered pairs of real numbers by points in a plane called the **rectangular coordinate system,** or the **Cartesian plane,** named after the French mathematician René Descartes (1596–1650).

Two real number lines intersecting at right angles form the Cartesian plane, as shown in Figure 1.1. The horizontal real number line is usually called the ***x*-axis,** and the vertical real number line is usually called the ***y*-axis.** The point of intersection of these two axes is the **origin,** and the two axes divide the plane into four **quadrants.**

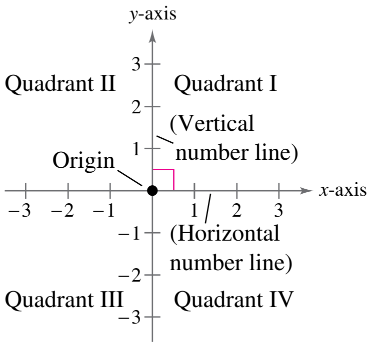


Figure 1.1

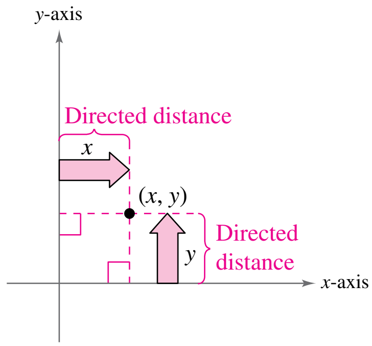
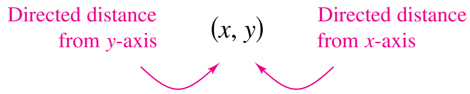


Figure 1.2

Each point in the plane corresponds to an **ordered pair** (x, y) of real numbers x and y, called **coordinates** of the point. The ***x*-coordinate** represents the directed distance from the y-axis to the point, and the ***y*-coordinate** represents the directed distance from the x-axis to the point, as shown in Figure 1.2.



The notation (x, y) denotes both a point in the plane and an open interval on the real number line. The context will tell you which meaning is intended.

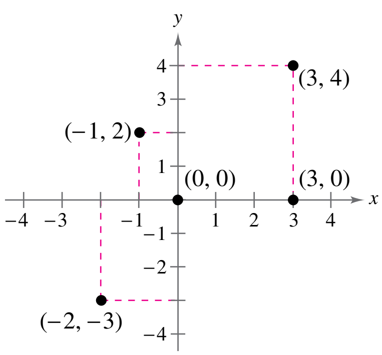


Figure 1.3

EXAMPLE 1 Plotting Points in the Cartesian Plane

Plot the points $(-1, 2)$, $(3, 4)$, $(0, 0)$, $(3, 0)$, and $(-2, -3)$.

Solution To plot the point $(-1, 2)$, imagine a vertical line through -1 on the x-axis and a horizontal line through 2 on the y-axis. The intersection of these two lines is the point $(-1, 2)$. Plot the other four points in a similar way, as shown in Figure 1.3.

✓ ***Checkpoint*** *Audio-video solution in English & Spanish at LarsonPrecalculus.com*

Plot the points $(-3, 2)$, $(4, -2)$, $(3, 1)$, $(0, -2)$, and $(-1, -2)$.

Fernando Jose V. Soares/Shutterstock.com

Year, t	Subscribers, N
2005	207.9
2006	233.0
2007	255.4
2008	270.3
2009	285.6
2010	296.3
2011	316.0
2012	326.5
2013	335.7
2014	355.4

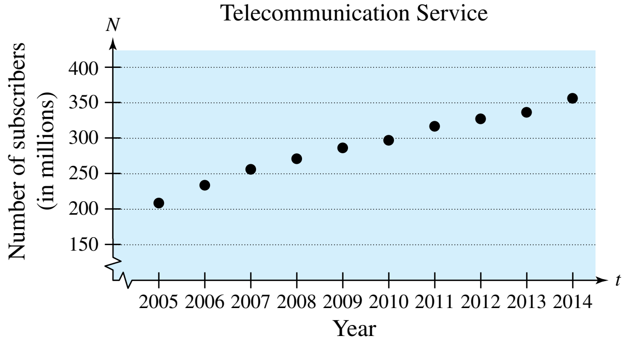
DATA Spreadsheet at LarsonPrecalculus.com

The beauty of a rectangular coordinate system is that it allows you to *see* relationships between two variables. It would be difficult to overestimate the importance of Descartes's introduction of coordinates in the plane. Today, his ideas are in common use in virtually every scientific and business-related field.

