



# CALCULUS

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This text is based on David Guichard's open-source calculus text which in turn is a modification and expansion of notes written by Neal Koblitz at the University of Washington. New material has been added, and old material has been modified, so some portions now bear little resemblance to the original.

The book includes some exercises and examples from *Elementary Calculus: An Approach Using Infinitesimals*, by H. Jerome Keisler, available at <http://www.math.wisc.edu/~keisler/calc.html> under a Creative Commons license. In addition, the chapter on differential equations and the section on numerical integration are largely derived from the corresponding portions of Keisler's book. Albert Schueller, Barry Balof, and Mike Wills have contributed additional material.

We will be glad to receive corrections and suggestions for improvement at [fowler@math.osu.edu](mailto:fowler@math.osu.edu) or [snapp@math.osu.edu](mailto:snapp@math.osu.edu).

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# INTRODUCTION

BADBAD

What is calculus?



# 1

## LIMITS

### 1.1 The Basic Ideas of Limits

Consider the function:

$$f(x) = \frac{x^2 - 3x + 2}{x - 2}$$

While  $f(x)$  is undefined at  $x = 2$ , we can still plot  $f(x)$  at other values, see Figure 1.1. Examining Table 1.1, we see that as  $x$  approaches 2,  $f(x)$  approaches 1. We write this:

$$\text{As } x \rightarrow 2, f(x) \rightarrow 1 \quad \text{or} \quad \lim_{x \rightarrow 2} f(x) = 1.$$

Intuitively,  $\lim_{x \rightarrow a} f(x) = L$  when the value of  $f(x)$  can be made arbitrarily close to  $L$  by making  $x$  sufficiently close, but not equal to,  $a$ . This leads us to the formal definition of a *limit*.

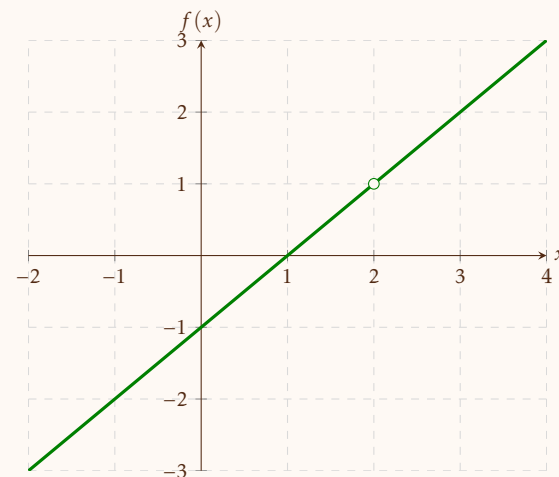


Figure 1.1: A plot of  $f(x) = \frac{x^2 - 3x + 2}{x - 2}$ .

$x$	$f(x)$	$x$	$f(x)$
1.7	0.7	2	undefined
1.9	0.9	2.001	1.001
1.99	0.99	2.01	1.01
1.999	0.999	2.1	1.1
2	undefined	2.3	1.3

Table 1.1: Values of  $f(x) = \frac{x^2 - 3x + 2}{x - 2}$ .

**Definition** The limit of  $f(x)$  as  $x$  goes to  $a$  is  $L$ ,

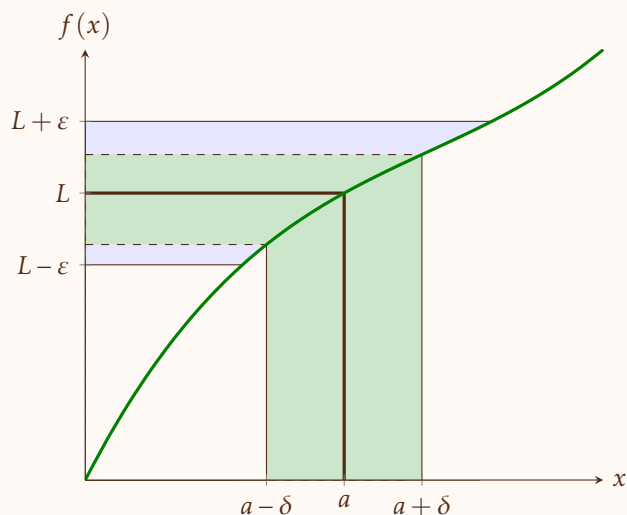
$$\lim_{x \rightarrow a} f(x) = L,$$

if for every  $\varepsilon > 0$  there is a  $\delta > 0$  so that whenever

$$0 < |x - a| < \delta, \quad \text{we have} \quad |f(x) - L| < \varepsilon.$$

If no such value of  $L$  can be found, then we say that  $f(x)$  does not exist at  $x = a$ .

In Figure 1.2, we see a geometric interpretation of this definition.



Limits need not exist, let's examine two cases of this.

**Example** Let  $f(x) = \lfloor x \rfloor$ . Explain why the limit

$$\lim_{x \rightarrow 2} f(x)$$

does not exist.

Equivalently,  $\lim_{x \rightarrow a} f(x) = L$ , if for every  $\varepsilon > 0$  there is a  $\delta > 0$  so that whenever  $x \neq a$  and  $a - \delta < x < a + \delta$ , we have  $L - \varepsilon < f(x) < L + \varepsilon$ .

Figure 1.2: A geometric interpretation of the  $(\varepsilon, \delta)$ -criterion for limits. If  $0 < |x - a| < \delta$ , then we have that  $a - \delta < x < a + \delta$ . In our diagram, we see that for all such  $x$  we are sure to have  $L - \varepsilon < f(x) < L + \varepsilon$ , and hence  $|f(x) - L| < \varepsilon$ .

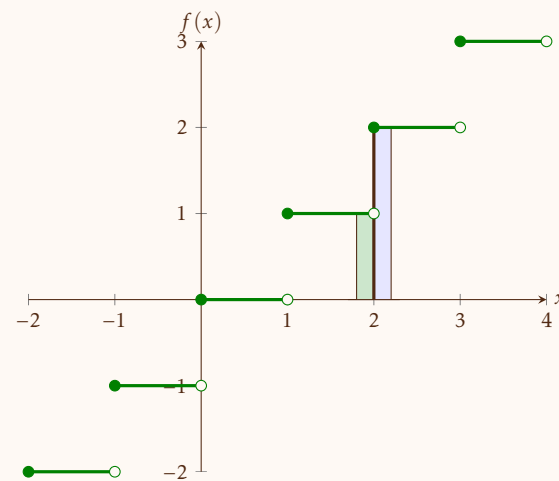


Figure 1.3: A plot of  $f(x) = \lfloor x \rfloor$ .

**Solution** This is the function that returns the greatest integer less than or equal to  $x$ . Since  $f(x)$  is defined for all real numbers, one might be tempted to think that the limit above is simply  $f(2) = 2$ . However, this is not the case. If  $x < 2$ , then  $f(x) = 1$ . Hence if  $\varepsilon = .5$ , we can **always** find a value for  $x$  (just to the left of 2) such that

$$0 < |x - 2| < \delta, \quad \text{where} \quad \varepsilon < |f(x) - 2|.$$

On the other hand,  $\lim_{x \rightarrow 2} f(x) \neq 1$ , as in this case if  $\varepsilon = .5$ , we can **always** find a value for  $x$  (just to the right of 2) such that

$$0 < |x - 2| < \delta, \quad \text{where} \quad \varepsilon < |f(x) - 1|.$$

We've illustrated this in Figure 1.3. Moreover, no matter what value one chooses for  $\lim_{x \rightarrow 2} f(x)$ , we will always have a similar issue.

Limits may not exist even if the function looks innocent.

**Example** Let  $f(x) = \sin\left(\frac{1}{x}\right)$ . Explain why the limit

$$\lim_{x \rightarrow 0} f(x)$$

does not exist.

**Solution** In this case  $f(x)$  oscillates “wildly” as  $x$  approaches 0, see Figure 1.4. In fact, one can show that for any given  $\delta$ , There is a value for  $x$  in the interval

$$0 - \delta < x < 0 + \delta$$

such that  $f(x)$  is **any** value in the interval  $[-1, 1]$ . Hence the limit does not exist.

Sometimes the limit of a function exists from one side or the other (or both) even though the limit does not exist. Since it is useful to be able to talk about this situation, we introduce the concept of a *one-sided limit*:

With the example of  $f(x) = \lfloor x \rfloor$ , we see that taking limits is truly different from evaluating functions.

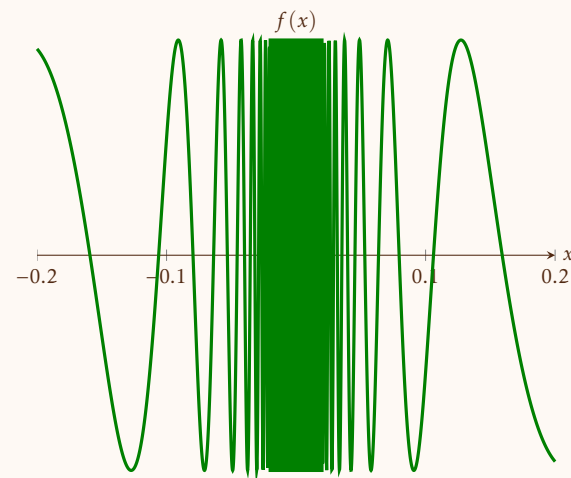


Figure 1.4: A plot of  $f(x) = \sin\left(\frac{1}{x}\right)$ .

**Definition** We say that the limit of  $f(x)$  as  $x$  goes to  $a$  from the left is  $L$ ,

$$\lim_{x \rightarrow a^-} f(x) = L$$

if for every  $\epsilon > 0$  there is a  $\delta > 0$  so that whenever  $x \neq a$  and

$$a - \delta < x < a \quad \text{we have} \quad |f(x) - L| < \epsilon.$$

We say that the limit of  $f(x)$  as  $x$  goes to  $a$  from the right is  $L$ ,

$$\lim_{x \rightarrow a^+} f(x) = L$$

if for every  $\epsilon > 0$  there is a  $\delta > 0$  so that whenever  $x \neq a$  and

$$x < a + \delta \quad \text{we have} \quad |f(x) - L| < \epsilon.$$

**Example** Let  $f(x) = \lfloor x \rfloor$ . We now have one sided limits

$$\lim_{x \rightarrow 2^-} f(x) = 1 \quad \text{and} \quad \lim_{x \rightarrow 2^+} f(x) = 2.$$

## Exercises for Section 1.1

(1) Evaluate the expressions by reference to the plot in Figure 1.5.

- |                                     |                                      |                                       |
|-------------------------------------|--------------------------------------|---------------------------------------|
| (a) $\lim_{x \rightarrow 4} f(x)$   | (e) $\lim_{x \rightarrow 0^+} f(x)$  | (i) $\lim_{x \rightarrow 0} f(x+1)$   |
| (b) $\lim_{x \rightarrow -3} f(x)$  | (f) $f(-2)$                          | (j) $f(0)$                            |
| (c) $\lim_{x \rightarrow 0} f(x)$   | (g) $\lim_{x \rightarrow 2^-} f(x)$  | (k) $\lim_{x \rightarrow 1^-} f(x-4)$ |
| (d) $\lim_{x \rightarrow 0^-} f(x)$ | (h) $\lim_{x \rightarrow -2^-} f(x)$ | (l) $\lim_{x \rightarrow 0^+} f(x-2)$ |

(2) Use a table and a calculator to estimate  $\lim_{x \rightarrow 0} \frac{\sin x}{x}$ .

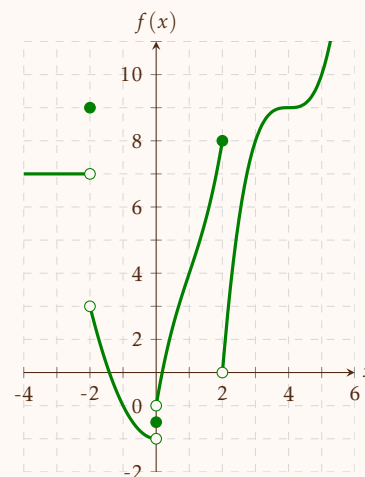


Figure 1.5: A piecewise defined function.

- (3) Use a table and a calculator to estimate  $\lim_{x \rightarrow 0} \frac{\tan(3x)}{\tan(5x)}$ .
- (4) Use a table and a calculator to estimate  $\lim_{x \rightarrow 0} \frac{2^x - 1}{x}$ .
- (5) Sketch a plot of  $f(x) = \frac{x}{|x|}$  and explain why  $\lim_{x \rightarrow 0} \frac{x}{|x|}$  does not exist.
- (6) Let  $f(x) = \sin\left(\frac{\pi}{x}\right)$ . Construct three tables of the following form

$x$	$f(x)$
$0.d$	
$0.0d$	
$0.00d$	
$0.000d$	

where  $d = 1, 3, 7$ . What do you notice? How do you reconcile the entries in your tables with the value of  $\lim_{x \rightarrow 0} f(x)$ ?

## 1.2 Limits by the Definition

Now we are going to get our hands dirty, and really use the definition of a limit.

**Example** Show that  $\lim_{x \rightarrow 2} x^2 = 4$ .

**Solution** We want to show that for any given  $\varepsilon > 0$ , we can find a  $\delta > 0$  such that

$$|x^2 - 4| < \varepsilon$$

whenever  $0 < |x - 2| < \delta$ . Start by factoring the LHS of the inequality above

$$|x + 2||x - 2| < \varepsilon.$$

Since we are going to assume that  $0 < |x - 2| < \delta$ , we will focus on the factor  $|x + 2|$ . Since  $x$  is assumed to be close to 2, suppose that  $x \in [1, 3]$ . In this case

$$|x + 2| \leq 3 + 2 = 5,$$

and so we want

$$\begin{aligned} 5 \cdot |x - 2| &< \varepsilon \\ |x - 2| &< \frac{\varepsilon}{5} \end{aligned}$$

Recall, we assumed that  $x \in [1, 3]$ , which is equivalent to  $|x - 2| < 1$ . Hence we must set  $\delta = \min\left(\frac{\varepsilon}{5}, 1\right)$ .

When dealing with limits of polynomials, the general strategy is always the same. Let  $p(x)$  be a polynomial. If showing

$$\lim_{x \rightarrow a} p(x) = L$$

one must first factor out  $|x - a|$  from  $|p(x) - L|$ . Next, bound  $x \in [a - 1, a + 1]$ , and estimate the largest possible value of

$$\left| \frac{p(x) - L}{x - a} \right|$$

for  $x \in [a - 1, a + 1]$ . Call this estimation  $M$ . Finally, one must set  $\delta = \min\left(\frac{\varepsilon}{M}, 1\right)$ .

Recall,  $\lim_{x \rightarrow a} f(x) = L$ , if for every  $\varepsilon > 0$  there is a  $\delta > 0$  so that whenever  $0 < |x - a| < \delta$ , we have  $|f(x) - L| < \varepsilon$ .

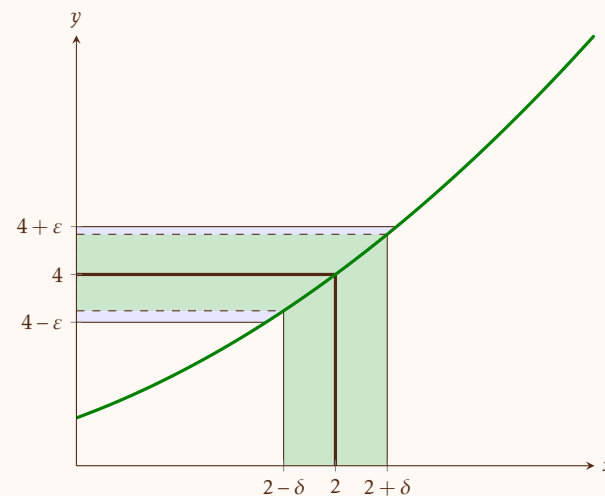


Figure 1.6: The  $(\varepsilon, \delta)$ -criterion for  $\lim_{x \rightarrow 2} x^2 = 4$ . Here  $\delta = \min\left(\frac{\varepsilon}{5}, 1\right)$ .



As you work with limits, you find that you need to do the same procedures again and again. The next theorems will expedite this process.

**Theorem** Suppose  $\lim_{x \rightarrow a} f(x) = L$  and  $\lim_{x \rightarrow a} g(x) = M$ . Then

$$\lim_{x \rightarrow a} f(x)g(x) = LM.$$

*Proof.* Given any  $\varepsilon$  we need to find a  $\delta$  such that

$$0 < |x - a| < \delta$$

implies

$$|f(x)g(x) - LM| < \varepsilon.$$

Here we use an algebraic trick, add  $0 = -f(x)M + f(x)M$ :

$$\begin{aligned} |f(x)g(x) - LM| &= |f(x)g(x) - f(x)M + f(x)M - LM| \\ &= |f(x)(g(x) - M) + (f(x) - L)M| \\ &\leq |f(x)(g(x) - M)| + |(f(x) - L)M| \\ &= |f(x)||g(x) - M| + |f(x) - L||M|. \end{aligned}$$

Since  $\lim_{x \rightarrow a} f(x) = L$ , there is a value  $\delta_1$  so that  $0 < |x - a| < \delta_1$  implies  $|f(x) - L| < |\varepsilon / (2M)|$ . This means that  $0 < |x - a| < \delta_1$  implies  $|f(x) - L||M| < \varepsilon / 2$ .

$$|f(x)g(x) - LM| \leq |f(x)||g(x) - M| + \underbrace{|f(x) - L||M|}_{< \frac{\varepsilon}{2}}.$$

If we can make  $|f(x)||g(x) - M| < \varepsilon / 2$ , then we'll be done.

We can make  $|g(x) - M|$  smaller than any fixed number by making  $x$  close enough to  $a$ . Unfortunately,  $\varepsilon / (2f(x))$  is not a fixed number since  $x$  is a variable.

Here we need another trick. We can find a  $\delta_2$  so that  $|x - a| < \delta_2$  implies that  $|f(x) - L| < 1$ , meaning that  $L - 1 < f(x) < L + 1$ . This means that  $|f(x)| < N$ , where  $N$  is either  $|L - 1|$  or  $|L + 1|$ , depending on whether  $L$  is negative or positive. The important point is that  $N$  doesn't depend on  $x$ . Finally, we know that there is a  $\delta_3$  so

This is all straightforward except perhaps for the " $\leq$ ". This follows from the *triangle inequality*. The **Triangle Inequality** states: If  $a$  and  $b$  are any real numbers then  $|a + b| \leq |a| + |b|$ .

that  $0 < |x - a| < \delta_3$  implies  $|g(x) - M| < \varepsilon / (2N)$ . Now we're ready to put everything together. Let  $\delta$  be the smallest of  $\delta_1$ ,  $\delta_2$ , and  $\delta_3$ . Then  $|x - a| < \delta$  implies that

$$|f(x)g(x) - LM| \leq \underbrace{|f(x)|}_N \underbrace{|g(x) - M|}_{< \frac{\varepsilon}{2N}} + \underbrace{|f(x) - L|}_{< \frac{\varepsilon}{2}} |M|.$$

so

$$\begin{aligned} |f(x)g(x) - LM| &\leq |f(x)||g(x) - M| + |f(x) - L||M| \\ &< N \frac{\varepsilon}{2N} + \left| \frac{\varepsilon}{2M} \right| |M| \\ &= \frac{\varepsilon}{2} + \frac{\varepsilon}{2} = \varepsilon. \end{aligned}$$

This is just what we needed, so by the definition of a limit,  $\lim_{x \rightarrow a} f(x)g(x) = LM$ .  $\square$

Also, another extraordinarily useful way to put functions together is composition. If  $f(x)$  and  $g(x)$  are functions, we can form two functions by composition:  $f(g(x))$  and  $g(f(x))$ . For example, if  $f(x) = \sqrt{x}$  and  $g(x) = x^2 + 5$ , then  $f(g(x)) = \sqrt{x^2 + 5}$  and  $g(f(x)) = (\sqrt{x})^2 + 5 = x + 5$ . Here is a companion to theorem 4.3 for composition:

**Theorem** Suppose that  $\lim_{x \rightarrow a} g(x) = L$  and  $\lim_{x \rightarrow L} f(x) = f(L)$ . Then

$$\lim_{x \rightarrow a} f(g(x)) = f(L).$$

Note the special form of the condition on  $f$ : it is not enough to know that  $\lim_{x \rightarrow L} f(x) = M$ , though it is a bit tricky to see why. Many of the most familiar functions do have this property, and this theorem can therefore be applied. For example:

**Theorem** Suppose that  $n$  is a positive integer. Then

$$\lim_{x \rightarrow a} \sqrt[n]{x} = \sqrt[n]{a},$$

provided that  $a$  is positive if  $n$  is even.

