

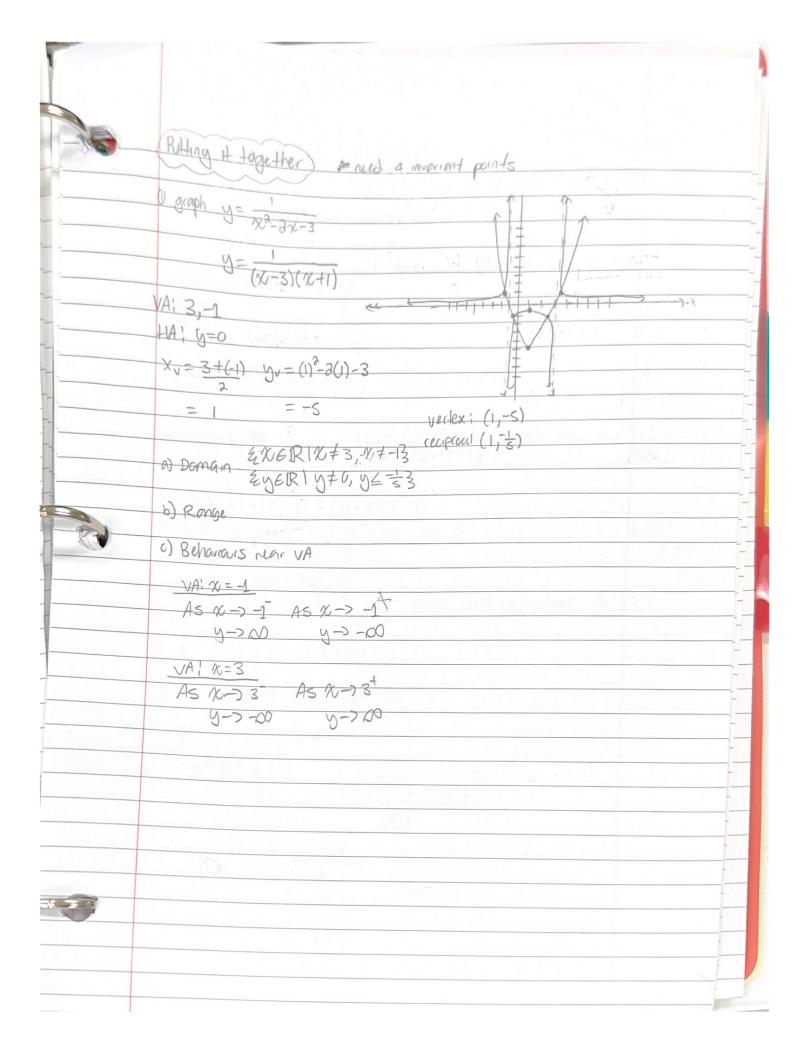
-		
iven He		
		Graphing Rottons
ENG 4U Exam Preparation	3 Graph g(x) = x2 = 6x+5 and denominate 13 x3 = 6x+5 s state a) Domain to Graph 1 will put it into forded form: (x = 5)(x - 1)	DE FOLL
Note: The sharing of ideas duri	to graph & will put it in	a control
act as a sounding board only.	state a) Domain form: $(x-5)(x-1)$	
	b) Range x-Int 15,1	D Reduce Like So Copen circles of
With your table group, use chart p	7X-111-15,1	3 Identify cha
these to the class.	C) Behavious near VA = 5+1 : (Nx = 32-6(3)+5	Didentif, of
	2) Behavious near VA	3 Cha
a) Select one form of artis-	= 3 (2) 4)	
standards you would u:	= 3 (3,-4)	Ca) Pinhole ->
b) When you read your p∈		b) w-interap
c) What standards or exp	1 y=x2-6xts	DI W-Interes
d) Where did these stand		c) y-intercept
	X + X	3-Interces
Read the essay "How Do You Kno	2) (3,3)	d) 1/A-2
nce you have read the essay, dit	N (3) 2)	2)
efinitions/ideas on chart paper.	26445	SHA ->
	20-6045	
a) Look up and define the	-2 12	
connotation; (par. 4) at	-2+ X M	
composition; (par. 9) G	1 2 1 1 N +53	
(par. 12) elusive, imme	vutcx:(3,-4) 4) £x ERIX +1, x +53	
(par. 12) elusive, illille		178
b) What is meant by the te	udpecid:(3, 4) 6) & y & R1 9 > 0, y & 43 on test	
c) What is Mannes' mess.	of Eggs Tion of the contest	
d) What other opinion doc		()
e) To what extent do you	Well will be all re-late in willy from	f) crosses
A STATE OF THE STA	Motel could have put in but's in vertex	
the exam instructions are	Note: Could have put 23-6x+s in vertex form	Set
the examinor determ and		0)
	$1(x^2-6x)+5$ $(\frac{-6}{3})^2=9$ $(x-3)^2-4=0$	91 interve
ions: You are all	(2-0-4)	
publication days, and a	$\frac{1}{(x^2-6x+9-9)+5}$ $\frac{(x-5)^{-9}}{(x-5)^{-9}}$	
provided, write an essay.	$=1(x^2-6x+9-9)+5$ $x-3=\pm 2$	ex; h(x) = 3
judging artistic work, y	, C	11(1) = 3
judging undudo	$=1(x^3-6x+9)-9+5$ $x=3\pm2$	3
	(10.4 (2.41)	3
14-	- (x-3)2-4 2. vertex (3,-4) x = 5 x2=1	F 127
	1 (1/2-5) -4 12+ v=0	HA= 0
The state of the s		0
		CIUSS HA
	12 val x=1	CIUSS HI
	C) VA! X=	
	As N 31 Coalett As X 317 Sam (1911)	
	AS TO I from left AS X-> 1 from right	
	y -> 00 y -> - ND Aside and behaviours	
	as N+N	
	VAI N=5	
	VA W = 5	
	+	
	1 AS N 25-	
	HO W-15 HO N-1	tatecya
	AS N-25 AS N-25 D-200 y-200	
		34
		3%
		2.6
		11.
		Vi(4)

Siches Fills Siches Lieu pot at the feeded Siches Lieu feeder fills Siches Lieu feeders they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks on greph Siches Lieu feeders ! they creek HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu Feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES (RRA creeks Interpretation of greph Siches Lieu feeders ! they creeks HICLES Siche		Graphing Rational Fund	Iron-)	
