

bittinger  
beecher  
ellenbogen  
penna

6TH EDITION

# precalculus

graphs and models

*a right triangle approach*



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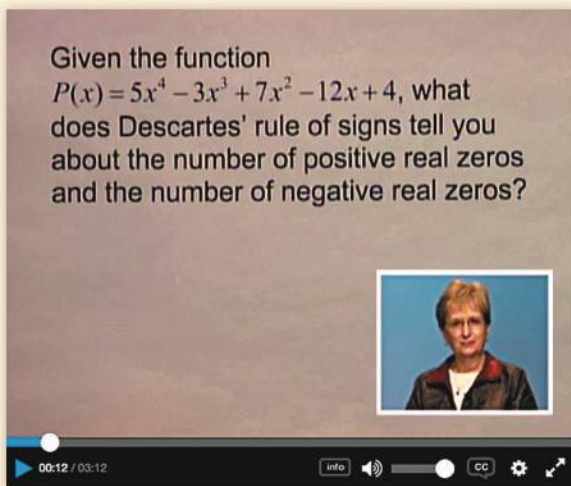
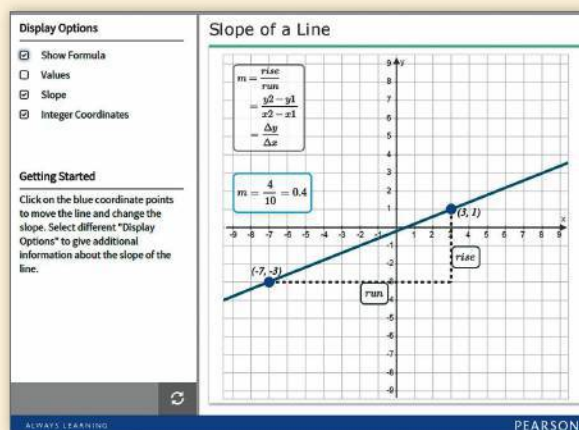
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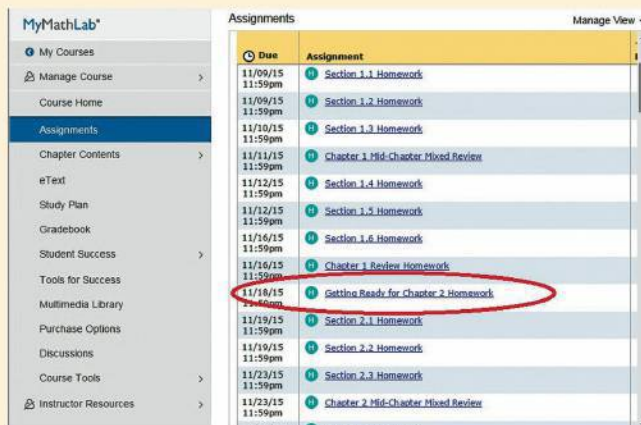
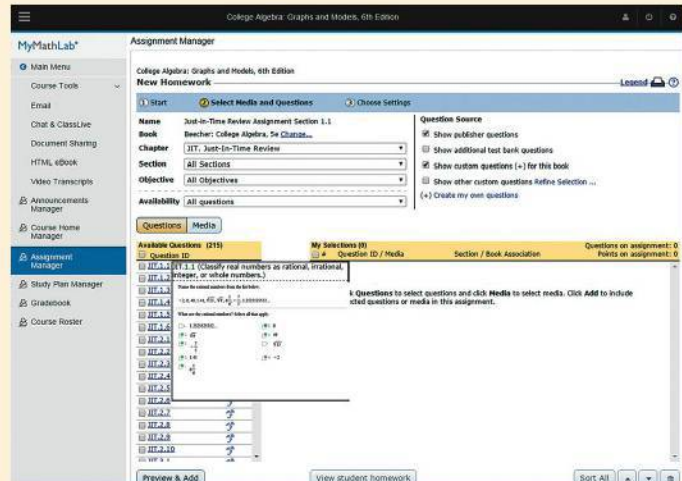
Featuring authors Judy Beecher and Judy Penna, these Example Solutions videos walk students through the detailed solution process for nearly all examples from the text. Corresponding exercises check for conceptual understanding. Videos and exercises are assignable in MyMathLab.

## Preparedness and Study Skills

MyMathLab® gives access to many learning resources that refresh knowledge of topics previously learned. Just-in-Time Review, Getting Ready material, and the Video Notebook are some of the tools available.

### NEW! Just-in-Time Review

Review of prerequisite algebra topics is now presented when students need it most. References to the 28 *Just-in-Time* review topics are placed throughout the text as they become relevant allowing students to review just before learning a new skill. These efficient reviews of intermediate algebra topics are also assignable in MyMathLab.

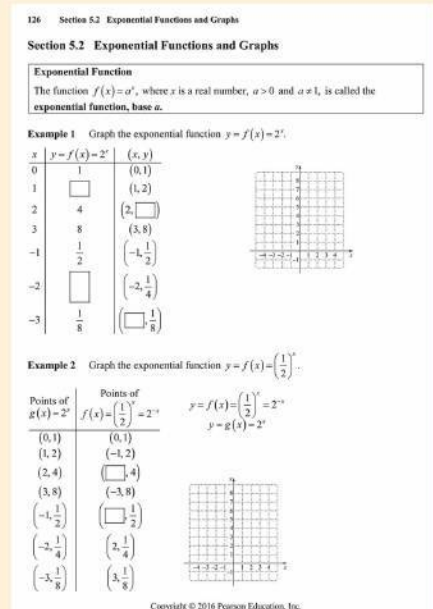


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6TH EDITION

# Precalculus

## Graphs and Models A Right Triangle Approach

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# Contents

Preface	xi
To the Student	xxiii

## Just-in-Time Review

J-1

- |   |   |
|---|---|
| 1. Real Numbers                         | 15. Factor Polynomials: The <i>ac</i> -Method |
| 2. Properties of Real Numbers           | 16. Special Factorizations                    |
| 3. Order on the Number Line             | 17. Equation-Solving Principles               |
| 4. Absolute Value                       | 18. Inequality-Solving Principles             |
| 5. Operations with Real Numbers         | 19. The Principle of Zero Products            |
| 6. Interval Notation                    | 20. The Principle of Square Roots             |
| 7. Integers as Exponents                | 21. Simplify Rational Expressions             |
| 8. Scientific Notation                  | 22. Multiply and Divide Rational Expressions  |
| 9. Order of Operations                  | 23. Add and Subtract Rational Expressions     |
| 10. Introduction to Polynomials         | 24. Simplify Complex Rational Expressions     |
| 11. Add and Subtract Polynomials        | 25. Simplify Radical Expressions              |
| 12. Multiply Polynomials                | 26. Rationalize Denominators                  |
| 13. Special Products of Binomials       | 27. Rational Exponents                        |
| 14. Factor Polynomials; The FOIL Method | 28. The Pythagorean Theorem                   |

1

## Graphs, Functions, and Models

1

- 1.1 Introduction to Graphing** 2  
Graphs / Solutions of Equations / Graphs of Equations / The Distance Formula /  
Midpoints of Segments / Circles  
**Visualizing the Graph** 12
- 1.2 Functions and Graphs** 16  
Functions / Notation for Functions / Graphs of Functions / Finding Domains of  
Functions / Visualizing Domain and Range / Applications of Functions

- 1.3 Linear Functions, Slope, and Applications 31**  
 Linear Functions / The Linear Function  $f(x) = mx + b$  and Slope / Applications of Slope / Slope–Intercept Equations of Lines / Graphing  $f(x) = mx + b$  Using  $m$  and  $b$  / Applications of Linear Functions  
**Visualizing the Graph 41**  
**Mid-Chapter Mixed Review 45**
- 1.4 Equations of Lines and Modeling 47**  
 Slope–Intercept Equations of Lines / Point–Slope Equations of Lines / Parallel Lines / Perpendicular Lines / Mathematical Models / Curve Fitting / Linear Regression
- 1.5 Linear Equations, Functions, Zeros, and Applications 59**  
 Linear Equations / Applications Using Linear Models / Zeros of Linear Functions
- 1.6 Solving Linear Inequalities 74**  
 Linear Inequalities / Compound Inequalities / An Application  
**Study Guide 80**  
**Review Exercises 86**  
**Chapter Test 90**

## 2

## More on Functions

93

- 2.1 Increasing, Decreasing, and Piecewise Functions; Applications 94**  
 Increasing, Decreasing, and Constant Functions / Relative Maximum and Minimum Values / Applications of Functions / Functions Defined Piecewise
- 2.2 The Algebra of Functions 107**  
 The Algebra of Functions: Sums, Differences, Products, and Quotients / Difference Quotients
- 2.3 The Composition of Functions 114**  
 The Composition of Functions / Decomposing a Function as a Composition  
**Mid-Chapter Mixed Review 121**
- 2.4 Symmetry 123**  
 Symmetry / Even Functions and Odd Functions
- 2.5 Transformations 129**  
 Transformations of Functions / Vertical Translations and Horizontal Translations / Reflections / Vertical and Horizontal Stretchings and Shrinkings  
**Visualizing the Graph 138**
- 2.6 Variation and Applications 142**  
 Direct Variation / Inverse Variation / Combined Variation  
**Study Guide 150**  
**Review Exercises 157**  
**Chapter Test 161**

## 3

## Quadratic Functions and Equations; Inequalities

163

- 3.1 The Complex Numbers 164**  
The Complex-Number System / Addition and Subtraction / Multiplication / Conjugates and Division
- 3.2 Quadratic Equations, Functions, Zeros, and Models 170**  
Quadratic Equations and Quadratic Functions / Completing the Square / Using the Quadratic Formula / The Discriminant / Equations Reducible to Quadratic / Applications
- 3.3 Analyzing Graphs of Quadratic Functions 185**  
Graphing Quadratic Functions of the Type  $f(x) = a(x - h)^2 + k$  /  
Graphing Quadratic Equations of the Type  $f(x) = ax^2 + bx + c, a \neq 0$  /  
Applications  
**Visualizing the Graph 194**  
**Mid-Chapter Mixed Review 198**
- 3.4 Solving Rational Equations and Radical Equations 199**  
Rational Equations / Radical Equations
- 3.5 Solving Equations and Inequalities with Absolute Value 206**  
Equations with Absolute Value / Inequalities with Absolute Value  
**Study Guide 210**  
**Review Exercises 215**  
**Chapter Test 218**

## 4

## Polynomial Functions and Rational Functions

219

- 4.1 Polynomial Functions and Modeling 220**  
The Leading-Term Test / Finding Zeros of Factored Polynomial Functions / Finding Real Zeros on a Calculator / Polynomial Models
- 4.2 Graphing Polynomial Functions 235**  
Graphing Polynomial Functions / The Intermediate Value Theorem  
**Visualizing the Graph 242**
- 4.3 Polynomial Division; The Remainder Theorem and the Factor Theorem 244**  
Division and Factors / The Remainder Theorem and Synthetic Division / Finding Factors of Polynomials  
**Mid-Chapter Mixed Review 252**
- 4.4 Theorems about Zeros of Polynomial Functions 253**  
The Fundamental Theorem of Algebra / Finding Polynomials with Given Zeros / Zeros of Polynomial Functions with Real Coefficients / Rational Coefficients / Integer Coefficients and the Rational Zeros Theorem / Descartes' Rule of Signs
- 4.5 Rational Functions 262**  
The Domain of a Rational Function / Asymptotes / Applications  
**Visualizing the Graph 276**



**4.6 Polynomial Inequalities and Rational Inequalities 280**

Polynomial Inequalities / Rational Inequalities

**Study Guide 291****Review Exercises 301****Chapter Test 305****5****Exponential Functions and Logarithmic Functions****307****5.1 Inverse Functions 308**

Inverses / Inverses and One-to-One Functions / Finding Formulas for Inverses / Inverse Functions and Composition / Restricting a Domain

**5.2 Exponential Functions and Graphs 319**Graphing Exponential Functions / Applications / The Number  $e$  / Graphs of Exponential Functions, Base  $e$ **5.3 Logarithmic Functions and Graphs 331**

Logarithmic Functions / Finding Certain Logarithms / Converting Between Exponential Equations and Logarithmic Equations / Finding Logarithms on a Calculator / Natural Logarithms / Changing Logarithmic Bases / Graphs of Logarithmic Functions / Applications

**Visualizing the Graph 342****Mid-Chapter Mixed Review 346****5.4 Properties of Logarithmic Functions 347**Logarithms of Products / Logarithms of Powers / Logarithms of Quotients / Applying the Properties / Simplifying Expressions of the Type  $\log_a a^x$  and  $a^{\log_a x}$ **5.5 Solving Exponential Equations and Logarithmic Equations 354**

Solving Exponential Equations / Solving Logarithmic Equations

**5.6 Applications and Models: Growth and Decay; Compound Interest 364**

Population Growth / Interest Compounded Continuously / Models of Limited Growth / Exponential Decay / Exponential and Logarithmic Curve Fitting

**Study Guide 381****Review Exercises 388****Chapter Test 391****6****The Trigonometric Functions****393****6.1 Trigonometric Functions of Acute Angles 394**The Trigonometric Ratios / The Six Related Functions / Function Values of  $30^\circ$ ,  $45^\circ$ , and  $60^\circ$  / Function Values of Any Acute Angle / Cofunctions and Complements**6.2 Applications of Right Triangles 406**

Solving Right Triangles / Applications

<b>6.3</b>	<b>Trigonometric Functions of Any Angle</b>	<b>417</b>
	Angles, Rotations, and Degree Measure / Trigonometric Functions of Angles or Rotations / The Six Related Functions / Terminal Side on an Axis / Reference Angles: $30^\circ$ , $45^\circ$ , and $60^\circ$ / Function Values for Any Angle	
	<b>Mid-Chapter Mixed Review</b>	<b>432</b>
<b>6.4</b>	<b>Radians, Arc Length, and Angular Speed</b>	<b>433</b>
	Distances on the Unit Circle / Radian Measure / Arc Length and Central Angles / Linear Speed and Angular Speed	
<b>6.5</b>	<b>Circular Functions: Graphs and Properties</b>	<b>448</b>
	Reflections on the Unit Circle / Finding Function Values / Graphs of the Sine and Cosine Functions / Graphs of the Tangent, Cotangent, Cosecant, and Secant Functions	
<b>6.6</b>	<b>Graphs of Transformed Sine Functions and Cosine Functions</b>	<b>462</b>
	Variations of Basic Graphs / Graphs of Sums: Addition of Ordinates / Damped Oscillation: Multiplication of Ordinates	
	<b>Visualizing the Graph</b>	<b>475</b>
	<b>Study Guide</b>	<b>479</b>
	<b>Review Exercises</b>	<b>488</b>
	<b>Chapter Test</b>	<b>491</b>

## 7

**Trigonometric Identities, Inverse Functions, and Equations****493**

<b>7.1</b>	<b>Identities: Pythagorean and Sum and Difference</b>	<b>494</b>
	Pythagorean Identities / Simplifying Trigonometric Expressions / Sum and Difference Identities	
<b>7.2</b>	<b>Identities: Cofunction, Double-Angle, and Half-Angle</b>	<b>506</b>
	Cofunction Identities / Double-Angle Identities / Half-Angle Identities	
<b>7.3</b>	<b>Proving Trigonometric Identities</b>	<b>514</b>
	The Logic of Proving Identities / Proving Identities / Product-to-Sum and Sum-to-Product Identities	
	<b>Mid-Chapter Mixed Review</b>	<b>521</b>
<b>7.4</b>	<b>Inverses of the Trigonometric Functions</b>	<b>522</b>
	Restricting Ranges to Define Inverse Functions / Composition of Trigonometric Functions and Their Inverses	
<b>7.5</b>	<b>Solving Trigonometric Equations</b>	<b>532</b>
	<b>Visualizing the Graph</b>	<b>540</b>
	<b>Study Guide</b>	<b>544</b>
	<b>Review Exercises</b>	<b>550</b>
	<b>Chapter Test</b>	<b>553</b>

## 8

## Applications of Trigonometry

555

- 8.1 The Law of Sines 556**  
Solving Oblique Triangles / The Law of Sines /  
Solving Triangles (AAS and ASA) / Solving Triangles (SSA) /  
The Area of a Triangle
- 8.2 The Law of Cosines 569**  
The Law of Cosines / Solving Triangles (SAS) /  
Solving Triangles (SSS)
- 8.3 Complex Numbers: Trigonometric Notation 578**  
Graphical Representation / Trigonometric Notation for Complex Numbers /  
Multiplication and Division with Trigonometric Notation /  
Powers of Complex Numbers / Roots of Complex Numbers
- Mid-Chapter Mixed Review 589**
- 8.4 Polar Coordinates and Graphs 590**  
Polar Coordinates / Polar Equations and Rectangular Equations /  
Graphing Polar Equations
- Visualizing the Graph 598**
- 8.5 Vectors and Applications 601**  
Vectors / Vector Addition / Applications / Components
- 8.6 Vector Operations 608**  
Position Vectors / Operations on Vectors / Unit Vectors /  
Direction Angles / Angle Between Vectors /  
Forces in Equilibrium
- Study Guide 621**
- Review Exercises 632**
- Chapter Test 636**

## 9

## Systems of Equations and Matrices

637

- 9.1 Systems of Equations in Two Variables 638**  
Solving Systems of Equations Graphically /  
The Substitution Method / The Elimination Method / Applications
- Visualizing the Graph 647**
- 9.2 Systems of Equations in Three Variables 652**  
Solving Systems of Equations in Three Variables / Applications /  
Mathematical Models and Applications
- 9.3 Matrices and Systems of Equations 661**  
Matrices and Row-Equivalent Operations / Gaussian Elimination with Matrices /  
Gauss–Jordan Elimination