This theorem is not too difficult to prove from the definition of limit.

### Exercises for Section 1.2

---

- (1) Use the definition of limits to explain why  $\lim_{x \rightarrow 0} x \sin\left(\frac{1}{x}\right) = 0$ . Hint: Use the fact that  $|\sin a| < 1$  for any real number  $a$ .
- (2) Use the definition of limits to explain why  $\lim_{x \rightarrow 4} (2x - 5) = 3$ .
- (3) For each of the following limits,  $\lim_{x \rightarrow a} f(x) = L$ , use a graphing device to find  $\delta$  such that  $0 < |x - a| < \delta$  implies that  $|f(x) - L| < \varepsilon$  where  $\varepsilon = .1$ .
- (a)  $\lim_{x \rightarrow 2} (3x + 1) = 7$       (c)  $\lim_{x \rightarrow \pi} \sin(x) = 0$       (e)  $\lim_{x \rightarrow 1} \sqrt{3x + 1} = 2$
- (b)  $\lim_{x \rightarrow 1} (x^2 + 2) = 3$       (d)  $\lim_{x \rightarrow 0} \tan(x) = 0$       (f)  $\lim_{x \rightarrow -2} \sqrt[3]{1 - 4x} = 3$

### 1.3 Limit Laws

In this section, we present a handful of tools to compute many limits without explicitly working with the definition of limit. Each of these could be proved directly as we did in the previous section.

**Limit Laws** Suppose that  $\lim_{x \rightarrow a} f(x) = L$ ,  $\lim_{x \rightarrow a} g(x) = M$ ,  $k$  is some constant, and  $n$  is a positive integer. Then

- $\lim_{x \rightarrow a} kf(x) = k \lim_{x \rightarrow a} f(x) = kL$
- $\lim_{x \rightarrow a} (f(x) + g(x)) = \lim_{x \rightarrow a} f(x) + \lim_{x \rightarrow a} g(x) = L + M$
- $\lim_{x \rightarrow a} (f(x)g(x)) = \lim_{x \rightarrow a} f(x) \cdot \lim_{x \rightarrow a} g(x) = LM$
- $\lim_{x \rightarrow a} \frac{f(x)}{g(x)} = \frac{\lim_{x \rightarrow a} f(x)}{\lim_{x \rightarrow a} g(x)} = \frac{L}{M}$ , if  $M \neq 0$
- $\lim_{x \rightarrow a} f(x)^n = \left( \lim_{x \rightarrow a} f(x) \right)^n = L^n$
- $\lim_{x \rightarrow a} \sqrt[n]{f(x)} = \sqrt[n]{\lim_{x \rightarrow a} f(x)} = \sqrt[n]{L}$  provided if  $n$  is even, then  $f(x) \geq 0$  near  $a$ .

Roughly speaking, these rules say that to compute the limit of an algebraic expression, it is enough to compute the limits of the “innermost bits” and then combine these limits. This often means that it is possible to simply plug in a value for the variable, since  $\lim_{x \rightarrow a} x = a$ .

**Example** Compute  $\lim_{x \rightarrow 1} \frac{x^2 - 3x + 5}{x - 2}$ . If we apply the theorem in all its gory detail, we get

$$\begin{aligned}
 \lim_{x \rightarrow 1} \frac{x^2 - 3x + 5}{x - 2} &= \frac{\lim_{x \rightarrow 1} x^2 - 3x + 5}{\lim_{x \rightarrow 1} (x - 2)} \\
 &= \frac{\lim_{x \rightarrow 1} x^2 - \lim_{x \rightarrow 1} 3x + \lim_{x \rightarrow 1} 5}{\lim_{x \rightarrow 1} x - \lim_{x \rightarrow 1} 2} \\
 &= \frac{\left(\lim_{x \rightarrow 1} x\right)^2 - 3 \lim_{x \rightarrow 1} x + 5}{\lim_{x \rightarrow 1} x - 2} \\
 &= \frac{1^2 - 3 \cdot 1 + 5}{1 - 2} \\
 &= \frac{1 - 3 + 5}{-1} = -3
 \end{aligned}$$

It is worth commenting on the trivial limit  $\lim_{x \rightarrow 1} 5$ . From one point of view this might seem meaningless, as the number 5 can't "approach" any value, since it is simply a fixed number. But 5 can, and should, be interpreted here as the function that has value 5 everywhere,  $f(x) = 5$ , with graph a horizontal line. From this point of view it makes sense to ask what happens to the height of the function as  $x$  approaches 1.

Of course, as we've already seen, we're primarily interested in limits that aren't so easy, namely, limits in which a denominator approaches zero. There are a handful of algebraic tricks that work on many of these limits.

**Example** Compute  $\lim_{x \rightarrow 1} \frac{x^2 + 2x - 3}{x - 1}$ . We can't simply plug in  $x = 1$  because that makes the denominator zero. However, when taking limits we assume  $x \neq 1$ :

$$\begin{aligned}\lim_{x \rightarrow 1} \frac{x^2 + 2x - 3}{x - 1} &= \lim_{x \rightarrow 1} \frac{(x - 1)(x + 3)}{x - 1} \\ &= \lim_{x \rightarrow 1} (x + 3) = 4\end{aligned}$$

Limits allow us to examine functions where they are not defined.

Another of the most common algebraic tricks was used in section 4.1. Here's another example:

**Example** Compute  $\lim_{x \rightarrow -1} \frac{\sqrt{x+5}-2}{x+1}$ .

$$\begin{aligned}\lim_{x \rightarrow -1} \frac{\sqrt{x+5}-2}{x+1} &= \lim_{x \rightarrow -1} \frac{\sqrt{x+5}-2}{x+1} \frac{\sqrt{x+5}+2}{\sqrt{x+5}+2} \\ &= \lim_{x \rightarrow -1} \frac{x+5-4}{(x+1)(\sqrt{x+5}+2)} \\ &= \lim_{x \rightarrow -1} \frac{x+1}{(x+1)(\sqrt{x+5}+2)} \\ &= \lim_{x \rightarrow -1} \frac{1}{\sqrt{x+5}+2} = \frac{1}{4}\end{aligned}$$

At the very last step we have used Theorems 4.3 and 4.3.

### Exercises for Section 1.3

---

Compute the limits. If a limit does not exist, explain why.

(1)  $\lim_{x \rightarrow 3} \frac{x^2 + x - 12}{x - 3}$

(2)  $\lim_{x \rightarrow 1} \frac{x^2 + x - 12}{x - 3}$

$$(3) \lim_{x \rightarrow -4} \frac{x^2 + x - 12}{x - 3}$$

$$(4) \lim_{x \rightarrow 2} \frac{x^2 + x - 12}{x - 2}$$

$$(5) \lim_{x \rightarrow 1} \frac{\sqrt{x+8} - 3}{x - 1}$$

$$(6) \lim_{x \rightarrow 0+} \sqrt{\frac{1}{x}} + 2 - \sqrt{\frac{1}{x}}.$$

$$(7) \lim_{x \rightarrow 2} 3$$

$$(8) \lim_{x \rightarrow 4} 3x^3 - 5x$$

$$(9) \lim_{x \rightarrow 0} \frac{4x - 5x^2}{x - 1}$$

$$(10) \lim_{x \rightarrow 1} \frac{x^2 - 1}{x - 1}$$

$$(11) \lim_{x \rightarrow 0+} \frac{\sqrt{2-x^2}}{x}$$

$$(12) \lim_{x \rightarrow 0+} \frac{\sqrt{2-x^2}}{x+1}$$

$$(13) \lim_{x \rightarrow a} \frac{x^3 - a^3}{x - a}$$

$$(14) \lim_{x \rightarrow 2} (x^2 + 4)^3$$

$$(15) \lim_{x \rightarrow 1} \begin{cases} x - 5 & x \neq 1, \\ 7 & x = 1. \end{cases}$$





## 2

# INFINITY AND CONTINUITY

### 2.1 Limits to and from Infinity

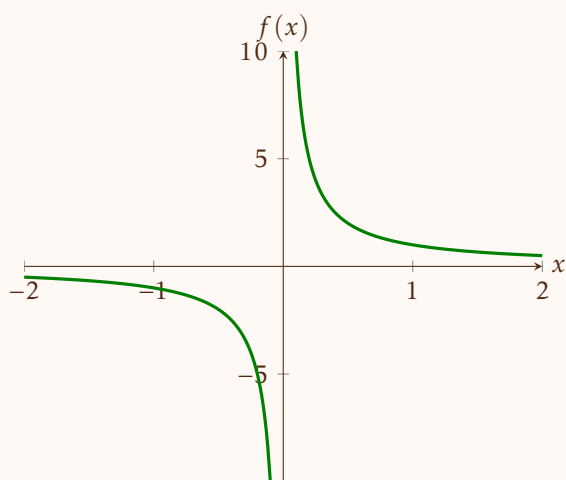


Figure 2.1: A plot of  $f(x) = \frac{1}{x}$ .



# 3

## ANALYTIC GEOMETRY

Much of the mathematics in this chapter will be review for you. However, the examples will be oriented toward applications and so will take some thought.

In the  $(x, y)$  coordinate system we normally write the  $x$ -axis horizontally, with positive numbers to the right of the origin, and the  $y$ -axis vertically, with positive numbers above the origin. That is, unless stated otherwise, we take “rightward” to be the positive  $x$ -direction and “upward” to be the positive  $y$ -direction. In a purely mathematical situation, we normally choose the same scale for the  $x$ - and  $y$ -axes. For example, the line joining the origin to the point  $(a, a)$  makes an angle of  $45^\circ$  with the  $x$ -axis (and also with the  $y$ -axis).

In applications, often letters other than  $x$  and  $y$  are used, and often different scales are chosen in the horizontal and vertical directions. For example, suppose you drop something from a window, and you want to study how its height above the ground changes from second to second. It is natural to let the letter  $t$  denote the time (the number of seconds since the object was released) and to let the letter  $h$  denote the height. For each  $t$  (say, at one-second intervals) you have a corresponding height  $h$ . This information can be tabulated, and then plotted on the  $(t, h)$  coordinate plane, as shown in Figure 3.1.

We use the word “quadrant” for each of the four regions into which the plane is divided by the axes: the first quadrant is where points have both coordinates positive, or the “northeast” portion of the plot, and the second, third, and fourth quadrants are counted off counterclockwise, so the second quadrant is the north-

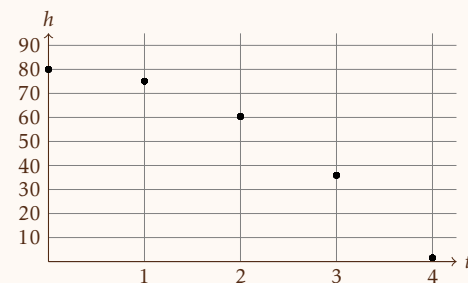


Figure 3.1: Height versus time.

$t$ (sec)	$s$ (meters)
0	80.0
1	75.1
2	60.4
3	35.9
4	1.6

Table 3.1: A data table.

west, the third is the southwest, and the fourth is the southeast.

Suppose we have two points  $A$  and  $B$  in the  $(x, y)$ -plane. We often want to know the change in  $x$ -coordinate (also called the “horizontal distance”) in going from  $A$  to  $B$ . This is often written  $\Delta x$ , where the meaning of  $\Delta$  (a capital delta in the Greek alphabet) is “change in”. (Thus,  $\Delta x$  can be read as “change in  $x$ ” although it usually is read as “delta  $x$ ”. The point is that  $\Delta x$  denotes a single number, and should not be interpreted as “delta times  $x$ ”.) For example, if  $A = (2, 1)$  and  $B = (3, 3)$ ,  $\Delta x = 3 - 2 = 1$ . Similarly, the “change in  $y$ ” is written  $\Delta y$ . In our example,  $\Delta y = 3 - 1 = 2$ , the difference between the  $y$ -coordinates of the two points. It is the vertical distance you have to move in going from  $A$  to  $B$ . The general formulas for the change in  $x$  and the change in  $y$  between a point  $(x_1, y_1)$  and a point  $(x_2, y_2)$  are:

$$\Delta x = x_2 - x_1, \quad \Delta y = y_2 - y_1.$$

Note that either or both of these might be negative.

### 3.1 Lines

If we have two points  $A = (x_1, y_1)$  and  $B = (x_2, y_2)$ , then we can draw one and only one line through both points. By the *slope* of this line we mean the ratio of  $\Delta y$  to  $\Delta x$ . The slope is often denoted  $m$ :  $m = \Delta y / \Delta x = (y_2 - y_1) / (x_2 - x_1)$ . For example, the line joining the points  $(1, -2)$  and  $(3, 5)$  has slope  $(5 + 2) / (3 - 1) = 7/2$ .

**Example** According to the 1990 U.S. federal income tax schedules, a head of household paid 15% on taxable income up to \$26050. If taxable income was between \$26050 and \$134930, then, in addition, 28% was to be paid on the amount between \$26050 and \$67200, and 33% paid on the amount over \$67200 (if any). Interpret the tax bracket information (15%, 28%, or 33%) using mathematical terminology, and graph the tax on the  $y$ -axis against the taxable income on the  $x$ -axis.

The percentages, when converted to decimal values 0.15, 0.28, and 0.33, are the *slopes* of the straight lines which form the graph of the tax for the corresponding tax brackets. The tax graph is what’s called a *polygonal line*, i.e., it’s made up of several straight line segments of different slopes. The first line starts at the point  $(0, 0)$  and heads upward with slope 0.15 (i.e., it goes upward

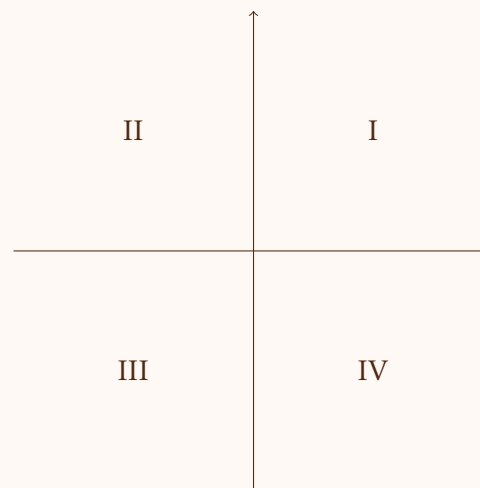


Figure 3.2: The four quadrants.

15 for every increase of 100 in the  $x$ -direction), until it reaches the point above  $x = 26050$ . Then the graph “bends upward,” i.e., the slope changes to 0.28. As the horizontal coordinate goes from  $x = 26050$  to  $x = 67200$ , the line goes upward 28 for each 100 in the  $x$ -direction. At  $x = 67200$  the line turns upward again and continues with slope 0.33. See Figure ??.

The most familiar form of the equation of a straight line is:  $y = mx + b$ . Here  $m$  is the slope of the line: if you increase  $x$  by 1, the equation tells you that you have to increase  $y$  by  $m$ . If you increase  $x$  by  $\Delta x$ , then  $y$  increases by  $\Delta y = m\Delta x$ . The number  $b$  is called the  $y$ -intercept, because it is where the line crosses the  $y$ -axis. If you know two points on a line, the formula  $m = (y_2 - y_1)/(x_2 - x_1)$  gives you the slope. Once you know a point and the slope, then the  $y$ -intercept can be found by substituting the coordinates of either point in the equation:  $y_1 = mx_1 + b$ , i.e.,  $b = y_1 - mx_1$ . Alternatively, one can use the “point-slope” form of the equation of a straight line: start with  $(y - y_1)/(x - x_1) = m$  and then multiply to get  $(y - y_1) = m(x - x_1)$ , the point-slope form. Of course, this may be further manipulated to get  $y = mx - mx_1 + y_1$ , which is essentially the “ $mx + b$ ” form.

It is possible to find the equation of a line between two points directly from the relation  $(y - y_1)/(x - x_1) = (y_2 - y_1)/(x_2 - x_1)$ , which says “the slope measured between the point  $(x_1, y_1)$  and the point  $(x_2, y_2)$  is the same as the slope measured between the point  $(x_1, y_1)$  and any other point  $(x, y)$  on the line.” For example, if we want to find the equation of the line joining our earlier points  $A = (2, 1)$  and  $B = (3, 3)$ , we can use this formula:

$$\frac{y - 1}{x - 2} = \frac{3 - 1}{3 - 2} = 2, \quad \text{so that} \quad y - 1 = 2(x - 2), \quad \text{i.e.,} \quad y = 2x - 3.$$

Of course, this is really just the point-slope formula, except that we are not computing  $m$  in a separate step.

The slope  $m$  of a line in the form  $y = mx + b$  tells us the direction in which the line is pointing. If  $m$  is positive, the line goes into the 1st quadrant as you go from left to right. If  $m$  is large and positive, it has a steep incline, while if  $m$  is small and positive, then the line has a small angle of inclination. If  $m$  is negative, the line goes into the 4th quadrant as you go from left to right. If  $m$  is a large negative number (large in absolute value), then the line points steeply downward; while

if  $m$  is negative but near zero, then it points only a little downward. These four possibilities are illustrated in figure ??.

If  $m = 0$ , then the line is horizontal: its equation is simply  $y = b$ .

There is one type of line that cannot be written in the form  $y = mx + b$ , namely, vertical lines. A vertical line has an equation of the form  $x = a$ . Sometimes one says that a vertical line has an “infinite” slope.

Sometimes it is useful to find the  $x$ -intercept of a line  $y = mx + b$ . This is the  $x$ -value when  $y = 0$ . Setting  $mx + b$  equal to 0 and solving for  $x$  gives:  $x = -b/m$ . For example, the line  $y = 2x - 3$  through the points  $A = (2, 1)$  and  $B = (3, 3)$  has  $x$ -intercept  $3/2$ .

**Example** Suppose that you are driving to Seattle at constant speed, and notice that after you have been traveling for 1 hour (i.e.,  $t = 1$ ), you pass a sign saying it is 110 miles to Seattle, and after driving another half-hour you pass a sign saying it is 85 miles to Seattle. Using the horizontal axis for the time  $t$  and the vertical axis for the distance  $y$  from Seattle, graph and find the equation  $y = mt + b$  for your distance from Seattle. Find the slope,  $y$ -intercept, and  $t$ -intercept, and describe the practical meaning of each.

The graph of  $y$  versus  $t$  is a straight line because you are traveling at constant speed. The line passes through the two points  $(1, 110)$  and  $(1.5, 85)$ , so its slope is  $m = (85 - 110)/(1.5 - 1) = -50$ . The meaning of the slope is that you are traveling at 50 mph;  $m$  is negative because you are traveling *toward* Seattle, i.e., your distance  $y$  is *decreasing*. The word “velocity” is often used for  $m = -50$ , when we want to indicate direction, while the word “speed” refers to the magnitude (absolute value) of velocity, which is 50 mph. To find the equation of the line, we use the point-slope formula:

$$\begin{aligned}\frac{y - 110}{t - 1} &= -50, & \text{so that} \\ y &= -50(t - 1) + 110 = -50t + 160.\end{aligned}$$

The meaning of the  $y$ -intercept 160 is that when  $t = 0$  (when you started the trip) you were 160 miles from Seattle. To find the  $t$ -intercept, set  $0 = -50t + 160$ , so that  $t = 160/50 = 3.2$ . The meaning of the  $t$ -intercept is the duration of your trip, from the start until you arrive in Seattle. After traveling 3 hours and 12

■ minutes, your distance  $y$  from Seattle will be 0.