EXAMPLE 2 Sketching a Scatter Plot

The table shows the numbers N (in millions) of subscribers to a cellular telecommunication service in the United States from 2005 through 2014, where t represents the year. Sketch a scatter plot of the data. *(Source: CTIA-The Wireless Association)*

Solution To sketch a *scatter plot* of the data shown in the table, represent each pair of values by an ordered pair (t, N) and plot the resulting points. For example, let (2005, 207.9) represent the first pair of values. Note that in the scatter plot below, the break in the t-axis indicates omission of the years before 2005, and the break in the N-axis indicates omission of the numbers less than 150 million.



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The table shows the numbers N (in thousands) of cellular telecommunication service employees in the United States from 2005 through 2014, where t represents the year. Sketch a scatter plot of the data. *(Source: CTIA-The Wireless Association)*

t	N
2005	233.1
2006	253.8
2007	266.8
2008	268.5
2009	249.2
2010	250.4
2011	238.1
2012	230.1
2013	230.4
2014	232.2

DATA Spreadsheet at LarsonPrecalculus.com

TECHNOLOGY The scatter plot in Example 2 is only one way to represent the data graphically. You could also represent the data using a bar graph or a line graph. Use a graphing utility to represent the data given in Example 2 graphically.

In Example 2, you could let $t = 1$ represent the year 2005. In that case, there would not be a break in the horizontal axis, and the labels 1 through 10 (instead of 2005 through 2014) would be on the tick marks.

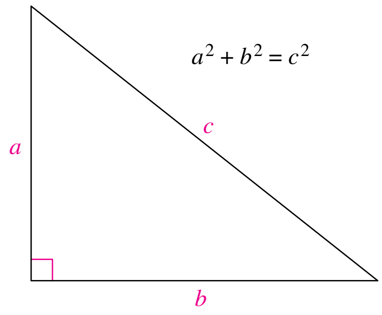


Figure 1.4

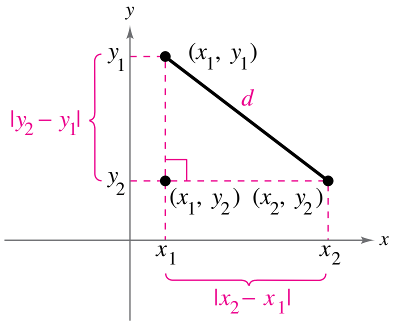


Figure 1.5

The Pythagorean Theorem and The Distance Formula

The Pythagorean Theorem is used extensively throughout this course.

> **Pythagorean Theorem**
>
> For a right triangle with hypotenuse length c and sides lengths a and b, you have $a^2 + b^2 = c^2$, as shown in Figure 1.4. (The converse is also true. That is, if $a^2 + b^2 = c^2$, then the triangle is a right triangle.)

Using the points (x_1, y_1) and (x_2, y_2), you can form a right triangle, as shown in Figure 1.5. The length of the hypotenuse of the right triangle is the distance d between the two points. The length of the vertical side of the triangle is $|y_2 - y_1|$ and the length of the horizontal side is $|x_2 - x_1|$. By the Pythagorean Theorem,

$$d^2 = |x_2 - x_1|^2 + |y_2 - y_1|^2$$
$$d = \sqrt{|x_2 - x_1|^2 + |y_2 - y_1|^2}$$
$$= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}.$$

This result is the **Distance Formula.**

> **The Distance Formula**
>
> The distance d between the points (x_1, y_1) and (x_2, y_2) in the plane is
>
> $$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}.$$

EXAMPLE 3 Finding a Distance

Find the distance between the points $(-2, 1)$ and $(3, 4)$.

