

Review Packet

p. 1-8: Review for PreCalculus Class
p. 1-10: Review for Calculus I Class
p. 1-11: Review for Calculus II Class
p. 1-12: Review for Calculus III and for Differential Equations Class

You Should Know ... Basic Operations (+, -, ×, ÷)

TRUE OR FALSE

Do not memorize without understanding!
Understand first, THEN memorize!

FACTS

Properties of Addition:

- Associative (parentheses don't matter):
$$A + B + C = (A + B) + C = A + (B + C)$$
- Commutative (order doesn't matter):
$$A + B = B + A$$
- Identity is 0 (anything plus zero is itself):
$$A + 0 = A$$

Properties of Subtraction:

- Multiplying times a negative, and subtracting, ARE EQUIVALENT (they are the same thing!):
$$A + B \cdot (-1) = A - B$$
- Not Associative (parentheses do matter!):
$$(A - B) - C = A - B - C$$

$$A - (B - C) = A - B + C$$
- Not Commutative (order does matter!):
$$A - B \neq B - A$$
- Multiplying times a negative, and switching the order of subtraction, ARE EQUIVALENT:
$$A - B = -(B - A)$$

Properties of Multiplication:

- Associative (parentheses don't matter):
$$A \cdot B \cdot C = (A \cdot B) \cdot C = A \cdot (B \cdot C)$$
- Commutative (order doesn't matter):
$$A \cdot B = B \cdot A$$
- Identity is 1 (anything times one is itself):
$$A \cdot 1 = A$$
- Multiplication distributes over addition:
$$A \cdot (B + C) = A \cdot B + A \cdot C$$
- Multiply two sums using FOIL method:
$$(A + B) \cdot (C + D) = A \cdot C + A \cdot D + B \cdot C + B \cdot D$$
- Squaring means multiply times itself:
$$\begin{aligned}(A + B)^2 &= (A + B) \cdot (A + B) \\ &= A^2 + A \cdot B + B \cdot A + B^2 \\ &= A^2 + 2AB + B^2\end{aligned}$$
- Difference of squares factors like so:
$$A^2 - B^2 = (A - B)(A + B)$$

Properties of Division:

- Dividing by a negative, and multiplying by a negative ARE EQUIVALENT:
$$B \cdot (-1) = \frac{B}{-1} = -B$$
- More next page (see Fractions).

Equality Notation:

- $A = B = C$ means all combos are equal:
$$A = B \text{ and } A = C \text{ and } B = C.$$

1. $-(x - 12) = -x + 12$ _____
2. $-(x - 12) = 12 - x$ _____
3. $-(x + 12) = -x + 12$ _____
4. $(x + 12)^2 = x^2 + 144$ _____
5. $-(x + 12)^2 = -x^2 - 144$ _____
6. $-(x + 12)^2 = -(x^2 + 24x - 144)$ _____
7. $-(x + 12)^2 = -x^2 - 24x + 144$ _____
8. $xy + 16x^2 = xy(1 + 16x)$ _____
9. $xy + 16x^2y = xy(1 + 16x)$ _____
10. $x + z - y = -y + x + z$ _____
11. $(xz + 8y) + x = xz + 8y + x$ _____
12. $(-4)y + x = x - 4y$ _____
13. $(-4)(-y)xx = 4x^2y$ _____
14. $yxx = 2xy$ _____
15. $y + y - 3y = y^2 - 3y$ _____
16. $4x^2 + 8x - x - 2 = (4x - 1)(x + 2)$ _____
17. $4x^2 + 7x - 2 = (4x - 1)(x + 2)$ _____
18. $2x^2 + 8x = (2x + 1)8x$ _____
19. $(2 - x)^2 = (x - 2)^2$ _____
20. $2xy^2 = 4x^2y^2$ _____
21. $(2xy)^2 = 4x^2y^2$ _____
22. $(2x-y)^2 = 4x^2-y^2$ _____
23. $(2x-y)^2 = 4x^2-4xy+y^2$ _____
24. $4x^2-y^2 = (2x - y)(2x + y)$ _____
25. $(\sqrt{2}-y)^2 = 2 - \sqrt{2}y - y^2$ _____
26. $(\sqrt{2}-y)^2 = 2 - 2\sqrt{2}y - y^2$ _____
27. $\frac{1}{-xy} = \frac{-1}{xy} = -\left(\frac{1}{xy}\right) = -\frac{1}{yx}$ _____

You Should Know ... Fractions

Do not memorize without understanding!
Understand first, THEN memorize!

FACTS

Dealing with Constants: Any constant can be made into a fraction by inserting "over one".

$$A = \frac{A}{1}$$

Multiplying: Multiply numerators, multiply denominators.

$$\frac{A}{B} \cdot \frac{C}{D} = \frac{A \cdot C}{B \cdot D}$$

Therefore...