a) Photo - Sean like facks that were reduced b) 2 miles for the facks that were reduced c) y-interest - Let x = 0 and salve d) va - your dinominate zeroes c) HA - Compare digeres of your numerator and denominate Pagere numerator Degree Dinominator HA at y = 0 HA at y = 0 The fact of your asymin Set the findin = HA and solve g) interest chart v=3 + 2 v=3 + 2 v=3 + 2 v=3 + 2 v=4 - 0 interest - Sean like facks that were reduced b) 2 miles for the x=0 and solve Degree Dinominator would a y=0 HA at y=0 HA at y=0 No HA (volique asymin) 1 miles facks had solve 1 miles facks that were reduced and solve y-10 interest - Sean like facks that were reduced c) y-10 interest - Sean like facks that were		Stratego O Fact	ions)	
a) Pholic -> Gam like facks that were reduced b) 2 - mercapt -> year nurrander zerous c) year squar denormander zerous c) year denormander zerous c) HA -> Compare degrees at year nurrander c) HA -> Compare degrees at year nurrander Degree nurrender -> Degree Denormander HA at y = 0 HA at y = 0 HA at y = 0 The crosses HA? Set the findin = HA and solve g) where containing the contain	monter 15 x 6x + 5 months	2 Poly		
2) Photo Sam like facks that were reduced b) 2 milecapt > year numerator zeros c) year denominator zeros c) year denominator zeros c) HA - scompare degrees at year numerator and denominator c) HA - scompare degrees at year numerator and denominator c) HA - scompare degrees at year numerator and denominator c) HA - scompare degrees at year numerator and denominator d) VA - year denominator c) HA at y = 0 HA at y = 0 HA at y = 0 The numerator Degree Denominator c) HA at y = 0 HA at y = 0 The numerator Degree Denominator c) HA at y = 0 HA at y = 0 The numerator Degree Denominator c) HA at y = 0 HA at y = 0 The numerator Degree Denominator c) HA at y = 0 HA at y = 0 The numerator Degree Denominator c) HA at y = 0 T	caph I will put	(ma like factors.	. Then create HOLES	
2) Photo - Scan like facks that were reduced b) x-microp - year numerator zeros c) y-microp - Let x = 0 and solve d) vA - your dinominator zeros e) HA - Compare digress of your numerator and denomater Place numerator Degree Dinominator +11, x + 53 2 HA at y = 0 +14 at y = 0 +14 at y = 0 1 Crosses HA? Set the findin = HA and solve 9) intend chart x = 5 x = 1 the y = 1 cross HA? 3x - 5 3x + 1 HA y = 1 cross HA? 3x - 5 3x + 1 h behaviors x = 6 not possible x = 7	115)	3) Theolis on grouph		