- 9.4 Matrix Operations 668**  
Matrix Addition and Subtraction / Scalar Multiplication /  
Products of Matrices / Matrix Equations  
**Mid-Chapter Mixed Review 677**
- 9.5 Inverses of Matrices 679**  
The Identity Matrix / The Inverse of a Matrix / Solving Systems of Equations
- 9.6 Determinants and Cramer's Rule 685**  
Determinants of Square Matrices / Evaluating Determinants Using Cofactors /  
Cramer's Rule
- 9.7 Systems of Inequalities and Linear Programming 692**  
Graphs of Linear Inequalities / Systems of Linear Inequalities /  
Applications: Linear Programming
- 9.8 Partial Fractions 702**  
Partial Fraction Decompositions  
**Study Guide 708**  
**Review Exercises 713**  
**Chapter Test 717**

## 10

## Analytic Geometry Topics

719

- 10.1 The Parabola 720**  
Parabolas / Finding Standard Form by Completing the Square / Applications
- 10.2 The Circle and the Ellipse 728**  
Circles / Ellipses / Applications
- 10.3 The Hyperbola 737**  
Standard Equations of Hyperbolas / Applications
- 10.4 Nonlinear Systems of Equations and Inequalities 745**  
Nonlinear Systems of Equations / Modeling and Problem Solving /  
Nonlinear Systems of Inequalities  
**Visualizing the Graph 753**  
**Mid-Chapter Mixed Review 757**
- 10.5 Rotation of Axes 759**  
Rotation of Axes / The Discriminant
- 10.6 Polar Equations of Conics 766**  
Polar Equations of Conics / Converting from Polar Equations  
to Rectangular Equations / Finding Polar Equations of Conics
- 10.7 Parametric Equations 772**  
Graphing Parametric Equations / Determining a Rectangular Equation for  
Given Parametric Equations / Determining Parametric Equations for a Given  
Rectangular Equation / Applications  
**Study Guide 779**  
**Review Exercises 785**  
**Chapter Test 788**

## 11

## Sequences, Series, and Combinatorics

791

- 11.1 Sequences and Series 792**  
Sequences / Finding the General Term / Sums and Series / Sigma Notation / Recursive Definitions
- 11.2 Arithmetic Sequences and Series 800**  
Arithmetic Sequences / Sum of the First  $n$  Terms of an Arithmetic Sequence / Applications
- 11.3 Geometric Sequences and Series 807**  
Geometric Sequences / Sum of the First  $n$  Terms of a Geometric Sequence / Infinite Geometric Series / Applications  
**Visualizing the Graph 814**
- 11.4 Mathematical Induction 817**  
Proving Infinite Sequences of Statements  
**Mid-Chapter Mixed Review 822**
- 11.5 Combinatorics: Permutations 823**  
Permutations / Factorial Notation / Permutations of  $n$  Objects Taken  $k$  at a Time / Permutations of Sets with Nondistinguishable Objects
- 11.6 Combinatorics: Combinations 832**  
Combinations
- 11.7 The Binomial Theorem 838**  
Binomial Expansion Using Pascal's Triangle / Binomial Expansion Using Combination Notation / Finding a Specific Term / Total Number of Subsets
- 11.8 Probability 845**  
Experimental Probability and Theoretical Probability / Computing Experimental Probabilities / Theoretical Probability  
**Study Guide 854**  
**Review Exercises 858**  
**Chapter Test 861**

**Answers A-1****Index I-1****Index of Applications I-13****Photo Credits I-17**

# Preface

*Precalculus: Graphs and Models* is known for enabling students to “see the math” through its

- focus on visualization,
- early introduction of functions,
- integration of technology, and
- connections between math concepts and the real world.

**New!**

With the new edition, we continue to innovate by positioning the review material as a more effective tool for teachers and students. Chapter R from the previous edition has been condensed into **28 Just-in-Time review topics** that are placed before Chapter 1. This new review feature is designed to give each student the opportunity to be successful in this course by providing a quick review of topics from intermediate algebra that will be built upon in new algebra and trigonometry topics. The review can be used in an individualized instruction format since some students will require more review than others. Treating the review in this manner will allow more time to cover the algebra and trigonometry topics in the syllabus.

On the other hand, some instructors might choose to review some or all of the topics with the entire class at the beginning of the course or in a just-in-time format as each is needed. We think that instructors will appreciate the flexibility that the Just-in-Time feature offers.

Additional resources in the MyMathLab course reflect the themes of just-in-time review and concept retention. For example, new Cumulative Review assignments allow students to synthesize and retain concepts learned throughout the course. The Just-in-Time review topics within MyMathLab allow for assignable Getting Ready review quizzes that lead to personalized Getting Ready homework focused on areas in which students need additional practice.

Our overarching goal is to provide students with a learning experience that will not only lead to success in this course, but also prepare them to be successful in the mathematics courses that they take in the future.

## » Content Changes to the Sixth Edition

**New!**

- **Just-in-Time Review** Review of prerequisite algebra topics is now presented when students need it most.
  - A set of 28 numbered, short review topics creates an efficient review of intermediate algebra topics:
    1. Real Numbers
    2. Properties of Real Numbers
    3. Order on the Number Line
    4. Absolute Value
    5. Operations with Real Numbers
    6. Interval Notation
    7. Integers as Exponents
    8. Scientific Notation
    9. Order of Operations
    10. Introduction to Polynomials
    11. Add and Subtract Polynomials
    12. Multiply Polynomials
    13. Special Products of Binomials
    14. Factor Polynomials; The FOIL Method

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>15. Factor Polynomials: The <i>ac</i>-Method</li> <li>16. Special Factorizations</li> <li>17. Equation-Solving Principles</li> <li>18. Inequality-Solving Principles</li> <li>19. The Principle of Zero Products</li> <li>20. The Principle of Square Roots</li> <li>21. Simplify Rational Expressions</li> <li>22. Multiply and Divide Rational Expressions</li> </ul> | <ul style="list-style-type: none"> <li>23. Add and Subtract Rational Expressions</li> <li>24. Simplify Complex Rational Expressions</li> <li>25. Simplify Radical Expressions</li> <li>26. Rationalize Denominators</li> <li>27. Rational Exponents</li> <li>28. The Pythagorean Theorem</li> </ul> |
|--|---|

*Just  
in  
Time*

10

- This feature is placed before Chapter 1. Just-in-Time icons are positioned throughout the text next to the appropriate example where review of an intermediate algebra topic would be helpful.
- **Cumulative Reviews** For enhanced concept review, cumulative reviews, assignable in MyMathLab, allow students to synthesize and retain concepts learned throughout the course.
- **Informed Exercises** We have analyzed the MyMathLab usage data which has informed our revision of the exercises for this new edition. The goal is to ultimately improve the quality and quantity of exercises that are most relevant.

## ➤ Emphasis on Functions

Functions are the core of this course and are presented as a thread that runs throughout the course rather than as an isolated topic. We introduce functions in Chapter 1, whereas many traditional algebra and trigonometry textbooks cover equation-solving in Chapter 1. Our approach of introducing students to a relatively new concept at the beginning of the course, rather than requiring them to begin with a review of material that was previously covered in intermediate algebra, immediately engages them and serves to help them avoid the temptation to neglect studying early in the course because “I already know this.”

The concept of a function can be challenging for students. By repeatedly exposing them to the language, notation, and use of functions, demonstrating visually how functions relate to equations and graphs, and also showing how functions can be used to model real data, we hope to ensure that students not only become comfortable with functions but also come to understand and appreciate them. You will see this emphasis on functions woven throughout the other themes that follow.

**Classify the Function Exercises** With a focus on conceptual understanding, students are asked periodically to identify a number of functions by their type (linear, quadratic, rational, and so on). As students progress through the text, the variety of functions with which they are familiar increases and these exercises become more challenging. The “classifying the function” exercises appear with the review exercises in the Skill Maintenance portion of an exercise set. (See pp. 262 and 353–354.)

## ➤ Visual Emphasis

Our early introduction of functions allows graphs to be used to provide a visual aspect to solving equations and inequalities. For example, we are able to show students both algebraically and visually that the solutions of a quadratic equation  $ax^2 + bx + c = 0$  are the zeros of the quadratic function  $f(x) = ax^2 + bx + c$ , as well as the first coordinates of the  $x$ -intercepts of the graph of that function. This makes it possible for students, particularly visual learners, to gain a quick understanding of these concepts. (See pp. 178, 181, 221, 281, and 342.)

**Visualizing the Graph** Appearing at least once in every chapter, this feature provides students with an opportunity to match an equation with its graph by focusing on the characteristics of the equation and the corresponding attributes of the graph. (See pp. 138, 194, and 276.) In MyMathLab, animated Visualizing the Graph features for each chapter allow students to interact with graphs on an entirely new level. In addition to this full-page feature, many of the exercise sets include exercises in which the student is asked to match an equation with its graph or to find an equation of a function from its graph. (See pp. 140, 141, 230, and 326.)

**Side-by-Side Examples** Many examples are presented in a side-by-side, two-column format in which the algebraic solution of an equation appears in the left column and a graphical solution appears in the right column. (See pp. 244, 284, and 357.) This enables students to visualize and comprehend the connections among the solutions of an equation, the zeros of a function, and the  $x$ -intercepts of the graph of a function.

**New!**

**Guided Visualizations** These new figures help bring mathematical concepts to life. They are included in MyMathLab as both a teaching and a learning tool. Used as a lecture tool, the figures help engage students more fully and save the time that would otherwise be spent drawing figures by hand. Questions pertaining to each guided visualization are assignable in MyMathLab and reinforce active learning, critical thinking, and conceptual learning.

**Integrated Technology** In order to increase students' understanding of the course content through a visual means, we integrate graphing calculator technology throughout. The use of the graphing calculator is woven throughout the text's exposition, exercise sets, and testing program without sacrificing algebraic skills. Graphing calculator technology is included in order to enhance—not replace—students' mathematical skills, and to alleviate the tedium associated with certain procedures. (See pp. 176, 273–274, and 355.) The graphing calculator windows enhance the visual element of the text, providing graphical interpretations of solutions of equations, zeros of functions, and  $x$ -intercepts of graphs of functions.

## ➤ Making Connections

**Zeros, Solutions, and  $x$ -Intercepts** We find that when students understand the connections among the real zeros of a function, the solutions of its associated equation, and the first coordinates of the  $x$ -intercepts of its graph, a door opens to a new level of mathematical comprehension that increases the probability of success in this course. We emphasize zeros, solutions, and  $x$ -intercepts throughout the text by using consistent, precise terminology and including exceptional graphics. Seeing this theme repeated in different contexts leads to a better understanding and retention of these concepts. (See pp. 171 and 181.)

**Connecting the Concepts** This feature highlights the importance of connecting concepts. When students are presented with concepts in visual form—using graphs, an outline, or a chart—rather than merely in paragraphs of text, comprehension is streamlined and retention is enhanced. The visual aspect of this feature invites students to stop and check their understanding of how concepts work together in one section or in several sections. This check in turn enhances student performance on homework assignments and exams. (See pp. 69, 181, and 249.)



**Annotated Examples** We have included over 1070 annotated examples designed to fully prepare the student to work the exercises. Learning is carefully guided with the use of numerous color-coded art pieces and step-by-step annotations. Substitutions and annotations are highlighted in red for emphasis. (See pp. 175 and 349–350.)

**Now Try Exercises** Now Try Exercises are found after nearly every example. This feature encourages active learning by asking students to do an exercise in the exercise set that is similar to the example that the student has just read. (See pp. 173, 268, and 322.)

**Synthesis Exercises** These exercises appear at the end of each exercise set and encourage critical thinking by requiring students to synthesize concepts from several sections or to take a concept a step further than in the general exercises. For the Sixth Edition, these exercises are assignable in MyMathLab. (See pp. 251–252, 330, and 380.)

**Real-Data Applications** We encourage students to see and interpret the mathematics that appears every day in the world around them. Throughout the writing process, we conducted an energetic search for real-data applications, and the result is a variety of examples and exercises that connect the mathematical content with everyday life. Most of these applications feature source lines and many include charts and graphs. Many are drawn from the fields of health, business and economics, life and physical sciences, social science, and areas of general interest such as sports and travel. (See pp. 37 (“Food Stamp Program”), 63 (“Industrial Robots”), 141 (“Medical Care Abroad”), 184 (“Funding for Afghan Security”), 231 (“Vinyl Album Sales”), 328 (“Alfalfa Imported by China”), 560 (“Vietnam Veterans Memorial”), 649 (“Cosmetic Surgery”), 658 (“Top Art Auction Sales”), 735 (“The Ellipse at the White House”), and 813 (“The Economic Multiplier; Super Bowl XLVII”).)

## ➤ Ongoing Review

The most significant change to the Sixth Edition is the new Just-in-Time Review feature, designed to provide students with efficient and effective review of basic algebra skills.

**New! Just-in-Time Review** Chapter R has been condensed into 28 numbered, short review topics to create an efficient review of intermediate algebra topics. This feature is placed before Chapter 1.

**New!**

Just  
in  
Time  
20

- Just-In-Time icons are placed throughout the text next to the example where review of an intermediate algebra topic would be helpful. (See pp. 33, 95, 164, 220, and 315.)
- The coverage of each topic contains worked-out examples and a short exercise set. Answers to all exercises appear at the end of the answers at the back of the book.
- Worked-out solutions to all Just-in-Time exercises are included in the *Student Solutions Manual*.

Just  
in  
Time

THE PRINCIPLE OF SQUARE ROOTS

20

The principle of square roots can be used to solve some quadratic equations.

**THE PRINCIPLE OF SQUARE ROOTS**

If  $x^2 = k$ , then  $x = -\sqrt{k}$  or  $x = \sqrt{k}$ .

**EXAMPLES** Solve.

1.  $s^2 - 144 = 0$   
 $s^2 = 144$   
 $s = -\sqrt{144}$  or  $s = \sqrt{144}$   
 $s = -12$  or  $s = 12$

The solutions are  $-12$  and  $12$ , or  $\pm 12$ .

2.  $3x^2 - 21 = 0$   
 $3x^2 = 21$   
 $x^2 = 7$   
 $x = -\sqrt{7}$  or  $x = \sqrt{7}$

The solutions are  $-\sqrt{7}$  and  $\sqrt{7}$ , or  $\pm\sqrt{7}$ .

Solve.

1.  $x^2 - 36 = 0$
2.  $2y^2 - 20 = 0$
3.  $6z^2 = 18$
4.  $3t^2 - 15 = 0$
5.  $z^2 - 1 = 24$
6.  $5x^2 - 75 = 0$

Do Exercises 1–6.

**Mid-Chapter Mixed Review** This review reinforces understanding of the mathematical concepts and skills covered in the first half of the chapter before students move on to new material in the second half of the chapter. Each review begins with at least three true/false exercises that require students to consider the concepts they have studied and also contains exercises that drill the skills from all prior sections of the chapter. They are available as assignments in MyMathLab. (See pp. 121–122 and 346–347.)

**Collaborative Discussion and Writing Exercises** appear in the Mid-Chapter Mixed Review as well. These exercises can be discussed in small groups or by the class as a whole to encourage students to talk about the key mathematical concepts in the chapter. They can also be assigned to individual students to give them an opportunity to write about mathematics. (See pp. 199 and 253).

A section reference (shown in red) is provided for each exercise in the Mid-Chapter Mixed Review. This tells the student which section to refer to if help is needed to work the exercise. Answers to all exercises in the Mid-Chapter Mixed Review are given at the back of the book.

**Study Guide** This feature is found at the beginning of the **Summary and Review** near the end of each chapter. Presented in a two-column format and organized by section, this feature gives key concepts and terms in the left column and a worked-out example in the right column. It provides students with a concise and effective review of the chapter that is a solid basis for studying for a test. In MyMathLab, these Study Guides are accompanied by narrated examples to reinforce the key concepts and ideas. (See pp. 210–215 and 381–387.)

**Exercise Sets** There are over 7060 exercises in this text. The exercise sets are enhanced with real-data applications and source lines, detailed art pieces, tables, graphs, and photographs. In addition to the exercises that provide students with concepts presented in the section, the exercise sets feature the following elements to provide ongoing review of topics presented earlier:

- **Skill Maintenance Exercises.** These exercises provide an ongoing review of concepts previously presented in the course, enhancing students' retention of these concepts. They include **Vocabulary Reinforcement**, described next, and **Classifying the Function** exercises, described earlier in the section "Emphasis on Functions." A section reference (shown in red) is provided for each exercise. This tells the student which section to refer to if help is needed to work the exercise. Answers to all Skill Maintenance exercises appear in the answer section at the back of the book. (See pp. 128, 206, 279–280, and 345.)
- **Enhanced Vocabulary Reinforcement Exercises.** This feature checks and reviews students' understanding of the vocabulary introduced throughout the text. It appears once in every chapter, in the Skill Maintenance portion of an exercise set, and is intended to provide a continuing review of the terms that students must know in order to be able to communicate effectively in the language of mathematics. (See pp. 149–150, 209, and 279.)
- **Enhanced Synthesis Exercises.** These exercises appear at the end of each exercise set and encourage critical thinking by requiring students to synthesize concepts from several sections or to take a concept a step further than in the general exercises. For the Sixth Edition, these exercises are assignable in MyMathLab.

**Review Exercises** These exercises in the **Summary and Review** supplement the Study Guide by providing a thorough and comprehensive review of the skills taught in the chapter. A group of true/false exercises appears first, followed by a large number of exercises that drill the skills and concepts taught in the chapter. In addition, three multiple-choice exercises, one of which involves identifying the graph of a function, are included in the Review Exercises for every chapter. Each review exercise is accompanied by a section reference that, as in the Mid-Chapter Mixed Review, directs students to the section in which the material being reviewed can be found. Also included are Collaborative Discussion and Writing exercises. These exercises are described under the Mid-Chapter Mixed Review heading on p. xv. (See pp. 215–217 and 388–391.)