### Exercises for Section 3.1

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- (1) Find the equation of the line through  $(1, 1)$  and  $(-5, -3)$  in the form  $y = mx + b$ .
- (2) Find the equation of the line through  $(-1, 2)$  with slope  $-2$  in the form  $y = mx + b$ .
- (3) Find the equation of the line through  $(-1, 1)$  and  $(5, -3)$  in the form  $y = mx + b$ .
- (4) Change the equation  $y - 2x = 2$  to the form  $y = mx + b$ , graph the line, and find the  $y$ -intercept and  $x$ -intercept.
- (5) Change the equation  $x + y = 6$  to the form  $y = mx + b$ , graph the line, and find the  $y$ -intercept and  $x$ -intercept.
- (6) Change the equation  $x = 2y - 1$  to the form  $y = mx + b$ , graph the line, and find the  $y$ -intercept and  $x$ -intercept.
- (7) Change the equation  $3 = 2y$  to the form  $y = mx + b$ , graph the line, and find the  $y$ -intercept and  $x$ -intercept.
- (8) Change the equation  $2x + 3y + 6 = 0$  to the form  $y = mx + b$ , graph the line, and find the  $y$ -intercept and  $x$ -intercept.
- (9) Determine whether the lines  $3x + 6y = 7$  and  $2x + 4y = 5$  are parallel.
- (10) Suppose a triangle in the  $x, y$ -plane has vertices  $(-1, 0)$ ,  $(1, 0)$  and  $(0, 2)$ . Find the equations of the three lines that lie along the sides of the triangle in  $y = mx + b$  form.
- (11) Suppose that you are driving to Seattle at constant speed. After you have been traveling for an hour you pass a sign saying it is 130 miles to Seattle, and after driving another 20 minutes you pass a sign saying it is 105 miles to Seattle. Using the horizontal axis for the time  $t$  and the vertical axis for the distance  $y$  from your starting point, graph and find the equation  $y = mt + b$  for your distance from your starting point. How long does the trip to Seattle take?

- (12) Let  $x$  stand for temperature in degrees Celsius (centigrade), and let  $y$  stand for temperature in degrees Fahrenheit. A temperature of  $0^{\circ}\text{C}$  corresponds to  $32^{\circ}\text{F}$ , and a temperature of  $100^{\circ}\text{C}$  corresponds to  $212^{\circ}\text{F}$ . Find the equation of the line that relates temperature Fahrenheit  $y$  to temperature Celsius  $x$  in the form  $y = mx + b$ . Graph the line, and find the point at which this line intersects  $y = x$ . What is the practical meaning of this point?
- (13) A car rental firm has the following charges for a certain type of car: \$25 per day with 100 free miles included, \$0.15 per mile for more than 100 miles. Suppose you want to rent a car for one day, and you know you'll use it for more than 100 miles. What is the equation relating the cost  $y$  to the number of miles  $x$  that you drive the car?
- (14) A photocopy store advertises the following prices: 5cents per copy for the first 20 copies, 4cents per copy for the 21st through 100th copy, and 3cents per copy after the 100th copy. Let  $x$  be the number of copies, and let  $y$  be the total cost of photocopying. (a) Graph the cost as  $x$  goes from 0 to 200 copies. (b) Find the equation in the form  $y = mx + b$  that tells you the cost of making  $x$  copies when  $x$  is more than 100.
- (15) In the Kingdom of Xyg the tax system works as follows. Someone who earns less than 100 gold coins per month pays no tax. Someone who earns between 100 and 1000 gold coins pays tax equal to 10% of the amount over 100 gold coins that he or she earns. Someone who earns over 1000 gold coins must hand over to the King all of the money earned over 1000 in addition to the tax on the first 1000. (a) Draw a graph of the tax paid  $y$  versus the money earned  $x$ , and give formulas for  $y$  in terms of  $x$  in each of the regions  $0 \leq x \leq 100$ ,  $100 \leq x \leq 1000$ , and  $x \geq 1000$ . (b) Suppose that the King of Xyg decides to use the second of these line segments (for  $100 \leq x \leq 1000$ ) for  $x \leq 100$  as well. Explain in practical terms what the King is doing, and what the meaning is of the  $y$ -intercept.
- (16) The tax for a single taxpayer is described in the figure ???. Use this information to graph tax versus taxable income (i.e.,  $x$  is the amount on Form 1040, line 37, and  $y$  is the amount on Form 1040, line 38). Find the slope and  $y$ -intercept of each line that makes up the polygonal graph, up to  $x = 97620$ .



- (17) Market research tells you that if you set the price of an item at \$1.50, you will be able to sell 5000 items; and for every 10 cents you lower the price below \$1.50 you will be able to sell another 1000 items. Let  $x$  be the number of items you can sell, and let  $P$  be the price of an item. (a) Express  $P$  linearly in terms of  $x$ , in other words, express  $P$  in the form  $P = mx + b$ . (b) Express  $x$  linearly in terms of  $P$ .
- (18) An instructor gives a 100-point final exam, and decides that a score 90 or above will be a grade of 4.0, a score of 40 or below will be a grade of 0.0, and between 40 and 90 the grading will be linear. Let  $x$  be the exam score, and let  $y$  be the corresponding grade. Find a formula of the form  $y = mx + b$  which applies to scores  $x$  between 40 and 90.

### 3.2 Distance Between Two Points; Circles

Given two points  $(x_1, y_1)$  and  $(x_2, y_2)$ , recall that their horizontal distance from one another is  $\Delta x = x_2 - x_1$  and their vertical distance from one another is  $\Delta y = y_2 - y_1$ . (Actually, the word “distance” normally denotes “positive distance”.  $\Delta x$  and  $\Delta y$  are *signed* distances, but this is clear from context.) The actual (positive) distance from one point to the other is the length of the hypotenuse of a right triangle with legs  $|\Delta x|$  and  $|\Delta y|$ , as shown in figure ?? . The Pythagorean theorem then says that the distance between the two points is the square root of the sum of the squares of the horizontal and vertical sides:

$$\text{distance} = \sqrt{(\Delta x)^2 + (\Delta y)^2} = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}.$$

For example, the distance between points  $A = (2, 1)$  and  $B = (3, 3)$  is  $\sqrt{(3-2)^2 + (3-1)^2} = \sqrt{5}$ .

As a special case of the distance formula, suppose we want to know the distance of a point  $(x, y)$  to the origin. According to the distance formula, this is  $\sqrt{(x-0)^2 + (y-0)^2} = \sqrt{x^2 + y^2}$ .

A point  $(x, y)$  is at a distance  $r$  from the origin if and only if  $\sqrt{x^2 + y^2} = r$ , or, if we square both sides:  $x^2 + y^2 = r^2$ . This is the equation of the circle of radius  $r$  centered at the origin. The special case  $r = 1$  is called the unit circle; its equation is  $x^2 + y^2 = 1$ .

Similarly, if  $C(h, k)$  is any fixed point, then a point  $(x, y)$  is at a distance  $r$  from the point  $C$  if and only if  $\sqrt{(x-h)^2 + (y-k)^2} = r$ , i.e., if and only if

$$(x-h)^2 + (y-k)^2 = r^2.$$

This is the equation of the circle of radius  $r$  centered at the point  $(h, k)$ . For example, the circle of radius 5 centered at the point  $(0, -6)$  has equation  $(x-0)^2 + (y-(-6))^2 = 25$ , or  $x^2 + (y+6)^2 = 25$ . If we expand this we get  $x^2 + y^2 + 12y + 36 = 25$  or  $x^2 + y^2 + 12y + 11 = 0$ , but the original form is usually more useful.

**Example** Graph the circle  $x^2 - 2x + y^2 + 4y - 11 = 0$ . With a little thought we convert this to  $(x-1)^2 + (y+2)^2 - 16 = 0$  or  $(x-1)^2 + (y+2)^2 = 16$ . Now we see that this is the circle with radius 4 and center  $(1, -2)$ , which is easy to graph.

### Exercises for Section 3.2

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- (1) Find the equation of the circle of radius 3 centered at:
- |                |               |
|----------------|---------------|
| (a) $(0, 0)$   | (d) $(0, 3)$  |
| (b) $(5, 6)$   | (e) $(0, -3)$ |
| (c) $(-5, -6)$ | (f) $(3, 0)$  |
- (2) For each pair of points  $A = (x_1, y_1)$  and  $B = (x_2, y_2)$  find (i)  $\Delta x$  and  $\Delta y$  in going from  $A$  to  $B$ , (ii) the slope of the line joining  $A$  and  $B$ , (iii) the equation of the line joining  $A$  and  $B$  in the form  $y = mx + b$ , (iv) the distance from  $A$  to  $B$ , and (v) an equation of the circle with center at  $A$  that goes through  $B$ .
- |                                |  |
|--------------------------------|--|
| (a) $A = (2, 0), B = (4, 3)$   | (d) $A = (-2, 3), B = (4, 3)$              |
| (b) $A = (1, -1), B = (0, 2)$  | (e) $A = (-3, -2), B = (0, 0)$             |
| (c) $A = (0, 0), B = (-2, -2)$ | (f) $A = (0.01, -0.01), B = (-0.01, 0.05)$ |
- (3) Graph the circle  $x^2 + y^2 + 10y = 0$ .
- (4) Graph the circle  $x^2 - 10x + y^2 = 24$ .
- (5) Graph the circle  $x^2 - 6x + y^2 - 8y = 0$ .
- (6) Find the standard equation of the circle passing through  $(-2, 1)$  and tangent to the line  $3x - 2y = 6$  at the point  $(4, 3)$ . Sketch. (Hint: The line through the center of the circle and the point of tangency is perpendicular to the tangent line.)

### 3.3 Functions

A **function**  $y = f(x)$  is a rule for determining  $y$  when we're given a value of  $x$ . For example, the rule  $y = f(x) = 2x + 1$  is a function. Any line  $y = mx + b$  is called a **linear** function. The graph of a function looks like a curve above (or below) the  $x$ -axis, where for any value of  $x$  the rule  $y = f(x)$  tells us how far to go above (or below) the  $x$ -axis to reach the curve.

Functions can be defined in various ways: by an algebraic formula or several algebraic formulas, by a graph, or by an experimentally determined table of values. (In the latter case, the table gives a bunch of points in the plane, which we might then interpolate with a smooth curve, if that makes sense.)

Given a value of  $x$ , a function must give at most one value of  $y$ . Thus, vertical lines are not functions. For example, the line  $x = 1$  has infinitely many values of  $y$  if  $x = 1$ . It is also true that if  $x$  is any number not 1 there is no  $y$  which corresponds to  $x$ , but that is not a problem—only multiple  $y$  values is a problem.

In addition to lines, another familiar example of a function is the parabola  $y = f(x) = x^2$ . We can draw the graph of this function by taking various values of  $x$  (say, at regular intervals) and plotting the points  $(x, f(x)) = (x, x^2)$ . Then connect the points with a smooth curve. (See figure ??.)

The two examples  $y = f(x) = 2x + 1$  and  $y = f(x) = x^2$  are both functions which can be evaluated at *any* value of  $x$  from negative infinity to positive infinity. For many functions, however, it only makes sense to take  $x$  in some interval or outside of some “forbidden” region. The interval of  $x$ -values at which we're allowed to evaluate the function is called the **domain** of the function.

For example, the square-root function  $y = f(x) = \sqrt{x}$  is the rule which says, given an  $x$ -value, take the nonnegative number whose square is  $x$ . This rule only makes sense if  $x$  is positive or zero. We say that the domain of this function is  $x \geq 0$ , or more formally  $\{x \in \mathbb{R} \mid x \geq 0\}$ . Alternately, we can use interval notation, and write that the domain is  $[0, \infty)$ . (In interval notation, square brackets mean that the endpoint is included, and a parenthesis means that the endpoint is not included.) The fact that the domain of  $y = \sqrt{x}$  is  $[0, \infty)$  means that in the graph of this function ((see figure ??) we have points  $(x, y)$  only above  $x$ -values on the right side of the  $x$ -axis.

Another example of a function whose domain is not the entire  $x$ -axis is:  $y =$

$f(x) = 1/x$ , the reciprocal function. We cannot substitute  $x = 0$  in this formula. The function makes sense, however, for any nonzero  $x$ , so we take the domain to be:  $\{x \in \mathbb{R} \mid x \neq 0\}$ . The graph of this function does not have any point  $(x, y)$  with  $x = 0$ . As  $x$  gets close to 0 from either side, the graph goes off toward infinity. We call the vertical line  $x = 0$  an **asymptote**.

To summarize, two reasons why certain  $x$ -values are excluded from the domain of a function are that (i) we cannot divide by zero, and (ii) we cannot take the square root of a negative number. We will encounter some other ways in which functions might be undefined later.

Another reason why the domain of a function might be restricted is that in a given situation the  $x$ -values outside of some range might have no practical meaning. For example, if  $y$  is the area of a square of side  $x$ , then we can write  $y = f(x) = x^2$ . In a purely mathematical context the domain of the function  $y = x^2$  is all of  $\mathbb{R}$ . But in the story-problem context of finding areas of squares, we restrict the domain to positive values of  $x$ , because a square with negative or zero side makes no sense.

In a problem in pure mathematics, we usually take the domain to be all values of  $x$  at which the formulas can be evaluated. But in a story problem there might be further restrictions on the domain because only certain values of  $x$  are of interest or make practical sense.

In a story problem, often letters different from  $x$  and  $y$  are used. For example, the volume  $V$  of a sphere is a function of the radius  $r$ , given by the formula  $V = f(r) = \frac{4}{3}\pi r^3$ . Also, letters different from  $f$  may be used. For example, if  $y$  is the velocity of something at time  $t$ , we may write  $y = v(t)$  with the letter  $v$  (instead of  $f$ ) standing for the velocity function (and  $t$  playing the role of  $x$ ).

The letter playing the role of  $x$  is called the **independent variable**, and the letter playing the role of  $y$  is called the **dependent variable** (because its value “depends on” the value of the independent variable). In story problems, when one has to translate from English into mathematics, a crucial step is to determine what letters stand for variables. If only words and no letters are given, then we have to decide which letters to use. Some letters are traditional. For example, almost always,  $t$  stands for time.

**Example** An open-top box is made from an  $a \times b$  rectangular piece of cardboard by cutting out a square of side  $x$  from each of the four corners, and then folding the sides up and sealing them with duct tape. Find a formula for the volume  $V$  of the box as a function of  $x$ , and find the domain of this function.

The box we get will have height  $x$  and rectangular base of dimensions  $a - 2x$  by  $b - 2x$ . Thus,

$$V = f(x) = x(a - 2x)(b - 2x).$$

Here  $a$  and  $b$  are constants, and  $V$  is the variable that depends on  $x$ , i.e.,  $V$  is playing the role of  $y$ .

This formula makes mathematical sense for any  $x$ , but in the story problem the domain is much less. In the first place,  $x$  must be positive. In the second place, it must be less than half the length of either of the sides of the cardboard. Thus, the domain is

$$\{x \in \mathbb{R} \mid 0 < x < \frac{1}{2}(\text{minimum of } a \text{ and } b)\}.$$

In interval notation we write: the domain is the interval  $(0, \min(a, b)/2)$ . (You might think about whether we could allow 0 or  $(\text{minimum of } a \text{ and } b)/2$  to be in the domain. They make a certain physical sense, though we normally would not call the result a box. If we were to allow these values, what would the corresponding volumes be? Does that make sense?)

**Example** (Circle of radius  $r$  centered at the origin) The equation for this circle is usually given in the form  $x^2 + y^2 = r^2$ . To write the equation in the form  $y = f(x)$  we solve for  $y$ , obtaining  $y = \pm\sqrt{r^2 - x^2}$ . But *this is not a function*, because when we substitute a value in  $(-r, r)$  for  $x$  there are two corresponding values of  $y$ . To get a function, we must choose one of the two signs in front of the square root. If we choose the positive sign, for example, we get the upper semicircle  $y = f(x) = \sqrt{r^2 - x^2}$  (see figure ??). The domain of this function is the interval  $[-r, r]$ , i.e.,  $x$  must be between  $-r$  and  $r$  (including the endpoints). If  $x$  is outside of that interval, then  $r^2 - x^2$  is negative, and we cannot take the square root. In terms of the graph, this just means that there are no points on the curve whose  $x$ -coordinate is greater than  $r$  or less than  $-r$ .

**Example** Find the domain of

$$y = f(x) = \frac{1}{\sqrt{4x - x^2}}.$$

To answer this question, we must rule out the  $x$ -values that make  $4x - x^2$  negative (because we cannot take the square root of a negative number) and also the  $x$ -values that make  $4x - x^2$  zero (because if  $4x - x^2 = 0$ , then when we take the square root we get 0, and we cannot divide by 0). In other words, the domain consists of all  $x$  for which  $4x - x^2$  is strictly positive. We give two different methods to find out when  $4x - x^2 > 0$ .

*First method.* Factor  $4x - x^2$  as  $x(4 - x)$ . The product of two numbers is positive when either both are positive or both are negative, i.e., if either  $x > 0$  and  $4 - x > 0$ , or else  $x < 0$  and  $4 - x < 0$ . The latter alternative is impossible, since if  $x$  is negative, then  $4 - x$  is greater than 4, and so cannot be negative. As for the first alternative, the condition  $4 - x > 0$  can be rewritten (adding  $x$  to both sides) as  $4 > x$ , so we need:  $x > 0$  and  $4 > x$  (this is sometimes combined in the form  $4 > x > 0$ , or, equivalently,  $0 < x < 4$ ). In interval notation, this says that the domain is the interval  $(0, 4)$ .

*Second method.* Write  $4x - x^2$  as  $-(x^2 - 4x)$ , and then complete the square, obtaining  $-((x - 2)^2 - 4) = 4 - (x - 2)^2$ . For this to be positive we need  $(x - 2)^2 < 4$ , which means that  $x - 2$  must be less than 2 and greater than  $-2$ :  $-2 < x - 2 < 2$ . Adding 2 to everything gives  $0 < x < 4$ . Both of these methods are equally correct; you may use either in a problem of this type.

A function does not always have to be given by a single formula, as we have already seen (in the income tax problem, for example). Suppose that  $y = v(t)$  is the velocity function for a car which starts out from rest (zero velocity) at time  $t = 0$ ; then increases its speed steadily to 20 m/sec, taking 10 seconds to do this; then travels at constant speed 20 m/sec for 15 seconds; and finally applies the brakes to decrease speed steadily to 0, taking 5 seconds to do this. The formula for  $y = v(t)$  is different in each of the three time intervals: first  $y = 2x$ , then  $y = 20$ , then  $y = -4x + 120$ . The graph of this function is shown in figure ??.

Not all functions are given by formulas at all. A function can be given by an

experimentally determined table of values, or by a description other than a formula. For example, the population  $y$  of the U.S. is a function of the time  $t$ : we can write  $y = f(t)$ . This is a perfectly good function—we could graph it (up to the present) if we had data for various  $t$ —but we can't find an algebraic formula for it.

### Exercises for Section 3.3

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Find the domain of each of the following functions:

(1)  $y = f(x) = \sqrt{2x - 3}$

(2)  $y = f(x) = 1/(x + 1)$

(3)  $y = f(x) = 1/(x^2 - 1)$

(4)  $y = f(x) = \sqrt{-1/x}$

(5)  $y = f(x) = \sqrt[3]{x}$

(6)  $y = f(x) = \sqrt[4]{x}$

(7)  $y = f(x) = \sqrt{r^2 - (x - h)^2}$ , where  $r$  and  $h$  are positive constants.