a) Public - Stam like feeths that were reduced b) X-intercept - year inversation zeroes c) M-intercept - Let x = 0 and solve c) M-intercept - Let x = 0 and solve c) HA -> Compare degrees of your numeration and denominates c) HA -> Compare degrees of your numeration and denominates Place Numerator Degree Dinominates HA at y = 0 HA at y = 10 F) Crosses HA? Set the function = HA and solve 9 Interval deatt 2 - 3 - 3 - 3 - 3 N - 3 - 5 3 - 3 - 3 - 3 N - 5 - 3 - 3 - 3 N - 6 not possible 1 - 0 - 1 - 1 - 1 - 1 - 1 - 1 - 3 - 1 - 3 3 - 3 - 3 3 - 4 - 1 He was a constant.	$v_{11} = 3^2 - 6(3) + 5$	- Characteristic	S	
Discrete of the forces that were reduced Discrete of the three of the solve Discrete of the three of the solve Discrete of the solve HA at y = 0 HA at y = 10 HA at y = 10 The cosses HA? Set the finding = HA and solve Discrete of the solve Discrete of the solve Set the finding = HA and solve Discrete of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve of the solve Discrete of the solve The solve o	2 = -4 vertex 15	(a) Prol 1		12 NM - 12 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Dy-intercept	(3,-4)	War made -> from like for	actors that were reduce	ed
2) $VA \rightarrow y_{VAL} d_{INDMINISTED}$ and denominates and denominates and denominates and denominates are the property of the pro		c) intercept -> your no	meratur zerves	
e) HA \rightarrow compare degrees of your numerator and denominates Pegace numerator Degree Denominator HA at $y = 0$ HA at $y = 1$ The at $y = 1$		1) -Intercept -> Let x	=0 and solve	the state of the s
Degree numerator Degree Dinominator $41, x + 53$ $30, y + \frac{3}{2}$		e) III	oter zuroes	at open more at the second
Regice Numerator Degree Denominator Pla at $y=0$ HA at $y=0$ A and $y=1$ Set the Evidian = HA and Solve Glique asymin Set the Eviden = HA and Solve Glique asymin A set the Evident deat $x=3^{2}=4$ $x=3\pm2$ $x=3\pm2$ $x=3\pm2$ $x=3+1$ $x=5$ $x=1$ $x=5$		SHA -> compare degri	oes of your numerator	and denominater
#1, $x \neq 53$ $\Rightarrow 0$, $y \neq -\frac{1}{3}$ and $y = 0$ $\Rightarrow 0$, $y \neq -\frac{1}{3}$ and $y = 1$ and y		Degree numerator	Demote Diagrama	
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	\$1 X \$53			
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	1-13			111 -1 -10
1) Crosses HA? (oblique asym) Set the function = HA and solve 9) Interval chart ex: $h(x) = 3x - 5$ $x = 3 \pm 2$ $x =$	>0, ys 4 contest		>	HA GT y= LO.
Set the fundion = HA and solve a) interval chart a) interval chart axis = 4 $x = 3 \pm 2$ $x = 3 \pm 2$ $x = 3 \pm 2$ $x = 5$ $x = 5$ $x = 1$ $x = 6$		f) crosses HA?		