Algebraic Solution

Let $(x_1, y_1) = (-2, 1)$ and $(x_2, y_2) = (3, 4)$. Then apply the Distance Formula.

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$ Distance Formula

$$= \sqrt{[3 - (-2)]^2 + (4 - 1)^2}$$ Substitute for x_1, y_1, x_2, and y_2.

$$= \sqrt{(5)^2 + (3)^2}$$ Simplify.

$$= \sqrt{34}$$ Simplify.

$$\approx 5.83$$ Use a calculator.

So, the distance between the points is about 5.83 units.

Check

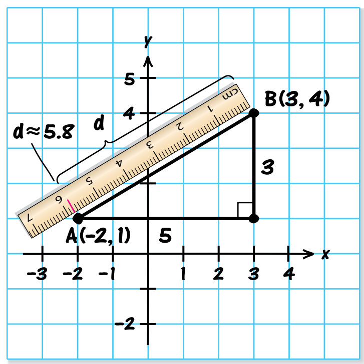
$$d^2 \stackrel{?}{=} 5^2 + 3^2$$ Pythagorean Theorem

$$(\sqrt{34})^2 \stackrel{?}{=} 5^2 + 3^2$$ Substitute for d.

$$34 = 34$$ Distance checks. ✓

Graphical Solution

Use centimeter graph paper to plot the points $A(-2, 1)$ and $B(3, 4)$. Carefully sketch the line segment from A to B. Then use a centimeter ruler to measure the length of the segment.



The line segment measures about 5.8 centimeters. So, the distance between the points is about 5.8 units.

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Find the distance between the points $(3, 1)$ and $(-3, 0)$.

EXAMPLE 4 Verifying a Right Triangle

Show that the points

$(2, 1)$, $(4, 0)$, and $(5, 7)$

are vertices of a right triangle.

Solution The three points are plotted in Figure 1.6. Using the Distance Formula, the lengths of the three sides are

$$d_1 = \sqrt{(5-2)^2 + (7-1)^2} = \sqrt{9+36} = \sqrt{45},$$

$$d_2 = \sqrt{(4-2)^2 + (0-1)^2} = \sqrt{4+1} = \sqrt{5}, \text{ and}$$

$$d_3 = \sqrt{(5-4)^2 + (7-0)^2} = \sqrt{1+49} = \sqrt{50}.$$

Because $(d_1)^2 + (d_2)^2 = 45 + 5 = 50 = (d_3)^2$, you can conclude by the converse of the Pythagorean Theorem that the triangle is a right triangle.

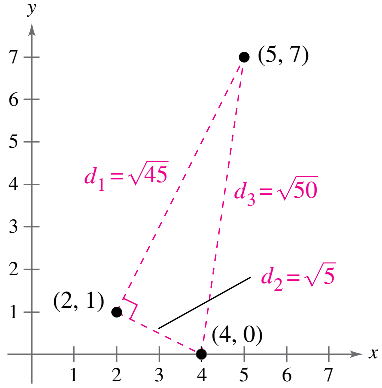

Figure 1.6

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Show that the points $(2, -1)$, $(5, 5)$, and $(6, -3)$ are vertices of a right triangle.

ALGEBRA HELP To review the techniques for evaluating a radical, see Appendix A.2.

The Midpoint Formula

To find the **midpoint** of the line segment that joins two points in a coordinate plane, find the average values of the respective coordinates of the two endpoints using the **Midpoint Formula.**

The Midpoint Formula

The midpoint of the line segment joining the points (x_1, y_1) and (x_2, y_2) is

$$\text{Midpoint} = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right).$$

For a proof of the Midpoint Formula, see Proofs in Mathematics on page 110.

EXAMPLE 5 Finding the Midpoint of a Line Segment

Find the midpoint of the line segment joining the points

$(-5, -3)$ and $(9, 3)$.