(8)  $y = f(x) = \sqrt{1 - (1/x)}$

(9)  $y = f(x) = 1/\sqrt{1 - (3x)^2}$

(10)  $y = f(x) = \sqrt{x} + 1/(x - 1)$

(11)  $y = f(x) = 1/(\sqrt{x} - 1)$

(12) Find the domain of  $h(x) = \begin{cases} (x^2 - 9)/(x - 3) & x \neq 3 \\ 6 & \text{if } x = 3. \end{cases}$

(13) Suppose  $f(x) = 3x - 9$  and  $g(x) = \sqrt{x}$ . What is the domain of the composition  $(g \circ f)(x)$ ? (Recall that **composition** is defined as  $(g \circ f)(x) = g(f(x))$ .) What is the domain of  $(f \circ g)(x)$ ?



- (14) A farmer wants to build a fence along a river. He has 500 feet of fencing and wants to enclose a rectangular pen on three sides (with the river providing the fourth side). If  $x$  is the length of the side perpendicular to the river, determine the area of the pen as a function of  $x$ . What is the domain of this function?
- (15) A can in the shape of a cylinder is to be made with a total of 100 square centimeters of material in the side, top, and bottom; the manufacturer wants the can to hold the maximum possible volume. Write the volume as a function of the radius  $r$  of the can; find the domain of the function.
- (16) A can in the shape of a cylinder is to be made to hold a volume of one liter (1000 cubic centimeters). The manufacturer wants to use the least possible material for the can. Write the surface area of the can (total of the top, bottom, and side) as a function of the radius  $r$  of the can; find the domain of the function.

### 3.4 Shifts and Dilations

Many functions in applications are built up from simple functions by inserting constants in various places. It is important to understand the effect such constants have on the appearance of the graph.

**Horizontal shifts.** *If we replace  $x$  by  $x - C$  everywhere it occurs in the formula for  $f(x)$ , then the graph shifts over  $C$  to the right.* (If  $C$  is negative, then this means that the graph shifts over  $|C|$  to the left.) For example, the graph of  $y = (x - 2)^2$  is the  $x^2$ -parabola shifted over to have its vertex at the point 2 on the  $x$ -axis. The graph of  $y = (x + 1)^2$  is the same parabola shifted over to the left so as to have its vertex at  $-1$  on the  $x$ -axis. Note well: when replacing  $x$  by  $x - C$  we must pay attention to meaning, not merely appearance. Starting with  $y = x^2$  and literally replacing  $x$  by  $x - 2$  gives  $y = x - 2^2$ . This is  $y = x - 4$ , a line with slope 1, not a shifted parabola.

**Vertical shifts.** *If we replace  $y$  by  $y - D$ , then the graph moves up  $D$  units.* (If  $D$  is negative, then this means that the graph moves down  $|D|$  units.) If the formula is written in the form  $y = f(x)$  and if  $y$  is replaced by  $y - D$  to get  $y - D = f(x)$ , we can equivalently move  $D$  to the other side of the equation and write  $y = f(x) + D$ . Thus, this principle can be stated: *to get the graph of  $y = f(x) + D$ , take the graph of  $y = f(x)$  and move it  $D$  units up.* For example, the function  $y = x^2 - 4x = (x - 2)^2 - 4$  can be obtained from  $y = (x - 2)^2$  (see the last paragraph) by moving the graph 4 units down. The result is the  $x^2$ -parabola shifted 2 units to the right and 4 units down so as to have its vertex at the point  $(2, -4)$ .

**WARNING** Do not confuse  $f(x) + D$  and  $f(x + D)$ . For example, if  $f(x)$  is the function  $x^2$ , then  $f(x) + 2$  is the function  $x^2 + 2$ , while  $f(x + 2)$  is the function  $(x + 2)^2 = x^2 + 4x + 4$ .

**Example** (Circles) An important example of the above two principles starts with the circle  $x^2 + y^2 = r^2$ . This is the circle of radius  $r$  centered at the origin. (As we saw, this is not a single function  $y = f(x)$ , but rather two functions  $y = \pm\sqrt{r^2 - x^2}$  put together; in any case, the two shifting principles apply to equations like this one that are not in the form  $y = f(x)$ .) If we replace  $x$  by  $x - C$  and replace  $y$  by  $y - D$ —getting the equation  $(x - C)^2 + (y - D)^2 = r^2$ —the effect

on the circle is to move it  $C$  to the right and  $D$  up, thereby obtaining the circle of radius  $r$  centered at the point  $(C, D)$ . This tells us how to write the equation of any circle, not necessarily centered at the origin.

We will later want to use two more principles concerning the effects of constants on the appearance of the graph of a function.

**Horizontal dilation.** *If  $x$  is replaced by  $x/A$  in a formula and  $A > 1$ , then the effect on the graph is to expand it by a factor of  $A$  in the  $x$ -direction (away from the  $y$ -axis). If  $A$  is between 0 and 1 then the effect on the graph is to contract by a factor of  $1/A$  (towards the  $y$ -axis). We use the word “dilate” to mean expand or contract.*

For example, replacing  $x$  by  $x/0.5 = x/(1/2) = 2x$  has the effect of contracting toward the  $y$ -axis by a factor of 2. If  $A$  is negative, we dilate by a factor of  $|A|$  and then flip about the  $y$ -axis. Thus, replacing  $x$  by  $-x$  has the effect of taking the mirror image of the graph with respect to the  $y$ -axis. For example, the function  $y = \sqrt{-x}$ , which has domain  $\{x \in \mathbb{R} \mid x \leq 0\}$ , is obtained by taking the graph of  $\sqrt{x}$  and flipping it around the  $y$ -axis into the second quadrant.

**Vertical dilation.** *If  $y$  is replaced by  $y/B$  in a formula and  $B > 0$ , then the effect on the graph is to dilate it by a factor of  $B$  in the vertical direction. As before, this is an expansion or contraction depending on whether  $B$  is larger or smaller than one. Note that if we have a function  $y = f(x)$ , replacing  $y$  by  $y/B$  is equivalent to multiplying the function on the right by  $B$ :  $y = Bf(x)$ . The effect on the graph is to expand the picture away from the  $x$ -axis by a factor of  $B$  if  $B > 1$ , to contract it toward the  $x$ -axis by a factor of  $1/B$  if  $0 < B < 1$ , and to dilate by  $|B|$  and then flip about the  $x$ -axis if  $B$  is negative.*

**Example** (Ellipses) A basic example of the two expansion principles is given by an **ellipse of semimajor axis  $a$  and semiminor axis  $b$** . We get such an ellipse by starting with the unit circle—the circle of radius 1 centered at the origin, the equation of which is  $x^2 + y^2 = 1$ —and dilating by a factor of  $a$  horizontally and by a factor of  $b$  vertically. To get the equation of the resulting ellipse, which crosses the  $x$ -axis at  $\pm a$  and crosses the  $y$ -axis at  $\pm b$ , we replace  $x$  by  $x/a$  and  $y$  by  $y/b$  in the equation for the unit circle. This gives

$$\left(\frac{x}{a}\right)^2 + \left(\frac{y}{b}\right)^2 = 1 \quad \text{or} \quad \frac{x^2}{a^2} + \frac{y^2}{b^2} = 1.$$

Finally, if we want to analyze a function that involves both shifts and dilations, it is usually simplest to work with the dilations first, and then the shifts. For instance, if we want to dilate a function by a factor of  $A$  in the  $x$ -direction and then shift  $C$  to the right, we do this by replacing  $x$  first by  $x/A$  and then by  $(x - C)$  in the formula. As an example, suppose that, after dilating our unit circle by  $a$  in the  $x$ -direction and by  $b$  in the  $y$ -direction to get the ellipse in the last paragraph, we then wanted to shift it a distance  $h$  to the right and a distance  $k$  upward, so as to be centered at the point  $(h, k)$ . The new ellipse would have equation

$$\left(\frac{x-h}{a}\right)^2 + \left(\frac{y-k}{b}\right)^2 = 1.$$

Note well that this is different than first doing shifts by  $h$  and  $k$  and then dilations by  $a$  and  $b$ :

$$\left(\frac{x}{a} - h\right)^2 + \left(\frac{y}{b} - k\right)^2 = 1.$$

See figure ??.

### Exercises for Section 3.4

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Starting with the graph of  $y = \sqrt{x}$ , the graph of  $y = 1/x$ , and the graph of  $y = \sqrt{1 - x^2}$  (the upper unit semicircle), sketch the graph of each of the following functions:

(1)  $f(x) = \sqrt{x-2}$

(2)  $f(x) = -1 - 1/(x+2)$

(3)  $f(x) = 4 + \sqrt{x+2}$

(4)  $y = f(x) = x/(1-x)$

(5)  $y = f(x) = -\sqrt{-x}$

(6)  $f(x) = 2 + \sqrt{1 - (x-1)^2}$

(7)  $f(x) = -4 + \sqrt{-(x-2)}$

(8)  $f(x) = 2\sqrt{1 - (x/3)^2}$

(9)  $f(x) = 1/(x+1)$

(10)  $f(x) = 4 + 2\sqrt{1 - (x-5)^2/9}$

(11)  $f(x) = 1 + 1/(x-1)$

(12)  $f(x) = \sqrt{100 - 25(x-1)^2} + 2$

The graph of  $f(x)$  is shown below. Sketch the graphs of the following functions.

(13)  $y = 1 + f(x + 2)$

(14)  $y = 1 + 2f(x)$

(15)  $y = 2f(3x)$

(16)  $y = 2f(3(x - 2)) + 1$

(17)  $y = (1/2)f(3x - 3)$

(18)  $y = f(1 + x/3) + 2$



## 4

# INSTANTANEOUS RATE OF CHANGE: THE DERIVATIVE

### 4.1 The slope of a function

Suppose that  $y$  is a function of  $x$ , say  $y = f(x)$ . It is often necessary to know how sensitive the value of  $y$  is to small changes in  $x$ .

**Example** Take, for example,  $y = f(x) = \sqrt{625 - x^2}$  (the upper semicircle of radius 25 centered at the origin). When  $x = 7$ , we find that  $y = \sqrt{625 - 49} = 24$ . Suppose we want to know how much  $y$  changes when  $x$  increases a little, say to 7.1 or 7.01.

In the case of a straight line  $y = mx + b$ , the slope  $m = \Delta y / \Delta x$  measures the change in  $y$  per unit change in  $x$ . This can be interpreted as a measure of “sensitivity”; for example, if  $y = 100x + 5$ , a small change in  $x$  corresponds to a change one hundred times as large in  $y$ , so  $y$  is quite sensitive to changes in  $x$ .

Let us look at the same ratio  $\Delta y / \Delta x$  for our function  $y = f(x) = \sqrt{625 - x^2}$  when  $x$  changes from 7 to 7.1. Here  $\Delta x = 7.1 - 7 = 0.1$  is the change in  $x$ , and

$$\begin{aligned}\Delta y &= f(x + \Delta x) - f(x) = f(7.1) - f(7) \\ &= \sqrt{625 - 7.1^2} - \sqrt{625 - 7^2} \approx 23.9706 - 24 = -0.0294.\end{aligned}$$

Thus,  $\Delta y / \Delta x \approx -0.0294 / 0.1 = -0.294$ . This means that  $y$  changes by less than one third the change in  $x$ , so apparently  $y$  is not very sensitive to changes in  $x$ .

at  $x = 7$ . We say “apparently” here because we don’t really know what happens between 7 and 7.1. Perhaps  $y$  changes dramatically as  $x$  runs through the values from 7 to 7.1, but at 7.1  $y$  just happens to be close to its value at 7. This is not in fact the case for this particular function, but we don’t yet know why.

One way to interpret the above calculation is by reference to a line. We have computed the slope of the line through  $(7, 24)$  and  $(7.1, 23.9706)$ , called a **chord** of the circle. In general, if we draw the chord from the point  $(7, 24)$  to a nearby point on the semicircle  $(7 + \Delta x, f(7 + \Delta x))$ , the slope of this chord is the so-called **difference quotient**

$$\text{slope of chord} = \frac{f(7 + \Delta x) - f(7)}{\Delta x} = \frac{\sqrt{625 - (7 + \Delta x)^2} - 24}{\Delta x}.$$

For example, if  $x$  changes only from 7 to 7.01, then the difference quotient (slope of the chord) is approximately equal to  $(23.997081 - 24)/0.01 = -0.2919$ . This is slightly less steep than the chord from  $(7, 24)$  to  $(7.1, 23.9706)$ .

As the second value  $7 + \Delta x$  moves in towards 7, the chord joining  $(7, f(7))$  to  $(7 + \Delta x, f(7 + \Delta x))$  shifts slightly. As indicated in figure ??, as  $\Delta x$  gets smaller and smaller, the chord joining  $(7, 24)$  to  $(7 + \Delta x, f(7 + \Delta x))$  gets closer and closer to the **tangent line** to the circle at the point  $(7, 24)$ . (Recall that the tangent line is the line that just grazes the circle at that point, i.e., it doesn’t meet the circle at any second point.) Thus, as  $\Delta x$  gets smaller and smaller, the slope  $\Delta y/\Delta x$  of the chord gets closer and closer to the slope of the tangent line. This is actually quite difficult to see when  $\Delta x$  is small, because of the scale of the graph. The values of  $\Delta x$  used for the figure are 1, 5, 10 and 15, not really very small values. The tangent line is the one that is uppermost at the right hand endpoint.

So far we have found the slopes of two chords that should be close to the slope of the tangent line, but what is the slope of the tangent line exactly? Since the tangent line touches the circle at just one point, we will never be able to calculate its slope directly, using two “known” points on the line. What we need is a way to capture what happens to the slopes of the chords as they get “closer and closer” to the tangent line.

Instead of looking at more particular values of  $\Delta x$ , let’s see what happens if we do some algebra with the difference quotient using just  $\Delta x$ . The slope of a chord



from  $(7, 24)$  to a nearby point is given by

$$\begin{aligned}
 \frac{\sqrt{625 - (7 + \Delta x)^2} - 24}{\Delta x} &= \frac{\sqrt{625 - (7 + \Delta x)^2} - 24}{\Delta x} \frac{\sqrt{625 - (7 + \Delta x)^2} + 24}{\sqrt{625 - (7 + \Delta x)^2} + 24} \\
 &= \frac{625 - (7 + \Delta x)^2 - 24^2}{\Delta x(\sqrt{625 - (7 + \Delta x)^2} + 24)} \\
 &= \frac{49 - 49 - 14\Delta x - \Delta x^2}{\Delta x(\sqrt{625 - (7 + \Delta x)^2} + 24)} \\
 &= \frac{\Delta x(-14 - \Delta x)}{\Delta x(\sqrt{625 - (7 + \Delta x)^2} + 24)} \\
 &= \frac{-14 - \Delta x}{\sqrt{625 - (7 + \Delta x)^2} + 24}
 \end{aligned}$$

Now, can we tell by looking at this last formula what happens when  $\Delta x$  gets very close to zero? The numerator clearly gets very close to  $-14$  while the denominator gets very close to  $\sqrt{625 - 7^2} + 24 = 48$ . Is the fraction therefore very close to  $-14/48 = -7/24 \cong -0.29167$ ? It certainly seems reasonable, and in fact it is true: as  $\Delta x$  gets closer and closer to zero, the difference quotient does in fact get closer and closer to  $-7/24$ , and so the slope of the tangent line is exactly  $-7/24$ .

What about the slope of the tangent line at  $x = 12$ ? Well, 12 can't be all that different from 7; we just have to redo the calculation with 12 instead of 7. This won't be hard, but it will be a bit tedious. What if we try to do all the algebra without using a specific value for  $x$ ? Let's copy from above, replacing 7 by  $x$ . We'll have to do a bit more than that—for example, the “24” in the calculation came from

$\sqrt{625-7^2}$ , so we'll need to fix that too.

$$\begin{aligned}
 & \frac{\sqrt{625-(x+\Delta x)^2} - \sqrt{625-x^2}}{\Delta x} = \\
 &= \frac{\sqrt{625-(x+\Delta x)^2} - \sqrt{625-x^2}}{\Delta x} \frac{\sqrt{625-(x+\Delta x)^2} + \sqrt{625-x^2}}{\sqrt{625-(x+\Delta x)^2} + \sqrt{625-x^2}} \\
 &= \frac{625-(x+\Delta x)^2 - 625+x^2}{\Delta x(\sqrt{625-(x+\Delta x)^2} + \sqrt{625-x^2})} \\
 &= \frac{625-x^2-2x\Delta x-\Delta x^2-625+x^2}{\Delta x(\sqrt{625-(x+\Delta x)^2} + \sqrt{625-x^2})} \\
 &= \frac{\Delta x(-2x-\Delta x)}{\Delta x(\sqrt{625-(x+\Delta x)^2} + \sqrt{625-x^2})} \\
 &= \frac{-2x-\Delta x}{\sqrt{625-(x+\Delta x)^2} + \sqrt{625-x^2}}
 \end{aligned}$$

Now what happens when  $\Delta x$  is very close to zero? Again it seems apparent that the quotient will be very close to

$$\frac{-2x}{\sqrt{625-x^2} + \sqrt{625-x^2}} = \frac{-2x}{2\sqrt{625-x^2}} = \frac{-x}{\sqrt{625-x^2}}.$$

Replacing  $x$  by 7 gives  $-7/24$ , as before, and now we can easily do the computation for 12 or any other value of  $x$  between  $-25$  and  $25$ .

So now we have a single, simple formula,  $-x/\sqrt{625-x^2}$ , that tells us the slope of the tangent line for any value of  $x$ . This slope, in turn, tells us how sensitive the value of  $y$  is to changes in the value of  $x$ .

What do we call such a formula? That is, a formula with one variable, so that substituting an “input” value for the variable produces a new “output” value? This is a function. Starting with one function,  $\sqrt{625-x^2}$ , we have derived, by means of some slightly nasty algebra, a new function,  $-x/\sqrt{625-x^2}$ , that gives us important information about the original function. This new function in fact is called the **derivative** of the original function. If the original is referred to as  $f$  or  $y$  then the derivative is often written  $f'$  or  $y'$  and pronounced “f prime” or “y prime”, so in

this case we might write  $f'(x) = -x/\sqrt{625-x^2}$ . At a particular point, say  $x = 7$ , we say that  $f'(7) = -7/24$  or “ $f$  prime of 7 is  $-7/24$ ” or “the derivative of  $f$  at 7 is  $-7/24$ .”

To summarize, we compute the derivative of  $f(x)$  by forming the difference quotient

$$\frac{f(x + \Delta x) - f(x)}{\Delta x},$$

which is the slope of a line, then we figure out what happens when  $\Delta x$  gets very close to 0.

We should note that in the particular case of a circle, there’s a simple way to find the derivative. Since the tangent to a circle at a point is perpendicular to the radius drawn to the point of contact, its slope is the negative reciprocal of the slope of the radius. The radius joining  $(0,0)$  to  $(7,24)$  has slope  $24/7$ . Hence, the tangent line has slope  $-7/24$ . In general, a radius to the point  $(x, \sqrt{625-x^2})$  has slope  $\sqrt{625-x^2}/x$ , so the slope of the tangent line is  $-x/\sqrt{625-x^2}$ , as before. It is **NOT** always true that a tangent line is perpendicular to a line from the origin—don’t use this shortcut in any other circumstance.

As above, and as you might expect, for different values of  $x$  we generally get different values of the derivative  $f'(x)$ . Could it be that the derivative always has the same value? This would mean that the slope of  $f$ , or the slope of its tangent line, is the same everywhere. One curve that always has the same slope is a line; it seems odd to talk about the tangent line to a line, but if it makes sense at all the tangent line must be the line itself. It is not hard to see that the derivative of  $f(x) = mx + b$  is  $f'(x) = m$ ; see exercise 6.

### Exercises for Section 4.1

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- (1) Draw the graph of the function  $y = f(x) = \sqrt{169-x^2}$  between  $x = 0$  and  $x = 13$ . Find the slope  $\Delta y/\Delta x$  of the chord between the points of the circle lying over (a)  $x = 12$  and  $x = 13$ , (b)  $x = 12$  and  $x = 12.1$ , (c)  $x = 12$  and  $x = 12.01$ , (d)  $x = 12$  and  $x = 12.001$ . Now use the geometry of tangent lines on a circle to find (e) the exact value of the derivative  $f'(12)$ . Your answers to (a)–(d) should be getting closer and closer to your answer to (e).

