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Mimarlar İçin Matematik



Mathematics for Architects

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MATH117 Mathematics for Architects

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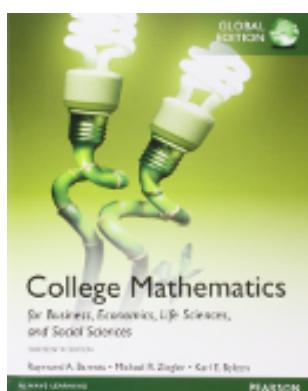
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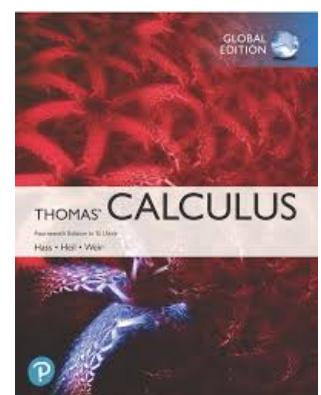
<http://users.okan.edu.tr/sezgin.sezer/>

Suggested further reading:



Raymond A. Barnett, Michael R. Ziegler and Karl E. Byleen,
College Mathematics for Business, Economics, Life Sciences, and Social Sciences,
Pearson. ISBN: 978-1-292-05766-8

George B. Thomas Jr., Maurice D. Weir and Joel Hass,
Thomas' Calculus,
Pearson. ISBN: 978-1-292-25322-0



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Part I

Introduction

Sets

Küme

Definition. A set is a collection of objects, specified in such a way that we can tell whether any given object is or is not in the collection.

Example 1.1. For example

$$A = \{1, 2, 3, 4, 5\}, \\ B = \{\text{apple, banana, cherry}\}$$

and

$$C = \{n, e, i, l\}$$

are sets.

Definition. The symbol \in means “is in the set”.

Example 1.2.

$$\text{banana} \in B$$

and

$$\text{date} \notin B$$

Definition. Each object in a set is called an *element* of the set.

Definition. A set without any elements is called the *empty set* and is denoted by \emptyset .

Definition. The symbol $|$ means “such that”.

Example 1.3.

$$\{x \mid x \text{ is a weekend day}\} = \{\text{Saturday, Sunday}\} \\ \{x \mid x^2 = 4\} = \{-2, 2\}$$

$$\{\text{all the people who are } > 5\text{m tall}\} = \emptyset.$$

Definition. If every element of a set A is also in a set B , then we say that A is a *subset* of B , and we write $A \subseteq B$.

Example 1.4.

$$\{1, 2, 3\} \subseteq \{1, 2, 3, 4\}, \\ \{\text{banana}\} \subseteq \{\text{apple, banana, cherry}\}, \\ \{\text{Neil, Sezgin}\} \subseteq \{\text{Neil, Sezgin}\}.$$

Tanım. A set is a collection of objects, specified in such a way that we can tell whether any given object is or is not in the collection.

Örnek 1.1. For example

$$A = \{1, 2, 3, 4, 5\}, \\ B = \{\text{elma, muz, kiraz}\}$$

and

$$C = \{s, e, z, g, i, n\}$$

are sets.

Tanım. The symbol \in means “is in the set”.

Örnek 1.2.

$$\text{muz} \in B$$

and

$$\text{hurma} \notin B$$

Tanım. Each object in a set is called an *element* of the set.

Tanım. A set without any elements is called the *empty set* and is denoted by \emptyset .

Tanım. The symbol $|$ means “such that”.

Örnek 1.3.

$$\{x \mid x \text{ is a weekend day}\} = \{\text{Cumatesi, Pazar}\} \\ \{x \mid x^2 = 4\} = \{-2, 2\} \\ \{\text{all the people who are } > 5\text{m tall}\} = \emptyset.$$

Tanım. If every element of a set A is also in a set B , then we say that A is a *subset* of B , and we write $A \subseteq B$.

Örnek 1.4.

$$\{1, 2, 3\} \subseteq \{1, 2, 3, 4\}, \\ \{\text{muz}\} \subseteq \{\text{elma, muz, kiraz}\}, \\ \{\text{Neil, Sezgin}\} \subseteq \{\text{Neil, Sezgin}\}.$$



$$A \cup B$$



$$A \cap B$$



$$A^c$$

Union and Intersection

Definition. The *universal set* is the set of all elements under consideration. We call this set U .

Definition. Suppose that A and B are subsets of U .

(i). The *union* of A and B is

$$A \cup B = \{e \in U \mid e \in A \text{ or } e \in B\}.$$

(ii). The *intersection* of A and B is

$$A \cap B = \{e \in U \mid e \in A \text{ and } e \in B\}.$$

Example 1.5.

$$\{a, b, c\} \cup \{b, c, d\} = \{a, b, c, d\}$$

$$\{a, b, c\} \cap \{b, c, d\} = \{b, c\}$$

Complements

Definition. The *complement* of a subset A of U is

$$A^c = \{e \in U \mid e \notin A\}.$$

Example 1.6. If U is the set $\{1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$ and $A = \{1, 3, 5, 7, 9\}$, then

$$A^c = \{2, 4, 6, 8, 10\}.$$

Birleşim Kümesi ve Kesişim Kümesi

Tanım. The *universal set* is the set of all elements under consideration. We call this set U .

Tanım. Suppose that A and B are subsets of U .

(i). The *union* of A and B is

$$A \cup B = \{e \in U \mid e \in A \text{ or } e \in B\}.$$

(ii). The *intersection* of A and B is

$$A \cap B = \{e \in U \mid e \in A \text{ and } e \in B\}.$$

Örnek 1.5.

$$\{a, b, c\} \cup \{b, c, d\} = \{a, b, c, d\}$$

$$\{a, b, c\} \cap \{b, c, d\} = \{b, c\}$$

Complements

Tanım. The *complement* of a subset A of U is

$$A^c = \{e \in U \mid e \notin A\}.$$

Örnek 1.6. If U is the set $\{1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$ and $A = \{1, 3, 5, 7, 9\}$, then

$$A^c = \{2, 4, 6, 8, 10\}.$$

Symbolic Logic

Sembolik Mantık

Definition. A *proposition* is a statement which is either *true* or *false* (but not both).

Example 2.1.

- “Grass is green” (true)
- “ $2+5=5$ ” (false)
- “My name is Neil” (true)

are propositions, but

- “Close the door”
- “Is it cold today?”
- “I”

are not propositions.

Notation. The symbol for *or* (veya) is \vee .

Example 2.2. If P is the proposition “It is snowing today” and Q is the proposition “It is raining today”, then $P \vee Q$ is the proposition “It is snowing or raining today”.

Example 2.3. If $M = (x \in A)$ and $N = (x \in B)$, then $M \vee N = (x \in A \cup B)$

Truth Table 2.1. (T = true, F = false)

P	Q	$P \vee Q$
T	T	T
T	F	T
F	T	T
F	F	F

Notation. The symbol for *and* (ve) is \wedge .

Example 2.4. If $P = \text{“I am hungry”}$ and $Q = \text{“I am sleepy”}$, then $P \wedge Q = \text{“I am hungry and sleepy”}$.

Example 2.5. If $M = (x \in A)$ and $N = (x \in B)$, then $M \wedge N = (x \in A \cap B)$

Truth Table 2.2.

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

Tanım. *Doğru* yada *yanlış* bir hüküm bildiren ifadeye *önerme* denir.

Örnek 2.1.

- “Çim yeşildir” (doğru)
- “ $2+5=5$ ” (yanlış)
- “Benim adım Asuman” (doğru)

hükümleri birer önermedir. Fakat

- “Kapıyı kapat”
- “Bugün soğuk mu?”
- “I”

cümleleri bir hüküm belirtmediğinden önerme olarak kabul edilmezler.

Tanım. Doğruluğu ispat edilemeyen veya doğruluğu ispatına gerek duyulmayan ancak doğruluğu kabul edilen önermelere *aksiyom* denir.

Tanım. Doğruluğu ispatlanabilen önermelere *teorem* denir.

Tanım. İki yada daha fazla önermeyi *ve*, *veya(yada)*, *ise*, *ancak ve ancak* gibi bağlaçlarla birleştirerek veya bir önermenin sonuna *değil* ekleneler elde edilen önermelere *bileşik önerme* denir.

Notasyon. *veya* bağlacı \vee ile sembolize edilir.

Örnek 2.2. Eğer “Bu gün hava karlı” önermesini P ile “Bu gün hava yağmurlu” önermesini Q ile gösterecek olursak, $P \vee Q$ bileşik önermesi “Bu gün hava karlı yada(veya) yağmurlu” olarak ifade edilir.

Örnek 2.3. Eğer $M = (x \in A)$ ve $N = (x \in B)$ ise $M \vee N = (x \in A \cup B)$ dir.

Doğruluk Tablosu 2.1. (D = doğru, Y = yanlış)

P	Q	$P \vee Q$
D	D	D
D	Y	D
Y	D	D
Y	Y	Y

Notation. The symbol for *not* (değil) is \neg .

Example 2.6. If P = “Sizin hocanız kahve seviyor”, then $\neg P$ = “Sizin hocanız kahve sevmiyor”.

Example 2.7. If $M = (x \geq 7)$, then $\neg M = (x < 7)$

Truth Table 2.3.

P	$\neg P$
T	F
F	T

Notation. The symbol for *if and only if* (iff/ancak ve ancak) is \iff .

Truth Table 2.4.

P	Q	$P \iff Q$
T	T	T
T	F	F
F	T	F
F	F	T

Notation. The symbol for *implies* (ise) is \implies .

Example 2.8. Let P = “I am in London” and Q = “I am in the UK.” Then $P \implies Q$.

Truth Table 2.5.

P	Q	$P \implies Q$
T	T	T
T	F	F
F	T	T
F	F	T

Remark. We must only write “ $P \implies Q$ ” if both P and Q are propositions. I don’t want to see nonsense like

$$\int_0^1 3x^2 \, dx = [x^3]_0^1 \implies 1$$

in your work. Yes, “ $\int_0^1 3x^2 \, dx = [x^3]_0^1$ ” is a proposition. In fact, it is a *true* proposition. But “1” is not a proposition.

If you mean “=”, then write “=”.

Remark. If P and Q are propositions, then $(P \vee Q)$, $(P \wedge Q)$, $(\neg P)$, $(P \implies Q)$ and $(P \iff Q)$ are also propositions.

Definition. The *converse* (zit) of $(P \implies Q)$ is $(Q \implies P)$.

Definition. The *contapositive* (devrik) of $(P \implies Q)$ is $(\neg Q \implies \neg P)$.

Example 2.9.

P = “It is raining”

Q = “I get wet”

$(P \implies Q)$ = “If it is raining, then I get wet”

converse: $(Q \implies P)$ = “If I get wet, then it is raining”

contrapositive: $(\neg Q \implies \neg P)$ = “If I do not get wet, then it is not raining”

Notasyon. *ve* bağlacı \wedge ile sembolize edilir.

Örnek 2.4. Eğer “Ben açım” önermesini P ile “Uykum var” önermesini Q ile gösterecek olursak, $P \wedge Q$ bileşik önermesi “Ben açım ve uykum var” olarak ifade edilir.

Örnek 2.5. Eğer $M = (x \in A)$ ve $N = (x \in B)$ ise $M \wedge N = (x \in A \cap B)$ dir.

Doğruluk Tablosu 2.2.

P	Q	$P \wedge Q$
D	D	D
D	Y	Y
Y	D	Y
Y	Y	Y

Notasyon. *Değil* bağlacı \sim veya \neg ile sembolize edilir.

Örnek 2.6. If P = “Sizin hocamız kahve seviyor”, then $\sim P$ = “Sizin hocanız kahve sevmiyor”.

Örnek 2.7. If $M = (x \geq 7)$, then $\sim M = (x < 7)$

Doğruluk Tablosu 2.3.

P	$\sim P$
D	Y
Y	D

Notasyon. Ancak ve ancak bağlacı \iff ile sembolize edilir.

Doğruluk Tablosu 2.4.

P	Q	$P \iff Q$
D	D	D
D	Y	Y
Y	D	Y
Y	Y	D

Notasyon. *İse* bağlacı \implies ile sembolize edilir.

Örnek 2.8. P = “Londradayım.” Q = “Birleşik Krallıktayım.” $P \implies Q$.

Doğruluk Tablosu 2.5.

P	Q	$P \implies Q$
D	D	D
D	Y	Y
Y	D	D
Y	Y	D

Not. Eğer P ve Q birer önerme ise $P \implies Q$ de bir önermedir.

$$\int_0^1 3x^2 \, dx = [x^3]_0^1 \implies 1$$

gösterimi mantıksal olarak yanlıştır. “ $\int_0^1 3x^2 \, dx = [x^3]_0^1$ ” ifadesi bir önermedir. Fakat “1” bir önerme değildir.

İse bağlacının sol tarafında “=” ile inşa edilen bir önerme var ise, sağ tarafında da bir önerme olmalıdır.

Not. Eğer P ve Q birer önerme ise, $(P \vee Q)$, $(P \wedge Q)$, $(\neg P)$, $(P \implies Q)$ ve $(P \iff Q)$ ifadeleri de birer önermedir.

The 22 Identities.

The 22 Identities

1. $(P \vee P) = P$
2. $(P \wedge P) = P$
3. $(P \vee Q) = (Q \vee P)$
4. $(P \wedge Q) = (Q \wedge P)$
5. $((P \vee Q) \vee R) = (P \vee (Q \vee R))$
6. $((P \wedge Q) \wedge R) = (P \wedge (Q \wedge R))$

7. $\neg(P \vee Q) = (\neg P \wedge \neg Q)$
8. $\neg(P \wedge Q) = (\neg P \vee \neg Q)$
9. $(P \wedge (Q \vee R)) = ((P \wedge Q) \vee (P \wedge R))$
10. $(P \vee (Q \wedge R)) = ((P \vee Q) \wedge (P \vee R))$
11. $(P \vee \text{true}) = \text{true}$
12. $(P \wedge \text{false}) = \text{false}$
13. $(P \vee \text{false}) = P$
14. $(P \wedge \text{true}) = P$
15. $(P \vee \neg P) = \text{true}$
16. $(P \wedge \neg P) = \text{false}$
17. $\neg(\neg P) = P$
18. $(P \Rightarrow Q) = (\neg P \vee Q)$
19. $(P \Leftrightarrow Q) = ((P \Rightarrow Q) \wedge (Q \Rightarrow P))$
20. $((P \wedge Q) \Rightarrow R) = (P \Rightarrow (Q \Rightarrow R))$
21. $((P \Rightarrow Q) \wedge (P \Rightarrow \neg Q)) = \neg P$
22. $(P \Rightarrow Q) = (\neg Q \Rightarrow \neg P)$

Proof of Identity 18.

P	Q	$P \Rightarrow Q$	$\neg P$	Q	$\neg P \vee Q$
T	T	T	F	T	T
T	F	F	F	F	F
F	T	T	T	T	T
F	F	T	T	F	T

Note that the 3rd and 6th columns are the same:

$$T, F, T, T.$$

Therefore $(P \Rightarrow Q) = (\neg P \vee Q)$.

Proof of Identity 22.

P	Q	$P \Rightarrow Q$	$\neg Q$	$\neg P$	$\neg Q \Rightarrow \neg P$
T	T	T	F	F	T
T	F	F	T	F	F
F	T	T	F	T	T
F	F	T	T	T	T

Therefore $(P \Rightarrow Q) = (\neg Q \Rightarrow \neg P)$.

Tanım. $(P \Rightarrow Q)$ önermesinin **zitti** ($Q \Rightarrow P$) dir.

Tanım. $(P \Rightarrow Q)$ önermesinin **devriği** ($\sim Q \Rightarrow \sim P$) dir.

Örnek 2.9.

P = "Hava yağmurlu"

Q = "ben islandim."

$(P \Rightarrow Q)$ = "Eğer hava yağmurlu **ise** ben islandim."

zitti: $(Q \Rightarrow P)$ = "Eğer ben islandmış **isem** hava yağmurludur."

devriği: $(\sim Q \Rightarrow \sim P)$ = "Eğer ben islandmamış **isem** hava yağmurlu degildir."

The 22 Identities.

The 22 Identities

1. $(P \vee P) = P$
2. $(P \wedge P) = P$
3. $(P \vee Q) = (Q \vee P)$
4. $(P \wedge Q) = (Q \wedge P)$
5. $((P \vee Q) \vee R) = (P \vee (Q \vee R))$
6. $((P \wedge Q) \wedge R) = (P \wedge (Q \wedge R))$
7. $\neg(P \vee Q) = (\neg P \wedge \neg Q)$
8. $\neg(P \wedge Q) = (\neg P \vee \neg Q)$
9. $(P \wedge (Q \vee R)) = ((P \wedge Q) \vee (P \wedge R))$
10. $(P \vee (Q \wedge R)) = ((P \vee Q) \wedge (P \vee R))$
11. $(P \vee \text{true}) = \text{true}$
12. $(P \wedge \text{false}) = \text{false}$
13. $(P \vee \text{false}) = P$
14. $(P \wedge \text{true}) = P$
15. $(P \vee \neg P) = \text{true}$
16. $(P \wedge \neg P) = \text{false}$
17. $\neg(\neg P) = P$
18. $(P \Rightarrow Q) = (\neg P \vee Q)$
19. $(P \Leftrightarrow Q) = ((P \Rightarrow Q) \wedge (Q \Rightarrow P))$
20. $((P \wedge Q) \Rightarrow R) = (P \Rightarrow (Q \Rightarrow R))$
21. $((P \Rightarrow Q) \wedge (P \Rightarrow \neg Q)) = \neg P$
22. $(P \Rightarrow Q) = (\neg Q \Rightarrow \neg P)$

Proof of Identity 18.

□	P	Q	$P \Rightarrow Q$	$\neg P$	Q	$\neg P \vee Q$
D	D	D	D	Y	D	D
D	Y	Y	Y	Y	Y	Y
Y	D	D	D	D	D	D
Y	Y	D	D	Y	D	D

Note that the 3rd and 6th columns are the same:

$$T, F, T, T.$$

- Therefore $(P \Rightarrow Q) = (\neg P \vee Q)$. □

Example 2.10. Prove that $\neg(P \implies Q) = (P \wedge \neg Q)$

solution:

$$\neg(P \implies Q) \stackrel{18}{=} \neg(\neg P \vee Q) \stackrel{7}{=} (\neg\neg P \wedge \neg Q) \stackrel{17}{=} (P \wedge \neg Q).$$

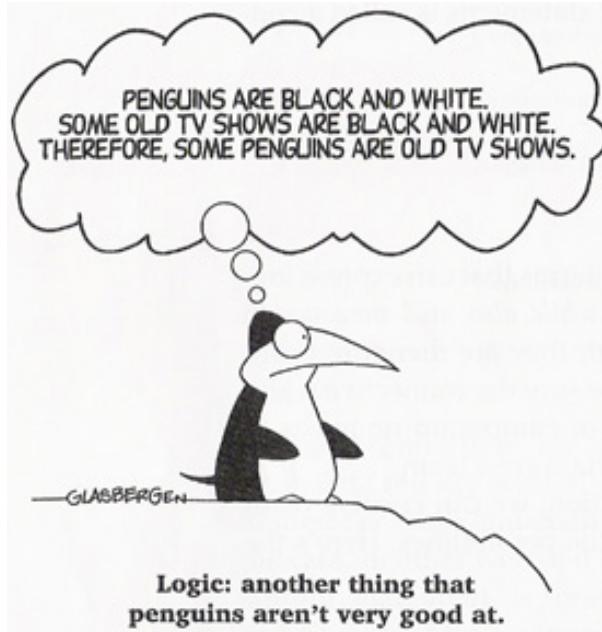
Example 2.11. Prove that $(P \vee (P \wedge Q)) = P$

solution:

$$\begin{aligned} (P \vee (P \wedge Q)) &\stackrel{14}{=} ((P \wedge \text{true}) \vee (P \wedge Q)) \stackrel{9}{=} (P \wedge (\text{true} \vee Q)) \\ &\stackrel{3}{=} (P \wedge (Q \vee \text{true})) \stackrel{11}{=} (P \wedge \text{true}) \stackrel{14}{=} P. \end{aligned}$$

Notation. The symbol for *for all* (her) is \forall .

Notation. The symbol for *there exists* (vardır) is \exists .



Problems

Problem 2.1 (Truth Tables). Use truth tables to prove the following

- (a). Identity 5 : $((P \vee Q) \vee R) = (P \vee (Q \vee R))$
- (b). Identity 6 : $((P \wedge Q) \wedge R) = (P \wedge (Q \wedge R))$
- (c). Identity 7 : $\neg(P \vee Q) = (\neg P \wedge \neg Q)$
- (d). Identity 8 : $\neg(P \wedge Q) = (\neg P \vee \neg Q)$
- (e). Identity 9 : $(P \wedge (Q \vee R)) = ((P \wedge Q) \vee (P \wedge R))$
- (f). Identity 10 : $(P \vee (Q \wedge R)) = ((P \vee Q) \wedge (P \vee R))$
- (g). Identity 15 : $(P \vee \neg P) = \text{true}$
- (h). Identity 16 : $(P \wedge \neg P) = \text{false}$
- (i). Identity 21 : $((P \implies Q) \wedge (P \implies \neg Q)) = \neg P$

Proof of Identity 22.

P	Q	$P \implies Q$	$\neg Q$	$\neg P$	$\neg Q \implies \neg P$
D	D	D	Y	Y	D
D	Y	Y	T	Y	Y
Y	D	D	Y	D	D
Y	Y	D	D	D	D

Therefore $(P \implies Q) = (\neg Q \implies \neg P)$. □

Notasyon. The symbol for *for all* (her) is \forall .

Notasyon. The symbol for *there exists* (vardır) is \exists .

Sorular

Soru 2.1 (Truth Tables). Use truth tables to prove the following

- (a). Identity 5 : $((P \vee Q) \vee R) = (P \vee (Q \vee R))$
- (b). Identity 6 : $((P \wedge Q) \wedge R) = (P \wedge (Q \wedge R))$
- (c). Identity 7 : $\neg(P \vee Q) = (\neg P \wedge \neg Q)$
- (d). Identity 8 : $\neg(P \wedge Q) = (\neg P \vee \neg Q)$
- (e). Identity 9 : $(P \wedge (Q \vee R)) = ((P \wedge Q) \vee (P \wedge R))$
- (f). Identity 10 : $(P \vee (Q \wedge R)) = ((P \vee Q) \wedge (P \vee R))$
- (g). Identity 15 : $(P \vee \neg P) = \text{true}$
- (h). Identity 16 : $(P \wedge \neg P) = \text{false}$
- (i). Identity 21 : $((P \implies Q) \wedge (P \implies \neg Q)) = \neg P$

Numbers Sayılar

The Natural Numbers

The set

$$\mathbb{N} = \{1, 2, 3, 4, 5, 6, \dots\}$$

is called the set of **natural numbers**. These are the first numbers that children learn. For example

- $2 \in \mathbb{N}$ means “2 is a natural number”
- $7 \in \mathbb{N}$ means “7 is a natural number”
- $\frac{1}{2} \notin \mathbb{N}$ means “ $\frac{1}{2}$ is **not** a natural number”
- $0 \notin \mathbb{N}$ means “0 is **not** a natural number”
- $-5 \notin \mathbb{N}$ means “-5 is **not** a natural number”

In the natural numbers, we can do “+” and “×”

$$2 + 7 = 9 \in \mathbb{N}, \quad 2 \times 7 = 14 \in \mathbb{N}.$$

However we can not do “-” because

$$2 - 7 \notin \mathbb{N}.$$

So we invent new numbers!

The Integers

The set

$$\mathbb{Z} = \{\dots, -4, -3, -2, -1, 0, 1, 2, 3, 4, \dots\}$$

is called the set of **integers**. We use a \mathbb{Z} for the German word ‘zahlen’ (numbers). In \mathbb{Z} , we can do “+”, “-” and “×” but we can not do “÷”. For example $3 \in \mathbb{Z}$, $4 \in \mathbb{Z}$, $-5 \in \mathbb{Z}$ and

$$3 + 4 \in \mathbb{Z}, \quad 3 - 4 \in \mathbb{Z}, \quad 3 \times 4 \in \mathbb{Z}, \quad 3 \div 4 \notin \mathbb{Z},$$

$$3 + (-5) \in \mathbb{Z}, \quad 3 - (-5) \in \mathbb{Z}, \quad 3 \times (-5) \in \mathbb{Z}, \quad 3 \div (-5) \notin \mathbb{Z}.$$

So we invent new numbers!

Doğal sayılar

$$\mathbb{N} = \{1, 2, 3, 4, 5, 6, \dots\}$$

kümesi **doğal sayılar** kümesi olarak adlandırılır. Bunlar çocukluğumuzda ilk öğrenilen sayılardır. Örneğin,

- $2 \in \mathbb{N}$ demek “2 bir doğal sayıdır”
- $7 \in \mathbb{N}$ anlamı “7 bir doğal sayıdır”
- $\frac{1}{2} \notin \mathbb{N}$ anlamı “ $\frac{1}{2}$ bir doğal sayı **değildir**”
- $0 \notin \mathbb{N}$ anlamı “0 bir doğal sayı **değildir**”
- $-5 \notin \mathbb{N}$ anlamı “-5 bir doğal sayı **değildir**”

Doğal sayılarla “+” ve “×” işlemlerini yaparız.

$$2 + 7 = 9 \in \mathbb{N}, \quad 2 \times 7 = 14 \in \mathbb{N}.$$

Ne yazık ki “-” işlemini yapamayı, çünkü, örneğin

$$2 - 7 \notin \mathbb{N}.$$

dir.

Bu yüzden yeni sayılar keşfederiz!

Tam sayılar

$$\mathbb{Z} = \{\dots, -4, -3, -2, -1, 0, 1, 2, 3, 4, \dots\}$$

kümeye **tam sayılar** denir. Bunu Almanca ‘zahlen’ (sayilar) kelimesinden \mathbb{Z} ile gösteririz. \mathbb{Z} içerisinde, “+”, “-” ve “×” yapabiliriz ama “÷” yapamayız. Örneğin $3 \in \mathbb{Z}$, $4 \in \mathbb{Z}$, $-5 \in \mathbb{Z}$ ve

$$3 + 4 \in \mathbb{Z}, \quad 3 - 4 \in \mathbb{Z}, \quad 3 \times 4 \in \mathbb{Z}, \quad 3 \div 4 \notin \mathbb{Z},$$

$$3 + (-5) \in \mathbb{Z}, \quad 3 - (-5) \in \mathbb{Z}, \quad 3 \times (-5) \in \mathbb{Z}, \quad 3 \div (-5) \notin \mathbb{Z}.$$

Dolayısıyla yeni sayılar keşfederiz!

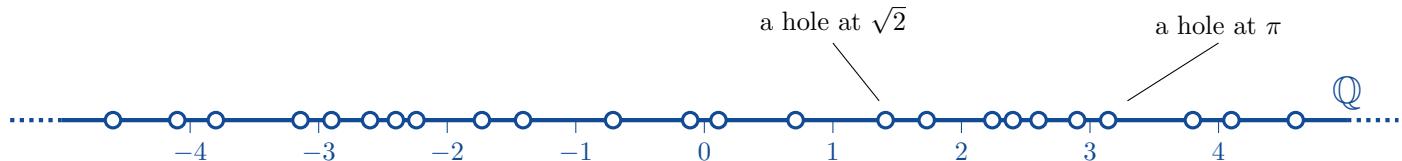


Figure 3.1: The Rational Numbers
Şekil 3.1: Rasyonel Sayılar

The Rational Numbers

The set

$$\mathbb{Q} = \{\text{all fractions}\} = \left\{ \frac{a}{b} \mid a, b \in \mathbb{Z} \text{ and } b \neq 0 \right\}$$

is called the set of *rational numbers*. We use a \mathbb{Q} for the word ‘quotient’. For example

$0 = \frac{0}{1} \in \mathbb{Q}$	$\frac{100}{13} \in \mathbb{Q}$
$1 = \frac{1}{1} \in \mathbb{Q}$	$\sqrt{2} \notin \mathbb{Q}$
$\frac{3}{4} \in \mathbb{Q}$	$-4 = \frac{8}{-2} \in \mathbb{Q}$
$\pi \notin \mathbb{Q}$	$0.12345 = \frac{12345}{100000} \in \mathbb{Q}$.

In \mathbb{Q} we can do “+”, “−”, “×” and “÷(by a number $\neq 0$)”.

Are we happy now?

No!

Why?

Because if we draw all the rational numbers in a line, then the line has lots of holes in it – see figure 3.1. In fact, \mathbb{Q} has ∞ many holes in it.

So we invent new numbers!

The Real Numbers

The set

$$\mathbb{R} = \{\text{all numbers which can be written as a decimal}\}$$

is called the set of *real numbers*. For example

$0 = 0.0 \in \mathbb{R}$	$\frac{100}{13} = 7.692307\dots \in \mathbb{R}$
$\frac{23}{99} = 0.232323\dots \in \mathbb{R}$	$\sqrt{2} = 1.414213\dots \in \mathbb{R}$
$\frac{3}{4} = 0.75 \in \mathbb{R}$	$\frac{123}{999} = 0.123123\dots \in \mathbb{R}$
$\pi = 3.141592\dots \in \mathbb{R}$	$\frac{12345}{100000} = 0.12345 \in \mathbb{R}$.

The real numbers are complete – this means that if we draw all the real numbers in a line, then there are no holes in the line. See figure 3.2 on page 11.

Rasyonel Sayılar

$$\mathbb{Q} = \{\text{tüm kesirler}\} = \left\{ \frac{a}{b} \mid a, b \in \mathbb{Z} \text{ ve } b \neq 0 \right\}$$

kümese *rasyonel sayılar* denir. Bunu \mathbb{Q} ile gösteririz. Örneğin

$0 = \frac{0}{1} \in \mathbb{Q}$	$\frac{100}{13} \in \mathbb{Q}$
$1 = \frac{1}{1} \in \mathbb{Q}$	$\sqrt{2} \notin \mathbb{Q}$
$\frac{3}{4} \in \mathbb{Q}$	$-4 = \frac{8}{-2} \in \mathbb{Q}$
$\pi \notin \mathbb{Q}$	$0.12345 = \frac{12345}{100000} \in \mathbb{Q}$.

\mathbb{Q} daki sayılarla “+”, “−”, “×” ve ($\neq 0$ sayılarla) “÷ yapabiliriz”.

Simdi oldu mu?

Hayır!

Neden?

Çünkü rasyonel sayıları bir sayı doğrusu üzerinde gösterirsek, o zaman – şekil 3.1 deki gibi bir sürü rasyonel olmayan sayının karşılık geldiği nokta buluruz. Aslında, \mathbb{Q} da ∞ sayıda delik bulmak mümkündür.

Böylece hala yeni sayılara ihtiyacımız var!

Reel Sayılar

$$\mathbb{R} = \{\text{ondalık olarak yazılabilen sayılar}\}$$

kümese *reel sayılar* kümesi denir. Örneğin

$0 = 0.0 \in \mathbb{R}$	$\frac{100}{13} = 7.692307\dots \in \mathbb{R}$
$\frac{23}{99} = 0.232323\dots \in \mathbb{R}$	$\sqrt{2} = 1.414213\dots \in \mathbb{R}$
$\frac{3}{4} = 0.75 \in \mathbb{R}$	$\frac{123}{999} = 0.123123\dots \in \mathbb{R}$
$\pi = 3.141592\dots \in \mathbb{R}$	$\frac{12345}{100000} = 0.12345 \in \mathbb{R}$.

Reel sayılar tamdır – yani bütün reel sayıları sayı eksende gösterecek olursak, eksen üzerinde reel sayı karşılık gelmeyen nokta kalmadığını görürüz. Sayfa 11 şekil 3.2 inceleyiniz.

Simdi tamam mı?

Simdi tamam mı? Evet!



Figure 3.2: The Real Numbers
Şekil 3.2: Reel Sayılar

Are we happy now?

Are we happy now?

Are we happy now? Yes!

4 Aralık

Intervals

Intervals

Definition. A subset of \mathbb{R} is called an *interval* if

- (i). it contains atleast 2 numbers; and
- (ii). it doesn't have any holes in it.

Example 4.1. The set $\{x \mid x \text{ is a real number and } x > 6\}$ is an interval.



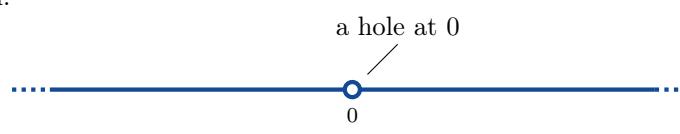
Because 6 is not in this set, we use **○** at 6.

Example 4.2. The set of all real numbers x such that $-2 \leq x \leq 5$ is an interval.



Because -2 and 5 are in this set, we use **●** at -2 and 5 .

Example 4.3. The set $\{x \mid x \in \mathbb{R} \text{ and } x \neq 0\}$ is not an interval.



A finite interval is

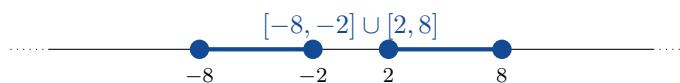
- **closed** if it contains both its endpoints;
- **half-open** if it contains one of its endpoints;
- **open** if it does not contain its endpoints;

as shown in table 4.1 on page 13. An infinite interval is

- **closed** if it contains a finite endpoint;
- **open** if it is not closed.

There is one exception to this rule: The whole real line is called both open and closed. See table 4.2 on page 13.

We can combine two (or more) intervals with the notation \cup . For example, $[-8, -2] \cup [2, 8]$ is called the *union* of $[-8, -2]$ and $[2, 8]$ and is shown below.

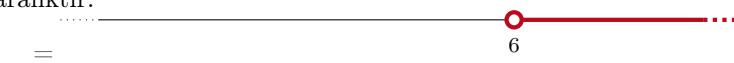


Intervals

\mathbb{R} nin şu iki özelliğini sağlayan bir altkümesine **aralık** denir

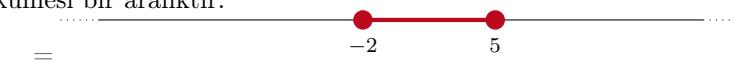
- (i). en az 2 sayı içeriyorsa; ve
- (ii). içerisinde hiç boşluk yoksa.

Örnek 4.1. The set $\{x \mid x \text{ reel sayı ve } x > 6\}$ kümesi bir aralıktır.



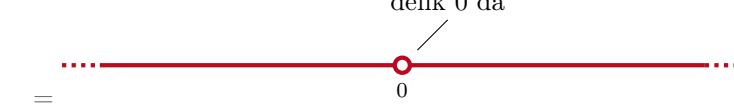
6 bu kümede olmadığından, 6 noktasında **○** olarak gösteririz.

Örnek 4.2. $-2 \leq x \leq 5$ olacak şekilde tüm x reel sayılarının kümesi bir aralıktır.



-2 ve 5 bu kümede yer aldıklarından, -2 ve 5 noktalarında **●** kullanırız.

Örnek 4.3. $\{x \mid x \in \mathbb{R} \text{ ve } x \neq 0\}$ kümesi bir aralık değildir. delik 0 da



Bir sonlu aralık

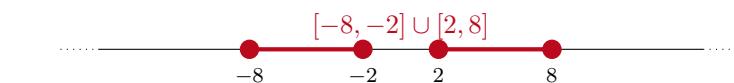
- üç noktalarının her ikisini de içeriyorsa **kapalı**;
- üç noktalarının birisini içeriyorsa **yarı-açık**;
- üç noktalarının hiçbirini içermiyorsa, **açık** olarak adlandırılır.

13 daki tablo 4.1 gösterilmektedir. Bir sonsuz aralık

- bir sonlu üç noktasını içeriyorsa **kapalı**;
- kapalı değilse de **açık** adını alır.

Bu kuralın bir istisnası vardır: Tüm reel sayı doğrusu hem açık hem kapalıdır. Bakınız sayfa 13 tablo 4.2.

İki (veya daha fazla) aralığı, \cup notasyonu ile birlestirebiliriz. Örneğin $[-8, -2] \cup [2, 8]$ 'a $[-8, -2]$ ve $[2, 8]$ in **birleşimi** denir ve aşağıdaki şekilde gösterilmiştir.



Notation Notasyon	Set Açıklama	Type Tip	Picture Resim
(a, b)	$\{x a < x < b\}$	open / açık	
$[a, b]$	$\{x a \leq x \leq b\}$	closed / kapalı	
$[a, b)$	$\{x a \leq x < b\}$	half open / yarı-açık	
$(a, b]$	$\{x a < x \leq b\}$	half open / yarı-açık	

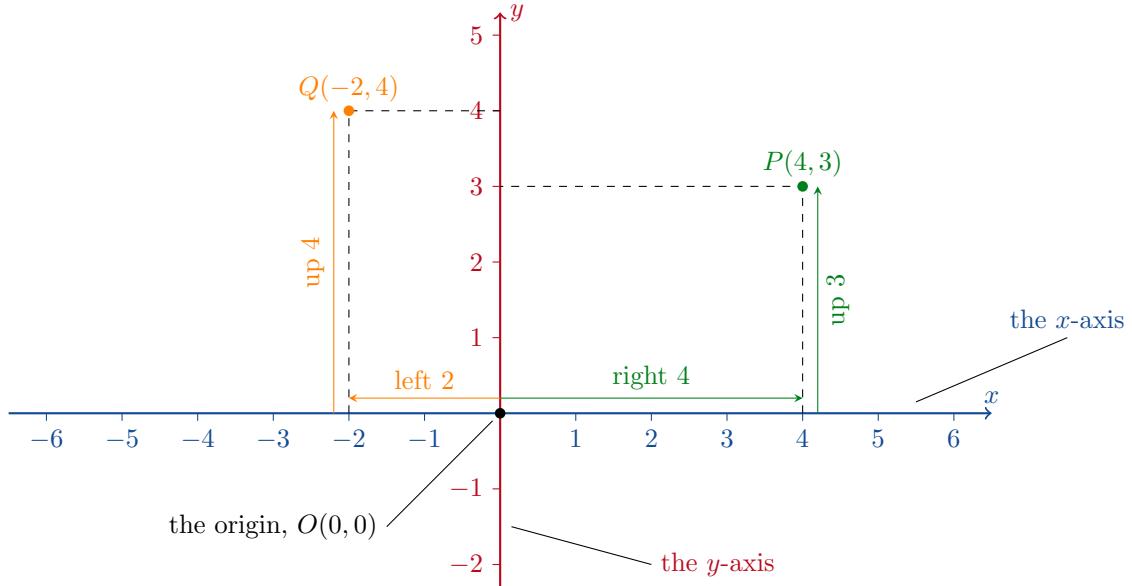
Table 4.1: Types of Finite Interval
Tablo 4.1: Sonlu Aralık Çeşitleri

Notation Notasyon	Set Açıklama	Type Tip	Picture Resim
(a, ∞)	$\{x a < x\}$	open / açık	
$[a, \infty)$	$\{x a \leq x\}$	closed / kapalı	
$(-\infty, b)$	$\{x x < b\}$	open / açık	
$(-\infty, b]$	$\{x x \leq b\}$	closed / kapalı	
$(-\infty, \infty)$	\mathbb{R}	both open and closed hem açık hem kapalı	

Table 4.2: Types of Infinite Interval
Tablo 4.2: Sonsuz Aralık Çeşitleri

5

Cartesian Coordinates Kartezyen Koordinatlar



Definition. The set

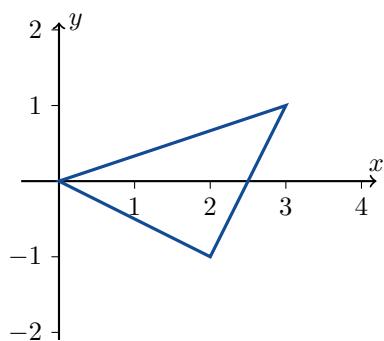
$$\{(x, y) | x, y \in \mathbb{R}\}$$

is denoted by \mathbb{R}^2 .

Definition. The point $O(0, 0)$ is called the *origin*.

Example 5.1. Let $A(2, -1)$ and $B(3, 1)$ be points in \mathbb{R}^2 . Draw the triangle OAB .

solution:



Tanım.

$$\{(x, y) | x, y \in \mathbb{R}\}$$

kümесини \mathbb{R}^2 иle gösteririz.

Tanım. $O(0, 0)$ noktası *orijin* olarak adlandırılır.

Örnek 5.2. $A(1, 2)$ ve $B(4, -2)$, \mathbb{R}^2 de noktalar olsun. OAB üçgenini çiziniz.

çözüm:



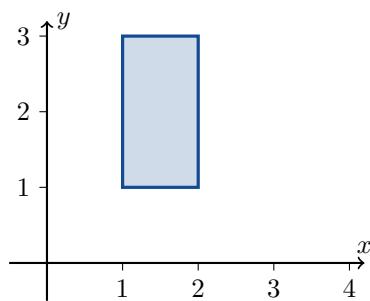
Example 5.3. Draw the region of points which satisfy $1 \leq x \leq 3$.

solution:



Example 5.5. Draw the region of points which satisfy $1 \leq x \leq 2$ and $1 \leq y \leq 3$.

solution:



Distance in \mathbb{R}^2 .

Definition. The *distance* between $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$ is

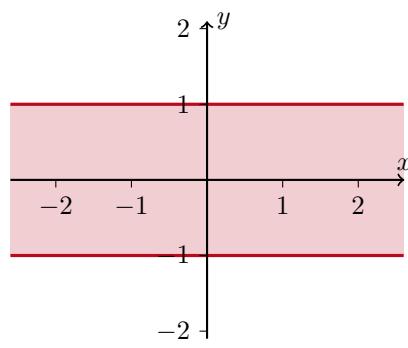
$$\|P_1P_2\| = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}.$$

Example 5.7. The distance between $A(1, 3)$ and $B(4, -1)$ is

$$\|AB\| = \sqrt{(4 - 1)^2 + (-1 - 3)^2} = \sqrt{3^2 + (-4)^2} = \sqrt{25} = 5.$$

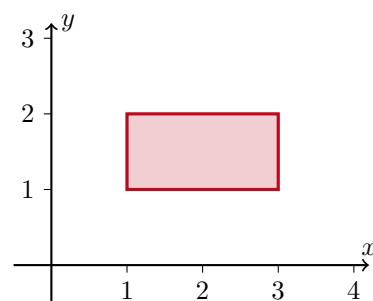
Örnek 5.4. $-1 \leq y \leq 1$ koşulunu sağlayan bölgeyi çiziniz.

çözüm:



Örnek 5.6. $1 \leq x \leq 3$ ve $1 \leq y \leq 2$ eşitsizliklerinin sağladığı bölgeyi çiziniz.

çözüm:



\mathbb{R}^2 'de Uzaklık

Tanım. $P_1(x_1, y_1)$ ve $P_2(x_2, y_2)$ arasındaki *uzaklık*

$$\|P_1P_2\| = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}.$$

Örnek 5.7. $A(1, 3)$ ve $B(4, -1)$ arasındaki uzaklık

$$\|AB\| = \sqrt{(4 - 1)^2 + (-1 - 3)^2} = \sqrt{3^2 + (-4)^2} = \sqrt{25} = 5.$$

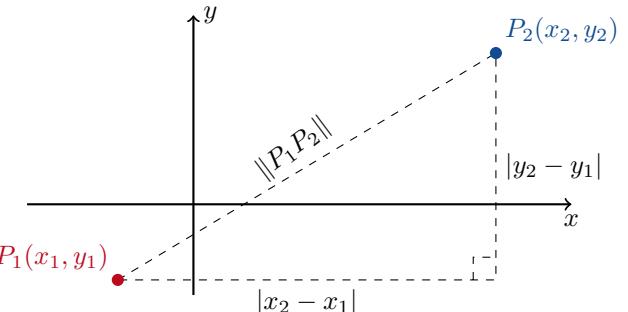


Figure 5.1: The distance between P_1 and P_2 is easy to calculate using Pythagoras.

Şekil 5.1: P_1 ve P_2 arasındaki uzaklık Pisagor bağıntısı kullanılarak kolayca elde edilebilir.

Problems

Problem 5.1. Draw the regions of points in \mathbb{R}^2 which satisfy each of the following rules:

- (a). $-1 \leq x \leq 2$,
- (b). $-2 \leq x \leq 0$ and $0 \leq y \leq 2$,
- (c). $-1 \leq y \leq 1$ and $-1 \leq x \leq 1$,
- (d). $3 \leq y \leq 3$,

Problem 5.2. Let $A(1,1)$, $B(4,2)$ and $C(3,3)$ be points in \mathbb{R}^2 . Which of the following three numbers is largest?

- (i). $\|AB\|$,
- (ii). $\|BC\|$,
- (iii). $\|CA\|$.

Sorular

Soru 5.1. Draw the regions of points in \mathbb{R}^2 which satisfy each of the following rules:

- (e). $1 \leq x \leq 3$ and $y = 1$,
- (f). $x = 4$ and $y \geq 0$,
- (g). $-2 \leq x \leq 1$ and $y \leq 0$,
- (h). $0 \leq x \leq 1$ and $0 \leq y \leq 1$.

Soru 5.2. Let $A(1,1)$, $B(4,2)$ and $C(3,3)$ be points in \mathbb{R}^2 . Which of the following three numbers is largest?

- (i). $\|AB\|$,
- (ii). $\|BC\|$,
- (iii). $\|CA\|$.

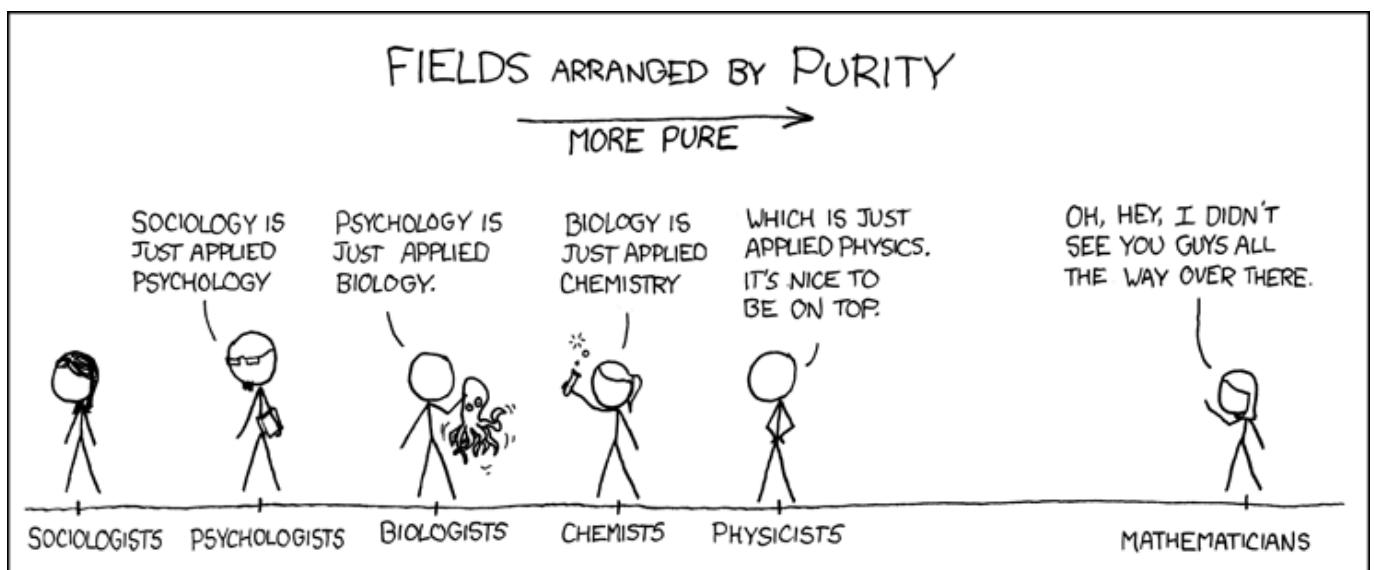
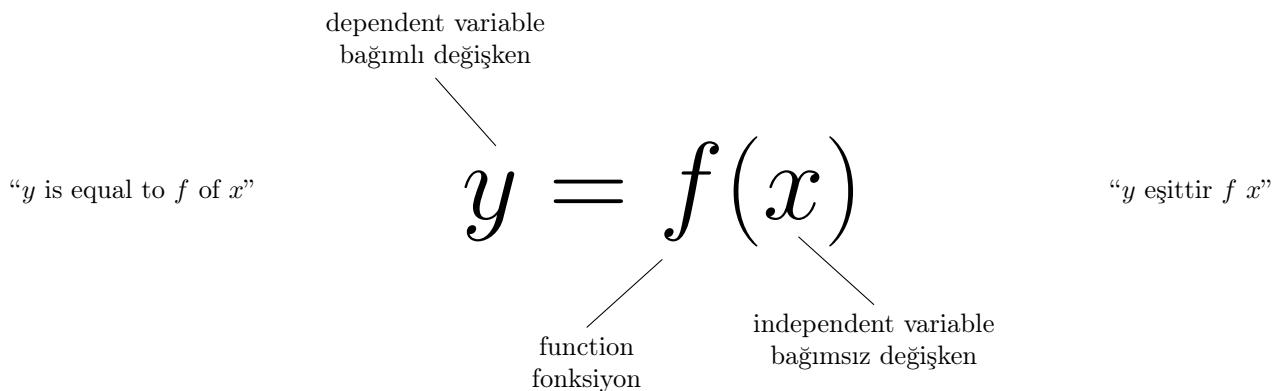


Figure 5.2: A web comic from <https://xkcd.com/435/>.

Şekil 5.2: <https://xkcd.com/435/> adresinden alınan bir web çizgi romanı.

Functions

Fonksiyonlar



Definition. A *function* from a set D to a set Y is a rule that assigns a unique element of Y to each element of D .

Definition. The set D of all possible values of x is called the *domain* of f .

Definition. The set Y is called the *target* of f .

Definition. The set of all possible values of $f(x)$ is called the *range* of f .

If f is a function with domain D and target Y , we can write

$$f : D \rightarrow Y$$

/ \

 domain target

Example 6.1. $f : \mathbb{R} \rightarrow \mathbb{R}$, $f(x) = x^2$.

Example 6.2. $f : (-\infty, \infty) \rightarrow [0, \infty)$, $f(x) = x^2$.

Tanım. D ve Y boş olmayan iki küme olmak üzere D nin her bir elemanını Y nin sadece bir elemanına eşleyen kurala *fonksiyon* denir.

Tanım. D kümesine f nin *tanım kümesi* denir.

Tanım. Y kümesine f nin *değer kümesi* denir.

Tanım. Bütün mümkün $f(x)$ değerlerinin kümesine f nin *görüntü kümesi* denir.

Eğer f tanım kümesi D ve değer kümesi Y olan bir fonksiyon ise, bunu şöyle gösteririz

$$f : D \rightarrow Y$$

/ \

 tanım kümesi değer kümesi

Örnek 6.1. $f : \mathbb{R} \rightarrow \mathbb{R}$, $f(x) = x^2$.

Örnek 6.2. $f : (-\infty, \infty) \rightarrow [0, \infty)$, $f(x) = x^2$.

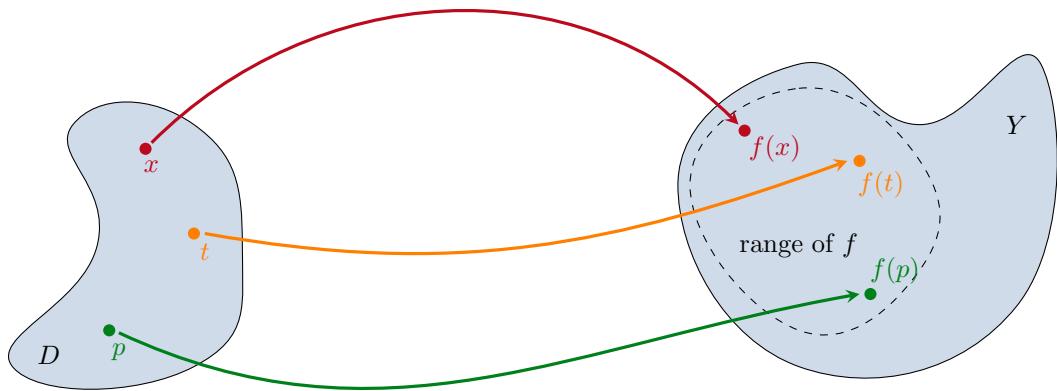


Figure 6.1: A function $f : D \rightarrow Y$.
Şekil 6.1: $f : D \rightarrow Y$ Bir Fonksiyon.

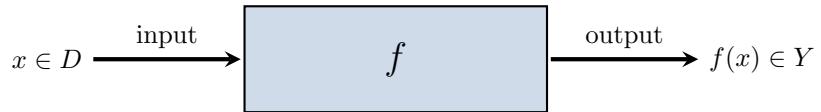


Figure 6.2: A function $f : D \rightarrow Y$.
Şekil 6.2: $f : D \rightarrow Y$ Bir Fonksiyon.

function fonksiyon	domain (x) tanım kümesi (x)	range (y) görüntü kümesi (y)
$y = x^2$	$(-\infty, \infty)$	$[0, \infty)$
$y = \frac{1}{x}$	$\{x \mid x \in \mathbb{R}, x \neq 0\}$	$\{x \mid x \in \mathbb{R}, x \neq 0\}$
$y = \sqrt{x}$	$[0, \infty)$	$[0, \infty)$
$y = \sqrt{4 - x}$	$(-\infty, 4]$	$[0, \infty)$
$y = \sqrt{1 - x^2}$	$[-1, 1]$	$[0, 1]$
$y = x^2$	$[1, 2]$	$[1, 4]$
$y = x^2$	$[2, \infty)$	$[4, \infty)$
$y = x^2$	$(-\infty, -2]$	$[4, \infty)$
$y = 1 + x^2$	$[1, 3)$	$[2, 10)$
$y = 1 - \sqrt{x}$	$[0, \infty)$	$(-\infty, 1]$

Table 6.1: Domains and ranges of some functions.
Tablo 6.1: Bazi fonksiyonların tanım ve görüntü kümeleri.

Graphs of Functions

Graphs of Functions

Definition. The *graph* of f is the set containing all the points (x, y) which satisfy $y = f(x)$.

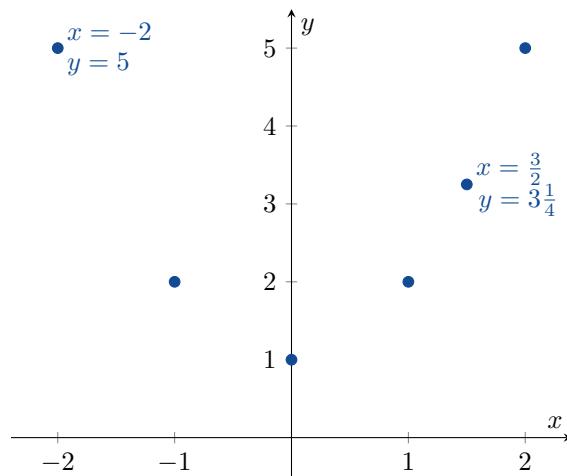
Example 6.3. Graph the function $y = 1 + x^2$ over the interval $[-2, 2]$.

solution:

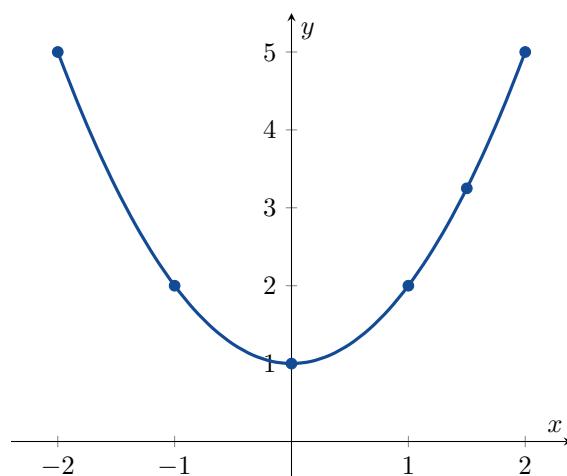
STEP 1. Make a table of (x, y) points which satisfy $y = 1 + x^2$.

x	y
-2	5
-1	2
0	1
1	2
$\frac{3}{2}$	$\frac{13}{4} = 3\frac{1}{4}$
2	5

STEP 2. Plot these points.



STEP 3. Draw a smooth curve through these points.



Fonksiyonların Grafikleri

Fonksiyonların Grafikleri

Tanım. $y = f(x)$ eşitliğini sağlayan (x, y) noktalarının kümesine f nin *grafiği* denir.

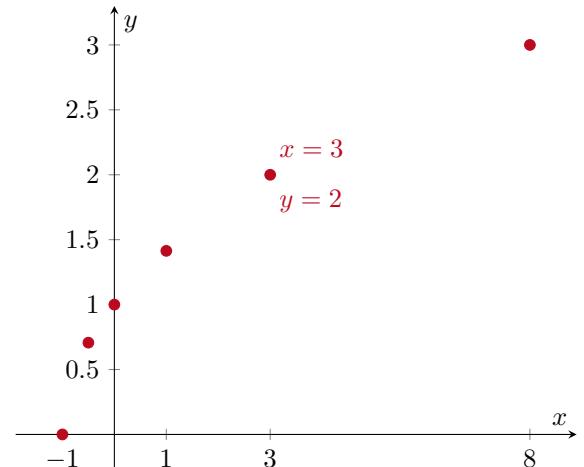
Örnek 6.4. $y = \sqrt{1+x}$ fonksiyonunun $[-1, 8]$ aralığındaki grafiğini çiziniz.

çözüm:

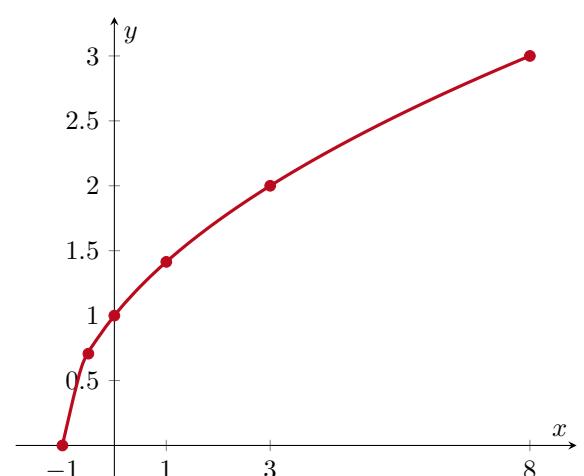
ADIM 1. $y = \sqrt{1+x}$ eşitliğini sağlayan (x, y) noktalarının bir tablosunu yapın.

x	y
-1	0
$-\frac{1}{2}$	≈ 0.707
0	1
1	≈ 1.414
3	2
8	3

ADIM 2. Bu noktaları koordinat sisteminde gösterin.



ADIM 3. Bu noktalardan geçen pürüzsüz bir eğri çiziniz.



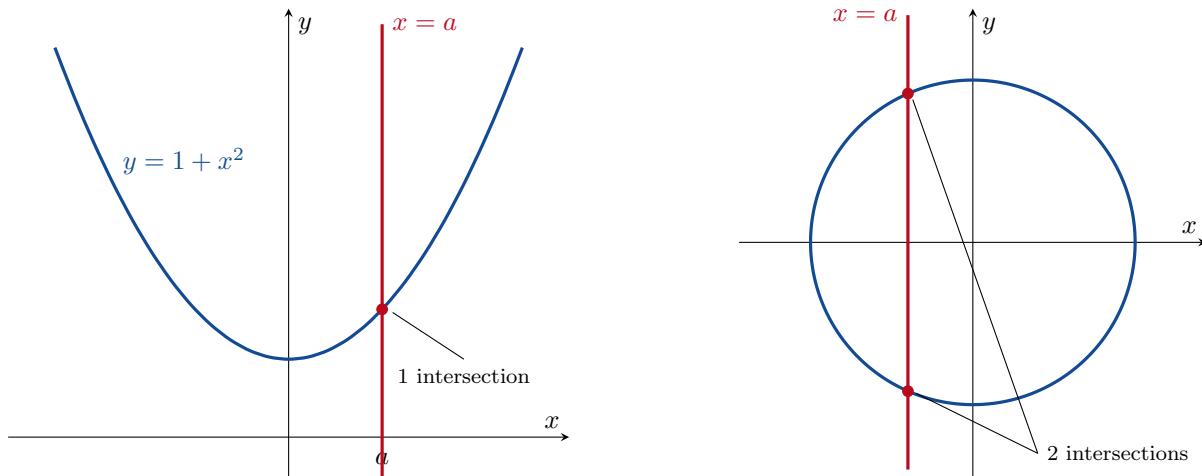


Figure 6.3: The Vertical Line Test.

Şekil 6.3: Dikey Doğru Testi

The Vertical Line Test

Not every curve that you draw is a graph of a function.

A function can have only one value $f(x)$ for each $x \in D$. This means that a vertical line can intersect the graph of a function at most once.

See figure 6.3. A circle can not be the graph of a function because some vertical lines intersect the circle at two points.

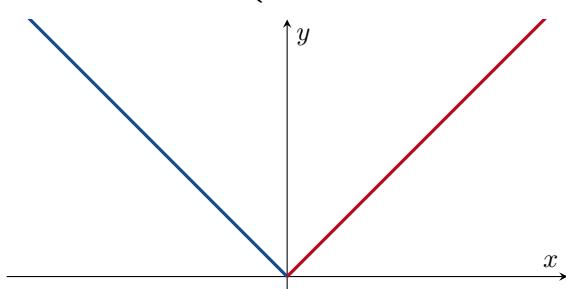
If $a \in D$, then the vertical line $x = a$ will intersect the graph of $f : D \rightarrow Y$ only at the point $(a, f(a))$.

Piecewise-Defined Functions

Piecewise-Defined Functions

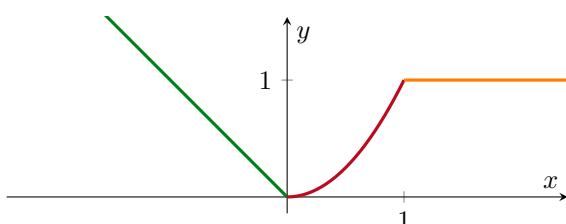
Example 6.5.

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



Example 6.6.

$$f(x) = \begin{cases} -x & x < 0 \\ x^2 & 0 \leq x \leq 1 \\ 1 & x > 1 \end{cases}$$



Düsey Doğru Testi

Cizdiginiz her eğri bir fonksiyonun grafiği değildir. Bir fonksiyon her $x \in D$ için yalnızca bir tane $f(x)$ değerine sahip olabilir. Bu, düşey her doğrunun, bir fonksiyonunun grafiğini en fazla bir kez kesebileceği anlamına gelir.

Bakınız şekil 6.3. Bir çember, bir fonksiyonun grafiği olamaz; çünkü bazı düşey doğrular çemberi iki noktada keser.

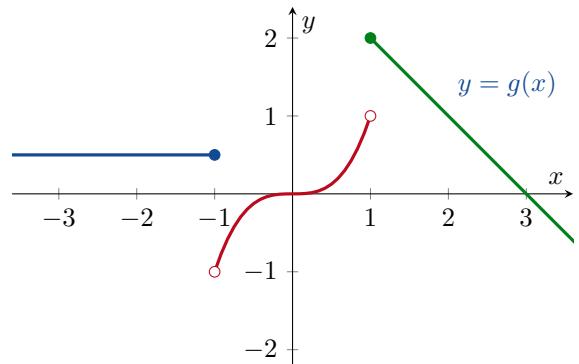
$a \in D$ ise, $x = a$ düşey doğrusu $f : D \rightarrow Y$ 'nin grafiğini $(a, f(a))$ noktasında kesecektir.

Parçalı Tanımlı Fonksiyonlar

Parçalı Tanımlı Fonksiyonlar

Örnek 6.7.

$$g(x) = \begin{cases} \frac{1}{2} & x \leq -1 \\ x^3 & -1 < x < 1 \\ 3 - x & x \geq 1 \end{cases}$$



Increasing and Decreasing Functions

Increasing and Decreasing Functions

Definition. Let I be an interval. Let $f : I \rightarrow \mathbb{R}$ be a function.

(i). f is called **increasing on I** if

$$f(x_1) < f(x_2)$$

for all $x_1, x_2 \in I$ which satisfy $x_1 < x_2$;

(ii). f is called **decreasing on I** if

$$f(x_1) > f(x_2)$$

for all $x_1, x_2 \in I$ which satisfy $x_1 < x_2$.

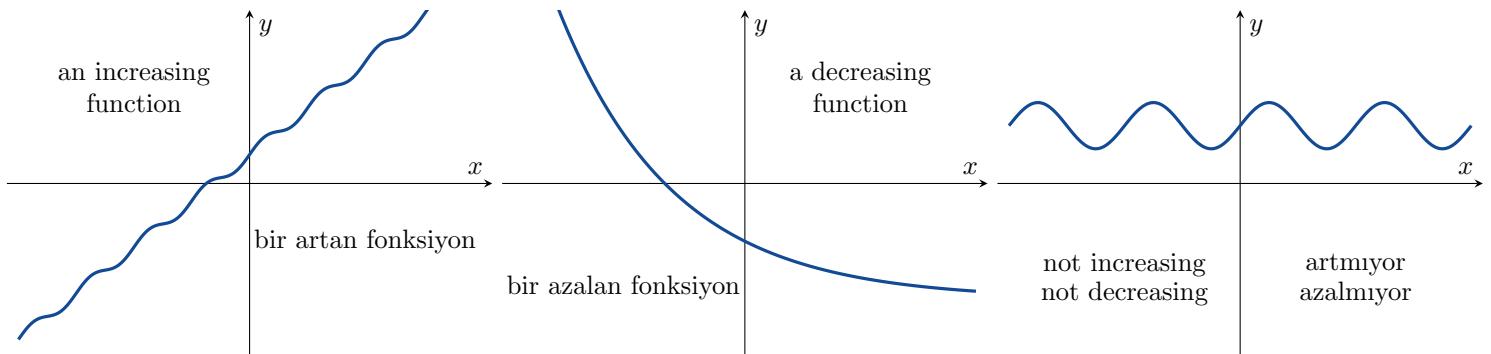


Figure 6.4: A increasing function, a decreasing function and a function which is neither increasing nor decreasing.
Şekil 6.4:

Even Functions and Odd Functions

Even Functions and Odd Functions

Recall that

- $2, 4, 6, 8, 10, \dots$ are even numbers; and
- $1, 3, 5, 7, 9, \dots$ are odd numbers.