Solution Let $(x_1, y_1) = (-5, -3)$ and $(x_2, y_2) = (9, 3)$.

$$\text{Midpoint} = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right) \quad \text{Midpoint Formula}$$

$$= \left(\frac{-5 + 9}{2}, \frac{-3 + 3}{2}\right) \quad \text{Substitute for } x_1, y_1, x_2, \text{ and } y_2.$$

$$= (2, 0) \quad \text{Simplify.}$$

The midpoint of the line segment is $(2, 0)$, as shown in Figure 1.7.

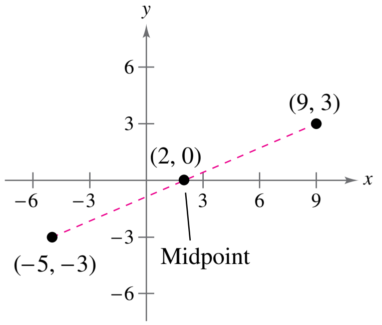

Figure 1.7

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Find the midpoint of the line segment joining the points

$(-2, 8)$ and $(4, -10)$.

Applications

EXAMPLE 6 Finding the Length of a Pass

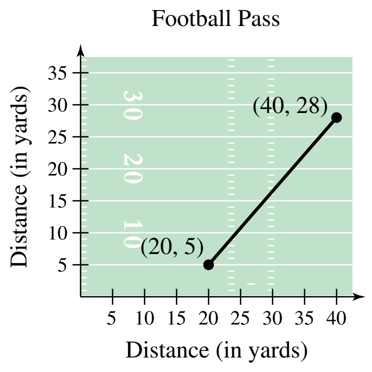

Figure 1.8

A football quarterback throws a pass from the 28-yard line, 40 yards from the sideline. A wide receiver catches the pass on the 5-yard line, 20 yards from the same sideline, as shown in Figure 1.8. How long is the pass?

Solution The length of the pass is the distance between the points (40, 28) and (20, 5).

$$\begin{aligned}
d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} && \text{Distance Formula} \\
&= \sqrt{(40 - 20)^2 + (28 - 5)^2} && \text{Substitute for } x_1, y_1, x_2, \text{ and } y_2. \\
&= \sqrt{20^2 + 23^2} && \text{Simplify.} \\
&= \sqrt{400 + 529} && \text{Simplify.} \\
&= \sqrt{929} && \text{Simplify.} \\
&\approx 30 && \text{Use a calculator.}
\end{aligned}$$

So, the pass is about 30 yards long.

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A football quarterback throws a pass from the 10-yard line, 10 yards from the sideline. A wide receiver catches the pass on the 32-yard line, 25 yards from the same sideline. How long is the pass?

In Example 6, the scale along the goal line does not normally appear on a football field. However, when you use coordinate geometry to solve real-life problems, you are free to place the coordinate system in any way that helps you solve the problem.

EXAMPLE 7 Estimating Annual Sales

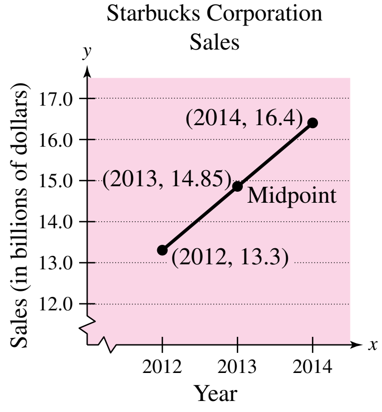

Figure 1.9

Starbucks Corporation had annual sales of approximately $13.3 billion in 2012 and $16.4 billion in 2014. Without knowing any additional information, what would you estimate the 2013 sales to have been? *(Source: Starbucks Corporation)*

Solution Assuming that sales followed a linear pattern, you can estimate the 2013 sales by finding the midpoint of the line segment connecting the points (2012, 13.3) and (2014, 16.4).

$$\begin{aligned}
\text{Midpoint} &= \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right) && \text{Midpoint Formula} \\
&= \left(\frac{2012 + 2014}{2}, \frac{13.3 + 16.4}{2}\right) && \text{Substitute for } x_1, x_2, y_1, \text{ and } y_2. \\
&= (2013, 14.85) && \text{Simplify.}
\end{aligned}$$

So, you would estimate the 2013 sales to have been about $14.85 billion, as shown in Figure 1.9. (The actual 2013 sales were about $14.89 billion.)