- (2) Use geometry to find the derivative  $f'(x)$  of the function  $f(x) = \sqrt{625 - x^2}$  in the text for each of the following  $x$ : (a) 20, (b) 24, (c)  $-7$ , (d)  $-15$ . Draw a graph of the upper semicircle, and draw the tangent line at each of these four points.
- (3) Draw the graph of the function  $y = f(x) = 1/x$  between  $x = 1/2$  and  $x = 4$ . Find the slope of the chord between (a)  $x = 3$  and  $x = 3.1$ , (b)  $x = 3$  and  $x = 3.01$ , (c)  $x = 3$  and  $x = 3.001$ . Now use algebra to find a simple formula for the slope of the chord between  $(3, f(3))$  and  $(3 + \Delta x, f(3 + \Delta x))$ . Determine what happens when  $\Delta x$  approaches 0. In your graph of  $y = 1/x$ , draw the straight line through the point  $(3, 1/3)$  whose slope is this limiting value of the difference quotient as  $\Delta x$  approaches 0.
- (4) Find an algebraic expression for the difference quotient  $(f(1 + \Delta x) - f(1))/\Delta x$  when  $f(x) = x^2 - (1/x)$ . Simplify the expression as much as possible. Then determine what happens as  $\Delta x$  approaches 0. That value is  $f'(1)$ .
- (5) Draw the graph of  $y = f(x) = x^3$  between  $x = 0$  and  $x = 1.5$ . Find the slope of the chord between (a)  $x = 1$  and  $x = 1.1$ , (b)  $x = 1$  and  $x = 1.001$ , (c)  $x = 1$  and  $x = 1.00001$ . Then use algebra to find a simple formula for the slope of the chord between 1 and  $1 + \Delta x$ . (Use the expansion  $(A + B)^3 = A^3 + 3A^2B + 3AB^2 + B^3$ .) Determine what happens as  $\Delta x$  approaches 0, and in your graph of  $y = x^3$  draw the straight line through the point  $(1, 1)$  whose slope is equal to the value you just found.
- (6) Find an algebraic expression for the difference quotient  $(f(x + \Delta x) - f(x))/\Delta x$  when  $f(x) = mx + b$ . Simplify the expression as much as possible. Then determine what happens as  $\Delta x$  approaches 0. That value is  $f'(x)$ .
- (7) Sketch the unit circle. Discuss the behavior of the slope of the tangent line at various angles around the circle. Which trigonometric function gives the slope of the tangent line at an angle  $\theta$ ? Why? Hint: think in terms of ratios of sides of triangles.
- (8) Sketch the parabola  $y = x^2$ . For what values of  $x$  on the parabola is the slope of the tangent line positive? Negative? What do you notice about the graph at the point(s) where the sign of the slope changes from positive to negative and vice versa?

## 4.2 An example

We started the last section by saying, “It is often necessary to know how sensitive the value of  $y$  is to small changes in  $x$ .” We have seen one purely mathematical example of this: finding the “steepness” of a curve at a point is precisely this problem. Here is a more applied example.

With careful measurement it might be possible to discover that a dropped ball has height  $h(t) = h_0 - kt^2$ ,  $t$  seconds after it is released. (Here  $h_0$  is the initial height of the ball, when  $t = 0$ , and  $k$  is some number determined by the experiment.) A natural question is then, “How fast is the ball going at time  $t$ ?” We can certainly get a pretty good idea with a little simple arithmetic. To make the calculation more concrete, let’s say  $h_0 = 100$  meters and  $k = 4.9$  and suppose we’re interested in the speed at  $t = 2$ . We know that when  $t = 2$  the height is  $100 - 4 \cdot 4.9 = 80.4$ . A second later, at  $t = 3$ , the height is  $100 - 9 \cdot 4.9 = 55.9$ , so in that second the ball has traveled  $80.4 - 55.9 = 24.5$  meters. This means that the *average* speed during that time was 24.5 meters per second. So we might guess that 24.5 meters per second is not a terrible estimate of the speed at  $t = 2$ . But certainly we can do better. At  $t = 2.5$  the height is  $100 - 4.9(2.5)^2 = 69.375$ . During the half second from  $t = 2$  to  $t = 2.5$  the ball dropped  $80.4 - 69.375 = 11.025$  meters, at an average speed of  $11.025 / (1/2) = 22.05$  meters per second; this should be a better estimate of the speed at  $t = 2$ . So it’s clear now how to get better and better approximations: compute average speeds over shorter and shorter time intervals. Between  $t = 2$  and  $t = 2.01$ , for example, the ball drops 0.19649 meters in one hundredth of a second, at an average speed of 19.649 meters per second.

We can’t do this forever, and we still might reasonably ask what the actual speed precisely at  $t = 2$  is. If  $\Delta t$  is some tiny amount of time, what we want to know is what happens to the average speed  $(h(2) - h(2 + \Delta t)) / \Delta t$  as  $\Delta t$  gets smaller and

smaller. Doing a bit of algebra:

$$\begin{aligned}
 \frac{h(2) - h(2 + \Delta t)}{\Delta t} &= \frac{80.4 - (100 - 4.9(2 + \Delta t)^2)}{\Delta t} \\
 &= \frac{80.4 - 100 + 19.6 + 19.6\Delta t + 4.9\Delta t^2}{\Delta t} \\
 &= \frac{19.6\Delta t + 4.9\Delta t^2}{\Delta t} \\
 &= 19.6 + 4.9\Delta t
 \end{aligned}$$

When  $\Delta t$  is very small, this is very close to 19.6, and indeed it seems clear that as  $\Delta t$  goes to zero, the average speed goes to 19.6, so the exact speed at  $t = 2$  is 19.6 meters per second. This calculation should look very familiar. In the language of the previous section, we might have started with  $f(x) = 100 - 4.9x^2$  and asked for the slope of the tangent line at  $x = 2$ . We would have answered that question by computing

$$\frac{f(2 + \Delta x) - f(2)}{\Delta x} = \frac{-19.6\Delta x - 4.9\Delta x^2}{\Delta x} = -19.6 - 4.9\Delta x$$

The algebra is the same, except that following the pattern of the previous section the subtraction would be reversed, and we would say that the slope of the tangent line is  $-19.6$ . Indeed, in hindsight, perhaps we should have subtracted the other way even for the dropping ball. At  $t = 2$  the height is 80.4; one second later the height is 55.9. The usual way to compute a “distance traveled” is to subtract the earlier position from the later one, or  $55.9 - 80.4 = -24.5$ . This tells us that the distance traveled is 24.5 meters, and the negative sign tells us that the height went down during the second. If we continue the original calculation we then get  $-19.6$  meters per second as the exact speed at  $t = 2$ . If we interpret the negative sign as meaning that the motion is downward, which seems reasonable, then in fact this is the same answer as before, but with even more information, since the numerical answer contains the direction of motion as well as the speed. Thus, the speed of the ball is the value of the derivative of a certain function, namely, of the function that gives the position of the ball. (More properly, this is the *velocity* of the ball; velocity is signed speed, that is, speed with a direction indicated by the sign.)

The upshot is that this problem, finding the speed of the ball, is *exactly* the same problem mathematically as finding the slope of a curve. This may already be enough evidence to convince you that whenever some quantity is changing (the height of a curve or the height of a ball or the size of the economy or the distance of a space probe from earth or the population of the world) the rate at which the quantity is changing can, in principle, be computed in exactly the same way, by finding a derivative.

### Exercises for Section 4.2

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- (1) An object is traveling in a straight line so that its position (that is, distance from some fixed point) is given by this table:

time (seconds)	0	1	2	3
distance (meters)	0	10	25	60

Find the average speed of the object during the following time intervals:  $[0, 1]$ ,  $[0, 2]$ ,  $[0, 3]$ ,  $[1, 2]$ ,  $[1, 3]$ ,  $[2, 3]$ . If you had to guess the speed at  $t = 2$  just on the basis of these, what would you guess?

- (2) Let  $y = f(t) = t^2$ , where  $t$  is the time in seconds and  $y$  is the distance in meters that an object falls on a certain airless planet. Draw a graph of this function between  $t = 0$  and  $t = 3$ . Make a table of the average speed of the falling object between (a) 2 sec and 3 sec, (b) 2 sec and 2.1 sec, (c) 2 sec and 2.01 sec, (d) 2 sec and 2.001 sec. Then use algebra to find a simple formula for the average speed between time 2 and time  $2 + \Delta t$ . (If you substitute  $\Delta t = 1, 0.1, 0.01, 0.001$  in this formula you should again get the answers to parts (a)–(d).) Next, in your formula for average speed (which should be in simplified form) determine what happens as  $\Delta t$  approaches zero. This is the instantaneous speed. Finally, in your graph of  $y = t^2$  draw the straight line through the point  $(2, 4)$  whose slope is the instantaneous velocity you just computed; it should of course be the tangent line.

- (3) If an object is dropped from an 80-meter high window, its height  $y$  above the ground at time  $t$  seconds is given by the formula  $y = f(t) = 80 - 4.9t^2$ . (Here we are neglecting air resistance; the graph of this function was shown in figure 3.1.) Find the average velocity of the falling object between (a) 1 sec and 1.1 sec, (b) 1 sec and 1.01 sec, (c) 1 sec and 1.001 sec. Now use algebra to find a simple formula for the average velocity of the falling object between 1 sec and  $1 + \Delta t$  sec. Determine what happens to this average velocity as  $\Delta t$  approaches 0. That is the instantaneous velocity at time  $t = 1$  second (it will be negative, because the object is falling).



### 4.3 Limits

In the previous two sections we computed some quantities of interest (slope, velocity) by seeing that some expression “goes to” or “approaches” or “gets really close to” a particular value. In the examples we saw, this idea may have been clear enough, but it is too fuzzy to rely on in more difficult circumstances. In this section we will see how to make the idea more precise.

There is an important feature of the examples we have seen. Consider again the formula

$$\frac{-19.6\Delta x - 4.9\Delta x^2}{\Delta x}.$$

We wanted to know what happens to this fraction as “ $\Delta x$  goes to zero.” Because we were able to simplify the fraction, it was easy to see the answer, but it was not quite as simple as “substituting zero for  $\Delta x$ ,” as that would give

$$\frac{-19.6 \cdot 0 - 4.9 \cdot 0}{0},$$

which is meaningless. The quantity we are really interested in does not make sense “at zero,” and this is why the answer to the original problem (finding a velocity or a slope) was not immediately obvious. In other words, we are generally going to want to figure out what a quantity “approaches” in situations where we can’t merely plug in a value. If you would like to think about a hard example (which we will analyze later) consider what happens to  $(\sin x)/x$  as  $x$  approaches zero.

**Example** Does  $\sqrt{x}$  approach 1.41 as  $x$  approaches 2? In this case it is possible to compute the actual value  $\sqrt{2}$  to a high precision to answer the question. But since in general we won’t be able to do that, let’s not. We might start by computing  $\sqrt{x}$  for values of  $x$  close to 2, as we did in the previous sections. Here are some values:  $\sqrt{2.05} = 1.431782106$ ,  $\sqrt{2.04} = 1.428285686$ ,  $\sqrt{2.03} = 1.424780685$ ,  $\sqrt{2.02} = 1.421267040$ ,  $\sqrt{2.01} = 1.417744688$ ,  $\sqrt{2.005} = 1.415980226$ ,  $\sqrt{2.004} = 1.415627070$ ,  $\sqrt{2.003} = 1.415273825$ ,  $\sqrt{2.002} = 1.414920492$ ,  $\sqrt{2.001} = 1.414567072$ . So it looks at least possible that indeed these values “approach” 1.41—already  $\sqrt{2.001}$  is quite close. If we continue this process, however, at some point we will appear to “stall.” In fact,  $\sqrt{2} = 1.414213562\dots$ , so we will never even get as far as 1.4142, no matter how long we continue the sequence.

So in a fuzzy, everyday sort of sense, it is true that  $\sqrt{x}$  “gets close to” 1.41, but it does not “approach” 1.41 in the sense we want. To compute an exact slope or an exact velocity, what we want to know is that a given quantity becomes “arbitrarily close” to a fixed value, meaning that the first quantity can be made “as close as we like” to the fixed value. Consider again the quantities

$$\frac{-19.6\Delta x - 4.9\Delta x^2}{\Delta x} = -19.6 - 4.9\Delta x.$$

These two quantities are equal as long as  $\Delta x$  is not zero; if  $\Delta x$  is zero, the left hand quantity is meaningless, while the right hand one is  $-19.6$ . Can we say more than we did before about why the right hand side “approaches”  $-19.6$ , in the desired sense? Can we really make it “as close as we want” to  $-19.6$ ? Let’s try a test case. Can we make  $-19.6 - 4.9\Delta x$  within one millionth ( $0.000001$ ) of  $-19.6$ ? The values within a millionth of  $-19.6$  are those in the interval  $(-19.600001, -19.599999)$ . As  $\Delta x$  approaches zero, does  $-19.6 - 4.9\Delta x$  eventually reside inside this interval? If  $\Delta x$  is positive, this would require that  $-19.6 - 4.9\Delta x > -19.600001$ . This is something we can manipulate with a little algebra:

$$\begin{aligned} -19.6 - 4.9\Delta x &> -19.600001 \\ -4.9\Delta x &> -0.000001 \\ \Delta x &< -0.000001 / -4.9 \\ \Delta x &< 0.0000002040816327\dots \end{aligned}$$

Thus, we can say with certainty that if  $\Delta x$  is positive and less than  $0.0000002$ , then  $\Delta x < 0.0000002040816327\dots$  and so  $-19.6 - 4.9\Delta x > -19.600001$ . We could do a similar calculation if  $\Delta x$  is negative.

So now we know that we can make  $-19.6 - 4.9\Delta x$  within one millionth of  $-19.6$ . But can we make it “as close as we want”? In this case, it is quite simple to see that the answer is yes, by modifying the calculation we’ve just done. It may be helpful to think of this as a game. I claim that I can make  $-19.6 - 4.9\Delta x$  as close as you desire to  $-19.6$  by making  $\Delta x$  “close enough” to zero. So the game is: you give me a number, like  $10^{-6}$ , and I have to come up with a number representing how close  $\Delta x$  must be to zero to guarantee that  $-19.6 - 4.9\Delta x$  is at least as close to  $-19.6$  as you have requested.

Now if we actually play this game, I could redo the calculation above for each new number you provide. What I'd like to do is somehow see that I will always succeed, and even more, I'd like to have a simple strategy so that I don't have to do all that algebra every time. A strategy in this case would be a formula that gives me a correct answer no matter what you specify. So suppose the number you give me is  $\varepsilon$ . How close does  $\Delta x$  have to be to zero to guarantee that  $-19.6 - 4.9\Delta x$  is in  $(-19.6 - \varepsilon, -19.6 + \varepsilon)$ ? If  $\Delta x$  is positive, we need:

$$-19.6 - 4.9\Delta x > -19.6 - \varepsilon$$

$$-4.9\Delta x > -\varepsilon$$

$$\Delta x < -\varepsilon / -4.9$$

$$\Delta x < \varepsilon / 4.9$$

So if I pick any number  $\delta$  that is less than  $\varepsilon/4.9$ , the algebra tells me that whenever  $\Delta x < \delta$  then  $\Delta x < \varepsilon/4.9$  and so  $-19.6 - 4.9\Delta x$  is within  $\varepsilon$  of  $-19.6$ . (This is exactly what I did in the example: I picked  $\delta = 0.0000002 < 0.0000002040816327\dots$ ) A similar calculation again works for negative  $\Delta x$ . The important fact is that this is now a completely general result—it shows that I can always win, no matter what “move” you make.

Now we can codify this by giving a precise definition to replace the fuzzy, “gets closer and closer” language we have used so far. Henceforward, we will say something like “the limit of  $(-19.6\Delta x - 4.9\Delta x^2)/\Delta x$  as  $\Delta x$  goes to zero is  $-19.6$ ,” and abbreviate this mouthful as

$$\lim_{\Delta x \rightarrow 0} \frac{-19.6\Delta x - 4.9\Delta x^2}{\Delta x} = -19.6.$$

Here is the actual, official definition of “limit”.

**Definition** Suppose  $f$  is a function. We say that the limit of  $f(x)$  as  $x$  goes to  $a$  is  $L$ ,

$$\lim_{x \rightarrow a} f(x) = L$$

if for every  $\varepsilon > 0$  there is a  $\delta > 0$  so that whenever  $0 < |x - a| < \delta$ ,  $|f(x) - L| < \varepsilon$ .

The  $\varepsilon$  and  $\delta$  here play exactly the role they did in the preceding discussion. The definition says, in a very precise way, that  $f(x)$  can be made as close as desired to  $L$  (that's the  $|f(x) - L| < \varepsilon$  part) by making  $x$  close enough to  $a$  (the  $0 < |x - a| < \delta$  part). Note that we specifically make no mention of what must happen if  $x = a$ , that is, if  $|x - a| = 0$ . This is because in the cases we are most interested in, substituting  $a$  for  $x$  doesn't even make sense.

Make sure you are not confused by the names of important quantities. The generic definition talks about  $f(x)$ , but the function and the variable might have other names. In the discussion above, the function we analyzed was

$$\frac{-19.6\Delta x - 4.9\Delta x^2}{\Delta x}.$$

and the variable of the limit was not  $x$  but  $\Delta x$ . The  $x$  was the variable of the original function; when we were trying to compute a slope or a velocity,  $x$  was essentially a fixed quantity, telling us at what point we wanted the slope. (In the velocity problem, it was literally a fixed quantity, as we focused on the time 2.) The quantity  $a$  of the definition in all the examples was zero: we were always interested in what happened as  $\Delta x$  became very close to zero.

Armed with a precise definition, we can now prove that certain quantities behave in a particular way. The bad news is that even proofs for simple quantities can be quite tedious and complicated; the good news is that we rarely need to do such proofs, because most expressions act the way you would expect, and this can be proved once and for all.

Let's show carefully that  $\lim_{x \rightarrow 2} x + 4 = 6$ . This is not something we "need" to prove, since it is "obviously" true. But if we couldn't prove it using our official definition there would be something very wrong with the definition.

As is often the case in mathematical proofs, it helps to work backwards. We want to end up showing that under certain circumstances  $x + 4$  is close to 6; precisely, we want to show that  $|x + 4 - 6| < \varepsilon$ , or  $|x - 2| < \varepsilon$ . Under what circumstances? We want this to be true whenever  $0 < |x - 2| < \delta$ . So the question becomes: can we choose a value for  $\delta$  that guarantees that  $0 < |x - 2| < \delta$  implies  $|x - 2| < \varepsilon$ ? Of course: no matter what  $\varepsilon$  is,  $\delta = \varepsilon$  works.

So it turns out to be very easy to prove something "obvious," which is nice. It

doesn't take long before things get trickier, however.