Definition.

(i). $f : D \rightarrow \mathbb{R}$ is an **even function** if $f(-x) = f(x)$ for all $x \in D$;

(ii). $f : D \rightarrow \mathbb{R}$ is an **odd function** if $f(-x) = -f(x)$ for all $x \in D$.

Example 6.8. $f(x) = x^2$ is an even function because

$$f(-x) = (-x)^2 = x^2 = f(x).$$

See figure 6.5.

Example 6.9. $f(x) = x^3$ is an odd function because

$$f(-x) = (-x)^3 = -x^3 = -f(x).$$

See figure 6.6.

Artan ve Azalan Fonksiyonlar

Tanım. I bir aralık ve $f : I \rightarrow \mathbb{R}$ bir fonksiyon olsun.

(i). her $x_1, x_2 \in I$ için $x_1 < x_2$ iken

$$f(x_1) < f(x_2)$$

oluyorsa f ye **I da artan** denir;

(ii). her $x_1, x_2 \in I$ için $x_1 < x_2$ iken

$$f(x_1) > f(x_2)$$

oluyorsa f ye **I da azalan** denir.

Çift Fonksiyonlar ve Tek Fonksiyonlar

Hatırlayalım ki

- $2, 4, 6, 8, 10, \dots$ sayıları çift; ve
- $1, 3, 5, 7, 9, \dots$ sayıları da tek sayılardır.

Tanım.

(i). Bir $f : D \rightarrow \mathbb{R}$ fonksiyona her $x \in D$ için $f(-x) = f(x)$ oluyorsa **çift fonksiyon** denir ;

(ii). $f : D \rightarrow \mathbb{R}$ fonksiyonu her $x \in D$ için $f(-x) = -f(x)$ oluyorsa **tek fonksiyon** adını alır.

Örnek 6.8. $f(x) = x^2$ bir çift fonksiyondur çünkü

$$f(-x) = (-x)^2 = x^2 = f(x).$$

Bakınız şekil 6.5.

Örnek 6.9. $f(x) = x^3$ bir tek fonksiyondur çünkü

$$f(-x) = (-x)^3 = -x^3 = -f(x).$$

Bakınız şekil 6.6.

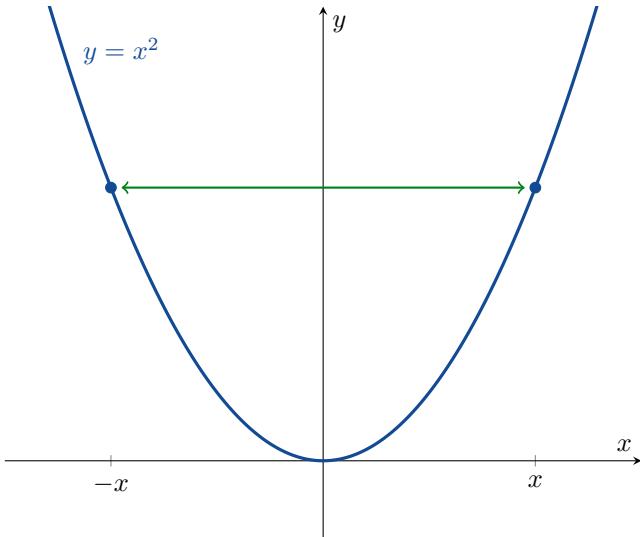


Figure 6.5: 2 is an even number and $f(x) = x^2$ is an even function.

Şekil 6.5: 2 bir çift sayıdır ve $f(x) = x^2$ bir çift fonksiyondur.

Example 6.10. Is $f(x) = x^2 + 1$ even, odd or neither?

solution: Since

$$f(-x) = (-x)^2 + 1 = x^2 + 1 = f(x),$$

f is an even function.

Example 6.11. Is $g(x) = x + 1$ even, odd or neither?

solution: Since $g(-2) = -2 + 1 = -1$ and $g(2) = 3$, we have $g(-2) \neq g(2)$ and $g(-2) \neq -g(2)$. Hence g is neither even nor odd.

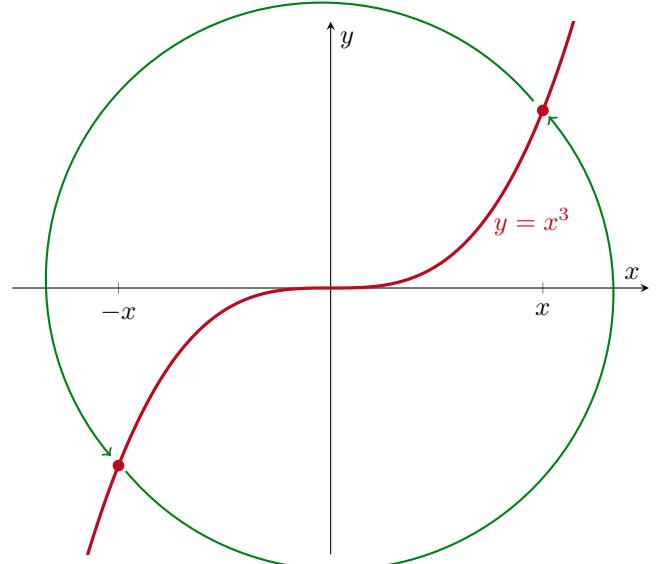


Figure 6.6: 3 is an odd number and $f(x) = x^3$ is an odd function.

Şekil 6.6: 3 bir tek sayıdır ve $f(x) = x^3$ bir tek fonksiyon.

Örnek 6.10. $f(x) = x^2 + 1$ fonksiyonu çift, tek yoksa hiçbirini mi?

çözüm:

$$f(-x) = (-x)^2 + 1 = x^2 + 1 = f(x),$$

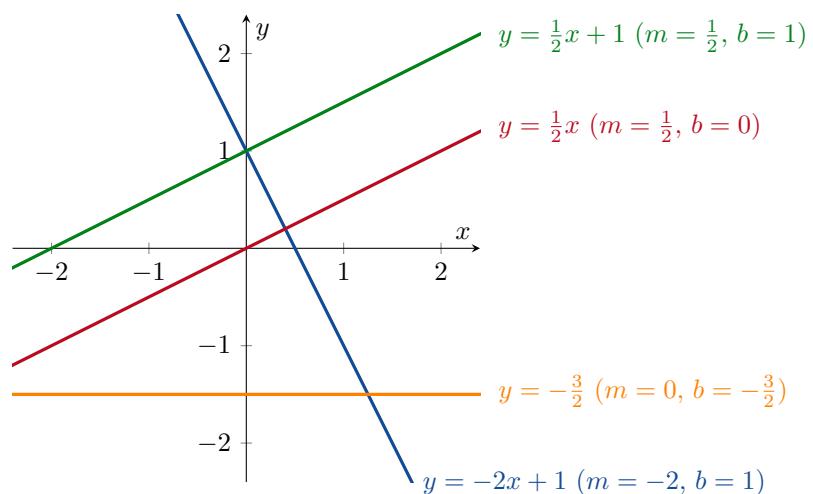
f olduğundan bir çift fonksiyondur.

Örnek 6.11. $g(x) = x + 1$ fonksiyonu çift, tek veya hiçbirisi mi?

çözüm: $g(-2) = -2 + 1 = -1$ ve $g(2) = 3$ olduğundan, $g(-2) \neq g(2)$ ve $g(-2) \neq -g(2)$ olur. Böylece g fonksiyonu ne çift fonksiyondur ne de tek.

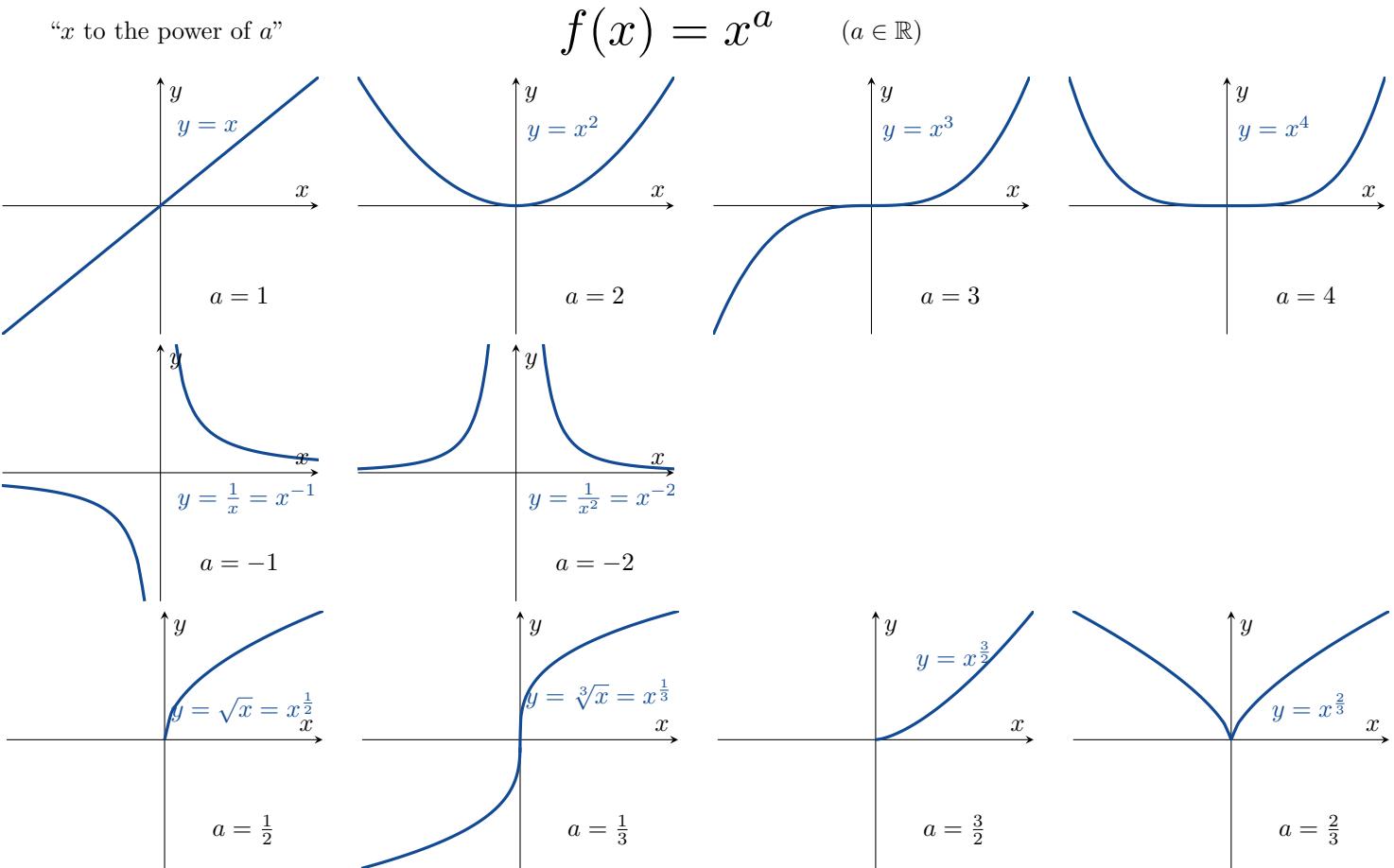
Linear Functions

$$f(x) = mx + b \quad (m, b \in \mathbb{R})$$



Lineer Fonksiyonlar

Power Functions



Polynomials

$$p(x) = a_n x^n + a_{n-1} x^{n-1} + \dots + a_2 x^2 + a_1 x + a_0$$

$(n \in \mathbb{N} \cup \{0\}, a_j \in \mathbb{R})$.

The domain of a polynomial is always $(-\infty, \infty)$. If $n > 0$ and $a_n \neq 0$, then n is called the **degree** of $p(x)$.

Polinomlar

Bir polinomun tanım kümesi $(-\infty, \infty)$ dur. $n > 0$ ve $a_n \neq 0$ ise, n tamsayısına $p(x)$ in **derecesi** denir.

Rational Functions

rational function
rasyonel fonksiyon

$$f(x) = \frac{p(x)}{q(x)}$$

polynomial
polinom fonksiyon

Example 6.12.

$$f(x) = \frac{2x^3 - 3}{7x + 4}$$

Rasyonel Fonksiyonlar

Örnek 6.13.

$$g(x) = \frac{5x^2 + 8x - 3}{3x^2 + 2}$$

Exponential Functions

$$f(x) = a^x$$

$(a \in \mathbb{R}, a > 0, a \neq 1)$

Üstel Fonksiyonlar



The domain of an exponential function is $(-\infty, \infty)$.

Üstel fonksiyonun tanım kümesi $(-\infty, \infty)$ dur.

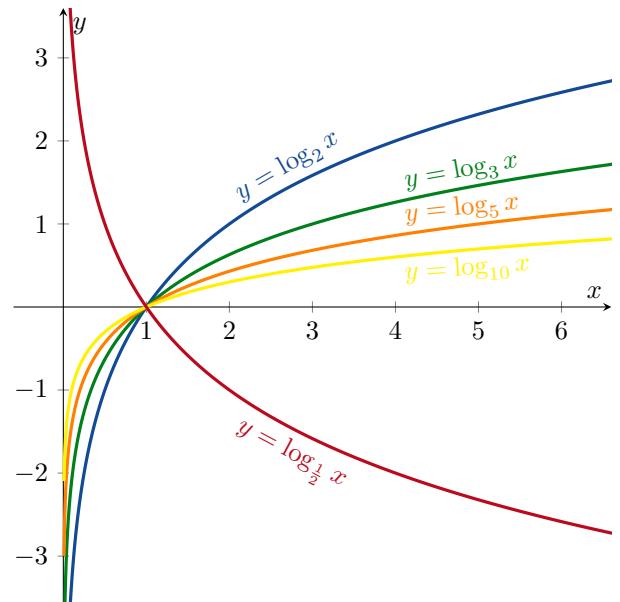
Logarithmic Functions

$$y = \log_a x \iff x = a^y$$

$(a \in \mathbb{R}, a > 0, a \neq 1)$

“log base a of x ”

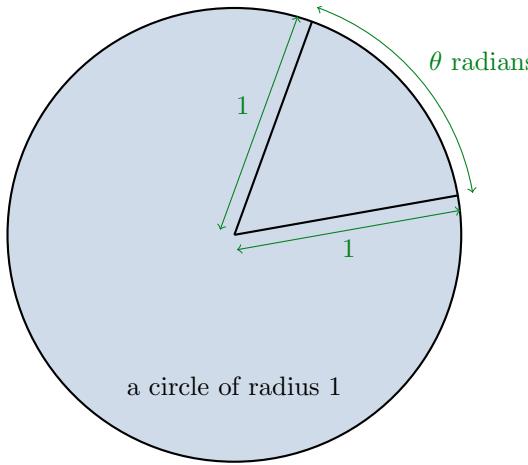
Logaritmik Fonksiyonlar



Angles

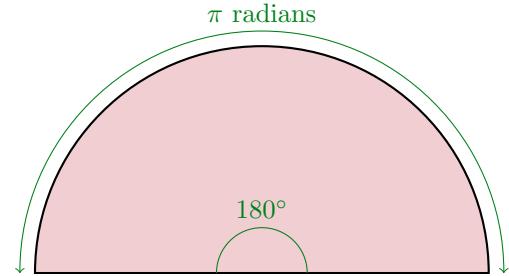
Angles

There are two ways to measure angles. Using degrees or using radians.



Açýlar

Açý ölçümede iki yol vardır. Derece kullanarak veya radyan kullanarak.



Şu bağıntılar mevcuttur.

$$\pi \text{ radyan} = 180 \text{ derece}$$

$$1 \text{ radyan} = \frac{180}{\pi} \text{ derece}$$

$$1 \text{ derece} = \frac{\pi}{180} \text{ radyan.}$$

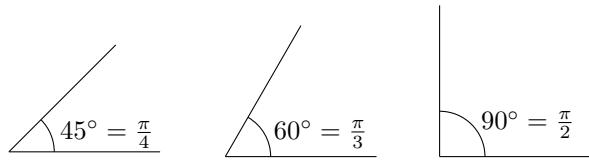
We have that

$$\pi \text{ radians} = 180 \text{ degrees}$$

$$1 \text{ radian} = \frac{180}{\pi} \text{ degrees}$$

$$1 \text{ degree} = \frac{\pi}{180} \text{ radians.}$$

Remark. In Calculus, we use radians!!!! If you see an angle in Part IV of this course, it will be in radians. Calculus doesn't work with degrees!!



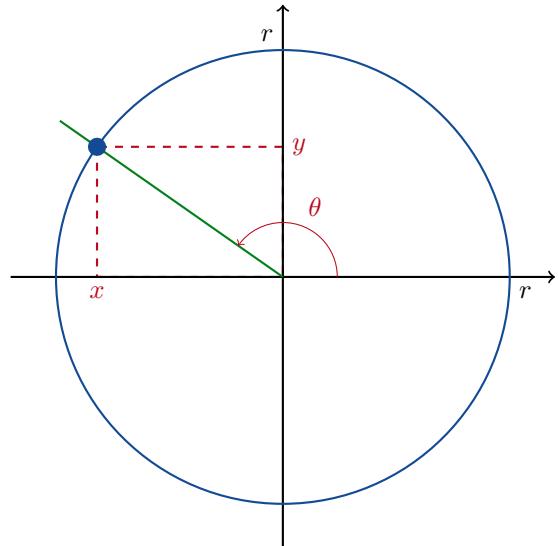
Not. Kalküliste radyan kullanır!!!! Bu dersin IV kısmında bir açı görürseniz, o radyan cinsinden olacaktır. Kalküliste derece kullanmayacağız!!

Trigonometric Functions

sine	$\sin \theta = \frac{y}{r}$	sinüs
cosine	$\cos \theta = \frac{x}{r}$	kosinüs
tangent	$\tan \theta = \frac{\sin \theta}{\cos \theta}$	tanjant
secant	$\sec \theta = \frac{1}{\cos \theta}$	sekant
cosecant	$\csc \theta = \frac{1}{\sin \theta}$	kosekant
cotangent	$\cot \theta = \frac{1}{\tan \theta}$	kotanjant

Remark. Note that $\tan \theta$ and $\sec \theta$ are only defined if $\cos \theta \neq 0$; and $\csc \theta$ and $\cot \theta$ are only defined if $\sin \theta \neq 0$.

Trigonometrik Fonsiyonlar



Not. $\tan \theta$ ve $\sec \theta$ nin sadece $\cos \theta \neq 0$ olduğunda; ve $\csc \theta$ ve $\cot \theta$ nin da tam olarak $\sin \theta \neq 0$ ise tanımlı olduklarına dikkat edin.



$$\sin 45^\circ = \sin \frac{\pi}{4} = \frac{1}{\sqrt{2}}$$

$$\cos 45^\circ = \cos \frac{\pi}{4} = \frac{1}{\sqrt{2}}$$

$$\tan 45^\circ = \tan \frac{\pi}{4} = 1$$

$$\sec 45^\circ = \sec \frac{\pi}{4} = \sqrt{2}$$

$$\operatorname{cosec} 45^\circ = \operatorname{cosec} \frac{\pi}{4} = \sqrt{2}$$

$$\cot 45^\circ = \cot \frac{\pi}{4} = 1$$

$$\sin 60^\circ = \sin \frac{\pi}{3} = \frac{\sqrt{3}}{2}$$

$$\cos 60^\circ = \cos \frac{\pi}{3} = \frac{1}{2}$$

$$\tan 60^\circ = \tan \frac{\pi}{3} = \sqrt{3}$$

$$\sec 60^\circ = \sec \frac{\pi}{3} = 2$$

$$\operatorname{cosec} 60^\circ = \operatorname{cosec} \frac{\pi}{3} = \frac{2}{\sqrt{3}}$$

$$\cot 60^\circ = \cot \frac{\pi}{3} = \frac{1}{\sqrt{3}}$$



Problems

Problem 6.1 (Even and Odd Functions). State whether the following functions are even, odd or neither.

- (a) $f(x) = 3$
- (g) $f(x) = \frac{1}{x^2 - 1}$
- (b) $f(x) = x^{77}$
- (h) $f(x) = \frac{1}{x^2 + 1}$
- (c) $f(x) = x^2 + 1$
- (i) $f(x) = \frac{1}{x-1}$
- (d) $f(x) = x^3 + x$
- (j) $f(x) = \sin x$
- (e) $f(x) = x^3 + x^2$
- (k) $f(x) = 2x + 1$
- (f) $f(x) = x^3 + 1$
- (l) $f(x) = \cos x$

Problem 6.2 (Pointwise-Defined Functions). Graph the function $g : \mathbb{R} \rightarrow \mathbb{R}$ defined by

$$g(x) = \begin{cases} \frac{1}{x}, & x < 0 \\ x, & x \geq 0. \end{cases}$$

Problem 6.3 (Rational Functions). Graph the following three functions on the same axes:

- (a). $f : (0, \infty) \rightarrow \mathbb{R}, f(x) = x;$
- (b). $g : (0, \infty) \rightarrow \mathbb{R}, g(x) = \frac{1}{x};$
- (c). $h : (0, \infty) \rightarrow \mathbb{R}, h(x) = x + \frac{1}{x}.$

Problem 6.4 (Angles). Convert the following angles into radians:

- (a). $-90^\circ,$
- (d). $180^\circ,$
- (b). $135^\circ,$
- (e). $36^\circ,$
- (c). $120^\circ,$
- (f). $20^\circ.$

Convert the following angles into degrees:

- (g). $\frac{3\pi}{2}$ radians,
- (j). $\frac{5\pi}{6}$ radians,
- (h). $\frac{\pi}{10}$ radians,
- (k). $\frac{-\pi}{5}$ radians,
- (i). $\frac{\pi}{6}$ radians,
- (l). 3π radians.

Problem 6.5 (Domains). Give the largest possible set of real numbers on which each of the following functions is defined:

- (a). $a(x) = 1 + x^2,$
- (d). $d(x) = \sqrt{x^2 - 3x},$
- (b). $b(x) = 1 - \sqrt{x},$
- (e). $e(x) = \frac{4}{3-x},$
- (c). $c(x) = \sqrt{5x + 10},$
- (f). $f(x) = \frac{2}{x^2 - 16}.$

Sorular

Soru 6.1 (Tek ve Çift Fonksiyonlar). Aşağıdaki fonksiyonların çift, tek veya hiçbirisi olup olmadığını bulunuz.

- (a). $f(x) = 3$
- (g). $f(x) = \frac{1}{x^2 - 1}$
- (b). $f(x) = x^{77}$
- (h). $f(x) = \frac{1}{x^2 + 1}$
- (c). $f(x) = x^2 + 1$
- (i). $f(x) = \frac{1}{x-1}$
- (d). $f(x) = x^3 + x$
- (j). $f(x) = \sin x$
- (e). $f(x) = x^3 + x^2$
- (k). $f(x) = 2x + 1$
- (f). $f(x) = x^3 + 1$
- (l). $f(x) = \cos x$

Soru 6.2 (Parçalı-Tanımlı Fonksiyonlar).

$$g(x) = \begin{cases} \frac{1}{x}, & x < 0 \\ x, & x \geq 0. \end{cases}$$

ile tanımlı $g : \mathbb{R} \rightarrow \mathbb{R}$ fonksiyonunun grafiğini çiziniz.

Soru 6.3 (Rayonel Fonksiyonlar). Aşağıdaki üç fonksiyonun grafiğini aynı koordinat düzleminde çiziniz:

- (a). $f : (0, \infty) \rightarrow \mathbb{R}, f(x) = x;$
- (b). $g : (0, \infty) \rightarrow \mathbb{R}, g(x) = \frac{1}{x};$
- (c). $h : (0, \infty) \rightarrow \mathbb{R}, h(x) = x + \frac{1}{x}.$

Soru 6.4 (Açılar). Convert the following angles into radians:

- (a). $-90^\circ,$
- (d). $180^\circ,$
- (b). $135^\circ,$
- (e). $36^\circ,$
- (c). $120^\circ,$
- (f). $20^\circ.$

Convert the following angles into degrees:

- (g). $\frac{3\pi}{2}$ radians,
- (j). $\frac{5\pi}{6}$ radians,
- (h). $\frac{\pi}{10}$ radians,
- (k). $\frac{-\pi}{5}$ radians,
- (i). $\frac{\pi}{6}$ radians,
- (l). 3π radians.

Soru 6.5 (Tanim Kümeleri). Give the largest possible set of real numbers on which each of the following functions is defined:

- (a). $a(x) = 1 + x^2,$
- (d). $d(x) = \sqrt{x^2 - 3x},$
- (b). $b(x) = 1 - \sqrt{x},$
- (e). $e(x) = \frac{4}{3-x},$
- (c). $c(x) = \sqrt{5x + 10},$
- (f). $f(x) = \frac{2}{x^2 - 16}.$

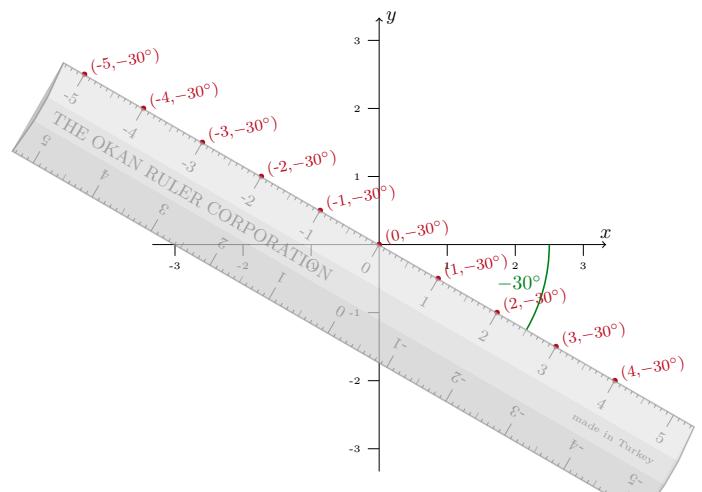
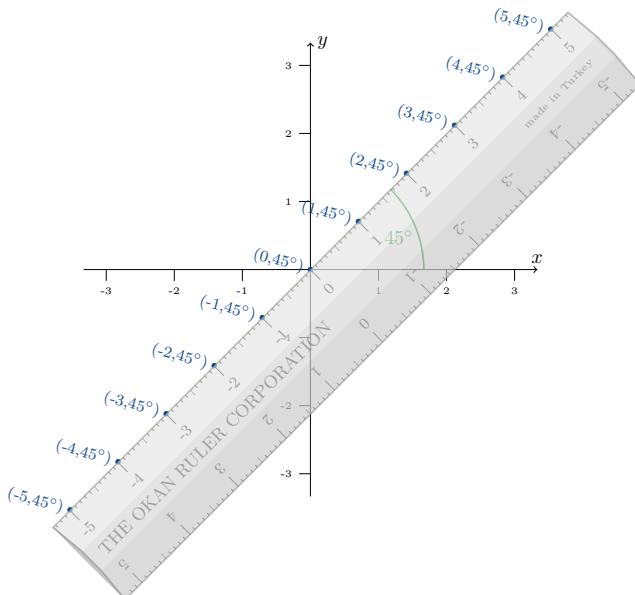
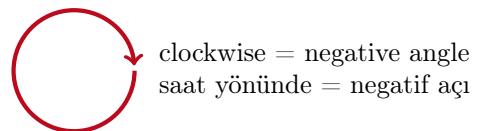
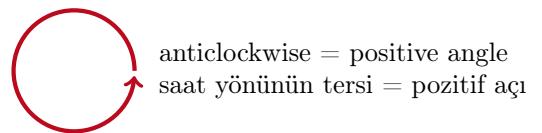
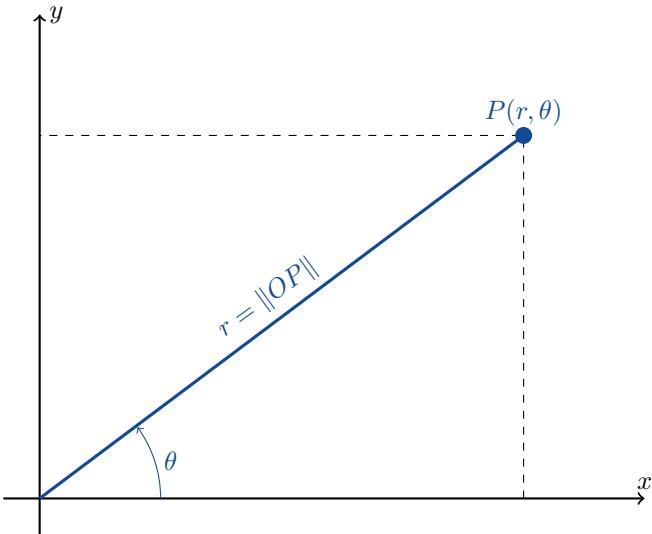
Part II

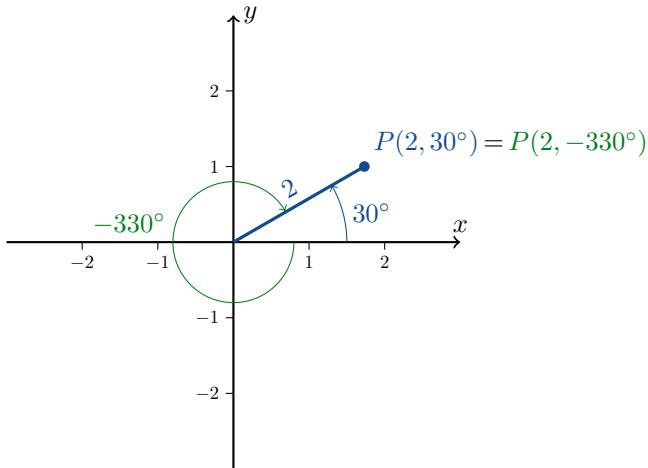
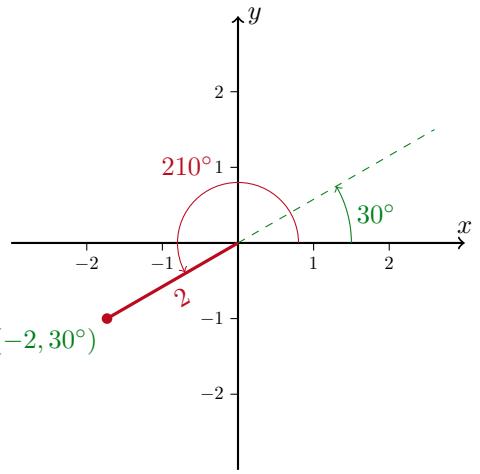
The Geometry of Space

7

Polar Coordinates

Kutupsal Koordinatlar



Example 7.1.**Örnek 7.2.****Example 7.3.** Find all the polar coordinates of $P(2, 30^\circ)$.

solution: We can have either $r = 2$ or $r = -2$. For $r = 2$, we can have

$$\theta = 30^\circ, 30^\circ \pm 360^\circ, 30^\circ \pm 720^\circ, 30^\circ \pm 1080^\circ, \dots$$

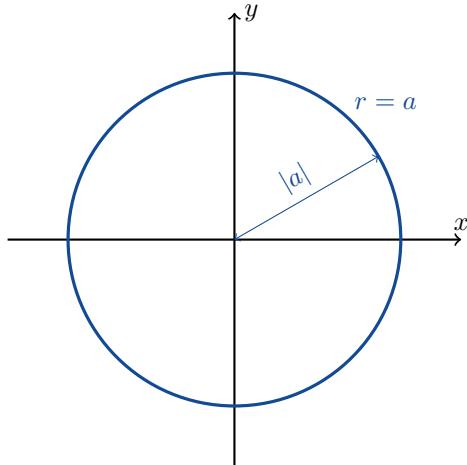
For $r = -2$, we can have

$$\theta = 210^\circ, 210^\circ \pm 360^\circ, 210^\circ \pm 720^\circ, 210^\circ \pm 1080^\circ, \dots$$

Therefore

$$P(2, 30^\circ) = P(2, (30 + 360n)^\circ) = P(-2, (210 + 360m)^\circ)$$

for all $m, n \in \mathbb{Z}$.

Example 7.4.**Example 7.6.**

- (a). $r = 1$ and $r = -1$ are both equations for a circle of radius 1 centred at the origin.
- (b). $\theta = 30^\circ, \theta = 210^\circ$ and $\theta = -150^\circ$ are all equations for the same line.

Örnek 7.3. $P(2, 30^\circ)$ noktasının tüm kutupsal koordinatlarını bulunuz.

çözüm: Ya $r = 2$ ya da $r = -2$ olmalıdır. $r = 2$ ise,

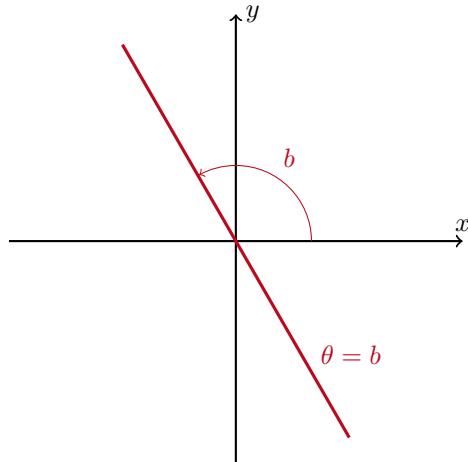
$$\theta = 30^\circ, 30^\circ \pm 360^\circ, 30^\circ \pm 720^\circ, 30^\circ \pm 1080^\circ, \dots$$

olmalıdır. $r = -2$ olduğunda ise,

$$\theta = 210^\circ, 210^\circ \pm 360^\circ, 210^\circ \pm 720^\circ, 210^\circ \pm 1080^\circ, \dots$$

olmalıdır. Böylece her $m, n \in \mathbb{Z}$ için,

$$P(2, 30^\circ) = P(2, (30 + 360n)^\circ) = P(-2, (210 + 360m)^\circ).$$

Örnek 7.5.**Örnek 7.6.**

- (a). $r = 1$ ve $r = -1$ her ikisi merkezi orijin yarıçapı 1 olan çemberin denklemeleridir.
- (b). $\theta = 30^\circ, \theta = 210^\circ$ ve $\theta = -150^\circ$ herbiri aynı doğuya ait denklemelerdir.

Example 7.7. Draw the sets of points whose polar coordinates satisfy the following:

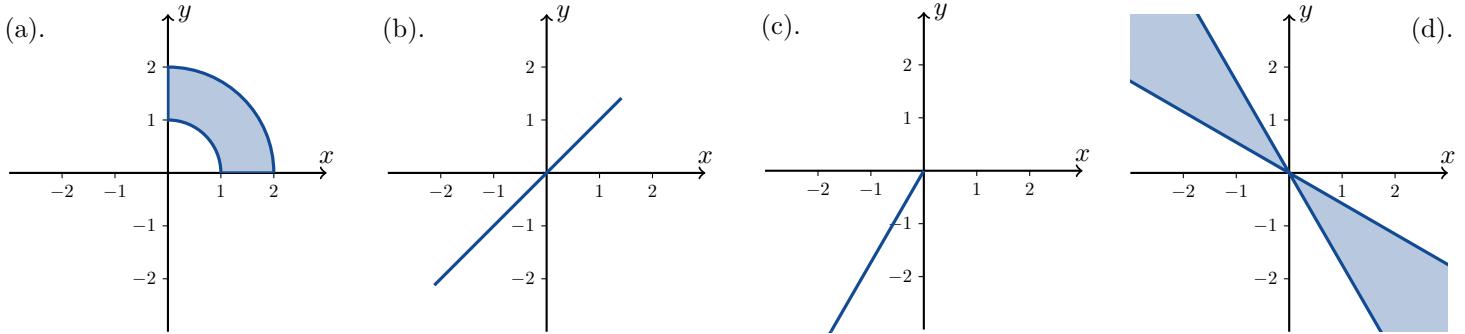
- (a). $1 \leq r \leq 2$ and $0 \leq \theta \leq 90^\circ$.
- (b). $-3 \leq r \leq 2$ and $\theta = 45^\circ$.
- (c). $r \leq 0$ and $\theta = 60^\circ$.
- (d). $120^\circ \leq \theta \leq 150^\circ$.

solution:

Örnek 7.7. Polar koordinatları aşağıdakileri sağlayan noktaları çiziniz:

- (a). $1 \leq r \leq 2$ ve $0 \leq \theta \leq 90^\circ$.
- (b). $-3 \leq r \leq 2$ ve $\theta = 45^\circ$.
- (c). $r \leq 0$ ve $\theta = 60^\circ$.
- (d). $120^\circ \leq \theta \leq 150^\circ$.

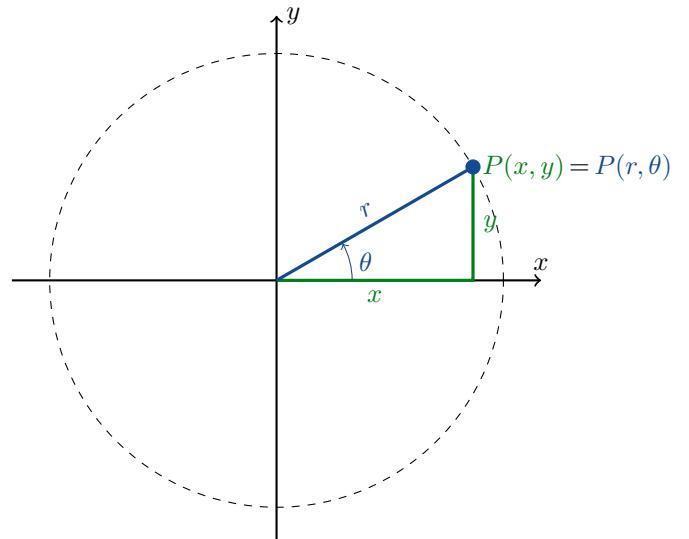
çözüm:



Relating Polar and Cartesian Coordinates

$$\begin{aligned} x &= r \cos \theta & x^2 + y^2 &= r^2 \\ y &= r \sin \theta & \tan \theta &= \frac{y}{x} \end{aligned}$$

Kutupsal ve Kartezyen Koordinatlar Arasındaki İlişki



Example 7.8. Convert the polar coordinates $(r, \theta) = (-3, 90^\circ)$ into Cartesian coordinates.

solution:

$$(x, y) = (r \cos \theta, r \sin \theta) = (-3 \cos 90^\circ, -3 \sin 90^\circ) = (0, -3).$$

Örnek 7.8. $(r, \theta) = (-3, 90^\circ)$ kutupsal koordinatlarını kartezyen koordinatlarına dönüştürünüz.

çözüm:

$$(x, y) = (r \cos \theta, r \sin \theta) = (-3 \cos 90^\circ, -3 \sin 90^\circ) = (0, -3).$$

Example 7.9. Find polar coordinates for the Cartesian coordinates $(x, y) = (5, -12)$.

solution: Choosing $r > 0$, we calculate that

$$r = \sqrt{x^2 + y^2} = \sqrt{25 + 144} = \sqrt{169} = 13.$$

To find θ we use the equation $y = r \sin \theta$ to calculate that

$$\theta = \sin^{-1} \frac{y}{r} = \sin^{-1} \frac{-12}{13} \approx -67.38^\circ.$$

Therefore

$$(r, \theta) = (13, -67.38^\circ).$$

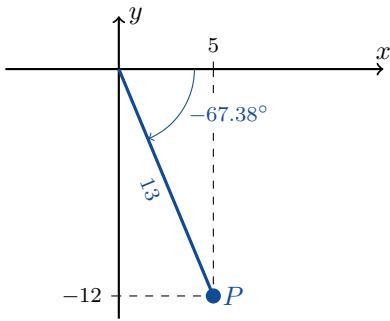


Figure 7.1: The point P has Cartesian coordinates $(x, y) = (5, -12)$ and polar coordinates $(r, \theta) = (13, -67.38^\circ)$

Şekil 7.1:

Örnek 7.9. $(x, y) = (5, -12)$ noktasının kutupsal koordinatlarını bulunuz.

çözüm: $r > 0$ alarak,

$$r = \sqrt{x^2 + y^2} = \sqrt{25 + 144} = \sqrt{169} = 13$$

buluruz. Şimdi θ 'yı bulmak için $y = r \sin \theta$ denklemi kullanır ve

$$\theta = \sin^{-1} \frac{y}{r} = \sin^{-1} \frac{-12}{13} \approx -67.38^\circ$$

elde edilir. Dolayısıyla

$$(r, \theta) = (13, -67.38^\circ).$$

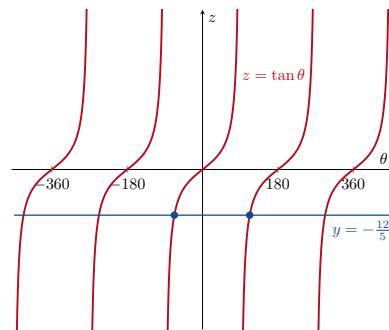


Figure 7.2: The graph of $z = \tan \theta$. Note that $\tan -67.38^\circ = -\frac{12}{5} = \tan 112.62^\circ$.

Şekil 7.2: $z = \tan \theta$ grafiği gösterilmektedir. Dikkat edilirse, $\tan -67.38^\circ = -\frac{12}{5} = \tan 112.62^\circ$.

Problems

Problem 7.1. Convert the following polar coordinates to Cartesian coordinates.

- | | |
|-----------------------|------------------------|
| (a). $(3, 0)$ | (d). $(2, 420^\circ)$ |
| (b). $(-3, 0)$ | (e). $(2, 60^\circ)$ |
| (c). $(2, 120^\circ)$ | (f). $(-3, 360^\circ)$ |

Problem 7.2. Find polar coordinates for each of the following sets of Cartesian coordinates.

- | | |
|----------------|-----------------------|
| (a). $(1, 1)$ | (c). $(\sqrt{3}, -1)$ |
| (b). $(-3, 0)$ | (d). $(-3, 4)$ |

Problem 7.3. Draw the sets of points whose polar coordinates satisfy the following:

- | | | |
|------------------------|---|--|
| (a). $r = 2$ | (d). $0 \leq \theta \leq 30^\circ \text{ } \& \text{ } r \geq 0$ | (g). $45^\circ \leq \theta \leq 315^\circ \text{ } \& \text{ } 1 \leq r \leq 2$ |
| (b). $0 \leq r \leq 2$ | (e). $\theta = 120^\circ \text{ } \& \text{ } r \leq -2$ | (h). $-45^\circ \leq \theta \leq 45^\circ \text{ } \& \text{ } 1 \leq r \leq 2$ |
| (c). $r \geq 2$ | (f). $0 \leq \theta \leq 90^\circ \text{ } \& \text{ } 1 \leq r \leq 2$ | (i). $-45^\circ \leq \theta \leq 45^\circ \text{ } \& \text{ } -2 \leq r \leq 1$ |

Sorular

Soru 7.1. Aşağıdaki kutupsal koordinatları Kartezyen koordinatlara dönüştürünüz.

- | |
|--------------------------------|
| (g). $(-2, -60^\circ)$ |
| (h). $(1, 180^\circ)$ |
| (i). $(2\sqrt{2}, 45^\circ)$. |

Soru 7.2. Aşağıdaki Kartezyen koordinatların herbiri için bir kutupsal koordinat bulunuz.

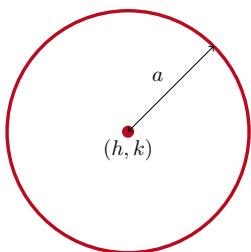
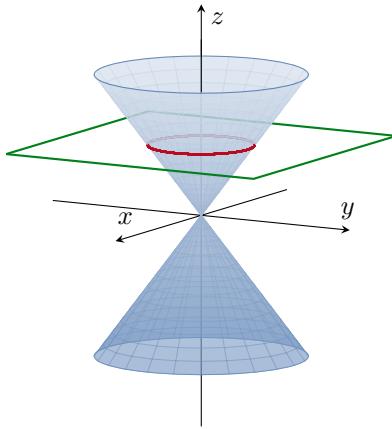
- | |
|-------------------------|
| (e). $(-2, -2)$ |
| (f). $(-\sqrt{3}, 1)$. |

Soru 7.3. Kutupsal koordinatları aşağıdakileri sağlayan noktaların kümesini çiziniz:

8

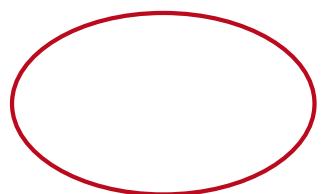
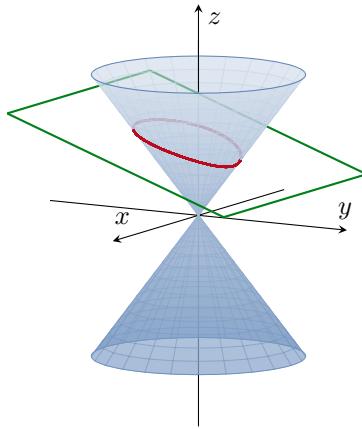
Conic Sections

Konik Kesitler

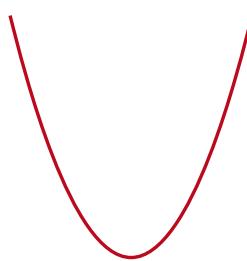
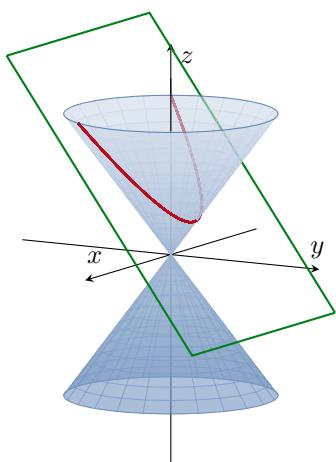


a circle
çember

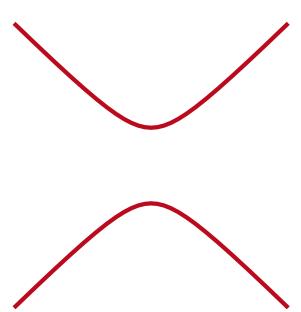
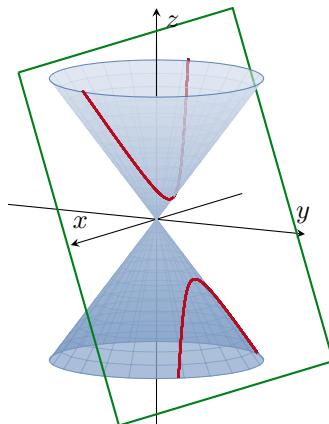
$$(x - h)^2 + (y - k)^2 = a^2$$



an ellipse
elips



a parabola
parabol



a hyperbola
hiperbol

Parabolas

Parabolas



Figure 8.1: Clifton suspension bridge, Bristol, UK. The cables of a suspension bridge hang in a shape which is almost (but not exactly) a parabola.

Şekil 8.1: Clifton süspansiyon köprüsü, Bristol, Birleşik Krallık. Asma köprülerin halatları, neredeyse (ama tam olarak değil) bir parabol biçiminde asılı durmaktadır.

To describe a parabola, we need a point called a *focus* and a line called a *directrix*. See figure 8.2.

Definition. A point $P(x, y)$ lies on the *parabola* if and only if

$$\|PF\| = \|PQ\|.$$

Now

$$\begin{aligned} \|PF\| &= \text{distance between } P(x, y) \text{ and } F(0, p) \\ &= \sqrt{(x - 0)^2 + (y - p)^2} = \sqrt{x^2 + (y - p)^2} \end{aligned}$$

and

$$\begin{aligned} \|PQ\| &= \text{distance between } P(x, y) \text{ and } Q(x, -p) \\ &= \sqrt{(x - x)^2 + (y + p)^2} = \sqrt{(y + p)^2} = y + p. \end{aligned}$$

Therefore

$$\begin{aligned} \|PF\| &= \|PQ\| \\ \sqrt{x^2 + (y - p)^2} &= y + p \\ x^2 + (y - p)^2 &= (y + p)^2 \\ x^2 + y^2 - 2py + p^2 &= y^2 + 2py + p^2 \\ x^2 - 2py &= 2py \\ \boxed{x^2 = 4py} \end{aligned}$$

Paraboller

Paraboller

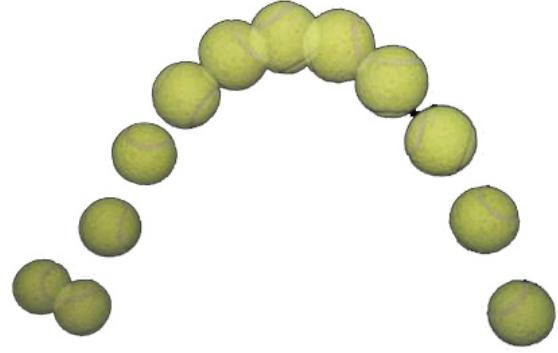


Figure 8.3: The motion of a tennis ball.
Şekil 8.3: Bir tenis topunun hareketi.



Figure 8.4: Satellite dishes.
Şekil 8.4: Uydu antenleri.

Bir parabolü tanımlamak için, *odak* adı verilen bir noktaya ve *doğrultman* adı verilen bir doğruya ihtiyaç var. Bkz şekil 8.2.

Tanım. Bir $P(x, y)$ noktası bir *parabol* üzerindedir ancak ve ancak

$$\|PF\| = \|PQ\|.$$

Şimdi

$$\begin{aligned} \|PF\| &= P(x, y) \text{ ile } F(0, p) \text{ arasındaki uzaklık} \\ &= \sqrt{(x - 0)^2 + (y - p)^2} = \sqrt{x^2 + (y - p)^2} \end{aligned}$$

ve

$$\begin{aligned} \|PQ\| &= P(x, y) \text{ ile } Q(x, -p) \text{ arasındaki uzaklık} \\ &= \sqrt{(x - x)^2 + (y + p)^2} = \sqrt{(y + p)^2} = y + p. \end{aligned}$$

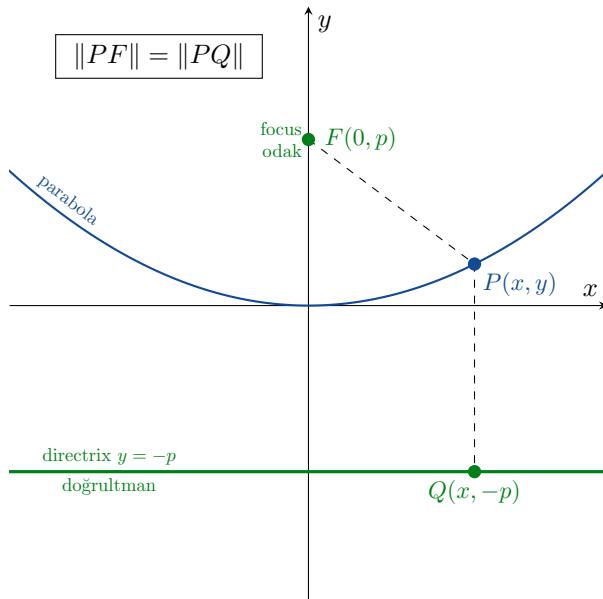


Figure 8.2: A parabola with focus at $F(0, p)$ and directrix $y = -p$.

Şekil 8.2: Odak noktası $F(0, p)$ ve doğrultmanı $y = -p$ olan parabol.

Bu nedenle

$$\begin{aligned} \|PF\| &= \|PQ\| \\ \sqrt{x^2 + (y-p)^2} &= y+p \\ x^2 + (y-p)^2 &= (y+p)^2 \\ x^2 + y^2 - 2py + p^2 &= y^2 + 2py + p^2 \\ x^2 - 2py &= 2py \\ x^2 &= 4py \end{aligned}$$

graph graf				
equation denklem	$x^2 = 4py$	$x^2 = -4py$	$y^2 = 4px$	$y^2 = -4px$
focus odak	$F(0, p)$	$F(0, -p)$	$F(p, 0)$	$F(-p, 0)$
directrix doğrultman	$y = -p$	$y = p$	$x = -p$	$x = p$

Example 8.1. Find the focus and directrix of the parabola $y^2 = 10x$.

solution: Our equation $y^2 = 10x$ looks like $y^2 = 4px$ with $p = \frac{10}{4} = 2.5$. Therefore the focus is at the point $F(2.5, 0)$ and the directrix is the line $x = -2.5$.

Example 8.2. Find the equation for the parabola which has focus $F(0, -10)$ and directrix $y = 10$.

solution: Clearly $p = 10$ and $x^2 = -4py$. Therefore the answer is $x^2 = -40y$.

Örnek 8.1. $y^2 = 10x$ parabolünün odak noktasını ve doğrultmanını bulunuz.

çözüm: $y^2 = 10x$ denklemimiz olmak üzere $y^2 = 4px$ biçimindedir. Yani odak noktası $F(2.5, 0)$ ve doğrultmanı da $x = -2.5$ olur.

Örnek 8.2. Odağı $F(0, -10)$ noktası ve doğrultmanı $y = 10$ doğrusu olan parabolün denklemini yazınız.

çözüm: Şurası açık ki $p = 10$ ve $x^2 = -4py$ dir. Bu nedenle yanıt $x^2 = -40y$ olur.

Ellipses

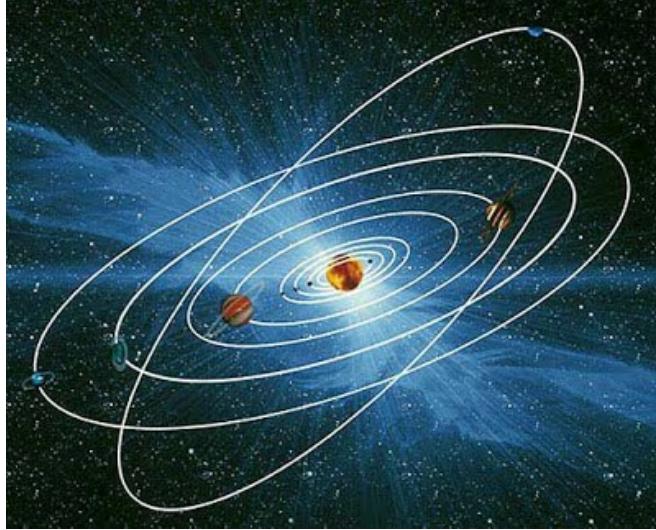


Figure 8.5: Our solar system.
Şekil 8.5: Güneş sistemimiz.

Elipsler



Figure 8.6: Tycho Brahe Planetarium, Copenhagen, Denmark.
Şekil 8.6: Tycho Brahe Planetaryumu, Kopenhag, Danimarka.

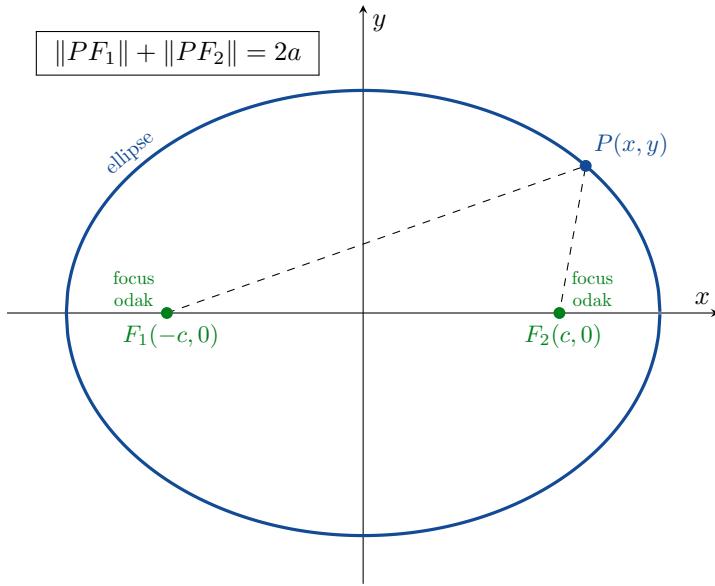


Figure 8.7: An ellipse with foci at $F_1(-c, 0)$ and $F_2(c, 0)$.
Şekil 8.7: Odakları $F_1(-c, 0)$ ve $F_2(c, 0)$ olan elips.

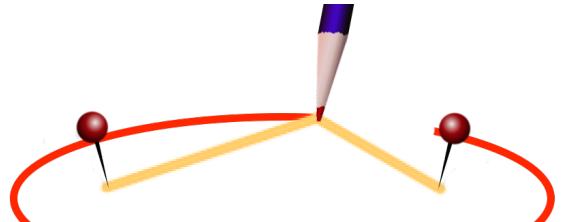


Figure 8.8: Drawing an ellipse with a pencil, two pins and a piece of string.
Şekil 8.8: İki toplu iğne, bir kalem ve biraz ip kullanarak elips çizmek.

To describe an ellipse, we need two *foci*. See figure 8.7.

Definition. A point $P(x, y)$ is on the *ellipse* if and only if

$$\|PF_1\| + \|PF_2\| = 2a.$$

So

$$\sqrt{(x+c)^2 + y^2} + \sqrt{(x-c)^2 + y^2} = 2a.$$

This rearranges to

$$\frac{x^2}{a^2} + \frac{y^2}{a^2 - c^2} = 1.$$

Elipsi tanımlamak için, we need two foci. Bkz. şekil 8.7.

Tanım. Bir $P(x, y)$ noktası *ellips* üzerindedir ancak ve ancak

$$\|PF_1\| + \|PF_2\| = 2a.$$

Buradan hareketle

$$\sqrt{(x+c)^2 + y^2} + \sqrt{(x-c)^2 + y^2} = 2a.$$

Bunu da düzenlersek

$$\frac{x^2}{a^2} + \frac{y^2}{a^2 - c^2} = 1$$

If we set $b = \sqrt{a^2 - c^2}$, then we have

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

$(0 < b < a)$.

buluruz. $b = \sqrt{a^2 - c^2}$ dersek, o zaman

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

$(0 < b < a)$.

<p>graph</p> <p>$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1 \quad (0 < b < a)$</p>	<p>$\frac{x^2}{b^2} + \frac{y^2}{a^2} = 1 \quad (0 < b < a)$</p>	<p>graf</p> <p>denklem</p> <p>merkez-odak uzaklığı</p> <p>odaklar</p> <p>tepe noktaları</p>
<p>equation</p>		
<p>centre-to-focus distance</p>	$c = \sqrt{a^2 - b^2}$	
<p>foci</p>	$F_1(-c, 0) \text{ & } F_2(c, 0)$	
<p>vertices</p>	$(-a, 0) \text{ & } (a, 0)$	

Example 8.3. The ellipse $\frac{x^2}{16} + \frac{y^2}{9} = 1$ has

- $a = 4$ and $b = 3$;
- centre-to-focus distance $c = \sqrt{a^2 - b^2} = \sqrt{16 - 9} = \sqrt{7}$;
- centre at $(0, 0)$;
- foci at $(-\sqrt{7}, 0)$ and $(\sqrt{7}, 0)$; and
- vertices at $(-4, 0)$ and $(4, 0)$.

Example 8.4. The ellipse $\frac{x^2}{16} + \frac{y^2}{25} = 1$ has

- $a = 5$ and $b = 4$;
- centre-to-focus distance $c = \sqrt{a^2 - b^2} = \sqrt{25 - 16} = \sqrt{9} = 3$;
- centre at $(0, 0)$;
- foci at $(0, -3)$ and $(0, 3)$; and
- vertices at $(0, -5)$ and $(0, 5)$.

Örnek 8.3. $\frac{x^2}{16} + \frac{y^2}{9} = 1$ elipsinin

- $a = 4$ ve $b = 3$;
- merkez-odak uzaklığı $c = \sqrt{a^2 - b^2} = \sqrt{16 - 9} = \sqrt{7}$;
- merkezi $(0, 0)$;
- odakları $(-\sqrt{7}, 0)$ ve $(\sqrt{7}, 0)$; and
- tepe noktaları $(-4, 0)$ ve $(4, 0)$.

Örnek 8.4. $\frac{x^2}{16} + \frac{y^2}{25} = 1$ elipsi

- $a = 5$ ve $b = 4$;
- merkez-odak uzaklığı $c = \sqrt{a^2 - b^2} = \sqrt{25 - 16} = \sqrt{9} = 3$;
- merkezi $(0, 0)$;
- odakları $(0, -3)$ ve $(0, 3)$; ve
- tepe noktaları da $(0, -5)$ ve $(0, 5)$.

Hyperbolas

Hiperboller



Figure 8.9: Cooling towers.
Şekil 8.9:



Figure 8.10: Twin Arch 138, Ichinomiya City, Japan.
Şekil 8.10:

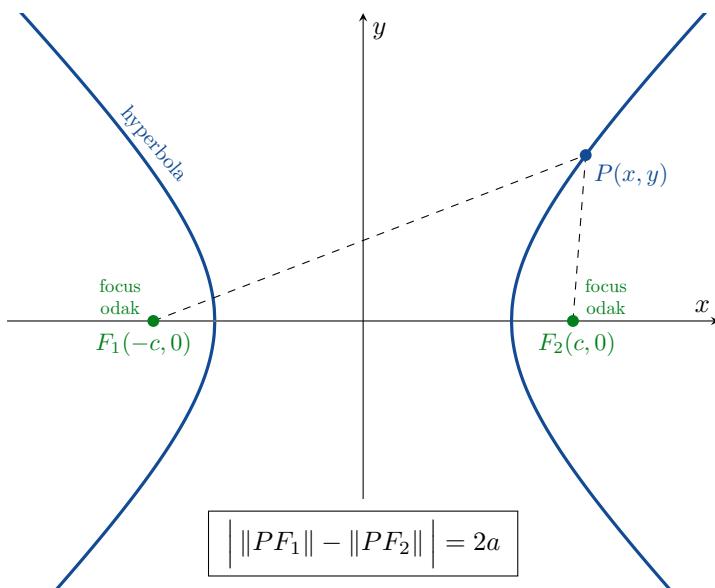


Figure 8.11: A hyperbola with foci at $F_1(-c, 0)$ and $F_2(c, 0)$.
Şekil 8.11:

To describe a hyperbola, we again need two foci. See figure 8.11.

Definition. A point $P(x, y)$ is on the **hyperbola** if and only if

$$\boxed{|\|PF_1\| - \|PF_2\|| = 2a.}$$

So

$$\sqrt{(x+c)^2 + y^2} - \sqrt{(x-c)^2 + y^2} = \pm 2a.$$

This rearranges to

$$\frac{x^2}{a^2} + \frac{y^2}{a^2 - c^2} = 1$$

where $c > a > 0$. If we set $b = \sqrt{c^2 - a^2}$, then

$$\boxed{\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1.}$$

Hiperbolü tanımlamak için, yine iki odak noktasına ihtiyaç var. Bkz. şekil 8.11.

Tanım. Bir $P(x, y)$ noktası bir **hiperbol** üzerindedir ancak ve ancak

$$\boxed{|\|PF_1\| - \|PF_2\|| = 2a.}$$

Bundan hareketle,

$$\sqrt{(x+c)^2 + y^2} - \sqrt{(x-c)^2 + y^2} = \pm 2a.$$

Düzenlersek,

$$\frac{x^2}{a^2} + \frac{y^2}{a^2 - c^2} = 1$$

buluruz ki burada $c > a > 0$. Şimdi $b = \sqrt{c^2 - a^2}$ dersek, o zaman

$$\boxed{\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1.}$$

<p>graph</p>	<p>graf</p>
$\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$	$\frac{y^2}{a^2} - \frac{x^2}{b^2} = 1$
centre-to-focus distance $c = \sqrt{a^2 + b^2}$	$c = \sqrt{a^2 + b^2}$
foci $F_1(-c, 0) \text{ & } F_2(c, 0)$	$F_1(0, -c) \text{ & } F_2(0, c)$
vertices $(-a, 0) \text{ & } (a, 0)$	$(0, -a) \text{ & } (0, a)$

Example 8.5. The hyperbola $\frac{x^2}{4} - \frac{y^2}{5} = 1$ has

- $a = 2$ and $b = \sqrt{5}$;
- centre at $(0, 0)$;
- centre-to-focus distance $c = \sqrt{a^2 + b^2} = \sqrt{4 + 5} = 3$;
- foci at $(-3, 0)$ and $(3, 0)$; and
- vertices at $(-2, 0)$ and $(2, 0)$.

Example 8.6. The hyperbola $\frac{y^2}{9} - \frac{x^2}{16} = 1$ has

- $a = 3$ and $b = 4$;
- centre at $(0, 0)$;
- centre-to-focus distance $c = \sqrt{a^2 + b^2} = \sqrt{9 + 16} = 5$;
- foci at $(0, -5)$ and $(0, 5)$; and
- vertices at $(0, -3)$ and $(0, 3)$.

Örnek 8.5. Hiperbol olarak $\frac{x^2}{4} - \frac{y^2}{5} = 1$ alırsak,

- $a = 2$ ve $b = \sqrt{5}$;
- merkezi $(0, 0)$;
- merkez-odak uzaklıği $c = \sqrt{a^2 + b^2} = \sqrt{4 + 5} = 3$;
- odakları $(-3, 0)$ ve $(3, 0)$; ve
- tepe noktaları da $(-2, 0)$ ve $(2, 0)$.

Örnek 8.6. $\frac{y^2}{9} - \frac{x^2}{16} = 1$ hiperbolü için

- $a = 3$ ve $b = 4$;
- merkez $(0, 0)$;
- merkez-odak uzaklıği $c = \sqrt{a^2 + b^2} = \sqrt{9 + 16} = 5$;
- odaklar $(0, -5)$ ve $(0, 5)$; ve
- tepe noktaları $(0, -3)$ ve $(0, 3)$.