- A constant C multiplied goes in the numerator:

$$C \left(\frac{A}{B} \right) = \frac{C}{1} \cdot \frac{A}{B} = \frac{A \cdot C}{B}$$

Dividing: Flip the bottom fraction, then multiply.

$$\frac{\left(\frac{A}{B} \right)}{\left(\frac{C}{D} \right)} = \left(\frac{A}{B} \right) \cdot \left(\frac{D}{C} \right) = \frac{A \cdot D}{B \cdot C}$$

Therefore...

- A constant C divided goes in the denominator:

$$\frac{\left(\frac{A}{B} \right)}{C} = \frac{\left(\frac{A}{B} \right)}{\left(\frac{C}{1} \right)} = \left(\frac{A}{B} \right) \cdot \left(\frac{1}{C} \right) = \frac{A}{BC}$$

Adding: Need a common denominator!

- #1: These fractions have a common denominator:

$$\frac{A}{B} + \frac{C}{B} = \frac{A + C}{B}$$

- #2: These fractions have different denominators:

$$\frac{A}{B} + \frac{C}{D} = \frac{A}{B} \left(\frac{D}{D} \right) + \frac{C}{D} \left(\frac{B}{B} \right) = \frac{A \cdot D}{B \cdot D} + \frac{C \cdot B}{B \cdot D} = \frac{AD + BC}{BD}$$

TRUE OR FALSE

$$1. \quad 2 \cdot \frac{8}{7} = \frac{16}{14} \quad \underline{\hspace{2cm}}$$

$$2. \quad 2 \cdot \frac{8}{7} = \frac{8}{14} \quad \underline{\hspace{2cm}}$$

$$3. \quad 2 \cdot \frac{8}{7} = \frac{16}{7} \quad \underline{\hspace{2cm}}$$

$$4. \quad \left(\frac{103}{21} \right) / 3 = \frac{103}{7} \quad \underline{\hspace{2cm}}$$

$$5. \quad \left(\frac{103}{21} \right) / 3 = \frac{103}{63} \quad \underline{\hspace{2cm}}$$

$$6. \quad \left(\frac{4}{3} \right) \cdot 3 = 4 \quad \underline{\hspace{2cm}}$$

$$7. \quad \left(\frac{4}{3} \right) / 3 = \frac{4}{1} = 4 \quad \underline{\hspace{2cm}}$$

$$8. \quad \left(\frac{4}{3} \right) / 3 = \frac{4}{9} \quad \underline{\hspace{2cm}}$$

$$9. \quad \left(\frac{4}{3} \right) + 3 = \frac{7}{6} \quad \underline{\hspace{2cm}}$$

$$10. \quad \left(\frac{4}{3} \right) + 3 = \frac{4}{3} + \frac{3}{1} = \frac{7}{4} \quad \underline{\hspace{2cm}}$$

$$11. \quad \left(\frac{4}{3} \right) + 3 = \frac{4}{3} + \frac{3}{1} \cdot \frac{3}{3} = \frac{13}{3} \quad \underline{\hspace{2cm}}$$

$$12. \quad \frac{3}{3x-12y+6} = \frac{1}{x-12y+6} \quad \underline{\hspace{2cm}}$$

$$13. \quad \frac{y}{x} + \frac{3}{(x-1)} = \frac{y}{x} \cdot \frac{(x-1)}{(x-1)} + \frac{3}{(x-1)} \cdot \frac{y}{x} = \frac{xy-y+3y}{x(x-1)} \quad \underline{\hspace{2cm}}$$

EXAMPLES

Example A. Correctly add the fractions:

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

Example B. Correctly factor and/or cancel:

$$\frac{3}{3x-12y+6} =$$

Example C. Choose among the following words/phrases in order to complete the sentences below: "every single term", or "numerator", or "denominator", or "common denominator".

- When adding fractions, you must have a _____.
- When multiplying fractions multiply the _____ of the first fraction with the _____ of the second fraction, and multiply the _____ of the first fraction with the _____ of the second fraction.
- If a constant C is multiplied times a fraction, then the constant will be multiplied into the _____ of the fraction.
- If a fraction is divided by a constant C, then the constant will be multiplied into the _____ of the fraction.

You Should Know ... Exponents

Do not memorize without understanding!
Understand first, THEN memorize!