**Chapter Test** The test at the end of each chapter allows students to test themselves and target areas that need further study before taking the in-class test. Each Chapter Test includes a multiple-choice exercise involving identifying the graph of a function. Answers to all questions in the Chapter Tests appear in the answer section at the back of the book, along with corresponding section references. (See pp. 218 and 391–392.)

DOMAIN

REVIEW SECTION 1.2.

**Review Icons** Placed next to the concept that a student is currently studying, a review icon references a section of the text in which the student can find and review topics on which the current concept is built. (See pp. 263 and 308.)

## ➤ Acknowledgments

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\* *Reviewers of the Sixth Edition*

M.L.B.  
 J.A.B.  
 D.J.E.  
 J.A.P.

# Get the most out of MyMathLab<sup>®</sup>



MyMathLab is the world's leading online resource for teaching and learning mathematics. MyMathLab helps students and instructors improve results and provides engaging experiences and personalized learning for each student so that learning can happen in any environment. Plus, it offers flexible and time-saving course management features to allow instructors to easily manage their classes while remaining in complete control, regardless of course format.

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# Resources for Success

## MyMathLab® Online Course for *Precalculus: Graphs and Models* by Bittinger/Beecher/Ellenbogen/Penna (access code required)

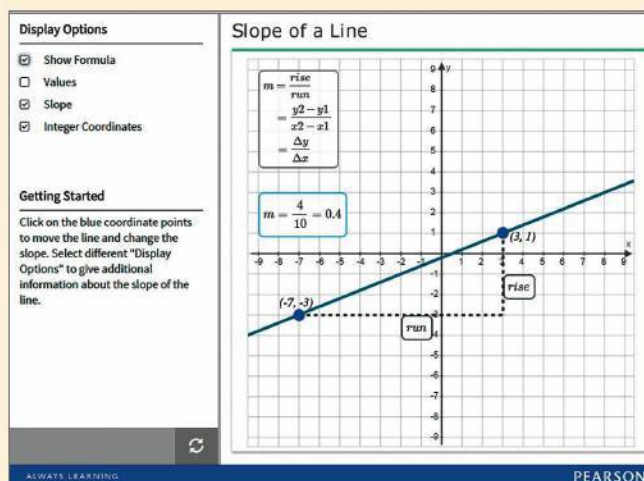
MyMathLab is available to accompany Pearson's market-leading text offerings. To give students a consistent tone, voice, and teaching method, each text's flavor and approach is tightly integrated throughout the accompanying MyMathLab course, making learning the material as seamless as possible.

With this new edition, instructors will find even more assignable exercises in MyMathLab to match many of the in-text features so many instructors have grown to rely on, as well as a new Skills for Success Module.

### Skill Maintenance Quizzes and Cumulative Reviews

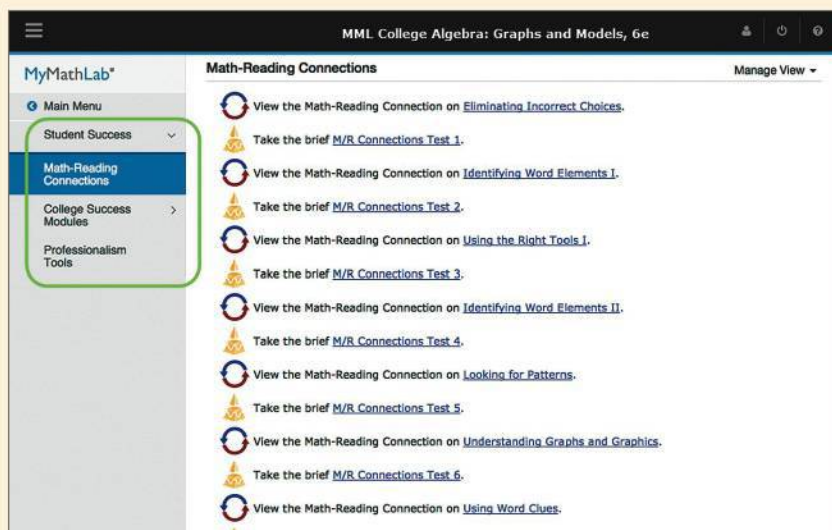
Instructors can now assign MyMathLab quizzes generated from the *Skill Maintenance Exercises* found in the text. These quizzes support ongoing review to help students maintain essential skills. For enhanced concept review throughout the course, *Cumulative Reviews* are now also assignable in MyMathLab. These assignments allow students to synthesize and retain concepts.

MyMathLab*		Assignment Manager	
1, 2	Section 3.1 Skill Maintenance Quiz	✓	Choose... Go
1, 2	Section 3.2 Skill Maintenance Quiz	✓	Choose... Go
2	Section 3.3 Skill Maintenance Quiz	✓	Choose... Go
2	Section 2.4 Skill Maintenance Quiz	✓	Choose... Go
1, 2	Section 2.5 Skill Maintenance Quiz	✓	Choose... Go
2	Chapter 2 Review Quiz	✓	Choose... Go
2	Chapter 2 Post-Test	✓	Choose... Go
2	Section 8.7 Skill Maintenance Quiz	✓	Choose... Go
1, 2	Chapters 1-2 Cumulative Review Quiz	✓	Choose... Go
3	Chapter 3 Pre-Test	✓	Choose... Go
1, 3	Section 4.1 Skill Maintenance Quiz	✓	Choose... Go
3	Section 5.1 Skill Maintenance Quiz	✓	Choose... Go
1, 3	Section 6.1 Skill Maintenance Quiz	✓	Choose... Go
1, 3	Section 4.2 Skill Maintenance Quiz	✓	Choose... Go
3	Section 4.3 Skill Maintenance Quiz	✓	Choose... Go



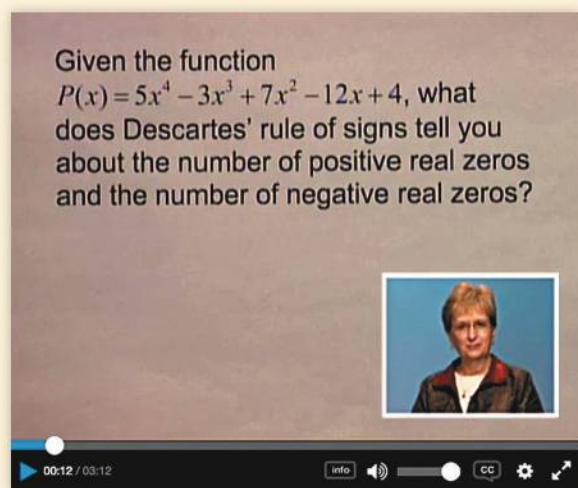
### NEW! Guided Interactive Figures

These engaging interactive figures bring mathematical concepts to life, helping students visualize the concepts through directed explorations and purposeful manipulation. Guided Visualizations are assignable in MyMathLab and encourage active learning, critical thinking, and conceptual learning.



## Skills for Success Modules

Skills for Success Modules help foster success in collegiate courses and prepare students for future professions. Topics such as “Time Management,” “Stress Management” and “Financial Literacy” are available within the MyMathLab course. Instructors can integrate these media-rich activities with their traditional MyMathLab assignments.



## Video Assessment Exercises

Featuring authors Judy Beecher and Judy Penna, these Example Solutions videos walk students through the detailed solution process for nearly all examples from the text. Corresponding exercises check for conceptual understanding. Videos and exercises are assignable in MyMathLab.

## NEW! Video Notebook

This author-created notebook contains fill-in-the-blank worksheets to accompany the authors' video examples. Key definitions, theorems, and procedures are also included. After filling in the worksheet while watching the video, the student has an excellent study guide for review and test preparation. This is available in print to accompany the text or as a download in MyMathLab.

126 Section 5.2 Exponential Functions and Graphs

### Section 5.2 Exponential Functions and Graphs

**Exponential Function**  
The function  $f(x) = a^x$ , where  $x$  is a real number,  $a > 0$  and  $a \neq 1$ , is called the **exponential function, base  $a$** .

**Example 1** Graph the exponential function  $y = f(x) = 2^x$ .

$x$	$y = f(x) = 2^x$	$(x, y)$
0	1	(0, 1)
1	2	(1, 2)
2	4	(2, 4)
3	8	(3, 8)
-1	$\frac{1}{2}$	$(-1, \frac{1}{2})$
-2	$\frac{1}{4}$	$(-2, \frac{1}{4})$
-3	$\frac{1}{8}$	$(-3, \frac{1}{8})$

**Example 2** Graph the exponential function  $y = f(x) = (\frac{1}{2})^x$ .

Points of $g(x) = 2^x$	Points of $f(x) = (\frac{1}{2})^x = 2^{-x}$	$y = f(x) = (\frac{1}{2})^x = 2^{-x}$ $y = g(x) = 2^x$
(0, 1)	(0, 1)	
(1, 2)	(-1, 2)	
(2, 4)	(-2, 4)	
(3, 8)	(-3, 8)	
$(-1, \frac{1}{2})$	$(1, \frac{1}{2})$	
$(-2, \frac{1}{4})$	$(2, \frac{1}{4})$	
$(-3, \frac{1}{8})$	$(3, \frac{1}{8})$	

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## Instructor Resources

Additional resources can be downloaded from within MyMathLab and at [www.pearsonhighered.com](http://www.pearsonhighered.com), or hardcopy resources can be ordered from your Pearson sales representative.

### Annotated Instructor's Edition

The instructor's edition includes all answers to the exercise sets. Shorter answers are presented on the same page as the exercise; longer answers are in the back of the text. Sample homework assignments are indicated by a blue underline and may be assigned in MyMathLab<sup>®</sup>. Available upon request from your Pearson sales representative.

### Instructor's Solutions Manual (Download Only)

Written by author Judy Penna, this resource contains worked-out solutions to all exercises in the exercise sets, Mid-Chapter Mixed Reviews, Chapter Reviews, and Chapter Tests, as well as solutions for all the Just-In-Time exercises.

### PowerPoint<sup>®</sup> Lecture Slides

Feature presentations written and designed specifically for this text. These lecture slides provide an outline for presenting definitions, figures, and key examples from the text.

### Online Test Bank (Download Only)

Contains four free-response test forms for each chapter following the same format and having the same level of difficulty as the test in the main text and two multiple-choice test forms for each chapter. It also provides six forms of the final examination, four with free-response questions and two with multiple-choice questions.

### TestGen<sup>®</sup>

TestGen<sup>®</sup> ([www.pearsoned.com/testgen](http://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.

### Learning Catalytics Integration

MyMathLab now provides **Learning Catalytics**, an interactive student response tool that uses students' smartphones, tablets, or laptops to engage them in more sophisticated tasks and thinking. Learning Catalytics contains Pearson-created content for algebra and trigonometry that allows instructors to take advantage of this exciting technology immediately.

## Student Resources

Additional resources to promote student success.

### Author Example Videos

Ideal for distance learning or supplemental instruction, these videos feature authors Judy Beecher and Judy Penna working through and explaining examples in the text. Assignable in MyMathLab with new Video Assessment exercises.

### Video Notebook

This notebook can accompany the text and/or MyMathLab course. It contains fill-in-the-blank worksheets to accompany the video examples presented by the authors. Key definitions, theorems, and procedures are also included. After filling in the worksheet while watching the video, the student has an excellent study guide for review and test preparation. This is available electronically for download within MyMathLab or as a printed resource.

### Student's Solutions Manual

Written by author Judy Penna, this resource contains completely worked-out solutions with step-by-step annotations for all the odd-numbered exercises in the exercise sets, Mid-Chapter Mixed Reviews, and Chapter Reviews, as well as solutions for all the Chapter Test exercises and the Just-In-Time exercises.

### Chapter R: Basic Concepts of Algebra

Available within MyMathLab, Chapter R supplements the prerequisite topics of the Just-in-Time review with more in-depth coverage and exercises.

- R.1 The Real-Number System
- R.2 Integer Exponents, Scientific Notation, and Order of Operations
- R.3 Addition, Subtraction, and Multiplication of Polynomials
- R.4 Factoring
- R.5 The Basics of Equation Solving
- R.6 Rational Expressions
- R.7 Radical Notation and Rational Exponents





# To the Student

## Guide to Success

Success can be planned. Combine goals and good study habits to create a plan for success that works for you. The following list contains study tips that your authors consider most helpful.

### Skills for Success

- **Set goals and expect success.** Approach this class experience with a positive attitude.
- **Communicate with your instructor** when you need extra help.
- **Take your text with you to class and lab.** Each section in the text is designed with headings and boxed information that provide an outline for easy reference.
- **Ask questions in class, lab, and tutoring sessions.** Instructors encourage them, and other students probably have the same questions.
- **Begin each homework assignment as soon as possible.** If you have difficulty, you will then have the time to access supplementary resources.
- **Carefully read the instructions** before working homework exercises **and include all steps.**
- **Form a study group** with fellow students. Verbalizing questions about topics that you do not understand can clarify the material for you.
- After each quiz or test, **write out corrected step-by step solutions** to all missed questions. They will provide a valuable study guide for the midterm exam and the final exam.
- **MyMathLab has numerous tools to help you succeed.** Use MyMathLab to create a personalized study plan and practice skills with sample quizzes and tests.
- **Knowing math vocabulary is an important step toward success.** Review vocabulary using the Vocabulary Reinforcement exercises in the text and in MyMathLab.
- If you miss a lecture, **watch the video in the Multimedia Library** of MyMathLab that explains the concepts you missed.

In writing this textbook, we challenged ourselves to do everything possible to help you learn the concepts and skills contained between its covers so that you will be successful in this course and in the mathematics courses you take in the future. We realize that your time is both valuable and limited, so we communicate in a highly visual way that allows you to learn quickly and efficiently. We are confident that, if you invest an adequate amount of time in the learning process, this text will be of great value to you. We wish you a positive learning experience.

Marv Bittinger  
Judy Beecher  
David Ellenbogen  
Judy Penna



# JUST-IN-TIME Review

Throughout this text, there are Just-in-Time icons, numbered 1–28, that refer to brief reviews of the following 28 intermediate-algebra topics. Each mini-review lesson is accompanied by several exercises. All answers are provided in the answer section at the back of the text.

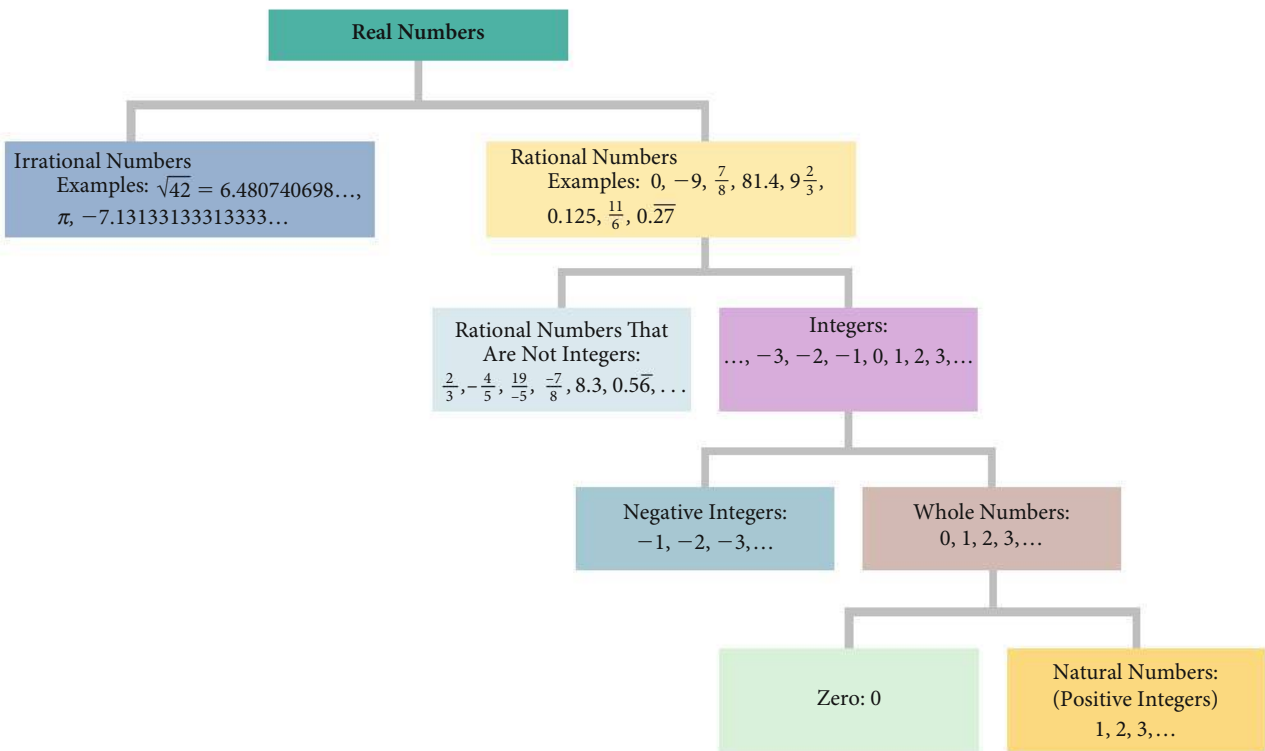
- |   |   |
|---|---|
| 1. Real Numbers                         | 15. Factor Polynomials: The <i>ac</i> -Method |
| 2. Properties of Real Numbers           | 16. Special Factorizations                    |
| 3. Order on the Number Line             | 17. Equation-Solving Principles               |
| 4. Absolute Value                       | 18. Inequality-Solving Principles             |
| 5. Operations with Real Numbers         | 19. The Principle of Zero Products            |
| 6. Interval Notation                    | 20. The Principle of Square Roots             |
| 7. Integers as Exponents                | 21. Simplify Rational Expressions             |
| 8. Scientific Notation                  | 22. Multiply and Divide Rational Expressions  |
| 9. Order of Operations                  | 23. Add and Subtract Rational Expressions     |
| 10. Introduction to Polynomials         | 24. Simplify Complex Rational Expressions     |
| 11. Add and Subtract Polynomials        | 25. Simplify Radical Expressions              |
| 12. Multiply Polynomials                | 26. Rationalize Denominators                  |
| 13. Special Products of Binomials       | 27. Rational Exponents                        |
| 14. Factor Polynomials; The FOIL Method | 28. The Pythagorean Theorem                   |

Just  
in  
Time

## REAL NUMBERS

1

Some frequently used sets of real numbers and the relationships among them are shown below.