Reflective Properties

Reflective Properties

Parabolas, ellipses and hyperbolas are useful in architecture and engineering because of their reflective properties.

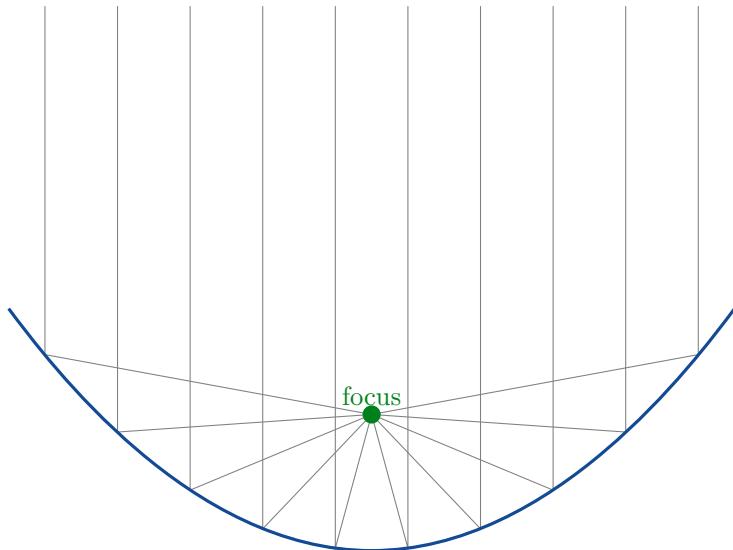


Figure 8.12: Rays originating at the focus of a parabola are reflected out of the parabola as parallel lines.

Şekil 8.12: Parabolün odağından çıkan ışınlar parabolün dışında paralel doğrular olarak yoluna devam ederler

Yansıma Özellikleri

Yansıma Özellikleri

Paraboller, elipsler ve hiperboller, yansıtma özellikleri nedir? mimaride ve mühendislikte kullanılmışlardır.



Figure 8.13: One of a pair of whispering dishes in San Francisco, USA.

Şekil 8.13: A.B.D. San Fransisco'daki bir çift akustik çanak.



Figure 8.14: A car headlight

Şekil 8.14: Bir araba fari.

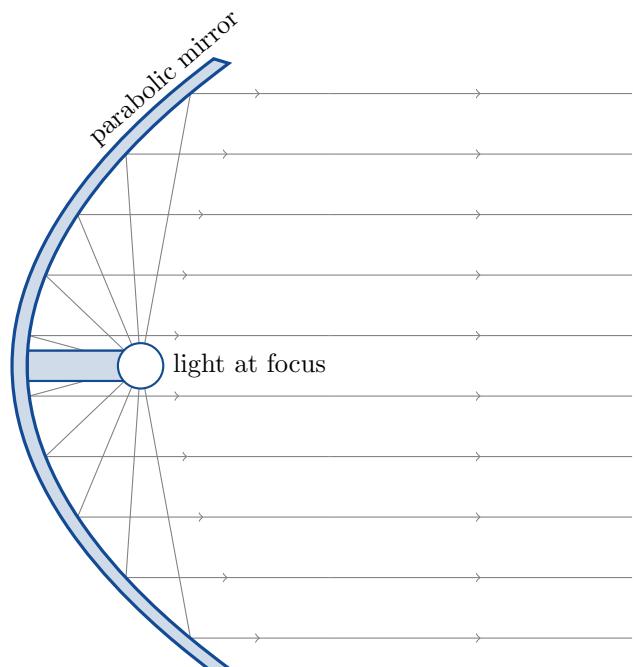


Figure 8.15: A car headlight

Şekil 8.15: Bir araba fari.

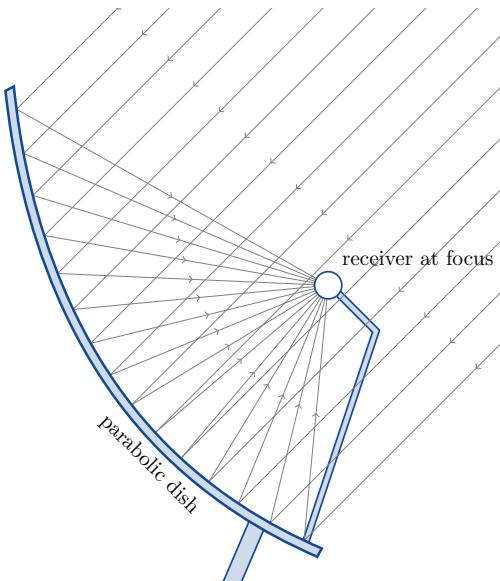


Figure 8.16: A satellite dish.

Şekil 8.16: Bir çanak anten



Figure 8.17: A satellite dish.

Şekil 8.17: Bir çanak anten

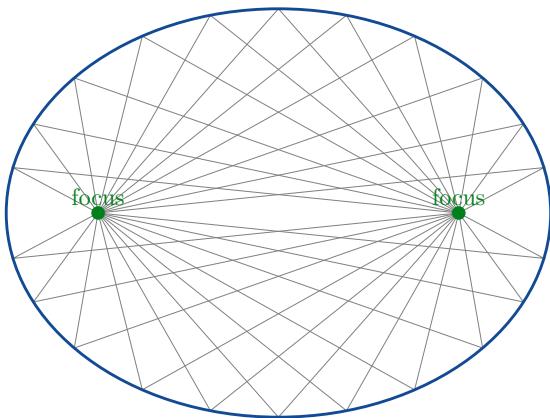


Figure 8.18: Rays originating from one focus of an ellipse are reflected toward the other focus.

Şekil 8.18: Elipsin bir odağından çıkan ışınlar diğer odağa yansıyorlar.

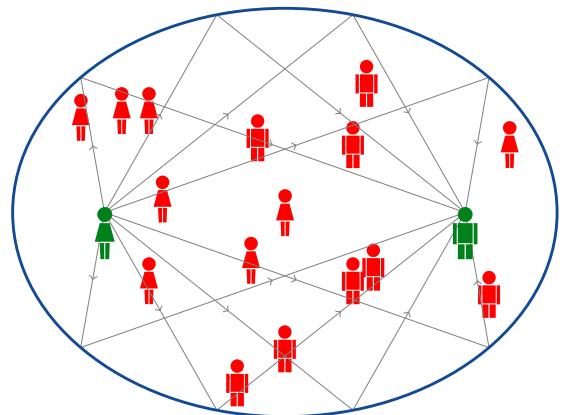


Figure 8.19: A whispering gallery.

Şekil 8.19:

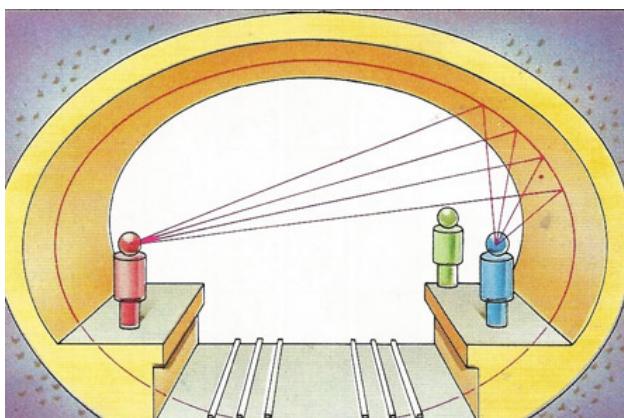


Figure 8.20: A whispering gallery.

Şekil 8.20:

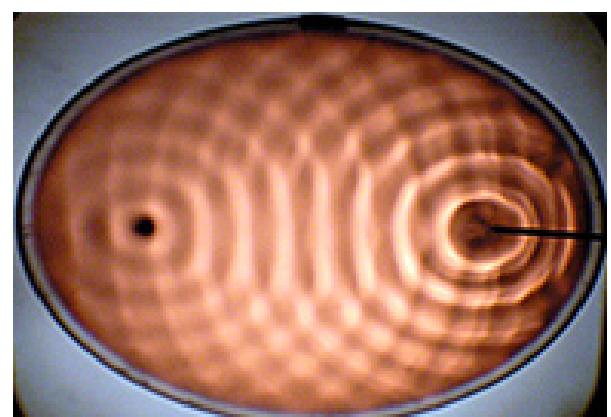


Figure 8.21: A whispering gallery.

Şekil 8.21:

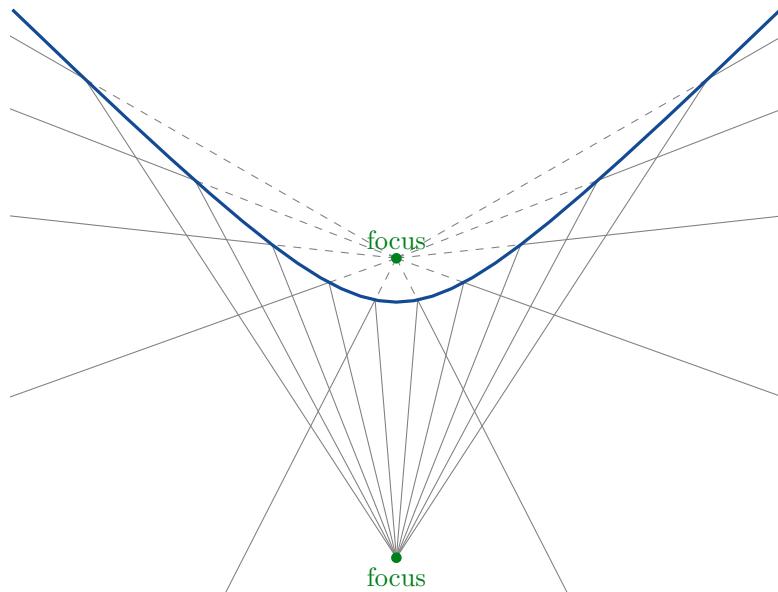


Figure 8.22: One half of a hyperbola. Rays aimed at one focus are reflected to the second focus.
Şekil 8.22: Hiperbolün bir yarısı. Odaklardan birine gelen ışınlar ikinci odaga yansıyorlar.

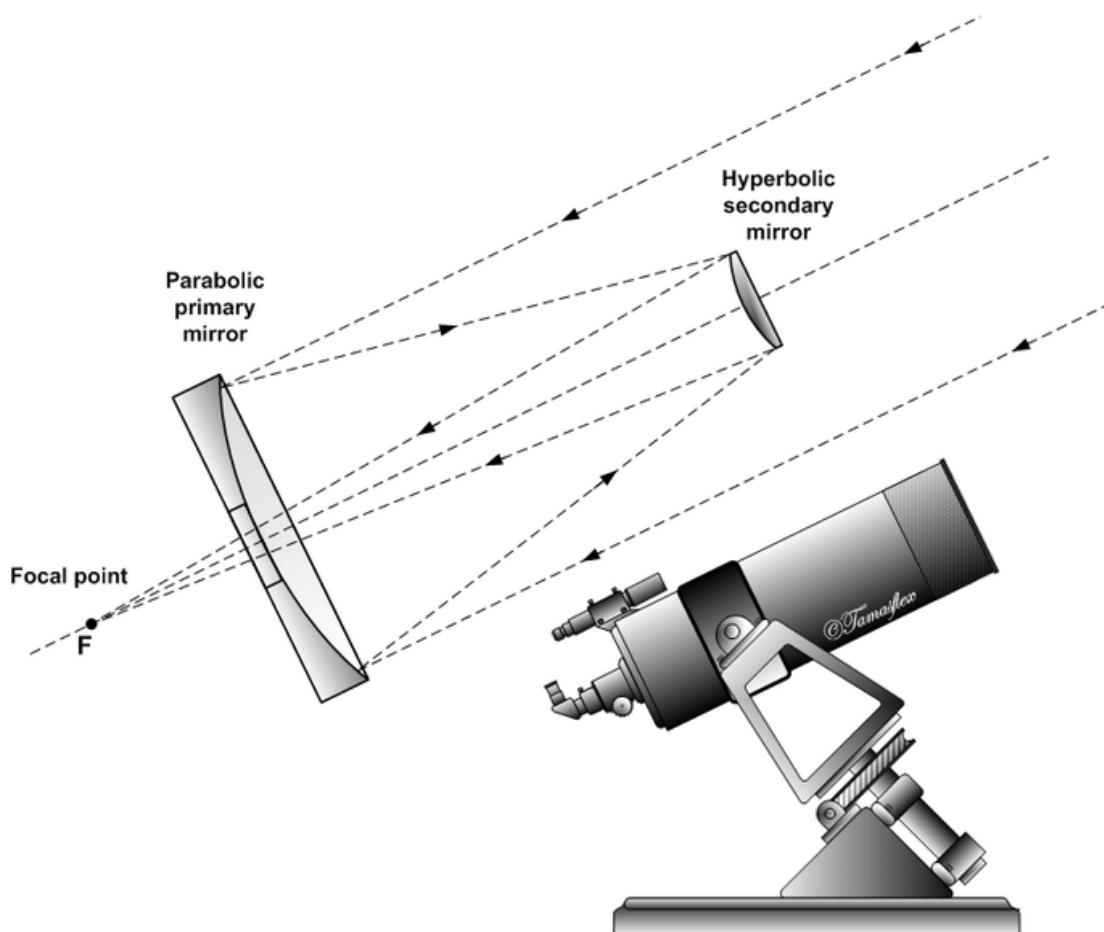


Figure 8.23: A telescope using a parabola and a hyperbola.
Şekil 8.23: Bir parabol ve bir hiperbol kullanılan teleskop

Problems

Problem 8.1 (Identifying Graphs). Match the the following equations with the conic sections shown in figure 8.24.

(a). $y^2 = -4x$

(c). $\frac{x^2}{4} + \frac{y^2}{9} = 1$

(b). $x^2 = 2y$

(d). $\frac{x^2}{16} + \frac{y^2}{9} = 1$

Problem 8.2 (Parabolas).

(a). Find the focus of the parabola $y^2 = 12x$.

(b). Find the focus of the parabola $x^2 = -8y$.

(c). Find the focus of the parabola $y = 4x^2$.

Problem 8.3 (Ellipses).

(a). Find the foci of the ellipse $7x^2 + 16y^2 = 112$.

(b). Find the foci of the ellipse $16x^2 + 25y^2 = 400$.

(c). Find the foci of the ellipse $2x^2 + y^2 = 2$.

(d). An ellipse has foci $(\pm\sqrt{2}, 0)$ and vertices $(\pm 2, 0)$. Find an equation for the ellipse.

Problem 8.4 (Hyperbolas).

(a). Find the foci of the hyperbola $x^2 - y^2 = 1$.

(b). Find the foci of the hyperbola $y^2 - x^2 = 8$.

(c). Find the foci of the hyperbola $8x^2 - 2y^2 = 16$.

(d). A hyperbola has foci $(\pm 10, 0)$ and vertices $(\pm 6, 0)$. Find an equation for the hyperbola.

Sorular

Soru 8.1 (Grafikleri Belirlemek). Match the the following equations with the conic sections shown in figure 8.24.

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

(f). $\frac{x^2}{4} - \frac{y^2}{9} = 1$

Soru 8.2 (Paraboller).

(a). $y^2 = 12x$ parabolünün odağını bulunuz.

(b). $x^2 = -8y$ parabolünün odağını bulunuz.

(c). $y = 4x^2$ parabolünün odağını bulunuz.

Soru 8.3 (Elipsler).

(a). $7x^2 + 16y^2 = 112$ elipsinin odaklarını bulunuz.

(b). $16x^2 + 25y^2 = 400$ elipsinin odaklarını bulunuz.

(c). $2x^2 + y^2 = 2$ elipsinin odaklarını bulunuz.

(d). An ellipse has foci $(\pm\sqrt{2}, 0)$ and vertices $(\pm 2, 0)$. Find an equation for the ellipse.

Soru 8.4 (Hiperboller).

(a). $x^2 - y^2 = 1$ hiperbolünün odaklarını bulunuz.

(b). $y^2 - x^2 = 8$ hiperbolünün odaklarını bulunuz.

(c). $8x^2 - 2y^2 = 16$ hiperbolünün odaklarını bulunuz.

(d). A hyperbola has foci $(\pm 10, 0)$ and vertices $(\pm 6, 0)$. Find an equation for the hyperbola.

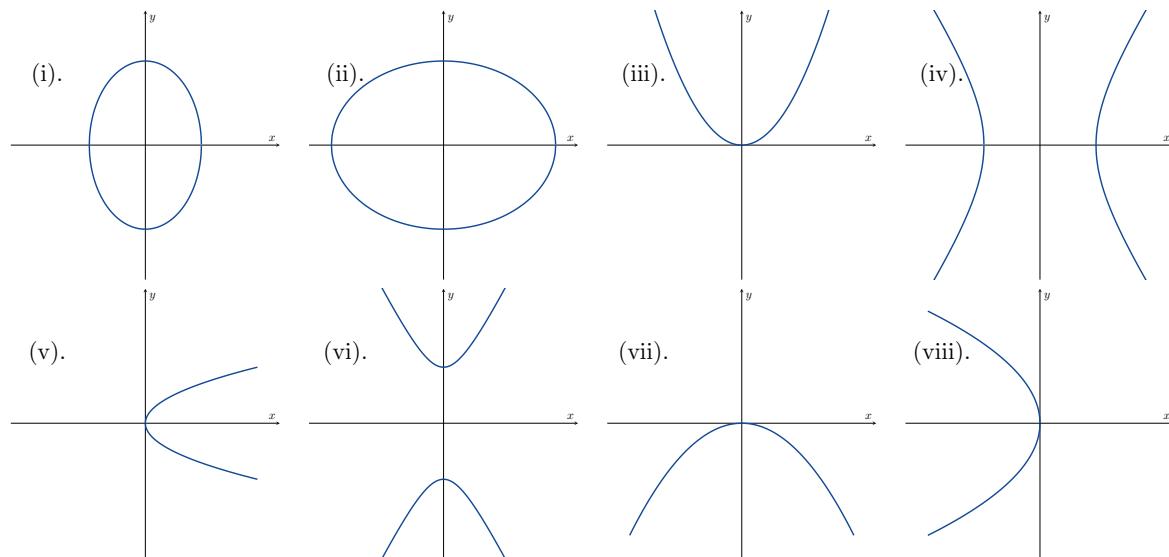


Figure 8.24: Eight conic sections.

Şekil 8.24:

9

Three Dimensional Cartesian Coordinates

Üç Boyutlu Kartezyen Koordinatlar

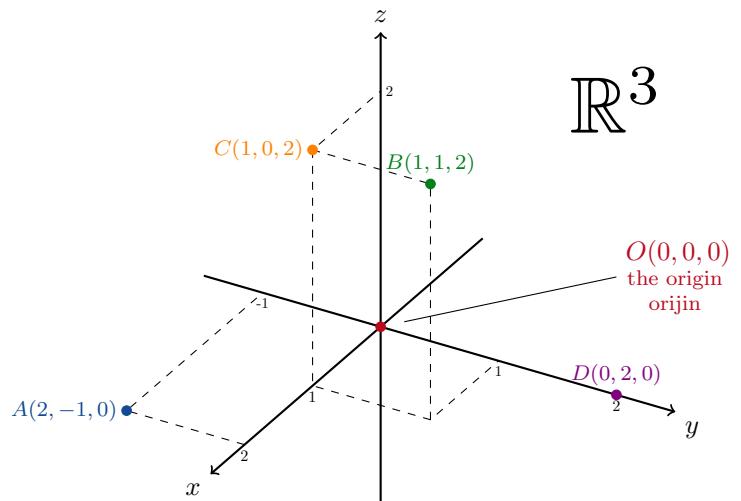
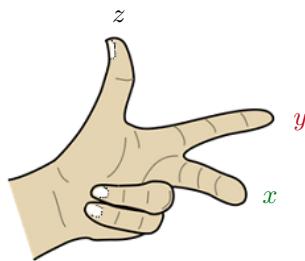


Figure 9.1: The Left-Handed Coordinate System
Şekil 9.1:

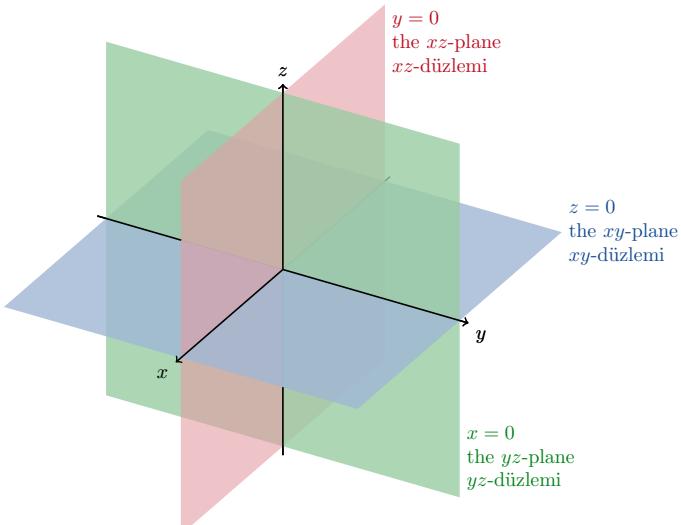


Figure 9.2: The planes $x = 0$, $y = 0$ and $z = 0$.
Şekil 9.2: $x = 0$, $y = 0$ ve $z = 0$ düzlemleri.

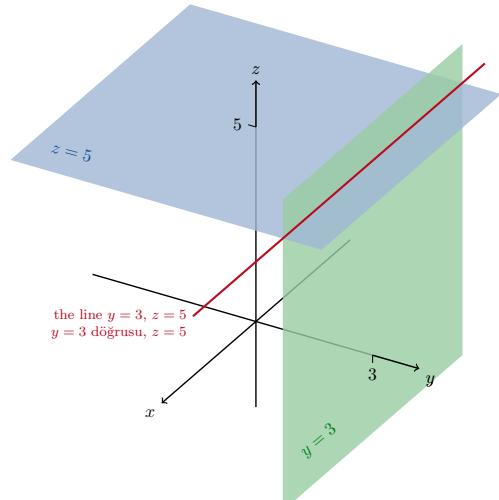


Figure 9.3: The planes $y = 3$ and $z = 5$, and the line $y = 3$, $z = 5$.
Şekil 9.3:

Example 9.1. Which points $P(x, y, z)$ satisfy $x^2 + y^2 = 4$ and $z = 3$?

solution: We know that $z = 3$ is a horizontal plane and we recognise that $x^2 + y^2 = 4$ is the equation of a circle of radius 2. Putting these together, we obtain figure 9.4.

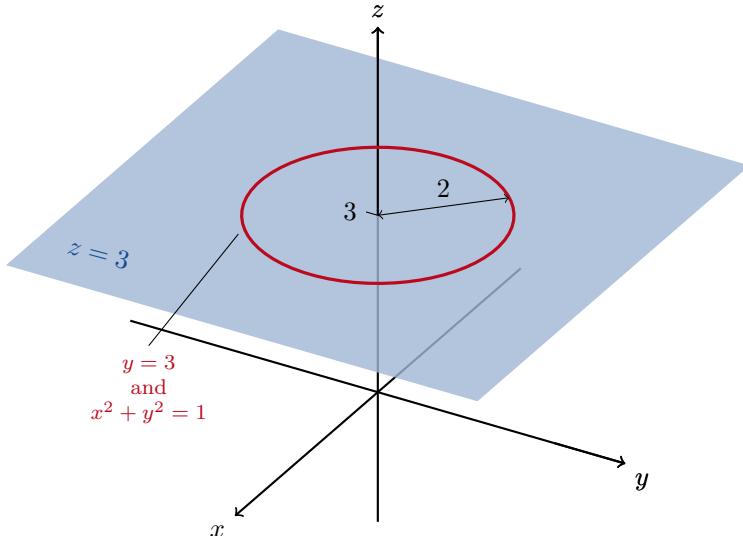


Figure 9.4: The circle $x^2 + y^2 = 4$ in the plane $z = 3$.
Şekil 9.4: $z = 3$ düzlemindeki $x^2 + y^2 = 4$ çemberi.

Örnek 9.1. Hangi $P(x, y, z)$ noktaları $x^2 + y^2 = 4$ ve $z = 3$ 'ü sağlar?

çözüm: Biliyoruz ki $z = 3$ yatay bir düzlemdir ve $x^2 + y^2 = 4$ denklemi 2 yarıçaplı bir çemberdir. Bunları bir araya getirirsek, şekil 9.4'yi elde ederiz.

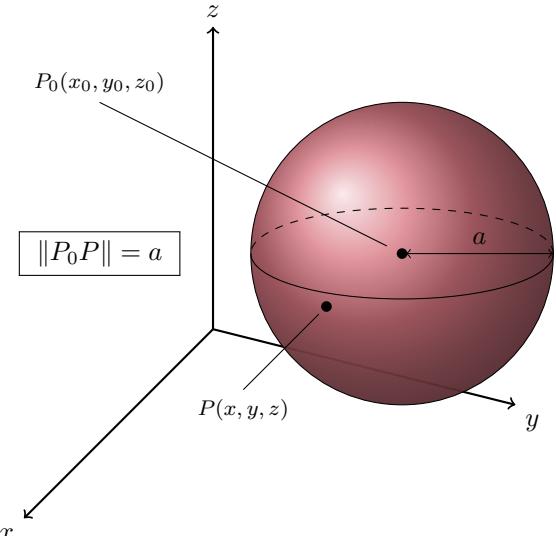


Figure 9.5: The sphere of radius a centred at $P_0(x_0, y_0, z_0)$.
Şekil 9.5: Yarıçapı a ver merkezi $P_0(x_0, y_0, z_0)$ noktası olan küre.

Distance in \mathbb{R}^3

Distance in \mathbb{R}^3

Definition. The set

$$\{(x, y, z) \mid x, y, z \in \mathbb{R}\}$$

is denoted by \mathbb{R}^3 .

Definition. The **distance** between $P_1(x_1, y_1, z_1)$ and $P_2(x_2, y_2, z_2)$ is

$$\|P_1P_2\| = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2}.$$

Example 9.2. The distance between $A(2, 1, 5)$ and $B(-2, 3, 0)$ is

$$\begin{aligned} \|AB\| &= \sqrt{((-2) - 2)^2 + (3 - 1)^2 + (0 - 5)^2} \\ &= \sqrt{16 + 4 + 25} = \sqrt{45} \\ &= 3\sqrt{5} \approx 6.7. \end{aligned}$$

\mathbb{R}^3 de Uzaklık

Tanım.

$$\{(x, y, z) \mid x, y, z \in \mathbb{R}\}$$

kümесини \mathbb{R}^3 ile gösteririz.

Tanım. $P_1(x_1, y_1, z_1)$ ve $P_2(x_2, y_2, z_2)$ noktaları arasındaki **uzaklık**

$$\|P_1P_2\| = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2}.$$

Örnek 9.3. $C(1, 2, 3)$ ve $D(3, 2, 1)$ noktaları arasındaki uzaklık aşağıdaki gibidir;

$$\begin{aligned} \|AB\| &= \sqrt{(3 - 1)^2 + (2 - 2)^2 + (1 - 3)^2} \\ &= \sqrt{4 + 0 + 4} = \sqrt{8} \\ &= 2\sqrt{2} \approx 2.8. \end{aligned}$$

Spheres

Spheres

See figure 9.5.

Definition. The *standard equation for a sphere* of radius a centred at $P_0(x_0, y_0, z_0)$ is

$$(x - x_0)^2 + (y - y_0)^2 + (z - z_0)^2 = a^2.$$

Example 9.4. Find the centre and radius of the sphere

$$x^2 + y^2 + z^2 + 3x - 4z + 1 = 0.$$

solution: We need to put this equation into the standard form. Since $(x - b)^2 = x^2 - 2b + b^2$ we have that

$$\begin{aligned} x^2 + y^2 + z^2 + 3x - 4z + 1 &= 0 \\ (x^2 + 3x) + y^2 + (z^2 - 4z) &= -1 \\ \left(x^2 + 3x + \frac{9}{4}\right) - \frac{9}{4} + y^2 + (z^2 - 4z + 4) - 4 &= -1 \\ \left(x^2 + 3x + \frac{9}{4}\right) + y^2 + (z^2 - 4z + 4) &= -1 + \frac{9}{4} + 4 \\ \left(x + \frac{3}{2}\right)^2 + y^2 + (z - 2)^2 &= \frac{21}{4}. \end{aligned}$$

The centre is at $P_0(x_0, y_0, z_0) = P_0(-\frac{3}{2}, 0, 2)$ and the radius is $a = \sqrt{\frac{21}{4}} = \frac{\sqrt{3}\sqrt{7}}{2}$.

Problems

Problem 9.1. Find the distance between the following pairs of points.

- (a). $P_1(-1, 1, 5)$ and $P_2(2, 5, 0)$.
- (b). $A(1, 0, 0)$ and $B(0, 0, 1)$.
- (c). $C(10, 5, -8)$ and $D(10, -25, 32)$.
- (d). $E(8, 9, 7)$ and $F(2, 2, 3)$.
- (e). $G(-4, 2, -4)$ and $O(0, 0, 0)$.

Problem 9.2. Find the centre and the radius of the sphere

$$x^2 + y^2 + z^2 - 6y + 8z = 0.$$

Problem 9.3. Find the centre and the radius of the sphere

$$x^2 + y^2 + z^2 - 2\sqrt{2}x - 2\sqrt{2}y + 2\sqrt{2}z + 4 = 0.$$

Spheres

Spheres

Bkz. şekil 9.5.

Tanım. Yarıçapı a ve merkezi $P_0(x_0, y_0, z_0)$ olan **Bir kürenin standart denklemi**

$$(x - x_0)^2 + (y - y_0)^2 + (z - z_0)^2 = a^2.$$

Örnek 9.5. Verilen kürenin merkez ve yarıçapını bulunuz:

$$x^2 + y^2 + z^2 + 6x - 6y + 6z = 22.$$

Çözüm: Bu denklemi standart forma getirmemiz gereklidir. Şimdi $(x - b)^2 = x^2 - 2b + b^2$ olduğundan

$$\begin{aligned} x^2 + y^2 + z^2 + 6x - 6y + 6z &= 22 \\ (x^2 + 6x) + (y^2 - 6y) + (z^2 + 6z) &= 22 \\ (x^2 + 6x + 9) - 9 + (y^2 - 6y + 9) - 9 + (z^2 + 6z + 9) - 9 &= 22 \\ (x^2 + 6x + 9) + (y^2 - 6y + 9) + (z^2 + 6z + 9) &= 49 \\ (x + 3)^2 + (y - 3)^2 + (z + 3)^2 &= 49 \end{aligned}$$

Merkezi $P_0(x_0, y_0, z_0) = P_0(-3, 3, -3)$ olup yarıçapı $a = \sqrt{49} = 7$.

Sorular

Soru 9.1. Aşağısaki nokta çiftleri arasındaki uzaklığı bulunuz.

- (a). $P_1(-1, 1, 5)$ ve $P_2(2, 5, 0)$.
- (b). $A(1, 0, 0)$ ve $B(0, 0, 1)$.
- (c). $C(10, 5, -8)$ ve $D(10, -25, 32)$.
- (d). $E(8, 9, 7)$ ve $F(2, 2, 3)$.
- (e). $G(-4, 2, -4)$ ve $O(0, 0, 0)$.

Soru 9.2. Verilen denklemdeki kürenin merkezini ve yarıçapını bulunuz

$$x^2 + y^2 + z^2 - 6y + 8z = 0.$$

Soru 9.3. Verilen denklemdeki kürenin merkezini ve yarıçapını bulunuz

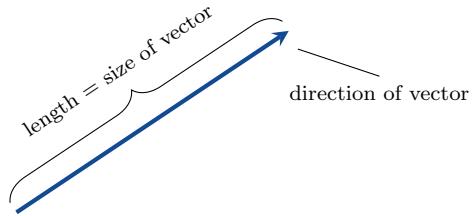
$$x^2 + y^2 + z^2 - 2\sqrt{2}x - 2\sqrt{2}y + 2\sqrt{2}z + 4 = 0.$$

10

Vektörler

Vectors

For some quantities (mass, time, distance, ...) we only need a number. For some quantities (velocity, force, ...) we need a number and a direction.



A **vector** is an object which has a size (length) and a direction.

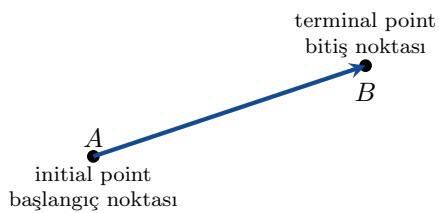


Figure 10.1: The initial point and terminal point of a vector.
Şekil 10.1:

Definition. The vector \overrightarrow{AB} has **initial point** A and **terminal point** B .

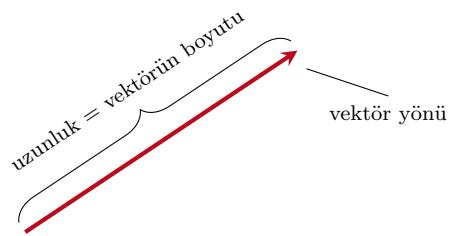
The **length** of \overrightarrow{AB} is written $\|\overrightarrow{AB}\|$.

Two vectors are equal if they have the same length and the same direction. In figure 10.2, we can say that

$$\overrightarrow{AB} = \overrightarrow{CD} = \overrightarrow{EF} = \overrightarrow{OP}.$$

Note that $\overrightarrow{AB} \neq \overrightarrow{GH}$ because the lengths are different, and $\overrightarrow{AB} \neq \overrightarrow{IJ}$ because the directions are different.

Bazı büyüklükler (kütle, zaman, mesafe, ...) sadece bir sayı yeterli oluyor. Ancak bazı büyüklükler için (hız, kuvvet, ...) bir sayıla bir de yöne ihtiyacımız var.



Vektör bir büyüklüğü (uzunluğu) ve bir yönü olan nesnedir.

Tanım. \overrightarrow{AB} vektörünün **başlangıç noktası** A ve **bitiş noktası** B dir.

\overrightarrow{AB} 'nin **uzunluğu** $\|\overrightarrow{AB}\|$ ile gösterilir.

İki vektörün eşit olmaları için gerek ve yeter şart uzunlukları ve boyalarının aynı olmasıdır. Şekil 10.2 de, şunu söylemek mümkün

$$\overrightarrow{AB} = \overrightarrow{CD} = \overrightarrow{EF} = \overrightarrow{OP}.$$

Unutmayınız ki $\overrightarrow{AB} \neq \overrightarrow{GH}$ çünkü uzunlıklar farklı ve $\overrightarrow{AB} \neq \overrightarrow{IJ}$ çünkü yönleri farklı.

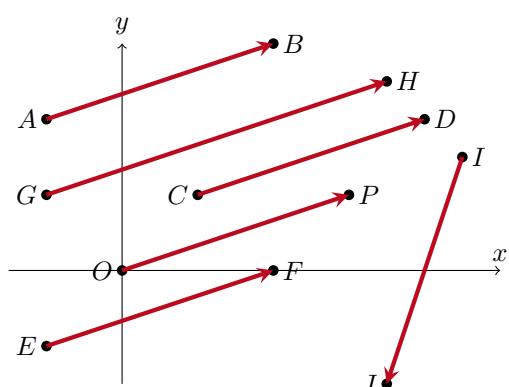


Figure 10.2: Six vectors.

Şekil 10.2: Altı vektör.

Notation

Notation When we use a computer, we use bold letters for vectors: \mathbf{u} , \mathbf{v} , \mathbf{w} , When we use a pen, we use underlined letters for vectors: \underline{u} , \underline{v} , \underline{w} ,

If we type $a\mathbf{u} + b\mathbf{v}$ or write $a\underline{u} + b\underline{v}$, then

- a and b are numbers; and
- \mathbf{u} , \mathbf{v} , \underline{u} and \underline{v} are vectors.

Definition. In \mathbb{R}^2 : If \mathbf{v} has initial point $(0, 0)$ and terminal point (v_1, v_2) , then the **component form** of \mathbf{v} is $\mathbf{v} = (v_1, v_2)$.

In \mathbb{R}^3 : If \mathbf{v} has initial point $(0, 0, 0)$ and terminal point (v_1, v_2, v_3) , then the **component form** of \mathbf{v} is $\mathbf{v} = (v_1, v_2, v_3)$.

Notasyon

Notasyon Bilgisayar kullanırken, vektör için kalm harfler kullanırız: \mathbf{u} , \mathbf{v} , \mathbf{w} , Kalemlle yazarken, vektör için altı çizili harfler kullanırız: \underline{u} , \underline{v} , \underline{w} ,

$a\mathbf{u} + b\mathbf{v}$ olarak yazarsak veya $a\underline{u} + b\underline{v}$ yazarsak,

- a and b are numbers; and
- \mathbf{u} , \mathbf{v} , \underline{u} and \underline{v} are vectors.

Tanım. In \mathbb{R}^2 : If \mathbf{v} has initial point $(0, 0)$ and terminal point (v_1, v_2) , then the **component form** of \mathbf{v} is $\mathbf{v} = (v_1, v_2)$.

In \mathbb{R}^3 : If \mathbf{v} has initial point $(0, 0, 0)$ and terminal point (v_1, v_2, v_3) , then the **component form** of \mathbf{v} is $\mathbf{v} = (v_1, v_2, v_3)$.

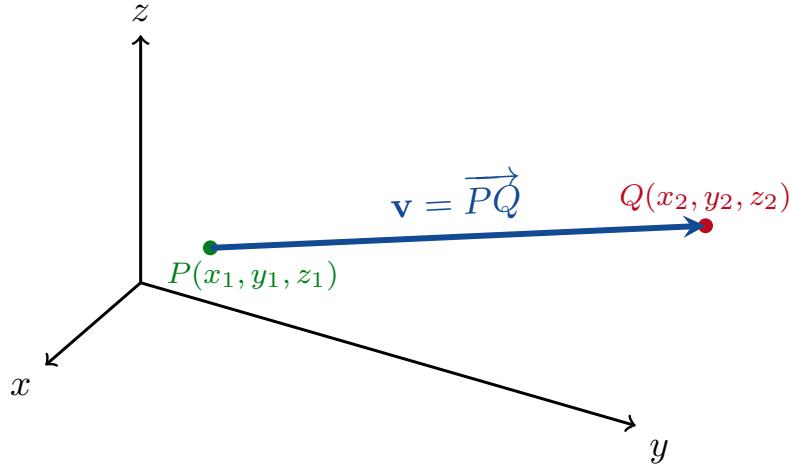


Figure 10.3: The vector $(v_1, v_2, v_3) = \mathbf{v} = (x_2 - x_1, y_2 - y_1, z_2 - z_1)$.
Şekil 10.3:

Definition. In \mathbb{R}^2 : The **norm** (or **length**) of $\mathbf{v} = (v_1, v_2)$ is

$$\|\mathbf{v}\| = \sqrt{v_1^2 + v_2^2}$$

In \mathbb{R}^3 : The **norm** of $\mathbf{v} = \overrightarrow{PQ}$ is

$$\begin{aligned}\|\mathbf{v}\| &= \sqrt{v_1^2 + v_2^2 + v_3^2} \\ &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2}.\end{aligned}$$

The vectors $\mathbf{0} = (0, 0)$ and $\mathbf{0} = (0, 0, 0)$ have norm $\|\mathbf{0}\| = 0$. If $\mathbf{v} \neq \mathbf{0}$, then $\|\mathbf{v}\| > 0$.

Example 10.1. Find (a) the component form; and (b) the norm of the vector with initial point $P(-3, 4, 1)$ and terminal point $Q(-5, 2, 2)$.

solution:

$$(a). \mathbf{v} = (v_1, v_2, v_3) = Q - P = (-5, 2, 2) - (-3, 4, 1) = (-2, -2, 1).$$

$$(b). \|\mathbf{v}\| = \sqrt{v_1^2 + v_2^2 + v_3^2} = \sqrt{(-2)^2 + (-2)^2 + 1^2} = \sqrt{9} = 3.$$

Tanım. In \mathbb{R}^2 : The **norm** (or **length**) of $\mathbf{v} = (v_1, v_2)$ is

$$\|\mathbf{v}\| = \sqrt{v_1^2 + v_2^2}$$

In \mathbb{R}^3 : The **norm** of $\mathbf{v} = \overrightarrow{PQ}$ is

$$\begin{aligned}\|\mathbf{v}\| &= \sqrt{v_1^2 + v_2^2 + v_3^2} \\ &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2}.\end{aligned}$$

The vectors $\mathbf{0} = (0, 0)$ and $\mathbf{0} = (0, 0, 0)$ have norm $\|\mathbf{0}\| = 0$. If $\mathbf{v} \neq \mathbf{0}$, then $\|\mathbf{v}\| > 0$.

Örnek 10.1. Find (a) the component form; and (b) the norm of the vector with initial point $P(-3, 4, 1)$ and terminal point $Q(-5, 2, 2)$.

özüm:

$$(a). \mathbf{v} = (v_1, v_2, v_3) = Q - P = (-5, 2, 2) - (-3, 4, 1) = (-2, -2, 1).$$

$$(b). \|\mathbf{v}\| = \sqrt{v_1^2 + v_2^2 + v_3^2} = \sqrt{(-2)^2 + (-2)^2 + 1^2} = \sqrt{9} = 3.$$

Vector Algebra

???????

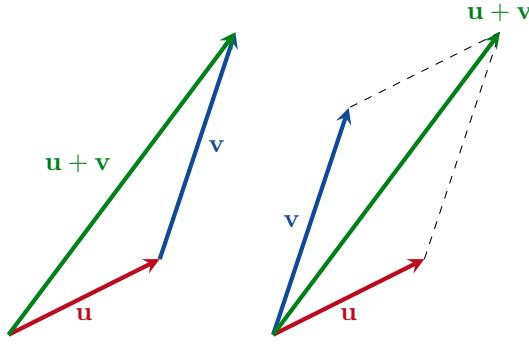


Figure 10.4: $\mathbf{u} + \mathbf{v}$ considered in two ways.
Şekil 10.4:

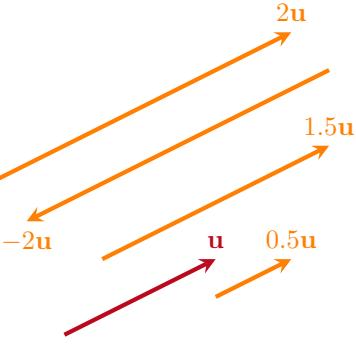


Figure 10.5: Constant multiples of \mathbf{u} .
Şekil 10.5:

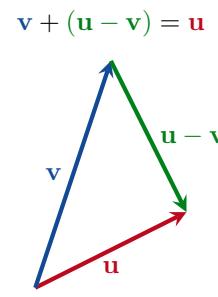


Figure 10.6: $\mathbf{u} - \mathbf{v}$ considered in two ways.
Şekil 10.6:

Let $\mathbf{u} = (u_1, u_2, u_3)$ and $\mathbf{v} = (v_1, v_2, v_3)$ be vectors. Let k be a number. Then

$$\mathbf{u} + \mathbf{v} = (u_1 + v_1, u_2 + v_2, u_3 + v_3)$$

and

$$k\mathbf{u} = (ku_1, ku_2, ku_3).$$

Note that

$$\begin{aligned}\|k\mathbf{u}\| &= \|(ku_1, ku_2, ku_3)\| = \sqrt{(ku_1)^2 + (ku_2)^2 + (ku_3)^2} \\ &= \sqrt{k^2u_1^2 + k^2u_2^2 + k^2u_3^2} = \sqrt{k^2(u_1^2 + u_2^2 + u_3^2)} \\ &= \sqrt{k^2} \sqrt{u_1^2 + u_2^2 + u_3^2} = |k| \|\mathbf{u}\|.\end{aligned}$$

The vector $-\mathbf{u} = (-1)\mathbf{u}$ has the same length as \mathbf{u} , but points in the opposite direction.

Example 10.2. Let $\mathbf{u} = (-1, 3, 1)$ and $\mathbf{v} = (4, 7, 0)$. Find (a) $2\mathbf{u} + 3\mathbf{v}$, (b) $\mathbf{u} - \mathbf{v}$, and (c) $\|\frac{1}{2}\mathbf{u}\|$.

solution:

- (a) $2\mathbf{u} + 3\mathbf{v} = 2(-1, 3, 1) + 3(4, 7, 0) = (-2, 6, 2) + (12, 21, 0) = (10, 27, 2);$
- (b) $\mathbf{u} - \mathbf{v} = (-1, 3, 1) - (4, 7, 0) = (-5, -4, 1);$
- (c) $\|\frac{1}{2}\mathbf{u}\| = \frac{1}{2} \|\mathbf{u}\| = \frac{1}{2} \sqrt{(-1)^2 + 3^2 + 1^2} = \frac{1}{2} \sqrt{11}.$

Properties of Vector Operations

Properties of Vector Operations Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Let a and b be numbers. Then

- (i). $\mathbf{u} + \mathbf{v} = \mathbf{v} + \mathbf{u};$
- (ii). $(\mathbf{u} + \mathbf{v}) + \mathbf{w} = \mathbf{u} + (\mathbf{v} + \mathbf{w});$
- (iii). $\mathbf{u} + \mathbf{0} = \mathbf{u};$
- (iv). $\mathbf{u} + (-\mathbf{u}) = \mathbf{0};$
- (v). $0\mathbf{u} = \mathbf{0};$

Properties of Vector Operations

Properties of Vector Operations Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Let a and b be numbers. Then

- (i). $\mathbf{u} + \mathbf{v} = \mathbf{v} + \mathbf{u};$
- (ii). $(\mathbf{u} + \mathbf{v}) + \mathbf{w} = \mathbf{u} + (\mathbf{v} + \mathbf{w});$
- (iii). $\mathbf{u} + \mathbf{0} = \mathbf{u};$
- (iv). $\mathbf{u} + (-\mathbf{u}) = \mathbf{0};$
- (v). $0\mathbf{u} = \mathbf{0};$

- (vi). $1\mathbf{u} = \mathbf{u}$;
- (vii). $a(b\mathbf{u}) = (ab)\mathbf{u}$;
- (viii). $a(\mathbf{u} + \mathbf{v}) = a\mathbf{u} + a\mathbf{v}$;
- (ix). $(a + b)\mathbf{u} = a\mathbf{u} + b\mathbf{u}$.

Remark. We can not multiply vectors. Never never never never write “ \mathbf{uv} ”.

- (vi). $1\mathbf{u} = \mathbf{u}$;
- (vii). $a(b\mathbf{u}) = (ab)\mathbf{u}$;
- (viii). $a(\mathbf{u} + \mathbf{v}) = a\mathbf{u} + a\mathbf{v}$;
- (ix). $(a + b)\mathbf{u} = a\mathbf{u} + b\mathbf{u}$.

Not. We can not multiply vectors. Never never never never write “ \mathbf{uv} ”.

Unit Vectors

Unit Vectors

Definition. \mathbf{u} is called a *unit vector* $\iff \|\mathbf{u}\| = 1$.

Example 10.3. $\mathbf{u} = (2^{-\frac{1}{2}}, \frac{1}{2}, -\frac{1}{2})$ is a unit vector because

$$\|\mathbf{u}\| = \sqrt{\left(\frac{1}{\sqrt{2}}\right)^2 + \left(\frac{1}{2}\right)^2 + \left(-\frac{1}{2}\right)^2} = \sqrt{\frac{1}{2} + \frac{1}{4} + \frac{1}{4}} = 1.$$

In \mathbb{R}^2 : The *standard unit vectors* are $\mathbf{i} = (1, 0)$ and $\mathbf{j} = (0, 1)$.

In \mathbb{R}^3 : The *standard unit vectors* are $\mathbf{i} = (1, 0, 0)$, $\mathbf{j} = (0, 1, 0)$ and $\mathbf{k} = (0, 0, 1)$. Any vector $\mathbf{v} \in \mathbb{R}^3$ can be written

$$\begin{aligned} \mathbf{v} &= (v_1, v_2, v_3) = (v_1, 0, 0) + (0, v_2, 0) + (0, 0, v_3) \\ &= v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}. \end{aligned}$$

If $\|\mathbf{v}\| \neq 0$, then $\frac{\mathbf{v}}{\|\mathbf{v}\|}$ is a unit vector because

$$\left\| \frac{\mathbf{v}}{\|\mathbf{v}\|} \right\| = \left\| \frac{1}{\|\mathbf{v}\|} \mathbf{v} \right\| = \frac{1}{\|\mathbf{v}\|} \|\mathbf{v}\| = 1.$$

Clearly $\frac{\mathbf{v}}{\|\mathbf{v}\|}$ and \mathbf{v} point in the same direction.

Example 10.4. Find a unit vector \mathbf{u} which points in the same direction as $\overrightarrow{P_1P_2}$, where $P_1(1, 0, 1)$ and $P_2(3, 2, 0)$.

solution:

We calculate that $\overrightarrow{P_1P_2} = P_2 - P_1 = (3, 2, 0) - (1, 0, 1) = (2, 2, -1) = 2\mathbf{i} + 2\mathbf{j} - \mathbf{k}$ and that $\|\overrightarrow{P_1P_2}\| = \sqrt{2^2 + 2^2 + (-1)^2} = 3$. The required unit vector is

$$\mathbf{u} = \frac{\overrightarrow{P_1P_2}}{\|\overrightarrow{P_1P_2}\|} = \frac{2\mathbf{i} + 2\mathbf{j} - \mathbf{k}}{3} = \frac{2}{3}\mathbf{i} + \frac{2}{3}\mathbf{j} - \frac{1}{3}\mathbf{k}.$$

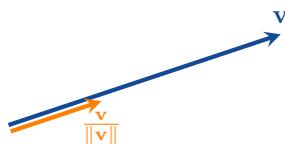


Figure 10.7: $\frac{\mathbf{v}}{\|\mathbf{v}\|}$ is a unit vector which points in the same direction as \mathbf{v} .

Sekil 10.7:

Unit Vectors

Unit Vectors

Tanim. \mathbf{u} is called a *unit vector* $\iff \|\mathbf{u}\| = 1$.

Örnek 10.3. $\mathbf{u} = (2^{-\frac{1}{2}}, \frac{1}{2}, -\frac{1}{2})$ is a unit vector because

$$\|\mathbf{u}\| = \sqrt{\left(\frac{1}{\sqrt{2}}\right)^2 + \left(\frac{1}{2}\right)^2 + \left(-\frac{1}{2}\right)^2} = \sqrt{\frac{1}{2} + \frac{1}{4} + \frac{1}{4}} = 1.$$

In \mathbb{R}^2 : The *standard unit vectors* are $\mathbf{i} = (1, 0)$ and $\mathbf{j} = (0, 1)$.

In \mathbb{R}^3 : The *standard unit vectors* are $\mathbf{i} = (1, 0, 0)$, $\mathbf{j} = (0, 1, 0)$ and $\mathbf{k} = (0, 0, 1)$. Any vector $\mathbf{v} \in \mathbb{R}^3$ can be written

$$\begin{aligned} \mathbf{v} &= (v_1, v_2, v_3) = (v_1, 0, 0) + (0, v_2, 0) + (0, 0, v_3) \\ &= v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}. \end{aligned}$$

If $\|\mathbf{v}\| \neq 0$, then $\frac{\mathbf{v}}{\|\mathbf{v}\|}$ is a unit vector because

$$\left\| \frac{\mathbf{v}}{\|\mathbf{v}\|} \right\| = \left\| \frac{1}{\|\mathbf{v}\|} \mathbf{v} \right\| = \frac{1}{\|\mathbf{v}\|} \|\mathbf{v}\| = 1.$$

Clearly $\frac{\mathbf{v}}{\|\mathbf{v}\|}$ and \mathbf{v} point in the same direction.

Örnek 10.4. Find a unit vector \mathbf{u} which points in the same direction as $\overrightarrow{P_1P_2}$, where $P_1(1, 0, 1)$ and $P_2(3, 2, 0)$.

çözüm:

We calculate that $\overrightarrow{P_1P_2} = P_2 - P_1 = (3, 2, 0) - (1, 0, 1) = (2, 2, -1) = 2\mathbf{i} + 2\mathbf{j} - \mathbf{k}$ and that $\|\overrightarrow{P_1P_2}\| = \sqrt{2^2 + 2^2 + (-1)^2} = 3$. The required unit vector is

$$\mathbf{u} = \frac{\overrightarrow{P_1P_2}}{\|\overrightarrow{P_1P_2}\|} = \frac{2\mathbf{i} + 2\mathbf{j} - \mathbf{k}}{3} = \frac{2}{3}\mathbf{i} + \frac{2}{3}\mathbf{j} - \frac{1}{3}\mathbf{k}.$$

Problems

Problem 10.1. Let $\mathbf{u} = (3, -2)$ and $\mathbf{v} = (-2, 5)$. Find the following:

- | | | | | |
|------------------------|------------------------|------------------------------------|--|---|
| (a). $\ \mathbf{u}\ $ | (d). $3\mathbf{u}$ | (g). $\ -3\mathbf{u}\ $ | (j). $\ \mathbf{u}\ + \ \mathbf{v}\ $ | (m). $\frac{3}{5}\mathbf{u} + \frac{4}{5}\mathbf{v}$ |
| (b). $\ \mathbf{v}\ $ | (e). $\ 3\mathbf{u}\ $ | (h). $\mathbf{u} + \mathbf{v}$ | (k). $2\mathbf{u} - 3\mathbf{v}$ | (n). $\left\ \frac{3}{5}\mathbf{u} + \frac{4}{5}\mathbf{v} \right\ $ |
| (c). $3\ \mathbf{u}\ $ | (f). $-3\mathbf{u}$ | (i). $\ \mathbf{u} + \mathbf{v}\ $ | (l). $\ 2\mathbf{u} - 3\mathbf{v}\ $ | (o). $\left\ -\frac{5}{13}\mathbf{u} + \frac{12}{13}\mathbf{v} \right\ $ |

Problem 10.2.

- (a). Find $(5\mathbf{a} - 3\mathbf{b})$ if $\mathbf{a} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ and $\mathbf{b} = 2\mathbf{i} + 5\mathbf{k}$.
- (b). Find $\overrightarrow{AB} + \overrightarrow{CD}$, where $A(1, -1, 1)$, $B(2, 0, 0)$, $C(-1, 3, 0)$ and $D(-2, 2, 1)$.

Problem 10.3 (Unit Vectors).

- (a). Find a unit vector which points in the same direction as $\mathbf{v} = 6\mathbf{i} + 2\mathbf{j} - 3\mathbf{k}$.
- (b). Find a unit vector which points in the same direction as $\mathbf{v} = 2\mathbf{i} + \mathbf{j} - 2\mathbf{k}$.
- (c). Find a vector \mathbf{w} which points in the same direction as $\mathbf{v} = 12\mathbf{i} - 5\mathbf{k}$ and which satisfies $\|\mathbf{w}\| = 7$.

Sorular

Soru 10.1. Let $\mathbf{u} = (3, -2)$ and $\mathbf{v} = (-2, 5)$. Find the following:

- | | |
|--|---|
| (j). $\ \mathbf{u}\ + \ \mathbf{v}\ $ | (m). $\frac{3}{5}\mathbf{u} + \frac{4}{5}\mathbf{v}$ |
| (k). $2\mathbf{u} - 3\mathbf{v}$ | (n). $\left\ \frac{3}{5}\mathbf{u} + \frac{4}{5}\mathbf{v} \right\ $ |
| (l). $\ 2\mathbf{u} - 3\mathbf{v}\ $ | (o). $\left\ -\frac{5}{13}\mathbf{u} + \frac{12}{13}\mathbf{v} \right\ $ |

Soru 10.2.

- (a). Find $(5\mathbf{a} - 3\mathbf{b})$ if $\mathbf{a} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ and $\mathbf{b} = 2\mathbf{i} + 5\mathbf{k}$.
- (b). Find $\overrightarrow{AB} + \overrightarrow{CD}$, where $A(1, -1, 1)$, $B(2, 0, 0)$, $C(-1, 3, 0)$ and $D(-2, 2, 1)$.

Soru 10.3 (Unit Vectors).

- (a). Find a unit vector which points in the same direction as $\mathbf{v} = 6\mathbf{i} + 2\mathbf{j} - 3\mathbf{k}$.
- (b). Find a unit vector which points in the same direction as $\mathbf{v} = 2\mathbf{i} + \mathbf{j} - 2\mathbf{k}$.
- (c). Find a vector \mathbf{w} which points in the same direction as $\mathbf{v} = 12\mathbf{i} - 5\mathbf{k}$ and which satisfies $\|\mathbf{w}\| = 7$.

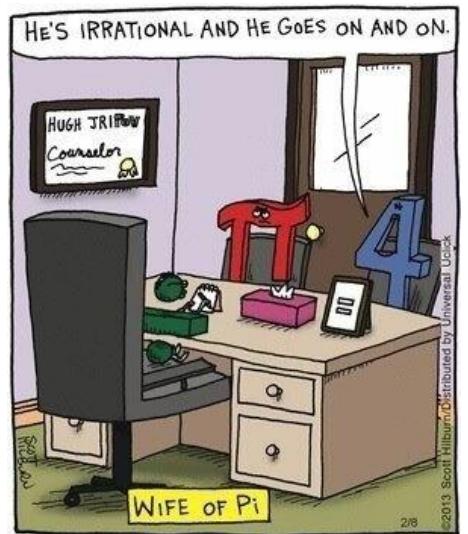


Figure 10.8: A web comic.
Şekil 10.8: Bir web çizgi romanı.

The Dot Product

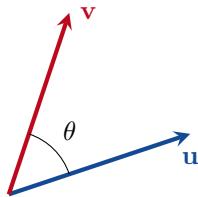
Nokta Çarpımı

Definition. In \mathbb{R}^2 , the **dot product** of $\mathbf{u} = (u_1, u_2) = u_1\mathbf{i} + u_2\mathbf{j}$ and $\mathbf{v} = (v_1, v_2) = v_1\mathbf{i} + v_2\mathbf{j}$ is

$$\mathbf{u} \cdot \mathbf{v} = u_1v_1 + u_2v_2.$$

Definition. In \mathbb{R}^3 , the **dot product** of $\mathbf{u} = (u_1, u_2, u_3) = u_1\mathbf{i} + u_2\mathbf{j} + u_3\mathbf{k}$ and $\mathbf{v} = (v_1, v_2, v_3) = v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}$ is

$$\mathbf{u} \cdot \mathbf{v} = u_1v_1 + u_2v_2 + u_3v_3.$$



Theorem 11.1. The angle between \mathbf{u} and \mathbf{v} is

$$\theta = \cos^{-1} \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{u}\| \|\mathbf{v}\|} \right).$$

Example 11.1.

$$(1, -2, -1) \cdot (-6, 2, -3) = (1 \times -6) + (-2 \times 2) + (-1 \times -3) \\ = -6 - 4 + 3 = -7.$$

Example 11.2.

$$(\frac{1}{2}\mathbf{i} + 3\mathbf{j} + \mathbf{k}) \cdot (4\mathbf{i} - \mathbf{j} + 2\mathbf{k}) = (\frac{1}{2} \times 4) + (3 \times -1) + (1 \times 2) \\ = 2 - 3 + 2 = 1.$$

Example 11.3. Find the angle between $\mathbf{u} = \mathbf{i} - 2\mathbf{j} - 2\mathbf{k}$ and $\mathbf{v} = 6\mathbf{i} + 3\mathbf{j} + 2\mathbf{k}$.

solution: Since $\mathbf{u} \cdot \mathbf{v} = (1, -2, -2) \cdot (6, 3, 2) = (1 \times 6) + (-2 \times 3) + (-2 \times 2) = 6 - 6 - 4 = -4$, $\|\mathbf{u}\| = \sqrt{1^2 + (-2)^2 + (-2)^2} = \sqrt{9} = 3$ and $\|\mathbf{v}\| = \sqrt{6^2 + 3^2 + 2^2} = \sqrt{49} = 7$, we have that

$$\theta = \cos^{-1} \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{u}\| \|\mathbf{v}\|} \right) = \cos^{-1} \left(-\frac{4}{21} \right) \approx 1.76 \text{ radians} \approx 98.5^\circ.$$

Example 11.4. If $A(0, 0)$, $B(3, 5)$ and $C(5, 2)$, find $\theta = \angle ACB$.

Tanım. In \mathbb{R}^2 , the **dot product** of $\mathbf{u} = (u_1, u_2) = u_1\mathbf{i} + u_2\mathbf{j}$ and $\mathbf{v} = (v_1, v_2) = v_1\mathbf{i} + v_2\mathbf{j}$ is

$$\mathbf{u} \cdot \mathbf{v} = u_1v_1 + u_2v_2.$$

Tanım. In \mathbb{R}^3 , the **dot product** of $\mathbf{u} = (u_1, u_2, u_3) = u_1\mathbf{i} + u_2\mathbf{j} + u_3\mathbf{k}$ and $\mathbf{v} = (v_1, v_2, v_3) = v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}$ is

$$\mathbf{u} \cdot \mathbf{v} = u_1v_1 + u_2v_2 + u_3v_3.$$

Teorem 11.1. The angle between \mathbf{u} and \mathbf{v} is

$$\theta = \cos^{-1} \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{u}\| \|\mathbf{v}\|} \right).$$

Örnek 11.1.

$$(1, -2, -1) \cdot (-6, 2, -3) = (1 \times -6) + (-2 \times 2) + (-1 \times -3) \\ = -6 - 4 + 3 = -7.$$

Örnek 11.2.

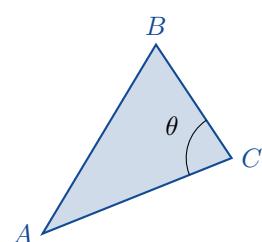
$$(\frac{1}{2}\mathbf{i} + 3\mathbf{j} + \mathbf{k}) \cdot (4\mathbf{i} - \mathbf{j} + 2\mathbf{k}) = (\frac{1}{2} \times 4) + (3 \times -1) + (1 \times 2) \\ = 2 - 3 + 2 = 1.$$

Örnek 11.3. Find the angle between $\mathbf{u} = \mathbf{i} - 2\mathbf{j} - 2\mathbf{k}$ and $\mathbf{v} = 6\mathbf{i} + 3\mathbf{j} + 2\mathbf{k}$.

çözüm: Since $\mathbf{u} \cdot \mathbf{v} = (1, -2, -2) \cdot (6, 3, 2) = (1 \times 6) + (-2 \times 3) + (-2 \times 2) = 6 - 6 - 4 = -4$, $\|\mathbf{u}\| = \sqrt{1^2 + (-2)^2 + (-2)^2} = \sqrt{9} = 3$ and $\|\mathbf{v}\| = \sqrt{6^2 + 3^2 + 2^2} = \sqrt{49} = 7$, we have that

$$\theta = \cos^{-1} \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{u}\| \|\mathbf{v}\|} \right) = \cos^{-1} \left(-\frac{4}{21} \right) \approx 1.76 \text{ radians} \approx 98.5^\circ.$$

Örnek 11.4. If $A(0, 0)$, $B(3, 5)$ and $C(5, 2)$, find $\theta = \angle ACB$.



solution: θ is the angle between \overrightarrow{CA} and \overrightarrow{CB} . We calculate that $\overrightarrow{CA} = A - C = (0, 0) - (5, 2) = (-5, -2)$, $\overrightarrow{CB} = B - C = (3, 5) - (5, 2) = (-2, 3)$, $\overrightarrow{CA} \cdot \overrightarrow{CB} = (-5, -2) \cdot (-2, 3) = 4$, $\|\overrightarrow{CA}\| = \sqrt{(-5)^2 + (-2)^2} = \sqrt{29}$ and $\|\overrightarrow{CB}\| = \sqrt{(-2)^2 + 3^2} = \sqrt{13}$. Therefore

$$\theta = \cos^{-1} \left(\frac{\overrightarrow{CA} \cdot \overrightarrow{CB}}{\|\overrightarrow{CA}\| \|\overrightarrow{CB}\|} \right) = \cos^{-1} \left(\frac{4}{\sqrt{29} \sqrt{13}} \right)$$

$\approx 78.1^\circ \approx 1.36$ radians.

Definition. \mathbf{u} and \mathbf{v} are *orthogonal* $\iff \mathbf{u} \cdot \mathbf{v} = 0$.

Remark. Note that

$$\mathbf{u} \cdot \mathbf{v} = \|\mathbf{u}\| \|\mathbf{v}\| \cos \theta$$

by Theorem 11.1. Therefore

$$\mathbf{u} \text{ and } \mathbf{v} \text{ are orthogonal} \iff \begin{cases} \mathbf{u} = \mathbf{0} \\ \text{or} \\ \mathbf{v} = \mathbf{0} \\ \text{or} \\ \theta = 90^\circ. \end{cases}$$

Example 11.5. $\mathbf{u} = (3, -2)$ and $\mathbf{v} = (4, 6)$ are orthogonal because $\mathbf{u} \cdot \mathbf{v} = (3, -2) \cdot (4, 6) = (3 \times 4) + (-2 \times 6) = 12 - 12 = 0$.

Example 11.6. $\mathbf{u} = 3\mathbf{i} - 2\mathbf{j} + \mathbf{k}$ and $\mathbf{v} = 2\mathbf{j} + 4\mathbf{k}$ are orthogonal because $\mathbf{u} \cdot \mathbf{v} = (3 \times 0) + (-2 \times 2) + (1 \times 4) = 0 - 4 + 4 = 0$.

Example 11.7. $\mathbf{0}$ is orthogonal to every vector \mathbf{u} because $\mathbf{0} \cdot \mathbf{u} = (0, 0, 0) \cdot (u_1, u_2, u_3) = 0u_1 + 0u_2 + 0u_3 = 0$.

Properties of the Dot Product

Properties of the Dot Product Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Let k be a number. Then

- (i). $\mathbf{u} \cdot \mathbf{v} = \mathbf{v} \cdot \mathbf{u}$;
- (ii). $(k\mathbf{u}) \cdot \mathbf{v} = \mathbf{u} \cdot (k\mathbf{v}) = k(\mathbf{u} \cdot \mathbf{v})$;
- (iii). $\mathbf{u} \cdot (\mathbf{v} + \mathbf{w}) = (\mathbf{u} \cdot \mathbf{v}) + (\mathbf{u} \cdot \mathbf{w})$;
- (iv). $\mathbf{u} \cdot \mathbf{u} = \|\mathbf{u}\|^2$; and
- (v). $\mathbf{0} \cdot \mathbf{u} = 0$.