FACTS

To multiply/divide with common base x:

add/subtract exponents.

$$x^a \cdot x^b = x^{a+b} \quad \text{and} \quad \frac{x^a}{x^b} = x^{a-b}$$

To multiply/divide with common exponent a:

use parentheses.

$$x^a \cdot y^a = (xy)^a \quad \text{and} \quad \frac{x^a}{y^a} = \left(\frac{x}{y}\right)^a$$

Raising an exponent to an exponent: multiply exponents.

$$(x^a)^b = x^{a \cdot b}$$

Roots are fractional exponents:

- $\sqrt{x} = x^{1/2}$
- $\sqrt[3]{x} = x^{1/3}$
- $\sqrt[4]{x} = x^{1/4}$
- $\sqrt[5]{x} = x^{1/5}$
- ... etc.

Move exponents between denominator and numerator by negating the exponent:

- $\frac{1}{x^{26}} = x^{-26}$
- $\frac{1}{x^{-26}} = x^{-(-26)} = x^{26}$
- $yx^{-5} = \frac{y}{x^5}$
- $\frac{y^{-6}}{x^3} = \frac{1}{y^6 x^3}$
- $\frac{1}{\sqrt[3]{x}} = x^{-1/3}$
- ... etc.

Combine fraction rules and exponents rules carefully:

- $x^{4/5} = x^{\frac{1}{5} \cdot 4} = (\sqrt[5]{x})^4 = OR = \sqrt[5]{x^4}$
- $x^{-8/3} = x^{-\frac{1}{3} \cdot 8} = \frac{1}{(\sqrt[3]{x})^8} = OR = \frac{1}{\sqrt[3]{x^8}}$
- ... etc.

Anything to the zero power is one: $x^0 = 1$

If no exponent then assume exponent one: $x = x^1$

Examples where you **cannot** simplify:

- cannot combine different powers added
 $x^5 + x^9 + 1$ ($\neq x^{14} + 1$)
- cannot separate terms added in denominator
 $\frac{1}{x^2+x^4+7}$ ($\neq x^{-2} + x^{-4} + \frac{1}{7}$)
- cannot distribute roots over addition
 $\sqrt{x+y}$ ($\neq \sqrt{x} + \sqrt{y}$)

TRUE OR FALSE

1. $x \cdot \sqrt[4]{x^{10}} = x \cdot x^{5/2} = x^{7/2}$ _____

2. $\frac{x^3}{x^5+x^9}$ cannot be simplified _____

3. $\frac{x^3}{x^5+x^9+1}$ cannot be simplified _____

4. $\frac{x^{13}}{4x^5} = \frac{1}{4}x^8$ _____

5. $\frac{x^{13}y^7}{9y^{20}} = \frac{1}{9}\left(\frac{x}{y}\right)^{13}$ _____

6. $\left(\frac{\sqrt{x}}{y+x}\right)^{10} = \frac{x^5}{y^{10}+x^{10}}$ _____

7. $\left(\frac{\sqrt{x}}{y+x}\right)^{10} = \frac{x^5}{(y+x)^{10}}$ _____

EXAMPLES

Example A. Fully simplify:

Hint: Recall the rules for multiplying fractions!

$$\frac{x^5\sqrt{x}}{9y^{-2}} \cdot \frac{3x}{\sqrt{x}} =$$

Example B. Fully simplify:

$$\sqrt[3]{\frac{54x}{9x^{-2}}} + \frac{27x^{7/2}}{\sqrt{x}} =$$

You Should Know ... LINES

Do not memorize without understanding!
Understand first, THEN memorize!

GENERAL CONCEPTS

Zeros / x-intercepts

- An x-value satisfying $f(x) = 0$
- Set $y = 0$ and solve for x .

y-intercepts

- The y-value of $y = f(0)$
- Set $x = 0$ and solve for y.

LINES

Equations

- Slope-y-intercept format: $y = mx + b$
- Point-slope format: $y = m(x - x_0) + y_0$

Symbols

- $m = \frac{\Delta y}{\Delta x}$ is the slope of the line
- (x_0, y_0) is a point on the line
- $(0, b)$ is the y-intercept point

Special Cases

- For positive slope ($m > 0$) the line goes UP
- For negative slope ($m < 0$) the line goes DOWN
- $y = C$ is a horizontal line with slope $m = 0$
- $x = C$ is a vertical line with infinite slope
- Lines with the same slope are parallel
- Lines with the same slope and y-intercept overlap
- Lines with slopes m and $-\frac{1}{m}$ are perpendicular

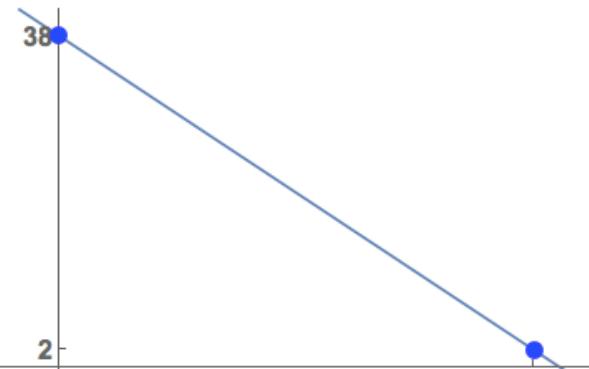
How to Draw a *Rough Sketch Quickly & Efficiently*