3x + 3 = 4 $x = 3 + 2$ $x = 3 + 2$ $x = 3 + 3$ $x = 3 + 4$ $x = 5 + 2 = 1$		Set the function = 111	11 1	(obligue asym)
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	2 4 = 0	9) intend closel	and solve	201 220 1
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	2-1	Chut		
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	2- + 2	ex! h(x) = 3x - 5	A Sear State I A Sear Sear Sear Sear Sear Sear Sear Sear	2012 - 1/0
The second seco	7+2		1 1 2 2 2 7 -	1
Cross HA? $\frac{3\%-5}{3\%+1} = 1$ $\frac{3\%-5}{3\%+1} $	N = 3 = 1		297.36	
Cross HA? $\frac{3\%-5}{3\%+1} = 1$ $\frac{3\%-5}{3\%+1} $	X = 5 7 =	HA = 8 = 1		
3 χ -5 = 3 χ +1 χ + χ =		CIUSS HAT 316-5		
and behaviours $\chi \pm N\theta$ $\chi = \frac{6}{5}$ not possible $\chi $		3×+1		+ -
and behaviours $\chi \pm N\theta$ $\chi = \frac{6}{5}$ not possible $\chi $		3x-5=3x+1		
$\chi + \chi = \frac{6}{9}$ not possible $\chi = \frac{6}{9}$ not possible	nd behaviors			
3×5	11 10	x=6 and 000011	1.	
$\frac{10160001 \cdot (-00, -\frac{1}{3}) \cdot (-\frac{1}{3}, \frac{5}{3}) \cdot (\frac{5}{3}, 0)}{3\% - 1}$	1-30+			
3%-1 - + +		so dols not oxos	S HA	1/ / - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2
3%-1 - + +		Interval (-0) -1)(-1, 5)(5, 00)		
7		34-5		
7		24-1 - 1		V
h(x) $+$ $ +$				
	1	h(x) + - +		

ince you have read the essay, diffinitions/ideas on chart paper. a) Look up and define the connotation; (par. 4) al composition; (par. 9) c (par. 12) elusive, immit by the composition do To what is Mannes' mess (NA) (NA) (NA) (NA) (NA) (NA) (NA) (NA)	Note: The sharing of ideas duri set as a sounding board only. 1. With your table group, use charp $f(x) = \frac{x^2 - 5x^2 - x + 5}{2x^2 - 5x^2 + 6} = \frac{x^2 - 5x^2 - x + 5}{2x^2 - 5x^2 - x + 6} = \frac{x^2 - 5x^2 - x + 5}{2x^2 - 5x^2 - x + 6} = \frac{x^2 - 5x^2 - x + 5}{2x^2 - 5x^2 - x + 6} = \frac{x^2 - 5x^2 - x + 5}{2x^2 - 5x^2 - x + 6} = \frac{x^2 - 5x^2 - x + 5}{2x^2 - 5x^2 - x + 6} = \frac{x^2 - 5x^2 - x + 5}{2x^2 - x + 6} = x^2 - 5x^2 - x + $			
Note: The sharing of ideas duri and as a sounding board only. 1. With your table group, use chart p these to the class. 2. $(N-5)(N-1)$ $(N-5)$ $(N-1)(N-1)$ $(N-5)(N-1)$	Note: The sharing of ideas duri act as a sounding board only. 1. With your table group, use chart p these to the class. ($y + 1/(x-3)(x+1)$) 2. What sharing of ideas duri act as a sounding board only. 2. Why you table group, use chart p these to the class. ($y + 1/(x-3)(x+1)$) 2. Why the your and your p ($x-5)(x-1)(x+1)$) 2. What standards or exp. ($y + 1/(x-3)(x+1)$) 2. $(x-1)(x-1)(x+1)$ 2. $(x-1)(x-1)(x+1)$ 3. Safet one form of arity activities $(x-5)(x+1)$ 2. $(x-1)(x-1)(x+1)$ 3. $(x-1)(x-1)(x+1)$ 4. $(x-1)(x-1)(x+1)$ 5. $(x-1)(x-1)(x+1)$ 6. $(x-1)(x-1)(x+1)$ 7. $(x-1)(x-1)(x+1)$ 7. $(x-1)(x-1)(x+1)$ 8. And the essay, "How Do You Kin Once you have read the essay," of $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)$ and $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)$ and $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)$ and $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)$ and $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)$ and $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)$ and $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)$ and $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 8. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 9. What is meant by the connection; $(x-1)(x-1)(x-1)(x-1)(x-1)$ 9. What is meant by the connection of $(x-1)(x-1)(x-1)(x-1)(x-1)$ 10. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)(x-1)$ 11. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 12. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 13. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 14. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)(x-1)$ 15. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 16. Look up and define the connection; $(x-1)(x-1)(x-1)(x-1)$ 17. Look up a	From He		
1. With your table group, use chart p these to the class. $ \begin{array}{ccccccccccccccccccccccccccccccccccc$	1. With your table group, use chart p these to the class. a) Select one form of arise standards you would u the standards you would u the standards you would u the standards u to expect u the standards u to u the standards u the stand			
1. With your table group, use chart p these to the class. $ \begin{array}{ccccccccccccccccccccccccccccccccccc$	1. With your table group, use chart p these to the class. a) Select one form of artis standards you would use the class standards or exp class standards or exp class to the class of the			
1. With your table group, use chart p these to the class. $ \begin{array}{ccccccccccccccccccccccccccccccccccc$	1. With your table group, use chart p these to the class. a) Select one form of arts standards you would u			
1. With your table group, use chart p these to the class. $ \begin{array}{ccccccccccccccccccccccccccccccccccc$	1. With your table group, use chart p these to the class. a) Select one form of artis standards you would u $= (x-5)(x+1)$ $= (x-5)(x+1$	ENG 4U Exam Preparation	73-523-7	3 22 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
1. With your table group, use chart p these to the class. $ \begin{array}{ccccccccccccccccccccccccccccccccccc$	1. With your table group, use chart p $= (N-5)(N-1) = (N-5)(N-1) = (N-5)(N-1) = a \text{ factors to the class.}$ a) Select one form of artist standards you would u $= (N-5)(N+1) = (N-5)$	Note: The sharing of ideas duri	- xample graph fix = 23 702	7 - 57 - 115
1. With your table group, use chart p these to the class. $ \begin{array}{ccccccccccccccccccccccccccccccccccc$	1. With your table group, use chart p $\frac{(N-5)(N-1)}{(N-3)(N+3)} = \frac{(N-5)(N-1)}{(N-5)(N-1)} = \frac{(N-5)(N-1)}{(N-5)(N-5)} = \frac{(N-5)(N-1)}{(N-5)(N-5)} = \frac{(N-5)(N-5)}{(N-5)(N-5)} = \frac{(N-5)(N-5)}{(N-5)(N-5)} = \frac{(N-5)(N-5)}{(N-5)(N-5)} = \frac{(N-5)(N-5)}{(N-5)(N-5)} = \frac{(N-5)(N-5)}{(N-5)(N-5)} = \frac{(N-5)(N-5)}{(N$	act as a sounding board only.	70 - 872 - 5	= x (x-5)-1(x-5)
These to the class. (2) $\frac{11(x-3)(x+1)}{(x-3)(x+1)} = \frac{(x-5)(x-1)(x+1)}{(x-5)(x+1)}$ (3) Select one form of artis standards you would u	These to the class. (a) Select one form of artis standards you would u b) When you read your pt ($v = v = v = v = v = v = v = v = v = v =$	7. With warr table and a second real	, , , , , , , , , , , , , , , , , , ,	- / /
a) Select one form of arise standards you would use the property of the prope	a) Select one form of arits standards you would u	these to the class.		- (N N/N N/N/N)
standards you would $u = \frac{(W-3)(W+3)}{(W-3)(W+3)} = \frac{1-1-6}{1-1-6} 0$ b) When you read your pc c) What standards or exp d) Where did these stand *Pinhole what $X_i = 1$ Read the essay 'How Do You Kin' noe you have read the essay, di finitions/ideas on chart paper. *Pinhole what $X_i = 1$	standards you would u b) When you read your pc c) What standards or exp d) Where did these stand - Punhole whun $x = 1$ - $(x-5)(x+3)$ - $(x-1)(x^2-x^2-6)$ - $(x-1)(x$		(92-17(X)-3)	(**+2)