özüm: θ is the angle between \overrightarrow{CA} and \overrightarrow{CB} . We calculate that $\overrightarrow{CA} = A - C = (0, 0) - (5, 2) = (-5, -2)$, $\overrightarrow{CB} = B - C = (3, 5) - (5, 2) = (-2, 3)$, $\overrightarrow{CA} \cdot \overrightarrow{CB} = (-5, -2) \cdot (-2, 3) = 4$, $\|\overrightarrow{CA}\| = \sqrt{(-5)^2 + (-2)^2} = \sqrt{29}$ and $\|\overrightarrow{CB}\| = \sqrt{(-2)^2 + 3^2} = \sqrt{13}$. Therefore

$$\theta = \cos^{-1} \left(\frac{\overrightarrow{CA} \cdot \overrightarrow{CB}}{\|\overrightarrow{CA}\| \|\overrightarrow{CB}\|} \right) = \cos^{-1} \left(\frac{4}{\sqrt{29} \sqrt{13}} \right)$$

$\approx 78.1^\circ \approx 1.36$ radians.

Tanım. \mathbf{u} and \mathbf{v} are *orthogonal* $\iff \mathbf{u} \cdot \mathbf{v} = 0$.

Not. Note that

$$\mathbf{u} \cdot \mathbf{v} = \|\mathbf{u}\| \|\mathbf{v}\| \cos \theta$$

by Theorem 11.1. Therefore

$$\mathbf{u} \text{ and } \mathbf{v} \text{ are orthogonal} \iff \begin{cases} \mathbf{u} = \mathbf{0} \\ \text{or} \\ \mathbf{v} = \mathbf{0} \\ \text{or} \\ \theta = 90^\circ. \end{cases}$$

Örnek 11.5. $\mathbf{u} = (3, -2)$ and $\mathbf{v} = (4, 6)$ are orthogonal because $\mathbf{u} \cdot \mathbf{v} = (3, -2) \cdot (4, 6) = (3 \times 4) + (-2 \times 6) = 12 - 12 = 0$.

Örnek 11.6. $\mathbf{u} = 3\mathbf{i} - 2\mathbf{j} + \mathbf{k}$ and $\mathbf{v} = 2\mathbf{j} + 4\mathbf{k}$ are orthogonal because $\mathbf{u} \cdot \mathbf{v} = (3 \times 0) + (-2 \times 2) + (1 \times 4) = 0 - 4 + 4 = 0$.

Örnek 11.7. $\mathbf{0}$ is orthogonal to every vector \mathbf{u} because $\mathbf{0} \cdot \mathbf{u} = (0, 0, 0) \cdot (u_1, u_2, u_3) = 0u_1 + 0u_2 + 0u_3 = 0$.

Properties of the Dot Product

Properties of the Dot Product

Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Let k be a number. Then

- (i). $\mathbf{u} \cdot \mathbf{v} = \mathbf{v} \cdot \mathbf{u}$;
- (ii). $(k\mathbf{u}) \cdot \mathbf{v} = \mathbf{u} \cdot (k\mathbf{v}) = k(\mathbf{u} \cdot \mathbf{v})$;
- (iii). $\mathbf{u} \cdot (\mathbf{v} + \mathbf{w}) = (\mathbf{u} \cdot \mathbf{v}) + (\mathbf{u} \cdot \mathbf{w})$;
- (iv). $\mathbf{u} \cdot \mathbf{u} = \|\mathbf{u}\|^2$; and
- (v). $\mathbf{0} \cdot \mathbf{u} = 0$.

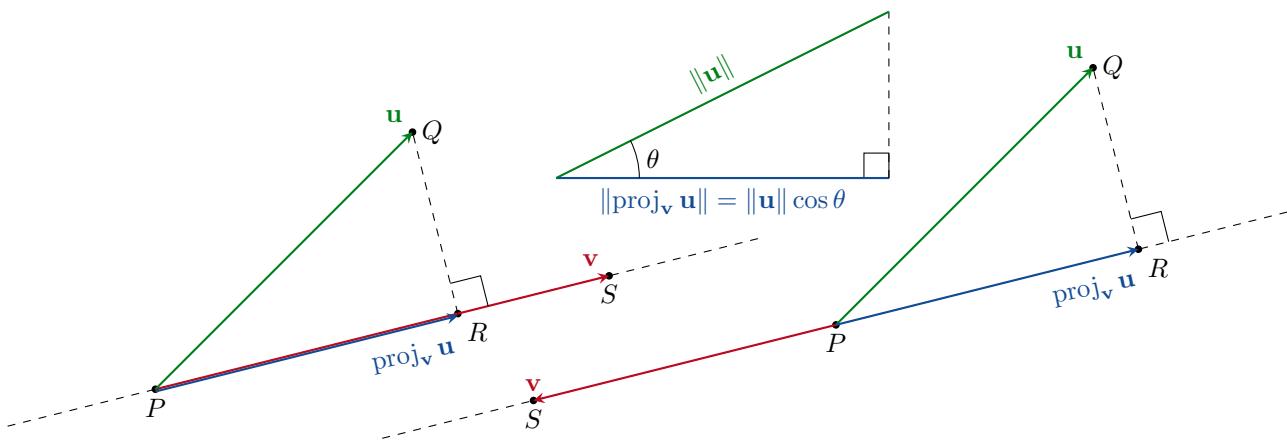


Figure 11.1: Vector Projections
Şekil 11.1: Vektör İzdüşümleri

Vector Projections

See figure 11.1.

Definition. The *vector projection* of \mathbf{u} onto \mathbf{v} is the vector

$$\text{proj}_{\mathbf{v}} \mathbf{u} = \overrightarrow{PR}.$$

Now

$$\begin{aligned} \text{proj}_{\mathbf{v}} \mathbf{u} &= (\text{length of } \text{proj}_{\mathbf{v}} \mathbf{u}) \left(\text{a unit vector in the same direction as } \mathbf{v} \right) \\ &= \|\text{proj}_{\mathbf{v}} \mathbf{u}\| \left(\frac{\mathbf{v}}{\|\mathbf{v}\|} \right) \\ &= \|\mathbf{u}\| (\cos \theta) \left(\frac{\mathbf{v}}{\|\mathbf{v}\|} \right) \\ &= \left(\frac{\|\mathbf{u}\| \|\mathbf{v}\| \cos \theta}{\|\mathbf{v}\|^2} \right) \mathbf{v} \\ &= \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v}. \end{aligned}$$

Since this is an important formula, we write it as a theorem.

Theorem 11.2. The *vector projection* of \mathbf{u} onto \mathbf{v} is

$$\text{proj}_{\mathbf{v}} \mathbf{u} = \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v}.$$

Example 11.8. Find the vector projection of $\mathbf{u} = 6\mathbf{i} + 3\mathbf{j} + 2\mathbf{k}$ onto $\mathbf{v} = \mathbf{i} - 2\mathbf{j} - 2\mathbf{k}$.

solution:

$$\begin{aligned} \text{proj}_{\mathbf{v}} \mathbf{u} &= \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v} = \left(\frac{6 - 6 - 4}{1 + 4 + 4} \right) (\mathbf{i} - 2\mathbf{j} - 2\mathbf{k}) \\ &= -\frac{4}{9}\mathbf{i} + \frac{8}{9}\mathbf{j} + \frac{8}{9}\mathbf{k}. \end{aligned}$$

Example 11.9. Find the vector projection of $\mathbf{F} = 5\mathbf{i} + 2\mathbf{j}$ onto $\mathbf{v} = \mathbf{i} - 3\mathbf{j}$.

solution:

$$\begin{aligned} \text{proj}_{\mathbf{v}} \mathbf{F} &= \left(\frac{\mathbf{F} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v} = \left(\frac{5 - 6}{1 + 9} \right) (\mathbf{i} - 3\mathbf{j}) \\ &= -\frac{1}{10}\mathbf{i} + \frac{3}{10}\mathbf{j}. \end{aligned}$$

Vector Projections

See figure 11.1.

Tanım. The *vector projection* of \mathbf{u} onto \mathbf{v} is the vector

$$\text{proj}_{\mathbf{v}} \mathbf{u} = \overrightarrow{PR}.$$

Now

$$\begin{aligned} \text{proj}_{\mathbf{v}} \mathbf{u} &= (\text{length of } \text{proj}_{\mathbf{v}} \mathbf{u}) \left(\text{a unit vector in the same direction as } \mathbf{v} \right) \\ &= \|\text{proj}_{\mathbf{v}} \mathbf{u}\| \left(\frac{\mathbf{v}}{\|\mathbf{v}\|} \right) \\ &= \|\mathbf{u}\| (\cos \theta) \left(\frac{\mathbf{v}}{\|\mathbf{v}\|} \right) \\ &= \left(\frac{\|\mathbf{u}\| \|\mathbf{v}\| \cos \theta}{\|\mathbf{v}\|^2} \right) \mathbf{v} \\ &= \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v}. \end{aligned}$$

Since this is an important formula, we write it as a theorem.

Teoremler 11.2. The *vector projection* of \mathbf{u} onto \mathbf{v} is

$$\text{proj}_{\mathbf{v}} \mathbf{u} = \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v}.$$

Örnek 11.8. Find the vector projection of $\mathbf{u} = 6\mathbf{i} + 3\mathbf{j} + 2\mathbf{k}$ onto $\mathbf{v} = \mathbf{i} - 2\mathbf{j} - 2\mathbf{k}$.

Çözüm:

$$\begin{aligned} \text{proj}_{\mathbf{v}} \mathbf{u} &= \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v} = \left(\frac{6 - 6 - 4}{1 + 4 + 4} \right) (\mathbf{i} - 2\mathbf{j} - 2\mathbf{k}) \\ &= -\frac{4}{9}\mathbf{i} + \frac{8}{9}\mathbf{j} + \frac{8}{9}\mathbf{k}. \end{aligned}$$

Örnek 11.9. Find the vector projection of $\mathbf{F} = 5\mathbf{i} + 2\mathbf{j}$ onto $\mathbf{v} = \mathbf{i} - 3\mathbf{j}$.

Çözüm:

$$\begin{aligned} \text{proj}_{\mathbf{v}} \mathbf{F} &= \left(\frac{\mathbf{F} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v} = \left(\frac{5 - 6}{1 + 9} \right) (\mathbf{i} - 3\mathbf{j}) \\ &= -\frac{1}{10}\mathbf{i} + \frac{3}{10}\mathbf{j}. \end{aligned}$$

Problems

Problem 11.1. For each pair of vectors below, find

- (i). $\mathbf{u} \cdot \mathbf{v}$;
- (ii). $\|\mathbf{u}\|$ and $\|\mathbf{v}\|$;
- (iii). $\cos \theta$ (where θ is the angle between \mathbf{u} and \mathbf{v}); and
- (iv). $\text{proj}_{\mathbf{v}} \mathbf{u}$.

(a). $\mathbf{u} = -2\mathbf{i} + 4\mathbf{j} - \sqrt{5}\mathbf{k}$
 $\mathbf{v} = 2\mathbf{i} - 4\mathbf{j} + \sqrt{5}\mathbf{k}$

(b). $\mathbf{u} = 3\mathbf{j} + 4\mathbf{k}$
 $\mathbf{v} = 10\mathbf{i} + 11\mathbf{j} - 2\mathbf{k}$

(c). $\mathbf{u} = 2\mathbf{i} + 2\mathbf{j} + \mathbf{k}$
 $\mathbf{v} = 2\mathbf{i} + 10\mathbf{j} - 11\mathbf{k}$

Problem 11.2. A triangle has vertices at $A(-1, 0)$, $B(2, 1)$ and $C(1, -2)$. Find the internal angles of the triangle.

Problem 11.3. Let $A(1, 1, 1)$, $B(2, 3, 2)$, $C(1, 4, 4)$ and $D(0, 2, 3)$ be four points in \mathbb{R}^3 . Are the vectors \overrightarrow{AC} and \overrightarrow{BD} orthogonal?

Problem 11.4. Let \mathbf{u} and \mathbf{v} be vectors. Let θ denote the angle between \mathbf{u} and $\mathbf{u} + \mathbf{v}$; and let ϕ denote the angle between $\mathbf{u} + \mathbf{v}$ and \mathbf{v} . See figure 11.2.

- (a). Show that if $\|\mathbf{u}\| = \|\mathbf{v}\|$, then $\mathbf{u} \cdot (\mathbf{u} + \mathbf{v}) = (\mathbf{u} + \mathbf{v}) \cdot \mathbf{v}$
- (b). Show that if $\|\mathbf{u}\| = \|\mathbf{v}\|$, then $\theta = \phi$.

Problem 11.5. A water pipe runs due north then due east. The northwards part slopes upwards with a slope of 20%. The eastwards part slopes upwards with a slope of 10%. See figure 11.3. Find the angle θ required at the turn from north to east.



Figure 11.2: The vectors considered in Exercise 11.4.
 Şekil 11.2:

Sorular

Soru 11.1. For each pair of vectors below, find

- (i). $\mathbf{u} \cdot \mathbf{v}$;
- (ii). $\|\mathbf{u}\|$ and $\|\mathbf{v}\|$;
- (iii). $\cos \theta$ (where θ is the angle between \mathbf{u} and \mathbf{v}); and
- (iv). $\text{proj}_{\mathbf{v}} \mathbf{u}$.

(c). $\mathbf{u} = 2\mathbf{i} + 2\mathbf{j} + \mathbf{k}$
 $\mathbf{v} = 2\mathbf{i} + 10\mathbf{j} - 11\mathbf{k}$

Soru 11.2. A triangle has vertices at $A(-1, 0)$, $B(2, 1)$ and $C(1, -2)$. Find the internal angles of the triangle.

Soru 11.3. Let $A(1, 1, 1)$, $B(2, 3, 2)$, $C(1, 4, 4)$ and $D(0, 2, 3)$ be four points in \mathbb{R}^3 . Are the vectors \overrightarrow{AC} and \overrightarrow{BD} orthogonal?

Soru 11.4. Let \mathbf{u} and \mathbf{v} be vectors. Let θ denote the angle between \mathbf{u} and $\mathbf{u} + \mathbf{v}$; and let ϕ denote the angle between $\mathbf{u} + \mathbf{v}$ and \mathbf{v} . See figure 11.2.

- (a). Show that if $\|\mathbf{u}\| = \|\mathbf{v}\|$, then $\mathbf{u} \cdot (\mathbf{u} + \mathbf{v}) = (\mathbf{u} + \mathbf{v}) \cdot \mathbf{v}$
- (b). Show that if $\|\mathbf{u}\| = \|\mathbf{v}\|$, then $\theta = \phi$.

Soru 11.5. A water pipe runs due north then due east. The northwards part slopes upwards with a slope of 20%. The eastwards part slopes upwards with a slope of 10%. See figure 11.3. Find the angle θ required at the turn from north to east.

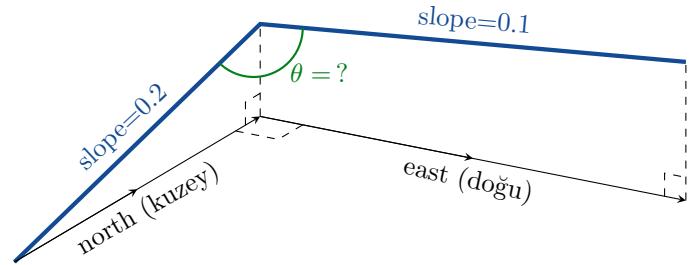
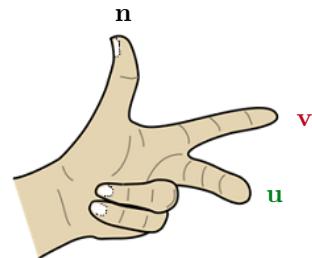
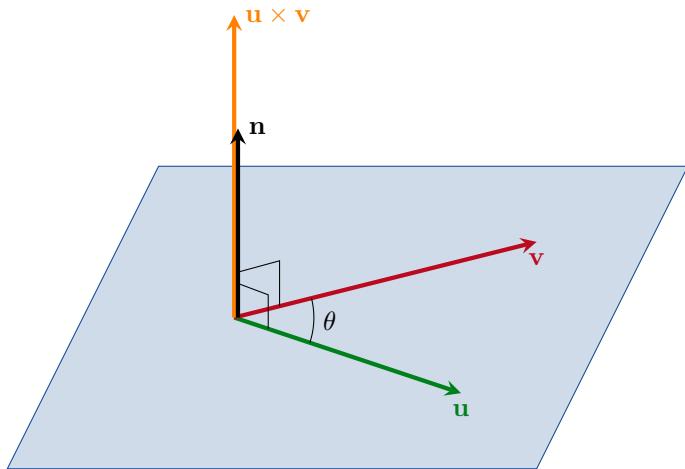


Figure 11.3: A water pipe.
 Şekil 11.3:

The Cross Product

Vektörel Çarpım



Let \mathbf{n} be a unit vector which satisfies

- (i). \mathbf{n} is orthogonal to \mathbf{u} ($\overset{\mathbf{n}}{\perp} \mathbf{u}$);
- (ii). \mathbf{n} is orthogonal to \mathbf{v} ($\overset{\mathbf{n}}{\perp} \mathbf{v}$); and
- (iii). the direction of \mathbf{n} is chosen using the left-hand rule.

Definition. The *cross product* of \mathbf{u} and \mathbf{v} is

$$\mathbf{u} \times \mathbf{v} = \|\mathbf{u}\| \|\mathbf{v}\| (\sin \theta) \mathbf{n}.$$

Remark.

- $\mathbf{u} \cdot \mathbf{v}$ is a number.
- $\mathbf{u} \times \mathbf{v}$ is a vector.

Remark.

$$\begin{aligned} \left(\begin{array}{l} \mathbf{u} \text{ and } \mathbf{v} \\ \text{are parallel} \end{array} \right) &\iff \theta = 0^\circ \text{ or } 180^\circ \\ &\implies \sin \theta = 0 \implies \mathbf{u} \times \mathbf{v} = \mathbf{0}. \end{aligned}$$

Let \mathbf{n} be a unit vector which satisfies

- (i). \mathbf{n} is orthogonal to \mathbf{u} ($\overset{\mathbf{n}}{\perp} \mathbf{u}$);
- (ii). \mathbf{n} is orthogonal to \mathbf{v} ($\overset{\mathbf{n}}{\perp} \mathbf{v}$); and
- (iii). the direction of \mathbf{n} is chosen using the left-hand rule.

Tanım. The *cross product* of \mathbf{u} and \mathbf{v} is

$$\mathbf{u} \times \mathbf{v} = \|\mathbf{u}\| \|\mathbf{v}\| (\sin \theta) \mathbf{n}.$$

Not.

- $\mathbf{u} \cdot \mathbf{v}$ is a number.
- $\mathbf{u} \times \mathbf{v}$ is a vector.

Not.

$$\begin{aligned} \left(\begin{array}{l} \mathbf{u} \text{ and } \mathbf{v} \\ \text{are parallel} \end{array} \right) &\iff \theta = 0^\circ \text{ or } 180^\circ \\ &\implies \sin \theta = 0 \implies \mathbf{u} \times \mathbf{v} = \mathbf{0}. \end{aligned}$$

Properties of the Cross Product

Properties of the Cross Product

Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Let r and s be numbers. Then

- (i). $(r\mathbf{u}) \times (s\mathbf{v}) = (rs)(\mathbf{u} \times \mathbf{v});$
- (ii). $\mathbf{u} \times (\mathbf{v} + \mathbf{w}) = (\mathbf{u} \times \mathbf{v}) + (\mathbf{u} \times \mathbf{w});$
- (iii). $\mathbf{v} \times \mathbf{u} = -\mathbf{u} \times \mathbf{v};$
- (iv). $(\mathbf{v} + \mathbf{w}) \times \mathbf{u} = (\mathbf{v} \times \mathbf{u}) + (\mathbf{w} \times \mathbf{u});$
- (v). $\mathbf{0} \times \mathbf{u} = \mathbf{0};$ and
- (vi). $\mathbf{u} \times (\mathbf{v} \times \mathbf{w}) = (\mathbf{u} \cdot \mathbf{w})\mathbf{v} - (\mathbf{u} \cdot \mathbf{v})\mathbf{w}.$

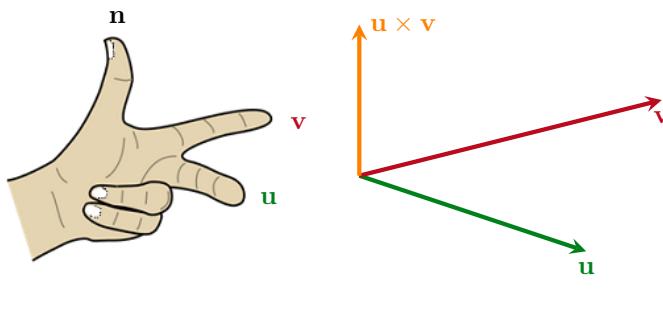
Properties of the Cross Product

Properties of the Cross Product

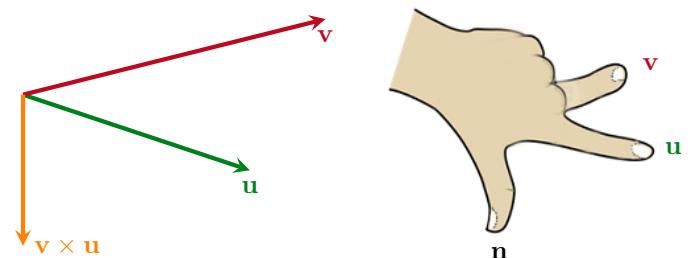
Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Let r and s be numbers. Then

- (i). $(r\mathbf{u}) \times (s\mathbf{v}) = (rs)(\mathbf{u} \times \mathbf{v});$
- (ii). $\mathbf{u} \times (\mathbf{v} + \mathbf{w}) = (\mathbf{u} \times \mathbf{v}) + (\mathbf{u} \times \mathbf{w});$
- (iii). $\mathbf{v} \times \mathbf{u} = -\mathbf{u} \times \mathbf{v};$
- (iv). $(\mathbf{v} + \mathbf{w}) \times \mathbf{u} = (\mathbf{v} \times \mathbf{u}) + (\mathbf{w} \times \mathbf{u});$
- (v). $\mathbf{0} \times \mathbf{u} = \mathbf{0};$ and
- (vi). $\mathbf{u} \times (\mathbf{v} \times \mathbf{w}) = (\mathbf{u} \cdot \mathbf{w})\mathbf{v} - (\mathbf{u} \cdot \mathbf{v})\mathbf{w}.$

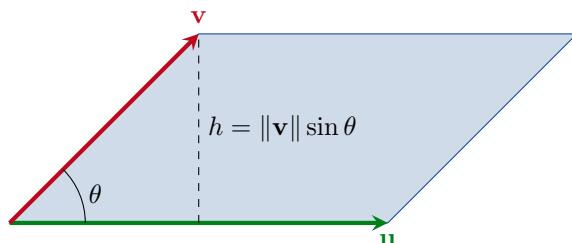
Property (iii)



Özellik (iii)



Area of a Parallelogram

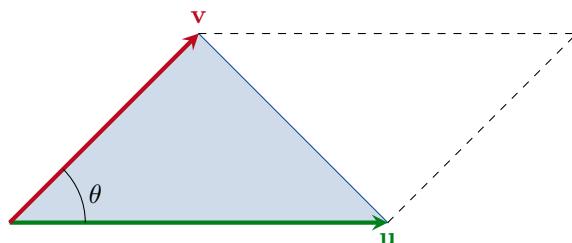


Paralelkenarın Alanı

$$\text{area} = (\text{base})(\text{height}) = \|\mathbf{u}\| \|\mathbf{v}\| \sin \theta = \|\mathbf{u} \times \mathbf{v}\|.$$

$$\text{alan} = (\text{taban})(\text{yükseklik}) = \|\mathbf{u}\| \|\mathbf{v}\| \sin \theta = \|\mathbf{u} \times \mathbf{v}\|.$$

Area of a Triangle

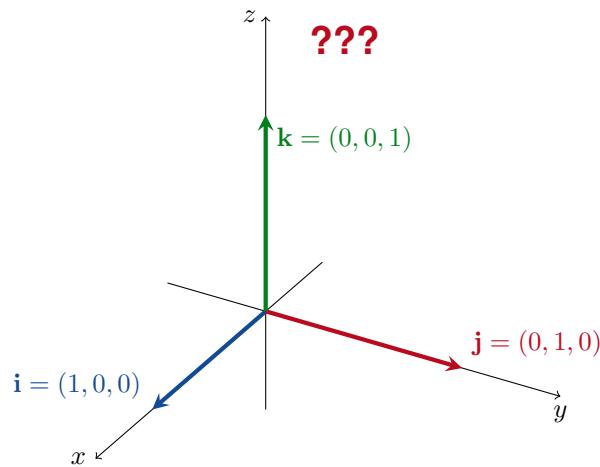


Üçgenin Alanı

$$\begin{aligned} \text{area of triangle} &= \frac{1}{2} (\text{area of parallelogram}) \\ &= \frac{1}{2} \|\mathbf{u} \times \mathbf{v}\|. \end{aligned}$$

$$\begin{aligned} \text{üçgenin alanı} &= \frac{1}{2} (\text{paralelkenarın alanı}) \\ &= \frac{1}{2} \|\mathbf{u} \times \mathbf{v}\|. \end{aligned}$$

A Formula for $\mathbf{u} \times \mathbf{v}$

Figure 12.1: The standard unit vectors in \mathbb{R}^3 .

Şekil 12.1:

Note first that

$$\mathbf{i} \times \mathbf{i} = \|\mathbf{i}\| \|\mathbf{i}\| \sin 0^\circ \mathbf{n} = \mathbf{0}.$$

Similarly $\mathbf{j} \times \mathbf{j} = \mathbf{0}$ and $\mathbf{k} \times \mathbf{k} = \mathbf{0}$ also.

Next note that $\mathbf{i} \times \mathbf{j}$ must point in the same direction as \mathbf{k} by the left-hand rule. Thus

$$\mathbf{i} \times \mathbf{j} = \|\mathbf{i}\| \|\mathbf{j}\| \sin 90^\circ \mathbf{k} = \mathbf{k}.$$

We then immediately also have

$$\mathbf{j} \times \mathbf{i} = -(\mathbf{i} \times \mathbf{j}) = -\mathbf{k}.$$

It is left for you to check that

$$\mathbf{j} \times \mathbf{k} = \mathbf{i}, \quad \mathbf{k} \times \mathbf{j} = -\mathbf{i}, \quad \mathbf{i} \times \mathbf{k} = -\mathbf{j} \quad \text{and} \quad \mathbf{k} \times \mathbf{i} = \mathbf{j}.$$

Now suppose that $\mathbf{u} = u_1\mathbf{i} + u_2\mathbf{j} + u_3\mathbf{k}$ and $\mathbf{v} = v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}$. Then we can calculate that

$$\begin{aligned} \mathbf{u} \times \mathbf{v} &= (u_1\mathbf{i} + u_2\mathbf{j} + u_3\mathbf{k}) \times (v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}) \\ &= u_1v_1\mathbf{i} \times \mathbf{i} + u_1v_2\mathbf{i} \times \mathbf{j} + u_1v_3\mathbf{i} \times \mathbf{k} + u_2v_1\mathbf{j} \times \mathbf{i} + u_2v_2\mathbf{j} \times \mathbf{j} + u_2v_3\mathbf{j} \times \mathbf{k} + u_3v_1\mathbf{k} \times \mathbf{i} + u_3v_2\mathbf{k} \times \mathbf{j} + u_3v_3\mathbf{k} \times \mathbf{k} \\ &= \mathbf{0} + u_1v_2\mathbf{k} - u_1v_3\mathbf{j} - u_2v_1\mathbf{k} + \mathbf{0} + u_2v_3\mathbf{i} + u_3v_1\mathbf{j} - u_3v_2\mathbf{i} + \mathbf{0} \\ &= (u_2v_3 - u_3v_2)\mathbf{i} - (u_1v_3 - u_3v_1)\mathbf{j} + (u_1v_2 - u_2v_1)\mathbf{k}. \end{aligned}$$

Theorem 12.1. If $\mathbf{u} = u_1\mathbf{i} + u_2\mathbf{j} + u_3\mathbf{k}$ and $\mathbf{v} = v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}$, then

$$\boxed{\mathbf{u} \times \mathbf{v} = (u_2v_3 - u_3v_2)\mathbf{i} - (u_1v_3 - u_3v_1)\mathbf{j} + (u_1v_2 - u_2v_1)\mathbf{k}}$$

If you studied matrices and determinants at high school, then you may prefer to use the following symbolic determinant formula instead.

$$\mathbf{u} \times \mathbf{v} = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ u_1 & u_2 & u_3 \\ v_1 & v_2 & v_3 \end{vmatrix}.$$

Teoremler 12.1. If $\mathbf{u} = u_1\mathbf{i} + u_2\mathbf{j} + u_3\mathbf{k}$ and $\mathbf{v} = v_1\mathbf{i} + v_2\mathbf{j} + v_3\mathbf{k}$, then

$$\boxed{\mathbf{u} \times \mathbf{v} = (u_2v_3 - u_3v_2)\mathbf{i} - (u_1v_3 - u_3v_1)\mathbf{j} + (u_1v_2 - u_2v_1)\mathbf{k}}$$

If you studied matrices and determinants at high school, then you may prefer to use the following symbolic determinant formula instead.

$$\mathbf{u} \times \mathbf{v} = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ u_1 & u_2 & u_3 \\ v_1 & v_2 & v_3 \end{vmatrix}.$$

Example 12.1. Find $\mathbf{u} \times \mathbf{v}$ and $\mathbf{v} \times \mathbf{u}$ if $\mathbf{u} = 2\mathbf{i} + \mathbf{j} + \mathbf{k}$ and $\mathbf{v} = -4\mathbf{i} + 3\mathbf{j} + \mathbf{k}$.

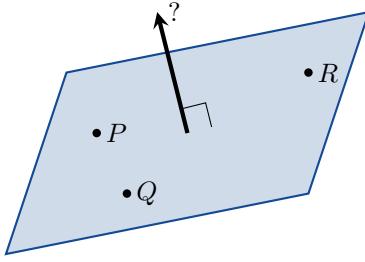
solution:

$$\mathbf{u} \times \mathbf{v} = (1 - 3)\mathbf{i} - (2 - -4)\mathbf{j} + (6 - -4)\mathbf{k} = -2\mathbf{i} - 6\mathbf{j} + 10\mathbf{k}$$

and

$$\mathbf{v} \times \mathbf{u} = -\mathbf{u} \times \mathbf{v} = 2\mathbf{i} + 6\mathbf{j} - 10\mathbf{k}.$$

Example 12.2. Find a vector perpendicular to the plane containing the three points $P(1, -1, 0)$, $Q(2, 1, -1)$ and $R(-1, 1, 2)$.



solution: The vector $\overrightarrow{PQ} \times \overrightarrow{PR}$ is perpendicular to the plane

because and . We calculate that

$$\overrightarrow{PQ} = Q - P = (2, 1, -1) - (1, -1, 0) = (2 - 1, 1 + 1, -1 - 0) = \mathbf{i} + 2\mathbf{j} - \mathbf{k}$$

$$\overrightarrow{PR} = R - P = (-1, 1, 2) - (1, -1, 0) = (-1 - 1, 1 + 1, 2 - 0) = -2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k}$$

$$\overrightarrow{PQ} \times \overrightarrow{PR} = (4 + 2)\mathbf{i} - (2 - 2)\mathbf{j} + (2 + 4)\mathbf{k} = 6\mathbf{i} + 6\mathbf{k}.$$

Example 12.3. Find the area of triangle PQR .

solution: The area of the triangle is

$$\begin{aligned} \text{area} &= \frac{1}{2} \left\| \overrightarrow{PQ} \times \overrightarrow{PR} \right\| = \frac{1}{2} \|6\mathbf{i} + 6\mathbf{k}\| \\ &= \frac{1}{2} \sqrt{6^2 + 0^2 + 6^2} = 3\sqrt{2}. \end{aligned}$$

Example 12.4. Find a unit vector perpendicular to the plane containing P , Q and R .

solution: We know that $\overrightarrow{PQ} \times \overrightarrow{PR}$ is perpendicular to the plane. We just need to normalise this vector to find a unit vector.

$$\mathbf{n} = \frac{\overrightarrow{PQ} \times \overrightarrow{PR}}{\left\| \overrightarrow{PQ} \times \overrightarrow{PR} \right\|} = \frac{6\mathbf{i} + 6\mathbf{k}}{6\sqrt{2}} = \frac{1}{\sqrt{2}}\mathbf{i} + \frac{1}{\sqrt{2}}\mathbf{k}.$$

Example 12.5. A triangle is inscribed inside a cube of side 2 as shown in figure 12.2. Use the cross product to find the area of the triangle.

solution: First we draw coordinate axes and assign coordinates to the vertices of the triangle. See figure 12.3.

Then we can calculate

$$\overrightarrow{AB} = B - A = (2, 2, 0) - (2, 0, 0) = (0, 2, 0) = 2\mathbf{j}$$

Örnek 12.1. Find $\mathbf{u} \times \mathbf{v}$ and $\mathbf{v} \times \mathbf{u}$ if $\mathbf{u} = 2\mathbf{i} + \mathbf{j} + \mathbf{k}$ and $\mathbf{v} = -4\mathbf{i} + 3\mathbf{j} + \mathbf{k}$.

çözüm:

$$\mathbf{u} \times \mathbf{v} = (1 - 3)\mathbf{i} - (2 - -4)\mathbf{j} + (6 - -4)\mathbf{k} = -2\mathbf{i} - 6\mathbf{j} + 10\mathbf{k}$$

and

$$\mathbf{v} \times \mathbf{u} = -\mathbf{u} \times \mathbf{v} = 2\mathbf{i} + 6\mathbf{j} - 10\mathbf{k}.$$

Örnek 12.2. Find a vector perpendicular to the plane containing the three points $P(1, -1, 0)$, $Q(2, 1, -1)$ and $R(-1, 1, 2)$.

çözüm: The vector $\overrightarrow{PQ} \times \overrightarrow{PR}$ is perpendicular to the plane

and . We calculate that

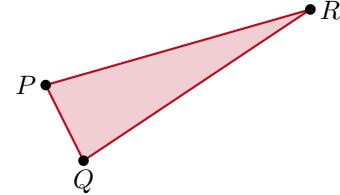
$$\begin{aligned} \overrightarrow{PQ} &= Q - P = (2, 1, -1) - (1, -1, 0) \\ &= (2 - 1, 1 + 1, -1 - 0) = \mathbf{i} + 2\mathbf{j} - \mathbf{k} \end{aligned}$$

$$\overrightarrow{PR} = R - P = (-1, 1, 2) - (1, -1, 0)$$

$$= (-1 - 1, 1 + 1, 2 - 0) = -2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k}$$

$$\overrightarrow{PQ} \times \overrightarrow{PR} = (4 + 2)\mathbf{i} - (2 - 2)\mathbf{j} + (2 + 4)\mathbf{k} = 6\mathbf{i} + 6\mathbf{k}.$$

Örnek 12.3. Find the area of triangle PQR .



çözüm: The area of the triangle is

$$\begin{aligned} \text{area} &= \frac{1}{2} \left\| \overrightarrow{PQ} \times \overrightarrow{PR} \right\| = \frac{1}{2} \|6\mathbf{i} + 6\mathbf{k}\| \\ &= \frac{1}{2} \sqrt{6^2 + 0^2 + 6^2} = 3\sqrt{2}. \end{aligned}$$

Örnek 12.4. Find a unit vector perpendicular to the plane containing P , Q and R .

çözüm: We know that $\overrightarrow{PQ} \times \overrightarrow{PR}$ is perpendicular to the plane. We just need to normalise this vector to find a unit vector.

$$\mathbf{n} = \frac{\overrightarrow{PQ} \times \overrightarrow{PR}}{\left\| \overrightarrow{PQ} \times \overrightarrow{PR} \right\|} = \frac{6\mathbf{i} + 6\mathbf{k}}{6\sqrt{2}} = \frac{1}{\sqrt{2}}\mathbf{i} + \frac{1}{\sqrt{2}}\mathbf{k}.$$

Örnek 12.5. A triangle is inscribed inside a cube of side 2 as shown in figure 12.2. Use the cross product to find the area of the triangle.

çözüm: First we draw coordinate axes and assign coordinates to the vertices of the triangle. See figure 12.3.

Then we can calculate

$$\overrightarrow{AB} = B - A = (2, 2, 0) - (2, 0, 0) = (0, 2, 0) = 2\mathbf{j}$$

and

$$\overrightarrow{AC} = C - A = (0, 0, 2) - (2, 0, 0) = (-2, 0, 2) = -2\mathbf{i} + 2\mathbf{k}.$$

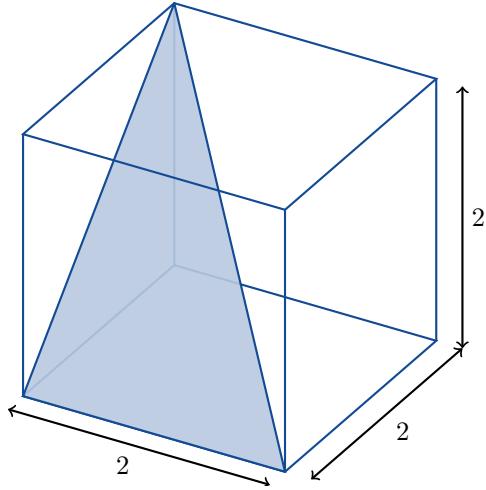


Figure 12.2: A triangle inscribed inside a cube of side 2.
Şekil 12.2:

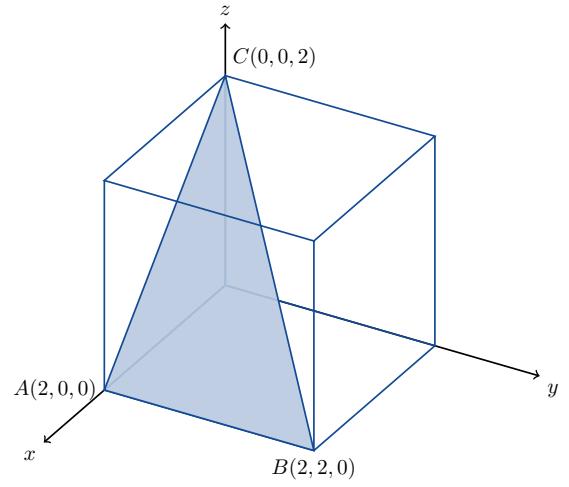


Figure 12.3: A triangle inscribed inside a cube of side 2.
Şekil 12.3:

and

$$\overrightarrow{AC} = C - A = (0, 0, 2) - (2, 0, 0) = (-2, 0, 2) = -2\mathbf{i} + 2\mathbf{k}.$$

It follows that

$$\begin{aligned} \overrightarrow{AB} \times \overrightarrow{AC} &= (2\mathbf{j}) \times (-2\mathbf{i} + 2\mathbf{k}) = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ 0 & 2 & 0 \\ -2 & 0 & 2 \end{vmatrix} \\ &= \mathbf{i}(4 - 0) - \mathbf{j}(0 - 0) + \mathbf{k}(0 - -4) = 4\mathbf{i} + 4\mathbf{k}. \end{aligned}$$

Therefore

$$\begin{aligned} \text{area of triangle} &= \frac{1}{2} \|\overrightarrow{AB} \times \overrightarrow{AC}\| = \frac{1}{2} \sqrt{4^2 + 0^2 + 4^2} \\ &= \frac{1}{2} \sqrt{32} = \frac{1}{2} \sqrt{4} \sqrt{8} = \sqrt{8} = 2\sqrt{2}. \end{aligned}$$

It follows that

$$\begin{aligned} \overrightarrow{AB} \times \overrightarrow{AC} &= (2\mathbf{j}) \times (-2\mathbf{i} + 2\mathbf{k}) = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ 0 & 2 & 0 \\ -2 & 0 & 2 \end{vmatrix} \\ &= \mathbf{i}(4 - 0) - \mathbf{j}(0 - 0) + \mathbf{k}(0 - -4) = 4\mathbf{i} + 4\mathbf{k}. \end{aligned}$$

Therefore

$$\begin{aligned} \text{area of triangle} &= \frac{1}{2} \|\overrightarrow{AB} \times \overrightarrow{AC}\| = \frac{1}{2} \sqrt{4^2 + 0^2 + 4^2} \\ &= \frac{1}{2} \sqrt{32} = \frac{1}{2} \sqrt{4} \sqrt{8} = \sqrt{8} = 2\sqrt{2}. \end{aligned}$$

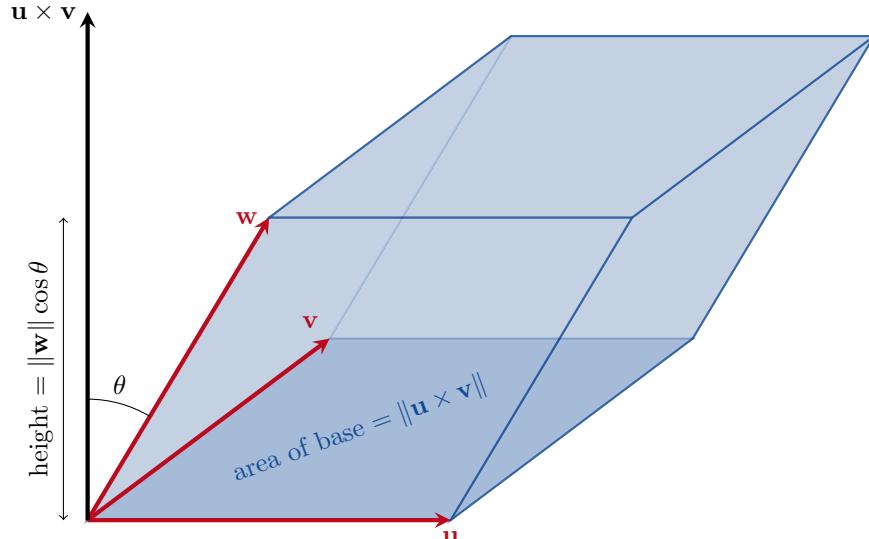
The Triple Scalar Product

The Triple Scalar Product

Definition. The *triple scalar product* of \mathbf{u} , \mathbf{v} and \mathbf{w} is

$$(\mathbf{u} \times \mathbf{v}) \cdot \mathbf{w}.$$

The Volume of a Parallelepiped



The Triple Scalar Product

The Triple Scalar Product

Tanım. The *triple scalar product* of \mathbf{u} , \mathbf{v} and \mathbf{w} is

$$(\mathbf{u} \times \mathbf{v}) \cdot \mathbf{w}.$$

Paralelyüzlünün Hacmi

$$\begin{aligned}\text{volume} &= (\text{area of base})(\text{height}) \\ &= \|\mathbf{u} \times \mathbf{v}\| \|\mathbf{w}\| \cos \theta \\ &= |(\mathbf{u} \times \mathbf{v}) \cdot \mathbf{w}|\end{aligned}$$

$$\begin{aligned}\text{hacim} &= (\text{taban alanı})(yükseklik) \\ &= \|\mathbf{u} \times \mathbf{v}\| \|\mathbf{w}\| \cos \theta \\ &= |(\mathbf{u} \times \mathbf{v}) \cdot \mathbf{w}|\end{aligned}$$

One Final Comment

One Final Comment

We can do the dot product in both \mathbb{R}^2 and \mathbb{R}^3 . But we can only do the cross product in \mathbb{R}^3 . There is no cross product in \mathbb{R}^2 .

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We can do the dot product in both \mathbb{R}^2 and \mathbb{R}^3 . But we can only do the cross product in \mathbb{R}^3 . There is no cross product in \mathbb{R}^2 .



Figure 12.4: A web comic taken from <https://www.gocomics.com/foxtrot/2006/02/10>.

Şekil 12.4: <https://www.gocomics.com/foxtrot/2006/02/10> adresinden alınan bir web çizgi romani.

Problems

Problem 12.1. For each pair of vectors below, find $\mathbf{u} \times \mathbf{v}$.

(a). $\mathbf{u} = 2\mathbf{i} - 2\mathbf{j} - \mathbf{k}$
 $\mathbf{v} = \mathbf{i} - \mathbf{k}$

(d). $\mathbf{u} = -8\mathbf{i} - 2\mathbf{j} - 4\mathbf{k}$
 $\mathbf{v} = 2\mathbf{i} + 2\mathbf{j} + \mathbf{k}$

(g). $\mathbf{u} = \mathbf{i} + \mathbf{j} - \mathbf{k}$
 $\mathbf{v} = \mathbf{0}$

(b). $\mathbf{u} = 2\mathbf{i} - 2\mathbf{j} + 4\mathbf{k}$
 $\mathbf{v} = -\mathbf{i} + \mathbf{j} - 2\mathbf{k}$

(e). $\mathbf{u} = \mathbf{i} - \mathbf{k}$
 $\mathbf{v} = \mathbf{j} + \mathbf{k}$

(h). $\mathbf{u} = \mathbf{i} + \mathbf{j} - \mathbf{k}$
 $\mathbf{v} = \mathbf{i}$

(c). $\mathbf{u} = 2\mathbf{i}$
 $\mathbf{v} = -3\mathbf{j}$

(f). $\mathbf{u} = \mathbf{i} + \mathbf{j}$
 $\mathbf{v} = \mathbf{i} - \mathbf{j}$

(i). $\mathbf{u} = \frac{3}{2}\mathbf{i} - \frac{1}{2}\mathbf{j} + \mathbf{k}$
 $\mathbf{v} = \mathbf{i} + \mathbf{j} - 2\mathbf{k}$

Problem 12.2.

- (a). Find the area of the triangle with vertices at $A(0, 0, 0)$, $B(-1, 1, -1)$ and $C(3, 0, 3)$.
(b). Find a unit vector which is perpendicular to the plane containing A , B and C .

Problem 12.3. Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Which of the following make sense? Give reasons for your answers. b

- (a). $1 \cdot \mathbf{u}$.
(b). $(\mathbf{u} \times \mathbf{v}) \cdot \mathbf{w}$.
(c). $\mathbf{u} \times (\mathbf{v} \cdot \mathbf{w})$.
(d). $\mathbf{u} \times (\mathbf{v} \times \mathbf{w})$.
(e). $\mathbf{u} \cdot (\mathbf{v} \cdot \mathbf{w})$

Problem 12.4. Use the cross product to calculate the area of the triangles shown in figures 12.5 and 12.6.

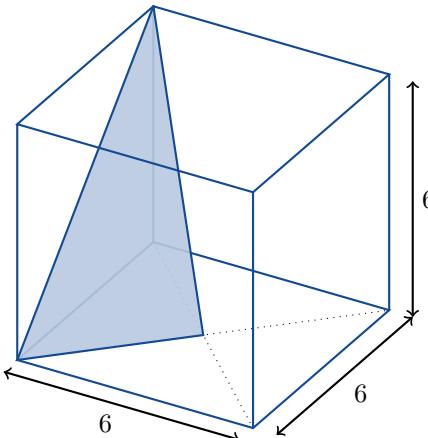


Figure 12.5: Another triangle inscribed inside a cube.
Şekil 12.5:

Sorular

Soru 12.1. For each pair of vectors below, find $\mathbf{u} \times \mathbf{v}$.

(a). $\mathbf{u} = \mathbf{i} + \mathbf{j} - \mathbf{k}$
 $\mathbf{v} = \mathbf{0}$

(b). $\mathbf{u} = \mathbf{i} + \mathbf{j} - \mathbf{k}$
 $\mathbf{v} = \mathbf{i}$

(c). $\mathbf{u} = \frac{3}{2}\mathbf{i} - \frac{1}{2}\mathbf{j} + \mathbf{k}$
 $\mathbf{v} = \mathbf{i} + \mathbf{j} - 2\mathbf{k}$

Soru 12.2.

- (a). Find the area of the triangle with vertices at $A(0, 0, 0)$, $B(-1, 1, -1)$ and $C(3, 0, 3)$.
(b). Find a unit vector which is perpendicular to the plane containing A , B and C .

Soru 12.3. Let \mathbf{u} , \mathbf{v} and \mathbf{w} be vectors. Which of the following make sense? Give reasons for your answers.

- (a). $1 \cdot \mathbf{u}$.
(b). $(\mathbf{u} \times \mathbf{v}) \cdot \mathbf{w}$.
(c). $\mathbf{u} \times (\mathbf{v} \cdot \mathbf{w})$.
(d). $\mathbf{u} \times (\mathbf{v} \times \mathbf{w})$.
(e). $\mathbf{u} \cdot (\mathbf{v} \cdot \mathbf{w})$

Soru 12.4. Use the cross product to calculate the area of the triangles shown in figures 12.5 and 12.6.

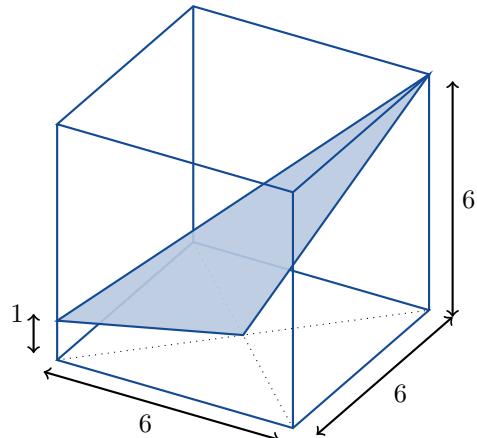


Figure 12.6: Yet another triangle inscribed inside a cube.
Şekil 12.6:

Problem 12.5. Calculate the triple scalar product of $\mathbf{u} = 2\mathbf{i} + \mathbf{j}$, $\mathbf{v} = 2\mathbf{i} - \mathbf{j} + \mathbf{k}$ and $\mathbf{w} = \mathbf{i} + 2\mathbf{k}$.

Soru 12.5. Calculate the triple scalar product of $\mathbf{u} = 2\mathbf{i} + \mathbf{j}$, $\mathbf{v} = 2\mathbf{i} - \mathbf{j} + \mathbf{k}$ and $\mathbf{w} = \mathbf{i} + 2\mathbf{k}$.

Lines

Doğrular

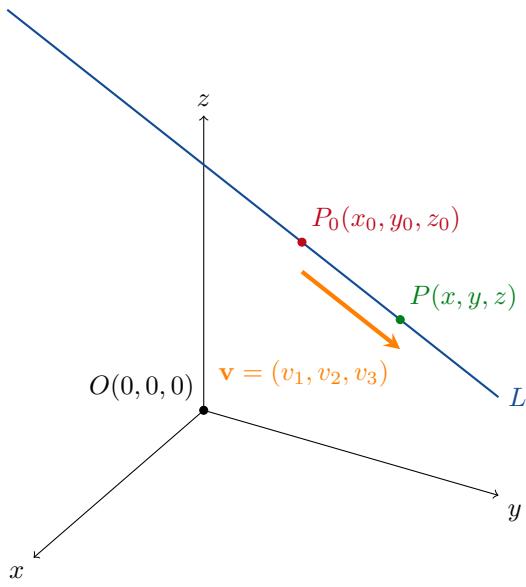


Figure 13.1: A line in \mathbb{R}^3 passing through the point P_0 parallel to \mathbf{v} .

Şekil 13.1:

Lines

To describe a line in \mathbb{R}^3 , we need

- a point $P_0(x_0, y_0, z_0)$ which the line passes through; and
- a vector \mathbf{v} which gives the direction of the line.

Let $\mathbf{r}_0 = \overrightarrow{OP_0}$ and $\mathbf{r} = \overrightarrow{OP}$.

Definition. The **line L passing through $P_0(x_0, y_0, z_0)$ parallel to $\mathbf{v} = (v_1, v_2, v_3)$** has the vector equation

$$\mathbf{r} = \mathbf{r}_0 + t\mathbf{v}, \quad -\infty < t < \infty.$$

This equation is equivalent to

$$(x, y, z) = (x_0, y_0, z_0) + t(v_1, v_2, v_3)$$

or to the set of three equations

$$x = x_0 + tv_1, \quad y = y_0 + tv_2, \quad z = z_0 + tv_3.$$

Doğrular

To describe a line in \mathbb{R}^3 , we need

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or to the set of three equations

$$x = x_0 + tv_1, \quad y = y_0 + tv_2, \quad z = z_0 + tv_3.$$

Tanım. The **parametric equations** for the line L passing through $P_0(x_0, y_0, z_0)$ parallel to $\mathbf{v} = (v_1, v_2, v_3)$ are

$$x = x_0 + tv_1, \quad y = y_0 + tv_2, \quad z = z_0 + tv_3.$$

Örnek 13.1. Find parametric equations for the line passing through $P_0(-2, 0, 4)$ parallel to $\mathbf{v} = 2\mathbf{i} + 4\mathbf{j} - 2\mathbf{k}$.

özüm: We can write

$$x = -2 + 2t, \quad y = 4t, \quad z = 4 - 2t.$$

See figure 13.3.

Örnek 13.2. Find parametric equations for the line passing through $P(-3, 2, -3)$ and $Q(1, -1, 4)$.

özüm: Choose $P_0 = P$ and $\mathbf{v} = \overrightarrow{PQ} = (4, -3, 7) = 4\mathbf{i} - 3\mathbf{j} + 7\mathbf{k}$. Then we can write

$$x = -3 + 4t, \quad y = 2 - 3t, \quad z = -3 + 7t.$$

Tanım. The vector equation

$$\mathbf{r} = \mathbf{r}_0 + t\mathbf{v}, \quad a \leq t \leq b$$

denotes a **line segment**.

Definition. The *parametric equations* for the line L passing through $P_0(x_0, y_0, z_0)$ parallel to $\mathbf{v} = (v_1, v_2, v_3)$ are

$$x = x_0 + tv_1, \quad y = y_0 + tv_2, \quad z = z_0 + tv_3.$$

Example 13.1. Find parametric equations for the line passing through $P_0(-2, 0, 4)$ parallel to $\mathbf{v} = 2\mathbf{i} + 4\mathbf{j} - 2\mathbf{k}$.

solution: We can write

$$x = -2 + 2t, \quad y = 4t, \quad z = 4 - 2t.$$

See figure 13.3.

Example 13.2. Find parametric equations for the line passing through $P(-3, 2, -3)$ and $Q(1, -1, 4)$.

solution: Choose $P_0 = P$ and $\mathbf{v} = \overrightarrow{PQ} = (4, -3, 7) = 4\mathbf{i} - 3\mathbf{j} + 7\mathbf{k}$. Then we can write

$$x = -3 + 4t, \quad y = 2 - 3t, \quad z = -3 + 7t.$$

Definition. The vector equation

$$\mathbf{r} = \mathbf{r}_0 + t\mathbf{v}, \quad a \leq t \leq b$$

denotes a *line segment*.

Example 13.3. Parametrise the line segment joining $P(-3, 2, -3)$ and $Q(1, -1, 4)$.

solution: We know that $x = -3 + 4t$, $y = 2 - 3t$ and $z = -3 + 7t$. The line passes through P when $t = 0$ and through Q when $t = 1$. Therefore

$$x = -3 + 4t, \quad y = 2 - 3t, \quad z = -3 + 7t, \quad 0 \leq t \leq 1$$

denotes the line segment from P to Q . See figure 13.2.

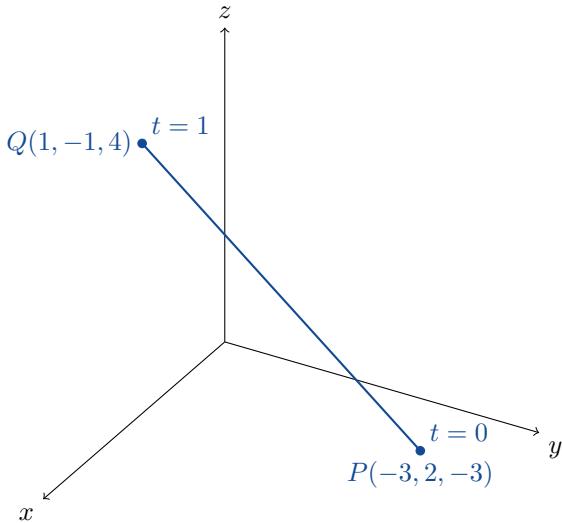


Figure 13.2: The line segment \mathbb{R}^3 joining $P(-3, 2, -3)$ and $Q(1, -1, 4)$.

Sekil 13.2:

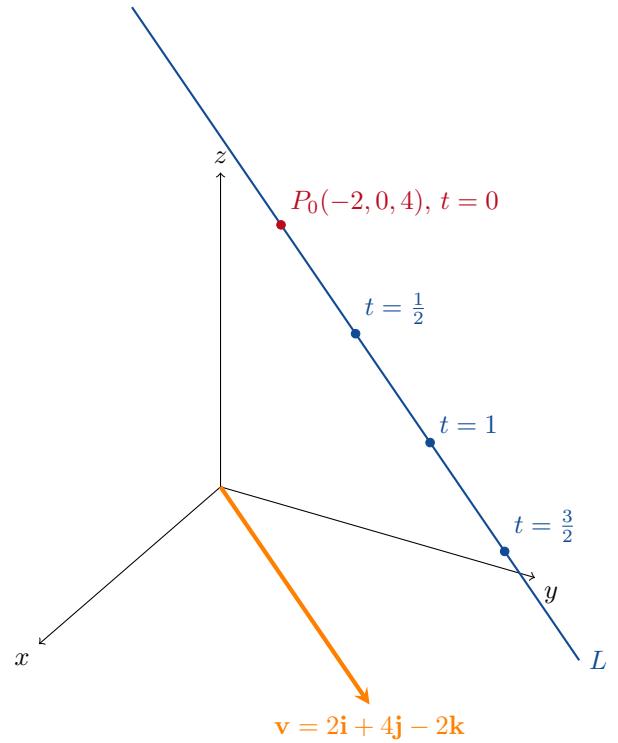


Figure 13.3: A line in \mathbb{R}^3 passing through the point P_0 parallel to \mathbf{v} .

Sekil 13.3:

Örnek 13.3. Parametrise the line segment joining $P(-3, 2, -3)$ and $Q(1, -1, 4)$.

çözüm: We know that $x = -3 + 4t$, $y = 2 - 3t$ and $z = -3 + 7t$. The line passes through P when $t = 0$ and through Q when $t = 1$. Therefore

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denotes the line segment from P to Q . See figure 13.2.

The Distance from a Point to a Line

The Distance from a Point to a Line

Let d be the shortest distance from the point S to the line L as shown in figure 13.5. We can see from this figure that

$$d = \|\overrightarrow{PS}\| \sin \theta.$$

But remember that $\overrightarrow{PS} \times \mathbf{v} = \|\overrightarrow{PS}\| \|\mathbf{v}\| \sin \theta \mathbf{n}$. Therefore

$$d = \frac{\|\overrightarrow{PS} \times \mathbf{v}\|}{\|\mathbf{v}\|}.$$

Example 13.4. Find the distance from the point $S(1, 1, 5)$ to the line

$$x = 1 + t, \quad y = 3 - t, \quad z = 2t.$$

solution: The line passes through the point $P(1, 3, 0)$ in the direction $\mathbf{v} = \mathbf{i} - \mathbf{j} + 2\mathbf{k}$. Thus

$$\overrightarrow{PS} = S - P = (1, 1, 5) - (1, 3, 0) = (0, -2, 5) = -2\mathbf{j} + 5\mathbf{k}$$

and

$$\overrightarrow{PS} \times \mathbf{v} = (-4 + 5)\mathbf{i} - (0 - 5)\mathbf{j} + (0 + 2)\mathbf{k} = \mathbf{i} + 5\mathbf{j} + 2\mathbf{k}.$$

Therefore

$$d = \frac{\|\overrightarrow{PS} \times \mathbf{v}\|}{\|\mathbf{v}\|} = \frac{\sqrt{1^2 + 5^2 + 2^2}}{\sqrt{1^2 + 1^2 + 2^2}} = \frac{\sqrt{30}}{\sqrt{6}} = \sqrt{5}.$$

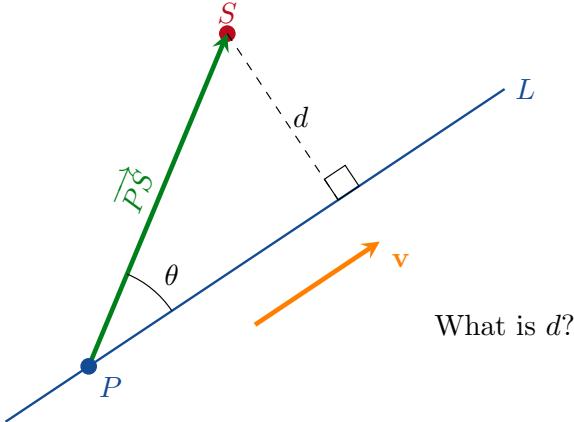


Figure 13.4: The distance from a point S to a line L .
Şekil 13.4:

The Distance from a Point to a Line

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Let d be the shortest distance from the point S to the line L as shown in figure 13.5. We can see from this figure that

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çözüm: The line passes through the point $P(1, 3, 0)$ in the direction $\mathbf{v} = \mathbf{i} - \mathbf{j} + 2\mathbf{k}$. Thus

$$\overrightarrow{PS} = S - P = (1, 1, 5) - (1, 3, 0) = (0, -2, 5) = -2\mathbf{j} + 5\mathbf{k}$$

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$$\overrightarrow{PS} \times \mathbf{v} = (-4 + 5)\mathbf{i} - (0 - 5)\mathbf{j} + (0 + 2)\mathbf{k} = \mathbf{i} + 5\mathbf{j} + 2\mathbf{k}.$$

Therefore

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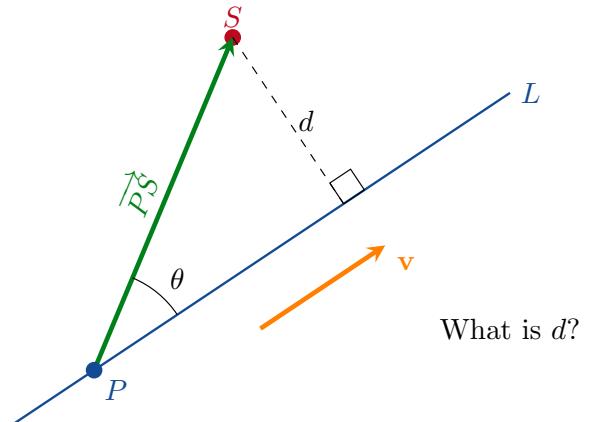


Figure 13.5: The distance from a point S to a line L .
Şekil 13.5:

Points of Intersection

Definition. Two lines intersect at a point P if and only if P lies on both lines.

Example 13.5. Do the following two lines intersect? If yes, where?

$$\text{Line 1: } x = 7 - t, y = 3 + 3t, z = 2t.$$

$$\text{Line 2: } x = -1 + 2s, y = 3s, z = 1 + s.$$

solution: The two lines intersect if and only if there exist $s, t \in \mathbb{R}$ such that

$$\begin{aligned} 7 - t &= x = -1 + 2s & \Rightarrow t = 8 - 2s \\ 3 + 3t &= y = 3s & \Rightarrow s = t + 1 \\ 2t &= z = 1 + s \end{aligned}$$

The first equation tells us that $t = 8 - 2s$. Putting this into the second equation gives $s = t + 1 = (8 - 2s) + 1 = 9 - 2s$ which implies that $s = 3$ and $t = 2$. We must check the third equation: $2t = 2 \times 2 = 4 = 1 + 3 = 1 + s$. Because the third equation is also true, we know that they two lines intersect at $P(5, 9, 4)$.

Example 13.6. Do the following two lines intersect? If yes, where?

$$\text{Line 1: } x = 1 + t, y = 3t, z = 3 + 3t.$$

$$\text{Line 2: } x = -1 + 2s, y = 3s, z = 1 + s.$$

solution: Can we find $s, t \in \mathbb{R}$ such that

$$\begin{aligned} 1 + t &= x = -1 + 2s \\ 3t &= y = 3s & \Rightarrow s = t \\ 3 + 3t &= z = 1 + s \end{aligned}$$

are all true?

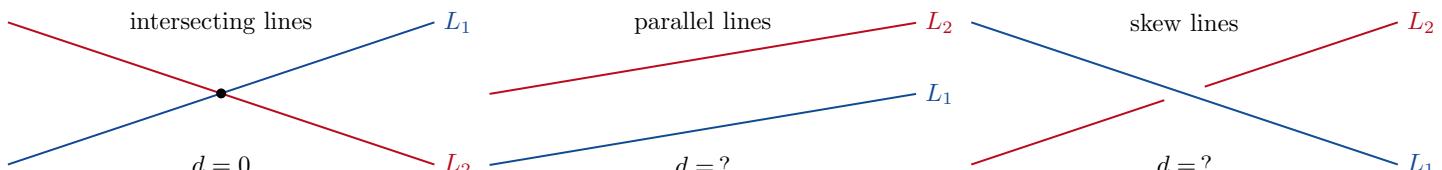
The second equation gives $s = t$. Thus $1 + t = -1 + 2t \Rightarrow 2 + t = 2t \Rightarrow t = 2$. However $3 + 3t = 1 + t \Rightarrow 2 + 2t = 0 \Rightarrow t = -2 \neq 2$. Therefore it is not possible to find an s and a t . Hence the lines do not intersect.

The Distance Between Two Lines

The Distance Between Two Lines

There are three cases to consider:

- the lines intersect;
- the lines do not intersect and are parallel ($\mathbf{v}_1 = k\mathbf{v}_2$ for some $k \in \mathbb{R}$); or
- the lines do not intersect and are skew ($\mathbf{v}_1 \neq k\mathbf{v}_2$ for all $k \in \mathbb{R}$).