(continued)

## JUST-IN-TIME Review

Numbers that can be expressed in the form  $p/q$ , where  $p$  and  $q$  are integers and  $q \neq 0$ , are **rational numbers**. Decimal notation for rational numbers either *terminates* (ends) or *repeats*. Each of the following is a rational number:

$$0, \quad -17, \quad \frac{13}{4}, \quad \sqrt{25} = 5;$$

$$\frac{1}{4} = 0.25 \quad (\text{terminating decimal});$$

$$-\frac{5}{11} = -0.454545 \dots = -0.\overline{45} \quad (\text{repeating decimal});$$

$$\frac{5}{6} = 0.8333 \dots = 0.8\overline{3} \quad (\text{repeating decimal}).$$

The real numbers that are not rational are **irrational numbers**. Decimal notation for irrational numbers neither terminates nor repeats. Each of the following is an irrational number. Note in each case that there is no repeating block of digits.

$$\sqrt{2} = 1.414213562 \dots,$$

$$\sqrt{65} = 8.062257748 \dots,$$

$$-6.12122122212222 \dots,$$

$$\pi = 3.1415926535 \dots$$

( $\frac{22}{7}$  and 3.14 are *rational approximations* of the irrational number  $\pi$ .)

The set of all rational numbers combined with the set of all irrational numbers gives us the set of **real numbers**.

 Do Exercises 1–6.

In Exercises 1–6, consider the numbers  $\frac{2}{3}$ , 6,  $\sqrt{3}$ ,  $-2.45$ ,  $\sqrt[6]{26}$ ,  $18.\overline{4}$ ,  $-11$ ,  $\sqrt[3]{27}$ ,  $5\frac{1}{6}$ ,  $7.151551555 \dots$ ,  $-\sqrt{35}$ ,  $\sqrt[5]{3}$ ,  $-\frac{8}{7}$ , 0,  $\sqrt{16}$ .

1. Which are rational numbers?
2. Which are rational numbers but not integers?
3. Which are irrational numbers?
4. Which are integers?
5. Which are whole numbers?
6. Which are real numbers?

**All answers to the Just-in-Time exercises appear at the end of the answers at the back of the book.**

## PROPERTIES OF REAL NUMBERS

## PROPERTIES OF REAL NUMBERS

For any real numbers  $a$ ,  $b$ , and  $c$ :

$$a + b = b + a \quad \text{and} \quad ab = ba$$

Commutative properties of  
addition and multiplication

$$a + (b + c) = (a + b) + c$$

and  $a(bc) = (ab)c$

Associative properties of  
addition and multiplication

$$a + 0 = 0 + a = a$$

Additive identity property

$$-a + a = a + (-a) = 0$$

Additive inverse property

$$a \cdot 1 = 1 \cdot a = a$$

Multiplicative identity property

$$a \cdot \frac{1}{a} = \frac{1}{a} \cdot a = 1 \quad (a \neq 0)$$

Multiplicative inverse property

$$a(b + c) = ab + ac$$

and  $a(b - c) = ab - ac$

Distributive property

**EXAMPLES** Name the property illustrated in each sentence.

- $8 \cdot 5 = 5 \cdot 8$  Commutative property of multiplication
- $14 + (-14) = 0$  Additive inverse property
- $2(a - b) = 2a - 2b$  Distributive property
- $5 + (m + n) = (5 + m) + n$  Associative property of addition
- $6 \cdot 1 = 1 \cdot 6 = 6$  Multiplicative identity property
- $q + t = t + q$  Commutative property of addition
- $\frac{7}{9} + 0 = \frac{7}{9}$  Additive identity property
- $-2(cd) = (-2c)d$  Associative property of multiplication
- $3(x + y) = 3x + 3y$  Distributive property
- $8 \cdot \frac{1}{8} = 1$  Multiplicative inverse property

Do Exercises 1–10.

Name the property illustrated by the sentence.

- $-24 + 24 = 0$
- $7(xy) = (7x)y$
- $9(r - s) = 9r - 9s$
- $11 + z = z + 11$
- $-20 \cdot 1 = -20$
- $5(x + y) = (x + y)5$
- $q + 0 = q$
- $75 \cdot \frac{1}{75} = 1$
- $(x + y) + w = x + (y + w)$
- $8(a + b) = 8a + 8b$

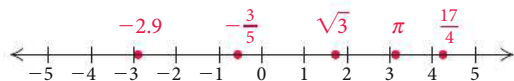
All answers to the Just-in-Time exercises appear at the end of the answers at the back of the book.

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## ORDER ON THE NUMBER LINE

3

The real numbers are modeled using a **number line**, as shown below. Each point on the line represents a real number, and every real number is represented by a point on the line.



The order of the real numbers can be determined from the number line. If a number  $a$  is to the left of a number  $b$ , then  $a$  is **less than**  $b$  ( $a < b$ ). Similarly,  $a$  is **greater than**  $b$  ( $a > b$ ) if  $a$  is to the right of  $b$  on the number line. For example, we see from the number line above that  $-2.9 < -\frac{3}{5}$ , because  $-2.9$  is to the left of  $-\frac{3}{5}$ . Also,  $\frac{17}{4} > \sqrt{3}$ , because  $\frac{17}{4}$  is to the right of  $\sqrt{3}$ .

The statement  $a \leq b$ , read “ $a$  is less than or equal to  $b$ ,” is true if either  $a < b$  is true or  $a = b$  is true. A similar statement holds for  $a \geq b$ .

Do Exercises 1–6.

Classify the inequality as true or false.

- $9 < -9$
- $-10 \leq -1$
- $-\sqrt{26} < -5$
- $\sqrt{6} \geq \sqrt{6}$
- $-30 > -25$
- $-\frac{4}{5} > -\frac{5}{4}$

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## ABSOLUTE VALUE

4

The **absolute value** of a number  $a$ , denoted  $|a|$ , is its distance from 0 on the number line. For example,  $|-5| = 5$ , because the distance of  $-5$  from 0 is 5. For any real number  $a$ ,

$$|a| = a \quad \text{if } a \geq 0 \quad \text{and} \quad |a| = -a \quad \text{if } a < 0.$$

**EXAMPLES** Simplify.

- $|-10| = 10$
- $|0| = 0$
- $\left|\frac{4}{9}\right| = \frac{4}{9}$

Absolute value can be used to find the distance between two points on the number line. For any real numbers  $a$  and  $b$ , the distance between  $a$  and  $b$  is  $|a - b|$  or, equivalently,  $|b - a|$ .

**EXAMPLE 4** Find the distance between  $-2$  and  $3$ .

$$|-2 - 3| = |-5| = 5,$$

or equivalently,

$$|3 - (-2)| = |3 + 2| = |5| = 5$$

Do Exercises 1–8.

Simplify.

- $|-98|$
- $|0|$
- $|4.7|$
- $\left|-\frac{2}{3}\right|$

Find the distance between the given pair of points on the number line.

- $-7, 13$
- $2, 14.6$
- $-39, -28$
- $\frac{3}{4}, \frac{15}{8}$

**RULES FOR OPERATIONS WITH REAL NUMBERS****Addition**

- *Positive Numbers:* Add the same way that we add arithmetic numbers. The answer is positive.
- *Negative Numbers:* Add absolute values. The answer is negative.
- *A Positive Number and a Negative Number:* If the numbers have the same absolute value, the answer is 0. If the numbers have different absolute values, subtract the smaller absolute value from the larger. If the positive number has the greater absolute value, the answer is positive. If the negative number has the greater absolute value, the answer is negative.

**Subtraction**

- To subtract, add the opposite, or additive inverse, of the number being subtracted.

**Multiplication and Division**, where the divisor is nonzero

- Multiply or divide the absolute values. If the signs are the same, the answer is positive. If the signs are different, the answer is negative.

**EXAMPLES** Add.


1.  $9 + (-29) = -20$
2.  $-9 + (-29) = -38$
3.  $-9 + 29 = 20$

**EXAMPLES** Subtract.

4.  $15 - 6 = 15 + (-6) = 9$
5.  $15 - (-6) = 15 + 6 = 21$
6.  $-15 - 6 = -15 + (-6) = -21$
7.  $-15 - (-6) = -15 + 6 = -9$

**EXAMPLES** Multiply or divide.

8.  $-5 \cdot 20 = -100$
9.  $32 \div (-4) = -8$
10.  $-32 \div 4 = -8$
11.  $-32 \div (-4) = 8$
12.  $-5 \cdot (-20) = 100$
13.  $5 \cdot 20 = 100$

 Do Exercises 1–15.

Compute and simplify.

1.  $8 - (-11)$
2.  $-\frac{3}{10} \cdot \left(-\frac{1}{3}\right)$
3.  $15 \div (-3)$
4.  $-4 - (-1)$
5.  $7 \cdot (-50)$
6.  $-0.5 - 5$
7.  $-3 + 27$
8.  $-400 \div (-40)$
9.  $4.2 \cdot (-3)$
10.  $-13 - (-33)$
11.  $-60 + 45$
12.  $\frac{1}{2} - \frac{2}{3}$
13.  $-24 \div 3$
14.  $-6 + (-16)$
15.  $-\frac{1}{2} \div \left(-\frac{5}{8}\right)$



Sets of real numbers can be expressed using **interval notation**. For example, for real numbers  $a$  and  $b$  such that  $a < b$ , the **open interval**  $(a, b)$  is the set of real numbers between, but not including,  $a$  and  $b$ .

Some intervals extend without bound in one or both directions. The interval  $[a, \infty)$ , for example, begins at  $a$  and extends to the right without bound. The bracket indicates that  $a$  is included in the interval.

SET NOTATION	INTERVAL NOTATION	GRAPH
$\{x   a < x < b\}$	$(a, b)$	
$\{x   a \leq x \leq b\}$	$[a, b]$	
$\{x   a \leq x < b\}$	$[a, b)$	
$\{x   a < x \leq b\}$	$(a, b]$	
$\{x   x > a\}$	$(a, \infty)$	
$\{x   x \geq a\}$	$[a, \infty)$	
$\{x   x < b\}$	$(-\infty, b)$	
$\{x   x \leq b\}$	$(-\infty, b]$	
$\{x   x \text{ is a real number}\}$	$(-\infty, \infty)$	

Do Exercises 1–10.

Write interval notation.

- $\{x | -5 \leq x \leq 5\}$
- $\{x | -3 < x \leq -1\}$
- $\{x | x \leq -2\}$
- $\{x | x > 3.8\}$
- $\{x | 7 < x\}$
- $\{x | -2 < x < 2\}$

Write interval notation for the graph.

- 
- 
- 
-

When a positive integer is used as an *exponent*, it indicates the number of times that a factor appears in a product. For example,  $7^3$  means  $7 \cdot 7 \cdot 7$ , where 7 is the **base** and 3 is the **exponent**.

For any nonzero numbers  $a$  and  $b$  and any integers  $m$  and  $n$ ,

$$a^0 = 1, \quad a^{-m} = \frac{1}{a^m}, \quad \text{and} \quad \frac{a^{-m}}{b^{-n}} = \frac{b^n}{a^m}.$$

### PROPERTIES OF EXPONENTS

For any real numbers  $a$  and  $b$  and any integers  $m$  and  $n$ , assuming 0 is not raised to a nonpositive power:

$$a^m \cdot a^n = a^{m+n} \quad \text{Product rule}$$

$$\frac{a^m}{a^n} = a^{m-n} \quad (a \neq 0) \quad \text{Quotient rule}$$

$$(a^m)^n = a^{mn} \quad \text{Power rule}$$

$$(ab)^m = a^m b^m \quad \text{Raising a product to a power}$$

$$\left(\frac{a}{b}\right)^m = \frac{a^m}{b^m} \quad (b \neq 0) \quad \text{Raising a quotient to a power}$$

**EXAMPLES** Simplify each of the following.

$$1. 4^2 \cdot 4^{-5} = 4^{2+(-5)} = 4^{-3}, \text{ or } \frac{1}{4^3}$$

$$2. \left(\frac{7}{9}\right)^0 = 1$$

$$3. (8^2)^{-5} = 8^{2(-5)} = 8^{-10}, \text{ or } \frac{1}{8^{10}}$$

$$4. \frac{x^{11}}{x^4} = x^{11-4} = x^7$$

$$5. \left(\frac{a}{b}\right)^3 = \frac{a^3}{b^3}$$

$$6. (cd)^{-2} = c^{-2}d^{-2}, \text{ or } \frac{1}{c^2d^2}$$

*Simplify.*

$$1. 3^{-6}$$

$$2. \frac{1}{(0.2)^{-5}}$$

$$3. \frac{w^{-4}}{z^{-9}}$$

$$4. \left(\frac{z}{y}\right)^2$$

$$5. 100^0$$

$$6. \frac{a^5}{a^{-3}}$$

$$7. (2xy^3)(-3x^{-5}y)$$

$$8. x^{-4} \cdot x^{-7}$$

$$9. (mn)^{-6}$$

$$10. (t^{-5})^4$$

➤ Do Exercises 1–10.

We can use scientific notation to name both very large and very small positive numbers and to perform computations.

### SCIENTIFIC NOTATION

**Scientific notation** for a number is an expression of the type

$$N \times 10^m,$$

where  $1 \leq N < 10$ ,  $N$  is in decimal notation, and  $m$  is an integer.

### EXAMPLES

Convert to scientific notation.

1. 9,460,000,000,000

Since 9,460,000,000,000 is a large number, the exponent on 10 will be positive. We want to move the decimal point between 9 and 4. This is a move of 12 places, so the exponent will be 12.

$$9,460,000,000,000 = 9.46 \times 10^{12}$$

2. 0.000073

Since 0.000073 is a small number, the exponent on 10 will be negative. We want to move the decimal point between 7 and 3. This is a move of 5 places, so the exponent will be  $-5$ .

$$0.000073 = 7.3 \times 10^{-5}$$

Convert to decimal notation.

3.  $5.4 \times 10^7$

The exponent is positive. We will move the decimal point 7 places to the right.

$$5.4 \times 10^7 = 54,000,000$$

4.  $3.819 \times 10^{-3}$

The exponent is negative. We will move the decimal point 3 places to the left.

$$3.819 \times 10^{-3} = 0.003819$$

Do Exercises 1–8.

Convert to scientific notation.

- 18,500,000
- 0.000786
- 0.0000000023
- 8,927,000,000

Convert to decimal notation.

- $4.3 \times 10^{-8}$
- $5.17 \times 10^6$
- $6.203 \times 10^{11}$
- $2.94 \times 10^{-5}$

## ORDER OF OPERATIONS

Recall that to simplify the expression  $3 + 4 \cdot 5$ , first we multiply 4 and 5 to get 20 and then we add 3 to get 23. Mathematicians have agreed on the following procedure, or rules for order of operations.

**RULES FOR ORDER OF OPERATIONS**

1. Do all calculations within grouping symbols before operations outside. When nested grouping symbols are present, work from the inside out.
2. Evaluate all exponential expressions.
3. Do all multiplications and divisions in order from left to right.
4. Do all additions and subtractions in order from left to right.

**EXAMPLES**

$$\begin{aligned} 1. \quad & 8(5 - 3)^3 - 20 \\ &= 8 \cdot 2^3 - 20 \\ &= 8 \cdot 8 - 20 \\ &= 64 - 20 \\ &= 44 \end{aligned}$$

$$\begin{aligned} 2. \quad & 10[7 - 4(8 - 5)] \\ &= 10[7 - 4 \cdot 3] \\ &= 10[7 - 12] \\ &= 10[-5] \\ &= -50 \end{aligned}$$

$$\begin{aligned} 3. \quad & -32 \div 2 \times (-4) \div (-2) \\ &= -16 \times (-4) \div (-2) \\ &= 64 \div (-2) \\ &= -32 \end{aligned}$$

$$\begin{aligned} 4. \quad & \frac{10 \div (8 - 6) + 9 \cdot 4}{2^5 + 3^2} \\ &= \frac{10 \div 2 + 9 \cdot 4}{32 + 9} \\ &= \frac{5 + 36}{41} \\ &= \frac{41}{41} \\ &= 1 \end{aligned}$$

$$\begin{aligned} 5. \quad & 3^{12} \cdot 3^{-4} \div 3^3 \cdot 3^{-1} \\ &= 3^8 \div 3^3 \cdot 3^{-1} \\ &= 3^5 \cdot 3^{-1} \\ &= 3^4 \\ &= 81 \end{aligned}$$

Calculate.

1.  $3 + 18 \div 6 - 3$
2.  $5 \cdot 3 + 8 \cdot 3^2 + 4(6 - 2)$
3.  $5(3 - 8 \cdot 3^2 + 4 \cdot 6 - 2)$
4.  $16 \div 4 \cdot 4 \div 2 \cdot 256$
5.  $2^6 \cdot 2^{-3} \div 2^{10} \div 2^{-8}$
6.  $\frac{4(8 - 6)^2 - 4 \cdot 3 + 2 \cdot 8}{3^1 + 19^0}$
7.  $64 \div [(-4) \div (-2)]$
8.  $6[9 - (3 - 2)] + 4(2 - 3)$

Do Exercises 1–8.