When you read your period of the essay of which the essay "How Do You Kin Corollary" of the essay "How Do You Kin Corollary" of the essay of inflicinsishess on chart paper. a) Look up and define the composition; (par. 4) a composition; (par. 4) a composition; (par. 5) c composition; (par. 6) c c c c c c c c c c c c c c c c c c	Submarts you would be by the property of the polynomial of the po		$=(\chi-5)(\chi+1)$	1 1 -1 -6
c) What standards or exp d	c) What standards or exp d			1-1-60
The part of these stands of the sessay through the paper is a composition; (par. 4) a composition; (p	a) Where did these stand. Pinhole with $\chi = 1$ are you have read the essay How Do Vince the population of you have read the essay of the property of the pr			3 (N-D(N2 N-6)
lead the essay "How Do You Kin Do You Kin Timide Will " χ = 1	lead the essay "How Do You Kin Do You Kin Do You What essay, diffinitions/fideas on chart paper. a) Look up and define the connotation; (par. 4) at connotation; (par. 4) at connotation; (par. 4) at connotation; (par. 9) composition; (par. 9	d) Where did these stand:		
The you have read the essay, distributions and the paper of the property of t	The group have read the essay, distributions are season, as a season of the essay, distributions are season of the essay, distribution of the essay	200	Pinhole when x = 1	= (N-1)(N-3)(N+a)
a) Look up and define the connotation; (par. 4) a composition; (par. 9) d (par. 12) elusive, imm b; $(par. 12)$ e	a) Look up and define the connotation; (par. 4) a composition; (par. 4) a composition; (par. 4) a composition; (par. 8) 6 (par. 12) elusive, immulation to the connotation; (par. 9) 6 (par. 12) elusive, immulation to the connotation; (par. 13) 6 \times 4. 1. 2. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.	nce you have med the appear di		1+1) - 4 4
a) Look up and define the connotation; (par. 4) a composition; (par. 9) d (par. 12) elusive, imm b; $y_{-1}n+1 \le y_{-1} = y_{-1}n+1 = = y_{$	a) Look up and define the connotation; [par. 4] a composition; [par. 8] \circ χ -int; \circ , \circ		+(1) = 1	$=\frac{1}{6}=\frac{1}{3}$
composition; (par. 9) (par. 12) elusive, immedia by What is Mannes' mess What the opinion de To what extent do you $\frac{1}{2} + \frac{1}{2} +$	composition; (par. 9) (par. 12) elusive, immedia by the sex ministructions and coroses HA? $(X-S)(X+1) = 1$	The state of the s		
composition; (par. 9) (par. 12) elusive, immedia by What is Mannes' mess What the opinion de To what extent do you $\frac{1}{2} + \frac{1}{2} +$	composition; (par. 9) (par. 12) elusive, immedia by the sex ministructions and coroses HA? $(X-S)(X+1) = 1$		oo pinhole at 11	4)
(par. 12) elusive, imm (par.	(per 12) elusive, imm by What is meant by the Constant of the series what other opinion do To what extent do you $A = A + A + A + A + A + A + A + A + A + $		le N-int' F	
What is meant by the $\frac{1}{1}$	What is meant by the $\frac{1}{2}$ What is Mannes meant by the \frac			Interval: (-0, -2) (-2-1) (-1.3) (35) (500)
What is Mannes' mess What other opinion do To what extent do you $ \begin{array}{cccccccccccccccccccccccccccccccccc$	What is Mannes' mess What other opinion do To what extent do you $ \begin{array}{cccccccccccccccccccccccccccccccccc$		1. N-111 5	