- Find two points on the line.
- Connect the two points with a line.
- Double check the slope roughly goes the correct way. **DO NOT draw every single tick mark!**

EXAMPLES

Demo Example. $y = -36(x - 1) + 2$

- $(1, 2)$ is a point on the line
- $(0, 38)$ is the y-intercept point
- The slope is $m = -36 = \frac{-36}{1}$
- If x goes up by 1 then y goes down by 36.
- Sketch the line :



Solutions are provided at www.mathproblemgenerator.com, studyaids

Example A. $y = -\frac{1}{4}(x - 12) - 8$

- $(\underline{\hspace{2cm}}, \underline{\hspace{2cm}})$ is a point on the line
- $(\underline{\hspace{2cm}}, \underline{\hspace{2cm}})$ is the y-intercept point
- If x goes up by $\underline{\hspace{2cm}}$, y goes $\underline{\hspace{2cm}}$ by $\underline{\hspace{2cm}}$.
- Sketch the line :

Example B. $y = 6x - 22$

- $(\underline{\hspace{2cm}}, \underline{\hspace{2cm}})$ is the y-intercept point
- $(\underline{\hspace{2cm}}, \underline{\hspace{2cm}})$ is the x-intercept point
- If x goes up by $\underline{\hspace{2cm}}$, y goes $\underline{\hspace{2cm}}$ by $\underline{\hspace{2cm}}$.
- Sketch the line:

Example C. Complete the sentences.

- For slope-intercept format it is easiest to find the $\underline{\hspace{2cm}}$ -intercept and the $\underline{\hspace{2cm}}$ -intercept.
- For point-slope format it is easiest to find the point $(\underline{\hspace{2cm}}, \underline{\hspace{2cm}})$ and the $\underline{\hspace{2cm}}$ -intercept.
- $y = \frac{1}{3}x - 7$ is perpendicular to $y = \underline{\hspace{2cm}}x + 8$.
- $\underline{\hspace{2cm}} = 5$ is a vertical line
- $\underline{\hspace{2cm}} = -37$ is a horizontal line
- The line that goes through $(-1, 6)$ and is parallel to $y = -x + 4$ is $y = \underline{\hspace{2cm}}$.
- The line that goes through $(-1, 6)$ and is perpendicular $y = -x + 4$ is $y = \underline{\hspace{2cm}}$.

You Should Know ... QUADRATICS

Do not memorize without understanding!
Understand first, THEN memorize!

GENERAL CONCEPTS

Shifting rules (assuming $c > 0$)

- $f(x - c)$ shifts $f(x)$ c -units right
- $f(x + c)$ shifts $f(x)$ c -units left
- $f(x) + c$ shifts $f(x)$ c -units up
- $f(x) - c$ shifts $f(x)$ c -units down

Reflecting rules

- $f(-x)$ flips $f(x)$ left-to-right, about the y -axis
- $-f(x)$ flips $f(x)$ up-down, about the x -axis

A QUADRATIC IS A PARABOLA

Equations

- Standard format: $f(x) = ax^2 + bx + c$
- Completed Square format: $y = a(x - x_0)^2 + y_0$

Symbols

- (x_0, y_0) is the vertex of the parabola
- $(0, c)$ is the y -intercept of the parabola
- $x_0 = -\frac{b}{2a}$ is the x -value of the vertex
- $y_0 = f(x_0)$ is the y -value of the vertex

Special Cases

- For $a > 0$ the parabola curves UP
- For $a < 0$ the parabola curves DOWN
- To find the x -intercepts (a.k.a. zeros) set $y = 0$ and solve for x : $0 = ax^2 + bx + c$
 - If a, b, c are nice, factor, set each factor to zero, then solve for x .
 - If a, b, c are not nice, use the quadratic formula to solve for x :

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

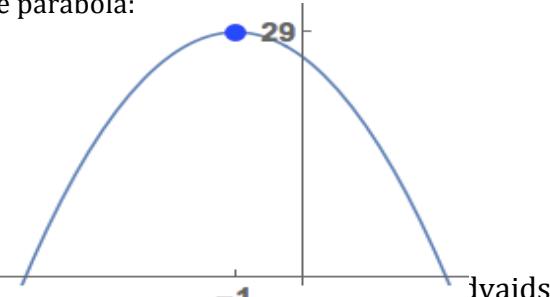
How to Draw a *Rough Sketch Quickly & Efficiently*

- Determine the vertex (x_0, y_0) .
- Decide if the parabola curves UP or DOWN.
- Quickly sketch. **DO NOT draw every tick mark!**

EXAMPLES

Demo Example. $y = -3(x + 1)^2 + 29$

- $(-1, 29)$ is the vertex
- Since $a = -3 < 0$ the parabola curves DOWN
- Sketch the parabola:



Solutions are pc

Demo Example Continued. $y = -3(x + 1)^2 + 29$

- Put the quadratic in standard form (expand).

$$a = \underline{\hspace{2cm}}, b = \underline{\hspace{2cm}}, c = \underline{\hspace{2cm}}$$

- Find the zeros. Express your answer exactly.