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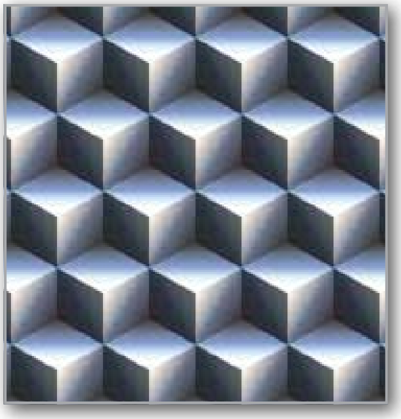
Yahoo! Inc. had annual revenues of approximately $5.0 billon in 2012 and $4.6 billion in 2014. Without knowing any additional information, what would you estimate the 2013 revenue to have been? *(Source: Yahoo! Inc.)*



Much of computer graphics, including this computer-generated tessellation, consists of transformations of points in a coordinate plane. Example 8 illustrates one type of transformation called a translation. Other types include reflections, rotations, and stretches.

EXAMPLE 8 Translating Points in the Plane

See LarsonPrecalculus.com for an interactive version of this type of example.

The triangle in Figure 1.10 has vertices at the points $(-1, 2)$, $(1, -2)$, and $(2, 3)$. Shift the triangle three units to the right and two units up and find the coordinates of the vertices of the shifted triangle shown in Figure 1.11.

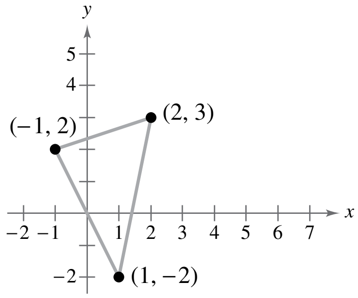


Figure 1.10

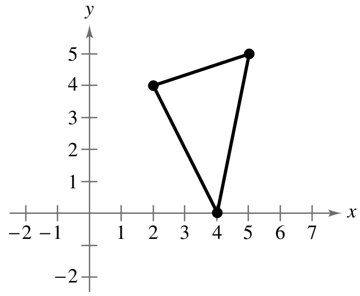


Figure 1.11

Solution To shift the vertices three units to the right, add 3 to each of the x-coordinates. To shift the vertices two units up, add 2 to each of the y-coordinates.

Original Point	Translated Point
$(-1, 2)$	$(-1 + 3, 2 + 2) = (2, 4)$
$(1, -2)$	$(1 + 3, -2 + 2) = (4, 0)$
$(2, 3)$	$(2 + 3, 3 + 2) = (5, 5)$

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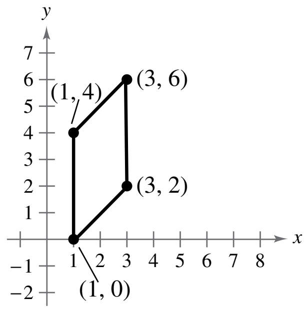
Find the coordinates of the vertices of the parallelogram shown after translating it two units to the left and four units down.



The figures in Example 8 were not really essential to the solution. Nevertheless, you should develop the habit of including sketches with your solutions because they serve as useful problem-solving tools.

Summarize (Section 1.1)

1. Describe the Cartesian plane *(page 2)*. For examples of plotting points in the Cartesian plane, see Examples 1 and 2.
2. State the Distance Formula *(page 4)*. For examples of using the Distance Formula to find the distance between two points, see Examples 3 and 4.
3. State the Midpoint Formula *(page 5)*. For an example of using the Midpoint Formula to find the midpoint of a line segment, see Example 5.
4. Describe examples of how to use a coordinate plane to model and solve real-life problems *(pages 6 and 7, Examples 6–8)*.

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1.1 Exercises

See CalcChat.com for tutorial help and worked-out solutions to odd-numbered exercises.