Points of Intersection

Tanım. Two lines intersect at a point P if and only if P lies on both lines.

Örnek 13.5. Do the following two lines intersect? If yes, where?

$$\text{Do\u0111ru 1: } x = 7 - t, y = 3 + 3t, z = 2t.$$

$$\text{Do\u0111ru 2: } x = -1 + 2s, y = 3s, z = 1 + s.$$

\u0131z\u0131z\u0131m: The two lines intersect if and only if there exist $s, t \in \mathbb{R}$ such that

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$$\text{Do\u0111ru 2: } x = -1 + 2s, y = 3s, z = 1 + s.$$

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- the lines do not intersect and are skew ($\mathbf{v}_1 \neq k\mathbf{v}_2$ for all $k \in \mathbb{R}$).

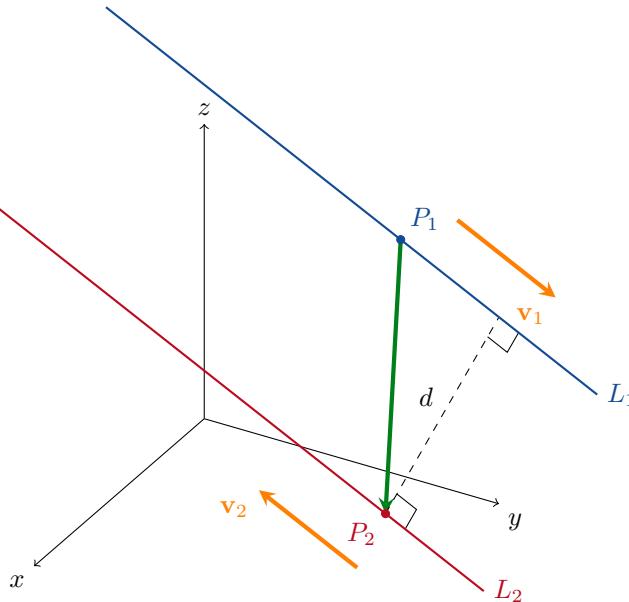


Figure 13.6: The distance between parallel lines.
Şekil 13.6:

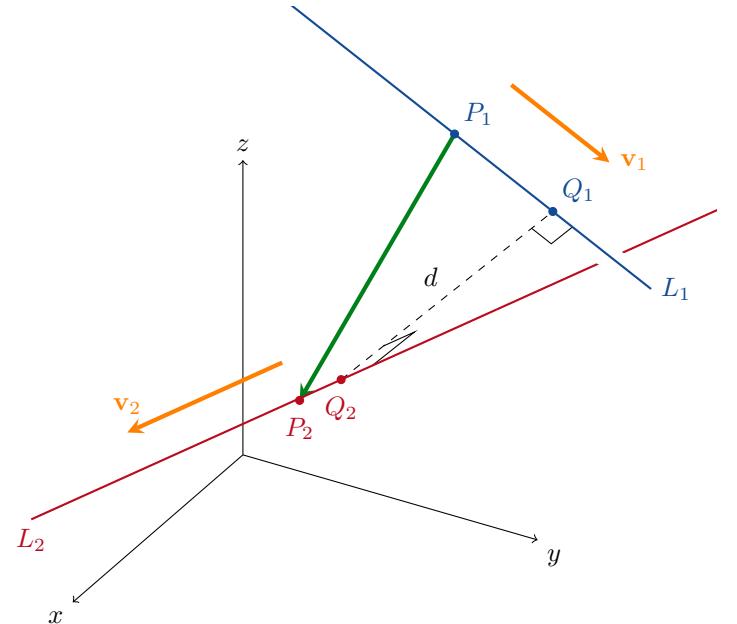


Figure 13.7: The distance between skew lines.
Şekil 13.7:

Intersecting Lines

Intersecting Lines

Clearly the distance between intersecting lines is zero. Hence

$$d = 0.$$

Parallel Lines ($\mathbf{v}_1 \times \mathbf{v}_2 = \mathbf{0}$)

Parallel Lines ($\mathbf{v}_1 \times \mathbf{v}_2 = \mathbf{0}$)

Next we consider parallel lines. We can see from figure 13.6 that the distance between the two parallel lines is the same as the distance between P_2 and the line L_1 . Hence

$$d = \frac{\|\overrightarrow{P_1P_2} \times \mathbf{v}_1\|}{\|\mathbf{v}_1\|}.$$

Skew Lines ($\mathbf{v}_1 \times \mathbf{v}_2 \neq \mathbf{0}$)

Skew Lines ($\mathbf{v}_1 \times \mathbf{v}_2 \neq \mathbf{0}$)

Finally we consider skew lines. See figure 13.7. Let $\mathbf{n} = \mathbf{v}_1 \times \mathbf{v}_2$. Then \mathbf{n} is orthogonal to both \mathbf{v}_1 and \mathbf{v}_2 . So

$$d = \|\overrightarrow{Q_1Q_2}\| = \|\text{proj}_{\mathbf{n}} \overrightarrow{P_1P_2}\| = \frac{|\overrightarrow{P_1P_2} \cdot \mathbf{n}|}{\|\mathbf{n}\|}.$$

Thus

$$d = \frac{|\overrightarrow{P_1P_2} \cdot (\mathbf{v}_1 \times \mathbf{v}_2)|}{\|\mathbf{v}_1 \times \mathbf{v}_2\|}.$$

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Thus

$$d = \frac{|\overrightarrow{P_1P_2} \cdot (\mathbf{v}_1 \times \mathbf{v}_2)|}{\|\mathbf{v}_1 \times \mathbf{v}_2\|}.$$

Example 13.7. Find the distance between the following two lines.

line 1: $x = 0, y = -t, z = t,$

line 2: $x = 1 + 2s, y = s, z = -3s.$

solution: We have that $P_1(0, 0, 0)$, $\mathbf{v}_1 = -\mathbf{j} + \mathbf{k}$, $P_2(1, 0, 0)$ and $\mathbf{v}_2 = 2\mathbf{i} + \mathbf{j} - 3\mathbf{k}$. Since

$$\mathbf{v}_1 \times \mathbf{v}_2 = 2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k} \neq \mathbf{0},$$

the lines are skew. (Recall that we have $\mathbf{v}_1 \times \mathbf{v}_2 = \mathbf{0}$ for parallel vectors.) Moreover note that $\overrightarrow{P_1 P_2} = \mathbf{i}$. Then we calculate that

$$\begin{aligned} d &= \frac{|\overrightarrow{P_1 P_2} \cdot (\mathbf{v}_1 \times \mathbf{v}_2)|}{\|\mathbf{v}_1 \times \mathbf{v}_2\|} = \frac{|(\mathbf{i}) \cdot (2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k})|}{\|2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k}\|} \\ &= \frac{|2 + 0 + 0|}{\sqrt{2^2 + 2^2 + 2^2}} = \frac{1}{\sqrt{3}}. \end{aligned}$$

Örnek 13.7. Find the distance between the following two lines.

doğru 1: $x = 0, y = -t, z = t,$

doğru 2: $x = 1 + 2s, y = s, z = -3s.$

çözüm: We have that $P_1(0, 0, 0)$, $\mathbf{v}_1 = -\mathbf{j} + \mathbf{k}$, $P_2(1, 0, 0)$ and $\mathbf{v}_2 = 2\mathbf{i} + \mathbf{j} - 3\mathbf{k}$. Since

$$\mathbf{v}_1 \times \mathbf{v}_2 = 2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k} \neq \mathbf{0},$$

the lines are skew. (Recall that we have $\mathbf{v}_1 \times \mathbf{v}_2 = \mathbf{0}$ for parallel vectors.) Moreover note that $\overrightarrow{P_1 P_2} = \mathbf{i}$. Then we calculate that

$$\begin{aligned} d &= \frac{|\overrightarrow{P_1 P_2} \cdot (\mathbf{v}_1 \times \mathbf{v}_2)|}{\|\mathbf{v}_1 \times \mathbf{v}_2\|} = \frac{|(\mathbf{i}) \cdot (2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k})|}{\|2\mathbf{i} + 2\mathbf{j} + 2\mathbf{k}\|} \\ &= \frac{|2 + 0 + 0|}{\sqrt{2^2 + 2^2 + 2^2}} = \frac{1}{\sqrt{3}}. \end{aligned}$$

Problems

Problem 13.1. Find parametric equations for the line through $P(3, -4, -1)$ which is parallel to the vector $\mathbf{v} = \mathbf{i} + \mathbf{j} - \mathbf{k}$.

Problem 13.2. Find parametric equations for the line through the points $P(1, 2, -1)$ and $Q(-1, 0, 1)$.

Problem 13.3. Find parametric equations for the line through the point $P(2, 3, 0)$ which is perpendicular to the vectors $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ and $\mathbf{v} = 3\mathbf{i} + 4\mathbf{j} + 5\mathbf{k}$.

Problem 13.4. Find the distance from the point $S(-1, 4, 3)$ to the line $x = 10 + 4t, y = -3, z = 4t$.

Problem 13.5. Find the distance from the point $S(2, 1, 3)$ to the line $x = 2 + 2t, y = 1 + 6t, z = 3$.

Problem 13.6. Consider the following two lines:

line 1: $x = 7 + t, y = 8 + t, z = 9 - t,$

line 2: $x = 15 - 3s, y = 16 - 3s, z = 7.$

(a). Do these lines intersect? If yes, where?

(b). Find the distance between these two lines.

Problem 13.7. The following two lines do not intersect. Find the distance between them.

line 1: $x = 10 + 4t, y = -3, z = 4t,$

line 2: $x = 10 - 4s, y = 0, z = 2 - 4s.$

Problem 13.8. The following two lines do not intersect. Find the distance between them.

line 1: $x = 10 + 4t, y = -t, z = 4t,$

line 2: $x = 10 - 4s, y = 1, z = 2 - 4s.$

Sorular

Soru 13.1. Find parametric equations for the line through $P(3, -4, -1)$ which is parallel to the vector $\mathbf{v} = \mathbf{i} + \mathbf{j} - \mathbf{k}$.

Soru 13.2. Find parametric equations for the line through the points $P(1, 2, -1)$ and $Q(-1, 0, 1)$.

Soru 13.3. Find parametric equations for the line through the point $P(2, 3, 0)$ which is perpendicular to the vectors $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ and $\mathbf{v} = 3\mathbf{i} + 4\mathbf{j} + 5\mathbf{k}$.

Soru 13.4. Find the distance from the point $S(-1, 4, 3)$ to the line $x = 10 + 4t, y = -3, z = 4t$.

Soru 13.5. Find the distance from the point $S(2, 1, 3)$ to the line $x = 2 + 2t, y = 1 + 6t, z = 3$.

Soru 13.6. Consider the following two lines:

doğru 1: $x = 7 + t, y = 8 + t, z = 9 - t,$

doğru 2: $x = 15 - 3s, y = 16 - 3s, z = 7.$

(a). Do these lines intersect? If yes, where?

(b). Find the distance between these two lines.

Soru 13.7. The following two lines do not intersect. Find the distance between them.

doğru 1: $x = 10 + 4t, y = -3, z = 4t,$

doğru 2: $x = 10 - 4s, y = 0, z = 2 - 4s.$

Soru 13.8. The following two lines do not intersect. Find the distance between them.

doğru 1: $x = 10 + 4t, y = -t, z = 4t,$

doğru 2: $x = 10 - 4s, y = 1, z = 2 - 4s.$

Planes

Düzlemler

To describe a plane, we need

- a point $P_0(x_0, y_0, z_0)$ which the plane passes through; and
- a vector $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$ which is perpendicular to the plane.

The vector \mathbf{n} is said to be **normal** to the plane.

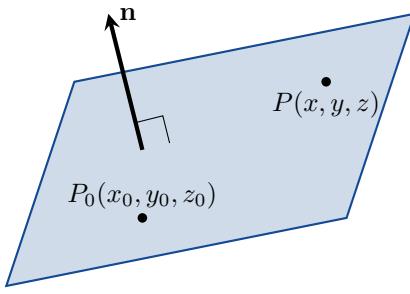


Figure 14.1: A plane passing through the point $P_0(x_0, y_0, z_0)$ with normal vector $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$.

Sekil 14.1:

Definition. The plane passing through the point $P_0(x_0, y_0, z_0)$ with normal vector $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$ has the vector equation

$$\mathbf{n} \cdot \overrightarrow{P_0P} = 0.$$

Writing this equation in coordinates, we have

$$A(x - x_0) + B(y - y_0) + C(z - z_0) = 0$$

or

$$Ax + By + Cz = D$$

where $D = Ax_0 + By_0 + Cz_0$ is a constant.

Example 14.1. Find an equation for the plane passing through $P_0(-3, 0, 7)$ normal to $\mathbf{n} = 5\mathbf{i} + 2\mathbf{j} - \mathbf{k}$.

solution:

$$\begin{aligned} A(x - x_0) + B(y - y_0) + C(z - z_0) &= 0 \\ 5(x - (-3)) + 2(y - 0) + (-1)(z - 7) &= 0 \\ 5x - 15 + 2y - z + 7 &= 0 \\ 5x + 2y - z &= -22. \end{aligned}$$

To describe a plane, we need

- a point $P_0(x_0, y_0, z_0)$ which the plane passes through; and
- a vector $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$ which is perpendicular to the plane.

The vector \mathbf{n} is said to be **normal** to the plane.

Tanım. The plane passing through the point $P_0(x_0, y_0, z_0)$ with normal vector $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$ has the vector equation

$$\mathbf{n} \cdot \overrightarrow{P_0P} = 0.$$

Writing this equation in coordinates, we have

$$A(x - x_0) + B(y - y_0) + C(z - z_0) = 0$$

or

$$Ax + By + Cz = D$$

where $D = Ax_0 + By_0 + Cz_0$ is a constant.

Örnek 14.1. Find an equation for the plane passing through $P_0(-3, 0, 7)$ normal to $\mathbf{n} = 5\mathbf{i} + 2\mathbf{j} - \mathbf{k}$.

çözüm:

$$\begin{aligned} A(x - x_0) + B(y - y_0) + C(z - z_0) &= 0 \\ 5(x - (-3)) + 2(y - 0) + (-1)(z - 7) &= 0 \\ 5x - 15 + 2y - z + 7 &= 0 \\ 5x + 2y - z &= -22. \end{aligned}$$

Not. The vector $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$ is normal to the plane $Ax + By + Cz = D$.

Örnek 14.2. Find a vector normal to the plane $x + 2y + 3z = 4$.

çözüm: We can immediately write down $\mathbf{n} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$.

Örnek 14.3. Find an equation for the plane containing the points $E(0, 0, 1)$, $F(2, 0, 0)$ and $G(0, 3, 0)$.

çözüm: First we need to find a vector normal to the plane. Since $\overrightarrow{EF} = 2\mathbf{i} - \mathbf{k}$ and $\overrightarrow{EG} = 3\mathbf{j} - \mathbf{k}$, we have that

$$\begin{aligned} \mathbf{n} &= \overrightarrow{EF} \times \overrightarrow{EG} = (0 - -3)\mathbf{i} - (-2 - 0)\mathbf{j} + (6 - 0)\mathbf{k} \\ &= 3\mathbf{i} + 2\mathbf{j} + 6\mathbf{k} \end{aligned}$$

Remark. The vector $\mathbf{n} = Ai + Bj + Ck$ is normal to the plane $Ax + By + Cz = D$.

Example 14.2. Find a vector normal to the plane $x + 2y + 3z = 4$.

solution: We can immediately write down $\mathbf{n} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$.

Example 14.3. Find an equation for the plane containing the points $E(0, 0, 1)$, $F(2, 0, 0)$ and $G(0, 3, 0)$.

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is normal to the plane. See figure ???. Using $P_0 = E(0, 0, 1)$, the equation for the plane is

$$\begin{aligned}3(x - 0) + 2(y - 0) + 6(z - 1) &= 0 \\ 3x + 2y + 6z &= 6.\end{aligned}$$

Lines of Intersection

Lines of Intersection

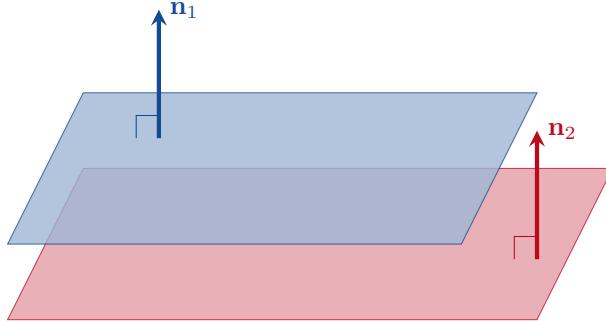


Figure 14.2: Two planes are parallel $\iff \mathbf{n}_1 = k\mathbf{n}_2$ for some $k \in \mathbb{R}$.

Şekil 14.2:

Kesişim Doğruları

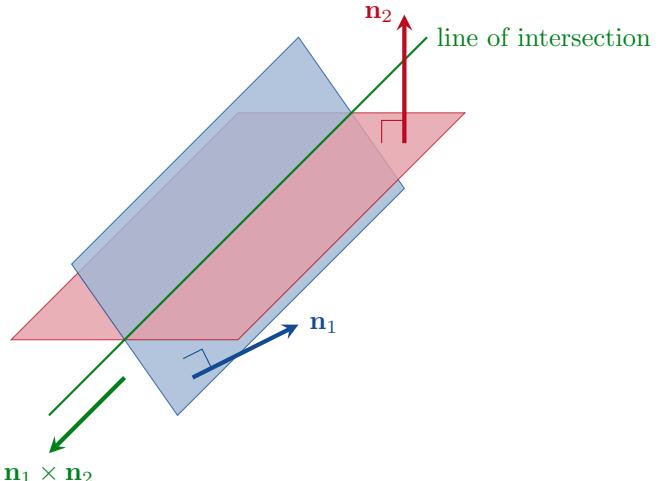


Figure 14.3: Two planes intersect in a line $\iff \mathbf{n}_1 \neq k\mathbf{n}_2$ for all $k \in \mathbb{R}$.

Şekil 14.3:

Example 14.4. Find a vector parallel of the line of intersection of the planes $3x - 6y - 2z = 15$ and $2x + y - 2z = 5$.

solution: We can immediately write down $\mathbf{n}_1 = 3\mathbf{i} - 6\mathbf{j} - 2\mathbf{k}$ and $\mathbf{n}_2 = 2\mathbf{i} + \mathbf{j} - 2\mathbf{k}$. A vector parallel to the line of intersection is

$$\mathbf{n}_1 \times \mathbf{n}_2 = (12 + 2)\mathbf{i} - (-6 + 4)\mathbf{j} + (3 + 12)\mathbf{k} = 14\mathbf{i} + 2\mathbf{j} + 15\mathbf{k}.$$

Example 14.5. Find the point where the line $x = \frac{8}{3} + 2t$, $y = -2t$, $z = 1 + t$ intersects the plane $3x + 2y + 6z = 6$.

Örnek 14.4. Find a vector parallel of the line of intersection of the planes $3x - 6y - 2z = 15$ and $2x + y - 2z = 5$.

özüm: We can immediately write down $\mathbf{n}_1 = 3\mathbf{i} - 6\mathbf{j} - 2\mathbf{k}$ and $\mathbf{n}_2 = 2\mathbf{i} + \mathbf{j} - 2\mathbf{k}$. A vector parallel to the line of intersection is $\mathbf{n}_1 \times \mathbf{n}_2 = (12 + 2)\mathbf{i} - (-6 + 4)\mathbf{j} + (3 + 12)\mathbf{k} = 14\mathbf{i} + 2\mathbf{j} + 15\mathbf{k}$.

Örnek 14.5. Find the point where the line $x = \frac{8}{3} + 2t$, $y = -2t$, $z = 1 + t$ intersects the plane $3x + 2y + 6z = 6$.

solution: We calculate that

$$\begin{aligned} 3x + 2y + 6z &= 6 \\ 3\left(\frac{8}{3} + 2t\right) + 2(-2t) + 6(1+t) &= 6 \\ 8 + 6t - 4t + 6 + 6t &= 6 \\ 8t &= -8 \\ t &= -1. \end{aligned}$$

The point of intersection is

$$P(x, y, z)|_{t=-1} = P\left(\frac{8}{3} + 2t, -2t, 1+t\right)|_{t=-1} = P\left(\frac{2}{3}, 2, 0\right).$$

The Distance from a Point to a Plane

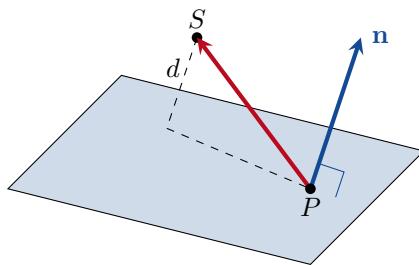


Figure 14.4: The distance from a Point to a Place.

Sekil 14.4: Bir Noktadan Bir Düzleme Olan Uzaklık.

We can see from figure 14.4 that $d = \|\text{proj}_{\mathbf{n}} \vec{PS}\|$. Therefore the distance from a point S to a plane containing the point P is

$$d = \frac{|\vec{PS} \cdot \mathbf{n}|}{\|\mathbf{n}\|}.$$

Example 14.6. Find the distance from the point $S(1, 2, 3)$ to the plane $x + 2y + 3z = 4$.

solution: First we need a point in the plane. Setting $y = 0$ and $z = 0$ we must have $x = 4 - 2y - 3z = 4$. Therefore $P(4, 0, 0)$ is in the plane. Clearly $\mathbf{n} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$.

Therefore the required distance is

$$\begin{aligned} d &= \frac{|\vec{PS} \cdot \mathbf{n}|}{\|\mathbf{n}\|} = \frac{|(-3\mathbf{i} + 2\mathbf{j} + 3\mathbf{k}) \cdot (\mathbf{i} + 2\mathbf{j} + 3\mathbf{k})|}{\|\mathbf{i} + 2\mathbf{j} + 3\mathbf{k}\|} \\ &= \frac{|-3 + 4 + 9|}{\sqrt{1^2 + 2^2 + 3^2}} = \frac{10}{\sqrt{14}}. \end{aligned}$$

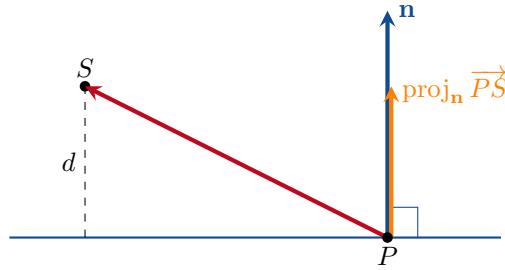
çözüm: We calculate that

$$\begin{aligned} 3x + 2y + 6z &= 6 \\ 3\left(\frac{8}{3} + 2t\right) + 2(-2t) + 6(1+t) &= 6 \\ 8 + 6t - 4t + 6 + 6t &= 6 \\ 8t &= -8 \\ t &= -1. \end{aligned}$$

The point of intersection is

$$P(x, y, z)|_{t=-1} = P\left(\frac{8}{3} + 2t, -2t, 1+t\right)|_{t=-1} = P\left(\frac{2}{3}, 2, 0\right).$$

Bir Noktadan Bir Düzleme Olan Uzaklık



We can see from figure 14.4 that $d = \|\text{proj}_{\mathbf{n}} \vec{PS}\|$. Therefore the distance from a point S to a plane containing the point P is

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Örnek 14.6. Find the distance from the point $S(1, 2, 3)$ to the plane $x + 2y + 3z = 4$.

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Therefore the required distance is

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Angles Between Planes

Angles Between Planes

There are two possible angles that can be measured between planes. We are interested in the smaller angle. See figure 14.5.

Definition. The angle between two planes is defined to be equal to whichever of the following angles is smaller

- the angle between \mathbf{n}_1 and \mathbf{n}_2 ;
- 180° minus the angle between \mathbf{n}_1 and \mathbf{n}_2 .

The angle between two planes will always be between 0° and 90° .

Example 14.7. Find the angle between the planes $3x - 6y - 2z = 15$ and $-2x - y + 2z = 5$.

solution: We have normal vectors $\mathbf{n}_1 = 3\mathbf{i} - 6\mathbf{j} - 2\mathbf{k}$ and $\mathbf{n}_2 = -2\mathbf{i} - \mathbf{j} + 2\mathbf{k}$. The angle between \mathbf{n}_1 and \mathbf{n}_2 is

$$\theta = \cos^{-1} \left(\frac{\mathbf{n}_1 \cdot \mathbf{n}_2}{\|\mathbf{n}_1\| \|\mathbf{n}_2\|} \right) = \cos^{-1} \left(\frac{-4}{21} \right) \approx 101^\circ.$$

Because $101^\circ > 90^\circ$, the angle between the two planes is approximately $180^\circ - 101^\circ = 79^\circ$.

Düzlemler Arasındaki Açı

Düzlemler Arasındaki Açı

There are two possible angles that can be measured between planes. We are interested in the smaller angle. See figure 14.5.

Tanım. The angle between two planes is defined to be equal to whichever of the following angles is smaller

- the angle between \mathbf{n}_1 and \mathbf{n}_2 ;
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The angle between two planes will always be between 0° and 90° .

Örnek 14.7. Find the angle between the planes $3x - 6y - 2z = 15$ and $-2x - y + 2z = 5$.

cözüm: We have normal vectors $\mathbf{n}_1 = 3\mathbf{i} - 6\mathbf{j} - 2\mathbf{k}$ and $\mathbf{n}_2 = -2\mathbf{i} - \mathbf{j} + 2\mathbf{k}$. The angle between \mathbf{n}_1 and \mathbf{n}_2 is

$$\theta = \cos^{-1} \left(\frac{\mathbf{n}_1 \cdot \mathbf{n}_2}{\|\mathbf{n}_1\| \|\mathbf{n}_2\|} \right) = \cos^{-1} \left(\frac{-4}{21} \right) \approx 101^\circ.$$

Because $101^\circ > 90^\circ$, the angle between the two planes is approximately $180^\circ - 101^\circ = 79^\circ$.

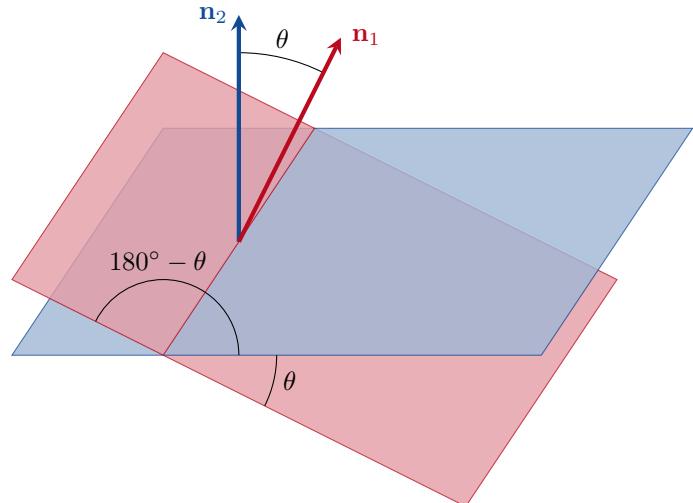


Figure 14.5: The angle between two planes is either θ or $(180^\circ - \theta)$, whichever is smaller.

Şekil 14.5:

Problems

Problem 14.1. Find an equation for the plane passing through the points $E(2, 4, 5)$, $F(1, 5, 7)$ and $G(-1, 6, 8)$.

Problem 14.2. Let $O(0, 0, 0)$ be the origin. Find an equation for the plane through the point $A(1, -2, 1)$ which is perpendicular to the vector \overrightarrow{OA} .

Problem 14.3. Find the point where the line intersects the plane.

(a). Line: $x = 1 - t$, $y = 3t$, $z = 1 + t$,
Plane: $2x - y + 3z = 6$.

(b). Line: $x = 2$, $y = 3 + 2t$, $z = -2 - 2t$,
Plane: $6x + 3y - 4z = -12$.

Problem 14.4. Find parametric equations for the lines in which the following pairs of planes intersect.

(a). Plane 1: $x + y + z = 1$,
Plane 2: $x + y = 2$.

(b). Plane 1: $3x - 6y - 2z = 3$,
Plane 2: $2x + y - 2z = 2$.

Problem 14.5.

(a). Find the distance from the point $S(2, -3, 4)$ to the plane $x + 2y + 2z = 13$.

(b). Find the distance from the point $S(1, 0, -1)$ to the plane $-4x + y + z = 4$.

Problem 14.6. Find the angle between the plane $x + y = 1$ and the plane $2x + y - 2z = 2$.

Problem 14.7. Find a formula for the distance between two planes.

Sorular

Soru 14.1. Find an equation for the plane passing through the points $E(2, 4, 5)$, $F(1, 5, 7)$ and $G(-1, 6, 8)$.

Soru 14.2. Let $O(0, 0, 0)$ be the origin. Find an equation for the plane through the point $A(1, -2, 1)$ which is perpendicular to the vector \overrightarrow{OA} .

Soru 14.3. Find the point where the line intersects the plane.

(a). Line: $x = 1 - t$, $y = 3t$, $z = 1 + t$,
Plane: $2x - y + 3z = 6$.

(b). Line: $x = 2$, $y = 3 + 2t$, $z = -2 - 2t$,
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Plane 2: $x + y = 2$.

(b). Plane 1: $3x - 6y - 2z = 3$,
Plane 2: $2x + y - 2z = 2$.

Soru 14.5.

(a). Find the distance from the point $S(2, -3, 4)$ to the plane $x + 2y + 2z = 13$.

(b). Find the distance from the point $S(1, 0, -1)$ to the plane $-4x + y + z = 4$.

Soru 14.6. Find the angle between the plane $x + y = 1$ and the plane $2x + y - 2z = 2$.

Soru 14.7. Find a formula for the distance between two planes.

Projections

İzdüşümler

Recall that in chapter 11 we defined the projection of a vector \mathbf{u} onto a vector \mathbf{v} to be

$$\text{proj}_{\mathbf{v}} \mathbf{u} = \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v}.$$

Projection of a Vector onto a Line

Projection of a Vector onto a Line

Definition. Let L be the line passing through the point P in the direction \mathbf{v} . The projection of a vector \mathbf{u} onto the line L is

$$\text{proj}_L \mathbf{u} = \text{proj}_{\mathbf{v}} \mathbf{u}.$$

Example 15.1. Find the projection of the vector $\mathbf{u} = 2\mathbf{i} - \mathbf{j} + 3\mathbf{k}$ onto the line $x = 1 + 2t$, $y = 2 - t$, $z = 4 - 4t$.

solution: Clearly $\mathbf{v} = 2\mathbf{i} - \mathbf{j} - 4\mathbf{k}$ is parallel to the line. Thus

$$\begin{aligned} \text{proj}_L \mathbf{u} &= \text{proj}_{\mathbf{v}} \mathbf{u} = \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v} \\ &= \left(\frac{4 + 1 - 12}{2^2 + (-1)^2 + (-4)^2} \right) (2\mathbf{i} - \mathbf{j} - 4\mathbf{k}) \\ &= \left(\frac{-7}{21} \right) (2\mathbf{i} - \mathbf{j} - 4\mathbf{k}) \\ &= -\frac{1}{3} (2\mathbf{i} - \mathbf{j} - 4\mathbf{k}) \\ &= -\frac{2}{3}\mathbf{i} + \frac{1}{3}\mathbf{j} + \frac{4}{3}\mathbf{k}. \end{aligned}$$

Recall that in chapter 11 we defined the projection of a vector \mathbf{u} onto a vector \mathbf{v} to be

$$\text{proj}_{\mathbf{v}} \mathbf{u} = \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v}.$$

Projection of a Vector onto a Line

Projection of a Vector onto a Line

Tanım. Let L be the line passing through the point P in the direction \mathbf{v} . The projection of a vector \mathbf{u} onto the line L is

$$\text{proj}_L \mathbf{u} = \text{proj}_{\mathbf{v}} \mathbf{u}.$$

Örnek 15.1. Find the projection of the vector $\mathbf{u} = 2\mathbf{i} - \mathbf{j} + 3\mathbf{k}$ onto the line $x = 1 + 2t$, $y = 2 - t$, $z = 4 - 4t$.

çözüm: Clearly $\mathbf{v} = 2\mathbf{i} - \mathbf{j} - 4\mathbf{k}$ is parallel to the line. Thus

$$\begin{aligned} \text{proj}_L \mathbf{u} &= \text{proj}_{\mathbf{v}} \mathbf{u} = \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{v}\|^2} \right) \mathbf{v} \\ &= \left(\frac{4 + 1 - 12}{2^2 + (-1)^2 + (-4)^2} \right) (2\mathbf{i} - \mathbf{j} - 4\mathbf{k}) \\ &= \left(\frac{-7}{21} \right) (2\mathbf{i} - \mathbf{j} - 4\mathbf{k}) \\ &= -\frac{1}{3} (2\mathbf{i} - \mathbf{j} - 4\mathbf{k}) \\ &= -\frac{2}{3}\mathbf{i} + \frac{1}{3}\mathbf{j} + \frac{4}{3}\mathbf{k}. \end{aligned}$$

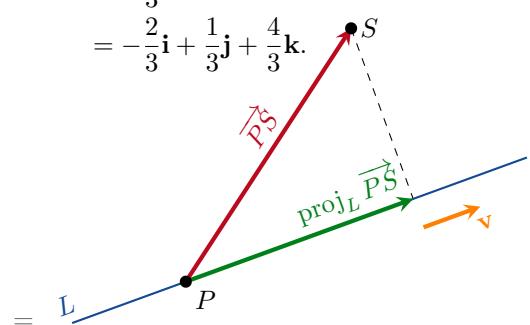


Figure 15.1: Projection of a vector onto a line.
Şekil 15.1:

Projection of a Vector onto a Plane

Projection of a Vector onto a Plane

Definition. The *projection* of a vector \mathbf{u} onto a plane with normal vector \mathbf{n} is

$$\text{proj}_{\text{plane}} \mathbf{u} = \mathbf{u} - \text{proj}_{\mathbf{n}} \mathbf{u} = \mathbf{u} - \left(\frac{\mathbf{u} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n}.$$

See figure 15.2.

Example 15.2. Find the projection of the vector $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ onto the plane $3x - y + 2z = 7$.

solution: Clearly $\mathbf{n} = 3\mathbf{i} - \mathbf{j} + 2\mathbf{k}$ and

$$\begin{aligned} \text{proj}_{\mathbf{n}} \mathbf{u} &= \left(\frac{\mathbf{u} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} = \left(\frac{3 - 2 + 6}{3^2 + (-1)^2 + 2^2} \right) (3\mathbf{i} - \mathbf{j} + 2\mathbf{k}) \\ &= \frac{1}{2} (3\mathbf{i} - \mathbf{j} + 2\mathbf{k}) = \frac{3}{2}\mathbf{i} - \frac{1}{2}\mathbf{j} + \mathbf{k}. \end{aligned}$$

Therefore

$$\begin{aligned} \text{proj}_{\text{plane}} \mathbf{u} &= \mathbf{u} - \text{proj}_{\mathbf{n}} \mathbf{u} \\ &= (\mathbf{i} + 2\mathbf{j} + 3\mathbf{k}) - \left(\frac{3}{2}\mathbf{i} - \frac{1}{2}\mathbf{j} + \mathbf{k} \right) \\ &= -\frac{1}{2}\mathbf{i} + \frac{5}{2}\mathbf{j} + 2\mathbf{k}. \end{aligned}$$

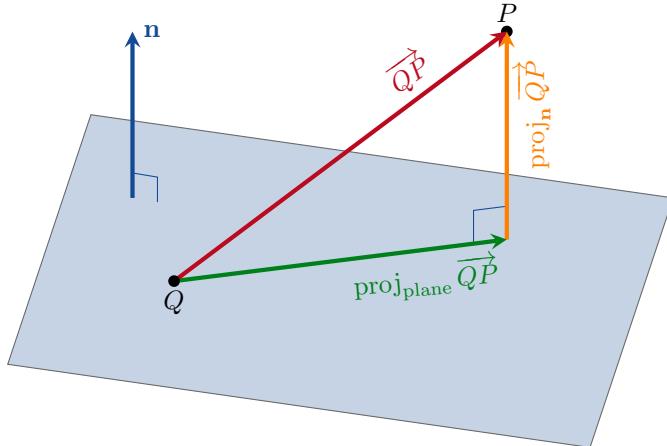


Figure 15.2: The projection of a vector onto a plane.
Şekil 15.2:

Projection of a Vector onto a Plane

Projection of a Vector onto a Plane

Tanım. The *projection* of a vector \mathbf{u} onto a plane with normal vector \mathbf{n} is

$$\text{proj}_{\text{düzleme}} \mathbf{u} = \mathbf{u} - \text{proj}_{\mathbf{n}} \mathbf{u} = \mathbf{u} - \left(\frac{\mathbf{u} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n}.$$

See figure 15.2.

Örnek 15.2. Find the projection of the vector $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ onto the plane $3x - y + 2z = 7$.

özüm: Clearly $\mathbf{n} = 3\mathbf{i} - \mathbf{j} + 2\mathbf{k}$ and

$$\begin{aligned} \text{proj}_{\mathbf{n}} \mathbf{u} &= \left(\frac{\mathbf{u} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} = \left(\frac{3 - 2 + 6}{3^2 + (-1)^2 + 2^2} \right) (3\mathbf{i} - \mathbf{j} + 2\mathbf{k}) \\ &= \frac{1}{2} (3\mathbf{i} - \mathbf{j} + 2\mathbf{k}) = \frac{3}{2}\mathbf{i} - \frac{1}{2}\mathbf{j} + \mathbf{k}. \end{aligned}$$

Therefore

$$\begin{aligned} \text{proj}_{\text{düzleme}} \mathbf{u} &= \mathbf{u} - \text{proj}_{\mathbf{n}} \mathbf{u} \\ &= (\mathbf{i} + 2\mathbf{j} + 3\mathbf{k}) - \left(\frac{3}{2}\mathbf{i} - \frac{1}{2}\mathbf{j} + \mathbf{k} \right) \\ &= -\frac{1}{2}\mathbf{i} + \frac{5}{2}\mathbf{j} + 2\mathbf{k}. \end{aligned}$$

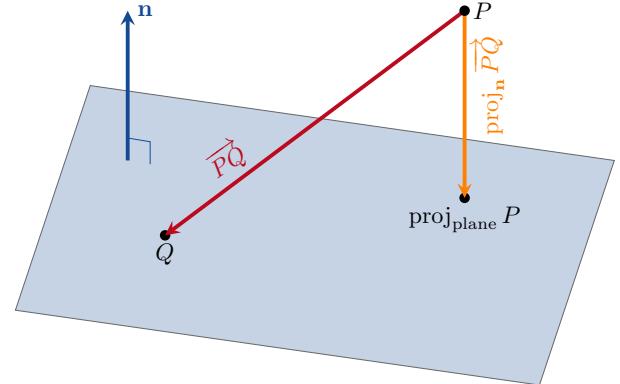


Figure 15.3: The projection of a point onto a plane.
Şekil 15.3:

Projection of a Point onto a Plane

Projection of a Point onto a Plane

Definition. Let P be a point and let $Ax + By + Cz = D$ be a plane. Let Q be a point on the plane and let $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$ denote a vector normal to the plane.

The projection of the point P onto this plane is

$$\text{proj}_{\text{plane}} P = P + \text{proj}_{\mathbf{n}} \overrightarrow{PQ}$$

as shown in figure 15.3.

Example 15.3. Find the projection of the point $P(1, 2, -4)$ on the plane $2x + y + 4z = 2$.

solution: Note first that $\mathbf{n} = 2\mathbf{i} + \mathbf{j} + 4\mathbf{k}$ and that the point $Q(1, 0, 0)$ lies on the plane. Since

$$\overrightarrow{PQ} = Q - P = (1, 0, 0) - (1, 2, -4) = (0, -2, 4) = -2\mathbf{j} + 4\mathbf{k},$$

we have

$$\begin{aligned} \text{proj}_{\mathbf{n}} \overrightarrow{PQ} &= \left(\frac{\overrightarrow{PQ} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} \\ &= \left(\frac{0 - 2 + 16}{2^2 + 1^2 + 4^2} \right) (2\mathbf{i} + \mathbf{j} + 4\mathbf{k}) \\ &= \left(\frac{14}{21} \right) (2\mathbf{i} + \mathbf{j} + 4\mathbf{k}) \\ &= \frac{2}{3} (2\mathbf{i} + \mathbf{j} + 4\mathbf{k}) \\ &= \frac{4}{3}\mathbf{i} + \frac{2}{3}\mathbf{j} + \frac{8}{3}\mathbf{k}. \end{aligned}$$

Therefore

$$\begin{aligned} \text{proj}_{\text{plane}} P &= P + \text{proj}_{\mathbf{n}} \overrightarrow{PQ} \\ &= (1, 2, -4) + \left(\frac{4}{3}, \frac{2}{3}, \frac{8}{3} \right) \\ &= \left(\frac{7}{3}, \frac{8}{3}, -\frac{4}{3} \right). \end{aligned}$$

We should double check that the point $(\frac{7}{3}, \frac{8}{3}, -\frac{4}{3})$ is on the plane $2x + y + 4z = 2$.

$$2x + y + 4z = 2 \left(\frac{7}{3} \right) + \left(\frac{8}{3} \right) + 4 \left(-\frac{4}{3} \right) = \frac{14}{3} + \frac{8}{3} - \frac{16}{3} = \frac{6}{3} = 2 \quad \checkmark$$

Projection of a Point onto a Plane

Projection of a Point onto a Plane

Tanım. Let P be a point and let $Ax + By + Cz = D$ be a plane. Let Q be a point on the plane and let $\mathbf{n} = A\mathbf{i} + B\mathbf{j} + C\mathbf{k}$ denote a vector normal to the plane.

The projection of the point P onto this plane is

$$\text{proj}_{\text{düzlemler}} P = P + \text{proj}_{\mathbf{n}} \overrightarrow{PQ}$$

as shown in figure 15.3.

Örnek 15.3. Find the projection of the point $P(1, 2, -4)$ on the plane $2x + y + 4z = 2$.

cözüm: Note first that $\mathbf{n} = 2\mathbf{i} + \mathbf{j} + 4\mathbf{k}$ and that the point $Q(1, 0, 0)$ lies on the plane. Since

$$\overrightarrow{PQ} = Q - P = (1, 0, 0) - (1, 2, -4) = (0, -2, 4) = -2\mathbf{j} + 4\mathbf{k},$$

we have

$$\begin{aligned} \text{proj}_{\mathbf{n}} \overrightarrow{PQ} &= \left(\frac{\overrightarrow{PQ} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} \\ &= \left(\frac{0 - 2 + 16}{2^2 + 1^2 + 4^2} \right) (2\mathbf{i} + \mathbf{j} + 4\mathbf{k}) \\ &= \left(\frac{14}{21} \right) (2\mathbf{i} + \mathbf{j} + 4\mathbf{k}) \\ &= \frac{2}{3} (2\mathbf{i} + \mathbf{j} + 4\mathbf{k}) \\ &= \frac{4}{3}\mathbf{i} + \frac{2}{3}\mathbf{j} + \frac{8}{3}\mathbf{k}. \end{aligned}$$

Therefore

$$\begin{aligned} \text{proj}_{\text{düzlemler}} P &= P + \text{proj}_{\mathbf{n}} \overrightarrow{PQ} \\ &= (1, 2, -4) + \left(\frac{4}{3}, \frac{2}{3}, \frac{8}{3} \right) \\ &= \left(\frac{7}{3}, \frac{8}{3}, -\frac{4}{3} \right). \end{aligned}$$

We should double check that the point $(\frac{7}{3}, \frac{8}{3}, -\frac{4}{3})$ is on the plane $2x + y + 4z = 2$.

$$2x + y + 4z = 2 \left(\frac{7}{3} \right) + \left(\frac{8}{3} \right) + 4 \left(-\frac{4}{3} \right) = \frac{14}{3} + \frac{8}{3} - \frac{16}{3} = \frac{6}{3} = 2 \quad \checkmark$$

Projection of a Line onto a Plane

Projection of a Line onto a Plane

Let L be a line passing through the point P in the direction \mathbf{v} . Let $Ax + By + Cz = D$ be a plane with normal vector $\mathbf{n} = Ai + Bj + Ck$.

There are three cases to consider:

- (i). The line is orthogonal to the plane ($\mathbf{v} \times \mathbf{n} = \mathbf{0}$);
- (ii). The line is parallel to the plane ($\mathbf{v} \cdot \mathbf{n} = 0$); and
- (iii). The line is not parallel to the plane and is not orthogonal to the plane ($\mathbf{v} \cdot \mathbf{n} \neq 0$ and $\mathbf{v} \times \mathbf{n} \neq \mathbf{0}$).

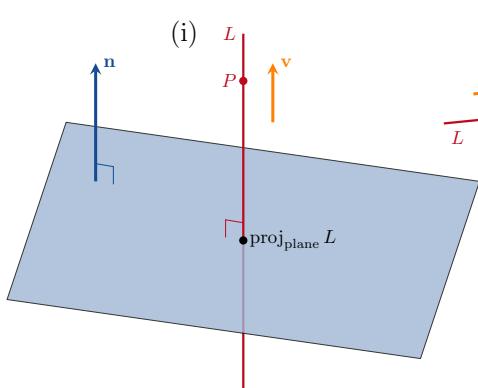


Figure 15.4: The projection of a line onto an orthogonal plane.

Şekil 15.4:

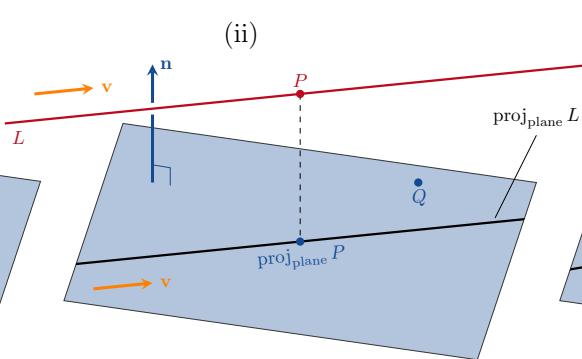


Figure 15.5: The projection of a line onto a parallel plane.

Şekil 15.5:

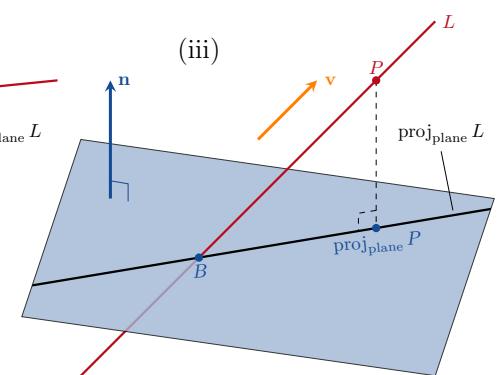


Figure 15.6: The projection of a line onto a plane which is neither orthogonal to, nor parallel to, the line.

Şekil 15.6:

A Line Orthogonal to a Plane ($\mathbf{v} \times \mathbf{n} = \mathbf{0}$)

A Line Orthogonal to a Plane ($\mathbf{v} \times \mathbf{n} = \mathbf{0}$)

This is the easiest case: The projection of the line onto the plane is just the point where they intersect. See figure 15.4. Therefore

$$\text{proj}_{\text{plane}} L = \text{proj}_{\text{plane}} P.$$

A Line Parallel to a Plane ($\mathbf{v} \cdot \mathbf{n} = 0$)

A Line Parallel to a Plane ($\mathbf{v} \cdot \mathbf{n} = 0$)

From figure 15.5, we can see that

$$\text{proj}_{\text{plane}} L = \left(\begin{array}{l} \text{the line passing through the point} \\ \text{proj}_{\text{plane}} P \text{ in the direction } \mathbf{v} \end{array} \right)$$

A Line which is Neither Parallel to nor Orthogonal to the Plane

A Line which is Neither Parallel to nor Orthogonal to the Plane

See figure 15.6. If $\mathbf{v} \cdot \mathbf{n} \neq 0$, then the line must intersect the plane at some point B . Assuming $B \neq P$, we have

$$\text{proj}_{\text{plane}} L = \left(\begin{array}{l} \text{the line passing through the} \\ \text{points } B \text{ and } \text{proj}_{\text{plane}} P. \end{array} \right)$$

Projection of a Line onto a Plane

Let L be a line passing through the point P in the direction \mathbf{v} . Let $Ax + By + Cz = D$ be a plane with normal vector $\mathbf{n} = Ai + Bj + Ck$.

There are three cases to consider:

- (i). The line is orthogonal to the plane ($\mathbf{v} \times \mathbf{n} = \mathbf{0}$);
- (ii). The line is parallel to the plane ($\mathbf{v} \cdot \mathbf{n} = 0$); and
- (iii). The line is not parallel to the plane and is not orthogonal to the plane ($\mathbf{v} \cdot \mathbf{n} \neq 0$ and $\mathbf{v} \times \mathbf{n} \neq \mathbf{0}$).

A Line Orthogonal to a Plane ($\mathbf{v} \times \mathbf{n} = \mathbf{0}$)

A Line Orthogonal to a Plane ($\mathbf{v} \times \mathbf{n} = \mathbf{0}$)

This is the easiest case: The projection of the line onto the plane is just the point where they intersect. See figure 15.4. Therefore

$$\text{proj}_{\text{düzlemler}} L = \text{proj}_{\text{düzlemler}} P.$$

A Line Parallel to a Plane ($\mathbf{v} \cdot \mathbf{n} = 0$)

A Line Parallel to a Plane ($\mathbf{v} \cdot \mathbf{n} = 0$)

From figure 15.5, we can see that

$$\text{proj}_{\text{düzlemler}} L = \left(\begin{array}{l} \text{the line passing through the point} \\ \text{proj}_{\text{düzlemler}} P \text{ in the direction } \mathbf{v}. \end{array} \right)$$

A Line which is Neither Parallel to nor Orthogonal to the Plane

A Line which is Neither Parallel to nor Orthogonal to the Plane

See figure 15.6. If $\mathbf{v} \cdot \mathbf{n} \neq 0$, then the line must intersect the plane at some point B . Assuming $B \neq P$, we have

$$\text{proj}_{\text{düzlemler}} L = \left(\begin{array}{l} \text{the line passing through the} \\ \text{points } B \text{ and } \text{proj}_{\text{düzlemler}} P. \end{array} \right)$$

Example 15.4. Find the projection of the line $x = 7 + 6t$, $y = -3 + 15t$, $z = 10 - 12t$ onto the plane $2x + 5y - 4z = 13$.

solution:

Step 1. Find \mathbf{v} and \mathbf{n} .

$$\mathbf{v} = 6\mathbf{i} + 15\mathbf{j} - 12\mathbf{k}$$

$$\mathbf{n} = 2\mathbf{i} + 5\mathbf{j} - 4\mathbf{k}$$

Step 2. Does the line intersect the plane?

Since

$$\mathbf{v} \cdot \mathbf{n} = 12 + 75 + 48 = 135 \neq 0,$$

the answer is yes, the line does intersect the plane.

Step 3. Find the point of intersection.

We calculate that

$$\begin{aligned} 13 &= 2x + 5y - 4z \\ &= 2(7 + 6t) + 5(-3 + 15t) - 4(10 - 12t) \\ &= 14 + 12t - 15 + 75t - 40 + 48t \\ &= -41 + 135t \\ 54 &= 135t \\ 2 &= 5t \\ \frac{2}{5} &= t. \end{aligned}$$

Hence the point of intersection is

$$\begin{aligned} B(x, y, z)|_{t=\frac{2}{5}} &= B(7 + 6t, -3 + 15t, 10 - 12t)|_{t=\frac{2}{5}} \\ &= B(9.4, 3, 5.2) \end{aligned}$$

Step 4. Is the line orthogonal to the plane?

Since

$$\mathbf{v} \times \mathbf{n} = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ 6 & 15 & -12 \\ 2 & 5 & -4 \end{vmatrix} = 0\mathbf{i} + 0\mathbf{j} + 0\mathbf{k} = \mathbf{0},$$

the answer is yes, the line is orthogonal to the plane.

Step 5. Find $\text{proj}_{\text{plane}} L$.

The projection of the line on the plane is the point

$$\text{proj}_{\text{plane}} L = B(9.4, 3, 5.2).$$

Örnek 15.4. Find the projection of the line $x = 7 + 6t$, $y = -3 + 15t$, $z = 10 - 12t$ onto the plane $2x + 5y - 4z = 13$.

çözüm:

Adim 1. Find \mathbf{v} and \mathbf{n} .

$$\mathbf{v} = 6\mathbf{i} + 15\mathbf{j} - 12\mathbf{k}$$

$$\mathbf{n} = 2\mathbf{i} + 5\mathbf{j} - 4\mathbf{k}$$

Adim 2. Does the line intersect the plane?

Since

$$\mathbf{v} \cdot \mathbf{n} = 12 + 75 + 48 = 135 \neq 0,$$

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We calculate that

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Hence the point of intersection is

$$\begin{aligned} B(x, y, z)|_{t=\frac{2}{5}} &= B(7 + 6t, -3 + 15t, 10 - 12t)|_{t=\frac{2}{5}} \\ &= B(9.4, 3, 5.2) \end{aligned}$$

Adim 4. Is the line orthogonal to the plane?

Since

$$\mathbf{v} \times \mathbf{n} = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ 6 & 15 & -12 \\ 2 & 5 & -4 \end{vmatrix} = 0\mathbf{i} + 0\mathbf{j} + 0\mathbf{k} = \mathbf{0},$$

the answer is yes, the line is orthogonal to the plane.

Adim 5. Find $\text{proj}_{\text{düzlem}} L$.

The projection of the line on the plane is the point

$$\text{proj}_{\text{düzlem}} L = B(9.4, 3, 5.2).$$

Example 15.5. Find the projection of the line $x = 1 + 4t$, $y = 2 + 4t$, $z = 3 + 4t$ onto the plane $3x + 4y - 7z = 27$.

solution:

Step 1. Find \mathbf{v} and \mathbf{n} .

$$\begin{aligned}\mathbf{v} &= 4\mathbf{i} + 4\mathbf{j} + 4\mathbf{k} \\ \mathbf{n} &= 3\mathbf{i} + 4\mathbf{j} - 7\mathbf{k}\end{aligned}$$

Step 2. Does the line intersect the plane?

Since

$$\mathbf{v} \cdot \mathbf{n} = 12 + 16 - 28 = 0,$$

the line does not intersect the plane. Therefore the line is parallel to the plane.

Step 3. Find a point on $\text{proj}_{\text{plane}} L$.

$P(1, 2, 3)$ lies on the original line and $Q(9, 0, 0)$ lies on the plane. So

$$\begin{aligned}\overrightarrow{PQ} &= Q - P = (9, 0, 0) - (1, 2, 3) = (8, -2, -3) \\ &= 8\mathbf{i} - 2\mathbf{j} - 3\mathbf{k}\end{aligned}$$

and

$$\begin{aligned}\text{proj}_{\mathbf{n}} \overrightarrow{PQ} &= \left(\frac{\overrightarrow{PQ} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} = \left(\frac{24 - 8 + 21}{9 + 16 + 49} \right) \mathbf{n} \\ &= \left(\frac{37}{74} \right) \mathbf{n} = \frac{1}{2} \mathbf{n}.\end{aligned}$$

Therefore

$$\begin{aligned}\text{proj}_{\text{plane}} P &= P + \text{proj}_{\mathbf{n}} \overrightarrow{PQ} \\ &= (1, 2, 3) + \left(\frac{3}{2}, 2, -\frac{7}{2} \right) \\ &= \left(\frac{5}{2}, 4, -\frac{1}{2} \right).\end{aligned}$$

We should quickly double check that our $\text{proj}_{\text{plane}} P$ really is on the plane:

$$\begin{aligned}3x + 4y - 7z &= 3\left(\frac{5}{2}\right) + 4(4) - 7\left(-\frac{1}{2}\right) \\ &= \frac{15}{2} + 16 + \frac{7}{2} = 27. \checkmark\end{aligned}$$

Step 4. Find $\text{proj}_{\text{plane}} L$.

The projection of the original line on the plane is the line passing through the point $\text{proj}_{\text{plane}} P = \left(\frac{5}{2}, 4, -\frac{1}{2}\right)$ in the direction $\mathbf{v} = 4\mathbf{i} + 4\mathbf{j} + 4\mathbf{k}$, which has parametrised equations

$$x = \frac{5}{2} + 4t, \quad y = 4 + 4t, \quad z = -\frac{1}{2} + 4t.$$

Örnek 15.5. Find the projection of the line $x = 1 + 4t$, $y = 2 + 4t$, $z = 3 + 4t$ onto the plane $3x + 4y - 7z = 27$.

çözüm:

Adım 1. Find \mathbf{v} and \mathbf{n} .

$$\begin{aligned}\mathbf{v} &= 4\mathbf{i} + 4\mathbf{j} + 4\mathbf{k} \\ \mathbf{n} &= 3\mathbf{i} + 4\mathbf{j} - 7\mathbf{k}\end{aligned}$$

Adım 2. Does the line intersect the plane?

Since

$$\mathbf{v} \cdot \mathbf{n} = 12 + 16 - 28 = 0,$$

the line does not intersect the plane. Therefore the line is parallel to the plane.

Adım 3. Find a point on $\text{proj}_{\text{düzlem}} L$.

$P(1, 2, 3)$ lies on the original line and $Q(9, 0, 0)$ lies on the plane. So

$$\begin{aligned}\overrightarrow{PQ} &= Q - P = (9, 0, 0) - (1, 2, 3) = (8, -2, -3) \\ &= 8\mathbf{i} - 2\mathbf{j} - 3\mathbf{k}\end{aligned}$$

and

$$\begin{aligned}\text{proj}_{\mathbf{n}} \overrightarrow{PQ} &= \left(\frac{\overrightarrow{PQ} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} = \left(\frac{24 - 8 + 21}{9 + 16 + 49} \right) \mathbf{n} \\ &= \left(\frac{37}{74} \right) \mathbf{n} = \frac{1}{2} \mathbf{n}.\end{aligned}$$

Therefore

$$\begin{aligned}\text{proj}_{\text{düzlem}} P &= P + \text{proj}_{\mathbf{n}} \overrightarrow{PQ} \\ &= (1, 2, 3) + \left(\frac{3}{2}, 2, -\frac{7}{2} \right) \\ &= \left(\frac{5}{2}, 4, -\frac{1}{2} \right).\end{aligned}$$

We should quickly double check that our $\text{proj}_{\text{düzlem}} P$ really is on the plane:

$$\begin{aligned}3x + 4y - 7z &= 3\left(\frac{5}{2}\right) + 4(4) - 7\left(-\frac{1}{2}\right) \\ &= \frac{15}{2} + 16 + \frac{7}{2} = 27. \checkmark\end{aligned}$$

Adım 4. Find $\text{proj}_{\text{düzlem}} L$.

The projection of the original line on the plane is the line passing through the point $\text{proj}_{\text{düzlem}} P = \left(\frac{5}{2}, 4, -\frac{1}{2}\right)$ in the direction $\mathbf{v} = 4\mathbf{i} + 4\mathbf{j} + 4\mathbf{k}$, which has parametrised equations

$$x = \frac{5}{2} + 4t, \quad y = 4 + 4t, \quad z = -\frac{1}{2} + 4t.$$

Example 15.6. Find the projection of the line $x = 15 + 15t$, $y = -12 - 15t$, $z = 17 + 11t$ on the plane $13x - 9y + 16z = 69$.

solution:

Step 1. Find \mathbf{v} and \mathbf{n} .

$$\begin{aligned}\mathbf{v} &= 15\mathbf{i} - 15\mathbf{j} + 11\mathbf{k} \\ \mathbf{n} &= 13\mathbf{i} - 9\mathbf{j} + 16\mathbf{k}\end{aligned}$$

Step 2. Does the line intersect the plane?

Since

$$\mathbf{v} \cdot \mathbf{n} = 506 \neq 0,$$

the line intersects the plane.

Step 3. Find the point of intersection.

We calculate that

$$\begin{aligned}69 &= 13x - 9y + 16z \\ &= 13(15 + 15t) - 9(-12 - 15t) + 16(17 + 11t) \\ &= 195 + 195t + 108 + 135t + 272 + 176t \\ &= 575 + 506t \\ -506 &= 506t \\ -1 &= t.\end{aligned}$$

Thus the line intersects the plane at

$$\begin{aligned}B(x, y, z)|_{t=-1} &= B(15 + 15t, -12 - 15t, 17 + 11t)|_{t=-1} \\ &= B(0, 3, 6).\end{aligned}$$

Step 4. Is the line orthogonal to the plane?

Since

$$\mathbf{v} \times \mathbf{n} = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ 15 & -15 & 11 \\ 13 & -9 & 16 \end{vmatrix} = -141\mathbf{i} - 97\mathbf{j} + 60\mathbf{k} \neq \mathbf{0},$$

the line is not orthogonal to the plane.

Step 5. Find another point on $\text{proj}_{\text{plane}} L$.

The point $P(15, -12, 17)$ lies on the original line. Since $\overrightarrow{PB} = (-15, 15, -11)$ and

$$\text{proj}_{\mathbf{n}} \overrightarrow{PB} = \left(\frac{\overrightarrow{PB} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} = \left(\frac{-506}{506} \right) \mathbf{n} = -\mathbf{n}$$

we have that

$$\begin{aligned}\text{proj}_{\text{plane}} P &= P + \text{proj}_{\mathbf{n}} \overrightarrow{PB} \\ &= (15, -12, 17) + (-13, 9, -16) = (2, -3, 1).\end{aligned}$$

Step 6. Find $\text{proj}_{\text{plane}} L$.

Let

$\mathbf{v}_2 =$ the vector from B to $\text{proj}_{\text{plane}} P = 2\mathbf{i} - 6\mathbf{j} - 5\mathbf{k}$.

Then $\text{proj}_{\text{plane}} L$ is the line passing through $B(0, 3, 6)$ in the direction $\mathbf{v}_2 = 2\mathbf{i} - 6\mathbf{j} - 5\mathbf{k}$ which has parametrised equations

$$x = 2t, \quad y = 3 - 6t, \quad z = 6 - 5t.$$

Örnek 15.6. Find the projection of the line $x = 15 + 15t$, $y = -12 - 15t$, $z = 17 + 11t$ on the plane $13x - 9y + 16z = 69$.

özüm:

Adım 1. Find \mathbf{v} and \mathbf{n} .

$$\begin{aligned}\mathbf{v} &= 15\mathbf{i} - 15\mathbf{j} + 11\mathbf{k} \\ \mathbf{n} &= 13\mathbf{i} - 9\mathbf{j} + 16\mathbf{k}\end{aligned}$$

Adım 2. Does the line intersect the plane?

Since

$$\mathbf{v} \cdot \mathbf{n} = 506 \neq 0,$$

the line intersects the plane.

Adım 3. Find the point of intersection.

We calculate that

$$\begin{aligned}69 &= 13x - 9y + 16z \\ &= 13(15 + 15t) - 9(-12 - 15t) + 16(17 + 11t) \\ &= 195 + 195t + 108 + 135t + 272 + 176t \\ &= 575 + 506t \\ -506 &= 506t \\ -1 &= t.\end{aligned}$$

Thus the line intersects the plane at

$$\begin{aligned}B(x, y, z)|_{t=-1} &= B(15 + 15t, -12 - 15t, 17 + 11t)|_{t=-1} \\ &= B(0, 3, 6).\end{aligned}$$

Adım 4. Is the line orthogonal to the plane?

Since

$$\mathbf{v} \times \mathbf{n} = \begin{vmatrix} \mathbf{i} & \mathbf{j} & \mathbf{k} \\ 15 & -15 & 11 \\ 13 & -9 & 16 \end{vmatrix} = -141\mathbf{i} - 97\mathbf{j} + 60\mathbf{k} \neq \mathbf{0},$$

the line is not orthogonal to the plane.

Adım 5. Find another point on $\text{proj}_{\text{düzlem}} L$.

The point $P(15, -12, 17)$ lies on the original line. Since $\overrightarrow{PB} = (-15, 15, -11)$ and

$$\text{proj}_{\mathbf{n}} \overrightarrow{PB} = \left(\frac{\overrightarrow{PB} \cdot \mathbf{n}}{\|\mathbf{n}\|^2} \right) \mathbf{n} = \left(\frac{-506}{506} \right) \mathbf{n} = -\mathbf{n}$$

we have that

$$\begin{aligned}\text{proj}_{\text{düzlem}} P &= P + \text{proj}_{\mathbf{n}} \overrightarrow{PB} \\ &= (15, -12, 17) + (-13, 9, -16) = (2, -3, 1).\end{aligned}$$

Adım 6. Find $\text{proj}_{\text{düzlem}} L$.

Let

$\mathbf{v}_2 =$ the vector from B to $\text{proj}_{\text{düzlem}} P = 2\mathbf{i} - 6\mathbf{j} - 5\mathbf{k}$.

Then $\text{proj}_{\text{düzlem}} L$ is the line passing through $B(0, 3, 6)$ in the direction $\mathbf{v}_2 = 2\mathbf{i} - 6\mathbf{j} - 5\mathbf{k}$ which has parametrised equations

$$x = 2t, \quad y = 3 - 6t, \quad z = 6 - 5t.$$

Problems

Problem 15.1.

- (a). Find the projection of the vector $\mathbf{u} = -2\mathbf{i} + 5\mathbf{j} - 3\mathbf{k}$ onto the line $x = 2 + t, y = 1 - 2t, z = 3 + 2t$.
- (b). Find the projection of the vector $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ onto the line $x = 20 + 3t, y = 1 + 4t, z = -10 + 5t$.
- (c). Find the projection of the vector $\mathbf{u} = \mathbf{i} - \mathbf{k}$ onto the line $x = 1 - t, y = 1 + t, z = 1 + t$.

Problem 15.2.

- (a). Find the projection of the vector $\mathbf{u} = \mathbf{i} + 7\mathbf{j} + 5\mathbf{k}$ onto the plane $6x + 4z = 100$.
- (b). Find the projection of the vector $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ onto the plane $3x + 2y + z = -7$.
- (c). Find the projection of the vector $\mathbf{u} = \mathbf{i}$ onto the plane $7y + 4z = 13$.