Example A. $y = 6x^2 - 5x + 1$

Express all answers exactly.

- $a = \underline{\hspace{2cm}}, b = \underline{\hspace{2cm}}, c = \underline{\hspace{2cm}}$
- $(\underline{\hspace{2cm}}, \underline{\hspace{2cm}})$ is the vertex
- Find the zeros.
- Sketch it. Label the vertex AND x,y -intercepts.

You Should Know ... OTHER BASIC FUNCTIONS

Do not memorize without understanding!
Understand first, THEN memorize!

GENERAL CONCEPTS

Properties of Functions

- x-intercepts, y-intercepts, shifting and reflecting rules (see previous pages)
- Domain is the set of *allowed* x-values
- Range is the set of all *output* y-values

OTHER BASIC FUNCTIONS

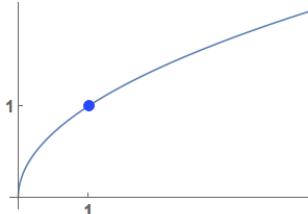
Any Even Root

$$y = x^{1/n}$$

n is even integer

Domain $[0, \infty)$

Range $[0, \infty)$



- Example: Square root $y = \sqrt{x} = x^{1/2}$.
- Example: Sixth root $y = \sqrt[6]{x} = x^{1/6}$

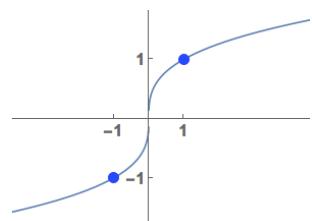
Any Odd Root

$$y = x^{1/n}$$

n is odd integer

Domain $(-\infty, \infty)$

Range $(-\infty, \infty)$



- Example: Cube root $y = \sqrt[3]{x} = x^{1/3}$.
- Example: Seventh root $y = \sqrt[7]{x} = x^{1/7}$

Any Even Power Monomial

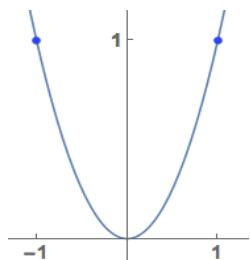
$$y = x^p$$

p is even integer

Domain $(-\infty, \infty)$

Range $[0, \infty)$

Examples: $y = x^2, y = x^{14}$



Odd Power Monomial

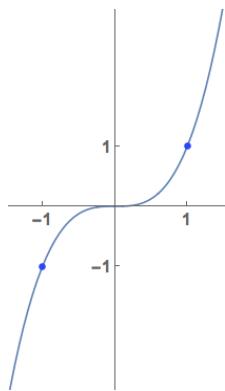
$$y = x^p$$

p is odd integer

Domain $(-\infty, \infty)$

Range $(-\infty, \infty)$

Examples: $y = x^3, y = x^{19}$

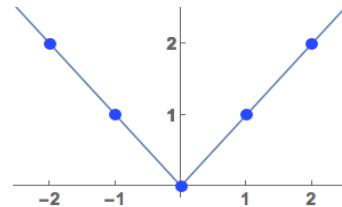


Absolute Value

$$y = |x|$$

Domain $(-\infty, \infty)$

Range $[0, \infty)$



Writing absolute value in piecewise format:

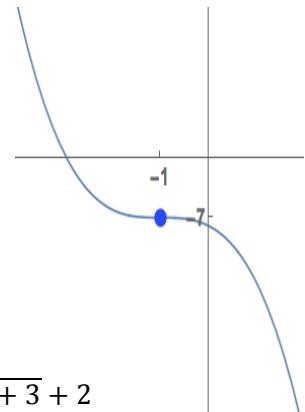
$$|x| = \begin{cases} x, & \text{if } x \geq 0 \\ -x, & \text{if } x < 0 \end{cases}$$

EXAMPLES

Demo Example.

$$y = -(x + 1)^3 - 7$$

The function is
an odd power,
flipped upside down
(due to minus sign in front),
shifted 1 unit left
and 7 units down.