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## INTRODUCTION TO POLYNOMIALS

10

Polynomials are a type of algebraic expression that you will often encounter in your study of algebra. Some examples of polynomials are

$$3x - 4y, \quad 5y^3 - \frac{7}{3}y^2 + 3y - 2, \quad -2.3a^4, \\ 16, \quad \text{and} \quad z^6 - \sqrt{5}.$$

Algebraic expressions like  $8x - 13$ ,  $x^2 + 3x - 4$ , and  $3a^5 - 11 + a$  are **polynomials in one variable**. Algebraic expressions like  $3ab^3 - 8$  and  $5x^4y^2 - 3x^3y^8 + 7xy^2 + 6$  are **polynomials in several variables**. The terms of a polynomial are separated by + signs. The terms of  $2x^2 - 8x + 3 = 2x^2 + (-8x) + 6$  are  $2x^2$ ,  $-8x$ , and  $3$ . The **degree of a term** is the sum of the exponents of the variables in that term. The **degree of a polynomial** is the degree of the term of highest degree.

A polynomial with just one term, like  $-9y^6$ , is a **monomial**. If a polynomial has two terms, like  $x^2 + 4$ , it is a **binomial**. A polynomial with three terms, like  $4x^2 - 4xy + 1$ , is a **trinomial**.

**EXAMPLES** Determine the degree of the polynomial.

- $2x^3 - 1$  Degree: 3
- $-5$  ( $-5 = -5x^0$ ) Degree: 0
- $w^2 - 3.5 + 4w^5 = 4w^5 + w^2 - 3.5$  Degree: 5
- $7xy^3 - 16x^2y^4$  Degree:  $2 + 4$ , or 6

Do Exercises 1–8.

Determine the degree of the polynomial.

- $5 - x^6$
  - $x^2y^5 - x^7y + 4$
  - $2a^4 - 3 + a^2$
  - $-41$
  - $4x - x^3 + 0.1x^8 - 2x^5$
- Classify the polynomial as a monomial, a binomial, or a trinomial.
- $x - 3$
  - $14y^5$
  - $2y - \frac{1}{4}y^2 + 8$

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## ADD AND SUBTRACT POLYNOMIALS

11

If two terms of an expression have the same variables raised to the same powers, they are called **like terms**, or **similar terms**. We can **combine**, or **collect, like terms** using the distributive property. For example,  $3y^2$  and  $5y^2$  are like terms and  $3y^2 + 5y^2 = (3 + 5)y^2 = 8y^2$ . We add or subtract polynomials by combining like terms.

**EXAMPLES** Add or subtract each of the following.

- $$\begin{aligned} &(-5x^3 + 3x^2 - x) + (12x^3 - 7x^2 + 3) \\ &= (-5x^3 + 12x^3) + (3x^2 - 7x^2) - x + 3 \\ &= (-5 + 12)x^3 + (3 - 7)x^2 - x + 3 \\ &= 7x^3 - 4x^2 - x + 3 \end{aligned}$$
- $$\begin{aligned} &(6x^2y^3 - 9xy) - (5x^2y^3 - 4xy) \\ &= 6x^2y^3 - 9xy - 5x^2y^3 + 4xy \\ &= x^2y^3 - 5xy \end{aligned}$$

Do Exercises 1–5.

Add or subtract.

- $(8y - 1) - (3 - y)$
- $$\begin{aligned} &(3x^2 - 2x - x^3 + 2) \\ &\quad - (5x^2 - 8x - x^3 + 4) \end{aligned}$$
- $$\begin{aligned} &(2x + 3y + z - 7) \\ &\quad + (4x - 2y - z + 8) \\ &\quad + (-3x + y - 2z - 4) \end{aligned}$$
- $$\begin{aligned} &(3ab^2 + 4a^2b - 2ab + 6) \\ &\quad + (-ab^2 - 5a^2b + 8ab + 4) \end{aligned}$$
- $$\begin{aligned} &(5x^2 + 4xy - 3y^2 + 2) \\ &\quad - (9x^2 - 4xy + 2y^2 - 1) \end{aligned}$$



When a polynomial is to be factored, we should always look first to factor out a factor that is common to all the terms using the distributive property. We generally look for the constant common factor with the largest absolute value and for variables with the largest exponent common to all the terms.

**EXAMPLE 1** Factor:  $15 + 10x - 5x^2$ .

$$15 + 10x - 5x^2 = 5 \cdot 3 + 5 \cdot 2x - 5 \cdot x^2 = 5(3 + 2x - x^2)$$

In some polynomials, pairs of terms have a common binomial factor that can be removed in a process called **factoring by grouping**.

**EXAMPLE 2** Factor:  $x^3 + 3x^2 - 5x - 15$ .

$$\begin{aligned} x^3 + 3x^2 - 5x - 15 &= (x^3 + 3x^2) + (-5x - 15) \\ &= x^2(x + 3) - 5(x + 3) \\ &= (x + 3)(x^2 - 5) \end{aligned}$$

Some trinomials can be factored into the product of two binomials. To factor a trinomial of the form  $x^2 + bx + c$ , we look for binomial factors of the form  $(x + p)(x + q)$ , where  $p \cdot q = c$  and  $p + q = b$ . That is, we look for two numbers  $p$  and  $q$  whose sum is the coefficient of the middle term of the polynomial,  $b$ , and whose product is the constant term,  $c$ .

**EXAMPLES** Factor.

3.  $x^2 + 5x + 6 = (x + 2)(x + 3)$

4.  $x^4 - 6x^3 + 8x^2 = x^2(x^2 - 6x + 8) = x^2(x - 2)(x - 4)$

To factor trinomials of the type  $ax^2 + bx + c$ ,  $a \neq 1$ , using the **FOIL method**:

- Factor out the largest common factor.
- Find two First terms whose product is  $ax^2$ :

$$\begin{array}{c} (\square x + \square)(\square x + \square) = ax^2 + bx + c. \\ \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \\ \hspace{1.5cm} \text{FOIL} \end{array}$$

- Find two Last terms whose product is  $c$ :

$$\begin{array}{c} (\square x + \square)(\square x + \square) = ax^2 + bx + c \\ \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \\ \hspace{1.5cm} \text{FOIL} \end{array}$$

- Repeat steps (2) and (3) until a combination is found for which the sum of the Outer product and the Inner product is  $bx$ :

$$\begin{array}{c} (\square x + \square)(\square x + \square) = ax^2 + bx + c. \\ \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \\ \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \quad \underbrace{\hspace{1.5cm}} \\ \hspace{1.5cm} \text{FOIL} \end{array}$$

(continued)

**EXAMPLES** Factor.

- $3x^2 - 10x - 8 = (3x + 2)(x - 4)$
- $12y^2 + 44y - 45 = (2y + 9)(6y - 5)$
- $r^2 - 7rs + 6s^2 = (r - 6s)(r - s)$
- $y^4 - 3y^2 - 40 = (y^2 + 5)(y^2 - 8)$

➤ **Do Exercises 1–12.**

*Factor out the largest common factor.*

- $3x + 18$
- $2z^3 - 8z^2$

*Factor by grouping.*

- $3x^3 - x^2 + 18x - 6$
- $t^3 + 6t^2 - 2t - 12$

*Factor the trinomial.*

- $w^2 - 7w + 10$
- $t^2 + 8t + 15$
- $2n^2 - 20n - 48$
- $y^4 - 9y^3 + 14y^2$
- $2n^2 + 9n - 56$
- $2y^2 + y - 6$
- $b^2 - 6bt + 5t^2$
- $x^4 - 7x^2 - 30$

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Time

15

**FACTOR POLYNOMIALS: THE *ac*-METHOD**

A second method of factoring trinomials of the type  $ax^2 + bx + c$ ,  $a \neq 1$ , is known as the ***ac*-method**, or the **grouping method**.

**THE *ac*-METHOD FOR FACTORING TRINOMIALS**

- Factor out the largest common factor. The remaining trinomial is  $ax^2 + bx + c$ .
- Multiply the leading coefficient  $a$  and the constant  $c$ .
- Try to factor the product  $ac$  so that the sum of the factors is  $b$ . That is, find integers  $p$  and  $q$  such that  $pq = ac$  and  $p + q = b$ .
- Split the middle term, writing it as a sum using the factors found in step (3).
- Factor by grouping.

**EXAMPLE** Factor:  $6x^2 + 23x + 20$ .

There is no common factor other than 1 or  $-1$ . We multiply the leading coefficient, 6, and the constant, 20:  $6 \cdot 20 = 120$ . Then we look for a factorization of 120 in which the sum of the factors is the coefficient of the middle term, 23. That factorization is  $8 \cdot 15$ .

(continued)



Split the middle term:  $23x = 8x + 15x$ .

Factor by grouping:

$$\begin{aligned} 6x^2 + 23x + 20 &= 6x^2 + 8x + 15x + 20 \\ &= 2x(3x + 4) + 5(3x + 4) \\ &= (3x + 4)(2x + 5). \end{aligned}$$

Do Exercises 1–3.

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## SPECIAL FACTORIZATIONS

16

### SPECIAL FACTORIZATIONS

- Trinomial Squares:

$$A^2 + 2AB + B^2 = (A + B)^2;$$

$$A^2 - 2AB + B^2 = (A - B)^2$$

- Difference of Squares:

$$A^2 - B^2 = (A + B)(A - B)$$

- Sum or Difference of Cubes:

$$A^3 + B^3 = (A + B)(A^2 - AB + B^2);$$

$$A^3 - B^3 = (A - B)(A^2 + AB + B^2)$$

### EXAMPLES

- $x^2 - 16 = x^2 - 4^2 = (x + 4)(x - 4)$
- $x^2 + 8x + 16 = x^2 + 2 \cdot x \cdot 4 + 4^2$   
 $= (x + 4)^2$
- $25y^2 - 30y + 9 = (5y)^2 - 2 \cdot 5y \cdot 3 + 3^2$   
 $= (5y - 3)^2$
- $x^3 + 27 = x^3 + 3^3 = (x + 3)(x^2 - 3x + 9)$
- $16y^3 - 250 = 2(8y^3 - 125)$   
 $= 2[(2y)^3 - 5^3]$   
 $= 2(2y - 5)(4y^2 + 10y + 25)$

Do Exercises 1–10.

Factor:

- $8x^2 - 6x - 9$
- $10t^2 + 4t - 6$
- $18a^2 - 51a + 15$

Factor the difference of squares.

- $z^2 - 81$
- $16x^2 - 9$
- $7pq^4 - 7py^4$

Factor the square of a binomial.

- $x^2 + 12x + 36$
- $9z^2 - 12z + 4$
- $a^3 + 24a^2 + 144a$

Factor the sum or the difference of cubes.

- $x^3 + 64$
- $m^3 - 216$
- $3a^5 - 24a^2$
- $t^6 + 1$

For any real numbers  $a$ ,  $b$ , and  $c$ ,

**THE ADDITION PRINCIPLE**

If  $a = b$  is true, then  $a + c = b + c$  is true.

**THE MULTIPLICATION PRINCIPLE**

If  $a = b$  is true, then  $ac = bc$  is true.

**EXAMPLES** Solve.

1.  $y - 11 = 12$

$$y - 11 + 11 = 12 + 11$$

$$y = 23$$

*Check:*

$$\begin{array}{r} y - 11 = 12 \\ 23 - 11 \quad ? \quad 12 \\ \hline 12 \quad | \quad 12 \quad \text{TRUE} \end{array}$$

The solution is 23.

2.  $15c = 90$

$$\frac{1}{15} \cdot 15c = \frac{1}{15} \cdot 90$$

$$c = 6$$

*Check:*

$$\begin{array}{r} 15c = 90 \\ 15 \cdot 6 \quad ? \quad 90 \\ \hline 90 \quad | \quad 90 \quad \text{TRUE} \end{array}$$

The solution is 6.

3.  $\frac{1}{4}x + 5 = 8$

$$\frac{1}{4}x + 5 - 5 = 8 - 5$$

$$\frac{1}{4}x = 3$$

$$4 \cdot \frac{1}{4}x = 4 \cdot 3$$

$$x = 12$$

*Check:*

$$\begin{array}{r} \frac{1}{4}x + 5 = 8 \\ \hline \frac{1}{4} \cdot 12 + 5 \quad ? \quad 8 \\ 3 + 5 \quad | \quad 8 \\ \hline 8 \quad | \quad 8 \quad \text{TRUE} \end{array}$$

The solution is 12.

4.  $2x + 3 = 1 - 6(x - 1)$  *Check:*

$$2x + 3 = 1 - 6x + 6$$

$$2x + 3 = 7 - 6x$$

$$2x + 3 + 6x = 7 - 6x + 6x$$

$$8x + 3 = 7$$

$$8x + 3 - 3 = 7 - 3$$

$$8x = 4$$

$$\frac{8x}{8} = \frac{4}{8}$$

$$x = \frac{1}{2}$$

$$\begin{array}{r} 2x + 3 = 1 - 6(x - 1) \\ 2\left(\frac{1}{2}\right) + 3 \quad ? \quad 1 - 6\left(\frac{1}{2} - 1\right) \\ \hline 1 + 3 \quad | \quad 1 + 3 \\ 4 \quad | \quad 4 \quad \text{TRUE} \end{array}$$

The solution is  $\frac{1}{2}$ .

*Solve.*

- $7t = 70$
- $x - 5 = 7$
- $3x + 4 = -8$
- $6x - 15 = 45$
- $7y - 1 = 23 - 5y$
- $3m - 7 = -13 + m$
- $2(x + 7) = 5x + 14$
- $5y - 4(2y - 10) = 25$

For any real numbers  $a$ ,  $b$ , and  $c$ :

**THE ADDITION PRINCIPLE FOR INEQUALITIES**

If  $a < b$  is true, then  $a + c < b + c$  is true.

**THE MULTIPLICATION PRINCIPLE FOR INEQUALITIES**

a) If  $a < b$  and  $c > 0$  are true, then  $ac < bc$  is true.

b) If  $a < b$  and  $c < 0$  are true, then  $ac > bc$  is true.

(When both sides of an inequality are multiplied by a negative number, the inequality symbol must be reversed.)

Similar statements hold for  $a \leq b$ .

**EXAMPLES** Solve.

$$\begin{aligned} 1. \quad a + 9 &\leq -50 \\ a + 9 - 9 &\leq -50 - 9 \\ a &\leq -59 \end{aligned}$$

The solution set is  $(-\infty, -59]$ .

$$\begin{aligned} 2. \quad -5x &< 4 \\ -\frac{1}{5}(-5x) &> -\frac{1}{5}(4) \\ x &> -\frac{4}{5} \end{aligned}$$

The solution set is  $(-\frac{4}{5}, \infty)$ .

$$\begin{aligned} 3. \quad 2y - 1 &< 5 \\ 2y - 1 + 1 &< 5 + 1 \\ 2y &< 6 \\ \frac{1}{2} \cdot 2y &< \frac{1}{2} \cdot 6 \\ y &< 3 \end{aligned}$$

The solution set is  $(-\infty, 3)$ .

$$\begin{aligned} 4. \quad 4 - 3x &\geq 13 \\ -4 + 4 - 3x &\geq -4 + 13 \\ -3x &\geq 9 \\ \frac{-3x}{-3} &\leq \frac{9}{-3} \\ x &\leq -3 \end{aligned}$$

The solution set is  $(-\infty, -3]$ .

Solve.

1.  $p + 25 \geq -100$

2.  $-\frac{2}{3}x > 6$

3.  $9x - 1 < 17$

4.  $-x - 16 \geq 40$

5.  $\frac{1}{3}y - 6 < 3$

6.  $8 - 2w \leq -14$

**Do Exercises 1–6.**

## THE PRINCIPLE OF ZERO PRODUCTS

The product of two numbers is 0 if one or both of the numbers is 0. Furthermore, *if any product is 0, then a factor must be 0*. For example:

If  $7x = 0$ , then we know that  $x = 0$ .

If  $x(2x - 9) = 0$ , then we know that  $x = 0$  or  $2x - 9 = 0$ .

If  $(x + 3)(x - 2) = 0$ , then we know that  $x + 3 = 0$  or  $x - 2 = 0$ .

**THE PRINCIPLE OF ZERO PRODUCTS**

If  $ab = 0$  is true, then  $a = 0$  or  $b = 0$ , and if  $a = 0$  or  $b = 0$ , then  $ab = 0$ .

Some quadratic equations can be solved using the principle of zero products.

**EXAMPLES** Solve.

$$\begin{aligned} 1. \quad (2q - 7)(q + 4) &= 0 \\ 2q - 7 &= 0 \quad \text{or} \quad q + 4 = 0 \\ 2q &= 7 \quad \text{or} \quad q = -4 \\ q &= \frac{7}{2} \quad \text{or} \quad q = -4 \end{aligned}$$

The solutions are  $-4$  and  $\frac{7}{2}$ .

$$\begin{aligned} 2. \quad 5x^2 - 75x &= 0 \\ 5x(x - 15) &= 0 \\ 5x &= 0 \quad \text{or} \quad x - 15 = 0 \\ x &= 0 \quad \text{or} \quad x = 15 \end{aligned}$$

The solutions are 0 and 15.

$$\begin{aligned} 3. \quad x^2 - 3x - 4 &= 0 \\ (x + 1)(x - 4) &= 0 \\ x + 1 &= 0 \quad \text{or} \quad x - 4 = 0 \\ x &= -1 \quad \text{or} \quad x = 4 \end{aligned}$$

The solutions are  $-1$  and  $4$ .

$$\begin{aligned} 4. \quad 2x^2 + 5x - 3 &= 0 \\ (x + 3)(2x - 1) &= 0 \\ x + 3 &= 0 \quad \text{or} \quad 2x - 1 = 0 \\ x &= -3 \quad \text{or} \quad 2x = 1 \\ x &= -3 \quad \text{or} \quad x = \frac{1}{2} \end{aligned}$$

The solutions are  $-3$  and  $\frac{1}{2}$ .