**Example** It seems clear that  $\lim_{x \rightarrow 2} x^2 = 4$ . Let's try to prove it. We will want to be able to show that  $|x^2 - 4| < \varepsilon$  whenever  $0 < |x - 2| < \delta$ , by choosing  $\delta$  carefully. Is there any connection between  $|x - 2|$  and  $|x^2 - 4|$ ? Yes, and it's not hard to spot, but it is not so simple as the previous example. We can write  $|x^2 - 4| = |(x + 2)(x - 2)|$ . Now when  $|x - 2|$  is small, part of  $|(x + 2)(x - 2)|$  is small, namely  $(x - 2)$ . What about  $(x + 2)$ ? If  $x$  is close to 2,  $(x + 2)$  certainly can't be too big, but we need to somehow be precise about it. Let's recall the "game" version of what is going on here. You get to pick an  $\varepsilon$  and I have to pick a  $\delta$  that makes things work out. Presumably it is the really tiny values of  $\varepsilon$  I need to worry about, but I have to be prepared for anything, even an apparently "bad" move like  $\varepsilon = 1000$ . I expect that  $\varepsilon$  is going to be small, and that the corresponding  $\delta$  will be small, certainly less than 1. If  $\delta \leq 1$  then  $|x + 2| < 5$  when  $|x - 2| < \delta$  (because if  $x$  is within 1 of 2, then  $x$  is between 1 and 3 and  $x + 2$  is between 3 and 5). So then I'd be trying to show that  $|(x + 2)(x - 2)| < 5|x - 2| < \varepsilon$ . So now how can I pick  $\delta$  so that  $|x - 2| < \delta$  implies  $5|x - 2| < \varepsilon$ ? This is easy: use  $\delta = \varepsilon/5$ , so  $5|x - 2| < 5(\varepsilon/5) = \varepsilon$ . But what if the  $\varepsilon$  you choose is not small? If you choose  $\varepsilon = 1000$ , should I pick  $\delta = 200$ ? No, to keep things "sane" I will never pick a  $\delta$  bigger than 1. Here's the final "game strategy:" When you pick a value for  $\varepsilon$  I will pick  $\delta = \varepsilon/5$  or  $\delta = 1$ , whichever is smaller. Now when  $|x - 2| < \delta$ , I know both that  $|x + 2| < 5$  and that  $|x - 2| < \varepsilon/5$ . Thus  $|(x + 2)(x - 2)| < 5(\varepsilon/5) = \varepsilon$ .

This has been a long discussion, but most of it was explanation and scratch work. If this were written down as a proof, it would be quite short, like this:

Proof that  $\lim_{x \rightarrow 2} x^2 = 4$ . Given any  $\varepsilon$ , pick  $\delta = \varepsilon/5$  or  $\delta = 1$ , whichever is smaller. Then when  $|x - 2| < \delta$ ,  $|x + 2| < 5$  and  $|x - 2| < \varepsilon/5$ . Hence  $|x^2 - 4| = |(x + 2)(x - 2)| < 5(\varepsilon/5) = \varepsilon$ .

It probably seems obvious that  $\lim_{x \rightarrow 2} x^2 = 4$ , and it is worth examining more closely why it seems obvious. If we write  $x^2 = x \cdot x$ , and ask what happens when  $x$  approaches 2, we might say something like, "Well, the first  $x$  approaches 2, and the second  $x$  approaches 2, so the product must approach  $2 \cdot 2$ ." In fact this is pretty much right on the money, except for that word "must." Is it really true that if  $x$

approaches  $a$  and  $y$  approaches  $b$  then  $xy$  approaches  $ab$ ? It is, but it is not really obvious, since  $x$  and  $y$  might be quite complicated. The good news is that we can see that this is true once and for all, and then we don't have to worry about it ever again. When we say that  $x$  might be "complicated" we really mean that in practice it might be a function. Here is then what we want to know:

**Theorem** Suppose  $\lim_{x \rightarrow a} f(x) = L$  and  $\lim_{x \rightarrow a} g(x) = M$ . Then  $\lim_{x \rightarrow a} f(x)g(x) = LM$ .

*Proof.* We have to use the official definition of limit to make sense of this. So given any  $\varepsilon$  we need to find a  $\delta$  so that  $0 < |x - a| < \delta$  implies  $|f(x)g(x) - LM| < \varepsilon$ . What do we have to work with? We know that we can make  $f(x)$  close to  $L$  and  $g(x)$  close to  $M$ , and we have to somehow connect these facts to make  $f(x)g(x)$  close to  $LM$ .

We use, as is so often the case, a little algebraic trick:

$$\begin{aligned} |f(x)g(x) - LM| &= |f(x)g(x) - f(x)M + f(x)M - LM| \\ &= |f(x)(g(x) - M) + (f(x) - L)M| \\ &\leq |f(x)(g(x) - M)| + |(f(x) - L)M| \\ &= |f(x)||g(x) - M| + |f(x) - L||M|. \end{aligned}$$

This is all straightforward except perhaps for the " $\leq$ ". That is an example of the **triangle inequality**, which says that if  $a$  and  $b$  are any real numbers then  $|a + b| \leq |a| + |b|$ . If you look at a few examples, using positive and negative numbers in various combinations for  $a$  and  $b$ , you should quickly understand why this is true; we will not prove it formally.

Since  $\lim_{x \rightarrow a} f(x) = L$ , there is a value  $\delta_1$  so that  $0 < |x - a| < \delta_1$  implies  $|f(x) - L| < \varepsilon / (2M)$ . This means that  $0 < |x - a| < \delta_1$  implies  $|f(x) - L||M| < \varepsilon / 2$ . You can see where this is going: if we can make  $|f(x)||g(x) - M| < \varepsilon / 2$  also, then we'll be done.

We can make  $|g(x) - M|$  smaller than any fixed number by making  $x$  close enough to  $a$ ; unfortunately,  $\varepsilon / (2f(x))$  is not a fixed number, since  $x$  is a variable. Here we need another little trick, just like the one we used in analyzing  $x^2$ . We can find a  $\delta_2$  so that  $|x - a| < \delta_2$  implies that  $|f(x) - L| < 1$ , meaning that  $L - 1 < f(x) < L + 1$ . This means that  $|f(x)| < N$ , where  $N$  is either  $|L - 1|$  or  $|L + 1|$ , depending on whether  $L$  is negative or positive. The important point is that  $N$  doesn't depend on  $x$ . Finally,

we know that there is a  $\delta_3$  so that  $0 < |x - a| < \delta_3$  implies  $|g(x) - M| < \varepsilon / (2N)$ . Now we're ready to put everything together. Let  $\delta$  be the smallest of  $\delta_1$ ,  $\delta_2$ , and  $\delta_3$ . Then  $|x - a| < \delta$  implies that  $|f(x) - L| < \varepsilon / (2M)$ ,  $|f(x)| < N$ , and  $|g(x) - M| < \varepsilon / (2N)$ . Then

$$\begin{aligned} |f(x)g(x) - LM| &\leq |f(x)||g(x) - M| + |f(x) - L||M| \\ &< N \frac{\varepsilon}{2N} + \left| \frac{\varepsilon}{2M} \right| |M| \\ &= \frac{\varepsilon}{2} + \frac{\varepsilon}{2} = \varepsilon. \end{aligned}$$

This is just what we needed, so by the official definition,  $\lim_{x \rightarrow a} f(x)g(x) = LM$ .  $\square$

A handful of such theorems give us the tools to compute many limits without explicitly working with the definition of limit.

**Theorem** Suppose that  $\lim_{x \rightarrow a} f(x) = L$  and  $\lim_{x \rightarrow a} g(x) = M$  and  $k$  is some constant. Then

$$\begin{aligned} \lim_{x \rightarrow a} kf(x) &= k \lim_{x \rightarrow a} f(x) = kL \\ \lim_{x \rightarrow a} (f(x) + g(x)) &= \lim_{x \rightarrow a} f(x) + \lim_{x \rightarrow a} g(x) = L + M \\ \lim_{x \rightarrow a} (f(x) - g(x)) &= \lim_{x \rightarrow a} f(x) - \lim_{x \rightarrow a} g(x) = L - M \\ \lim_{x \rightarrow a} (f(x)g(x)) &= \lim_{x \rightarrow a} f(x) \cdot \lim_{x \rightarrow a} g(x) = LM \\ \lim_{x \rightarrow a} \frac{f(x)}{g(x)} &= \frac{\lim_{x \rightarrow a} f(x)}{\lim_{x \rightarrow a} g(x)} = \frac{L}{M}, \text{ if } M \text{ is not } 0 \end{aligned}$$

Roughly speaking, these rules say that to compute the limit of an algebraic expression, it is enough to compute the limits of the “innermost bits” and then combine these limits. This often means that it is possible to simply plug in a value for the variable, since  $\lim_{x \rightarrow a} x = a$ .

**Example** Compute  $\lim_{x \rightarrow 1} \frac{x^2 - 3x + 5}{x - 2}$ . If we apply the theorem in all its gory detail, we get

$$\begin{aligned} \lim_{x \rightarrow 1} \frac{x^2 - 3x + 5}{x - 2} &= \frac{\lim_{x \rightarrow 1} (x^2 - 3x + 5)}{\lim_{x \rightarrow 1} (x - 2)} \\ &= \frac{(\lim_{x \rightarrow 1} x^2) - (\lim_{x \rightarrow 1} 3x) + (\lim_{x \rightarrow 1} 5)}{(\lim_{x \rightarrow 1} x) - (\lim_{x \rightarrow 1} 2)} \\ &= \frac{(\lim_{x \rightarrow 1} x)^2 - 3(\lim_{x \rightarrow 1} x) + 5}{(\lim_{x \rightarrow 1} x) - 2} \\ &= \frac{1^2 - 3 \cdot 1 + 5}{1 - 2} \\ &= \frac{1 - 3 + 5}{-1} = -3 \end{aligned}$$

It is worth commenting on the trivial limit  $\lim_{x \rightarrow 1} 5$ . From one point of view this might seem meaningless, as the number 5 can't "approach" any value, since it is simply a fixed number. But 5 can, and should, be interpreted here as the function that has value 5 everywhere,  $f(x) = 5$ , with graph a horizontal line. From this point of view it makes sense to ask what happens to the height of the function as  $x$  approaches 1.

Of course, as we've already seen, we're primarily interested in limits that aren't so easy, namely, limits in which a denominator approaches zero. There are a handful of algebraic tricks that work on many of these limits.

**Example** Compute  $\lim_{x \rightarrow 1} \frac{x^2 + 2x - 3}{x - 1}$ . We can't simply plug in  $x = 1$  because that makes the denominator zero. However:

$$\begin{aligned} \lim_{x \rightarrow 1} \frac{x^2 + 2x - 3}{x - 1} &= \lim_{x \rightarrow 1} \frac{(x - 1)(x + 3)}{x - 1} \\ &= \lim_{x \rightarrow 1} (x + 3) = 4 \end{aligned}$$



While theorem 4.3 is very helpful, we need a bit more to work easily with limits. Since the theorem applies when some limits are already known, we need to know the behavior of some functions that cannot themselves be constructed from the simple arithmetic operations of the theorem, such as  $\sqrt{x}$ . Also, there is one other extraordinarily useful way to put functions together: composition. If  $f(x)$  and  $g(x)$  are functions, we can form two functions by composition:  $f(g(x))$  and  $g(f(x))$ . For example, if  $f(x) = \sqrt{x}$  and  $g(x) = x^2 + 5$ , then  $f(g(x)) = \sqrt{x^2 + 5}$  and  $g(f(x)) = (\sqrt{x})^2 + 5 = x + 5$ . Here is a companion to theorem 4.3 for composition:

**Theorem** Suppose that  $\lim_{x \rightarrow a} g(x) = L$  and  $\lim_{x \rightarrow L} f(x) = f(L)$ . Then

$$\lim_{x \rightarrow a} f(g(x)) = f(L).$$

Note the special form of the condition on  $f$ : it is not enough to know that  $\lim_{x \rightarrow L} f(x) = M$ , though it is a bit tricky to see why. Many of the most familiar functions do have this property, and this theorem can therefore be applied. For example:

**Theorem** Suppose that  $n$  is a positive integer. Then

$$\lim_{x \rightarrow a} \sqrt[n]{x} = \sqrt[n]{a},$$

provided that  $a$  is positive if  $n$  is even.

This theorem is not too difficult to prove from the definition of limit.

Another of the most common algebraic tricks was used in section 4.1. Here's another example:

**Example** Compute  $\lim_{x \rightarrow -1} \frac{\sqrt{x+5}-2}{x+1}$ .

$$\begin{aligned}\lim_{x \rightarrow -1} \frac{\sqrt{x+5}-2}{x+1} &= \lim_{x \rightarrow -1} \frac{\sqrt{x+5}-2}{x+1} \frac{\sqrt{x+5}+2}{\sqrt{x+5}+2} \\ &= \lim_{x \rightarrow -1} \frac{x+5-4}{(x+1)(\sqrt{x+5}+2)} \\ &= \lim_{x \rightarrow -1} \frac{x+1}{(x+1)(\sqrt{x+5}+2)} \\ &= \lim_{x \rightarrow -1} \frac{1}{\sqrt{x+5}+2} = \frac{1}{4}\end{aligned}$$

At the very last step we have used theorems 4.3 and 4.3.

Occasionally we will need a slightly modified version of the limit definition. Consider the function  $f(x) = \sqrt{1-x^2}$ , the upper half of the unit circle. What can we say about  $\lim_{x \rightarrow 1} f(x)$ ? It is apparent from the graph of this familiar function that as  $x$  gets close to 1 from the left, the value of  $f(x)$  gets close to zero. It does not even make sense to ask what happens as  $x$  approaches 1 from the right, since  $f(x)$  is not defined there. The definition of the limit, however, demands that  $f(1+\Delta x)$  be close to  $f(1)$  whether  $\Delta x$  is positive or negative. Sometimes the limit of a function exists from one side or the other (or both) even though the limit does not exist. Since it is useful to be able to talk about this situation, we introduce the concept of **one sided limit**:

**Definition** (One-sided limit) Suppose that  $f(x)$  is a function. We say that  $\lim_{x \rightarrow a^-} f(x) = L$  if for every  $\epsilon > 0$  there is a  $\delta > 0$  so that whenever  $0 < a-x < \delta$ ,  $|f(x)-L| < \epsilon$ . We say that  $\lim_{x \rightarrow a^+} f(x) = L$  if for every  $\epsilon > 0$  there is a  $\delta > 0$  so that whenever  $0 < x-a < \delta$ ,  $|f(x)-L| < \epsilon$ .

Usually  $\lim_{x \rightarrow a^-} f(x)$  is read “the limit of  $f(x)$  from the left” and  $\lim_{x \rightarrow a^+} f(x)$  is read “the limit of  $f(x)$  from the right”.

**Example** Discuss  $\lim_{x \rightarrow 0} \frac{x}{|x|}$ ,  $\lim_{x \rightarrow 0^-} \frac{x}{|x|}$ , and  $\lim_{x \rightarrow 0^+} \frac{x}{|x|}$ .

The function  $f(x) = x/|x|$  is undefined at 0; when  $x > 0$ ,  $|x| = x$  and so  $f(x) = 1$ ; when  $x < 0$ ,  $|x| = -x$  and  $f(x) = -1$ . Thus  $\lim_{x \rightarrow 0^-} \frac{x}{|x|} = \lim_{x \rightarrow 0^-} -1 = -1$  while  $\lim_{x \rightarrow 0^+} \frac{x}{|x|} = \lim_{x \rightarrow 0^+} 1 = 1$ . The limit of  $f(x)$  must be equal to both the left and right limits; since they are different, the limit  $\lim_{x \rightarrow 0} \frac{x}{|x|}$  does not exist.

### Exercises for Section 4.3

Compute the limits. If a limit does not exist, explain why.

- |  |   |
|--|---|
| (1) $\lim_{x \rightarrow 3} \frac{x^2 + x - 12}{x - 3}$                    | (9) $\lim_{x \rightarrow 0} \frac{4x - 5x^2}{x - 1}$                                    |
| (2) $\lim_{x \rightarrow 1} \frac{x^2 + x - 12}{x - 3}$                    | (10) $\lim_{x \rightarrow 1} \frac{x^2 - 1}{x - 1}$                                     |
| (3) $\lim_{x \rightarrow -4} \frac{x^2 + x - 12}{x - 3}$                   | (11) $\lim_{x \rightarrow 0^+} \frac{\sqrt{2 - x^2}}{x}$                                |
| (4) $\lim_{x \rightarrow 2} \frac{x^2 + x - 12}{x - 2}$                    | (12) $\lim_{x \rightarrow 0^+} \frac{\sqrt{2 - x^2}}{x + 1}$                            |
| (5) $\lim_{x \rightarrow 1} \frac{\sqrt{x + 8} - 3}{x - 1}$                | (13) $\lim_{x \rightarrow a} \frac{x^3 - a^3}{x - a}$                                   |
| (6) $\lim_{x \rightarrow 0^+} \sqrt{\frac{1}{x} + 2} - \sqrt{\frac{1}{x}}$ | (14) $\lim_{x \rightarrow 2} (x^2 + 4)^3$   |
| (7) $\lim_{x \rightarrow 2} 3$   | (15) $\lim_{x \rightarrow 1} \begin{cases} x - 5 & x \neq 1, \\ 7 & x = 1. \end{cases}$ |
| (8) $\lim_{x \rightarrow 4} 3x^3 - 5x$                                     |   |
- (16)  $\lim_{x \rightarrow 0} x \sin\left(\frac{1}{x}\right)$  (Hint: Use the fact that  $|\sin a| < 1$  for any real number  $a$ . You should probably use the definition of a limit here.)

(17) Give an  $\varepsilon$ - $\delta$  proof, similar to example 4.3, of the fact that  $\lim_{x \rightarrow 4} (2x - 5) = 3$ .

(18) Evaluate the expressions by reference to this graph:

(19) Use a calculator to estimate  $\lim_{x \rightarrow 0} \frac{\sin x}{x}$ .

(20) Use a calculator to estimate  $\lim_{x \rightarrow 0} \frac{\tan(3x)}{\tan(5x)}$ .

## 4.4 The Derivative Function

We have seen how to create, or derive, a new function  $f'(x)$  from a function  $f(x)$ , and that this new function carries important information. In one example we saw that  $f'(x)$  tells us how steep the graph of  $f(x)$  is; in another we saw that  $f'(x)$  tells us the velocity of an object if  $f(x)$  tells us the position of the object at time  $x$ . As we said earlier, this same mathematical idea is useful whenever  $f(x)$  represents some changing quantity and we want to know something about how it changes, or roughly, the “rate” at which it changes. Most functions encountered in practice are built up from a small collection of “primitive” functions in a few simple ways, for example, by adding or multiplying functions together to get new, more complicated functions. To make good use of the information provided by  $f'(x)$  we need to be able to compute it for a variety of such functions.

We will begin to use different notations for the derivative of a function. While initially confusing, each is often useful so it is worth maintaining multiple versions of the same thing.

Consider again the function  $f(x) = \sqrt{625 - x^2}$ . We have computed the derivative  $f'(x) = -x/\sqrt{625 - x^2}$ , and have already noted that if we use the alternate notation  $y = \sqrt{625 - x^2}$  then we might write  $y' = -x/\sqrt{625 - x^2}$ . Another notation is quite different, and in time it will become clear why it is often a useful one. Recall that to compute the the derivative of  $f$  we computed

$$\lim_{\Delta x \rightarrow 0} \frac{\sqrt{625 - (7 + \Delta x)^2} - 24}{\Delta x}.$$

The denominator here measures a distance in the  $x$  direction, sometimes called the “run”, and the numerator measures a distance in the  $y$  direction, sometimes called the “rise,” and “rise over run” is the slope of a line. Recall that sometimes such a numerator is abbreviated  $\Delta y$ , exchanging brevity for a more detailed expression. So in general, a derivative is given by

$$y' = \lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta x}.$$

To recall the form of the limit, we sometimes say instead that

$$\frac{dy}{dx} = \lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta x}.$$

In other words,  $dy/dx$  is another notation for the derivative, and it reminds us that it is related to an actual slope between two points. This notation is called *Leibniz notation*, after Gottfried Leibniz, who developed the fundamentals of calculus independently, at about the same time that Isaac Newton did. Again, since we often use  $f$  and  $f(x)$  to mean the original function, we sometimes use  $df/dx$  and  $df(x)/dx$  to refer to the derivative. If the function  $f(x)$  is written out in full we often write the last of these something like this

$$f'(x) = \frac{d}{dx} \sqrt{625 - x^2}$$

with the function written to the side, instead of trying to fit it into the numerator.