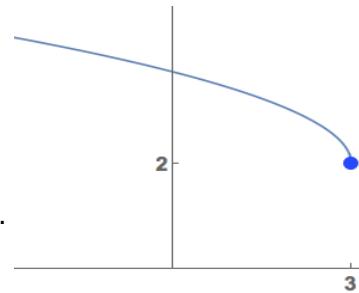
Domain $(-\infty, \infty)$

Range $(-\infty, \infty)$

Demo Example.

$$y = \sqrt{-x + 3} + 2$$

To see shift/reflection
must factor out minus
 $y = \sqrt{-(x - 3)} + 2$
therefore square root
is shifted right 3 units,
up 2 units, and reflected
left-to-right due to minus.



Domain $(-\infty, 3]$

Range $[2, \infty)$

Demo Example.

$$y = -4|x - 1| + 5$$

This is a vee-shape

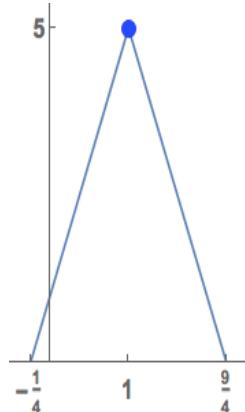
with slope 4

flipped upside down

(due to minus)

then shifted right 1 unit

and up 5 units.



Domain $(-\infty, 5]$

Range $(-\infty, \infty)$

Write in piecewise format:

$$-4|x - 1| + 5 = \begin{cases} -4(x - 1) + 5, & \text{if } x \geq 1 \\ 4(x - 1) + 5, & \text{if } x < 1 \end{cases}$$

Example A. Draw rough sketch, and state domain/range.

$$y = -2(x - 4)^8 + 17$$

Example C. Draw rough sketch, and state domain/range.

$$y = 2|x + 10| + 1$$

Write the function in piecewise format too.

Example B. Draw rough sketch, and state domain/range.

$$y = -2\sqrt[6]{-x - 5} - 3$$

Example D. Draw rough sketch, and state domain/range.

$$y = -20(x - 1)^{1/5} + 3$$

You Should Know ... CIRCLES

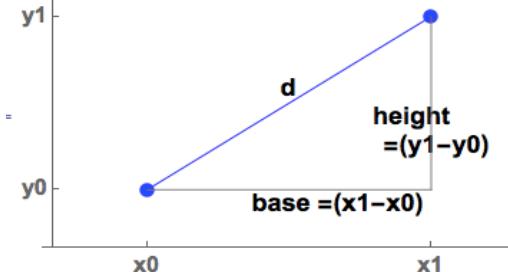
Do not memorize without understanding!
Understand first, THEN memorize!

GENERAL CONCEPTS

Distance d between (x_0, y_0) and (x_1, y_1) is ...

$$d = \sqrt{(x_0 - x_1)^2 + (y_0 - y_1)^2}$$

Why? Make a triangle and use Pythagorean Theorem:



CIRCLES

Equations

- Standard format: $(x - x_0)^2 + (y - y_0)^2 = r^2$
- General format: $x^2 + Ax + y^2 + By + C = 0$

Symbols

- r is the radius of the circle
- (x_0, y_0) is the center of the circle
- A, B, C are constants

Special Cases

- $x^2 + y^2 = r^2$, a circle radius r centered at origin
- $y = \sqrt{r^2 - x^2}$ is the top half of a circle of radius r centered at origin
- $y = -\sqrt{r^2 - x^2}$ is the bottom half of a circle of radius r centered at origin

How to Draw a *Rough Sketch Quickly & Efficiently*

- Identify center and radius.
- From the center of the circle go up, down, left, and right the radius-length and mark 4 dots.
- Roughly connect the dots creating the circle.

EXAMPLES

Demo Example. Write circle $x^2 - 2x + y^2 + 10y = 0$ in standard format. (How? COMPLETE THE SQUARE).

- Use the VERTEX FORMULA from previous page!
The x-part is $G(x) = x^2 - 2x$.

$$x_0 = -\frac{b}{2a} = -\frac{-2}{2 \cdot 1} = 1,$$

$$y_0 = G(1) = 1 - 2 = -1.$$

$$\text{Therefore } G(x) = (x - 1)^2 - 1.$$

- Now complete the square for the y-part.

$$H(y) = y^2 + 10y.$$

$$x_0 = -\frac{b}{2a} = -\frac{10}{2 \cdot 1} = -5$$

$$y_0 = H(-5) = 25 - 50 = -25.$$

$$\text{Therefore } H(y) = (y + 5)^2 - 25.$$

Put It Together: $(x - 1)^2 - 1 + (y + 5)^2 - 25 = 0$

Therefore ...

Standard Format is: $(x - 1)^2 + (y + 5)^2 = 26$.

Demo Example Continued. Therefore ...