Vocabulary: Fill in the blanks.

1. An ordered pair of real numbers can be represented in a plane called the rectangular coordinate system or the ________ plane.
2. The x- and y-axes divide the coordinate plane into four ________.
3. The ________ ________ is derived from the Pythagorean Theorem.
4. Finding the average values of the respective coordinates of the two endpoints of a line segment in a coordinate plane is also known as using the ________ ________.

Skills and Applications

Plotting Points in the Cartesian Plane **In Exercises 5 and 6, plot the points.**

5. $(2, 4), (3, -1), (-6, 2), (-4, 0), (-1, -8), (1.5, -3.5)$
6. $(1, -5), (-2, -7), (3, 3), (-2, 4), (0, 5), \left(\frac{2}{3}, \frac{5}{2}\right)$

Finding the Coordinates of a Point **In Exercises 7 and 8, find the coordinates of the point.**

7. The point is three units to the left of the y-axis and four units above the x-axis.
8. The point is on the x-axis and 12 units to the left of the y-axis.

Determining Quadrant(s) for a Point **In Exercises 9–14, determine the quadrant(s) in which (x, y) could be located.**

9. $x > 0$ and $y < 0$
10. $x < 0$ and $y < 0$
11. $x = -4$ and $y > 0$
12. $x < 0$ and $y = 7$
13. $x + y = 0, x \neq 0, y \neq 0$
14. $xy > 0$

Sketching a Scatter Plot **In Exercises 15 and 16, sketch a scatter plot of the data shown in the table.**

15. The table shows the number y of Wal-Mart stores for each year x from 2008 through 2014. *(Source: Wal-Mart Stores, Inc.)*

DATA

Year, x	Number of Stores, y
2008	7720
2009	8416
2010	8970
2011	10,130
2012	10,773
2013	10,942
2014	11,453

Spreadsheet at LarsonPrecalculus.com

16. The table shows the lowest temperature on record y (in degrees Fahrenheit) in Duluth, Minnesota, for each month x, where $x = 1$ represents January. *(Source: NOAA)*

DATA

Month, x	Temperature, y
1	−39
2	−39
3	−29
4	−5
5	17
6	27
7	35
8	32
9	22
10	8
11	−23
12	−34

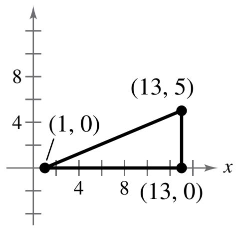
Spreadsheet at LarsonPrecalculus.com

Finding a Distance **In Exercises 17–22, find the distance between the points.**

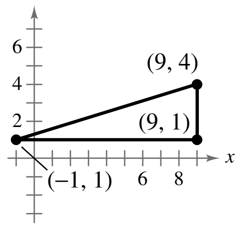
17. $(-2, 6), (3, -6)$
18. $(8, 5), (0, 20)$
19. $(1, 4), (-5, -1)$
20. $(1, 3), (3, -2)$
21. $\left(\frac{1}{2}, \frac{4}{3}\right), (2, -1)$
22. $(9.5, -2.6), (-3.9, 8.2)$

Verifying a Right Triangle **In Exercises 23 and 24, (a) find the length of each side of the right triangle, and (b) show that these lengths satisfy the Pythagorean Theorem.**

23.



24.



The symbol and a red exercise number indicates that a video solution can be seen at *CalcView.com*.

Verifying a Polygon **In Exercises 25–28, show that the points form the vertices of the polygon.**

25. Right triangle: $(4, 0), (2, 1), (-1, -5)$

26. Right triangle: $(-1, 3), (3, 5), (5, 1)$

27. Isosceles triangle: $(1, -3), (3, 2), (-2, 4)$

28. Isosceles triangle: $(2, 3), (4, 9), (-2, 7)$

Plotting, Distance, and Midpoint **In Exercises 29–36, (a) plot the points, (b) find the distance between the points, and (c) find the midpoint of the line segment joining the points.**