**Example** Find the derivative of  $y = f(t) = t^2$ .

We compute

$$\begin{aligned} y' &= \lim_{\Delta t \rightarrow 0} \frac{\Delta y}{\Delta t} = \lim_{\Delta t \rightarrow 0} \frac{(t + \Delta t)^2 - t^2}{\Delta t} \\ &= \lim_{\Delta t \rightarrow 0} \frac{t^2 + 2t\Delta t + \Delta t^2 - t^2}{\Delta t} \\ &= \lim_{\Delta t \rightarrow 0} \frac{2t\Delta t + \Delta t^2}{\Delta t} \\ &= \lim_{\Delta t \rightarrow 0} 2t + \Delta t = 2t. \end{aligned}$$

Remember that  $\Delta t$  is a single quantity, not a “ $\Delta$ ” times a “ $t$ ”, and so  $\Delta t^2$  is  $(\Delta t)^2$  not  $\Delta(t^2)$ .

**Example** Find the derivative of  $y = f(x) = 1/x$ .

The computation:

$$\begin{aligned}
 y' &= \lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta x} = \lim_{\Delta x \rightarrow 0} \frac{\frac{1}{x+\Delta x} - \frac{1}{x}}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{\frac{x}{x(x+\Delta x)} - \frac{x+\Delta x}{x(x+\Delta x)}}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{\frac{x-(x+\Delta x)}{x(x+\Delta x)}}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{x-x-\Delta x}{x(x+\Delta x)\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{-\Delta x}{x(x+\Delta x)\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{-1}{x(x+\Delta x)} = \frac{-1}{x^2}
 \end{aligned}$$

**Note.** If you happen to know some “derivative formulas” from an earlier course, for the time being you should pretend that you do not know them. In examples like the ones above and the exercises below, you are required to know how to find the derivative formula starting from basic principles. We will later develop some formulas so that we do not always need to do such computations, but we will continue to need to know how to do the more involved computations.

Sometimes one encounters a point in the domain of a function  $y = f(x)$  where there is **no derivative**, because there is no tangent line. In order for the notion of the tangent line at a point to make sense, the curve must be “smooth” at that point. This means that if you imagine a particle traveling at some steady speed along the curve, then the particle does not experience an abrupt change of direction. There are two types of situations you should be aware of—corners and cusps—where there’s a sudden change of direction and hence no derivative.

**Example** Discuss the derivative of the absolute value function  $y = f(x) = |x|$ .

If  $x$  is positive, then this is the function  $y = x$ , whose derivative is the constant 1. (Recall that when  $y = f(x) = mx + b$ , the derivative is the slope  $m$ .) If  $x$  is

negative, then we're dealing with the function  $y = -x$ , whose derivative is the constant  $-1$ . If  $x = 0$ , then the function has a corner, i.e., there is no tangent line. A tangent line would have to point in the direction of the curve—but there are *two* directions of the curve that come together at the origin. We can summarize this as

$$y' = \begin{cases} 1 & \text{if } x > 0; \\ -1 & \text{if } x < 0; \\ \text{undefined} & \text{if } x = 0. \end{cases}$$

### Example

Discuss the derivative of the function  $y = x^{2/3}$ , shown in figure ?? . We will later see how to compute this derivative; for now we use the fact that  $y' = (2/3)x^{-1/3}$ . Visually this looks much like the absolute value function, but it technically has a cusp, not a corner. The absolute value function has no tangent line at 0 because there are (at least) two obvious contenders—the tangent line of the left side of the curve and the tangent line of the right side. The function  $y = x^{2/3}$  does not have a tangent line at 0, but unlike the absolute value function it can be said to have a single direction: as we approach 0 from either side the tangent line becomes closer and closer to a vertical line; the curve is vertical at 0. But as before, if you imagine traveling along the curve, an abrupt change in direction is required at 0: a full 180 degree turn.

In practice we won't worry much about the distinction between these examples; in both cases the function has a "sharp point" where there is no tangent line and no derivative.

### Exercises for Section 4.4

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- (1) Find the derivative of  $y = f(x) = \sqrt{169 - x^2}$ .
- (2) Find the derivative of  $y = f(t) = 80 - 4.9t^2$ .
- (3) Find the derivative of  $y = f(x) = x^2 - (1/x)$ .



- (4) Find the derivative of  $y = f(x) = ax^2 + bx + c$  (where  $a$ ,  $b$ , and  $c$  are constants).
- (5) Find the derivative of  $y = f(x) = x^3$ .
- (6) Shown is the graph of a function  $f(x)$ . Sketch the graph of  $f'(x)$  by estimating the derivative at a number of points in the interval: estimate the derivative at regular intervals from one end of the interval to the other, and also at “special” points, as when the derivative is zero. Make sure you indicate any places where the derivative does not exist.
- (7) Shown is the graph of a function  $f(x)$ . Sketch the graph of  $f'(x)$  by estimating the derivative at a number of points in the interval: estimate the derivative at regular intervals from one end of the interval to the other, and also at “special” points, as when the derivative is zero. Make sure you indicate any places where the derivative does not exist.
- (8) Find the derivative of  $y = f(x) = 2/\sqrt{2x+1}$
- (9) Find the derivative of  $y = g(t) = (2t-1)/(t+2)$
- (10) Find an equation for the tangent line to the graph of  $f(x) = 5 - x - 3x^2$  at the point  $x = 2$
- (11) Find a value for  $a$  so that the graph of  $f(x) = x^2 + ax - 3$  has a horizontal tangent line at  $x = 4$ .

## 4.5 Adjectives For Functions

As we have defined it in Section 3.3, a function is a very general object. At this point, it is useful to introduce a collection of adjectives to describe certain kinds of functions; these adjectives name useful properties that functions may have. Consider the graphs of the functions in Figure ?? . It would clearly be useful to have words to help us describe the distinct features of each of them. We will point out and define a few adjectives (there are many more) for the functions pictured here. For the sake of the discussion, we will assume that the graphs do not exhibit any unusual behavior off-stage (i.e., outside the view of the graphs).

**Functions.** Each graph in Figure ?? certainly represents a function—since each passes the *vertical line test*. In other words, as you sweep a vertical line across the graph of each function, the line never intersects the graph more than once. If it did, then the graph would not represent a function.

**Bounded.** The graph in (c) appears to approach zero as  $x$  goes to both positive and negative infinity. It also never exceeds the value 1 or drops below the value 0. Because the graph never increases or decreases without bound, we say that the function represented by the graph in (c) is a **bounded** function.

**Definition** (Bounded) A function  $f$  is bounded if there is a number  $M$  such that  $|f(x)| \leq M$  for every  $x$  in the domain of  $f$ .

For the function in (c), one such choice for  $M$  would be 10. However, the smallest (optimal) choice would be  $M = 1$ . In either case, simply finding an  $M$  is enough to establish boundedness. No such  $M$  exists for the hyperbola in (d) and hence we can say that it is **unbounded**.

**Continuity.** The graphs shown in (b) and (c) both represent **continuous** functions. Geometrically, this is because there are no jumps in the graphs. That is, if you pick a point on the graph and approach it from the left and right, the values of the function approach the value of the function at that point. For example, we can see that this is not true for function values near  $x = -1$  on the graph in (a) which is not continuous at that location.

**Definition** (Continuous at a Point) A function  $f$  is continuous at a point  $a$  if  $\lim_{x \rightarrow a} f(x) = f(a)$ .

**Definition** (Continuous) A function  $f$  is continuous if it is continuous at every point in its domain.

Strangely, we can also say that (d) is continuous even though there is a vertical asymptote. A careful reading of the definition of continuous reveals the phrase “*at every point in its domain.*” Because the location of the asymptote,  $x = 0$ , is not in the domain of the function, and because the rest of the function is *well-behaved*, we can say that (d) is continuous.

**Differentiability.** Now that we have introduced the derivative of a function at a point, we can begin to use the adjective **differentiable**. We can see that the tangent line is well-defined at every point on the graph in (c). Therefore, we can say that (c) is a differentiable function.

**Definition** (Differentiable at a Point) A function  $f$  is differentiable at point  $a$  if  $f'(a)$  exists.

**Definition** (Differentiable) A function  $f$  is differentiable if it is differentiable at every point (excluding endpoints and isolated points in the domain of  $f$ ) in the domain of  $f$ .

Take note that, for technical reasons not discussed here, both of these definitions exclude endpoints and isolated points in the domain from consideration.

We now have a collection of adjectives to describe the very rich and complex set of objects known as functions.

We close with a useful theorem about continuous functions:

**Theorem** (Intermediate Value Theorem) If  $f$  is continuous on the interval  $[a, b]$  and  $d$  is between  $f(a)$  and  $f(b)$ , then there is a number  $c$  in  $[a, b]$  such that  $f(c) = d$ .

This is most frequently used when  $d = 0$ .

**Example** Explain why the function  $f = x^3 + 3x^2 + x - 2$  has a root between 0 and 1.

By theorem 4.3,  $f$  is continuous. Since  $f(0) = -2$  and  $f(1) = 3$ , and 0 is between  $-2$  and  $3$ , there is a  $c \in [0, 1]$  such that  $f(c) = 0$ .

This example also points the way to a simple method for approximating roots.

**Example** Approximate the root of the previous example to one decimal place.

If we compute  $f(0.1)$ ,  $f(0.2)$ , and so on, we find that  $f(0.6) < 0$  and  $f(0.7) > 0$ , so by the Intermediate Value Theorem,  $f$  has a root between 0.6 and 0.7. Repeating the process with  $f(0.61)$ ,  $f(0.62)$ , and so on, we find that  $f(0.61) < 0$  and  $f(0.62) > 0$ , so  $f$  has a root between 0.61 and 0.62, and the root is 0.6 rounded to one decimal place.

### Exercises for Section 4.5

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- (1) Along the lines of Figure ??, for each part below sketch the graph of a function that is:
  - a. bounded, but not continuous.
  - b. differentiable and unbounded.
  - c. continuous at  $x = 0$ , not continuous at  $x = 1$ , and bounded.
  - d. differentiable everywhere except at  $x = -1$ , continuous, and unbounded.
- (2) Is  $f(x) = \sin(x)$  a bounded function? If so, find the smallest  $M$ .
- (3) Is  $s(t) = 1/(1 + t^2)$  a bounded function? If so, find the smallest  $M$ .
- (4) Is  $v(u) = 2\ln|u|$  a bounded function? If so, find the smallest  $M$ .

- (5) Consider the function

$$h(x) = \begin{cases} 2x - 3, & \text{if } x < 1, \\ 0, & \text{if } x \geq 1. \end{cases}$$

Show that it is continuous at the point  $x = 0$ . Is  $h$  a continuous function?

- (6) Approximate a root of  $f = x^3 - 4x^2 + 2x + 2$  to one decimal place.
- (7) Approximate a root of  $f = x^4 + x^3 - 5x + 1$  to one decimal place.



# 5

## RULES FOR FINDING DERIVATIVES

It is tedious to compute a limit every time we need to know the derivative of a function. Fortunately, we can develop a small collection of examples and rules that allow us to compute the derivative of almost any function we are likely to encounter. Many functions involve quantities raised to a constant power, such as polynomials and more complicated combinations like  $y = (\sin x)^4$ . So we start by examining powers of a single variable; this gives us a building block for more complicated examples.

### 5.1 The Power Rule

We start with the derivative of a power function,  $f(x) = x^n$ . Here  $n$  is a number of any kind: integer, rational, positive, negative, even irrational, as in  $x^\pi$ . We have already computed some simple examples, so the formula should not be a complete surprise:

$$\frac{d}{dx}x^n = nx^{n-1}.$$

It is not easy to show this is true for any  $n$ . We will do some of the easier cases now, and discuss the rest later.

The easiest, and most common, is the case that  $n$  is a positive integer. To compute

the derivative we need to compute the following limit:

$$\frac{d}{dx}x^n = \lim_{\Delta x \rightarrow 0} \frac{(x + \Delta x)^n - x^n}{\Delta x}.$$

For a specific, fairly small value of  $n$ , we could do this by straightforward algebra.

**Example** Find the derivative of  $f(x) = x^3$ .

$$\begin{aligned} \frac{d}{dx}x^3 &= \lim_{\Delta x \rightarrow 0} \frac{(x + \Delta x)^3 - x^3}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{x^3 + 3x^2\Delta x + 3x\Delta x^2 + \Delta x^3 - x^3}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{3x^2\Delta x + 3x\Delta x^2 + \Delta x^3}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} 3x^2 + 3x\Delta x + \Delta x^2 = 3x^2. \end{aligned}$$

The general case is really not much harder as long as we don't try to do too much. The key is understanding what happens when  $(x + \Delta x)^n$  is multiplied out:

$$(x + \Delta x)^n = x^n + nx^{n-1}\Delta x + a_2x^{n-2}\Delta x^2 + \cdots + a_{n-1}x\Delta x^{n-1} + \Delta x^n.$$

We know that multiplying out will give a large number of terms all of the form  $x^i\Delta x^j$ , and in fact that  $i + j = n$  in every term. One way to see this is to understand that one method for multiplying out  $(x + \Delta x)^n$  is the following: In every  $(x + \Delta x)$  factor, pick either the  $x$  or the  $\Delta x$ , then multiply the  $n$  choices together; do this in all possible ways. For example, for  $(x + \Delta x)^3$ , there are eight possible ways to do this:

$$\begin{aligned} (x + \Delta x)(x + \Delta x)(x + \Delta x) &= xxx + xx\Delta x + x\Delta x x + x\Delta x\Delta x \\ &\quad + \Delta x xx + \Delta xx\Delta x + \Delta x\Delta x x + \Delta x\Delta x\Delta x \\ &= x^3 + x^2\Delta x + x^2\Delta x + x\Delta x^2 \\ &\quad + x^2\Delta x + x\Delta x^2 + x\Delta x^2 + \Delta x^3 \\ &= x^3 + 3x^2\Delta x + 3x\Delta x^2 + \Delta x^3 \end{aligned}$$



No matter what  $n$  is, there are  $n$  ways to pick  $\Delta x$  in one factor and  $x$  in the remaining  $n - 1$  factors; this means one term is  $nx^{n-1}\Delta x$ . The other coefficients are somewhat harder to understand, but we don't really need them, so in the formula above they have simply been called  $a_2, a_3$ , and so on. We know that every one of these terms contains  $\Delta x$  to at least the power 2. Now let's look at the limit:

$$\begin{aligned}\frac{d}{dx}x^n &= \lim_{\Delta x \rightarrow 0} \frac{(x + \Delta x)^n - x^n}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{x^n + nx^{n-1}\Delta x + a_2x^{n-2}\Delta x^2 + \cdots + a_{n-1}x\Delta x^{n-1} + \Delta x^n - x^n}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{nx^{n-1}\Delta x + a_2x^{n-2}\Delta x^2 + \cdots + a_{n-1}x\Delta x^{n-1} + \Delta x^n}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} nx^{n-1} + a_2x^{n-2}\Delta x + \cdots + a_{n-1}x\Delta x^{n-2} + \Delta x^{n-1} = nx^{n-1}.\end{aligned}$$

Now without much trouble we can verify the formula for negative integers. First let's look at an example:

**Example** Find the derivative of  $y = x^{-3}$ . Using the formula,  $y' = -3x^{-3-1} = -3x^{-4}$ .

Here is the general computation. Suppose  $n$  is a negative integer; the algebra is

easier to follow if we use  $n = -m$  in the computation, where  $m$  is a positive integer.

$$\begin{aligned}
 \frac{d}{dx}x^n &= \frac{d}{dx}x^{-m} = \lim_{\Delta x \rightarrow 0} \frac{(x + \Delta x)^{-m} - x^{-m}}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{\frac{1}{(x + \Delta x)^m} - \frac{1}{x^m}}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{x^m - (x + \Delta x)^m}{(x + \Delta x)^m x^m \Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{x^m - (x^m + mx^{m-1}\Delta x + a_2x^{m-2}\Delta x^2 + \cdots + a_{m-1}x\Delta x^{m-1} + \Delta x^m)}{(x + \Delta x)^m x^m \Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{-mx^{m-1} - a_2x^{m-2}\Delta x - \cdots - a_{m-1}x\Delta x^{m-2} - \Delta x^{m-1}}{(x + \Delta x)^m x^m} \\
 &= \frac{-mx^{m-1}}{x^m x^m} = \frac{-mx^{m-1}}{x^{2m}} = -mx^{m-1-2m} = nx^{-m-1} = nx^{n-1}.
 \end{aligned}$$

We will later see why the other cases of the power rule work, but from now on we will use the power rule whenever  $n$  is any real number. Let's note here a simple case in which the power rule applies, or almost applies, but is not really needed. Suppose that  $f(x) = 1$ ; remember that this "1" is a function, not "merely" a number, and that  $f(x) = 1$  has a graph that is a horizontal line, with slope zero everywhere. So we know that  $f'(x) = 0$ . We might also write  $f(x) = x^0$ , though there is some question about just what this means at  $x = 0$ . If we apply the power rule, we get  $f'(x) = 0x^{-1} = 0/x = 0$ , again noting that there is a problem at  $x = 0$ . So the power rule "works" in this case, but it's really best to just remember that the derivative of any constant function is zero.

### Exercises for Section 5.1

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Find the derivatives of the given functions.

(1)  $x^{100}$

(3)  $\frac{1}{x^5}$

(2)  $x^{-100}$

(4)  $x^\pi$

(5)  $x^{3/4}$

(6)  $x^{-9/7}$

## 5.2 Linearity of the Derivative

An operation is linear if it behaves “nicely” with respect to multiplication by a constant and addition. The name comes from the equation of a line through the origin,  $f(x) = mx$ , and the following two properties of this equation. First,  $f(cx) = m(cx) = c(mx) = cf(x)$ , so the constant  $c$  can be “moved outside” or “moved through” the function  $f$ . Second,  $f(x + y) = m(x + y) = mx + my = f(x) + f(y)$ , so the addition symbol likewise can be moved through the function.

The corresponding properties for the derivative are:

$$(cf(x))' = \frac{d}{dx}cf(x) = c\frac{d}{dx}f(x) = cf'(x),$$

and

$$(f(x) + g(x))' = \frac{d}{dx}(f(x) + g(x)) = \frac{d}{dx}f(x) + \frac{d}{dx}g(x) = f'(x) + g'(x).$$

It is easy to see, or at least to believe, that these are true by thinking of the distance/speed interpretation of derivatives. If one object is at position  $f(t)$  at time  $t$ , we know its speed is given by  $f'(t)$ . Suppose another object is at position  $5f(t)$  at time  $t$ , namely, that it is always 5 times as far along the route as the first object. Then it “must” be going 5 times as fast at all times.

The second rule is somewhat more complicated, but here is one way to picture it. Suppose a flat bed railroad car is at position  $f(t)$  at time  $t$ , so the car is traveling at a speed of  $f'(t)$  (to be specific, let’s say that  $f(t)$  gives the position on the track of the rear end of the car). Suppose that an ant is crawling from the back of the car to the front so that its position *on the car* is  $g(t)$  and its speed *relative to the car* is  $g'(t)$ . Then in reality, at time  $t$ , the ant is at position  $f(t) + g(t)$  along the track, and its speed is “obviously”  $f'(t) + g'(t)$ .

We don’t want to rely on some more-or-less obvious physical interpretation to determine what is true mathematically, so let’s see how to verify these rules by

computation. We'll do one and leave the other for the exercises.

$$\begin{aligned}
 \frac{d}{dx}(f(x) + g(x)) &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x) + g(x + \Delta x) - (f(x) + g(x))}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x) + g(x + \Delta x) - f(x) - g(x)}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x) - f(x) + g(x + \Delta x) - g(x)}{\Delta x} \\
 &= \lim_{\Delta x \rightarrow 0} \left( \frac{f(x + \Delta x) - f(x)}{\Delta x} + \frac{g(x + \Delta x) - g(x)}{\Delta x} \right) \\
 &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x) - f(x)}{\Delta x} + \lim_{\Delta x \rightarrow 0} \frac{g(x + \Delta x) - g(x)}{\Delta x} \\
 &= f'(x) + g'(x)
 \end{aligned}$$

This is sometimes called the **sum rule** for derivatives.