- The center is $(\underline{\hspace{2cm}}, \underline{\hspace{2cm}})$.
- The radius is $r = \underline{\hspace{2cm}}$

Example A. Write the circle $x^2 + 2x + y^2 - 3y = 0$ in standard format. State the center and radius. Then draw and label the circle.

You Should Know ... TRIGONOMETRY

Do not memorize without understanding!
Understand first, THEN memorize!

RADIANS V. DEGREES

Facts: $\pi = 180^\circ$ and $2\pi = 360^\circ$.

Example A.

$$\pi/3 = \underline{\hspace{2cm}}, \quad \pi/4 = \underline{\hspace{2cm}}, \quad \pi/6 = \underline{\hspace{2cm}}$$

SOHCAHTOA

Example B. What does it mean?

$$\sin(\theta) = \underline{\hspace{2cm}}, \quad \cos(\theta) = \underline{\hspace{2cm}}, \quad \tan(\theta) = \underline{\hspace{2cm}}$$

OTHER FACTS

$$\tan(\theta) = \frac{\sin(\theta)}{\cos(\theta)} \quad \text{and} \quad \cot(\theta) = \frac{\cos(\theta)}{\sin(\theta)}$$

Example C. Complete the other functions:

$$\csc(\theta) = \underline{\hspace{2cm}} \quad \text{and} \quad \sec(\theta) = \underline{\hspace{2cm}}$$

SPECIAL TRIANGLE: 45° - 45° -right

Example D. Draw the triangle.

Hint: The sides are 1, 1, $\sqrt{2}$.

SPECIAL TRIANGLE: 30° - 60° -right

Example E. Draw the triangle.

Hint1: The sides are 1, $\sqrt{3}$, 2.

Hint2: The smallest side is opposite the smallest angle.

SPECIAL VALUES

Example F.

- $\sec(\pi/4) = \underline{\hspace{2cm}}$
- $\cot(\pi/6) = \underline{\hspace{2cm}}$
- $\csc(\pi/3) = \underline{\hspace{2cm}}$
- $\tan(\pi/4) = \underline{\hspace{2cm}}$

SINE FUNCTION FACTS

- $\sin(0) = 0$
- Sine has period 2π .
- Sine is odd: $\sin(-x) = -\sin(x)$.

Example G1. Draw at least one cycle of the function.

Label at least two points on each of the x,y axes.

Example G2. State the domain and the range.

Example G3. Use the graph to find these special values.

- $\sin(\pi/2) = \underline{\hspace{2cm}}$
- $\sin(\pi) = \underline{\hspace{2cm}}$
- $\sin(3\pi/2) = \underline{\hspace{2cm}}$
- $\sin(2\pi) = \underline{\hspace{2cm}}$

COSINE FUNCTION FACTS

- $\cos(0) = 1$
- Cosine has period 2π .
- Cosine is even: $\cos(-x) = \cos(x)$.

Example H1. Draw at least one cycle of the function.

Label at least two points on each of the x,y axes.

Example H2. State the domain and the range.

Example H3. Use the graph to find these special values.

- $\cos(\pi/2) = \underline{\hspace{2cm}}$
- $\cos(\pi) = \underline{\hspace{2cm}}$
- $\cos(3\pi/2) = \underline{\hspace{2cm}}$
- $\cos(2\pi) = \underline{\hspace{2cm}}$

MORE SPECIAL VALUES

Example I. Hint: Recall that dividing by zero is undefined.

- $\sec(\pi) = \underline{\hspace{2cm}}$
- $\cot(\pi/2) = \underline{\hspace{2cm}}$
- $\csc(3\pi/2) = \underline{\hspace{2cm}}$
- $\cot(2\pi) = \underline{\hspace{2cm}}$

You Should Know ... EXP & LOG FUNCTIONS

Do not memorize without understanding!
Understand first, THEN memorize!

EXPONENTIALS: $y = a^x$

With base $a > 1$

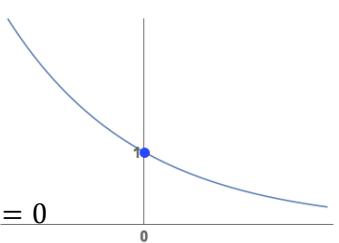
the graph is increasing.

Domain $(-\infty, \infty)$

Range $(0, \infty)$

Horizontal Asymptote: $y = 0$

- Examples: $2^x, e^x, 3^x, \pi^x, 4^x, 5^x$, etc.



With base $0 < a < 1$

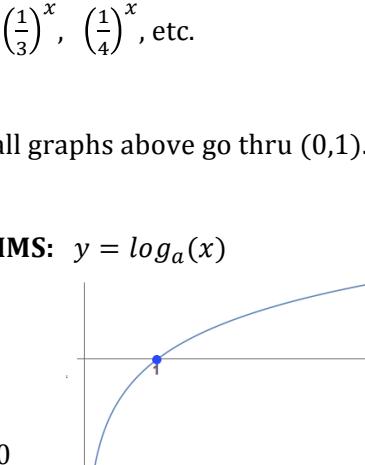
the graph is decreasing.