Solve.

- $2y^2 + 42y = 0$
- $(a + 7)(a - 1) = 0$
- $(5y + 3)(y - 4) = 0$
- $6x^2 + 7x - 5 = 0$
- $t(t - 8) = 0$
- $x^2 - 8x - 33 = 0$
- $x^2 + 13x = 30$
- $12x^2 - 7x - 12 = 0$

The principle of square roots can be used to solve some quadratic equations.

### THE PRINCIPLE OF SQUARE ROOTS

If  $x^2 = k$ , then  $x = -\sqrt{k}$  or  $x = \sqrt{k}$ .

**EXAMPLES** Solve.

1.  $s^2 - 144 = 0$

$$s^2 = 144$$

$$s = -\sqrt{144} \text{ or } s = \sqrt{144}$$

$$s = -12 \text{ or } s = 12$$

The solutions are  $-12$  and  $12$ , or  $\pm 12$ .

2.  $3x^2 - 21 = 0$

$$3x^2 = 21$$

$$x^2 = 7$$

$$x = -\sqrt{7} \text{ or } x = \sqrt{7}$$

The solutions are  $-\sqrt{7}$  and  $\sqrt{7}$ , or  $\pm\sqrt{7}$ .

Do Exercises 1–6.

Solve.

1.  $x^2 - 36 = 0$

2.  $2y^2 - 20 = 0$

3.  $6z^2 = 18$

4.  $3t^2 - 15 = 0$

5.  $z^2 - 1 = 24$

6.  $5x^2 - 75 = 0$

A **rational expression** is the quotient of two polynomials. The **domain** of an algebraic expression is the set of all real numbers for which the expression is defined. Since division by 0 is not defined, any number that makes the denominator 0 is not in the domain of a rational expression.

**EXAMPLE 1** Find the domain of

$$\frac{x^2 - 4}{x^2 - 4x - 5}$$

We solve the equation  $x^2 - 4x - 5 = 0$ , or  $(x + 1)(x - 5) = 0$ , to find the numbers that are not in the domain. The solutions are  $-1$  and  $5$ . Since the denominator is 0 when  $x = -1$  or  $x = 5$ , the domain is the set of all real numbers except  $-1$  and  $5$ .

**EXAMPLE 2** Simplify:  $\frac{9x^2 + 6x - 3}{12x^2 - 12}$ .

$$\begin{aligned} \frac{9x^2 + 6x - 3}{12x^2 - 12} &= \frac{3(3x^2 + 2x - 1)}{12(x^2 - 1)} \\ &= \frac{3(x + 1)(3x - 1)}{3 \cdot 4(x + 1)(x - 1)} \\ &= \frac{\cancel{3(x + 1)} \cdot 3x - 1}{\cancel{3(x + 1)} \cdot 4(x - 1)} \\ &= 1 \cdot \frac{3x - 1}{4(x - 1)} \\ &= \frac{3x - 1}{4(x - 1)} \end{aligned}$$

Canceling is a shortcut that is often used to remove a factor of 1.

**EXAMPLE 3** Simplify:  $\frac{2 - x}{x^2 + x - 6}$ .

$$\begin{aligned} \frac{2 - x}{x^2 + x - 6} &= \frac{2 - x}{(x + 3)(x - 2)} \\ &= \frac{-1(x - 2)}{(x + 3)(x - 2)} \\ &= \frac{\cancel{-1(x - 2)}}{(x + 3)\cancel{(x - 2)}} \\ &= \frac{-1}{x + 3}, \text{ or } -\frac{1}{x + 3} \end{aligned}$$

Find the domain of the rational expression.

- $\frac{3x - 3}{x(x - 1)}$
- $\frac{y + 6}{y^2 + 4y - 21}$

Simplify.

- $\frac{x^2 - 4}{x^2 - 4x + 4}$
- $\frac{x^2 + 2x - 3}{x^2 - 9}$
- $\frac{x^3 - 6x^2 + 9x}{x^3 - 3x^2}$
- $\frac{6y^2 + 12y - 48}{3y^2 - 9y + 6}$

To multiply rational expressions, we multiply numerators and multiply denominators and, if possible, simplify the result. To divide rational expressions, we multiply the dividend by the reciprocal of the divisor and, if possible, simplify the result; that is,

$$\frac{a}{b} \cdot \frac{c}{d} = \frac{ac}{bd} \quad \text{and} \quad \frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \cdot \frac{d}{c} = \frac{ad}{bc}$$

**EXAMPLES** Multiply or divide.

$$\begin{aligned} 1. \quad \frac{a^2 - 4}{16a} \cdot \frac{20a^2}{a + 2} &= \frac{(a^2 - 4)(20a^2)}{16a(a + 2)} \\ &= \frac{\cancel{(a + 2)}(a - 2) \cdot \cancel{4} \cdot 5 \cdot a \cdot \cancel{a}}{4 \cdot 4 \cdot \cancel{a} \cdot \cancel{(a + 2)}} \\ &= \frac{5a(a - 2)}{4} \end{aligned}$$

$$\begin{aligned} 2. \quad \frac{x - 2}{12} \div \frac{x^2 - 4x + 4}{3x^3 + 15x^2} &= \frac{x - 2}{12} \cdot \frac{3x^3 + 15x^2}{x^2 - 4x + 4} \\ &= \frac{(x - 2)(3x^3 + 15x^2)}{12(x^2 - 4x + 4)} \\ &= \frac{\cancel{(x - 2)}(\cancel{3})(x^2)(x + 5)}{\cancel{3} \cdot 4 \cdot \cancel{(x - 2)}(x - 2)} \\ &= \frac{x^2(x + 5)}{4(x - 2)} \end{aligned}$$

Multiply or divide and, if possible, simplify.

$$1. \quad \frac{r - s}{r + s} \cdot \frac{r^2 - s^2}{(r - s)^2}$$

$$2. \quad \frac{m^2 - n^2}{r + s} \div \frac{m - n}{r + s}$$

$$3. \quad \frac{4x^2 + 9x + 2}{x^2 + x - 2} \cdot \frac{x^2 - 1}{3x^2 + x - 2}$$

$$4. \quad \frac{a^2 - a - 2}{a^2 - a - 6} \div \frac{a^2 - 2a}{2a + a^2}$$

$$5. \quad \frac{3x + 12}{2x - 8} \div \frac{(x + 4)^2}{(x - 4)^2}$$

$$6. \quad \frac{x^2 - y^2}{x^3 - y^3} \cdot \frac{x^2 + xy + y^2}{x^2 + 2xy + y^2}$$

Do Exercises 1–6.

## ADD AND SUBTRACT RATIONAL EXPRESSIONS

When rational expressions have the same denominator, we can add or subtract by adding or subtracting the numerators and retaining the common denominator. If the denominators differ, we must find equivalent rational expressions that have a common denominator before we can add or subtract. In general, it is most efficient to find the **least common denominator (LCD)** of the expressions.

To find the least common denominator of rational expressions, factor each denominator and form the product that uses each factor the greatest number of times it occurs in any factorization.

### EXAMPLE 1 Add.

$$\begin{aligned} & \frac{x^2 - 4x + 4}{2x^2 - 3x + 1} + \frac{x + 4}{2x - 2} \\ &= \frac{x^2 - 4x + 4}{(2x - 1)(x - 1)} + \frac{x + 4}{2(x - 1)} \\ & \quad \text{The LCD is } (2x - 1)(x - 1)(2), \text{ or } 2(2x - 1)(x - 1). \\ &= \frac{x^2 - 4x + 4}{(2x - 1)(x - 1)} \cdot \frac{2}{2} + \frac{x + 4}{2(x - 1)} \cdot \frac{2x - 1}{2x - 1} \\ &= \frac{2x^2 - 8x + 8}{(2x - 1)(x - 1)(2)} + \frac{2x^2 + 7x - 4}{2(x - 1)(2x - 1)} \\ &= \frac{4x^2 - x + 4}{2(2x - 1)(x - 1)} \end{aligned}$$

### EXAMPLE 2 Subtract.

$$\begin{aligned} & \frac{x}{x^2 + 11x + 30} - \frac{5}{x^2 + 9x + 20} \\ &= \frac{x}{(x + 5)(x + 6)} - \frac{5}{(x + 5)(x + 4)} \\ & \quad \text{The LCD is } (x + 5)(x + 6)(x + 4). \\ &= \frac{x}{(x + 5)(x + 6)} \cdot \frac{x + 4}{x + 4} - \frac{5}{(x + 5)(x + 4)} \cdot \frac{x + 6}{x + 6} \\ &= \frac{x^2 + 4x}{(x + 5)(x + 6)(x + 4)} - \frac{5x + 30}{(x + 5)(x + 4)(x + 6)} \\ &= \frac{x^2 + 4x - (5x + 30)}{(x + 5)(x + 6)(x + 4)} = \frac{x^2 + 4x - 5x - 30}{(x + 5)(x + 6)(x + 4)} \\ &= \frac{x^2 - x - 30}{(x + 5)(x + 6)(x + 4)} = \frac{(x - 6)(x + 5)}{(x + 5)(x + 6)(x + 4)} \\ &= \frac{x - 6}{(x + 6)(x + 4)} \end{aligned}$$

Do Exercises 1–6.

Add or subtract and, if possible, simplify.

- $\frac{a - 3b}{a + b} + \frac{a + 5b}{a + b}$
- $\frac{x^2 - 5}{3x^2 - 5x - 2} + \frac{x + 1}{3x - 6}$
- $\frac{a^2 + 1}{a^2 - 1} - \frac{a - 1}{a + 1}$
- $\frac{9x + 2}{3x^2 - 2x - 8} + \frac{7}{3x^2 + x - 4}$
- $\frac{y}{y^2 - y - 20} - \frac{2}{y + 4}$
- $\frac{3y}{y^2 - 7y + 10} - \frac{2y}{y^2 - 8y + 15}$



A **complex rational expression** has rational expressions in its numerator or its denominator or both.

**EXAMPLE** Simplify:  $\frac{\frac{1}{a} + \frac{1}{b}}{\frac{1}{a^3} + \frac{1}{b^3}}$ .

**Method 1:**

$$\begin{aligned} \frac{\frac{1}{a} + \frac{1}{b}}{\frac{1}{a^3} + \frac{1}{b^3}} &= \frac{\frac{1}{a} + \frac{1}{b}}{\frac{1}{a^3} + \frac{1}{b^3}} \cdot \frac{a^3b^3}{a^3b^3} \leftarrow \text{The LCD of the four rational expressions in the numerator and the denominator is } a^3b^3. \\ &= \frac{\left(\frac{1}{a} + \frac{1}{b}\right)(a^3b^3)}{\left(\frac{1}{a^3} + \frac{1}{b^3}\right)(a^3b^3)} = \frac{a^2b^3 + a^3b^2}{b^3 + a^3} \\ &= \frac{a^2b^2(\cancel{b+a})}{(\cancel{b+a})(b^2 - ba + a^2)} = \frac{a^2b^2}{b^2 - ba + a^2} \end{aligned}$$

**Method 2:**

$$\begin{aligned} \frac{\frac{1}{a} + \frac{1}{b}}{\frac{1}{a^3} + \frac{1}{b^3}} &= \frac{\frac{1}{a} \cdot \frac{b}{b} + \frac{1}{b} \cdot \frac{a}{a}}{\frac{1}{a^3} \cdot \frac{b^3}{b^3} + \frac{1}{b^3} \cdot \frac{a^3}{a^3}} \leftarrow \text{The LCD is } ab. \\ &= \frac{\frac{b}{ab} + \frac{a}{ab}}{\frac{b^3}{a^3b^3} + \frac{a^3}{a^3b^3}} \leftarrow \text{The LCD is } a^3b^3. \\ &= \frac{\frac{b+a}{ab}}{\frac{b^3+a^3}{a^3b^3}} = \frac{b+a}{ab} \cdot \frac{a^3b^3}{b^3+a^3} \\ &= \frac{(b+a)(\cancel{ab})(a^2b^2)}{(\cancel{ab})(\cancel{b+a})(b^2 - ba + a^2)} \\ &= \frac{a^2b^2}{b^2 - ba + a^2} \end{aligned}$$

Do Exercises 1–5.

Simplify.

1.  $\frac{\frac{x}{y} - \frac{y}{x}}{\frac{1}{y} + \frac{1}{x}}$

2.  $\frac{\frac{a-b}{b}}{a^2 - b^2}$

3.  $\frac{w + \frac{8}{w^2}}{1 + \frac{2}{w}}$

4.  $\frac{\frac{x^2 - y^2}{xy}}{\frac{x-y}{y}}$

5.  $\frac{\frac{a}{b} - \frac{b}{a}}{\frac{1}{a} - \frac{1}{b}}$

Note:  $b - a = -1(a - b)$ .

## SIMPLIFY RADICAL EXPRESSIONS

The symbol  $\sqrt{a}$  denotes the nonnegative square root of  $a$ , and the symbol  $\sqrt[3]{a}$  denotes the real-number cube root of  $a$ . The symbol  $\sqrt[n]{a}$  denotes the  $n$ th root of  $a$ ; that is, a number whose  $n$ th power is  $a$ . The symbol  $\sqrt[n]{\phantom{x}}$  is called a **radical**, and the expression under the radical is called the **radicand**. The number  $n$  (which is omitted when it is 2) is called the **index**.

Any positive number has two square roots, one positive and one negative. Similarly, for any even index, a positive number has two real-number roots. The positive root is called the **principal root**. Any real number has only one real-number odd root.

**EXAMPLES** Simplify.

- $\sqrt{36} = 6$  because  $6 \cdot 6 = 36$ .
- $-\sqrt{36} = -6$
- $\sqrt[3]{-8} = -2$
- $\sqrt[5]{\frac{32}{243}} = \frac{2}{3}$
- $\sqrt[4]{-16}$  is not a real number.

**PROPERTIES OF RADICALS**

Let  $a$  and  $b$  be any real numbers or expressions for which the given roots exist. For any natural numbers  $m$  and  $n$  ( $n \neq 1$ ):

- If  $n$  is even,  $\sqrt[n]{a^n} = |a|$ .
- If  $n$  is odd,  $\sqrt[n]{a^n} = a$ .
- $\sqrt[n]{a} \cdot \sqrt[n]{b} = \sqrt[n]{ab}$ .
- $\sqrt[n]{\frac{a}{b}} = \frac{\sqrt[n]{a}}{\sqrt[n]{b}}$  ( $b \neq 0$ ).
- $\sqrt[n]{a^m} = (\sqrt[n]{a})^m$ .

Here, we assume that no radicands are formed by raising negative quantities to even powers and, consequently, we will not use absolute-value notation when we simplify radical expressions involving variables.

**EXAMPLES** Simplify.

- $\sqrt{(-5)^2} = |-5| = 5$
- $\sqrt[3]{(-5)^3} = -5$
- $\sqrt[4]{4} \cdot \sqrt[4]{5} = \sqrt[4]{4 \cdot 5} = \sqrt[4]{20}$
- $\sqrt[3]{8^5} = (\sqrt[3]{8})^5 = 2^5 = 32$
- $\sqrt{50} = \sqrt{25 \cdot 2} = \sqrt{25} \cdot \sqrt{2} = 5\sqrt{2}$
- $\frac{\sqrt{72}}{\sqrt{6}} = \sqrt{\frac{72}{6}} = \sqrt{12} = \sqrt{4 \cdot 3} = \sqrt{4} \cdot \sqrt{3} = 2\sqrt{3}$
- $\sqrt{216x^5y^3} = \sqrt{36 \cdot 6 \cdot x^4 \cdot x \cdot y^2 \cdot y} = \sqrt{36x^4y^2} \sqrt{6xy} = 6x^2y\sqrt{6xy}$
- $8\sqrt{50} - 3\sqrt{8} = 8\sqrt{25 \cdot 2} - 3\sqrt{4 \cdot 2} = 8 \cdot 5\sqrt{2} - 3 \cdot 2\sqrt{2} = 40\sqrt{2} - 6\sqrt{2} = (40 - 6)\sqrt{2} = 34\sqrt{2}$
- $(5 - \sqrt{2})(4 + 3\sqrt{2}) = 20 + 15\sqrt{2} - 4\sqrt{2} - 3(\sqrt{2})^2 = 20 + 11\sqrt{2} - 6 = 14 + 11\sqrt{2}$

*Simplify. Assume that no radicands were formed by raising negative quantities to even powers.*

- $\sqrt{(-21)^2}$
- $\sqrt{9y^2}$
- $\sqrt{(a-2)^2}$
- $\sqrt[3]{-27x^3}$
- $\sqrt[4]{81x^8}$
- $\sqrt[5]{32}$
- $\sqrt[4]{48x^6y^4}$
- $\sqrt{15}\sqrt{35}$
- $\frac{\sqrt{40xy}}{\sqrt{8x}}$
- $\frac{\sqrt[3]{3x^2}}{\sqrt[3]{24x^5}}$
- $\sqrt{x^2 - 4x + 4}$
- $\sqrt{2x^3y}\sqrt{12xy}$
- $\sqrt[3]{3x^2y}\sqrt[3]{36x}$
- $5\sqrt{2} + 3\sqrt{32}$
- $7\sqrt{12} - 2\sqrt{3}$
- $2\sqrt{32} + 3\sqrt{8} - 4\sqrt{18}$
- $6\sqrt{20} - 4\sqrt{45} + \sqrt{80}$
- $(2 + \sqrt{3})(5 + 2\sqrt{3})$
- $(\sqrt{8} + 2\sqrt{5})(\sqrt{8} - 2\sqrt{5})$
- $(1 + \sqrt{3})^2$

There are times when we need to remove the radicals in a denominator. This procedure is called **rationalizing the denominator**. It is done by multiplying by 1 in such a way as to obtain a perfect  $n$ th power in the denominator.