Problem 15.3.

- (a). Find the projection of the point $P(38, -59, 4)$ onto the plane $10x - 20y + z = 61$.
- (b). Find the projection of the point $P(13, 13, 13)$ onto the plane $2x - 3y + 5z = 5$.
- (c). Find the projection of the point $P(65, 70, -4)$ onto the plane $9x + 10y - z = 15$.

Problem 15.4.

- (a). Find the projection of the line $x = -48 - t, y = 6 + t, z = -13 + 4t$ onto the plane $7x - y + 2z = 10$.
- (b). Find the projection of the line $x = 2 + 30t, y = 29 - 130t, z = \frac{104}{5} - 114t$ onto the plane $7y + 5z = 11$.
- (c). Find the projection of the line $x = -t, y = 14 + t, z = -\frac{23}{4} - t$ onto the plane $8x - 8y + 8z = 10$.

Problem 15.5. Find a formula for the projection of a point P onto a line L .

Sorular

Soru 15.1.

- (a). Find the projection of the vector $\mathbf{u} = -2\mathbf{i} + 5\mathbf{j} - 3\mathbf{k}$ onto the line $x = 2 + t, y = 1 - 2t, z = 3 + 2t$.
- (b). Find the projection of the vector $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ onto the line $x = 20 + 3t, y = 1 + 4t, z = -10 + 5t$.
- (c). Find the projection of the vector $\mathbf{u} = \mathbf{i} - \mathbf{k}$ onto the line $x = 1 - t, y = 1 + t, z = 1 + t$.

Soru 15.2.

- (a). Find the projection of the vector $\mathbf{u} = \mathbf{i} + 7\mathbf{j} + 5\mathbf{k}$ onto the plane $6x + 4z = 100$.
- (b). Find the projection of the vector $\mathbf{u} = \mathbf{i} + 2\mathbf{j} + 3\mathbf{k}$ onto the plane $3x + 2y + z = -7$.
- (c). Find the projection of the vector $\mathbf{u} = \mathbf{i}$ onto the plane $7y + 4z = 13$.

Soru 15.3.

- (a). Find the projection of the point $P(38, -59, 4)$ onto the plane $10x - 20y + z = 61$.
- (b). Find the projection of the point $P(13, 13, 13)$ onto the plane $2x - 3y + 5z = 5$.
- (c). Find the projection of the point $P(65, 70, -4)$ onto the plane $9x + 10y - z = 15$.

Soru 15.4.

- (a). Find the projection of the line $x = -48 - t, y = 6 + t, z = -13 + 4t$ onto the plane $7x - y + 2z = 10$.
- (b). Find the projection of the line $x = 2 + 30t, y = 29 - 130t, z = \frac{104}{5} - 114t$ onto the plane $7y + 5z = 11$.
- (c). Find the projection of the line $x = -t, y = 14 + t, z = -\frac{23}{4} - t$ onto the plane $8x - 8y + 8z = 10$.

Soru 15.5. Find a formula for the projection of a point P onto a line L .

Part III

Finite Mathematics

16

Combinatorics : Basic Counting Principles

The Addition Principle

The Addition Principle

Theorem 16.1. For any two sets A and B ,

$$n(A \cup B) = n(A) + n(B) - n(A \cap B)$$

where $n(A)$ denotes the number of elements in set A .

Example 16.1. Ali has three yellow shirts and two blue shirts. How many shirts does Ali have?

solution: Ali has $3 + 2 = 5$ shirts. If we let S denote the set of Ali's yellow shirts, and M denote the set of Ali's blue shirts, then we have

$$n(S \cup M) = n(S) + n(M) = 3 + 2 = 5.$$

Please note that S and M are discrete sets.

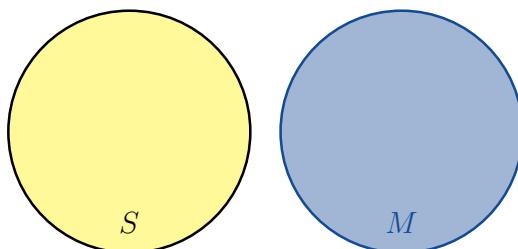


Figure 16.1: Ali's yellow and blue shirts.

Şekil 16.1: Ali'nin sarı ve mavi gömlekleri.

Example 16.2. In a college, there are 8 students studying Mathematics, 12 students studying Physics, and 5 students enrolled in a joint Chemistry-Physics-Mathematics program. How many students are studying either Mathematics or Physics?

Kombinatorik : Temel Sayma Prensipleri

Toplam Prensibi

Toplam Prensibi

Teorem 16.1. A ve B herhangi iki küme olsun. $n(A)$ A elemanını sayısını belirtmek üzere

$$n(A \cup B) = n(A) + n(B) - n(A \cap B)$$

dir.

Örnek 16.1. Ali'nin 3 sarı, iki de mavi gömleği vardır. Ali gömleklerini kaç farklı şekilde giyinir?

çözüm: Ali, gömleklerini $3 + 2 = 5$ farklı şekilde giyinir. Sarı gömlekleri S , mavi gömlekleri M kümesi ile gösterirsek;

$$n(S \cup M) = n(S) + n(M) = 3 + 2 = 5$$

elde edilir.

Burada S ve M kümelerinin ayrık olduğuna dikkatinizi çekmek isterim.

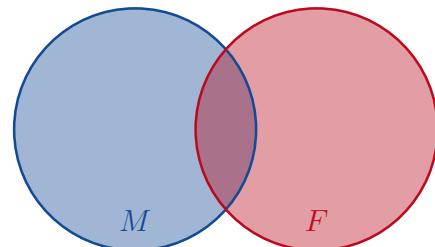


Figure 16.2: Mathematics and Physics students.

Şekil 16.2: Matematik ve Fizik eğitimi alan öğrenciler.

Örnek 16.2. Bir okulda matematik dersine kayıtlı 8, fizik dersine kayıtlı 12, kimya ve her iki derse de kayıtlı 5 öğrenci bulunmaktadır. Bu okulda matematik veya fizik dersine kayıtlı öğrenci sayısı kaçtır?

solution: Let M and F denote the sets of students studying Mathematics and Physics respectively. Then $M \cap F$ will be the set of students who are studying both Mathematics and Physics. The answer is

$$n(M \cup F) = n(M) + n(F) - n(M \cap F) = 8 + 12 - 5 = 15.$$

çözüm: Matematik dersini alan öğrencilerin kümesini M , fizik dersini alanları ise F ile gösterirsek hem matematik hem fizik dersini alan öğrenciler $M \cap F$ ile gösterilir. Sorunun yanıtı ise;

$$n(M \cup F) = n(M) + n(F) - n(M \cap F) = 8 + 12 - 5 = 15$$

dir.

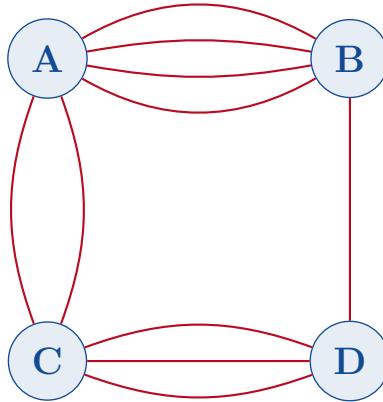


Figure 16.3: Roads linking four cities.

Şekil 16.3:

The Multiplication Principle

The Multiplication Principle

Theorem 16.2. If operation O_1 can be done n ways, and operation O_2 can be done m ways, then there are

$$n \cdot m$$

possible ways to do O_1 followed by O_2 .

Example 16.3. A man has five different shirts, three different ties and two different pairs of trousers. How many different ways can this person wear a shirt, a tie and a pair of trousers combination?

solution: Once the person has chosen a pair of trousers, he has a choice of 5 different shirts. For each shirt there are 3 different ties. Therefore he has $2 \cdot 5 \cdot 3 = 30$ choices of outfit.

Example 16.4. Four cities, called Aberdeen (A), Birmingham (B), Coventry (C) and Derby (D), are joined by roads as shown in figure 16.3. By how many different routes can a vehicle travel from A to D, without going back on itself.

solution: A vehicle that wants to travel from A to D must pass through either B or C.

If it passes through B, it can travel from A to B in 4 different ways, then from B to D in only one way – thus it can arrive at D along $4 \cdot 1 = 4$ different routes.

If the vehicle passes through C, it can travel from A to C in 2 different ways, then from C to D in 3 different ways – thus it can arrive at D along $2 \cdot 3 = 6$ different routes.

Çarpma Prensibi

Çarpma Prensibi

Teorem 16.2. O_1 işlemi n yoldan, O_2 işlemi m yoldan yapılabiliyorsa, O_1O_2 işlemlerinin ardışık olarak yapılması ile $n \cdot m$ sonuç ortaya çıkar.

Örnek 16.3. Bir adamın 5 farklı gömleği, 3 farklı kravatı, 2 farklı pantolonu olsun. Bu kişi gömlek-kravat-pantolon kombinini kaç farklı şekilde giyinebilir?

çözüm: Kişinin bir pantolon seçtikten sonra o pantolon için 5 farklı gömlek seçimi vardır. Her gömlek için ise 3 farklı kravat seçimi olur. Bunu matematiksel olarak ifade edecek olursak, $2 \cdot 5 \cdot 3 = 30$ farklı şekilde giyinir.

Örnek 16.4. Antalya (A), Bursa (B), Ceyhan (C) ve Denizli (D) kentlerini bağlayan yollar yukarıdaki şekildeki gibi olsun: A noktasından çıkışip D noktasına gitmek isteyen bir araç gittiği yolu geri dönmemek üzere kaç farklı yoldan gidebilir?

çözüm: A dan D ye gitmek isteyen biri B yada C den geçmek zorundadır.

B üzerinden giderse A dan B ye 4 farklı şekilde B den D ye 1 tek yoldan gidebileceğinden en nihayetinde A dan D ye $4 \cdot 1 = 4$ farklı yoldan gidebilir.

C üzerinden giderse A dan C ye 2, C den D ye 3 farklı yol olduğundan A dan D ye $2 \cdot 3 = 6$ farklı yoldan gidebilir.

Sonuç olarak A dan D ye $4 + 6 = 10$ farklı yoldan gidebilir.

Örnek 16.5. 2800 sayısının kaç böleni vardır?

Hence the total number of different routes from A to D is $4 + 6 = 10$.

Example 16.5. How many divisors does 2800 have?

solution: Note first that

$$2800 = 2^4 \cdot 5^2 \cdot 7 = 1 \cdot 2 \cdot 2 \cdot 2 \cdot 2 \cdot 5 \cdot 5 \cdot 7.$$

To create a divisor of 2800, we can use between zero and four of the 2s (so there are $4+1$ choices of how many 2s to use). We can also use zero, one or both of the 5s ($2+1$ choices) and we can either use or not use the 7 ($1+1$ choices). So there are

$$(4+1)(2+1)(1+1) = 30$$

divisors of 2800. In fact, the divisors of 2800 are 1, 2, 4, 5, 7, 8, 10, 14, 16, 20, 25, 28, 35, 40, 50, 56, 70, 80, 100, 112, 140, 175, 200, 280, 350, 400, 560, 700, 1400 and 2800.

In general, suppose that p_1, p_2, \dots, p_n are prime numbers and suppose that $x = p_1^{k_1}, p_2^{k_2}, \dots, p_n^{k_n}$. Then x has

$$(k_1 + 1)(k_2 + 2) \dots (k_n + 1)$$

divisors.

Problems

Problem 16.1 (A coin and a die). A coin is tossed with possible outcomes of heads (H) or tails (T). Then a die is rolled with possible outcomes of 1, 2, 3, 4, 5 or 6. How many different outcomes in total are there?

Problem 16.2 (Code words).

- (a). How many 3-letter code words can be formed from the letters A,B,C,D,E if no letter is repeated?
- (b). How many many 3-letter code words can be formed from the letters A,B,C,D,E if letters can be repeated?
- (c). How many 3-letter code words can be formed from the letters A,B,C,D,E if adjacent letters must be different?

Problem 16.3 (Postcodes). The postcode for Okan University is 34959. Suppose that the first two digits of a postcode are between 01 (Adana) and 81 (Düzce), and the final three digits can be any number. How many different postcodes are possible? How many have no repeated digits?

çözüm: $2800 = 2^4 \cdot 5^2 \cdot 7$ olduğundan 2,2,2,5,5,7 çarpımlarından en az bir tane olmak üzere çarpınlar seçilip bunların çarpılması ile 2800 in bir böleni elde edilir. 1 sayısı her sayıyı bölebileceğinden 1 dışındaki farklı bölenlerin sayısı:

$$(4+1)(2+1)(1+1) - 1 = 29$$

dur.

Genel olarak bir p_1, p_2, \dots, p_n asal sayılar olmak üzere bir sayının çarpınlara ayrılışı $p_1^{k_1}, p_2^{k_2}, \dots, p_n^{k_n}$ ise bu sayının "1" dahil bölenlerinin sayısı:

$$(k_1 + 1)(k_2 + 2) \dots (k_n + 1)$$

ile bulunur.

Sorular

Soru 16.1 (A coin and a die). A coin is tossed with possible outcomes of heads (H) or tails (T). Then a die is rolled with possible outcomes of 1, 2, 3, 4, 5 or 6. How many different outcomes in total are there?

Soru 16.2 (Code words).

- (a). How many 3-letter code words can be formed from the letters A,B,C,D,E if no letter is repeated?
- (b). How many many 3-letter code words can be formed from the letters A,B,C,D,E if letters can be repeated?
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Soru 16.3 (Postcodes). The postcode for Okan University is 34959. Suppose that the first two digits of a postcode are between 01 (Adana) and 81 (Düzce), and the final three digits can be any number. How many different postcodes are possible? How many have no repeated digits?

Combinatorics : Permutations and Combinations

Factorials

Factorials

Definition. The product of the first n natural numbers is called *n factorial* and denoted by $n!$.

We also define the *zero factorial*, $0!$ to be equal to 1.

$$n! = n(n-1)(n-2) \cdot \dots \cdot 2 \cdot 1$$

$$0! = 1$$

$$n! = n \cdot (n-1)!$$

Example 17.1.

(a) $4! = 4 \cdot 3 \cdot 2 \cdot 1 = 24$

(b) $\frac{7!}{5!} = \frac{7 \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1}{5!} = \frac{7 \cdot 6 \cdot 5!}{5!} = 42$

(c) $\frac{52!}{5!47!} = \frac{52 \cdot 51 \cdot 50 \cdot 49 \cdot 48 \cdot 47!}{5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 \cdot 47!} = 2598960$

Remark. Note that $n!$ grows very rapidly:

$$5! = 120$$

$$10! = 3628800$$

$$15! = 1307674368000$$

Permutations

Example 17.2. Imagine that you have four pictures to arrange on a wall. See figure 17.1 on page 91. How many different ways are there to arrange them?

solution: There are four ways to select the first picture. After we choose the first picture, we are left with three pictures to

Kombinatorik : Permütasyon ve Kombinasyonlar

Faktöriyel

Faktöriyel

Tanım. n bir doğal sayı olmak üzere 1 den n e kadar olan doğal sayıların çarpımı $n!$ ile gösterilir.

Sıfır faktöriyel 1 kabul edilir.

Tanımdan aşağıdaki eşitlikler kolaylıkla elde edilebilir:

$$n! = n(n-1)(n-2) \cdot \dots \cdot 2 \cdot 1$$

$$0! = 1$$

$$n! = n \cdot (n-1)!$$

Örnek 17.1.

(a) $4! = 4 \cdot 3 \cdot 2 \cdot 1 = 24$

(b) $\frac{7!}{5!} = \frac{7 \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1}{5!} = \frac{7 \cdot 6 \cdot 5!}{5!} = 42$

(c) $\frac{52!}{5!47!} = \frac{52 \cdot 51 \cdot 50 \cdot 49 \cdot 48 \cdot 47!}{5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 \cdot 47!} = 2598960$

Not. Note that $n!$ grows very rapidly:

$$5! = 120$$

$$10! = 3628800$$

$$15! = 1307674368000$$

Permütasyon

Örnek 17.2. Imagine that you have four pictures to arrange on a wall. See figure 17.1 on page 91. How many different ways are there to arrange them?

çözüm: There are four ways to select the first picture. After we choose the first picture, we are left with three pictures to choose from. Then after we choose the second picture, we are

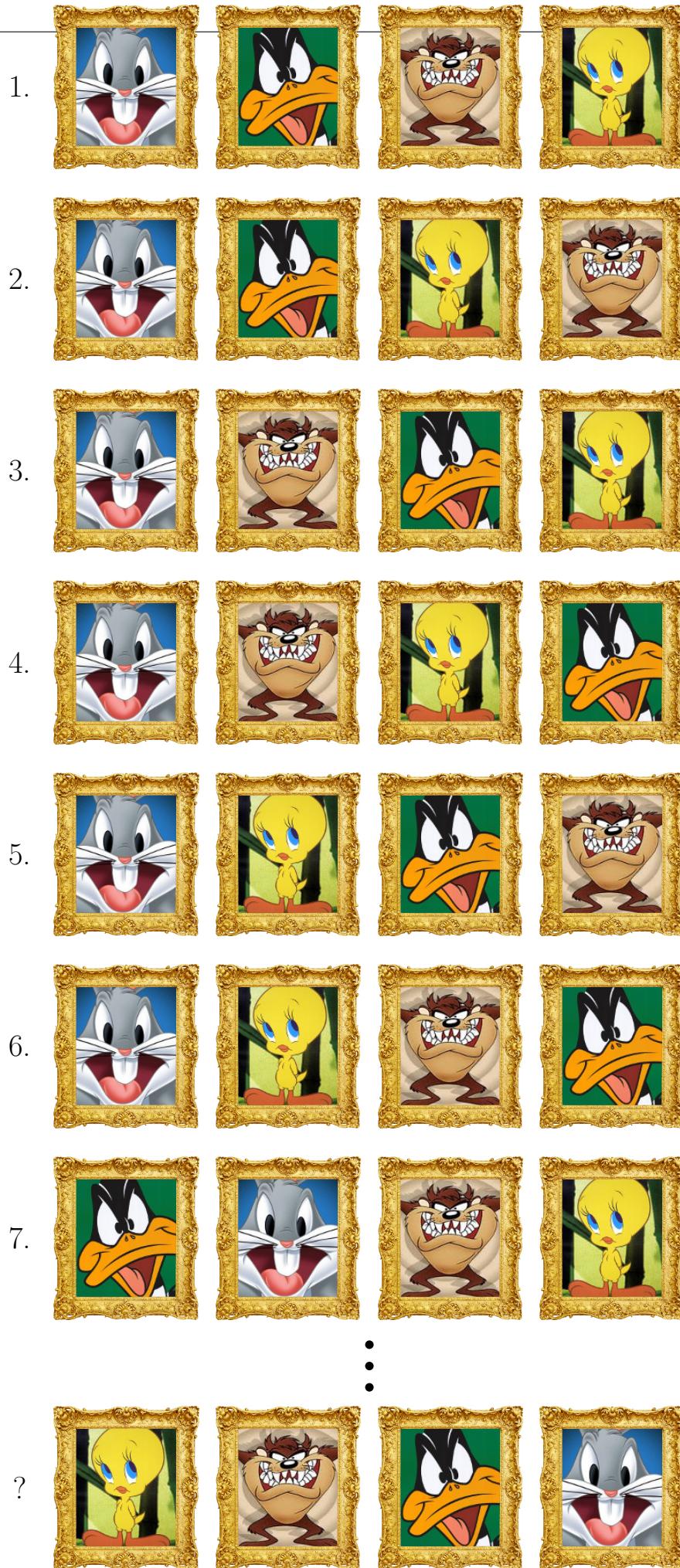


Figure 17.1: How many ways are there to arrange four (distinct) pictures on a wall?
Şekil 17.1:



Figure 17.2: How many ways are there to select and arrange two pictures taken from a total of four pictures?
 Sekil 17.2:

choose from. Then after we choose the second picture, we are left with two pictures. And so on. So there are

$$4 \cdot 3 \cdot 2 \cdot 1 = 4! = 24$$

different ways to hang our pictures.

Definition. A **permutation** of a set of distinct objects is an arrangement of the objects in a specific order without repetition.

The number of permutations of n distinct objects (without repetition) is denoted by ${}_n P_n$ or by $P(n, n)$.

Theorem 17.1.

$${}_n P_n = n!$$

Example 17.3. Now suppose that from your four pictures, you decide to only hang two on your wall. How many ways are there to hang two out of four pictures?

solution: There are four choices for the first picture, then three for the second picture. Please see figure 17.3 on page 94. So there are

$$4 \cdot 3 = 12$$

ways to hang two out of the four pictures.

How can we write this in terms of $n!$? Note that

$$12 = 4 \cdot 3 = \frac{4 \cdot 3 \cdot 2 \cdot 1}{2 \cdot 1} = \frac{4!}{2!}.$$

Definition. A permutation of a set of n distinct objects taken r at a time (without repetition) is an arrangement of r of the n objects in a specific order. The numbers of such permutations is denoted by ${}_n P_r$ or by $P(n, r)$.

For example, suppose that we have three objects (labeled a , b and c) and suppose that we take r of the objects. The possible permutations are shown below:

$n = 3$		
$r = 1$	$r = 2$	$r = 3$
a	ab	abc
b	ac	acb
c	ba	bac
	bc	bca
	ca	cab
	cb	cba
${}_3 P_1 = P(3, 1) = 3$	${}_3 P_2 = P(3, 2) = 6$	${}_3 P_3 = P(3, 3) = 6$

left with two pictures. And so on. So there are

$$4 \cdot 3 \cdot 2 \cdot 1 = 4! = 24$$

different ways to hang our pictures.

Tanım. A **permutation** of a set of distinct objects is an arrangement of the objects in a specific order without repetition.

The number of permutations of n distinct objects (without repetition) is denoted by ${}_n P_n$ or by $P(n, n)$.

Teorem 17.1.

$$P(n, n) = n!$$

Örnek 17.3. Now suppose that from your four pictures, you decide to only hang two on your wall. How many ways are there to hang two out of four pictures?

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$$4 \cdot 3 = 12$$

ways to hang two out of the four pictures.

How can we write this in terms of $n!$? Note that

$$12 = 4 \cdot 3 = \frac{4 \cdot 3 \cdot 2 \cdot 1}{2 \cdot 1} = \frac{4!}{2!}.$$

Tanım. n tane farklı nesnenin r tanesinin tüm dizilişlerinin sayısına n nin r li permutasyonu denir ve $P(n, r)$ ile gösterilir.

Örneğin; $n = 3$ alırsak ve nesneler a, b, c olursa dizilimler r ye bağlı olarak aşağıdaki gibidir:

Theorem 17.2. The number of permutations of n distinct objects taken r at a time (without repetition) is

$${}_n P_r = \frac{n!}{(n-r)!} \quad (1 \leq r \leq n)$$

Example 17.4. Find the number of permutations of 16 objects taken 3 at a time.

solution: Using the formula, we calculate that:

$${}_{16} P_3 = \frac{16!}{(16-3)!} = \frac{16 \cdot 15 \cdot 14 \cdot 13!}{13!} = 16 \cdot 15 \cdot 14 = 3360.$$

Example 17.5. Please see Örnek 17.5.

Teorem 17.2. n elemanlı bir kümenin r elemanlı permutasyonları

$$P(n, r) = \frac{n!}{(n-r)!} \quad (1 \leq r \leq n)$$

formülü ile bulunur.

Örnek 17.4. Lütfen Example 17.4'ye bakınız.

Örnek 17.5. 17 elemanlı bir kümenin 15 elemanlı alt kümelerinin sayısı kaçtır?

çözüm: Formülü kullanırsak:

$$P(17, 15) = \frac{17!}{(17-15)!} = \frac{17!}{2!} = 177\,843\,714\,048\,000.$$

Combinations

Combinations

Example 17.6. To enter the Turkish national lottery (Sayısal Loto 6/49) you must select six numbers from a choice of 49 numbers.

How many different ways are there of choosing 6 objects from 49 objects?

Kombinasyon

Kombinasyon

Örnek 17.6. ???



Figure 17.4: A draw of the Turkish national lottery, Sayısal Loto 6/49.

Şekil 17.4:

???

28 16 9 7 35 47

is the same as

7 9 16 28 35 47.

Figure 17.3: Entering the Turkish national lottery, Sayısal Loto 6/49.

Şekil 17.3:

The answer is not ${}_{49} P_6$ because the order of the numbers does not matter: For example

28 16 9 7 35 47

is the same as

7 9 16 28 35 47.

Definition. A **combination** of a set of n distinct objects taken r at a time (without repetition) is an r -element subset of the set of n objects. The arrangement of the elements in the

Tanım. n adet farklı nesnenin r tanesinin seçiminin sayısına n nin r li **kombinasyonu** denir ve $C(n, r)$ ile gösterilir. Kombinasyon hesabında sıralamanın bir önemi yoktur.

Onceki a, b, c örneğinde sıralamadan bağımsız olarak bu kümenin alt kümelerinin kaç farklı şekilde seçileceği sorulursa cevap aşağıdaki gibi olur:

subset does not matter. We denote the number of combinations by

$${}_nC_r \quad \text{or} \quad \binom{n}{r} \quad \text{or} \quad C(n, r).$$

For example, suppose again that we have three objects labeled a , b and c and suppose that we take r of these objects. The possible combinations are shown below:

$n = 3$		
$r = 1$	$r = 2$	$r = 3$
a	ab	abc
b	ac	
c	bc	
${}_3C_1 = \binom{3}{1} = C(3, 1) = 3$	${}_3C_2 = \binom{3}{2} = C(3, 2) = 3$	${}_3C_3 = \binom{3}{3} = C(3, 3) = 1$

Theorem 17.3. *The number of combinations of n distinct objects taken r at a time (without repetition) is*

$${}_nC_r = \frac{n!}{(n-r)! \cdot r!} \quad (1 \leq r \leq n)$$

Example 17.7. A collector has 20 different coins. How many different ways can 6 coins be selected?

solution:

$$\begin{aligned} {}_{20}C_6 &= \frac{20!}{(20-6)! \cdot 6!} = \frac{20 \cdot 19 \cdot 18 \cdot 17 \cdot 16 \cdot 15 \cdot 14!}{14! \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2} \\ &= \frac{20 \cdot 19 \cdot 18 \cdot 17 \cdot 16 \cdot 15}{6 \cdot 5 \cdot 4 \cdot 3 \cdot 2} = \frac{19 \cdot 17 \cdot 16 \cdot 15}{2} \\ &= 38\,760. \end{aligned}$$

Example 17.8. We can now answer Example 17.6.

There are

$${}_{49}C_6 = \frac{49!}{(49-6)! \cdot 6!} = \frac{49!}{43! \cdot 6!} = 13\,983\,816$$

different ways to choose 6 numbers from a choice of 49 numbers.

Example 17.9. From a group of 9 people,

- (i). In how many ways can a chairperson, a vice-chairperson and a secretary be elected, assuming that one person can not hold more than one position?
- (ii). In how many ways can we choose a committee of three people?

solution:

- (i). The order of election is important in the election of a chairperson, a vice-chairperson and a secretary. There is a meaning to who is the chairperson and who is the secretary. If we start with the election of the chairperson, there are 9 different candidates for him. Since one

Teorem 17.3. *n elemanlı bir kümenin r elemanlı kombinasyonları*

$$C(n, r) = \frac{n!}{(n-r)! \cdot r!} \quad (1 \leq r \leq n)$$

formülü ile bulunur.

Örnek 17.7. Bir koleksiyonun 20 farklı madeni parası var. Bunlar arasından 6 para kaç farklı şekilde seçilebilir?

çözüm:

$$\begin{aligned} C(20, 6) &= \frac{20!}{(20-6)! \cdot 6!} = \frac{20 \cdot 19 \cdot 18 \cdot 17 \cdot 16 \cdot 15 \cdot 14!}{14! \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2} \\ &= \frac{20 \cdot 19 \cdot 18 \cdot 17 \cdot 16 \cdot 15}{6 \cdot 5 \cdot 4 \cdot 3 \cdot 2} = \frac{19 \cdot 17 \cdot 16 \cdot 15}{2} \\ &= 38\,760. \end{aligned}$$

Örnek 17.8. We can now answer Example 17.6. There are

$$C(49, 6) = \frac{49!}{(49-6)! \cdot 6!} = \frac{49!}{43! \cdot 6!} = 13\,983\,816$$

different ways to choose 6 numbers from a choice of 49 numbers.

Örnek 17.9. 9 kişilik bir topluluktan

- (i). Bir başkan bir başkan yardımcısı ve bir sekreter kaç farklı şekilde seçilebilir?
- (ii). 3 kişilik bir alt topluluk kaç farklı şekilde seçilir?

çözüm:

- (a). Bir başkan bir başkan yardımcısı ve bir sekreter seçiminde seçim sırası önemlidir. Kimin başkan, kimin sekreter olduğuunun bir anlamı vardır. Önce başkan seçiminden başlarsak onun için 9 farklı aday vardır. Topluluktan bir kişi ek-sildiğinden başkan yardımcısı için 8 farklı aday seçimi yapılabilir. Son olarak da sekreter için 7 farklı aday kalır. Dolayısıyla

person is missing from the group of people, 8 different candidates can stand for the vice-chairperson. Finally, there are 7 different candidates for the position of secretary. Therefore, this tripartite committee can be formed in $9 \cdot 8 \cdot 7 = 504$ different ways. Or we can answer this problem with permutations:

$${}_9P_3 = \frac{9!}{(9-3)!} = 504.$$

- (ii). In order to form a committee of 3 people, the order does not matter! So we use combinations:

$${}_9C_3 = \frac{9!}{(9-3)!3!} = 84.$$

Remark. Permutations and Combinations are similar in that repetition in selections are not permitted. However, there is one important difference between them:

- In a permutation, the order is important;
- In a combination, the order is irrelevant.

You need to understand when to use ${}_n P_r$ and when to use ${}_n C_r$.

Example 17.10. From a standard deck of 52 cards,

- (i). How many 5-card hands have two kings and three aces?
- (ii). How many 5-card hands have two clubs and three hearts?
- (iii). How many 3-card hands have all cards from the same suit?

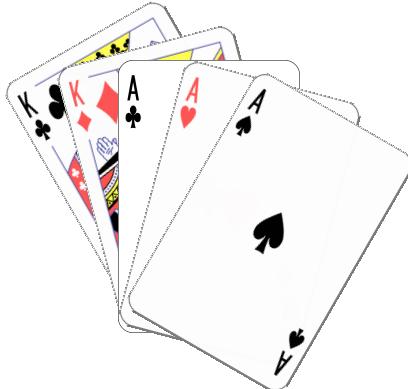


Figure 17.5: Two kings and three aces.

Sekil 17.5:

solution:

- (i). We need to use the multiplication principle and combinations. We must select two kings from a total of four (that is ${}_4C_2$) and we must select three aces from a total of four (${}_4C_3$). Therefore, by the multiplication principle we have that

$$\begin{aligned} \text{number of hands} &= {}_4C_2 \cdot {}_4C_3 \\ &= \frac{4!}{(4-2)! \cdot 2!} \cdot \frac{4!}{(4-3)! \cdot 3!} \\ &= 6 \cdot 4 = 24. \end{aligned}$$

bu üçlü komite $9 \cdot 8 \cdot 7 = 504$ farklı şekilde oluşturulabilir. Dolayısıyla bu hesabı permütasyon ile yaparız:

$$P(9, 3) = \frac{9!}{(9-3)!} = 504.$$

- (b). 3 kişilik bir alt topluluğun oluşturulmasında ise sıranın bir önemi yoktur! Dolayısıyla bu hesabı kombinasyon ile yaparız:

$$C(9, 3) = \frac{9!}{(9-3)!3!} = 84.$$

Not. Permutations and Combinations are similar in that repetition in selections are not permitted. However, there is one important difference between them:

- In a permutation, the order is important;
- In a combination, the order is irrelevant.

You need to understand when to use $P(n, r)$ and when to use $C(n, r)$.

Örnek 17.10. From a standard deck of 52 cards,

- (i). How many 5-card hands have two kings and three aces?
- (ii). How many 5-card hands have two clubs and three hearts?
- (iii). How many 3-card hands have all cards from the same suit?

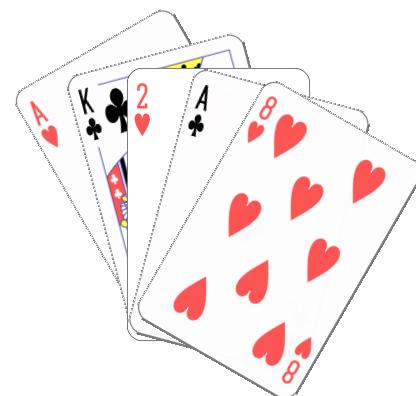


Figure 17.7: Two clubs and three hearts.

Sekil 17.7:

çözüm:

- (i). We need to use the multiplication principle and combinations. We must select two kings from a total of four (that is ${}_4C_2$) and we must select three aces from a total of four (${}_4C_3$). Therefore, by the multiplication principle we have that

$$\begin{aligned} \text{number of hands} &= {}_4C_2 \cdot {}_4C_3 \\ &= \frac{4!}{(4-2)! \cdot 2!} \cdot \frac{4!}{(4-3)! \cdot 3!} \\ &= 6 \cdot 4 = 24. \end{aligned}$$

(ii). There are ${}_{13}C_2 \cdot {}_{13}C_3 = \frac{13!}{11! \cdot 2!} \cdot \frac{13!}{10! \cdot 3!} = 78 \cdot 208 = 22\,308$ hands with two clubs and three hearts.

(iii). There are 13 cards in each suit, so the number of 3-card hands having all hearts, say, is

$${}_{13}C_3 = \frac{13!}{(13-3)! \cdot 3!} = \frac{13!}{10! \cdot 3!} = 286.$$

Similarly, there are 286 hand having all clubs, 286 hands having all diamonds and 286 hands having all spades. Thus the number of hands having all cards from the same suit is

$$4 \cdot {}_{13}C_3 = 4 \cdot 286 = 1144.$$

Example 17.11. A bag contains 2 white and 3 red balls. In how many ways can 3 balls be chosen if at least one ball must be white?

solution: We can have either 1 white ball and 2 red balls, or 2 white balls and 1 red ball.

There are ${}_2C_1 \cdot {}_3C_2$ ways to get 1 white and 2 red. There are ${}_2C_2 \cdot {}_3C_1$ ways to get 2 white and 1 red. So the total number of ways is

$${}_2C_1 \cdot {}_3C_2 + {}_2C_2 \cdot {}_3C_1 = (2)(3) + (1)(3) = 9.$$

Example 17.12. You have 1 red ball, 1 blue ball, 1 green ball and 3 orange balls. The three orange balls are identical. How many visually different ways are there to arrange the balls in a line?

solution: If you had balls of six different colours, then this is easy: ${}_6P_6 = 6!$. However because you have 3 balls of the same colour, the correct answer will be less than this. For example, if we label the balls r , b , g , o_1 , o_2 and o_3 then $r \textcolor{red}{g} o_1 o_2 b o_3$ and $r \textcolor{red}{g} o_2 o_3 b o_1$ will look the same, but be counted twice.

But how many different ways are there to rearrange the orange balls, $o_1 o_2 o_3$? There are ${}_3P_3 = 6$ different ways. This means that when we calculate ${}_6P_6$, we are counting each arrangement 6 times.

Therefore the answer to this problem is

$$\frac{{}_6P_6}{{}_3P_3} = 120.$$

Example 17.13. In how many different ways can the letters of the word ‘MATHEMATICS’ be arranged such that the vowels are consecutive?

solution: The word ‘MATHEMATICS’ has 11 letters including 4 vowels: ‘A’, ‘E’, ‘A’, ‘I’. These 4 vowels must always be consecutive. Hence these 4 vowels can be grouped together and then thought of as a single object. In other words, we may assume that we have only 8 objects, MTHMTCS(AEAI).

Of these 8 objects, we have two ‘M’s, two ‘T’s, one ‘H’, one ‘C’, one ‘S’ and one ‘(AEAI)’. The number of ways to arrange these 8 objects is

$$\frac{{}_8P_8}{{}_2P_2 \cdot {}_2P_2} = \frac{8!}{2! \cdot 2!} = 10080.$$

(ii). There are $C(13, 2) \cdot C(13, 3) = \frac{13!}{11! \cdot 2!} \cdot \frac{13!}{10! \cdot 3!} = 78 \cdot 208 = 22\,308$ hands with two clubs and three hearts.

(iii). There are 13 cards in each suit, so the number of 3-card hands having all hearts, say, is

$$C(13, 3) = \frac{13!}{(13-3)! \cdot 3!} = \frac{13!}{10! \cdot 3!} = 286.$$

Similarly, there are 286 hand having all clubs, 286 hands having all diamonds and 286 hands having all spades. Thus the number of hands having all cards from the same suit is

$$4 \cdot C(13, 3) = 4 \cdot 286 = 1144.$$

Örnek 17.11. A bag contains 2 white and 3 red balls. In how many ways can 3 balls be chosen if at least one ball must be white?

çözüm: We can have either 1 white ball and 2 red balls, or 2 white balls and 1 red ball.

There are ${}_2C_1 \cdot {}_3C_2$ ways to get 1 white and 2 red. There are ${}_2C_2 \cdot {}_3C_1$ ways to get 2 white and 1 red. So the total number of ways is

$${}_2C_1 \cdot {}_3C_2 + {}_2C_2 \cdot {}_3C_1 = (2)(3) + (1)(3) = 9.$$

Örnek 17.12. You have 1 red ball, 1 blue ball, 1 green ball and 3 orange balls. The three orange balls are identical. How many visually different ways are there to arrange the balls in a line?

çözüm: If you had balls of six different colours, then this is easy: $P(6, 6) = 6!$. However because you have 3 balls of the same colour, the correct answer will be less than this. For example, if we label the balls k , m , y , t_1 , t_2 and t_3 then $k \textcolor{red}{y} t_1 t_2 m t_3$ and $k \textcolor{red}{y} t_2 t_3 m t_1$ will look the same, but be counted twice.

But how many different ways are there to rearrange the orange balls, $t_1 t_2 t_3$? There are $P(3, 3) = 6$ different ways. This means that when we calculate $P(6, 6)$, we each counting one arrangement 6 times.

Therefore the answer to this problem is

$$\frac{P(6, 6)}{P(3, 3)} = 120.$$

Örnek 17.13. Lütfen Example 17.13’ye bakınız.

Örnek 17.14. In how many different ways can the letters of the word ‘MATEMATİK’ be arranged such that the vowels are consecutive?

çözüm: The word ‘MATEMATİK’ has 9 letters including 4 vowels: ‘A’, ‘E’, ‘A’, ‘İ’. These 4 vowels must always be consecutive. Hence these 4 vowels can be grouped together and then thought of as a single object. In other words, we may assume that we have only 6 objects, MTMTK(AEAİ).

Of these 6 objects, we have two ‘M’s, two ‘T’s, one ‘K’ and one ‘(AEAİ)’. The number of ways to arrange these 6 objects is

$$\frac{P(6, 6)}{P(2, 2) \cdot P(2, 2)} = \frac{6!}{2! \cdot 2!} = 180.$$

Next we must ask how many ways the vowels ‘AEAI’ can be rearranged. The letter ‘A’ occurs twice and the other letters occur once. Hence there are

$$\frac{4P_4}{2P_2} = 12$$

ways to arrange the vowels.

Multiplying these together, we get our answer: There are

$$10080 \cdot 12 = 120\,960$$

ways.

Example 17.14. Please see Örnek 17.14.

Next we must ask how many ways the vowels ‘AEAI’ can be rearranged. The letter ‘A’ occurs twice and the other letters occur once. Hence there are

$$\frac{P(4, 4)}{P(2, 2)} = 12$$

ways to arrange the vowels.

Multiplying these together, we get our answer: There are

$$180 \cdot 12 = 2160$$

ways.

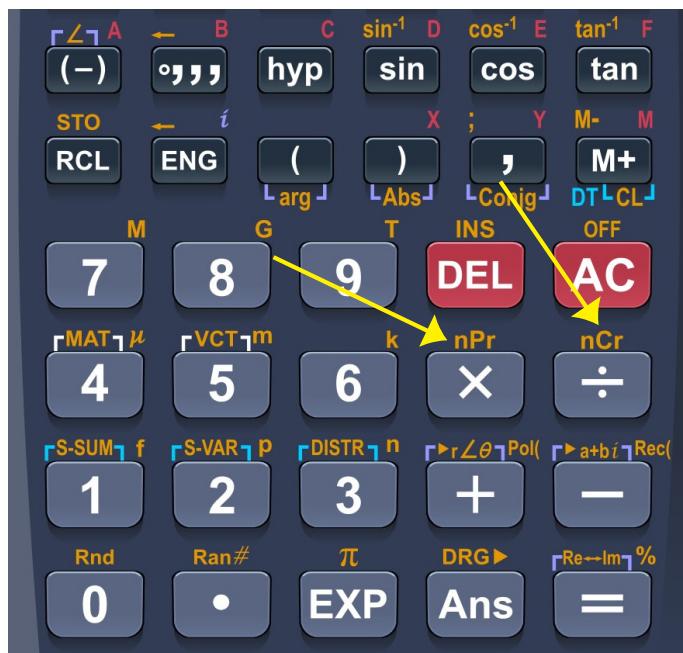


Figure 17.6: Does your calculator have nPr and nCr?

Şekil 17.6:

WolframAlpha computational intelligence.

7permute3

7choose3

Figure 17.8: Try typing “7permute3” or “7choose3” into wolframalpha.com .

Şekil 17.8:

Problems

Problem 17.1 (Triangles in a Circle). Five distinct points are selected on the circumference of a circle. How many different triangles can be drawn using these points as vertices?

Problem 17.2 (Playing Cards). From a standard 52 card deck:

- (a). How many 6-card hands consist entirely of red cards?
- (b). How many 6-card hands consist entirely of hearts?
- (c). How many 5-card hands consist entirely of face cards (kings, queens and jacks)?
- (d). How many 5-card hands consist entirely of queens?
- (e). How many 7-card hands contain four kings?
- (f). How many 4-card hands contain a card from each suit?
- (g). How many 3-card hands do not contain any hearts?
- (h). How many 3-card hands contain at least one heart?

Problem 17.3 (Mobile Phone Shop). A mobile phone shop receives a delivery of 24 smartphones, but 5 of these phones are broken. Three of these smartphones will be selected for display in the shop window.

- (a). How many selections can be made?
- (b). How many of these selections will contain three working phones?

Problem 17.4 (Architecture and Mimarlik). In how many different ways can the letters of the word ‘ARCHITECTURE’ be arranged such that the vowels are consecutive? What about the word ‘MİMARLIK’?

Problem 17.5 (Divisible by 5). How many 3 digit numbers can be formed from the digits 2, 3, 5, 6, 7 and 9 which are divisible by 5 and none of the digits is repeated?

Problem 17.6 (Serial Numbers). Serial numbers for a product are made using 2 letters followed by 3 numbers. If the letters are taken from $\{A, B, C, D, E, F, G, H\}$ with no repeats, and the numbers are taken from $\{0, 1, 2, \dots, 9\}$ with no repeats, how many serial numbers are possible?

Sorular

Soru 17.1 (Triangles in a Circle). Five distinct points are selected on the circumference of a circle. How many different triangles can be drawn using these points as vertices?

Soru 17.2 (Playing Cards). From a standard 52 card deck:

- (a). How many 6-card hands consist entirely of red cards?
- (b). How many 6-card hands consist entirely of hearts?
- (c). How many 5-card hands consist entirely of face cards (kings, queens and jacks)?
- (d). How many 5-card hands consist entirely of queens?
- (e). How many 7-card hands contain four kings?
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18

Olasılığa Giriş

Introduction to Probability

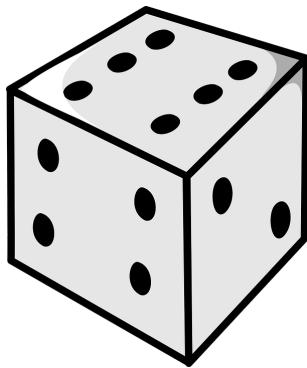


Figure 18.1: One die.
Şekil 18.1: Bir zar.

If you roll a single (standard six-sided) die, what are the possible outcomes?

$$S = \{1, 2, 3, 4, 5, 6\}$$

This is called a **sample space**. Each of the numbers in S are called **simple events**.

Now suppose that we want to roll an even number: The subset

$$E = \{2, 4, 6\} \subseteq S$$

is called a **compound event**.

Definition. The set

$$S = \{e_1, e_2, \dots, e_n\}$$

is called a **sample space** for some experiment iff,

- S contains all possible outcomes;
- one and only one of the outcomes in S must occur.

Definition. An **event** E is any subset of S (including the empty set \emptyset and S itself). e_i is a **simple event**. $E = \{e_i\}$ is a **simple event** if E contains only one element. E is a **compound event** if E contains more than one element.

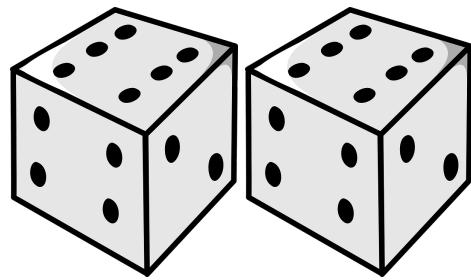


Figure 18.2: Two dice.
Şekil 18.2: İki zar.

If you roll a single (standard six-sided) die, what are the possible outcomes?

$$S = \{1, 2, 3, 4, 5, 6\}$$

This is called a **sample space**. Each of the numbers in S are called **simple events**.

Now suppose that we want to roll an even number: The subset

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Tanım. The set

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		second die		ikinci zar			
	birinci zar						
1 horse	2 horses	(1,1)	(1,2)	(1,3)	(1,4)	(1,5)	(1,6)
1 woman	2 women	(2,1)	(2,2)	(2,3)	(2,4)	(2,5)	(2,6)
1 vertex	2 vertices	(3,1)	(3,2)	(3,3)	(3,4)	(3,5)	(3,6)
1 focus	2 foci	(4,1)	(4,2)	(4,3)	(4,4)	(4,5)	(4,6)
1 die	2 dice	(5,1)	(5,2)	(5,3)	(5,4)	(5,5)	(5,6)
		(6,1)	(6,2)	(6,3)	(6,4)	(6,5)	(6,6)

Table 18.1: Possible outcomes from rolling two dice.

Şekil 18.2: k

Example 18.1 (Two Dice). Next suppose that you are rolling two standard six-sided dice. Please see Table 18.1. The sample space is

$$S = \{(a, b) \mid a, b \in \{1, 2, \dots, 6\}\}.$$

What is the event which corresponds to:

- (i). A total score of 7.
- (ii). A total score of 3.
- (iii). A total score greater than 10.
- (iv). A total score of 2.

solution:

- (i). $E = \{(1, 6), (2, 5), (3, 4), (4, 3), (5, 2), (6, 1)\}.$
- (ii). $E = \{(1, 2), (2, 1)\}.$
- (iii). $E = \{(5, 6), (6, 5), (6, 6)\}.$
- (iv). $E = \{(1, 1)\}.$

Örnek 18.1 (Two Dice). Next suppose that you are rolling two standard six-sided dice. Please see Table 18.1. The sample space is

$$S = \{(a, b) \mid a, b \in \{1, 2, \dots, 6\}\}.$$

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özüm:

- (i). $E = \{(1, 6), (2, 5), (3, 4), (4, 3), (5, 2), (6, 1)\}.$
- (ii). $E = \{(1, 2), (2, 1)\}.$
- (iii). $E = \{(5, 6), (6, 5), (6, 6)\}.$
- (iv). $E = \{(1, 1)\}.$

The Probability of an Event

Definition. Let

$$S = \{e_1, e_2, e_e, \dots, e_n\}$$

be a sample space with n simple events. The **probability of event e_i** is a real number denoted by $P(e_i)$. We must have

- (i). $P(e_i) \in [0, 1]$ for all i ; and
- (ii). $P(e_1) + P(e_2) + P(e_3) + \dots + P(e_n) = 1$.

Example 18.2 (A Single Coin). Suppose that we are flipping a single coin. Then $S = \{H, T\}$. We can assume that

$$P(H) = \frac{1}{2} \quad \text{and} \quad P(T) = \frac{1}{2}.$$

Note that

- (i). $0 \leq P(H) \leq 1$ and $0 \leq P(T) \leq 1$; and
- (ii). $P(H) + P(T) = \frac{1}{2} + \frac{1}{2} = 1$.

If we flip this coin 1000 times, we would expect to get H roughly (but not exactly) 500 times.

Definition. The **probability of an event E** , denoted $P(E)$ must satisfy:

- (i). If $E = \emptyset$ is the empty set, then $P(E) = 0$;
- (ii). If $E = S$, then $P(E) = 1$.
- (iii). If $E = \{e_i\}$ is a simple event, then $P(E) = P(e_i)$;
- (iv). If E is a compound event, then $P(E)$ must be equal to the sum of the probabilities of all the simple events in E . E.g. if $E = \{a, b, c\}$ then $P(E) = P(a) + P(b) + P(c)$.

Remark. $P(E) = 1$ means that E is certain to occur. $P(E) = 0$ means that E will never occur.

Example 18.3 (Two coins). Now suppose that you are flipping two different coins. The sample space is

$$S = \{HH, HT, TH, TT\}.$$

We can assume that

$$P(HH) = P(HT) = P(TH) = P(TT) = \frac{1}{4}.$$

- (i). What is the probability of getting one head and one tail?
- (ii). What is the probability of getting at least one tail?
- (iii). What is the probability of getting at least one head or at least one tail?
- (iv). What is the probability of getting two tails?
- (v). What is the probability of getting three tails?

solution:

- (i). We have $E = \{HT, TH\}$ and

$$P(E) = P(HT) + P(TH) = \frac{1}{4} + \frac{1}{4} = \frac{1}{2}.$$

The Probability of an Event

Tanım. Let

$$S = \{e_1, e_2, e_e, \dots, e_n\}$$

be a sample space with n simple events. The **probability of event e_i** is a real number denoted by $P(e_i)$. We must have

- (i). $P(e_i) \in [0, 1]$ for all i ; and
- (ii). $P(e_1) + P(e_2) + P(e_3) + \dots + P(e_n) = 1$.

Örnek 18.2 (A Single Coin). Suppose that we are flipping a single coin. Then $S = \{H, T\}$. We can assume that

$$P(H) = \frac{1}{2} \quad \text{and} \quad P(T) = \frac{1}{2}.$$

Note that

- (i). $0 \leq P(H) \leq 1$ and $0 \leq P(T) \leq 1$; and
- (ii). $P(H) + P(T) = \frac{1}{2} + \frac{1}{2} = 1$.

If we flip this coin 1000 times, we would expect to get H roughly (but not exactly) 500 times.

Tanım. The **probability of an event E** , denoted $P(E)$ must satisfy:

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- (iv). If E is a compound event, then $P(E)$ must be equal to the sum of the probabilities of all the simple events in E . E.g. if $E = \{a, b, c\}$ then $P(E) = P(a) + P(b) + P(c)$.

Not. $P(E) = 1$ means that E is certain to occur. $P(E) = 0$ means that E will never occur.

Örnek 18.3 (Two coins). Now suppose that you are flipping two different coins. The sample space is

$$S = \{HH, HT, TH, TT\}.$$

We can assume that

$$P(HH) = P(HT) = P(TH) = P(TT) = \frac{1}{4}.$$

- (i). What is the probability of getting one head and one tail?
- (ii). What is the probability of getting at least one tail?
- (iii). What is the probability of getting at least one head or at least one tail?
- (iv). What is the probability of getting two tails?
- (v). What is the probability of getting three tails?

çözüm:

- (i). We have $E = \{HT, TH\}$ and

$$P(E) = P(HT) + P(TH) = \frac{1}{4} + \frac{1}{4} = \frac{1}{2}.$$

(ii). We have $E = \{HT, TH, TT\}$ and

$$P(E) = P(HT) + P(TH) + P(TT) = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}.$$

(iii). We have $E = \{HH, HT, TH, TT\} = S$ and

$$P(E) = P(S) = 1.$$

(iv). We have $E = \{TT\}$ and $P(E) = \frac{1}{4}$.

(v). It is not possible to get three tails, so $E = \emptyset$ and $P(E) = P(\emptyset) = 0$.

Theorem 18.1. If we assume that each simple event in S is equally likely, then the probability of an event E is

$$P(E) = \frac{\text{number of elements in } E}{\text{number of elements in } S} = \frac{n(E)}{n(S)}.$$

Example 18.4. Suppose that we are rolling two dice and suppose that each simple event is equally likely. Find the probabilities of the following:

(i). A total score of 7.

(ii). A total score of 3.

(iii). A total score greater than 10.

(iv). A total score of 2.

solution: Please refer to Example 18.1 and Table 18.1 again.

(i). Since $E = \{(1, 6), (2, 5), (3, 4), (4, 3), (5, 2), (6, 1)\}$, we have that

$$P(E) = \frac{n(E)}{n(S)} = \frac{6}{36} = \frac{1}{6}.$$

(ii). We have that $E = \{(1, 2), (2, 1)\}$ and that

$$P(E) = \frac{n(E)}{n(S)} = \frac{2}{36} = \frac{1}{18}.$$

(iii). Here $E = \{(5, 6), (6, 5), (6, 6)\}$ and

$$P(E) = \frac{n(E)}{n(S)} = \frac{3}{36} = \frac{1}{12}.$$

(iv). Since $E = \{(1, 1)\}$, it follows that

$$P(E) = \frac{n(E)}{n(S)} = \frac{1}{36}.$$

Example 18.5. You randomly draw five cards from a standard deck of 52 cards. What is the probability of getting two clubs and three hearts?

solution: There are $n(S) = {}_{52}C_5$ possible 5-card hands. As we covered in Example 17.10, there are $n(E) = {}_{13}C_2 \cdot {}_{13}C_3$ 5-card hands which have two clubs and three hearts. So the probability is

$$P(E) = \frac{n(E)}{n(S)} = \frac{{}_{13}C_2 \cdot {}_{13}C_3}{{}_{52}C_5} = \frac{78 \cdot 208}{2598960} \approx 0.0062$$

(ii). We have $E = \{HT, TH, TT\}$ and

$$P(E) = P(HT) + P(TH) + P(TT) = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}.$$

(iii). We have $E = \{HH, HT, TH, TT\} = S$ and

$$P(E) = P(S) = 1.$$

(iv). We have $E = \{TT\}$ and $P(E) = \frac{1}{4}$.

(v). It is not possible to get three tails, so $E = \emptyset$ and $P(E) = P(\emptyset) = 0$.

Theorem 18.1. If we assume that each simple event in S is equally likely, then the probability of an event E is

$$P(E) = \frac{\text{number of elements in } E}{\text{number of elements in } S} = \frac{n(E)}{n(S)}.$$

Örnek 18.4. Suppose that we are rolling two dice and suppose that each simple event is equally likely. Find the probabilities of the following:

(i). A total score of 7.

(ii). A total score of 3.

(iii). A total score greater than 10.

(iv). A total score of 2.

çözüm: Please refer to Example 18.1 and Table 18.1 again.

(i). Since $E = \{(1, 6), (2, 5), (3, 4), (4, 3), (5, 2), (6, 1)\}$, we have that

$$P(E) = \frac{n(E)}{n(S)} = \frac{6}{36} = \frac{1}{6}.$$

(ii). We have that $E = \{(1, 2), (2, 1)\}$ and that

$$P(E) = \frac{n(E)}{n(S)} = \frac{2}{36} = \frac{1}{18}.$$

(iii). Here $E = \{(5, 6), (6, 5), (6, 6)\}$ and

$$P(E) = \frac{n(E)}{n(S)} = \frac{3}{36} = \frac{1}{12}.$$

(iv). Since $E = \{(1, 1)\}$, it follows that

$$P(E) = \frac{n(E)}{n(S)} = \frac{1}{36}.$$

Örnek 18.5. You randomly draw five cards from a standard deck of 52 cards. What is the probability of getting two clubs and three hearts?

çözüm: There are $n(S) = C(52, 5)$ possible 5-card hands. As we covered in Example 17.10, there are $n(E) = C(13, 2) \cdot C(13, 3)$ 5-card hands which have two clubs and three hearts. So the probability is

$$P(E) = \frac{n(E)}{n(S)} = \frac{C(13, 2) \cdot C(13, 3)}{C(52, 5)} = \frac{78 \cdot 208}{2598960} \approx 0.0062$$

Problems

Problem 18.1 (Three coins). You are flipping 3 coins. Two of the coins have a head (H) on one side and a tail (T) on the other side. The third coin has two heads. What is the probability of getting

- (a). 0 tails?
- (b). 1 tail?
- (c). 2 tails?
- (d). 3 tails?
- (e). less than 2 tails?
- (f). more than 1 tail?

Problem 18.2 (Playing cards). A standard deck of 52 cards has 13 hearts, 13 diamonds, 13 clubs and 13 spades. Hearts and diamonds are *red*. Clubs and spades are *black*. Kings, queens and jacks are called *face cards*.

What is the probability that:

- (a). a 5-card hand consists of only red cards?
- (b). a 5-card hand consists of only face cards?
- (c). a 4-card hand does not have any aces?
- (d). a 13-card hand does not have any clubs?
- (e). a 13-card hand has only black cards?
- (f). a 13-card hand has only aces and face cards?
- (g). a 13-card hand contains all four aces?

Sorular

Soru 18.1 (Three coins). You are flipping 3 coins. Two of the coins have a head (H) on one side and a tail (T) on the other side. The third coin has two heads. What is the probability of getting

- (a). 0 tails?
- (b). 1 tail?
- (c). 2 tails?
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- (e). less than 2 tails?
- (f). more than 1 tail?

Soru 18.2 (Playing cards). A standard deck of 52 cards has 13 hearts, 13 diamonds, 13 clubs and 13 spades. Hearts and diamonds are *red*. Clubs and spades are *black*. Kings, queens and jacks are called *face cards*.

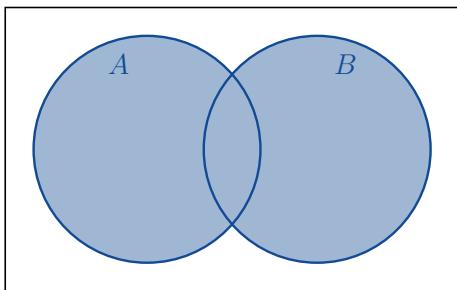
What is the probability that:

- (a). a 5-card hand consists of only red cards?
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- (f). a 13-card hand has only aces and face cards?
- (g). a 13-card hand contains all four aces?

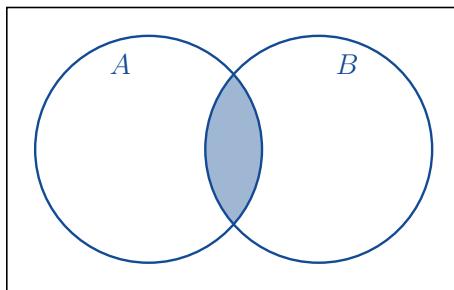
19

Concepts of Probability Olasılık Kavramları

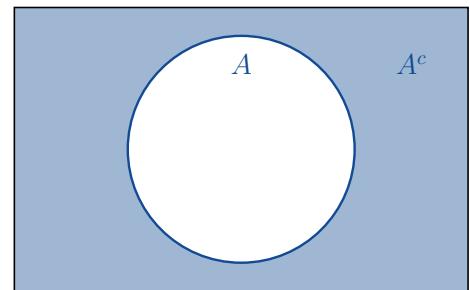
Union and Intersection



$$A \cup B$$



$$A \cap B$$



$$A^c$$

Example 19.1 (One die). The sample space for rolling a single die is

$$S = \{1, 2, 3, 4, 5, 6\}.$$

Assume that each of these simple events are equally likely.

- (a). What is the probability of rolling a number which is even and greater than 3?
- (b). What is the probability of rolling a number which is even or greater than 3?

solution: Let

$$A = \text{even numbers} = \{2, 4, 6\}$$

and

$$B = \text{numbers greater than } 3 = \{4, 5, 6\}.$$

- (a). Since $A \cap B = \{4, 6\}$, we have that $P(A \cap B) = \frac{2}{6} = \frac{1}{3}$.
- (b). Since $A \cup B = \{2, 4, 5, 6\}$, we have that $P(A \cup B) = \frac{4}{6} = \frac{2}{3}$.

Remark. Please recall the Addition Principle (Theorem 16.1) which stated that $n(A \cup B) = n(A) + n(B) - n(A \cap B)$.

Theorem 19.1.

$$P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

Example 19.2 (Two dice). You roll two dice. What is the probability that:

Birleşim Kümesi ve Kesişim Kümesi

Tanım. Suppose that A and B are events in a sample space S .

- (i). The **union** of A and B is

$$A \cup B = \{e \in S \mid e \in A \text{ or } e \in B\}.$$

- (ii). The **intersection** of A and B is

$$A \cap B = \{e \in S \mid e \in A \text{ and } e \in B\}.$$

Örnek 19.1 (One die). The sample space for rolling a single die is

$$S = \{1, 2, 3, 4, 5, 6\}.$$

Assume that each of these simple events are equally likely.

- (a). What is the probability of rolling a number which is even and greater than 3?
- (b). What is the probability of rolling a number which is even or greater than 3?

cözüm: Let

$$A = \text{even numbers} = \{2, 4, 6\}$$

and

$$B = \text{numbers greater than } 3 = \{4, 5, 6\}.$$

- (a). Since $A \cap B = \{4, 6\}$, we have that $P(A \cap B) = \frac{2}{6} = \frac{1}{3}$.
- (b). Since $A \cup B = \{2, 4, 5, 6\}$, we have that $P(A \cup B) = \frac{4}{6} = \frac{2}{3}$.

Not. Please recall the Addition Principle (Theorem 16.1) which stated that $n(A \cup B) = n(A) + n(B) - n(A \cap B)$.

- (a). the sum is either 5 or 10?
 (b). either the sum is greater than 9, or both dice show the same number?

solution:

- (a). Let

$$\begin{aligned} A &= \text{the sum is 5} \\ &= \{(1, 4), (2, 3), (3, 2), (4, 1)\} \end{aligned}$$

and

$$\begin{aligned} B &= \text{the sum is 10} \\ &= \{(4, 6), (5, 5), (6, 4)\}. \end{aligned}$$

Since $A \cap B = \emptyset$, we have that

$$P(A \cup B) = P(A) + P(B) = \frac{4}{36} + \frac{3}{36} = \frac{7}{36}.$$

- (b). Let

$$\begin{aligned} C &= \text{the sum is greater than 9} \\ &= \{(4, 6), (5, 5), (5, 6), (6, 4), (6, 5), (6, 6)\} \end{aligned}$$

and

$$\begin{aligned} D &= \text{both dice show the same number} \\ &= \{(1, 1), (2, 2), (3, 3), (4, 4), (5, 5), (6, 6)\}. \end{aligned}$$

Note that $C \cap D = \{(5, 5), (6, 6)\}$. Therefore

$$\begin{aligned} P(C \cup D) &= P(C) + P(D) - P(C \cap D) \\ &= \frac{6}{36} + \frac{6}{36} - \frac{2}{36} = \frac{10}{36} = \frac{5}{18}. \end{aligned}$$

Teorem 19.1.

$$P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

Örnek 19.2 (Two dice). You roll two dice. What is the probability that:

- (a). the sum is either 5 or 10?

- (b). either the sum is greater than 9, or both dice show the same number?

cözüm:

- (a). Let

$$\begin{aligned} A &= \text{the sum is 5} \\ &= \{(1, 4), (2, 3), (3, 2), (4, 1)\} \end{aligned}$$

and

$$\begin{aligned} B &= \text{the sum is 10} \\ &= \{(4, 6), (5, 5), (6, 4)\}. \end{aligned}$$

Since $A \cap B = \emptyset$, we have that

$$P(A \cup B) = P(A) + P(B) = \frac{4}{36} + \frac{3}{36} = \frac{7}{36}.$$

- (b). Let

$$\begin{aligned} C &= \text{the sum is greater than 9} \\ &= \{(4, 6), (5, 5), (5, 6), (6, 4), (6, 5), (6, 6)\} \end{aligned}$$

and

$$\begin{aligned} D &= \text{both dice show the same number} \\ &= \{(1, 1), (2, 2), (3, 3), (4, 4), (5, 5), (6, 6)\}. \end{aligned}$$

Note that $C \cap D = \{(5, 5), (6, 6)\}$. Therefore

$$\begin{aligned} P(C \cup D) &= P(C) + P(D) - P(C \cap D) \\ &= \frac{6}{36} + \frac{6}{36} - \frac{2}{36} = \frac{10}{36} = \frac{5}{18}. \end{aligned}$$

Complements

Theorem 19.2.

$$P(E) = 1 - P(E^c).$$

Sometimes it is easier to calculate $1 - P(E^c)$, than to calculate $P(E)$ directly.

Example 19.3 (Whiteboard Markers). A box containing 45 whiteboard markers is delivered to Okan University. Nine of the markers are red. The remaining markers are black. Your teacher is given 10 markers at random. He will be happy if one or more of his markers is red. What is the probability that your teacher will be happy?

solution: Let

$$E = \text{one or more of the markers is red.}$$

Then

$$E^c = \text{all 10 markers are black.}$$

Since

$$P(E^c) = \frac{n(E^c)}{n(S)} = \frac{36C_{10}}{45C_{10}},$$

we have that

$$P(E) = 1 - P(E^c) = 1 - \frac{36C_{10}}{45C_{10}} \approx 0.92.$$

Example 19.4. In a class of 30 students, what is the probability that at least two students have the same birthday? (Same month and day. Ignore 29 February)

solution: We assume that there are 365 days in a year and that each day is equally likely. We have

$$n(S) = 365^{30}$$

by the Multiplication Principle. Let

$$E = \text{2 or more people have the same birthday.}$$

Then

$$E^c = \text{all 30 students have different birthdays.}$$

We calculate that

$$\begin{aligned} n(E^c) &= 365 \cdot 364 \cdot 363 \cdot \dots \cdot 336 = \frac{365!}{335!} = {}_{365}P_{30}, \\ P(E^c) &= \frac{n(E^c)}{n(S)} = \frac{365!}{335! \cdot 365^{30}} \end{aligned}$$

and

$$P(E) = 1 - P(E^c) = 1 - \frac{365!}{335! \cdot 365^{30}} \approx 0.706$$

Complements

Tanım. The **complement** of an event A in a sample space S is

$$A^c = \{e \in S \mid e \notin A\}.$$

Teorem 19.2.

$$P(E) = 1 - P(E^c).$$

Sometimes it is easier to calculate $1 - P(E^c)$, than to calculate $P(E)$ directly.