What other opinion do To what extent do you $ x-3 = 1$ $ x-3 = $	What other opinion do To what extent do you $ x-3 = 1$ $ x-3 = $			
To what extent do you $ \begin{array}{ccccccccccccccccccccccccccccccccccc$	To what extent do you $ \begin{array}{ccccccccccccccccccccccccccccccccccc$		NA! X=3, X=-2	241 + + +
exam instructions and • Cross HA? $(xy-5)(xy+1) = 1$ • You are a size of the control of the c	exam instructions and • Cross HA? $(xx-5)(xx+1) = 1$ • You are a size of the control of the c			x-3 + +
exam instructions and $\frac{1}{(N-3)(N+1)} = 1$ $\frac{1}{(N)} + \frac{1}{(N-3)(N+1)} = 1$ $\frac{1}{(N)} + \frac{1}{(N-3)(N+1)} = 1$ $\frac{1}{(N-3)(N+1)} = 1$	exam instructions and $(x,y) = 1$ $(x,y) $		10114. 9=1	
: You are a literation days	: You are a little time of the second secon	exam instructions and	· cross HA? (X-5)(X+1)	
1. You are a place of the property of the pro	1. You are a lication days $\chi^2 - 4\chi - 5 = 1(\chi^2 - \chi - 6) - \text{means above } \chi - \alpha \chi \text{ is ded, write an essating artistic work}$ $-3\chi = -1$ $\chi = 1/3$ $1 = \frac{3}{3}$ $1 = \frac{3}{3}$	A series A series and	(N. 2)(N+2)	$f(\alpha) + - + - +$
ded, write an essating artistic work	ded, write an essating artistic work	: You are a		- Cario la la come deserva a la come de la c
ing artistic work. $ -3 \% = -1 $ $ \% = \frac{1}{3} $	ing artistic work. $ \begin{array}{cccccccccccccccccccccccccccccccccc$		x2-4x-5	
-3 % = -1 $// = 1/3$	-3 % = -1 $% = 1/3$ $% = 1/3$			(-X-6) - means below X-cixis
$r_{\chi} = l/3$	x = 1/3	ing artistic work	-3 % = -1	
			1x - 1/3	
		400		
				1
				I I I I I I I I I I I I I I I I I I I
				/1 //
			3	1 3 4 7
				-1-6-10
			(A) (A) (A) (A) (A)	
				1/1/3/5
				IV IV
		/		V
		1		
		#		

Unit 3

RATIONAL PUNCTIONS Strategy! @ Factor fully ets it would be of underlined @ Reduce tike factors... they creak HOLES, open circles on graph 3) Identify important characteristics to graph a) Pinhale -) from reduced like factors b) x-intercept -> your numerator zeroes E) y-int -> let x=0 and solve described anomalor is d) VA -> your denomnator zeroes 1 1855 than a smercher e) HA -> compore degrees of numerator and denominator Degree numerator Degree denomnator HA ort O no HA (or oblique) f) check if function crosses HA, set function = to HA and solve g) Interval chart, use intervals to graph Sleps -Pinhale Lycrossis? -X+10+ - W-IN+ - interval chart - and behaviours, sust sub in large value and see of it approaches HA from about or below



Evan He	
Will rik.	
ENG 4U Exam Preparation	
Note: To a series of	$P(x) = \frac{f(x)}{g(x)}$ where $f(x) = -3(x^3 - 2x^3 - 3x)$ and $g(x) = x^3 - 2 x + 20$
Note: The sharing of ideas duri act as a sounding board only.	(x) (x)
	JUN = 2 - 2/2/ +20
With your table group, use chart p	
these to the class.	List the key features and graph P(x)
a) Select one form of artis	in divine the
standards you would ut	The state of the s
b) When you read your pe	
c) What standards or expe-	
d) Where did these stand?	
the essay "How Do You Kno	
you have read the essay, di-	
ons/ideas on chart paper. I	
a) Look up and define the	
connotation; (par. 4) at	
composition; (par. 9) G (par. 12) elusive, immu-	
What is meant by the t	
What is Mannes' mess	
/hat other opinion dot-	Control of the second of the control
what extent do you	
-	
am instructions and	
and decidents differ	
You are allowed to	