**EXAMPLES** Rationalize the denominator.

$$1. \sqrt{\frac{3}{2}} = \sqrt{\frac{3 \cdot 2}{2 \cdot 2}} = \sqrt{\frac{6}{4}} = \frac{\sqrt{6}}{\sqrt{4}} = \frac{\sqrt{6}}{2}$$

$$2. \frac{2}{\sqrt{3}} = \frac{2}{\sqrt{3}} \cdot \frac{\sqrt{3}}{\sqrt{3}} = \frac{2\sqrt{3}}{3}$$

$$3. \frac{\sqrt[3]{7}}{\sqrt[3]{9}} = \frac{\sqrt[3]{7}}{\sqrt[3]{9}} \cdot \frac{\sqrt[3]{3}}{\sqrt[3]{3}} = \frac{\sqrt[3]{21}}{\sqrt[3]{27}} = \frac{\sqrt[3]{21}}{3}$$

Pairs of expressions of the form  $a\sqrt{b} + c\sqrt{d}$  and  $a\sqrt{b} - c\sqrt{d}$  are called **conjugates**. The product of such a pair contains no radicals and can be used to rationalize a denominator or a numerator.

**EXAMPLE 4** Rationalize the denominator:  $\frac{7}{3 + \sqrt{5}}$ .

$$\begin{aligned} \frac{7}{3 + \sqrt{5}} &= \frac{7}{3 + \sqrt{5}} \cdot \frac{3 - \sqrt{5}}{3 - \sqrt{5}} \\ &= \frac{21 - 7\sqrt{5}}{3^2 - 3\sqrt{5} + 3\sqrt{5} - (\sqrt{5})^2} \\ &= \frac{21 - 7\sqrt{5}}{9 - 5} = \frac{21 - 7\sqrt{5}}{4} \end{aligned}$$

**EXAMPLE 5** Rationalize the denominator:  $\frac{1 + \sqrt{2}}{\sqrt{5} + \sqrt{10}}$ .

$$\begin{aligned} \frac{1 + \sqrt{2}}{\sqrt{5} + \sqrt{10}} &= \frac{1 + \sqrt{2}}{\sqrt{5} + \sqrt{10}} \cdot \frac{\sqrt{5} - \sqrt{10}}{\sqrt{5} - \sqrt{10}} \\ &= \frac{\sqrt{5} - \sqrt{10} + \sqrt{10} - \sqrt{20}}{(\sqrt{5})^2 - (\sqrt{10})^2} \\ &= \frac{\sqrt{5} - \sqrt{20}}{5 - 10} \\ &= \frac{\sqrt{5} - 2\sqrt{5}}{-5} \\ &= \frac{-\sqrt{5}}{-5} \\ &= \frac{\sqrt{5}}{5} \end{aligned}$$

Rationalize the denominator.

$$1. \frac{4}{\sqrt{11}}$$

$$2. \sqrt{\frac{3}{7}}$$

$$3. \frac{\sqrt[3]{7}}{\sqrt[3]{2}}$$

$$4. \sqrt[3]{\frac{16}{9}}$$

$$5. \frac{3}{\sqrt{30} - 4}$$

$$6. \frac{4}{\sqrt{7} - \sqrt{3}}$$

$$7. \frac{6}{\sqrt{m} - \sqrt{n}}$$

$$8. \frac{1 - \sqrt{2}}{\sqrt{3} - \sqrt{6}}$$

For any real number  $a$  and any natural numbers  $m$  and  $n$ ,  $n \neq 1$ , for which  $\sqrt[n]{a}$  exists:

$$a^{1/n} = \sqrt[n]{a}, \quad a^{m/n} = (\sqrt[n]{a})^m = \sqrt[n]{a^m}, \quad \text{and} \quad a^{-m/n} = \frac{1}{a^{m/n}}.$$

**EXAMPLES** Convert to radical notation and, if possible, simplify.

$$1. m^{1/6} = \sqrt[6]{m}$$

$$2. 7^{3/4} = \sqrt[4]{7^3}, \text{ or } (\sqrt[4]{7})^3$$

$$3. 8^{-5/3} = \frac{1}{8^{5/3}} = \frac{1}{(\sqrt[3]{8})^5} = \frac{1}{2^5} = \frac{1}{32}$$

**EXAMPLES** Convert to exponential notation.

$$4. (\sqrt[4]{7xy})^5 = (7xy)^{5/4} \qquad 5. \sqrt[6]{x^3} = x^{3/6} = x^{1/2}$$

**EXAMPLES** Simplify and then, if appropriate, write radical notation.

$$6. x^{5/6} \cdot x^{2/3} = x^{5/6+2/3} = x^{9/6} = x^{3/2} = \sqrt{x^3} \\ = \sqrt{x^2} \sqrt{x} = x\sqrt{x}$$

$$7. (x+3)^{5/2}(x+3)^{-1/2} = (x+3)^{5/2-1/2} = (x+3)^2$$

Do Exercises 1–11.

Convert to radical notation and, if possible, simplify.

$$1. y^{5/6}$$

$$2. x^{2/3}$$

$$3. 16^{3/4}$$

$$4. 4^{7/2}$$

$$5. 125^{-1/3}$$

$$6. 32^{-4/5}$$

Convert to exponential notation.

$$7. \sqrt[12]{y^4}$$

$$8. \sqrt{x^5}$$

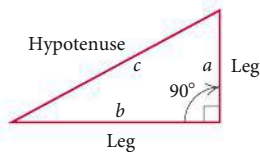
Simplify and then, if appropriate, write radical notation.

$$9. x^{1/2} \cdot x^{2/3}$$

$$10. (a-2)^{9/4}(a-2)^{-1/4}$$

$$11. (m^{1/2}n^{5/2})^{2/3}$$

A **right triangle** is a triangle with a  $90^\circ$  angle, as shown in the following figure. The small square in the corner indicates the  $90^\circ$  angle.

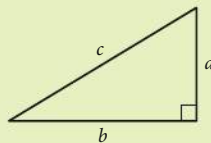


In a right triangle, the longest side is called the **hypotenuse**. It is also the side opposite the right angle. The other two sides are called **legs**. We generally use the letters  $a$  and  $b$  for the lengths of the legs and  $c$  for the length of the hypotenuse. They are related as follows.

**THE PYTHAGOREAN THEOREM**

In any right triangle, if  $a$  and  $b$  are the lengths of the legs and  $c$  is the length of the hypotenuse, then

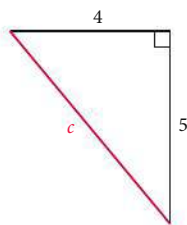
$$a^2 + b^2 = c^2.$$



The equation  $a^2 + b^2 = c^2$  is called the **Pythagorean equation**.

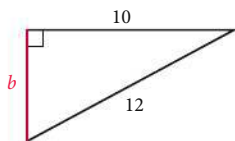
**EXAMPLE 1** Find the length of the hypotenuse of this right triangle. Give an exact answer and an approximation to three decimal places.

$$\begin{aligned} 4^2 + 5^2 &= c^2 \\ 16 + 25 &= c^2 \\ 41 &= c^2 \\ c &= \sqrt{41} \\ c &\approx 6.403 \end{aligned}$$

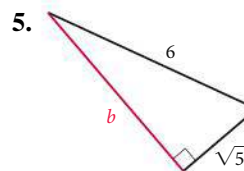
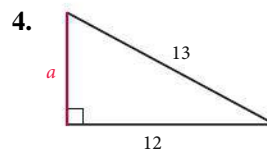
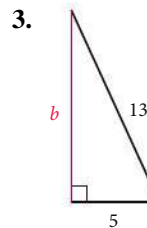
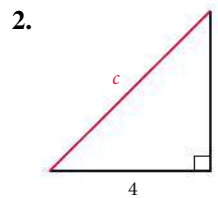
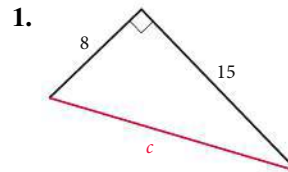


**EXAMPLE 2** Find the length of leg  $b$  of this right triangle. Give an exact answer and an approximation to three decimal places.

$$\begin{aligned} 10^2 + b^2 &= 12^2 \\ 100 + b^2 &= 144 \\ b^2 &= 144 - 100 \\ b^2 &= 44 \\ b &= \sqrt{44} \\ b &\approx 6.633 \end{aligned}$$



Find the length of the third side of each right triangle. Where appropriate, give both an exact answer and an approximation to three decimal places.



Do Exercises 1–5.

# Graphs, Functions, and Models

CHAPTER

1

## 1.1 Introduction to Graphing

### Visualizing the Graph

## 1.2 Functions and Graphs

## 1.3 Linear Functions, Slope, and Applications

### Visualizing the Graph

### Mid-Chapter Mixed Review

## 1.4 Equations of Lines and Modeling

## 1.5 Linear Equations, Functions, Zeros, and Applications

## 1.6 Solving Linear Inequalities

### Study Guide

### Review Exercises

### Test



## APPLICATION

This problem appears as Exercise 60 in the Review Exercises.

The number of female medical school graduates has increased each year from 2006 to 2014. Model the data shown on p. 88 with a linear function where the number of female medical school graduates  $W$  is a function of the year  $x$  and where  $x$  is the number of years after 2006. Then, using this function, estimate the number of female graduates in 2013.

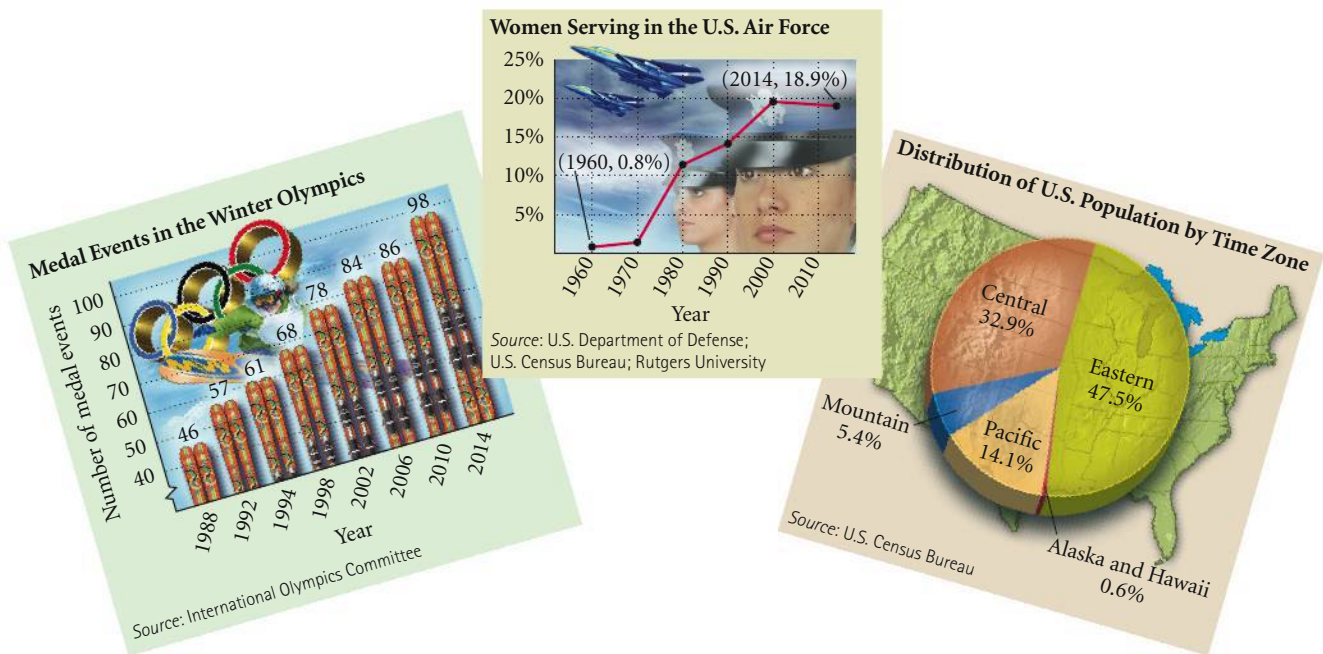
## 1.1

## Introduction to Graphing

- Plot points.
- Determine whether an ordered pair is a solution of an equation.
- Find the  $x$ - and  $y$ -intercepts of an equation of the form  $Ax + By = C$ .
- Graph equations.
- Find the distance between two points in the plane, and find the midpoint of a segment.
- Find an equation of a circle with a given center and radius, and given an equation of a circle in standard form, find the center and the radius.
- Graph equations of circles.

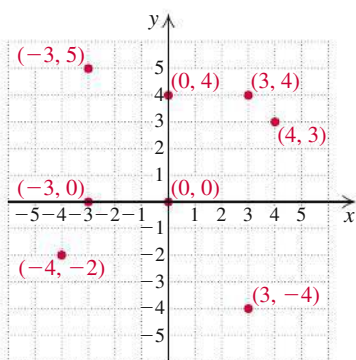
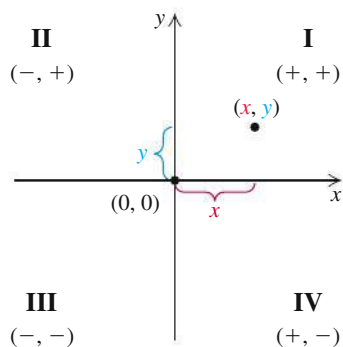
## ➤ Graphs

Graphs provide a means of displaying, interpreting, and analyzing data in a visual format. It is not uncommon to open a newspaper or a magazine and encounter graphs. Examples of bar, line, and circle graphs are shown below.



Many real-world situations can be modeled, or described mathematically, using equations in which two variables appear. We use a plane to graph a pair of numbers. To locate points on a plane, we use two perpendicular number lines, called **axes**, that intersect at  $(0, 0)$ . We call this point the **origin**. The horizontal axis is called the  **$x$ -axis**, and the vertical axis is called the  **$y$ -axis**. (Other variables, such as  $a$  and  $b$ , can also be used.) The axes divide the plane into four regions, called **quadrants**, denoted by Roman numerals and numbered counterclockwise from the upper right. Arrows show the positive direction of each axis.

Each point  $(x, y)$  in the plane is described by an **ordered pair**. The first number,  $x$ , indicates the point's horizontal location with respect to the  $y$ -axis, and the



second number,  $y$ , indicates the point's vertical location with respect to the  $x$ -axis. We call  $x$  the **first coordinate**, the  **$x$ -coordinate**, or the **abscissa**. We call  $y$  the **second coordinate**, the  **$y$ -coordinate**, or the **ordinate**. Such a representation is called the **Cartesian coordinate system** in honor of the French mathematician and philosopher René Descartes (1596–1650).

In the first quadrant, both coordinates of a point are positive. In the second quadrant, the first coordinate is negative and the second is positive. In the third quadrant, both coordinates are negative, and in the fourth quadrant, the first coordinate is positive and the second is negative.

**EXAMPLE 1** Graph and label the points  $(-3, 5)$ ,  $(4, 3)$ ,  $(3, 4)$ ,  $(-4, -2)$ ,  $(3, -4)$ ,  $(0, 4)$ ,  $(-3, 0)$ , and  $(0, 0)$ .

**Solution** To graph or **plot**  $(-3, 5)$ , we note that the  $x$ -coordinate,  $-3$ , tells us to move from the origin 3 units horizontally in the negative direction, or 3 units to the left of the  $y$ -axis. Then we move 5 units up from the  $x$ -axis.\* To graph the other points, we proceed in a similar manner. (See the graph at left.) Note that the point  $(4, 3)$  is different from the point  $(3, 4)$ .

Now Try Exercise 3.

## Solutions of Equations

Equations in two variables, like  $2x + 3y = 18$ , have solutions  $(x, y)$  that are ordered pairs such that when the first coordinate is substituted for  $x$  and the second coordinate is substituted for  $y$ , the result is a true equation. The first coordinate in an ordered pair generally represents the variable that occurs first alphabetically.

**EXAMPLE 2** Determine whether each ordered pair is a solution of the equation  $2x + 3y = 18$ .

a)  $(-5, 7)$

b)  $(3, 4)$

**Solution** We substitute the ordered pair into the equation and determine whether the resulting equation is true.

a)  $2x + 3y = 18$

$$\begin{array}{r|l} 2(-5) + 3(7) & ? 18 \\ -10 + 21 & \\ \hline 11 & 18 \quad \text{FALSE} \end{array}$$

We substitute  $-5$  for  $x$  and  $7$  for  $y$  (alphabetical order).

The equation  $11 = 18$  is false, so  $(-5, 7)$  is not a solution.

b)  $2x + 3y = 18$

$$\begin{array}{r|l} 2(3) + 3(4) & ? 18 \\ 6 + 12 & \\ \hline 18 & 18 \quad \text{TRUE} \end{array}$$

We substitute  $3$  for  $x$  and  $4$  for  $y$ .

The equation  $18 = 18$  is true, so  $(3, 4)$  is a solution.

We can also perform these substitutions on a graphing calculator. When we substitute  $-5$  for  $x$  and  $7$  for  $y$ , we get  $11$ . Since  $11 \neq 18$ ,  $(-5, 7)$  is not a solution of the equation. When we substitute  $3$  for  $x$  and  $4$  for  $y$ , we get  $18$ , so  $(3, 4)$  is a solution.