Domain $(-\infty, \infty)$

Range $(0, \infty)$

Horizontal Asymptote: $y = 0$

- Examples: $\left(\frac{1}{2}\right)^x, \left(\frac{1}{3}\right)^x, \left(\frac{1}{4}\right)^x$, etc.



Additional Facts

- $a^0 = 1$ therefore all graphs above go thru $(0,1)$.

LOGARITHMS: $y = \log_a(x)$

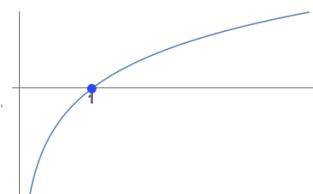
With base $a > 1$

the graph is increasing.

Domain $(0, \infty)$

Range $(-\infty, \infty)$

Vertical Asymptote: $x = 0$



- Examples: $\log_2(x), \log_3(x), \log_\pi(x)$, etc.
- Note: $\ln(x)$ means $\log_e(x)$
- Note: $\log(x)$ means $\log_{10}(x)$.

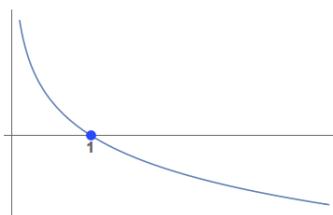
With base $0 < a < 1$

the graph is decreasing.

Domain $(0, \infty)$

Range $(-\infty, \infty)$

Vertical Asymptote: $x = 0$



- Examples: $\log_{1/2}(x), \log_{1/3}(x), \log_{1/\pi}(x)$, etc.

Additional Facts

- $\log_a(1) = 0$ therefore all logs above go thru $(1,0)$.
- $\log_a(a) = 1$
- $\log_a(xy) = \log_a(x) + \log_a(y)$
- $\log_a\left(\frac{x}{y}\right) = \log_a(x) - \log_a(y)$

- $\log_a(x^y) = y \cdot \log_a(x)$

EXP AND LOG ARE INVERSES

Fact: $\log_a(a^x) = x$ (log composed with exp cancels)

Fact: $a^{\log_a(x)} = x$ (exp composed with log cancels)

TRUE OR FALSE

1. $\ln(8+x) = \ln(8) + \ln(x)$ _____
2. $\log_2(8x^{10}) = 10 \cdot \log_2(8x)$ _____
3. $\log_2(8x^{10}) = \log_2(8) + 10 \cdot \log_2(x)$ _____
4. $\log\left(\frac{8-x^3}{y^{10}}\right) = \log(8-x^3) - 10 \cdot \log(y)$ _____
5. $\log_3(3^{y-4}) = y - 4$ _____

EXAMPLES

Example A. Expand using log rules: $\log\left(\frac{7yx^2}{4+y^2}\right) =$

Example B. Condense into a single log expression:
 $y \cdot \log(8) + 10 \cdot \log(x-y) - 3\log(z) =$

Example C. Simplify:

$$2 \cdot \log(10^{3x-5}) + 10 \cdot \ln(e) - 3\log_{1/2}\left(\frac{1}{2^x}\right) =$$

Example D. Draw $y = e^{x+2} + 1$ and $y = \ln(x-3)$ on the same set of axes. Hint1: Remember shift rules.
Hint2: Start by shifting known points / asymptotes.

Complete this sentence:
“This review packet was _____.”

If you answered...	Here is your advice...
VERY DIFFICULT / IMPOSSIBLE	You may have been placed in the wrong class. Speak to the Prof. in office hours, after/before class, or schedule an appointment. See you then!
DIFFICULT BUT DOABLE	Seek tutoring or get help from the Prof. in office hours, after/before class, or schedule an appointment 2-3 times a week . See you then!
HARD BUT GOOD REVIEW	Seek tutoring or get help from the Prof. in office hours, after/before class, or schedule an appointment 1-2 times a week . See you then!
EASY PEASY	Seek tutoring or get help from the Prof. in office hours, after/before class, or schedule an appointment as needed . See you then!
TIME CONSUMING	Yes, this class <i>will be</i> time consuming. You should expect it! Ask questions, be engaged, and enjoy the math!

- Failing student mentality:**
“I am too busy for tutoring.”
“Tutoring is for failing students, not for me.”
“I am worried about how I will look when I ask for help.”
- Succeeding student mentality:**
“Tutoring helps me learn and succeed.”
“Asking questions is the quickest way to clear things up.”
“Talking with peers/tutors/Prof. helps me understand math from different perspectives.”