29. $(6, -3), (6, 5)$

30. $(1, 4), (8, 4)$

31. $(1, 1), (9, 7)$

32. $(1, 12), (6, 0)$

33. $(-1, 2), (5, 4)$

34. $(2, 10), (10, 2)$

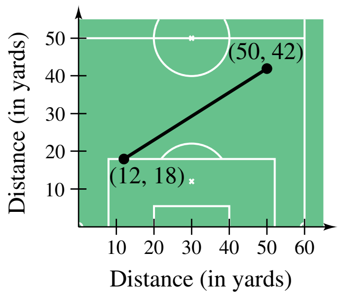
35. $(-16.8, 12.3), (5.6, 4.9)$

36. $\left(\frac{1}{2}, 1\right), \left(-\frac{5}{2}, \frac{4}{3}\right)$

37. Flying Distance

An airplane flies from Naples, Italy, in a straight line to Rome, Italy, which is 120 kilometers north and 150 kilometers west of Naples. How far does the plane fly?

38. Sports A soccer player passes the ball from a point that is 18 yards from the endline and 12 yards from the sideline. A teammate who is 42 yards from the same endline and 50 yards from the same sideline receives the pass. (See figure.) How long is the pass?

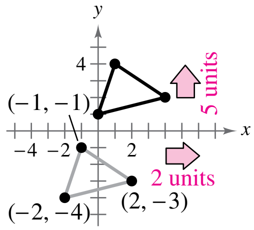


39. Sales The Coca-Cola Company had sales of \$35,123 million in 2010 and \$45,998 million in 2014. Use the Midpoint Formula to estimate the sales in 2012. Assume that the sales followed a linear pattern. *(Source: The Coca-Cola Company)*

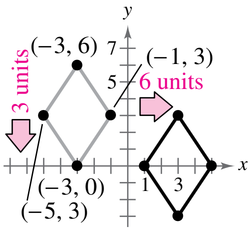
40. Revenue per Share The revenue per share for Twitter, Inc. was \$1.17 in 2013 and \$3.25 in 2015. Use the Midpoint Formula to estimate the revenue per share in 2014. Assume that the revenue per share followed a linear pattern. *(Source: Twitter, Inc.)*

Translating Points in the Plane **In Exercises 41–44, find the coordinates of the vertices of the polygon after the given translation to a new position in the plane.**

41.



42.



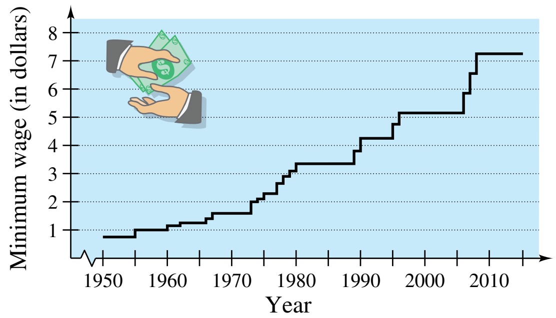
43. Original coordinates of vertices: $(-7, -2), (-2, 2), (-2, -4), (-7, -4)$

Shift: eight units up, four units to the right

44. Original coordinates of vertices: $(5, 8), (3, 6), (7, 6)$

Shift: 6 units down, 10 units to the left

45. Minimum Wage Use the graph below, which shows the minimum wages in the United States (in dollars) from 1950 through 2015. *(Source: U.S. Department of Labor)*



(a) Which decade shows the greatest increase in the minimum wage?

(b) Approximate the percent increases in the minimum wage from 1985 to 2000 and from 2000 to 2015.

(c) Use the percent increase from 2000 to 2015 to predict the minimum wage in 2030.

(d) Do you believe that your prediction in part (c) is reasonable? Explain.

46. Exam Scores The table shows the mathematics entrance test scores x and the final examination scores y in an algebra course for a sample of 10 students.

x	22	29	35	40	44	48	53	58	65	76
y	53	74	57	66	79	90	76	93	83	99

(a) Sketch a scatter plot of the data.

(b) Find the entrance test score of any student with a final exam score in the 80s.

(c) Does a higher entrance test score imply a higher final exam score? Explain.

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