Now Try Exercise 11.

$$2(-5) + 3 \cdot 7$$

11

$$2 \cdot 3 + 3 \cdot 4$$

18

\*Here the notation  $(-3, 5)$  represents an ordered pair. This notation can also represent an open interval. See Just-in-Time 6 review on p. J-6. The context in which the notation appears usually makes the meaning clear.

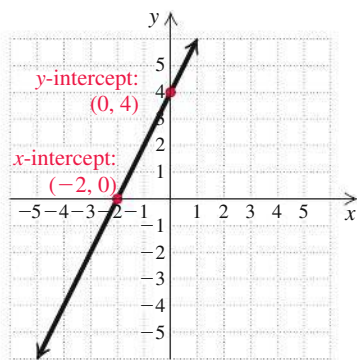


## Graphs of Equations

The equation considered in Example 2 actually has an infinite number of solutions. Since we cannot list all the solutions, we will make a drawing, called a **graph**, that represents them. Some suggestions for drawing graphs are on the following page.

### TO GRAPH AN EQUATION

To **graph an equation** is to make a drawing that represents the solutions of that equation.



Graphs of equations of the type  $Ax + By = C$  are straight lines. Many such equations can be graphed conveniently using intercepts. The **x-intercept** of the graph of an equation is the point at which the graph crosses the  $x$ -axis. The **y-intercept** is the point at which the graph crosses the  $y$ -axis. We know from geometry that only one line can be drawn through two given points. Thus, if we know the intercepts, we can graph the line. To ensure that a computational error has not been made, it is a good idea to calculate and plot a third point as a check.

### x-INTERCEPT AND y-INTERCEPT

An **x-intercept** is a point  $(a, 0)$ . To find  $a$ , let  $y = 0$  and solve for  $x$ .

A **y-intercept** is a point  $(0, b)$ . To find  $b$ , let  $x = 0$  and solve for  $y$ .

**EXAMPLE 3** Graph:  $2x + 3y = 18$ .

**Solution** The graph is a line. To find ordered pairs that are solutions of this equation, we can replace either  $x$  or  $y$  with any number and then solve for the other variable. In this case, it is convenient to find the intercepts of the graph. For instance, if  $x$  is replaced with 0, then

$$\begin{aligned} 2 \cdot 0 + 3y &= 18 \\ 3y &= 18 \\ y &= 6. \quad \text{Dividing by 3 on both sides} \end{aligned}$$

Thus,  $(0, 6)$  is a solution. It is the *y-intercept* of the graph. If  $y$  is replaced with 0, then

$$\begin{aligned} 2x + 3 \cdot 0 &= 18 \\ 2x &= 18 \\ x &= 9. \quad \text{Dividing by 2 on both sides} \end{aligned}$$

Thus,  $(9, 0)$  is a solution. It is the *x-intercept* of the graph. We find a third solution as a check. If  $x$  is replaced with 3, then

$$\begin{aligned} 2 \cdot 3 + 3y &= 18 \\ 6 + 3y &= 18 \\ 3y &= 12 \quad \text{Subtracting 6 on both sides} \\ y &= 4. \quad \text{Dividing by 3 on both sides} \end{aligned}$$

Thus,  $(3, 4)$  is a solution.

### STUDY TIPS

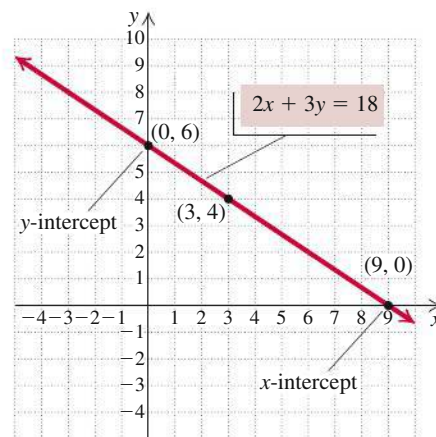
Success can be planned. Combine goals and good study habits to create a plan for success that works for you. A list of study tips that your authors consider most helpful are included in the Guide to Success in the front of the text before Chapter 1.

**SUGGESTIONS FOR DRAWING GRAPHS**

1. Calculate solutions and list the ordered pairs in a table.
2. Use graph paper.
3. Draw axes and label them with the variables.
4. Use arrows on the axes to indicate positive directions.
5. Scale the axes; that is, label the tick marks on the axes. Consider the ordered pairs found in part (1) above when choosing the scale.
6. Plot the ordered pairs, look for patterns, and complete the graph. Label the graph with the equation being graphed.

We list the solutions in a table and then plot the points. Note that the points appear to lie on a straight line.

$x$	$y$	$(x, y)$
0	6	(0, 6)
9	0	(9, 0)
3	4	(3, 4)



Were we to graph additional solutions of  $2x + 3y = 18$ , they would lie on the same straight line. Thus, to complete the graph, we use a straightedge to draw a line, as shown in the figure. This line represents all solutions of the equation. Every point on the line represents a solution; every solution is represented by a point on the line.

➤ **Now Try Exercise 17.**

When graphing some equations, it is convenient to first solve for  $y$  and then find ordered pairs. We can use the addition and multiplication principles to solve for  $y$ .

**EXAMPLE 4** Graph:  $3x - 5y = -10$ .

**Solution** We first solve for  $y$ :

$$3x - 5y = -10$$

$$-5y = -3x - 10 \quad \text{Subtracting } 3x \text{ on both sides}$$

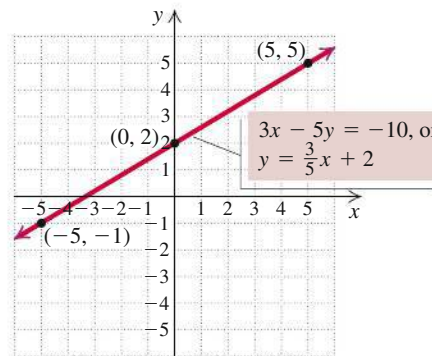
$$y = \frac{3}{5}x + 2. \quad \text{Multiplying by } -\frac{1}{5} \text{ on both sides}$$

By choosing multiples of 5 for  $x$ , we can avoid adding and subtracting fraction values when calculating  $y$ . For example, if we choose  $-5$  for  $x$ , we get

$$y = \frac{3}{5}x + 2 = \frac{3}{5}(-5) + 2 = -3 + 2 = -1.$$

The following table lists a few points. We plot the points and draw the graph.

$x$	$y$	$(x, y)$
-5	-1	(-5, -1)
0	2	(0, 2)
5	5	(5, 5)



➤ **Now Try Exercise 29.**

In the equation  $y = \frac{3}{5}x + 2$  in Example 4, the value of  $y$  depends on the value chosen for  $x$ , so  $x$  is said to be the **independent variable** and  $y$  the **dependent variable**.

Just  
in  
Time

17

```

Plot1 Plot2 Plot3
Y1= (3/5)x+2
Y2=
Y3=
Y4=
Y5=
Y6=
Y7=
    
```

```

WINDOW
Xmin = -10
Xmax = 10
Xscl = 1
Ymin = -10
Ymax = 10
Yscl = 1
Xres = 1
    
```

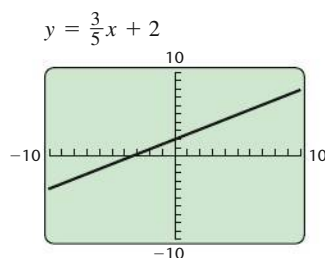
We can graph an equation on a graphing calculator. Many calculators require an equation to be entered in the form  $y =$ . In such a case, if the equation is not initially given in this form, it must be solved for  $y$  before it is entered in the calculator. For the equation  $3x - 5y = -10$  in Example 4, we enter  $y = \frac{3}{5}x + 2$  on the equation-editor, or  $y =$ , screen in the form  $y = (3/5)x + 2$ , which some calculators will display as shown in the window at left.

Next, we determine the portion of the  $xy$ -plane that will appear on the calculator's screen. That portion of the plane is called the **viewing window**.

The notation used in this text to denote a window setting consists of four numbers  $[L, R, B, T]$ , which represent the **L**eft and **R**ight endpoints of the  $x$ -axis and the **B**ottom and **T**op endpoints of the  $y$ -axis, respectively. The window with the settings  $[-10, 10, -10, 10]$  is the **standard viewing window**. On some graphing calculators, the standard window can be selected quickly using the ZSTANDARD feature from the ZOOM menu.

Xmin and Xmax are used to set the left and right endpoints of the  $x$ -axis, respectively; Ymin and Ymax are used to set the bottom and top endpoints of the  $y$ -axis, respectively. The settings Xscl and Yscl give the scales for the axes. For example, Xscl = 1 and Yscl = 1 means that there is 1 unit between tick marks on each of the axes. In this text, scaling factors other than 1 will be listed by the window unless they are readily apparent.

After entering the equation  $y = (3/5)x + 2$  and choosing a viewing window, we can then draw the graph.

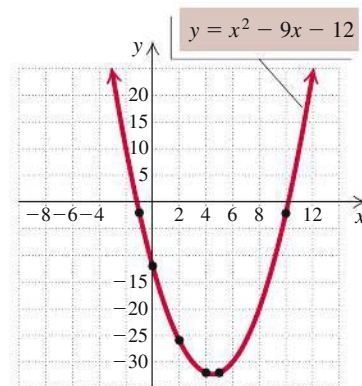


**EXAMPLE 5** Graph:  $y = x^2 - 9x - 12$ .

Just  
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Time  
**7**

**Solution** Note that since this equation is not of the form  $Ax + By = C$ , its graph is not a straight line. We make a table of values, plot enough points to obtain an idea of the shape of the curve, and connect the points with a smooth curve. It is important to scale the axes to include most of the ordered pairs listed in the table. Here it is appropriate to use a larger scale on the  $y$ -axis than on the  $x$ -axis.

$x$	$y$	$(x, y)$
-3	24	$(-3, 24)$
-1	-2	$(-1, -2)$
0	-12	$(0, -12)$
2	-26	$(2, -26)$
4	-32	$(4, -32)$
5	-32	$(5, -32)$
10	-2	$(10, -2)$
12	24	$(12, 24)$



- ① Select values for  $x$ .
- ② Compute values for  $y$ .

Now Try Exercise 39.

```

Plot1 Plot2 Plot3
Y1=X^2-9X-12
Y2=
Y3=
Y4=
Y5=
Y6=
Y7=

```

FIGURE 1.

```

TABLE SETUP
TblStart = -3
ΔTbl = 1
Indpnt: Auto Ask
Depend: Auto Ask

```

FIGURE 2.

X	Y1
-3	24
-2	10
-1	-2
0	-12
1	-20
2	-26
3	-30

X = -3

FIGURE 3.

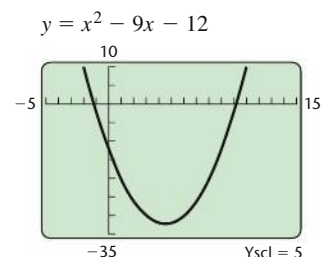


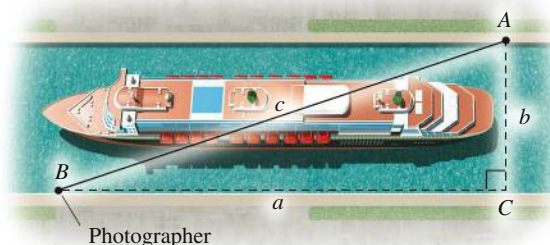
FIGURE 4.



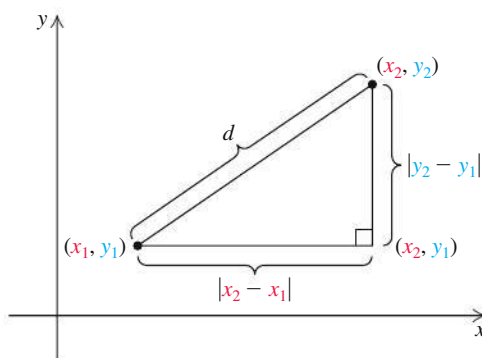
The \$5.25 billion expansion of the Panama Canal doubled its capacity. A third canal lane is scheduled to open in 2016. (Source: Panama Canal Authority)

## ➤ The Distance Formula

Suppose that a photographer must determine the distance between two points,  $A$  and  $B$ , on opposite sides of a lane of the Panama Canal. One way in which he or she might proceed is to measure two legs of a right triangle that is situated as shown below. The Pythagorean equation,  $c^2 = a^2 + b^2$ , where  $c$  is the length of the hypotenuse and  $a$  and  $b$  are the lengths of the legs, can then be used to find the length of the hypotenuse, which is the distance from  $A$  to  $B$ .



A similar strategy is used to find the distance between two points in a plane. For two points  $(x_1, y_1)$  and  $(x_2, y_2)$ , we can draw a right triangle in which the legs have lengths  $|x_2 - x_1|$  and  $|y_2 - y_1|$ .



Just  
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4, 28

Using the Pythagorean equation,  $c^2 = a^2 + b^2$ , we have

$$d^2 = |x_2 - x_1|^2 + |y_2 - y_1|^2. \quad \text{Substituting } d \text{ for } c, |x_2 - x_1| \text{ for } a, \text{ and } |y_2 - y_1| \text{ for } b \text{ in the Pythagorean equation}$$

Because we are squaring, we can use parentheses to replace the absolute-value symbols:

$$d^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2.$$

Taking the principal square root, we obtain the distance formula.

### THE DISTANCE FORMULA

The **distance**  $d$  between any two points  $(x_1, y_1)$  and  $(x_2, y_2)$  is given by

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

The subtraction of the  $x$ -coordinates can be done in any order, as can the subtraction of the  $y$ -coordinates. Although we derived the distance formula by considering two points not on a horizontal line or a vertical line, the distance formula holds for *any* two points.

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5, 25

**EXAMPLE 6** Find the distance between each pair of points.

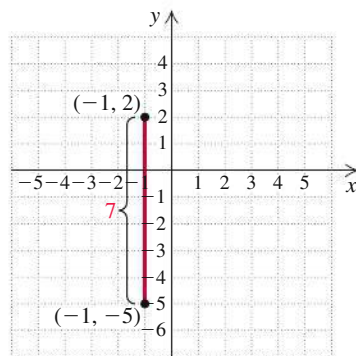
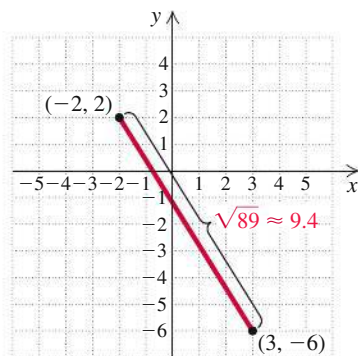
a)  $(-2, 2)$  and  $(3, -6)$

b)  $(-1, -5)$  and  $(-1, 2)$

**Solution** We substitute into the distance formula.

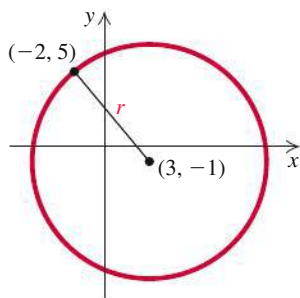
$$\begin{aligned} \text{a) } d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\ &= \sqrt{[3 - (-2)]^2 + (-6 - 2)^2} \\ &= \sqrt{5^2 + (-8)^2} = \sqrt{25 + 64} \\ &= \sqrt{89} \approx 9.4 \end{aligned}$$

$$\begin{aligned} \text{b) } d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\ &= \sqrt{[-1 - (-1)]^2 + (-5 - 2)^2} \\ &= \sqrt{0^2 + (-7)^2} = \sqrt{0 + 49} \\ &= \sqrt{49} = 7 \end{aligned}$$



Now Try Exercises 63 and 71.

**EXAMPLE 7** The point  $(-2, 5)$  is on a circle that has  $(3, -1)$  as its center. Find the length of the radius of the circle.



**Solution** Since the length of the radius is the distance from the center to a point on the circle, we substitute into the distance formula:

$$\begin{aligned} d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}; \\ r &= \sqrt{[3 - (-2)]^2 + (-1 - 5)^2} \\ &= \sqrt{5^2 + (-6)^2} = \sqrt{25 + 36} \\ &= \sqrt{61} \approx 7.8. \end{aligned}$$

Substituting  $r$  for  $d$ ,  $(3, -1)$  for  $(x_2, y_2)$ , and  $(-2, 5)$  for  $(x_1, y_1)$ . Either point can serve as  $(x_1, y_1)$ .

Rounding to the nearest tenth

The radius of the circle is approximately 7.8.

Now Try Exercise 77.

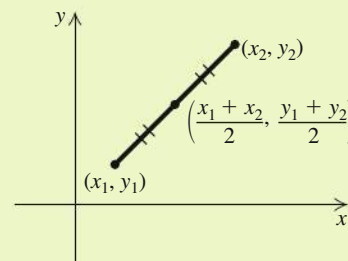
## Midpoints of Segments

The distance formula can be used to develop a method of determining the *midpoint* of a segment when the endpoints are known. We state the formula and leave its proof to the exercises.

### THE MIDPOINT FORMULA

If the endpoints of a segment are  $(x_1, y_1)$  and  $(x_2, y_2)$ , then the coordinates of the **midpoint** of the segment are

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



Note that we obtain the coordinates of the midpoint by averaging the coordinates of the endpoints. This is a good way to remember the midpoint formula.

**EXAMPLE 8** Find the midpoint of the segment whose endpoints are  $(-4, -2)$  and  $(2, 5)$ .

**Solution** Using the midpoint formula, we obtain

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

Now Try Exercise 83.