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Since

$$P(E^c) = \frac{n(E^c)}{n(S)} = \frac{C(36, 10)}{C(45, 10)},$$

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Then

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We calculate that

$$\begin{aligned} n(E^c) &= 365 \cdot 364 \cdot 363 \cdot \dots \cdot 336 = \frac{365!}{335!} = P(365, 30), \\ P(E^c) &= \frac{n(E^c)}{n(S)} = \frac{365!}{335! \cdot 365^{30}} \end{aligned}$$

and

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Problems

Problem 19.1 (Lottery). A bag contains 20 tokens numbered 1 – 20. One ball is drawn at random. What is the probability that the number drawn is:

- (a). odd or a multiple of 3?
- (b). even or odd?
- (c). prime or greater than 10?
- (d). a multiple of 5 or a multiple of 7?
- (e). less than 14 or greater than 10?
- (f). even or less than 4?

Problem 19.2 (Complements).

- (a). Two cards are chosen at random from a standard deck of playing cards. What is the probability that at least one of them is a face card (Jack, Queen or King)?
- (b). A fair die is thrown. What is the probability that the score is not a factor of 6?
- (c). The letters a,b,c,d,...,x,y,z are written on 26 cards. Two cards are chosen at random (without replacement). What is the probability that at least one of them is a consonant?
- (d). Two fair dice are thrown. What is the probability that the two scores do not add to 7?
- (e). A bag contains 20 balls numbered from 1 to 20. Two balls are selected at the same time from the bag. What is the probability that the two numbers selected do NOT differ by 12?

Sorular

Soru 19.1 (Lottery). A bag contains 20 tokens numbered 1 – 20. One ball is drawn at random. What is the probability that the number drawn is:

- (a). odd or a multiple of 3?
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Soru 19.2 (Complements).

- (a). Two cards are chosen at random from a standard deck of playing cards. What is the probability that at least one of them is a face card (Jack, Queen or King)?
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20

Conditional Probability Kosullu Olasılık

Sometimes the probability of an event will depend on another event. For example, suppose that

$$A = \text{Ali has cancer}$$

and

$$B = \text{Ali is a smoker.}$$

Clearly the probability that A occurs depends on B .

Definition. The *conditional probability* of A given B is

$$P(A|B) = \left(\begin{array}{l} \text{the probability of A, if we} \\ \text{already know that B occurs} \end{array} \right).$$

Theorem 20.1.

$$P(A|B) = \frac{P(A \cap B)}{P(B)}.$$

Example 20.1 (Marbles). A bag contains red and blue marbles. Two marbles are drawn without replacement. The probability of selecting a red marble and then a blue marble is 0.28. The probability of selecting a red marble on the first draw is 0.5. What is the probability of selecting a blue marble on the second draw, given that the first marble drawn was red?

solution: Let

$$R = \text{the first marble is red}$$

and

$$B = \text{the second marble is blue.}$$

The required probability is

$$P(B|R) = \frac{P(B \cap R)}{P(R)} = \frac{0.28}{0.5} = 0.56$$

Example 20.2 (One die). Your friend says that when she rolled a die, she rolled an odd number. What is the probability that your friend rolled a 3?

solution: Let

$$A = \text{your friend rolled a 3}$$

Sometimes the probability of an event will depend on another event. For example, suppose that

$$A = \text{Ali has cancer}$$

and

$$B = \text{Ali is a smoker.}$$

Clearly the probability that A occurs depends on B .

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özüm: Let

$$A = \text{your friend rolled a 3}$$

and

$$B = \text{your friend rolled an odd number.}$$

and

$B = \text{your friend rolled an odd number.}$

Then $P(A) = \frac{1}{6}$, $P(A \cap B) = P(A) = \frac{1}{6}$ and $P(B) = \frac{1}{2}$. Hence

$$P(A|B) = \frac{P(A \cap B)}{P(B)} = \frac{\frac{1}{6}}{\frac{1}{2}} = \frac{1}{3}.$$

Remark. Given that $P(A|B) = \frac{P(A \cap B)}{P(B)}$, we have that

$$P(A \cap B) = P(B)P(A|B).$$

Similarly,

$$P(A \cap B) = P(B \cap A) = P(A)P(B|A).$$

Therefore:

Theorem 20.2 (Product Rule).

$$P(A \cap B) = P(A)P(B|A) = P(B)P(A|B)$$

and

$$P(A|B) = \frac{P(A)P(B|A)}{P(B)}.$$

Then $P(A) = \frac{1}{6}$, $P(A \cap B) = P(A) = \frac{1}{6}$ and $P(B) = \frac{1}{2}$. Hence

$$P(A|B) = \frac{P(A \cap B)}{P(B)} = \frac{\frac{1}{6}}{\frac{1}{2}} = \frac{1}{3}.$$

Not. Given that $P(A|B) = \frac{P(A \cap B)}{P(B)}$, we have that

$$P(A \cap B) = P(B)P(A|B).$$

Similarly,

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Therefore:

Theorem 20.2 (Product Rule).

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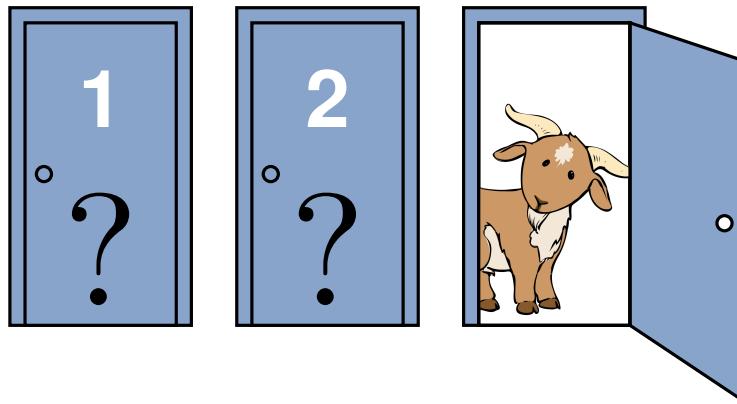


Figure 20.1: The Monty Hall Problem.

Şekil 20.1:

The Monty Hall Problem

Suppose you're on a TV game show, and you're given the choice of three doors: Behind one door is a car; behind the others, goats. You pick a door, say No. 1, and the host, who knows what's behind the doors, opens another door, say No. 3, which has a goat. He then says to you, "Do you want to pick door No. 2?" Is it to your advantage to switch your choice?

The **Monty Hall Problem** is one that confuses a lot of people that haven't studied Probability.

1. You choose a door. What is the probability that the car is behind that door? Easy $P(\text{car}) = \frac{1}{3}$ right?

CORRECT

2. Then the host opens another door and shows you a goat. Now there are two closed doors: Behind one is a car and behind the other is a goat.

3. What is the probability that the car is behind the door that you chose? Two closed doors. One Car. So clearly now $P(\text{car}) = \frac{1}{2}$ right?

WRONG!!!

What? Why? To explain, let us look at all the possible outcomes if you choose door number 1 first.

behind door 1	behind door 2	behind door 3	outcome if you don't switch	outcome if you switch
car	goat	goat	win a car	win a goat
goat	car	goat	win a goat	win a car
goat	goat	car	win a goat	win a car

The Monty Hall Problem

Suppose you're on a TV game show, and you're given the choice of three doors: Behind one door is a car; behind the others, goats. You pick a door, say No. 1, and the host, who knows what's behind the doors, opens another door, say No. 3, which has a goat. He then says to you, "Do you want to pick door No. 2?" Is it to your advantage to switch your choice?

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behind door 1	behind door 2	behind door 3	outcome if you don't switch	outcome if you switch
car	goat	goat	win a car	win a goat
goat	car	goat	win a goat	win a car
goat	goat	car	win a goat	win a car

We can see from the table that if you don't switch your choice, then you have a $\frac{1}{3}$ chance of winning the car, but if you do switch then you have $\frac{2}{3}$ chance of winning it. These are the probabilities if you choose door number 1, but of course we would get the same results if you choose door 2 or 3 first.

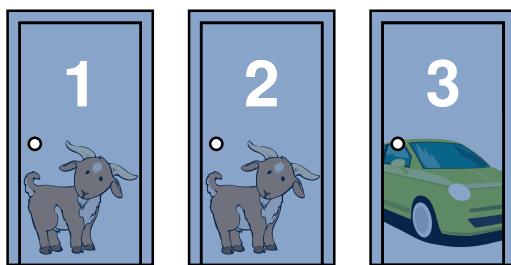
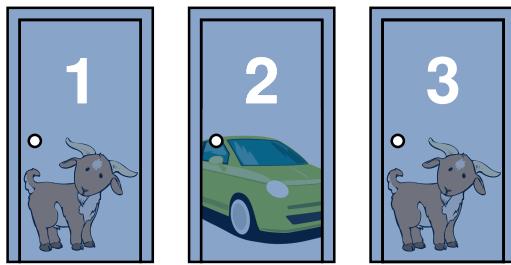
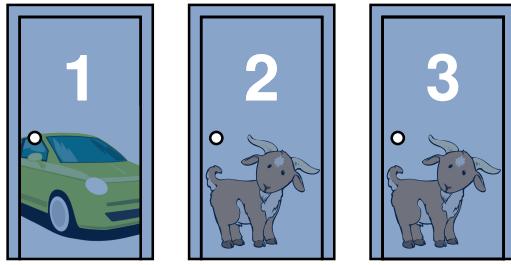


Figure 20.2: Where is the car?

Sekil 20.2:

Another way

Let's think of this another way: Please see figure 20.3. You initially choose door number 1. At the start, the chance of the car being behind door one is $\frac{1}{3}$ and the chance of the car being behind doors 2 or 3 is $\frac{2}{3}$.

Let's imagine that the host doesn't open a door, he just says you can change your choice for *both* of the other two doors. Would you switch then?

We know that atleast one of doors 2 and 3 hides a goat. Remember that the host knows where the car is: He doesn't open a door at random, he always opens a door with a goat. So he isn't really giving you any extra information. The probabilities don't change to $\frac{1}{2}$, $\frac{1}{2}$, they are still $\frac{1}{3}$, $\frac{2}{3}$.

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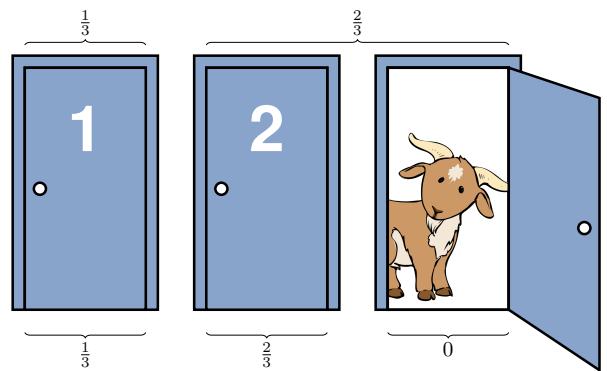
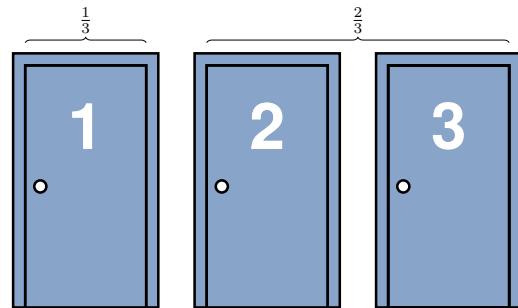


Figure 20.3: car?
Sekil 20.3:

Another way

Let's think of this another way: Please see figure 20.3. You initially choose door number 1. At the start, the chance of the car being behind door one is $\frac{1}{3}$ and the chance of the car being behind doors 2 or 3 is $\frac{2}{3}$.

Let's imagine that the host doesn't open a door, he just says you can change your choice for *both* of the other two doors. Would you switch then?

We know that atleast one of doors 2 and 3 hides a goat. Remember that the host knows where the car is: He doesn't open a door at random, he always opens a door with a goat. So he isn't really giving you any extra information. The probabilities don't change to $\frac{1}{2}$, $\frac{1}{2}$, they are still $\frac{1}{3}$, $\frac{2}{3}$.

Using Conditional Probabilities

Let

C = door number 1 has a car behind it

C^c = door number 1 does not have a car behind it

= door number 1 has a goat behind it

and

E = the host has opened a door with a goat behind it.

Using Conditional Probabilities

Let

C = door number 1 has a car behind it

C^c = door number 1 does not have a car behind it
= door number 1 has a goat behind it

and

E = the host has opened a door with a goat behind it.

We have that $P(C) = \frac{1}{3}$ and $P(C^c) = 1 - P(C) = \frac{2}{3}$. Moreover, $P(E|C) = 1$ and $P(E|C^c) = 1$ because the host always opens a door with a goat.

Then we can calculate that

$$\begin{aligned} P(C|E) &= \frac{P(C)P(E|C)}{P(E)} \\ &= \frac{P(C)P(E|C)}{P(E \cap C) + P(E \cap C^c)} \\ &= \frac{P(C)P(E|C)}{P(C)P(E|C) + P(C^c)P(E|C^c)} \\ &= \frac{\frac{1}{3} \cdot 1}{\frac{1}{3} \cdot 1 + \frac{2}{3} \cdot 1} = \frac{1}{3}. \end{aligned}$$

This means that it doesn't matter if the host opens a door or not, the probability that the car is behind door number 1 is always $\frac{1}{3}$.

Conclusion

You should always switch door if you want to win the car.

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Conclusion

You should always switch door if you want to win the car.

Problems

Problem 20.1 (Conditional Probability).

- (a). Two cards are chosen at random without replacement from a pack of 52 playing cards.

If the first card chosen is an Ace, what is the probability the second card chosen is a King?

- (b). Two cards are chosen at random without replacement from a pack of 52 playing cards.

If the first card chosen is an Ace, what is the probability the second card chosen is also an Ace?

- (c). In Eton School, 60% of the boys play rugby, and 24% of the boys play rugby and football.

What percent of those that play rugby also play football?

Problem 20.2 (Conditional Probability).

- (a). You roll two dice. Given that you get a sum is 10, what is the probability that the first die shows a 5?

- (b). Harry Potter turns up at class either late or on time. He is then either shouted at or not. The probability that he turns up late is $\frac{2}{5}$. If he turns up late, the probability that he is shouted at is $\frac{7}{10}$. If he turns up on time, the probability that he is still shouted at for no particular reason is $\frac{1}{5}$.

You hear Harry being shouted at. What is the probability that he was late?

- (c). The probability of raining on Sunday is 0.07. If today is Sunday then find the probability of rain today.

- (d). Susan took two tests. The probability of her passing both tests is 0.6. The probability of her passing the first test is 0.8. What is the probability of her passing the second test given that she has passed the first test?

- (e). A student has studied only 15 of the 25 topics covered in MATH117. When writing the final exam, the teacher randomly selects four topics to ask questions on. What is the probability that the student has studied these four topics?

Sorular

Soru 20.1 (Conditional Probability).

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21

Probability Trees

Olasılık Ağaçları

Example 21.1 (5 balls in a box). A box contains 3 red and 2 yellow balls. Two balls are randomly drawn without replacement. What is the probability that the second ball is yellow?

solution:

A **probability tree** for this problem is shown in figure 21.1. From this probability tree, we can see that

$$P(YY) + P(RY) = \frac{1}{10} + \frac{3}{10} = \frac{4}{10} = \frac{2}{5}.$$

The probability that the second ball is yellow is $\frac{2}{5}$.

Örnek 21.1 (5 balls in a box). A box contains 3 red and 2 yellow balls. Two balls are randomly drawn without replacement. What is the probability that the second ball is yellow?

özüm:

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The probability that the second ball is yellow is $\frac{2}{5}$.

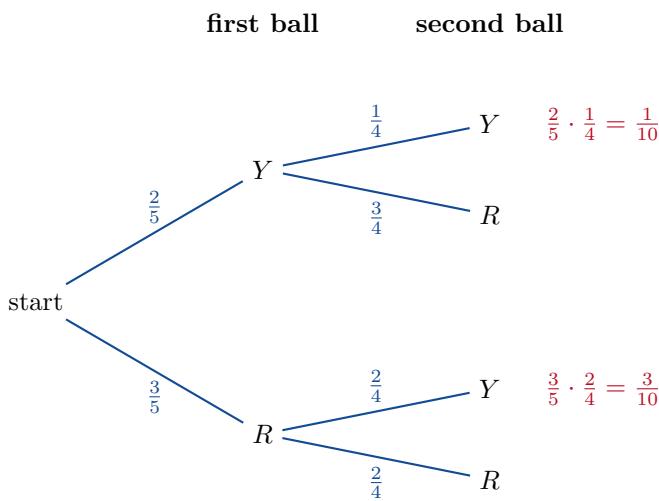


Figure 21.1: A probability tree for the 5 balls in a box problem.
Şekil 21.1:

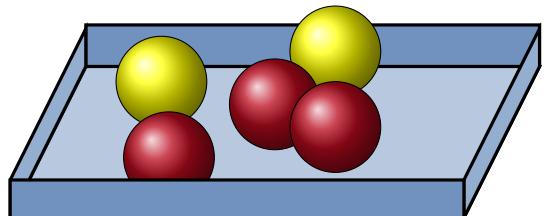


Figure 21.2: 3 red balls and 2 yellow balls in a box.
Şekil 21.2:

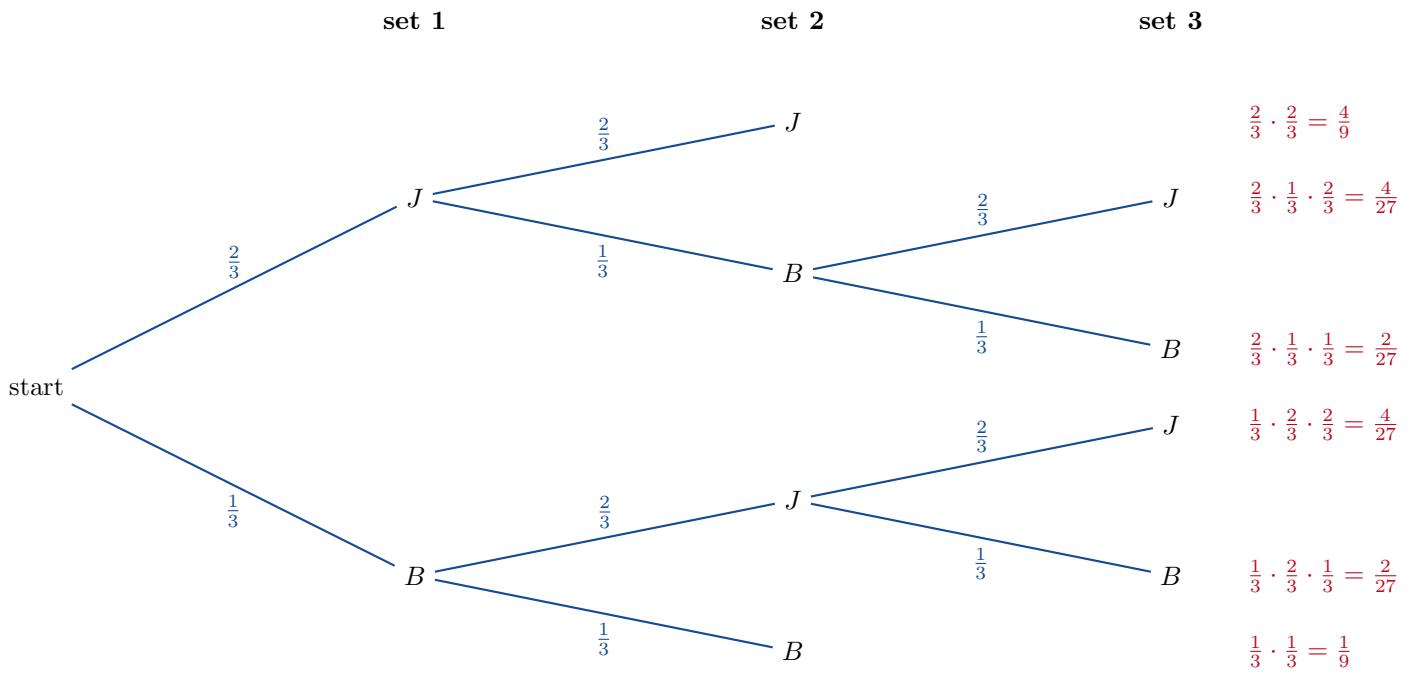


Figure 21.3: A probability tree for the tennis match between Jeremy and Boris.

Şekil 21.3:

Example 21.2 (Tennis). Jeremy and Boris are playing tennis. The first player to win 2 sets wins the match. In each set, the probability that Jeremy wins that set is $\frac{2}{3}$. Find the probability that:

- Boris wins the match.
- 3 sets are played.
- The player who wins the first set, wins the match.

solution: A probability tree for this problem is show in figure 21.3.

- We calculate that

$$P(JBB) + P(BJB) + P(BB) = \frac{2}{27} + \frac{2}{27} + \frac{1}{9} = \frac{7}{27}.$$

- Now

$$\begin{aligned} P(JBJ) + P(JBB) + P(BJJ) + P(BJB) \\ = \frac{4}{27} + \frac{2}{27} + \frac{4}{27} + \frac{2}{27} \\ = \frac{4}{9}. \end{aligned}$$

- Finally

$$\begin{aligned} P(JJ) + P(JBJ) + P(BJB) + P(BB) \\ = \frac{4}{9} + \frac{4}{27} + \frac{2}{27} + \frac{1}{9} \\ = \frac{7}{9}. \end{aligned}$$

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- Boris wins the match.
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Problems

Use probability trees to answer the following problems:

Problem 21.1 (Tennis). Recep and Kemal are playing tennis. The first player to win 2 sets wins the match. The probability that Recep will win the first set is $\frac{4}{5}$. The probability that Recep will win the second set is $\frac{2}{5}$. The probability that Recep will win the third set (if it is played) is $\frac{1}{5}$.

- (a). What is the probability that Recep will win the match?
- (b). What is the probability that Kemal will win the match?
- (c). What is the probability that the third set will be played?
- (d). What is the probability that Kemal will win atleast one set?
- (e). What is the probability that the last two sets played are won by the same person?
- (f). If the match finishes after two sets, who is more likely to win?
- (g). If the match finishes after three sets, who is more likely to win?

Problem 21.2 (Money Money Money). A vase contains 2 ten-lira banknotes, 1 fifty-lira banknote, and 1 one-hundred-lira banknote. You randomly take the banknotes out of the vase (without replacement) until you take the one-hundred-lira note. Then you stop. You keep all the money that you have taken.

- (a). What is the probability that you have taken exactly 160 liras?
- (b). What is the probability that you take all of the money out of the vase?
- (c). What is the probability that you take two banknotes?

Sorular

Use probability trees to answer the following problems:

Soru 21.1 (Tennis). Recep and Kemal are playing tennis. The first player to win 2 sets wins the match. The probability that Recep will win the first set is $\frac{4}{5}$. The probability that Recep will win the second set is $\frac{2}{5}$. The probability that Recep will win the third set (if it is played) is $\frac{1}{5}$.

- (a). What is the probability that Recep will win the match?
- (b). What is the probability that Kemal will win the match?
- (c). What is the probability that the third set will be played?
- (d). What is the probability that Kemal will win atleast one set?
- (e). What is the probability that the last two sets played are won by the same person?
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Graph Theory

Çizge Kuramı

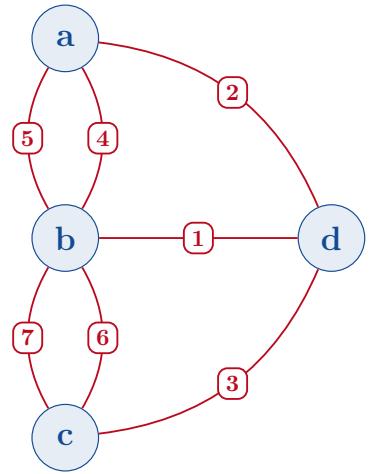
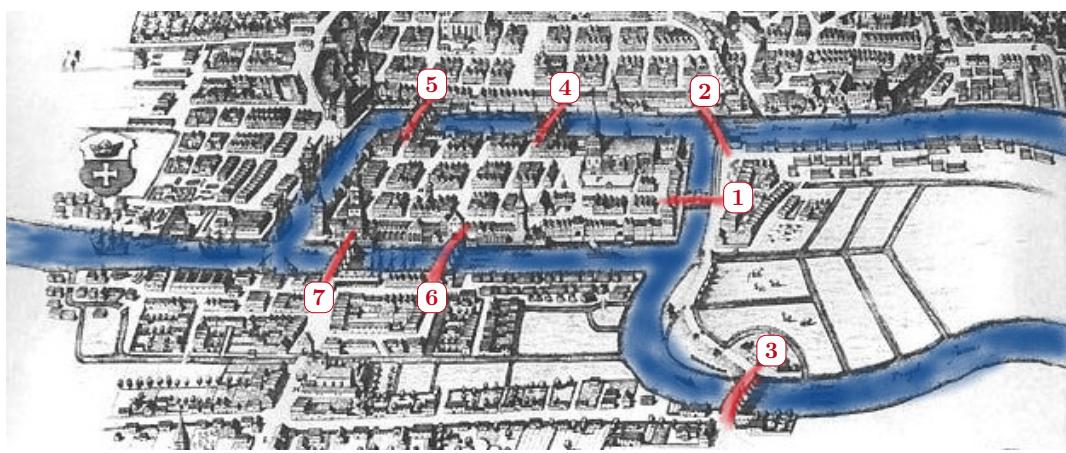


Figure 22.1: The seven bridges of Königsberg in Prussia (now Kaliningrad, Russia) in 1652.

Şekil 22.1:

Often when analysing theoretical problems, it is useful to transform the problem into a collection of vertices joined by lines. When visiting the city of Königsberg in 1736, the Swiss Mathematician Leonhard Euler (1707-1782) was set a problem by the inhabitants. To solve this problem, he invented a type of Mathematics called Graph Theory.

The town of Königsberg in Prussia (now Kaliningrad, Russia) was divided into four landmasses by the Pregel river. There were 7 separate bridges between these landmasses as shown in figure 22.1. Visitors were often asked the following problem by the locals:

Can a person walk around the town and cross each bridge *once and only once*?

Euler was the first person to solve this problem.

Graph Theory, which has been used by mathematicians for many years to solve interesting riddles and puzzles, is nowadays in computing (algorithm design, telecommunication and GPS), physics (atomic structures), neurology (brain-like structures), chemistry (molecular structures), and many other disciplines.

Kuramsal sorunların çözümlenmesindor e belli büyüklükler yada kavramlar arasındaki bağlantıları incelerken ara bağlantıları bir çizgeye dönüştürmek ya kaçınılmaz yada en akılç yöntemdir. Euler (1707-1782), Königsberg kentindeki köprülerle ilgili problemin çözümünü araştırırken, sorunu bir takım düğüm ve ayrıtların arabalantılarına indirgeyerek, çizge kuramının da temellerini atmış oldu.

Prusyadaki Königsberg kasabası Pregel nehri ile ikiye ayrılmış ordu ve nehrin içinde iki adacık bulunuyordu. Bu adacıklarla kasaba arasında şekildeki gibi 7 ayrı köprü bulunmakta idi. Problem, kasabanın bir yakasından gezinti yapmaya çıkan biri tüm köprüleri *sadece bir kez* gecerek başladığı noktaya donebilirmi? sorusu idi. Bu sorunun matematiksel olarak yanıtı yıllar sonra keşfildi.

Resim-0

Uzun yıllar, yalnız matematikçilerin uğraştığı ve ilginç bilmece/bözmekten öteye gidemeyen çizge kuramı bu gün bilişimde (algoritma tasarlama, telekomunikasyon ve GPS'lerde), fizikte (atomlar yapılarının incelenmesinde), nörolojide (beyne benzer yapıların incelenmesinde), kimyada (moleküler yapıların incelenmesinde) ve daha birçok bilim dalının içinde her gün kendine yeni bir yer ediniyor.

Definition. A graph is formed by points called *vertices* (or *nodes*), and lines called *edges*.

Notation. Vertices are denoted by lowercase letters: a, b, c, \dots . The edge from vertex u to vertex v is denoted by $e = (u, v)$. u and v are called *endpoints* of e .

Definition. A non-empty set of vertices V together with a set of edges E is called a *graph* and is denoted by $G(V, E)$.

Please note that we can draw a picture to represent a graph.

Definition. An edge which starts and finishes at the same vertex is called a *loop*. See figure 22.2.

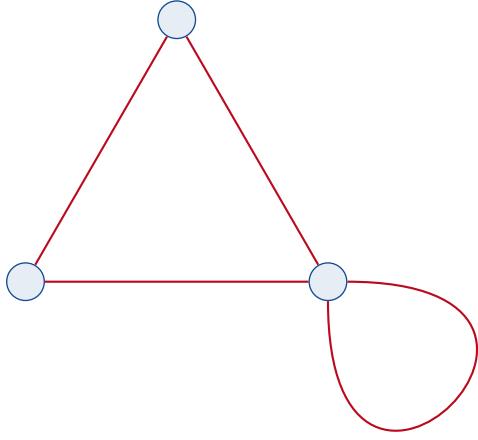


Figure 22.2: A graph with 3 vertices and 4 edges. One of the edges is a loop.

Şekil 22.2:

Example 22.1. Let $V = \{a, b, c, d\}$ and $E = \{e_1, e_2, e_3, e_4, e_5\}$ where $e_1 = (a, b)$, $e_2 = (b, c)$, $e_3 = (c, d)$, $e_4 = (a, c)$ and $e_5 = (b, d)$. Draw the graph $G = (V, E)$.

solution: Please see figure 22.3.

Definition. Two edges with the same endpoints are called *parallel edges*.

TANIMLAR

Düğüm(Köşe): Bir çizginin (hattın) her üç noktasına düğüm denir.

Düğümler küçük harflerle gösterilir: a, b, \dots, v, b .

Çizgi(Kenar): Bir çift düğüm ile etiketlenmiş hatlardır. İki üç noktasının belirtildiği $e = (v, w)$ simbolü ile gösterilir.

Çizge(Graf): V , köşelerin(vertex) ve E , kenarların(edges) boş olmayan bir kümesi olmak üzere E kümesindeki elemanlar V kümesinin farklı elemanlarına belli bir kurala bağlı oladan bağlılığı kümeye çizge(graph) denir ve $G(V, E)$ ile gösterilir.

Tanımlanan her soyut çizgeye ilişkin, somut bir çizimsel gösterimin varolacağı unutulmamalıdır.

Hattın başlangıç ve bitisi aynı düğüm ise bu tür hatlara *çevrim(cycle)* denir.

Şekil 22.2.

Örnek 22.1. $V = \{a, b, c, d\}$ ve $E = \{e_1, e_2, e_3, e_4, e_5\}$, $e_1 = (a, b)$, $e_2 = (b, c)$, $e_3 = (c, d)$, $e_4 = (a, c)$ ve $e_5 = (b, d)$ olsun. $G = (V, E)$ grafını çiziniz.

çözüm: Şekil 22.3.

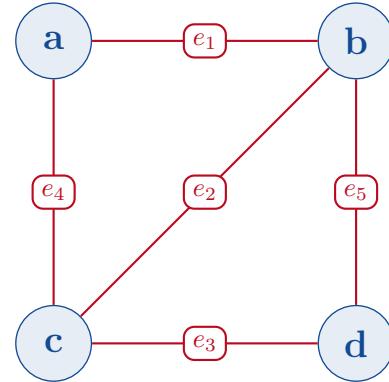


Figure 22.3: The solution to Example 22.1. This graph is a simple graph.

Şekil 22.3:

Types of Graph

Definition. A *simple graph* is a graph without parallel edges or loops.

Definition. If a graph contains parallel edges, it is called a *multigraph*. See figure 22.4.

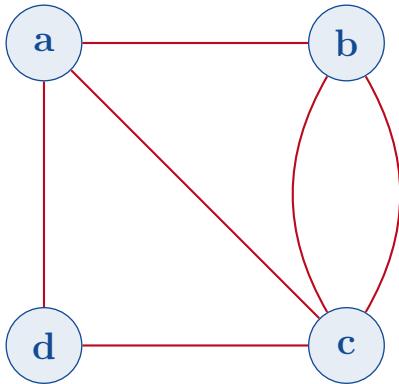


Figure 22.4: A multigraph.

Sekil 22.4:

Definition. A *pseudograph* is a non-simple graph in which both loops and parallel edges are permitted. See figure 22.5.

Definition. If $e = (u, v)$ is an edge of a undirected graph G , then the vertices u and v are called *neighbours* in G .

Definition. The *degree* of a vertex v in a(n undirected) graph is

$$\deg(v) = \text{the number of edges connected to } v.$$

When we calculate the degree of a vertex, a loop is counted as 2.

Example 22.2. In figure 22.6, give the degrees of all the vertices in graphs G and H .

solution:

G	H
$\deg(a) = 2$	$\deg(a) = 3$
$\deg(b) = 4$	$\deg(b) = 6$
$\deg(c) = 4$	$\deg(c) = 1$
$\deg(d) = 1$	$\deg(d) = 5$
$\deg(e) = 3$	$\deg(e) = 5$
$\deg(f) = 4$	
$\deg(g) = 0$	

Definition. A vertex without an edge ($\deg=0$) is called an *isolated vertex*. E.g. In figure 22.6, vertex g of graph G is an isolated vertex.

Definition. A vertex of degree 1 is called a *pendant*. A pendant has only one edge. E.g. In figure 22.6, vertex d of graph G is a pendant.

ÇİZGE(GRAF) ÇEŞİTLERİ

1. Basit(Simple) Graflar: Aynı iki düğümün sadece bir hatla bağlandığı, herhangi bir düğümü yine kendisine bağlayan bir hattın (çevrimin) olmadığı, hatların bir değer almadığı ve yönünün tanımlanmadığı, düğüm ve hatların sınırlanmadığı graflara *basit graf* denir. Bu açıdan yukarıdaki graf bir basit graftır.

2. Çoklu(multi) Graflar: İki yada daha fazla düğüm arasında birden fazla hat (paralel hatlar) varsa bu tür graflara çoklu (multi) graf denir. Çoklu graflar da yönsüz ve çevrimsizdir.

Sekil 22.4

3. Pseudo Graflar: Çevirim içeren çoklu graflardır. Yönlendirilmemiş grafların en genel halidir.

Sekil 22.5

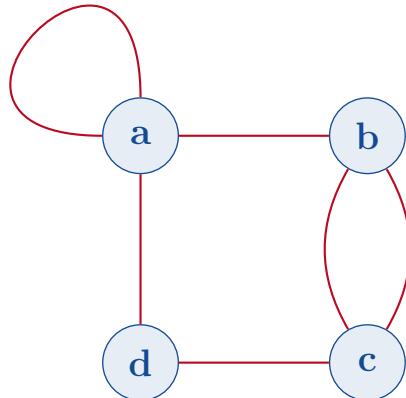


Figure 22.5: A pseudograph.

Sekil 22.5:

Eğer $e = (v, w)$ yönlendirilmemiş bir G grafinin bir kenarı ise u ve v köşelerine G' de *komşu* denir. Eğer $e = (v, w)$, G' de bir kenar ise, e kenarına u ve v köşeleri ile *bağlı* denir. u ve v köşelerine $e = (v, w)$ kenarının *uç noktaları* denir.

Yönlendirilmemiş bir grafta bir köşenin derecesi, o köşeye bağlı olan kenarların sayısı kadardır. Ayrıca bie köşede bulunan bir çevrimin (halkanın), o köşenin derecesine katkısı 2 dir. Bir v köşesinin derecesi $\deg(v)$ ile gösterilir.

Örnek 22.2. Sekil 22.6. H ve G graflarındaki köşelerin derecelerini belirtiniz.

çözüm:

G 'de;

$$\deg(a) = 2, \quad \deg(b) = \deg(c) = \deg(f) = 4$$

$$\deg(d) = 1, \quad \deg(e) = 3, \quad \deg(g) = 0$$

H 'de;

$$\deg(a) = 4, \quad \deg(b) = \deg(e) = 6$$

$$\deg(c) = 1, \quad \deg(d) = 5$$

Hat bağlantısı olmayan düğümlere *izole yada ayrık düğüm (isolated vertex)* denir. Ayrik düğümler hiçbir köşeye komşu degillerdir ve *dereceleri "0" dir*. G grafindaki g köşesi bir ayrik düğümdür.

Derecesi "1" olan köşeye *pendant* denir. Bir pendant sadece tek bir köşeye komşudur. G grafindaki d köşesi bir pendanttır. O halde,

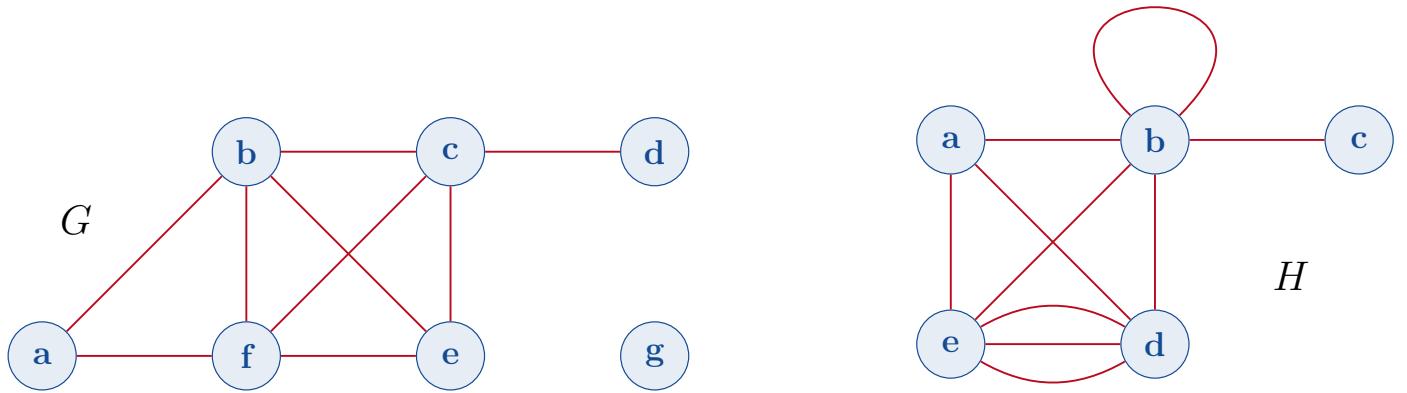


Figure 22.6: Two graphs referred to in example 22.2.

Şekil 22.6:

Theorem 22.1. Let $G = (V, E)$ be a pseudograph and let $n(E)$ denote the number of edges in G . Then

$$n(E) = \frac{1}{2} \sum_{v \in V} \deg(v).$$

Example 22.3. A graph has 10 vertices, each of degree 4. How many edges does this graph have?

solution:

Suppose that $V = \{v_1, \dots, v_{10}\}$. Then by Theorem 22.1, we have that

$$\begin{aligned} n(E) &= \frac{1}{2} \sum_{i=1}^{10} \deg(v_i) \\ &= \frac{1}{2} (\deg(v_1) + \deg(v_2) + \dots + \deg(v_{10})) \\ &= \frac{1}{2} (4 + 4 + \dots + 4) = \frac{1}{2} (40) = 20. \end{aligned}$$

Therefore this graph has 20 edges.

Teoremler 22.1. $G = (V, E)$ bir pseudo graf ve $s(E)$ de bu grafın kenar sayısı olsun. O halde,

$$s(E) = \frac{1}{2} \sum_{v \in V} \deg(v).$$

Örnek 22.3. Her köşesinin derecesi 4 olan 10 köşeli bir grafın kaç kenarı vardır?

özüm:

$s(E)$ kenar sayısını $v_i, i = 1, 2, \dots, 10$ köşeleri belirtmek üzere bu grafın toplam köşe sayısı: $\sum_{i=1}^{10} \deg(v_i) = \sum_{i=1}^{10} 4 = 40$ dir. Teorem 22.1 den $s(E) = \frac{40}{2} = 20$ bulunur.

4. Yönlü (Directed) Graflar: Eğer bir graftaki hatlar yön bilgisine sahipse bu tür graflara *yönlü graf* (*Directed graph / Digraph*) denir. Bu yön bilgisi bağlantının nereden başlayıp nereden bittiğini belirtir. Yön bilgisi olan graflarda düğümler arasındaki bağlantının yönü vardır.

Şekil 22.7.

5. Çoklu Yönlü Graflar: Eğer yönlü bir grafta iki yönde de bağlantı varsa ters yönde iki ayrı hat kullanılır ve bu tür graflara *çoklu yönlü graf* denir.

Şekil 22.10.

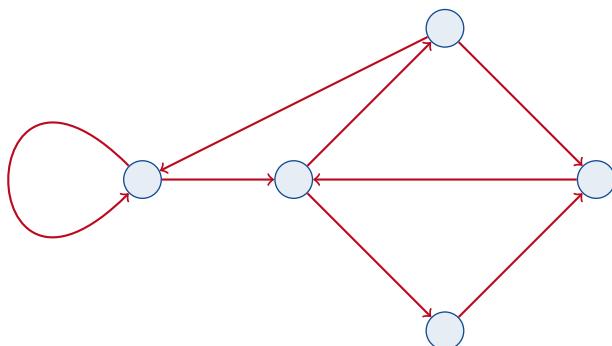


Figure 22.7: A directed graph.

Şekil 22.7:

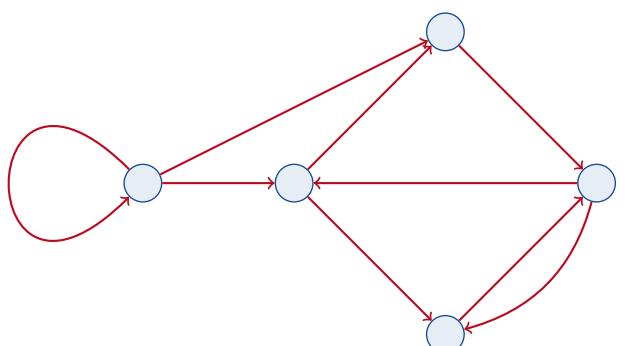


Figure 22.10: A directed multigraph

Şekil 22.10:

Definition. If the edges in a graph have directions, the graph is called a *directed graph* (or *digraph*). This direction indicates where the connection starts and ends. See figure 22.7.

Definition. If a directed graph has parallel edges in both directions, it is called a **directed multigraph** (or **multidigraph**). See figure 22.10.

Remark. In a graph, all edges are the same type. So either all edges are directed or all edges are undirected. A graph representing the road network is an example of a directed graphs, where traffic is one-way or bi-directional. See figure 22.14 on page 125.

Notation. Let G be a directed graph. Now when we write $e = (u, v)$, the order of u and v is important. The edge $e = (u, v)$ starts at u and finishes at v .

Definition. Let G be a directed graph. The **indegree** of a vertex v is

$$\deg^-(v) = \text{the number of edges coming into } v$$

and the **outdegree** of v is

$$\deg^+(v) = \text{the number of edges coming out of } v.$$

A loop is counted as 1 for both $\deg^-(v)$ and $\deg^+(v)$.

Example 22.4. Please see figure 22.11. Find the indegree and outdegree of each vertex in this graph.

solution:

The indegrees are:

$$\deg^-(a) = 2, \quad \deg^-(b) = 2, \quad \deg^-(c) = 3$$

$$\deg^-(d) = 2, \quad \deg^-(e) = 3, \quad \deg^-(f) = 0$$

The outdegrees are:

$$\deg^+(a) = 4, \quad \deg^+(b) = 1, \quad \deg^+(c) = 2$$

$$\deg^+(d) = 2, \quad \deg^+(e) = 3, \quad \deg^+(f) = 0$$

Theorem 22.2. Let $G = (V, E)$ be a directed graph and let $n(E)$ denote the number of edges in G . Then

$$n(E) = \sum_{v \in V} \deg^-(v) = \sum_{v \in V} \deg^+(v).$$

Definition. A simple graph which includes all possible edges is called a **complete graph**.

Remark. In a complete graph, every vertex has an edge with every other vertex. A complete graph with n vertices is denoted by K_n . The degree of every vertex in K_n is $(n - 1)$. Thus K_n has a total of $\frac{n(n-1)}{2}$ edges. Please see figure 22.16 on page 126.

Definition. A **planar graph** is a graph that can be drawn on the plane in such a way that its edges intersect only at their endpoints. Please see figure 22.15 for an example.

NOT: Graf yapısında bütün kenarlar aynı çeşittir. Yani ya hepsi yönlüdür ya da degildir. Yolliğini temsil eden bir grafta trafığın tek yada çift yönlü oluşu yönlü graflar için bir örnektir.

Şekil 22.14.

Bir graftaki herhangi bir **düğümün derecesi**, kendisini diğer düğümlere birleştiren hatların sayısı kadardır. Bu düğümlerden derecesi en büyük olanı ise, aynı zamanda **grafın derecesini** belirler. Düğüm noktalarındaki **çevrim** düğüm derecesine iki kere katılır.

G , yönlendirilmiş bir graf olsun. Bu grafın kenarları $e(u, v)$ şeklinde **sıralı ikililerle** gösterilir. Burada u 'ya **v 'nin komşusu** ve $e(u, v)$ 'nın **başlangıç köşesi**; v 'ye ise **u 'nın komşusu** ve $e(u, v)$ 'nın **bitiş köşesi** denir. Çevrimlerin başlangıç ve bitiş köşesi aynıdır.

Yönlendirilmiş kenarlı bir grafta v köşesine gelen kenar sayısı (in-degree) $\deg^-(v)$, v köşesinden çıkan kenar sayısı ise (out-degree) $\deg^+(v)$ ile gösterilir. Bir çevrimin hem $\deg^-(v)$ 'ye hem de $\deg^+(v)$ 'ye katkısı "1" dir.

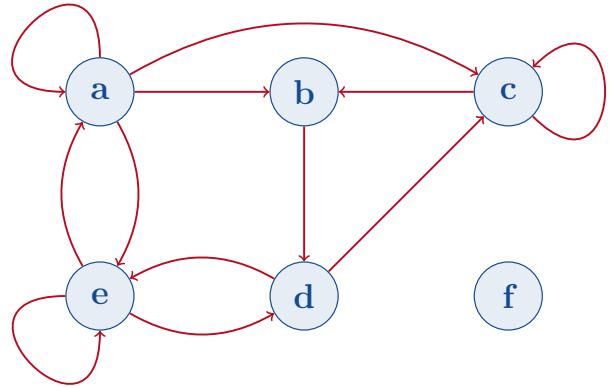


Figure 22.11: The graph referred to in example 22.4.
Şekil 22.11: 8

Örnek 22.4. Şekil 22.11. Şekildeki yönlendirilmiş G grafının $\deg^-(v)$ ve $\deg^+(v)$ değerlerini bulunuz.

Çözüm:

G 'nin $\deg^-(v)$ değerleri;

$$\deg^-(a) = 2, \quad \deg^-(b) = 2, \quad \deg^-(c) = 3$$

$$\deg^-(d) = 2, \quad \deg^-(e) = 3, \quad \deg^-(f) = 0$$

G 'de $\deg^+(v)$ değerleri;

$$\deg^+(a) = 4, \quad \deg^+(b) = 1, \quad \deg^+(c) = 2$$

$$\deg^+(d) = 2, \quad \deg^+(e) = 3, \quad \deg^+(f) = 0$$

Teorem 22.2. $G = (V, E)$ yönlendirilmiş bir graf ve $s(E)$ bu grafın kenar sayısı olsun. O halde,

$$s(E) = \sum_{v \in V} \deg^-(v) = \sum_{v \in V} \deg^+(v).$$

Definition. A graph that is not a planar graph, and can only be drawn without intersecting edges in three-dimensional space is called a *three-dimensional graph*. See figure 22.12.

Definition. Suppose that $n \geq 3$, that $V = \{v_1, v_2, \dots, v_n\}$ and that $E = \{(v_1, v_2), (v_2, v_3), \dots, (v_{n-1}, v_n), (v_n, v_1)\}$. Then the graph $C_n = (V, E)$ is called a *cycle graph*. Please see figure 22.17 on page 126.

Definition. If we take C_n and add a new vertex which is attached to all the other vertices, we get the *wheel graph* W_n . Please see 22.18 on page 126.

Definition. A *bipartite graph* is a graph where the set V of vertices can be divided into two distinct subsets V_1 and V_2 such that every edge connects a vertex in V_1 with a vertex in V_2 .

Remark. In a bipartite graph, there are no edges going from V_1 to V_1 , or from V_2 to V_2 .

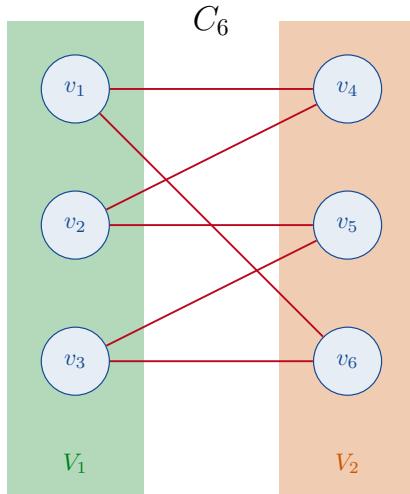


Figure 22.8: A bipartite graph.

Sekil 22.8:

6. Tam(Complete) Graf: Graftaki her bir düğümün diğer tüm düğümlerle arasında bir hat mevcutsa, yani olabilecek tüm hatlara sahipse, bu tür graflara tam(tamamlanmış) graf (completed graph) denir.

Bu tür bir grafta bütün düğümlerin dereceleri birbirine eşit ve toplam düğüm sayısının bir eksigi kadardır. n düğümlü bir tamamlanmış graf K_n ile gösterilir ve grafın hat sayısı $\frac{n(n-1)}{2}$ ile hesaplanır.

Sekil 22.16.

8. Düzlemsel Graf: Birbirini kesmeyen hatlardan oluşan şekilde çizilebilen graflara *düzlemsel graf* denir.

Sekil 22.15.

9. Üç Boyutlu Graf: Birbirini kesmeyen hatlardan oluşan şekilde çizilememeyen, sadece üç boyutlu uzayda ele alındığında hatlarının birbirini kesmeyecek şekilde çizilmesi mümkün olan graflara *Üç boyutlu graf* denir.

Sekil 22.12.

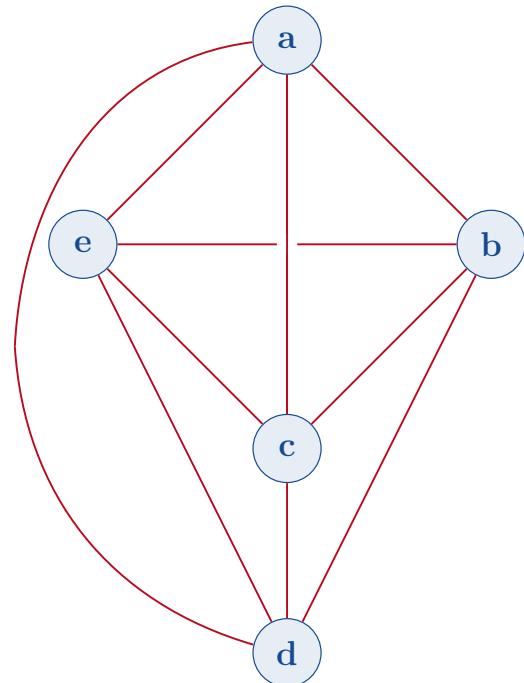


Figure 22.12: A three-dimensional graph.

Sekil 22.12: Üç Boyutlu Graf

Example 22.5. Please see figure 22.8. Note that the graph C_6 is a bipartite graph because if we let $V_1 = \{v_1, v_2, v_3\}$ and $V_2 = \{v_4, v_5, v_6\}$, then every edge goes from V_1 to V_2 .

Example 22.6. Please see figures 22.9 and 22.13. Is G a bipartite graph? Is H a bipartite graph?

solution: G is a bipartite graph because we can set $V_1 = \{a, b, d\}$ and $V_2 = \{c, e, f, g\}$. Note that each edge connects V_1 to V_2 . The lack of a edge here between some vertices does not affect it being bipartite. For example, vertices b and g are not neighbours.

Graph H is not bipartite because the set of vertices cannot be divided into two subsets without an edge between the two corners within the same set.

10. Çember Graf (Cycle Graph): $n \neq 3$ olmak üzere n tane v_1, v_2, \dots, v_n köşelerinden ve $v_1, v_2, v_2, v_3, \dots, v_{n-1}, v_n, v_n, v_1$ kenarlarından oluşan graflar çember olarak adlandırılır ve C_n ile gösterilir.

Sekil 22.17.

11. Tekerlek Graf (Wheel Graph): $n \neq 3$ olmak üzere C_n çemberindeki tüm köşelere bağlı yeni bir köşe daha eklenerek oluşturulan graf tekerlek (wheel) olarak adlandırılır ve W_n ile gösterilir.

Sekil 22.18.

13. İki Parçalı (Bipartite) Graflar: G basit grafının köşelerinin kümesi olan V kümesi, boş olmayan V_1 ve V_2 gibi iki köşeye ayrılabilirse ve grafın her kenarı V_1 'in bir köşesini V_2 'nin bir köşesine bağlayorsa G basit grafına iki parçalı(bipartit) graf denir. Bipartit graf, V_1 'in eleman sayısı m , V_2 'nin eleman sayısı n olak üzere $G_{m,n}$ ile gösterilir.

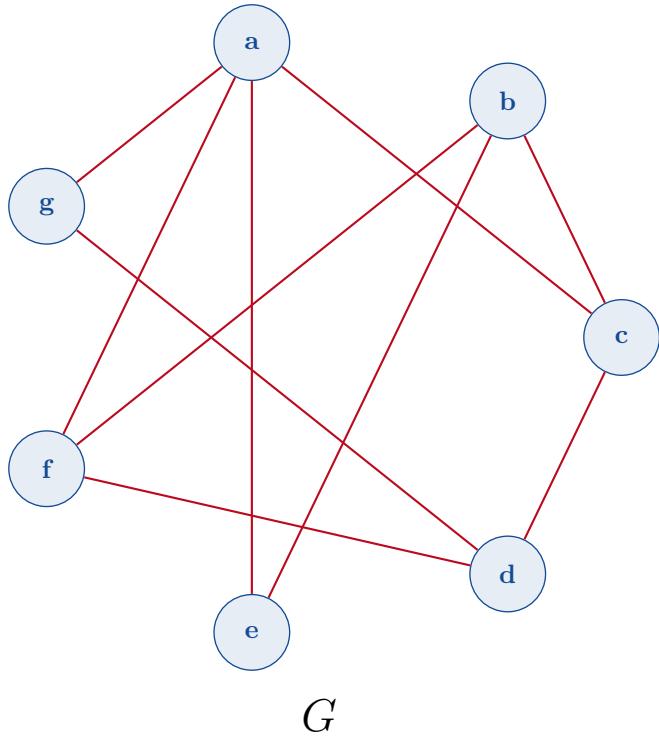


Figure 22.9: A graph referred to in example 22.6.

Şekil 22.9:

Dikkat: G grafındaki hiçbir kenar V_1 kümesindeki köşeleri veya V_2 kümesindeki köşeleri kendi aralarında bağlamaz.

Örnek 22.5. Şekil 22.8. 'deki C_6 grafi bipartittir, çünkü köşelerinin kümesi kendi içinde $V_1 = v_1, v_2, v_3$ ve $V_2 = v_4, v_5, v_6$ olarak iki kümeye parçalanabiliyor. C_6 'nın her kenarı V_1 'deki bir köşeyi V_2 'deki bir köşeye bağlıyor.

Örnek 22.6. Şekil 22.9 ve 22.13. Şekildeki G ve H grafları bipartit midir?

Çözüm: G grafi bipartittir, çünkü köşelerinin kümesi ayrı iki a, b, d ve c, e, f, g kümelerinin birleşimi ile oluşuyor ve her kenar bu kümelerin birindeki en az bir köşeyi diğer kümelerdeki en az bir köşeye bağlıyor. Burada bazı köşeler arasında bağ olmaması bipartitliği etkilemez. Örneğin, b ve g göseleri komşu değildir.

H grafi bipartit değildir, çünkü aynı kümeye içindeki iki köşe arasında bir kenar olmaksızın köşelerin kümesi iki alt kümeye ayrılabilir.

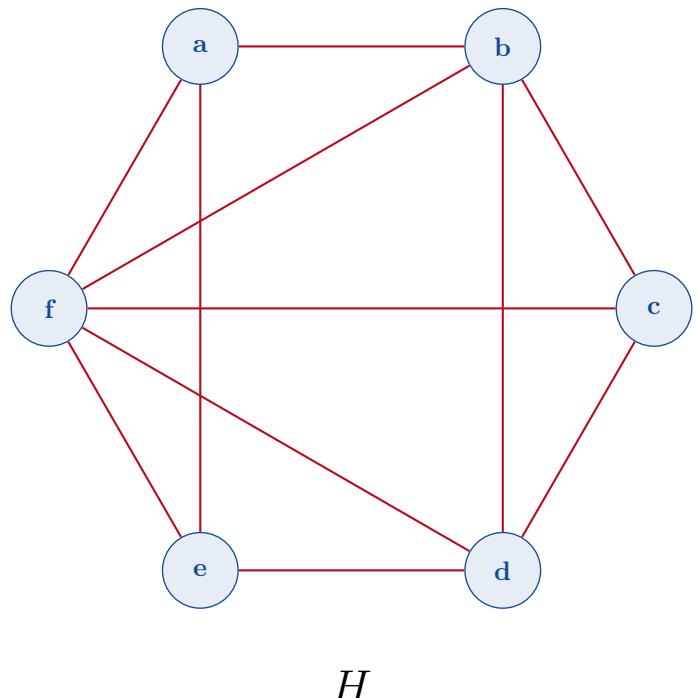


Figure 22.13: A graph referred to in example 22.6.

Şekil 22.13:

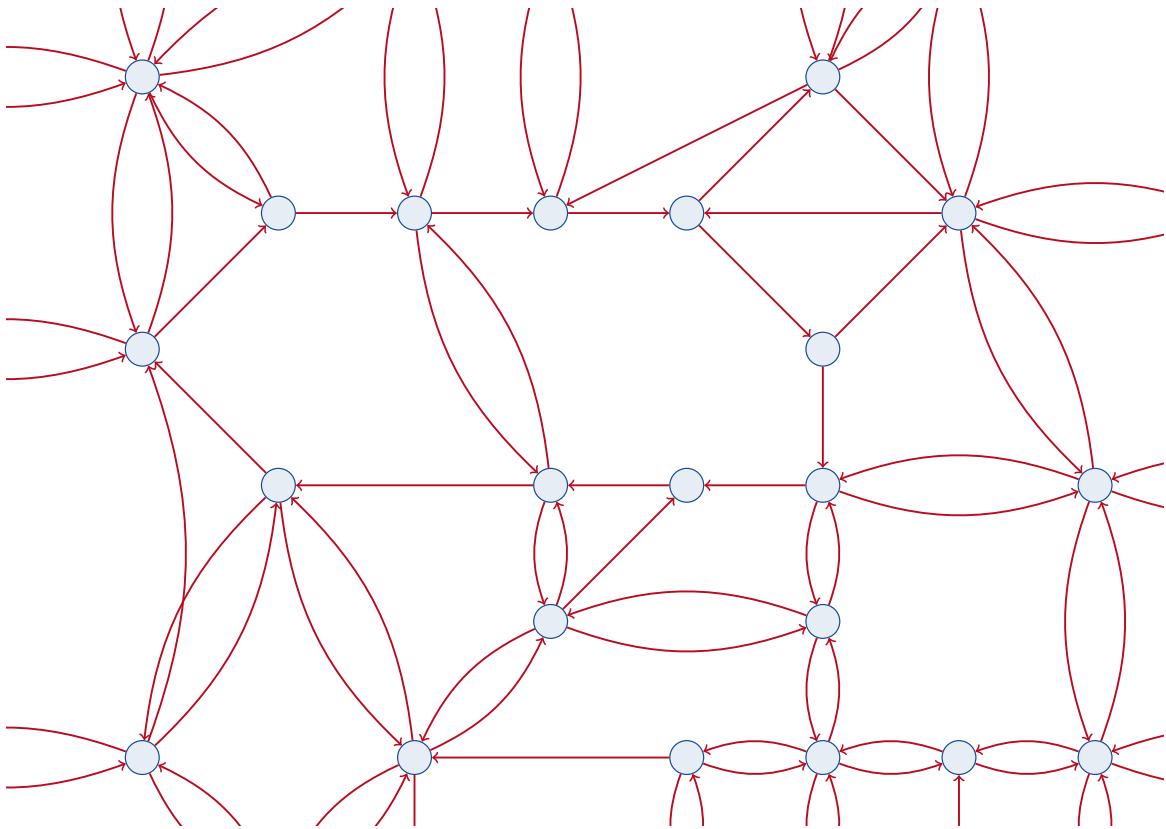


Figure 22.14: A small part of a road network.

Şekil 22.14: Yol ağımı.

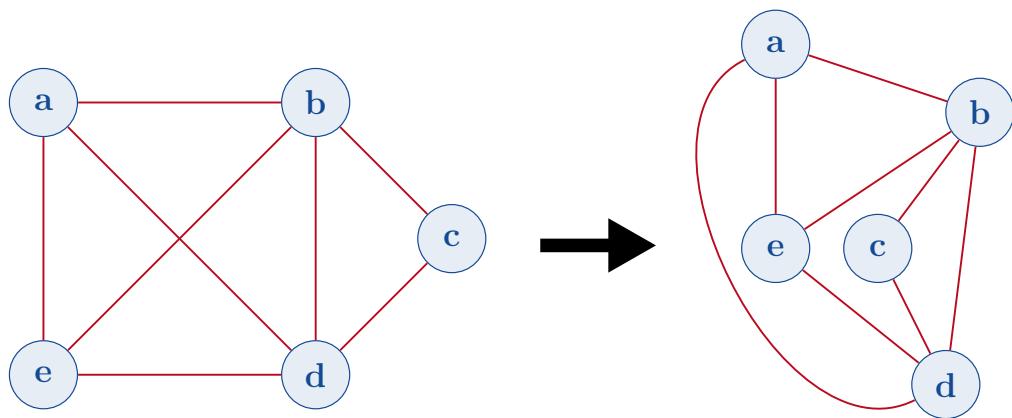


Figure 22.15: The graph on the left can also be drawn as shown on the right. Thus this is a planar graph.
Şekil 22.15: Soldaki graf, kesilmeyen kenerlerden (het) oluşacak sehilde sağıdaki gibi de çizilebilir.

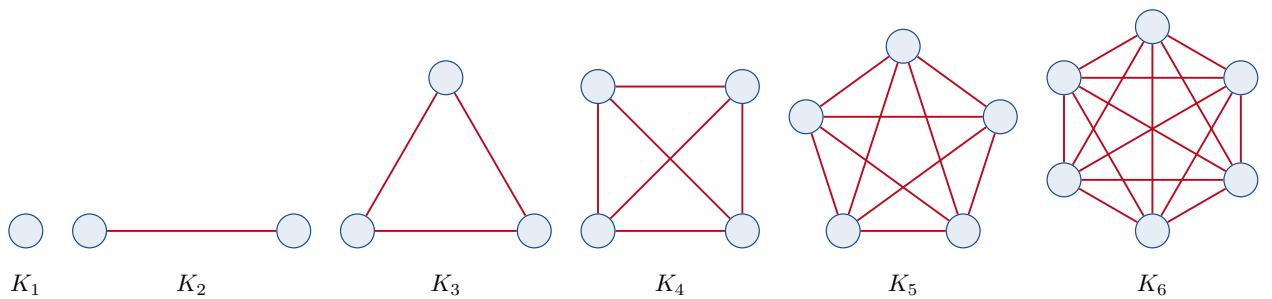


Figure 22.16: The first six complete graphs.

Şekil 22.16:

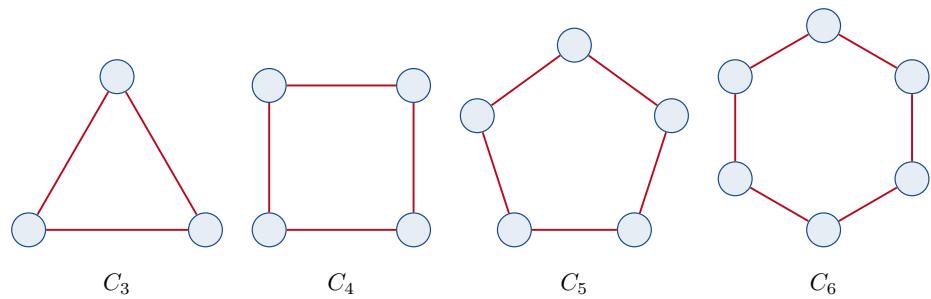


Figure 22.17: The first 4 cycle graphs.