**Example** Find the derivative of  $f(x) = x^5 + 5x^2$ . We have to invoke linearity twice here:

$$f'(x) = \frac{d}{dx}(x^5 + 5x^2) = \frac{d}{dx}x^5 + \frac{d}{dx}(5x^2) = 5x^4 + 5\frac{d}{dx}(x^2) = 5x^4 + 5 \cdot 2x^1 = 5x^4 + 10x.$$

Because it is so easy with a little practice, we can usually combine all uses of linearity into a single step. The following example shows an acceptably detailed computation.

**Example** Find the derivative of  $f(x) = 3/x^4 - 2x^2 + 6x - 7$ .

$$f'(x) = \frac{d}{dx}\left(\frac{3}{x^4} - 2x^2 + 6x - 7\right) = \frac{d}{dx}(3x^{-4} - 2x^2 + 6x - 7) = -12x^{-5} - 4x + 6.$$

## Exercises for Section 5.2

Find the derivatives of the functions in 1–6.

(1)  $5x^3 + 12x^2 - 15$

- (2)  $-4x^5 + 3x^2 - 5/x^2$
- (3)  $5(-3x^2 + 5x + 1)$
- (4)  $f(x) + g(x)$ , where  $f(x) = x^2 - 3x + 2$  and  $g(x) = 2x^3 - 5x$
- (5)  $(x + 1)(x^2 + 2x - 3)$
- (6)  $\sqrt{625 - x^2} + 3x^3 + 12$  (See section 4.1.)
- (7) Find an equation for the tangent line to  $f(x) = x^3/4 - 1/x$  at  $x = -2$ .
- (8) Find an equation for the tangent line to  $f(x) = 3x^2 - \pi^3$  at  $x = 4$ .
- (9) Suppose the position of an object at time  $t$  is given by  $f(t) = -49t^2/10 + 5t + 10$ . Find a function giving the speed of the object at time  $t$ . The acceleration of an object is the rate at which its speed is changing, which means it is given by the derivative of the speed function. Find the acceleration of the object at time  $t$ .
- (10) Let  $f(x) = x^3$  and  $c = 3$ . Sketch the graphs of  $f$ ,  $cf$ ,  $f'$ , and  $(cf)'$  on the same diagram.
- (11) The general polynomial  $P$  of degree  $n$  in the variable  $x$  has the form  $P(x) = \sum_{k=0}^n a_k x^k = a_0 + a_1 x + \dots + a_n x^n$ . What is the derivative (with respect to  $x$ ) of  $P$ ?
- (12) Find a cubic polynomial whose graph has horizontal tangents at  $(-2, 5)$  and  $(2, 3)$ .
- (13) Prove that  $\frac{d}{dx}(cf(x)) = cf'(x)$  using the definition of the derivative.
- (14) Suppose that  $f$  and  $g$  are differentiable at  $x$ . Show that  $f - g$  is differentiable at  $x$  using the two linearity properties from this section.

### 5.3 The Product Rule

Consider the product of two simple functions, say  $f(x) = (x^2 + 1)(x^3 - 3x)$ . An obvious guess for the derivative of  $f$  is the product of the derivatives of the constituent functions:  $(2x)(3x^2 - 3) = 6x^3 - 6x$ . Is this correct? We can easily check, by rewriting  $f$  and doing the calculation in a way that is known to work. First,  $f(x) = x^5 - 3x^3 + x^3 - 3x = x^5 - 2x^3 - 3x$ , and then  $f'(x) = 5x^4 - 6x^2 - 3$ . Not even close! What went “wrong”? Well, nothing really, except the guess was wrong.

So the derivative of  $f(x)g(x)$  is NOT as simple as  $f'(x)g'(x)$ . Surely there is some rule for such a situation? There is, and it is instructive to “discover” it by trying to do the general calculation even without knowing the answer in advance.

$$\begin{aligned} \frac{d}{dx}(f(x)g(x)) &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x)g(x + \Delta x) - f(x)g(x)}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x)g(x + \Delta x) - f(x + \Delta x)g(x) + f(x + \Delta x)g(x) - f(x)g(x)}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x)g(x + \Delta x) - f(x + \Delta x)g(x)}{\Delta x} + \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x)g(x) - f(x)g(x)}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} f(x + \Delta x) \frac{g(x + \Delta x) - g(x)}{\Delta x} + \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x) - f(x)}{\Delta x} g(x) \\ &= f(x)g'(x) + f'(x)g(x) \end{aligned}$$

A couple of items here need discussion. First, we used a standard trick, “add and subtract the same thing”, to transform what we had into a more useful form. After some rewriting, we realize that we have two limits that produce  $f'(x)$  and  $g'(x)$ . Of course,  $f'(x)$  and  $g'(x)$  must actually exist for this to make sense. We also replaced  $\lim_{\Delta x \rightarrow 0} f(x + \Delta x)$  with  $f(x)$ —why is this justified?

What we really need to know here is that  $\lim_{\Delta x \rightarrow 0} f(x + \Delta x) = f(x)$ , or in the language of section 4.5, that  $f$  is continuous at  $x$ . We already know that  $f'(x)$  exists (or the whole approach, writing the derivative of  $fg$  in terms of  $f'$  and  $g'$ , doesn't

make sense). This turns out to imply that  $f$  is continuous as well. Here's why:

$$\begin{aligned}\lim_{\Delta x \rightarrow 0} f(x + \Delta x) &= \lim_{\Delta x \rightarrow 0} (f(x + \Delta x) - f(x) + f(x)) \\ &= \lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x) - f(x)}{\Delta x} \Delta x + \lim_{\Delta x \rightarrow 0} f(x) \\ &= f'(x) \cdot 0 + f(x) = f(x)\end{aligned}$$

To summarize: the product rule says that

$$\frac{d}{dx}(f(x)g(x)) = f(x)g'(x) + f'(x)g(x).$$

Returning to the example we started with, let  $f(x) = (x^2 + 1)(x^3 - 3x)$ . Then  $f'(x) = (x^2 + 1)(3x^2 - 3) + (2x)(x^3 - 3x) = 3x^4 - 3x^2 + 3x^2 - 3 + 2x^4 - 6x^2 = 5x^4 - 6x^2 - 3$ , as before. In this case it is probably simpler to multiply  $f(x)$  out first, then compute the derivative; here's an example for which we really need the product rule.

**Example** Compute the derivative of  $f(x) = x^2\sqrt{625 - x^2}$ . We have already computed  $\frac{d}{dx}\sqrt{625 - x^2} = \frac{-x}{\sqrt{625 - x^2}}$ . Now

$$f'(x) = x^2 \frac{-x}{\sqrt{625 - x^2}} + 2x\sqrt{625 - x^2} = \frac{-x^3 + 2x(625 - x^2)}{\sqrt{625 - x^2}} = \frac{-3x^3 + 1250x}{\sqrt{625 - x^2}}.$$

### Exercises for Section 5.3

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In 1–4, find the derivatives of the functions using the product rule.

- (1)  $x^3(x^3 - 5x + 10)$
- (2)  $(x^2 + 5x - 3)(x^5 - 6x^3 + 3x^2 - 7x + 1)$
- (3)  $\sqrt{x}\sqrt{625 - x^2}$
- (4)  $\frac{\sqrt{625 - x^2}}{x^{20}}$



- (5) Use the product rule to compute the derivative of  $f(x) = (2x - 3)^2$ . Sketch the function. Find an equation of the tangent line to the curve at  $x = 2$ . Sketch the tangent line at  $x = 2$ .
- (6) Suppose that  $f$ ,  $g$ , and  $h$  are differentiable functions. Show that  $(fgh)'(x) = f'(x)g(x)h(x) + f(x)g'(x)h(x) + f(x)g(x)h'(x)$ .
- (7) State and prove a rule to compute  $(fghi)'(x)$ , similar to the rule in the previous problem.

**Remark: Product notation**

Suppose  $f_1, f_2, \dots, f_n$  are functions. The product of all these functions can be written

$$\prod_{k=1}^n f_k.$$

This is similar to the use of  $\sum$  to denote a sum. For example,

$$\prod_{k=1}^5 f_k = f_1 f_2 f_3 f_4 f_5$$

and

$$\prod_{k=1}^n k = 1 \cdot 2 \cdot \dots \cdot n = n!.$$

We sometimes use somewhat more complicated conditions; for example

$$\prod_{k=1, k \neq j}^n f_k$$

denotes the product of  $f_1$  through  $f_n$  except for  $f_j$ . For example,

$$\prod_{k=1, k \neq 4}^5 x^k = x \cdot x^2 \cdot x^3 \cdot x^5 = x^{11}.$$

- (8) The **generalized product rule** says that if  $f_1, f_2, \dots, f_n$  are differentiable functions at  $x$  then

$$\frac{d}{dx} \prod_{k=1}^n f_k(x) = \sum_{j=1}^n \left( f'_j(x) \prod_{k=1, k \neq j}^n f_k(x) \right).$$

Verify that this is the same as your answer to the previous problem when  $n = 4$ , and write out what this says when  $n = 5$ .

## 5.4 The Quotient Rule

What is the derivative of  $(x^2 + 1)/(x^3 - 3x)$ ? More generally, we'd like to have a formula to compute the derivative of  $f(x)/g(x)$  if we already know  $f'(x)$  and  $g'(x)$ . Instead of attacking this problem head-on, let's notice that we've already done part of the problem:  $f(x)/g(x) = f(x) \cdot (1/g(x))$ , that is, this is “really” a product, and we can compute the derivative if we know  $f'(x)$  and  $(1/g(x))'$ . So really the only new bit of information we need is  $(1/g(x))'$  in terms of  $g'(x)$ . As with the product rule, let's set this up and see how far we can get:

$$\begin{aligned} \frac{d}{dx} \frac{1}{g(x)} &= \lim_{\Delta x \rightarrow 0} \frac{\frac{1}{g(x+\Delta x)} - \frac{1}{g(x)}}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{\frac{g(x) - g(x+\Delta x)}{g(x+\Delta x)g(x)}}{\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} \frac{g(x) - g(x+\Delta x)}{g(x+\Delta x)g(x)\Delta x} \\ &= \lim_{\Delta x \rightarrow 0} -\frac{g(x+\Delta x) - g(x)}{\Delta x} \frac{1}{g(x+\Delta x)g(x)} \\ &= -\frac{g'(x)}{g(x)^2} \end{aligned}$$

Now we can put this together with the product rule:

$$\frac{d}{dx} \frac{f(x)}{g(x)} = f(x) \frac{-g'(x)}{g(x)^2} + f'(x) \frac{1}{g(x)} = \frac{-f(x)g'(x) + f'(x)g(x)}{g(x)^2} = \frac{f'(x)g(x) - f(x)g'(x)}{g(x)^2}.$$

**Example** Compute the derivative of  $(x^2 + 1)/(x^3 - 3x)$ .

$$\frac{d}{dx} \frac{x^2 + 1}{x^3 - 3x} = \frac{2x(x^3 - 3x) - (x^2 + 1)(3x^2 - 3)}{(x^3 - 3x)^2} = \frac{-x^4 - 6x^2 + 3}{(x^3 - 3x)^2}.$$

It is often possible to calculate derivatives in more than one way, as we have already seen. Since every quotient can be written as a product, it is always possible to use the product rule to compute the derivative, though it is not always simpler.

**Example** Find the derivative of  $\sqrt{625-x^2}/\sqrt{x}$  in two ways: using the quotient rule, and using the product rule.

Quotient rule:

$$\frac{d}{dx} \frac{\sqrt{625-x^2}}{\sqrt{x}} = \frac{\sqrt{x}(-x/\sqrt{625-x^2}) - \sqrt{625-x^2} \cdot 1/(2\sqrt{x})}{x}.$$

Note that we have used  $\sqrt{x} = x^{1/2}$  to compute the derivative of  $\sqrt{x}$  by the power rule.

Product rule:

$$\frac{d}{dx} \sqrt{625-x^2} x^{-1/2} = \sqrt{625-x^2} \frac{-1}{2} x^{-3/2} + \frac{-x}{\sqrt{625-x^2}} x^{-1/2}.$$

With a bit of algebra, both of these simplify to

$$-\frac{x^2 + 625}{2\sqrt{625-x^2}x^{3/2}}.$$

Occasionally you will need to compute the derivative of a quotient with a constant numerator, like  $10/x^2$ . Of course you can use the quotient rule, but it is usually not the easiest method. If we do use it here, we get

$$\frac{d}{dx} \frac{10}{x^2} = \frac{x^2 \cdot 0 - 10 \cdot 2x}{x^4} = \frac{-20}{x^3},$$

since the derivative of 10 is 0. But it is simpler to do this:

$$\frac{d}{dx} \frac{10}{x^2} = \frac{d}{dx} 10x^{-2} = -20x^{-3}.$$

Admittedly,  $x^2$  is a particularly simple denominator, but we will see that a similar calculation is usually possible. Another approach is to remember that

$$\frac{d}{dx} \frac{1}{g(x)} = \frac{-g'(x)}{g(x)^2},$$

but this requires extra memorization. Using this formula,

$$\frac{d}{dx} \frac{10}{x^2} = 10 \frac{-2x}{x^4}.$$

Note that we first use linearity of the derivative to pull the 10 out in front.

### Exercises for Section 5.4

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Find the derivatives of the functions in 1–4 using the quotient rule.

$$(1) \frac{x^3}{x^3 - 5x + 10}$$

$$(3) \frac{\sqrt{x}}{\sqrt{625 - x^2}}$$

$$(2) \frac{x^2 + 5x - 3}{x^5 - 6x^3 + 3x^2 - 7x + 1}$$

$$(4) \frac{\sqrt{625 - x^2}}{x^{20}}$$

(5) Find an equation for the tangent line to  $f(x) = (x^2 - 4)/(5 - x)$  at  $x = 3$ .

(6) Find an equation for the tangent line to  $f(x) = (x - 2)/(x^3 + 4x - 1)$  at  $x = 1$ .

(7) Let  $P$  be a polynomial of degree  $n$  and let  $Q$  be a polynomial of degree  $m$  (with  $Q$  not the zero polynomial). Using sigma notation we can write

$$P = \sum_{k=0}^n a_k x^k, \quad Q = \sum_{k=0}^m b_k x^k.$$

Use sigma notation to write the derivative of the **rational function**  $P/Q$ .

(8) The curve  $y = 1/(1 + x^2)$  is an example of a class of curves each of which is called a **witch of Agnesi**. Sketch the curve and find the tangent line to the curve at  $x = 5$ . (The word *witch* here is a mistranslation of the original Italian, as described at

(9) If  $f'(4) = 5$ ,  $g'(4) = 12$ ,  $(fg)(4) = f(4)g(4) = 2$ , and  $g(4) = 6$ , compute  $f(4)$  and  $\frac{d}{dx} \frac{f}{g}$  at 4.



## ANSWERS TO SELECTED EXERCISES

1. (a) 8, (b) 6, (c) dne, (d)  $-2$ , (e)  $-1$ , (f) 8, (g) 7, (h) 6, (i) 3, (j)  $-3/2$ , (k) 6, (l) 2

### Answers for 1.1

1. 0

### Answers for 1.2

1. 7 2. 5 3. 0 4. undefined 5.  $1/6$  6. 0 7. 3 8. 172 9. 0 10. 2 11. does not exist 12.  $\sqrt{2}$  13.  $3a^2$  14. 512 15.  $-4$

### Answers for 1.3

1.  $(2/3)x + (1/3)$  2.  $y = -2x$  3.  $(-2/3)x + (1/3)$  4.  $y = 2x + 2$ , 2,  $-1$  5.  $y = -x + 6$ , 6, 6 6.  $y = x/2 + 1/2$ ,  $1/2$ ,  $-1$  7.  $y = 3/2$ ,  $y$ -intercept:  $3/2$ , no  $x$ -intercept 8.  $y = (-2/3)x - 2$ ,  $-2$ ,  $-3$  9. yes 10.  $y = 0$ ,  $y = -2x + 2$ ,  $y = 2x + 2$  11.  $y = 75t$ , 164 minutes 12.  $y = (9/5)x + 32$ ,  $(-40, -40)$  13.  $y = 0.15x + 10$  14.  $0.03x + 1.2$  15. (a)

$$y = \begin{cases} 0 & 0 \leq x < 100 \\ (x/10) - 10 & 100 \leq x \leq 1000 \\ x - 910 & 1000 < x \end{cases} \quad 16. \quad y = \begin{cases} 0.15x & 0 \leq x \leq 19450 \\ 0.28x - 2528.50 & 19450 < x \leq 47050 \\ 0.33x - 4881 & 47050 < x \leq 97620 \end{cases}$$

17. (a)  $P = -0.0001x + 2$  (b)  $x = -10000P + 20000$  18.  $(2/25)x - (16/5)$

**Answers for 3.1**

1. (a)  $x^2 + y^2 = 9$  (b)  $(x-5)^2 + (y-6)^2 = 9$  (c)  $(x+5)^2 + (y+6)^2 = 9$  2. (a)  $\Delta x = 2$ ,  $\Delta y = 3$ ,  $m = 3/2$ ,  $y = (3/2)x - 3$ ,  $\sqrt{13}$   
 (b)  $\Delta x = -1$ ,  $\Delta y = 3$ ,  $m = -3$ ,  $y = -3x + 2$ ,  $\sqrt{10}$   
 (c)  $\Delta x = -2$ ,  $\Delta y = -2$ ,  $m = 1$ ,  $y = x$ ,  $\sqrt{8}$  6.  $(x + 2/7)^2 + (y - 41/7)^2 = 1300/49$

**Answers for 3.2**

1.  $\{x \mid x \geq 3/2\}$  2.  $\{x \mid x \neq -1\}$  3.  $\{x \mid x \neq 1 \text{ and } x \neq -1\}$  4.  $\{x \mid x < 0\}$  5.  $\{x \mid x \in \mathbb{R}\}$ , i.e., all  $x$  6.  $\{x \mid x \geq 0\}$  7.  $\{x \mid h - r \leq x \leq h + r\}$  8.  $\{x \mid x \geq 1\}$  9.  $\{x \mid -1/3 < x < 1/3\}$   
 10.  $\{x \mid x \geq 0 \text{ and } x \neq 1\}$  11.  $\{x \mid x \geq 0 \text{ and } x \neq 1\}$  12.  $\mathbb{R}$  13.  $\{x \mid x \geq 3\}$ ,  $\{x \mid x \geq 0\}$   
 14.  $A = x(500 - 2x)$ ,  $\{x \mid 0 \leq x \leq 250\}$  15.  $V = r(50 - \pi r^2)$ ,  $\{r \mid 0 < r \leq \sqrt{50/\pi}\}$  16.  $A = 2\pi r^2 + 2000/r$ ,  $\{r \mid 0 < r < \infty\}$

**Answers for 3.3****Answers for 3.4**

1.  $-5$ ,  $-2.47106145$ ,  $-2.4067927$ ,  $-2.400676$ ,  $-2.4$  2.  $-4/3$ ,  $-24/7$ ,  $7/24$ ,  $3/4$  3.  $-0.107526881$ ,  $-0.11074197$ ,  $-0.1110741$ ,  $\frac{-1}{3(3 + \Delta x)} \rightarrow \frac{-1}{9}$  4.  $\frac{3 + 3\Delta x + \Delta x^2}{1 + \Delta x} \rightarrow 3$   
 5.  $3.31$ ,  $3.003001$ ,  $3.0000$ ,  $3 + 3\Delta x + \Delta x^2 \rightarrow 3$  6.  $m$

**Answers for 4.1**

1.  $10$ ,  $25/2$ ,  $20$ ,  $15$ ,  $25$ ,  $35$  2.  $5$ ,  $4.1$ ,  $4.01$ ,  $4.001$ ,  $4 + \Delta t \rightarrow 4$  3.  $-10.29$ ,  $-9.849$ ,  $-9.8049$ ,  $-9.8 - 4.9\Delta t \rightarrow -9.8$

**Answers for 4.2**

1.  $7$  2.  $5$  3.  $0$  4. undefined 5.  $1/6$  6.  $0$  7.  $3$  8.  $172$  9.  $0$  10.  $2$  11. does not exist 12.  $\sqrt{2}$  13.  $3a^2$  14.  $512$  15.  $-4$  16.  $0$