tion days, and a	
, write an essal	
artistic work, y	
	A CAN SHE
1-	

1	Solving RATIONAL Expressions
	3 collegy; O Factor Fully 3 Multiply each term by the LCD 3 solve
	Examples: solve-exact values $ \frac{0}{x+4} + \frac{x^2-3}{x^2+2x-3} = \frac{x-3}{x-1} $
	$\frac{x+4}{x+3} + \frac{x^2-3}{(x-1)(x+3)} = \frac{x-3}{x-1} = \frac{x-3}{(x-1)(x+3)} = \frac{(x-1)(x+3)}{(x+3)} = \frac{(x-1)(x+3)}{(x+$
	$\frac{(\chi-1)(\chi+4)+(\chi^2-3)=(\chi+3)(\chi-3)}{\chi^2+4\chi-\chi-4+\chi^2-3=\chi^2+3\chi-3\chi-9}$ if $\chi=R$
	(x+a)(x+1)=0 $(x+a)(x+1)=0$ $(x+a$
	$2 x - \frac{x}{x+1} = 2 LCD = N+1$ $(x+1)(x) - (x+1)\left(\frac{x}{x+1}\right) = (x+1)(2)$ $x^2 + x - x = 2x + 2$
	$\frac{\chi^{3}-3\chi-2=0}{\chi^{2}-(-2)^{\frac{1}{2}}\sqrt{(-2)^{3}-4(1)(-2)}}$
	$= \frac{2 \pm \sqrt{3}}{2}$ $= 2 \pm 2\sqrt{3}$
	$= 1 \pm \sqrt{3} \qquad \text{restriction} = 20 \pm \sqrt{1}$

(46+5) - VA+ (7x-1) (N-3) ·· NE(-5,-1) U(=,3) f(x) interval (-00,-1) (-1,3).(3,7). (7,00) f(x) 1. NE (-1,3) UE 7,00) 20 20

Evan He		
	you try!	(Solvage B
ENG 4U Exam Preparation	0 0	Solving Ro
LIVE 45	2 2	Stral
Note: The sharing of ideas duri act as a sounding board only.	$\frac{1}{x-4} + \frac{1}{x-2} = \frac{1}{x^2-6x+8}$	Froternia se
With your table group, use chart pi	$1 \chi = 2 (\alpha - 2)(\alpha - 4)$	(3)
these to the class.	x-4 x-2 (x-2)x-4)	0
a) Select one form of artist		
standards you would us b) When you read your per	(N-3)(N-4)(\overline{\pi_4}) + (N-3)(N-4) (\overline{\pi_2}) = (N-3)(N-4) \overline{\pi_2}	Examples ' So
c) What standards or expe .	(10-2)(12-4) (12-4) (12-4) (12-4) (12-2) (12-2) (12-4)	(1) m2
d) Where did these standa	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	W + 64
Do You Know	$x-2+x^2-4x=2$	26-79
Read the essay "How Do You Knoy. Once you have read the essay, dis	$\chi^2 - 3\chi - \lambda = 2$	
lefinitions/ideas on chart paper. B	12-3x-4=0	(x+s)(x
d de Fee the	$(\chi-4)(\chi+1)=0$ (estaction 4, 2	(Ant. 1)1
a) Look up and define the connotation; (par. 4) ab	12	(30-1)6
composition; (par. 9) G	once N 7 4	
(par. 12) elusive, immul		-5 -1
b) What is meant by the te	$\mathcal{X} = 1$	6
c) What is Mannes' mess: d) What other opinion doe	~ W74 X72	2 x+3
e) To what extent do you :		x+1
Angle and the second of the se	N=-1, N=4 E 00 N=-1	x+3
v the exam instructions and	$\mathcal{N}=-1$, $\mathcal{N}=4$ \mathcal{E} 6, $\mathcal{N}=-1$	1/41
and the first first first free and the second		211
tions: You are allowed to		Comple
t publication days, and a provided, write an essay.		(12+3)(1
r judging artistic work. y		
,,==,,==		
The second secon		
		76

	The contract of the contract o	
		H
	6 / P	
	The same of the sa	
		-1111
		1-1

16	(Solving Rational Inequalities)
	Strateon: 0 set inequality to zero a combine to write as one term a factor fully a interval chart & be careful with & and Z and the VA!
	Examples! Solve algebraically interval $(-9075)(-5,-1)(-1,\frac{1}{3})(\frac{1}{2},3)(3,00)$ $0.\frac{x^2+6x+5}{2x^2-7x+3}<0$ (x+1) $-$ + + + + + + + + + + + + + + + + + + +
	$\frac{(x+s)(x+1)}{(2x-1)(x-3)} < 0 \qquad (x-3) = + + + + + + + + + + + + + + + +$
	$\frac{-s-1}{x+3} = \frac{x-2}{x-3}$ $\frac{2}{x+1} = \frac{x-2}{x-3}$ $\frac{x+3}{x+1} = \frac{x-2}{x-3}$ $\frac{x+3}{x+3} = \frac{x-2}{x-3}$
762	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	$\frac{x^{3}-9-(x^{2}-x-2)}{(x+1)(x-3)} \geq 0$ $\frac{x^{3}-9-(x^{2}-x-2)}{(x+1)(x-3)} \geq 0$ $\frac{x^{3}-9-(x^{2}-x-2)}{(x+1)(x-3)} \geq 0$