Şekil 22.17:

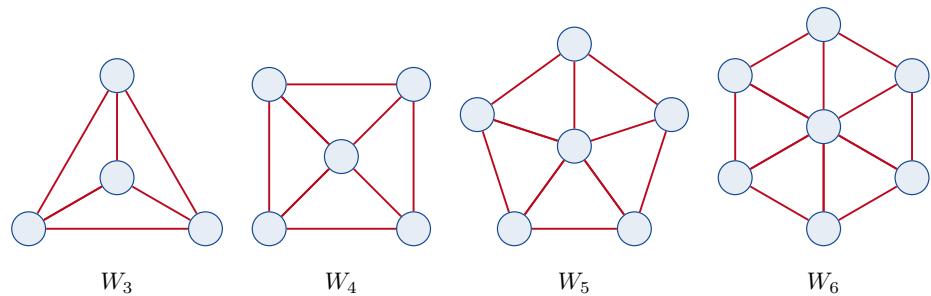


Figure 22.18: The first 4 wheel graphs.

Şekil 22.18:

Walks

Definition. A **walk** is a list $v_0, e_1, v_1, \dots, e_k, v_k$ of vertices and edges such that for $1 \leq i \leq k$, the edge e_i has endpoints v_{i-1} and v_i .

Example 22.7. Consider figure 22.21.

$a, e_1, b, e_5, e, e_4, d, e_3, c, e_6, f, e_7, g, e_7, f$

is a walk in this graph.

Definition. An **Eulerian trail** is a walk such that

- (i). no edge is repeated; and
- (ii). every edge is included.

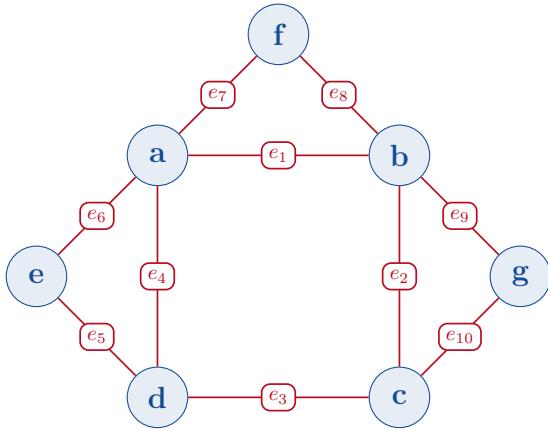


Figure 22.19: The graph referred to in example 22.8.

Sekil 22.19:

Example 22.8. Consider figure 22.19. The walk

$d, e_5, e, e_6, b, e_2, c, e_3, e, e_4, a, e_1, b, e_8, c, e_9, d, e_{10}, a, e_7, b$

is an Eulerian trail. Each of the ten edges appears once and only once in this list.

Remark. The Königsberg bridge problem can be rephrased as:

Does there exist an Eulerian trail in Königsberg?

Definition. A graph is **connected** if there exists a walk between every pair of vertices.

Example 22.9. In figure 22.6 on page 121, graph H is connected, but graph G is not connected.

Yol

Tanım. Bir **yol**, köşe ve kenarların $v_0, e_1, v_1, \dots, e_k, v_k$ şeklindeki bir listesidir öyle ki her $1 \leq i \leq k$ için e_i kenarını v_{i-1} ve v_i köşeleri ile bağlıdır..

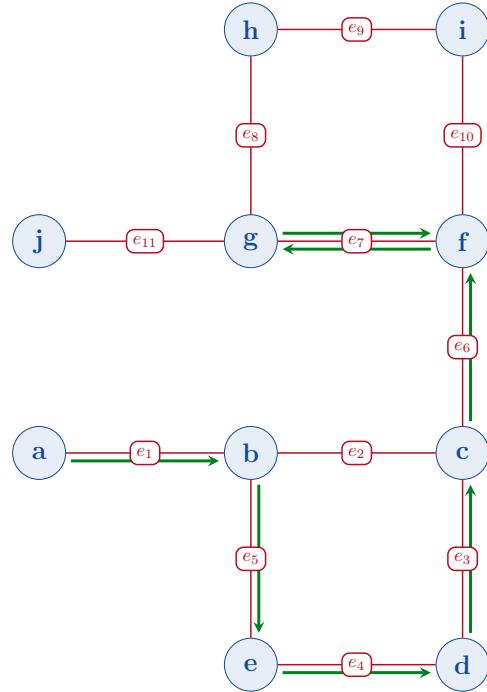


Figure 22.21: 22.7 örneğinde ifade edilen grafik.
Şekil 22.21:

Örnek 22.7. 22.21 şeklini ele alalım.

$a, e_1, b, e_5, e, e_4, d, e_3, c, e_6, f, e_7, g, e_7, f$

bu graf için bir yoldur.

Tanım. **Euler yolу,**

- (i). hiçbir köşenin tekrarlanmadığı, ve
- (ii). tüm kenarları içeren bir yoldur.

Örnek 22.8. 22.19 şeklini ele alalım.

$d, e_5, e, e_6, b, e_2, c, e_3, e, e_4, a, e_1, b, e_8, c, e_9, d, e_{10}, a, e_7, b$

yolu bir Euler yoludur. On kenarın her biri bu listede bir veya sadece bir kez görünür.

Not. Königsberg köprüsü problemi şu şekilde de sorulabilirdi: b

Königsberg köprüsü bir Euler yolu oluşturur mu??

Tanım. Farklı köşelerin her çifti arasında bir yol varsa bu grafa **bağlantılı** graf denir.

Örnek 22.9. 22.6 121 sayfasındaki 22.6 graflarından, H bağlantılıdır, fakat G bağlantılı değildir.

Theorem 22.3. Let G be a connected graph. Then there exists an Eulerian trail if and only if the number of vertices of odd degree is either 0 or 2.

Furthermore, if G has 2 vertices of odd degree, then the Eulerian trail must start and finish at these two vertices.

Example 22.10. Please consider figure 22.16 on page 126. Note that in K_3 and K_5 , every vertex has even degree. So there is an Eulerian trail in K_3 and in K_5 .

Notice further that all four vertices in K_4 are of odd degree. This means that K_4 does not contain an Eulerian trail.

Example 22.11. Please consider figure 22.19 again. Note that

$$\deg(a) = 4, \deg(b) = 5, \deg(c) = 4, \deg(d) = 3, \deg(e) = 4.$$

Two of the vertices have odd degree, b and d . So there must exist an Eulerian trail and it must start/end at b and d . In example 22.8 we have already found this trail.

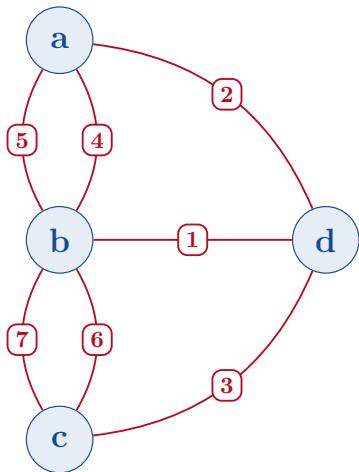


Figure 22.20: A graph of the seven bridges of Königsberg.

Şekil 22.20:

Example 22.12 (The Königsberg Bridge Problem). Now consider Königsberg as shown in figure 22.20. Note that

$$\deg(a) = 3, \quad \deg(b) = 5, \quad \deg(c) = 3, \quad \deg(d) = 3.$$

Since all four vertices have odd degree, there does not exist an Eulerian trail in Königsberg.

Therefore it was not possible to walk around the city of Königsberg and cross each bridge once.

Teorem 22.3. G bağılı bir graf olsun. Bir Eulerian yolu var olması için gerek ve yeter koşul tek dereceli köşelerin sayısının 0 ya da 2 olmasıdır.

Dahası, Eğer G tek dereceli iki köşeye sahipse, Euler yolu Furthermore, if G has 2 vertices of odd degree, then the Eulerian trail must start and finish at these two vertices.

Örnek 22.10. Please consider figure 22.16 on page 126. Note that in K_3 and K_5 , every vertex has even degree. So there is an Eulerian trail in K_3 and in K_5 .

Notice further that all four vertices in K_4 are of odd degree. This means that K_4 does not contain an Eulerian trail.

Örnek 22.11. Please consider figure 22.19 again. Note that

$$\deg(a) = 4, \deg(b) = 5, \deg(c) = 4, \deg(d) = 3, \deg(e) = 4.$$

Two of the vertices have odd degree, b and d . So there must exist an Eulerian trail and it must start/end at b and d . In example 22.8 we have already found this trail.

Örnek 22.12 (The Königsberg Bridge Problem). Now consider Königsberg as shown in figure 22.20. Note that

$$\deg(a) = 3, \quad \deg(b) = 5, \quad \deg(c) = 3, \quad \deg(d) = 3.$$

Since all four vertices have odd degree, there does not exist an Eulerian trail in Königsberg.

Therefore it was not possible to walk around the city of Königsberg and cross each bridge once.

Euler's Formula for Polyhedra

Euler's formula is

$$n(V) - n(E) + n(F)$$

where

$n(V)$ = number of vertices

$n(E)$ = number of edges

$n(F)$ = number of faces.

Euler'in Çok Yüzlü Cisim Formülü

Euler's formula is

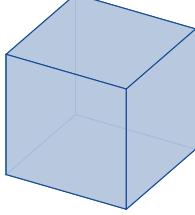
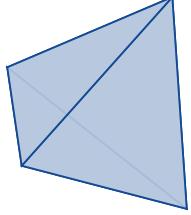
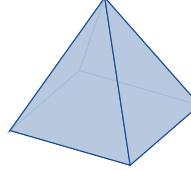
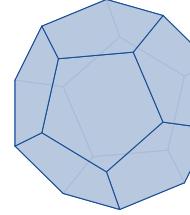
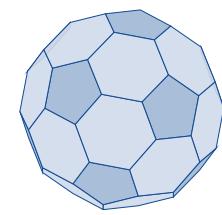
$$n(V) - n(E) + n(F)$$

where

$n(V)$ = number of vertices

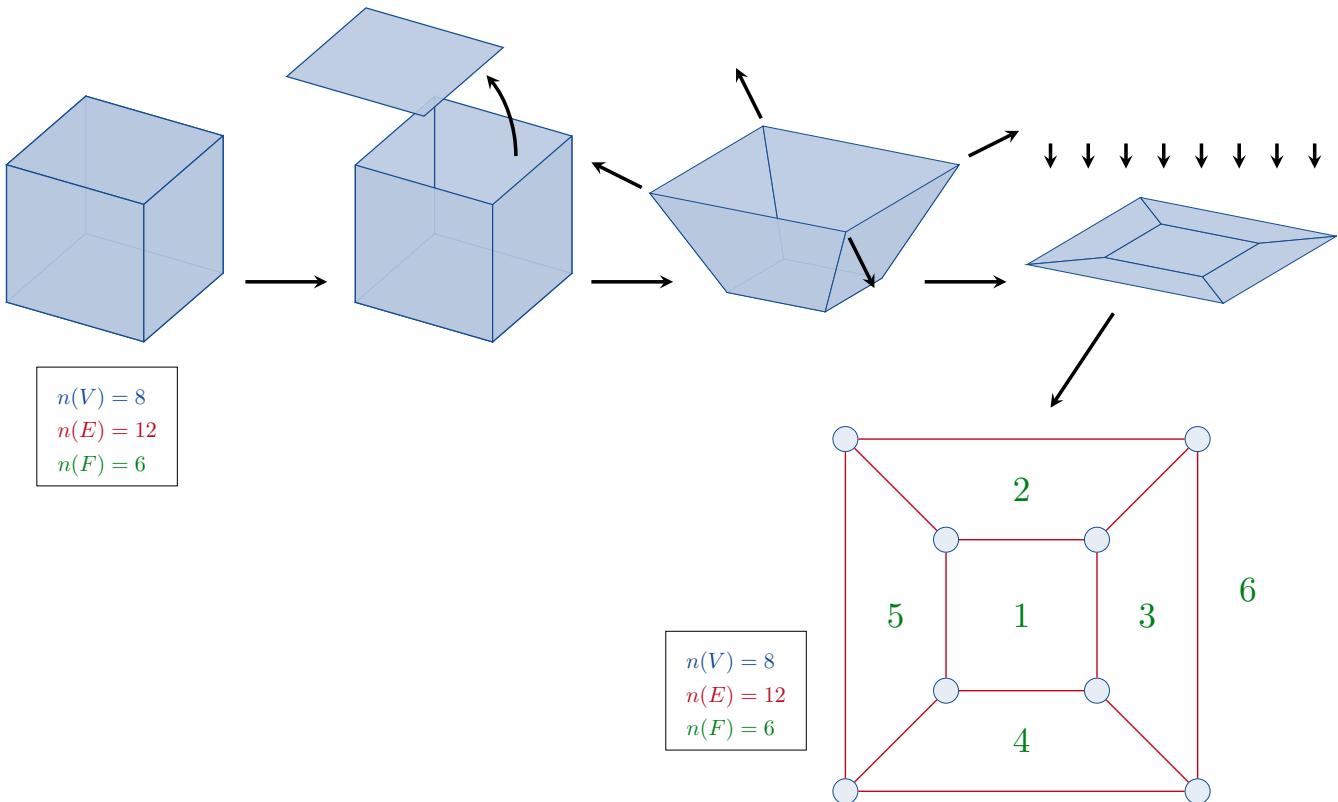
$n(E)$ = number of edges

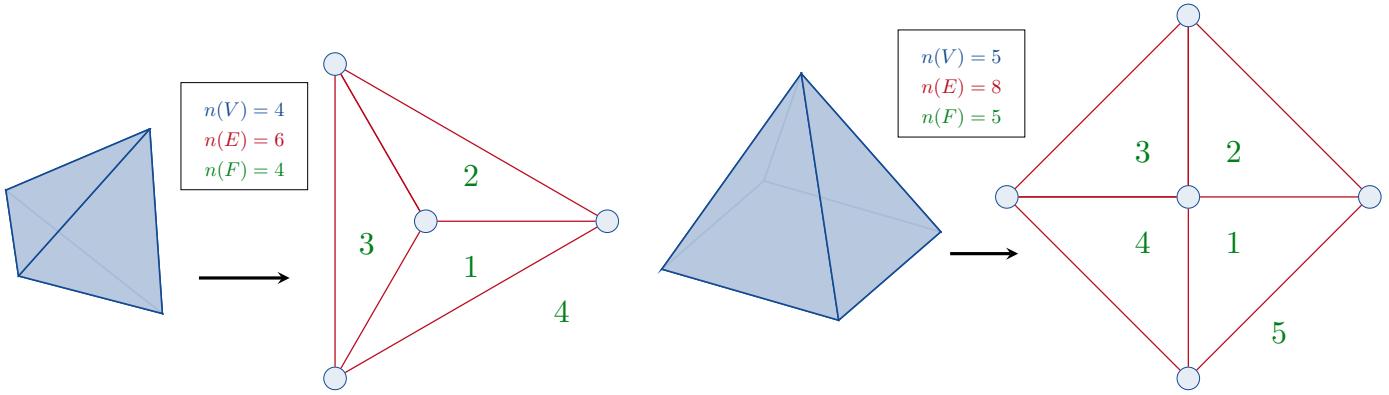
$n(F)$ = number of faces.

cube küp	tetrahedron dörtyüzlü	pyramid piramit	dodecahedron (12 pentagons)	football (12 pentagons & 20 hexagons)
				
$n(V)$ 8	$n(E)$ 12	$n(F)$ 6	$n(V)$ 5	$n(V)$ 20
$n(E)$ 12	$n(E)$ 6	$n(E)$ 8	$n(E)$ 30	$n(E)$ 90
$n(F)$ 6	$n(F)$ 4	$n(F)$ 5	$n(F)$ 12	$n(F)$ 32
$n(V) - n(E) + n(F)$ $8 - 12 + 6 = 2$	$4 - 6 + 4 = 2$	$5 - 8 + 5 = 2$	$20 - 30 + 12 = 2$	$60 - 90 + 32 = 2$

Remark. If we have a polyhedron without any holes in it, is Euler's formula always equal to 2? And if so, how can we prove it?

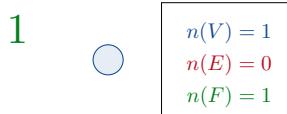
Not. If we have a polyhedron without any holes in it, is Euler's formula always equal to 2? And if so, how can we prove it?





Every three dimensional polyhedron is equivalent to a connected, planar, simple graph. So if we know something about these graphs, then we also know it about polyhedra. What do we know about such graphs?

Let us start with the first complete graph:

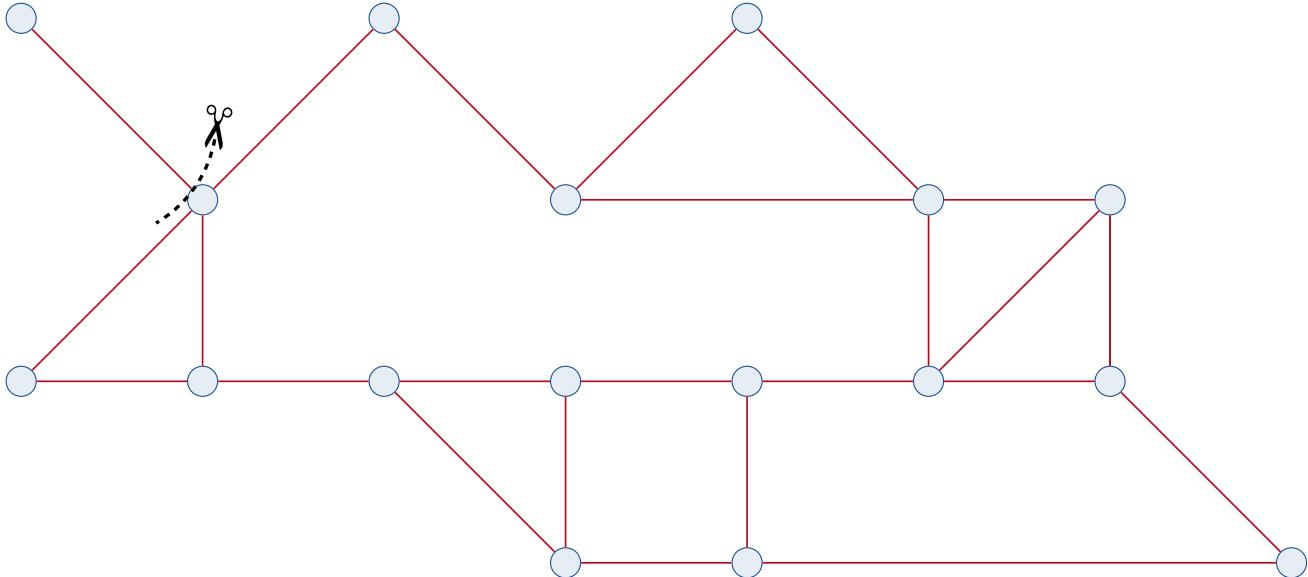


This graph, K_1 , is called the **trivial graph**. It has one vertex, zero edges and one face. So

$$n(V) - n(E) + n(F) = 1 - 0 + 1 = 2.$$

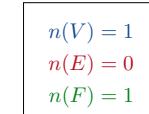
Now let us take any connected, planar, simple graph. How can we simplify this graph?

We can remove a pendant vertex (a vertex v with $\deg(v) = 1$) and its edge.



Every three dimensional polyhedron is equivalent to a connected, planar, simple graph. So if we know something about these graphs, then we also know it about polyhedra. What do we know about such graphs?

Let us start with the first complete graph:



This graph, K_1 , is called the **trivial graph**. It has one vertex, zero edges and one face. So

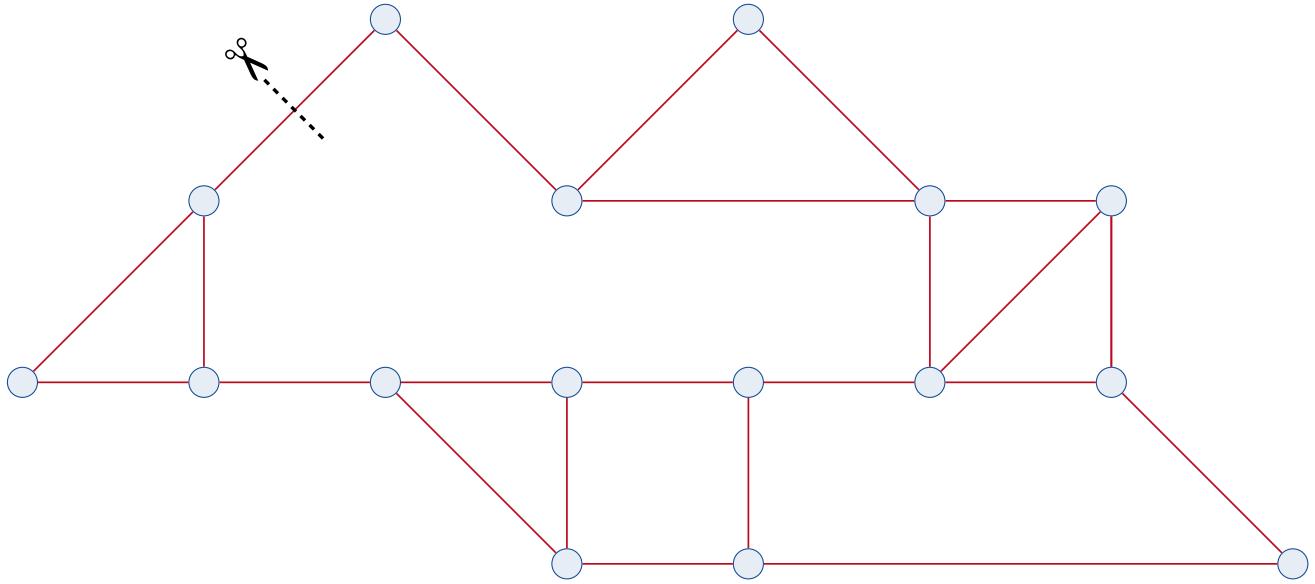
$$n(V) - n(E) + n(F) = 1 - 0 + 1 = 2.$$

Now let us take any connected, planar, simple graph. How can we simplify this graph?

We can remove a pendant vertex (a vertex v with $\deg(v) = 1$) and its edge.

Then we still have a connected, planar, simple graph and we have decreased $n(V)$ by 1 and we have decreased $n(E)$ by 1. So $n(V) - n(E) + n(F)$ stays the same.

We can also remove an edge which separates two faces. E.g.

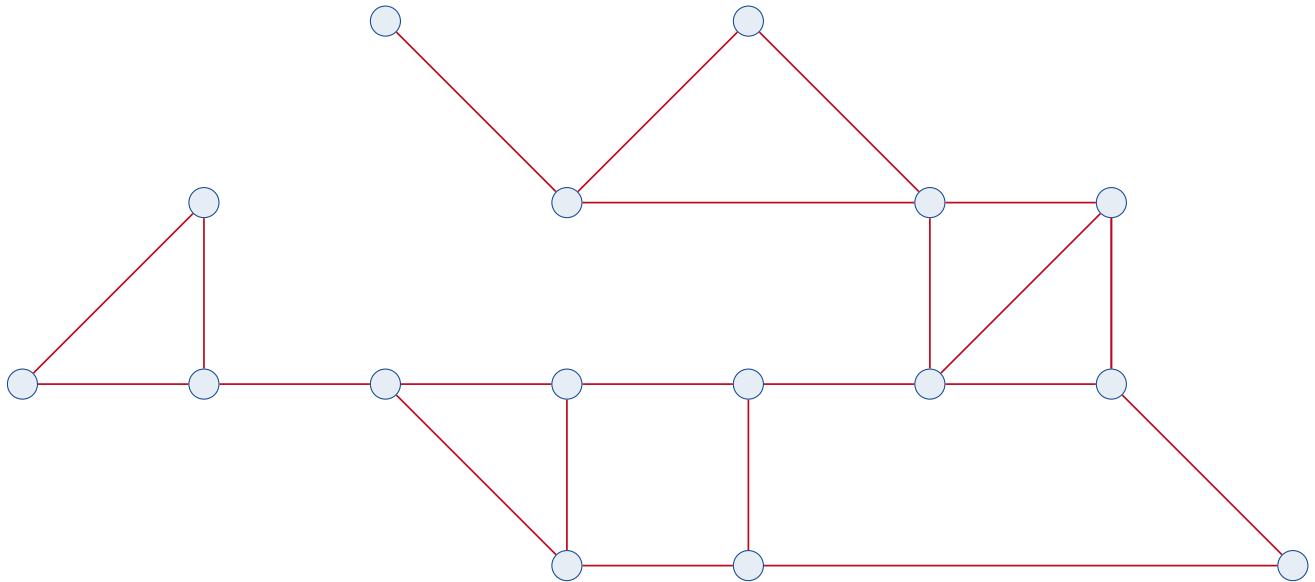


As before, we still have a connected, planar, simple graph. Moreover, we have decreased $n(E)$ by 1 and we have decreased $n(F)$ by 1. So again, $n(V) - n(E) + n(F)$ stays the same.

Then we still have a connected, planar, simple graph and we have decreased $n(V)$ by 1 and we have decreased $n(E)$ by 1. So $n(V) - n(E) + n(F)$ stays the same.

We can also remove an edge which separates two faces. E.g.

As before, we still have a connected, planar, simple graph. Moreover, we have decreased $n(E)$ by 1 and we have decreased $n(F)$ by 1. So again, $n(V) - n(E) + n(F)$ stays the same.



Because we can reduce every connected, planar, simple graph to the trivial graph, every such graph must have the same $n(V) - n(E) + n(F)$ number as the trivial graph. Therefore:

Theorem 22.4. If G is a connected, planar, simple graph, then

$$n(V) - n(E) + n(F) = 2.$$

Because we can reduce every connected, planar, simple graph to the trivial graph, every such graph must have the same $n(V) - n(E) + n(F)$ number as the trivial graph. Therefore:

Theorem 22.4. If G is a connected, planar, simple graph, then

$$n(V) - n(E) + n(F) = 2.$$

... and the same is true for polyhedra without holes.

... and the same is true for polyhedra without holes.

Problems

Problem 22.1 (Drawing Graphs). Draw the graph $G = (V, E)$ where $V = \{a, b, c, d, e\}$ and

- (a). $E = \{e_1 = (a, b), e_2 = (b, c), e_3 = (c, d), e_4 = (d, e)\}.$
- (b). $E = \{e_1 = (a, b), e_2 = (b, c), e_3 = (c, d), e_4 = (d, e), e_5 = (a, e), e_6 = (b, d), e_7 = (b, e), e_8 = (a, d)\}.$
- (c). $E = \{e_1 = (b, c), e_2 = (d, e), e_3 = (c, d), e_4 = (a, c), e_5 = (b, d), e_6 = (c, e), e_7 = (a, d), e_8 = (b, e)\}.$

Problem 22.2 (Counting Edges). How many edges do the following graphs have?

- | | |
|---------------|------------------------|
| (a). K_n | (d). W_n |
| (b). K_{nm} | (e). Q_n |
| (c). C_n | (f). the trivial graph |

Problem 22.3 (Planar Graphs). Please see figures 22.9 and 22.13 on page 124. Are these planar graphs? Prove your answer.

Problem 22.4 (Bipartite Graphs). Are the following graphs bipartite graphs?

- | | | |
|-------------------|-------------------|-------------------|
| (a). Q_2 | (c). Figure 22.19 | (e). Figure 22.22 |
| (b). Figure 22.12 | (d). Figure 22.21 | (f). Figure 22.23 |

Problem 22.5 (Euler's Formula). Draw a graph which does not satisfy $n(V) - n(E) + n(F) = 2$.

Problem 22.6 (Eulerian trails). Consider the two graphs below. For each graph, answer the question: Does this graph contain an Eulerian trail? If “yes”, give an example of an Eulerian trail in that graph. If “no”, explain how we know that it does not contain an Eulerian trail.

- | | |
|--------------------|----------------|
| (a). Figure 22.22. | (c). Figure ?? |
| (b). Figure 22.23. | (d). Figure ?? |

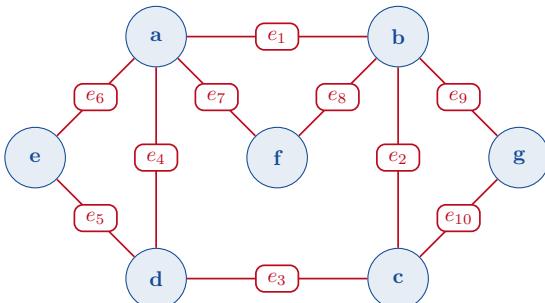


Figure 22.22: A graph referred to in exercise 22.6.
Şekil 22.22:

Sorular

Soru 22.1 (Drawing Graphs). Draw the graph $G = (V, E)$ where $V = \{a, b, c, d, e\}$ and

- (a). $E = \{e_1 = (a, b), e_2 = (b, c), e_3 = (c, d), e_4 = (d, e)\}.$
- (b). $E = \{e_1 = (a, b), e_2 = (b, c), e_3 = (c, d), e_4 = (d, e), e_5 = (a, e), e_6 = (b, d), e_7 = (b, e), e_8 = (a, d)\}.$
- (c). $E = \{e_1 = (b, c), e_2 = (d, e), e_3 = (c, d), e_4 = (a, c), e_5 = (b, d), e_6 = (c, e), e_7 = (a, d), e_8 = (b, e)\}.$

Soru 22.2 (Counting Edges). Asagidaki graflarin kener sayilarini bulunuz.

- | | |
|---------------|------------------------|
| (a). K_n | (d). W_n |
| (b). K_{nm} | (e). Q_n |
| (c). C_n | (f). the trivial graph |

Soru 22.3 (Planar Graphs). Please see figures 22.9 and 22.13 on page 124. Are these planar graphs? Prove your answer.

Soru 22.4 (Bipartite Graphs). Are the following graphs bipartite graphs?

- | | | |
|-------------------|-------------------|-------------------|
| (a). Q_2 | (c). Figure 22.19 | (e). Figure 22.22 |
| (b). Figure 22.12 | (d). Figure 22.21 | (f). Figure 22.23 |

Soru 22.5 (Euler's Formula). Draw a graph which does not satisfy $n(V) - n(E) + n(F) = 2$.

Soru 22.6 (Eulerian trails). Consider the two graphs below. For each graph, answer the question: Does this graph contain an Eulerian trail? If “yes”, give an example of an Eulerian trail in that graph. If “no”, explain how we know that it does not contain an Eulerian trail.

- | | |
|--------------------|----------------|
| (a). Figure 22.22. | (c). Figure ?? |
| (b). Figure 22.23. | (d). Figure ?? |

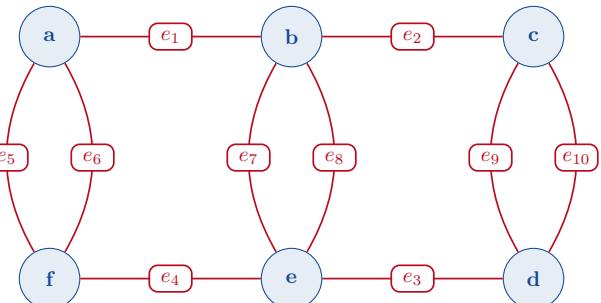


Figure 22.23: A graph referred to in exercise 22.6.
Şekil 22.23:

Part IV

Calculus

23

Limits

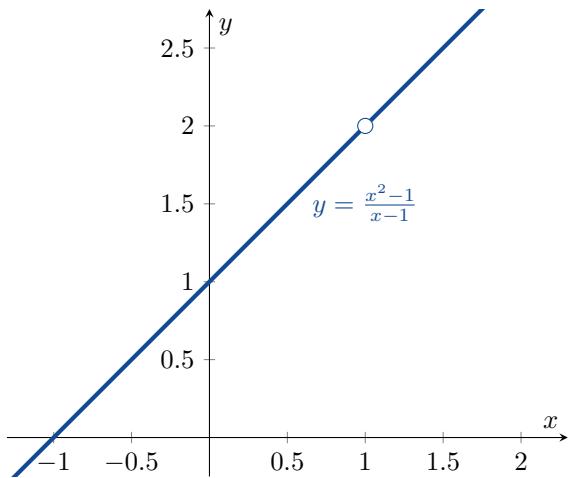


Figure 23.1: The function $f(x) = \frac{x^2 - 1}{x - 1}$.

Şekil 23.1: $f(x) = \frac{x^2 - 1}{x - 1}$ fonksiyonu.

Consider the function $f : (-\infty, 1) \cup (1, \infty) \rightarrow \mathbb{R}$, $f(x) = \frac{x^2 - 1}{x - 1}$ as shown in figure 23.1.

Question: How does f behave when x is close to 1?

We can see from table 23.1 that:

“If x is close to 1, then $f(x)$ is close to 2.”

Mathematically, we write this as

$$\lim_{x \rightarrow 1} f(x) = 2$$

and read it as “the limit, as x tends to 1, of $f(x)$ is equal to 2”.

x	$f(x)$
0.9	1.9
1.1	2.1
0.99	1.99
1.01	2.01
0.999	1.999
1.001	2.001

Table 23.1: Some values of $f(x) = \frac{x^2 - 1}{x - 1}$.

Tablo 23.1: $f(x) = \frac{x^2 - 1}{x - 1}$ ’nın bazı değerleri.

$f(x) = \frac{x^2 - 1}{x - 1}$ ile tanımlı $f : (-\infty, 1) \cup (1, \infty) \rightarrow \mathbb{R}$ nm bazı değerleri şekil 23.1 de veriliyor.

Soru: x , 1’e yakın olduğunda f nasıl davranıyor?

Tablo 23.1 den şu gözlemi yapabiliriz:

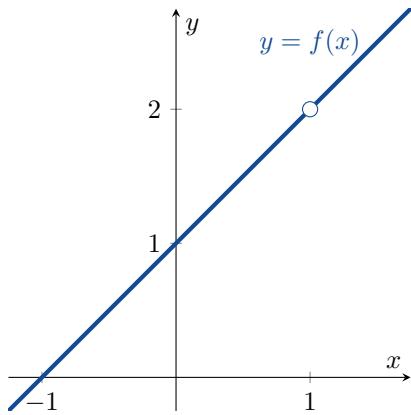
“ x , 1’e yakınsa, $f(x)$ de, 2’ye yakın olur.”

Matematiksel olarak, bunu

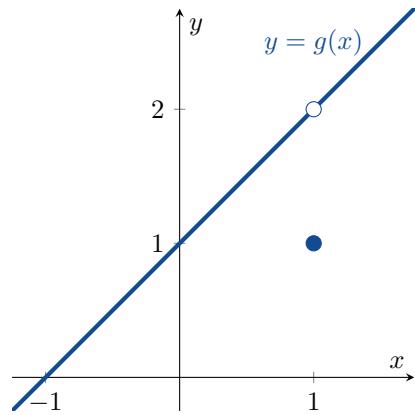
$$\lim_{x \rightarrow 1} f(x) = 2$$

olarak yazırız ve x , 1 e yaklaştıken, $f(x)$ in limiti 2’ye eşittir olarak okuruz.

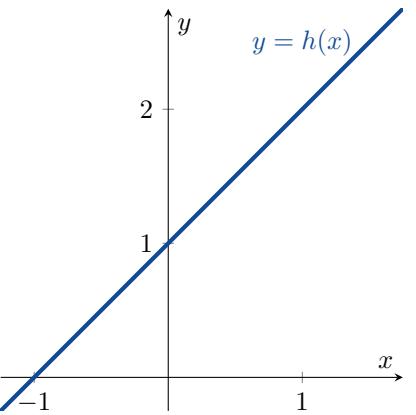
Example 23.1. Consider the following three functions:



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



$$g(x) = \begin{cases} \frac{x^2 - 1}{x - 1} & x \neq 1 \\ 1 & x = 1 \end{cases}$$



$$h(x) = x + 1$$

Note that

- $\lim_{x \rightarrow 1} f(x) = 2$, but f is not defined at $x = 1$;
- $\lim_{x \rightarrow 1} g(x) = 2$, but $g(1) \neq 2$; and
- $\lim_{x \rightarrow 1} h(x) = 2$ and $h(1) = 2$.

- $\lim_{x \rightarrow 1} f(x) = 2$, fakat f , $x = 1$ de tanımlı değildir;
- $\lim_{x \rightarrow 1} g(x) = 2$, fakat $g(1) \neq 2$; ve
- $\lim_{x \rightarrow 1} h(x) = 2$ ve $h(1) = 2$.

olduğuna dikkat edelim.

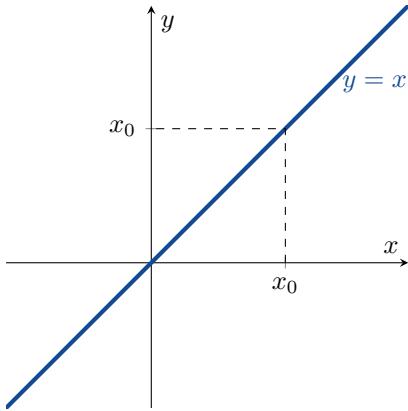


Figure 23.2: The Identity Function
Şekil 23.2: Özdeş fonksiyon.

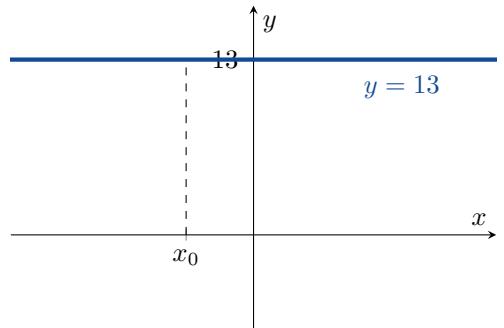


Figure 23.3: A Constant Function
Şekil 23.3: Sabit fonksiyon.

Example 23.2 (The Identity Function). $f(x) = x$

$$\lim_{x \rightarrow x_0} f(x) = \lim_{x \rightarrow x_0} x = x_0$$

Example 23.3 (A Constant Function). $f(x) = 13$

$$\lim_{x \rightarrow x_0} f(x) = \lim_{x \rightarrow x_0} 13 = 13$$

Örnek 23.2 (Birim Fonksiyon). $f(x) = x$

$$\lim_{x \rightarrow x_0} f(x) = \lim_{x \rightarrow x_0} x = x_0$$

Örnek 23.3 (Sabit Fonksiyon). $f(x) = 13$

$$\lim_{x \rightarrow x_0} f(x) = \lim_{x \rightarrow x_0} 13 = 13$$

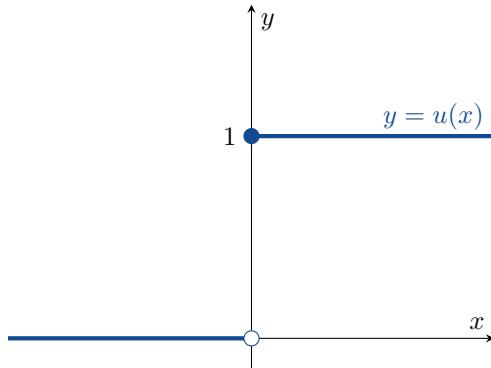


Figure 23.4: A graph of the function $u(x)$.
Şekil 23.4: $u(x)$ fonksiyonunun bir grafiği.

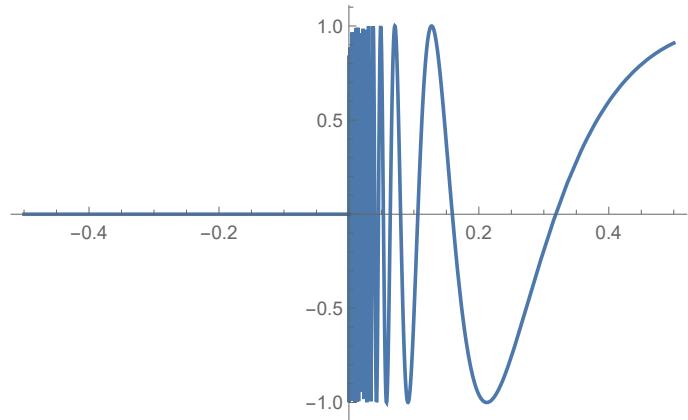


Figure 23.5: A graph of the function $v(x)$.
Şekil 23.5: $v(x)$ fonksiyonunun bir grafiği.

Example 23.4 (Sometimes Limits Do Not Exist). Consider the functions

$$u(x) = \begin{cases} 0 & x < 0 \\ 1 & x \geq 0 \end{cases} \quad \text{and} \quad v(x) = \begin{cases} 0 & x \leq 0 \\ \sin \frac{1}{x} & x > 0 \end{cases}$$

as shown in figures 23.4 and 23.5.

Note that $\lim_{x \rightarrow 0} u(x)$ does not exist. To understand why, we consider x close to 0:

- If x is close to 0 and $x < 0$, then $u(x) = 0$.
- If x is close to 0 and $x > 0$, then $u(x) = 1$.

Because 0 is not close to 1, the limit as $x \rightarrow 0$ can not exist.

Moreover $\lim_{x \rightarrow 0} v(x)$ does not exist because $v(x)$ oscillates up and down too quickly if $x > 0$ and $x \rightarrow 0$.

Örnek 23.4 (Limit Her Zaman Mevcut Olmayıpabilir). Şu fonksiyonları inceleyelim

$$u(x) = \begin{cases} 0 & x < 0 \\ 1 & x \geq 0 \end{cases} \quad \text{ve} \quad v(x) = \begin{cases} 0 & x \leq 0 \\ \sin \frac{1}{x} & x > 0 \end{cases}$$

bakınız şekil 23.4 ve 23.5.

$\lim_{x \rightarrow 0} u(x)$ limitinin mevcut olmadığını dikkat ediniz. Bunun neden mevcut olmadığını anlamak için, x 'in 0'a çok yakın olduğunu düşünelim:

- x , 0'a çok yakın ve $x < 0$ iken, $u(x) = 0$ dir.
- x , 0'a çok yakın ve $x > 0$ iken, $u(x) = 1$ olur.

0, 1'e çok yakın olmadığı için, $x \rightarrow 0$ iken limit mevcut değildir.

Ayrıca, $x > 0$ ve $x \rightarrow 0$ iken, $v(x)$, çok hızlı bir şekilde yukarıya ve aşağıya doğru salınır, çünkü $\lim_{x \rightarrow 0} v(x)$ mevcut değildir.

Theorem 23.1 (The Limit Laws). Suppose that

- $L, M, c, k \in \mathbb{R}$;
- f and g are functions;
- $\lim_{x \rightarrow c} f(x) = L$; and
- $\lim_{x \rightarrow c} g(x) = M$.

Then

(i). **Sum Rule:**

$$\lim_{x \rightarrow c} (f(x) + g(x)) = L + M;$$

(ii). **Difference Rule:**

$$\lim_{x \rightarrow c} (f(x) - g(x)) = L - M;$$

(iii). **Constant Multiple Rule:**

$$\lim_{x \rightarrow c} (kf(x)) = kL;$$

(iv). **Product Rule:**

$$\lim_{x \rightarrow c} (f(x)g(x)) = LM;$$

(v). **Quotient Rule:** if $M \neq 0$, then

$$\lim_{x \rightarrow c} \left(\frac{f(x)}{g(x)} \right) = \frac{L}{M};$$

(vi). **Power Rule:** if $n \in \mathbb{N}$, then

$$\lim_{x \rightarrow c} (f(x))^n = L^n;$$

(vii). **Root Rule:** if $n \in \mathbb{N}$ and $\sqrt[n]{L}$ exists, then

$$\lim_{x \rightarrow c} \sqrt[n]{f(x)} = \sqrt[n]{L} = L^{\frac{1}{n}}.$$

Example 23.5. Find $\lim_{x \rightarrow 2} (x^3 + 4x^2 - 3)$.

solution:

$$\begin{aligned} \lim_{x \rightarrow 2} (x^3 + 4x^2 - 3) &= (\lim_{x \rightarrow 2} x^3) + (\lim_{x \rightarrow 2} 4x^2) - (\lim_{x \rightarrow 2} 3) \\ &\quad (\text{sum and difference rules}) \\ &= (\lim_{x \rightarrow 2} x)^3 + 4(\lim_{x \rightarrow 2} x)^2 - (\lim_{x \rightarrow 2} 3) \\ &\quad (\text{power and constant multiple rules}) \\ &= 2^3 + 4(2^2) - 3 = 21. \end{aligned}$$

Example 23.7. Find $\lim_{x \rightarrow 5} \frac{x^4 + x^2 - 1}{x^2 + 5}$.

Teorem 23.1 (Limit Kuralları). Varsayılam ki

- $L, M, c, k \in \mathbb{R}$;
- f ve g iki fonksiyon;
- $\lim_{x \rightarrow c} f(x) = L$; ve
- $\lim_{x \rightarrow c} g(x) = M$ olsun.

O halde

(i). **Toplam Kuralı:**

$$\lim_{x \rightarrow c} (f(x) + g(x)) = L + M;$$

(ii). **Fark Kuralı:**

$$\lim_{x \rightarrow c} (f(x) - g(x)) = L - M;$$

(iii). **Sabitle Çarpım Kuralı:**

$$\lim_{x \rightarrow c} (kf(x)) = kL;$$

(iv). **Çarpım Kuralı:**

$$\lim_{x \rightarrow c} (f(x)g(x)) = LM;$$

(v). **Bölüm Kuralı:** $M \neq 0$, ise

$$\lim_{x \rightarrow c} \left(\frac{f(x)}{g(x)} \right) = \frac{L}{M};$$

(vi). **Kuvvet Kuralı:** $n \in \mathbb{N}$, ise

$$\lim_{x \rightarrow c} (f(x))^n = L^n;$$

(vii). **Kök Kuralı:** if $n \in \mathbb{N}$ ve $\sqrt[n]{L}$ mevcutsa, then

$$\lim_{x \rightarrow c} \sqrt[n]{f(x)} = \sqrt[n]{L} = L^{\frac{1}{n}}.$$

Örnek 23.6. $\lim_{x \rightarrow 6} 8(x - 5)(x - 7)$ limitini bulunuz.

çözüm:

$$\begin{aligned} \lim_{x \rightarrow 6} 8(x - 5)(x - 7) &= 8 \lim_{x \rightarrow 6} (x - 5)(x - 7) \\ &\quad (\text{sabitle çarpım kuralı}) \\ &= 8 \left(\lim_{x \rightarrow 6} (x - 5) \right) \left(\lim_{x \rightarrow 6} (x - 7) \right) \\ &\quad (\text{çarpım kuralı}) \\ &= 8(1)(-1) = -8. \end{aligned}$$

Örnek 23.8. $\lim_{x \rightarrow -5} \frac{x^2 + 3x - 11}{x + 6}$ limitini bulunuz.

solution:

$$\begin{aligned}\lim_{x \rightarrow 5} \frac{x^4 + x^2 - 1}{x^2 + 5} &= \frac{\lim_{x \rightarrow 5}(x^4 + x^2 - 1)}{\lim_{x \rightarrow 5}(x^2 + 5)} \\ &\quad (\text{quotient rule}) \\ &= \frac{\lim_{x \rightarrow 5} x^4 + \lim_{x \rightarrow 5} x^2 - \lim_{x \rightarrow 5} 1}{\lim_{x \rightarrow 5} x^2 + \lim_{x \rightarrow 5} 5} \\ &\quad (\text{sum and difference rules}) \\ &= \frac{5^4 + 5^2 - 1}{5^2 + 5} \\ &\quad (\text{power rule}) \\ &= \frac{649}{30}.\end{aligned}$$

çözüm:

$$\begin{aligned}\lim_{x \rightarrow -5} \frac{x^2 + 3x - 11}{x + 6} &= \frac{\lim_{x \rightarrow -5}(x^2 + 3x - 11)}{\lim_{x \rightarrow -5}(x + 6)} \\ &\quad (\text{bölüm kuralı}) \\ &= \frac{\lim_{x \rightarrow -5} x^2 + \lim_{x \rightarrow -5} 3x - \lim_{x \rightarrow -5} 11}{\lim_{x \rightarrow -5} x + \lim_{x \rightarrow -5} 6} \\ &\quad (\text{toplam ve fark kuralı}) \\ &= \frac{(-5)^2 - 15 - 11}{-5 + 6} \\ &\quad (\text{kuvvet kuralı}) \\ &= \frac{-1}{1} = -1.\end{aligned}$$

Theorem 23.2 (Limits of Polynomial Functions). If $P(x) = a_n x^n + a_{n-1} x^{n-1} + \dots + a_1 x + a_0$ is a polynomial function, then

$$\lim_{x \rightarrow c} P(x) = P(c).$$

Theorem 23.3 (Limits of Rational Functions). If $P(x)$ and $Q(x)$ are polynomial functions and if $Q(c) \neq 0$, then

$$\lim_{x \rightarrow c} \frac{P(x)}{Q(x)} = \frac{P(c)}{Q(c)}.$$

Example 23.9.

$$\lim_{x \rightarrow -1} \frac{x^3 + 4x^2 - 3}{x^2 + 5} = \frac{(-1)^3 + 4(-1)^2 - 3}{(-1)^2 + 5} = \frac{0}{6} = 0.$$

Eliminating Zero Denominators Algebraically

$$\lim_{x \rightarrow c} \frac{P(x)}{Q(x)}$$

What can we do if $Q(c) = 0$?

Example 23.11.

$$\lim_{x \rightarrow 1} \frac{x^2 + x - 2}{x^2 - x}$$

If we just put in $x = 1$, we would get “ $\frac{0}{0}$ ” and we never never never want “ $\frac{0}{0}$ ”.

Instead, we try to factor $x^2 + x - 2$ and $x^2 - x$. If $x \neq 1$, we have that

$$\frac{x^2 + x - 2}{x^2 - x} = \frac{(x-1)(x+2)}{x(x-1)} = \frac{x+2}{x}.$$

So

$$\lim_{x \rightarrow 1} \frac{x^2 + x - 2}{x^2 - x} = \lim_{x \rightarrow 1} \frac{x+2}{x} = \frac{1+2}{1} = 3.$$

Teorem 23.2 (Polinomların Limitleri). $P(x) = a_n x^n + a_{n-1} x^{n-1} + \dots + a_1 x + a_0$ bir polinom fonksiyonsa,

$$\lim_{x \rightarrow c} P(x) = P(c).$$

Teorem 23.3 (Rasyonel Fonksiyonların Limitleri). $P(x)$ ve $Q(x)$ polinomlar ve $Q(c) \neq 0$ ise, o halde

$$\lim_{x \rightarrow c} \frac{P(x)}{Q(x)} = \frac{P(c)}{Q(c)}.$$

Örnek 23.10.

$$\lim_{x \rightarrow 2} \frac{x^3 + 4x^2 - 3}{x^2 + 5} = \frac{(2)^3 + 4(2)^2 - 3}{(2)^2 + 5} = \frac{8 + 16 - 3}{4 + 5} = \frac{21}{9} = \frac{7}{3}.$$

Sıfır Paydaların Cebirsel Olarak Yok Edilmesi

$$\lim_{x \rightarrow c} \frac{P(x)}{Q(x)}$$

$Q(c) = 0$ ise ne yapılabilir?

Örnek 23.12.

$$\lim_{x \rightarrow -5} \frac{x^2 + 3x - 10}{x^2 + 5x}$$

If we just put in $x = -5$ koyarsak, “ $\frac{0}{0}$ ” buluruz ve unutmayın “ $\frac{0}{0}$ ” asla ve asla istemediğimiz birşey.

Onun yerine, $x^2 + 3x - 10$ ve $x^2 + 5x$ yi çarpalarına ayırız. $x \neq -5$ ise, şunu buluruz

$$\frac{x^2 + 3x - 10}{x^2 + 5x} = \frac{(x+5)(x-2)}{x(x+5)} = \frac{x-2}{x}.$$

Yani

$$\lim_{x \rightarrow -5} \frac{x^2 + 3x - 10}{x^2 + 5x} = \lim_{x \rightarrow -5} \frac{x-2}{x} = \frac{-5-2}{-5} = \frac{7}{5}.$$

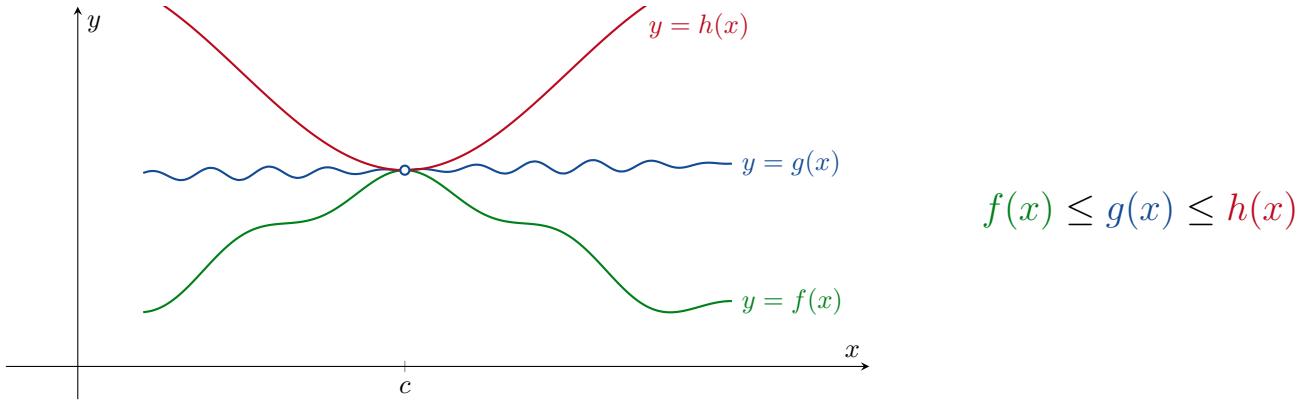


Figure 23.6: The Sandwich Theorem
Şekil 23.6: Sandöviç Teoremi

The Sandwich Theorem

See figure 23.6.

Theorem 23.4 (The Sandwich Theorem). Suppose that

- $f(x) \leq g(x) \leq h(x)$ for all x “close” to c ($x \neq c$); and
- $\lim_{x \rightarrow c} f(x) = \lim_{x \rightarrow c} h(x) = L$.

Then

$$\lim_{x \rightarrow c} g(x) = L$$

also.

Example 23.13. The inequality

$$1 - \frac{x^2}{6} < \frac{x \sin x}{2 - 2 \cos x} < 1$$

holds for all x close to 0 ($x \neq 0$). Calculate $\lim_{x \rightarrow 0} \frac{x \sin x}{2 - 2 \cos x}$.

solution: Since $\lim_{x \rightarrow 0} 1 - \frac{x^2}{6} = 1 - \frac{0}{6} = 1$ and $\lim_{x \rightarrow 0} 1 = 1$, it follows by the Sandwich Theorem that $\lim_{x \rightarrow 0} \frac{x \sin x}{2 - 2 \cos x} = 1$.

Theorem 23.5. If

- $f(x) \leq g(x)$ for all x close to c ($x \neq c$);
- $\lim_{x \rightarrow c} f(x)$ exists; and
- $\lim_{x \rightarrow c} g(x)$ exists,

then

$$\lim_{x \rightarrow c} f(x) \leq \lim_{x \rightarrow c} g(x).$$

Sandöviç Teoremi

Bkz. şekil 23.6.

Teorem 23.4 (Sandöviç Teoremi). Varsayılmı ki

- c ($x \neq c$) ye “çok yakın” bütün x ler için $f(x) \leq g(x) \leq h(x)$ ve
- $\lim_{x \rightarrow c} f(x) = \lim_{x \rightarrow c} h(x) = L$ olsun.

O zaman

$$\lim_{x \rightarrow c} g(x) = L$$

ifadesi doğrudur.

Örnek 23.13.

$$1 - \frac{x^2}{6} < \frac{x \sin x}{2 - 2 \cos x} < 1$$

eşitsizliği 0 a çok yakın bütün x ler ($x \neq 0$) için doğrudur.

$\lim_{x \rightarrow 0} \frac{x \sin x}{2 - 2 \cos x}$ limitini bulunuz.

Çözüm: $\lim_{x \rightarrow 0} 1 - \frac{x^2}{6} = 1 - \frac{0}{6} = 1$ ve $\lim_{x \rightarrow 0} 1 = 1$ olduğundan, Sandöviç Teoremi gereğince $\lim_{x \rightarrow 0} \frac{x \sin x}{2 - 2 \cos x} = 1$ olarak bulunur.

Teorem 23.5. Eğer

- Her c ye çok yakın (ama $x \neq c$) bütün x ler için $f(x) \leq g(x)$ ise ;
- $\lim_{x \rightarrow c} f(x)$ mevcutsa ve
- $\lim_{x \rightarrow c} g(x)$ mevcutsa,

o vakit

$$\lim_{x \rightarrow c} f(x) \leq \lim_{x \rightarrow c} g(x)$$

doğru olur.

Problems

Problem 23.1. Consider the function shown in figure 23.7. Decide if each of the following statements is true or false.

- (a). $\lim_{x \rightarrow 0} f(x)$ exists,
- (b). $\lim_{x \rightarrow 0} f(x) = 0$,
- (c). $\lim_{x \rightarrow 0} f(x) = 1$,
- (d). $\lim_{x \rightarrow -2} f(x)$ exists,
- (e). $\lim_{x \rightarrow -1} f(x) = -1$,
- (f). $\lim_{x \rightarrow 1} f(x) = 1$,
- (g). $\lim_{x \rightarrow -\frac{1}{2}} f(x)$ does not exist,
- (h). $\lim_{x \rightarrow -1.5} f(x) = -0.5$.

Problem 23.2. Find the following limits. For each one, state which limit laws or other theorems you are using.

- (a). $\lim_{x \rightarrow -7} (2x + 5)$
- (b). $\lim_{x \rightarrow 2} \frac{x+3}{x+6}$
- (c). $\lim_{y \rightarrow -5} \frac{y^2}{y-5}$
- (d). $\lim_{x \rightarrow \frac{2}{3}} 3x(2x-1)$
- (e). $\lim_{t \rightarrow 5} \frac{t-5}{t^2-25}$
- (f). $\lim_{x \rightarrow 1} \frac{\frac{1}{x}-1}{x-1}$

Problem 23.3. If $2 - x^2 \leq g(x) \leq 2 \cos x$ for all x , find $\lim_{x \rightarrow 0} g(x)$. State which limit laws or other theorems you are using.

Problem 23.4. Suppose that $\lim_{x \rightarrow 4} f(x) = 0$ and $\lim_{x \rightarrow 4} g(x) = -3$. Find the following limits.

- (a). $\lim_{x \rightarrow 4} (g(x)^2)$
- (b). $\lim_{x \rightarrow 4} (g(x) + 3)$
- (c). $\lim_{x \rightarrow 4} xf(x)$
- (d). $\lim_{x \rightarrow 4} \frac{g(x)}{f(x)-1}$
- (e). $\lim_{x \rightarrow 4} 4f(x) - 2g(x)$
- (f). $\lim_{x \rightarrow 4} \frac{7f(x)+6}{2g(x)}$

Sorular

Soru 23.1. Consider the function shown in figure 23.7. Decide if each of the following statements is true or false.

- (a). $\lim_{x \rightarrow 0} f(x)$ exists,
- (b). $\lim_{x \rightarrow 0} f(x) = 0$,
- (c). $\lim_{x \rightarrow 0} f(x) = 1$,
- (d). $\lim_{x \rightarrow -2} f(x)$ exists,
- (e). $\lim_{x \rightarrow -1} f(x) = -1$,
- (f). $\lim_{x \rightarrow 1} f(x) = 1$,
- (g). $\lim_{x \rightarrow -\frac{1}{2}} f(x)$ does not exist,
- (h). $\lim_{x \rightarrow -1.5} f(x) = -0.5$.

Soru 23.2. Aşağıdaki limitleri bulunuz. her birinde, kullandığınız kural ve teoremleri yazınız.

- (g). $\lim_{h \rightarrow 0} \frac{3}{\sqrt{3h+1}+1}$
- (h). $\lim_{y \rightarrow 2} \frac{y+2}{y^2+5y+6}$
- (i). $\lim_{v \rightarrow 2} \frac{v^3-8}{v^4-16}$

Soru 23.3. Her x için, $2 - x^2 \leq g(x) \leq 2 \cos x$ ise, $\lim_{x \rightarrow 0} g(x)$ limitini bulunuz. Kullandığınız kural ve teoremleri belirtiniz.

Soru 23.4. $\lim_{x \rightarrow 4} f(x) = 0$ ve $\lim_{x \rightarrow 4} g(x) = -3$ olsun. Aşağıdaki limitleri bulunuz.

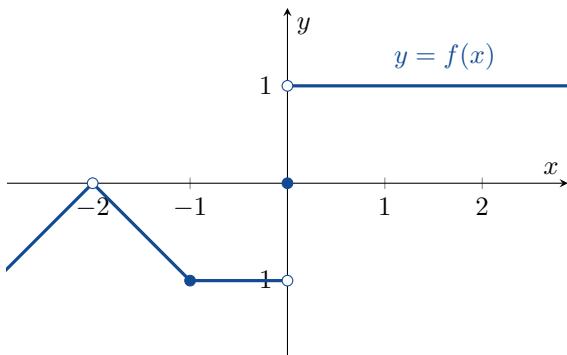


Figure 23.7: The function considered in Exercise 23.1.

Sekil 23.7:

Continuity

24 Süreklik

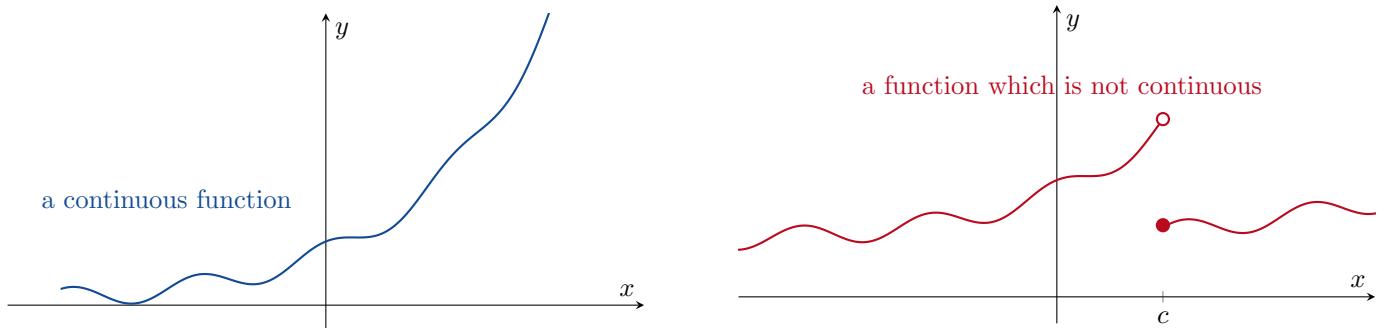


Figure 24.1: A continuous function and a function which is not continuous.

Şekil 24.1: Bir sürekli fonksiyon ve sürekli olmayan bir fonksiyon.

Definition. The function $f : D \rightarrow \mathbb{R}$ is **continuous at $c \in D$** if

- $f(c)$ exists;
- $\lim_{x \rightarrow c} f(x)$ exists; and
- $\lim_{x \rightarrow c} f(x) = f(c)$.

Definition. If f is not continuous at c , we say that f is **discontinuous at c** – we say that c is a **point of discontinuity** of f .

Tanım. Şu üç koşulun hepsi sağlanırsa $f : D \rightarrow \mathbb{R}$ fonksiyonu bir $c \in D$ **noktasında sürekli** denir.

- $f(c)$ tanımlı olacak;
- $\lim_{x \rightarrow c} f(x)$ mevcut olacak; ve
- $\lim_{x \rightarrow c} f(x) = f(c)$.

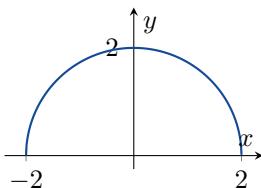
Tanım. Eğer f fonksiyonu c de sürekli değilse, f, c de **sürek-**
sızdır denir – ve c 'ye f 'nin bir **süreksizlik noktası** denir.

Example 24.1. Consider the function $f : [0, 4] \rightarrow \mathbb{R}$ which has its graph shown in figure 24.2. Where is f continuous? Where is f discontinuous?

solution:

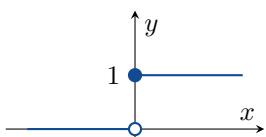
c	Is f continuous at c ?	Why?
0	Yes	because $\lim_{x \rightarrow 0} f(x) = 1 = f(0)$
$(0, 1)$	Yes	because $\lim_{x \rightarrow c} f(x) = f(c)$
1	No	because $\lim_{x \rightarrow 1} f(x)$ does not exist
$(1, 2)$	Yes	because $\lim_{x \rightarrow c} f(x) = f(c)$
2	No	because $\lim_{x \rightarrow 2} f(x) = 1 \neq 2 = f(2)$
$(2, 4)$	Yes	because $\lim_{x \rightarrow c} f(x) = f(c)$
4	No	because $\lim_{x \rightarrow 4} f(x) = 1 \neq \frac{1}{2} = f(4)$

Example 24.2. $f : [-2, 2] \rightarrow \mathbb{R}$, $f(x) = \sqrt{4 - x^2}$



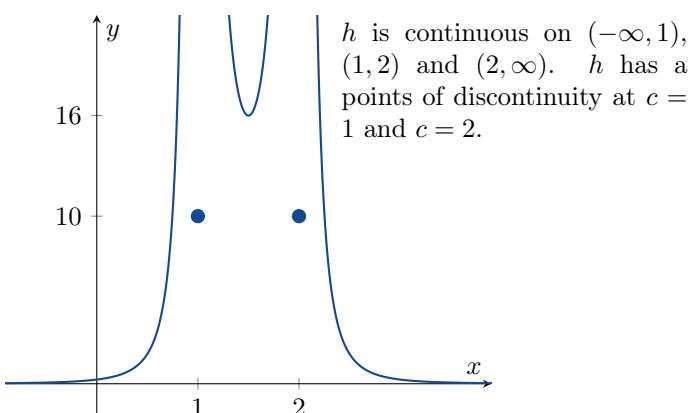
f is continuous at every $c \in [-2, 2]$.

Example 24.3. $g : \mathbb{R} \rightarrow \mathbb{R}$, $g(x) = \begin{cases} 0 & x < 0 \\ 1 & x \geq 0 \end{cases}$



g has a point of discontinuity at $c = 0$. g is continuous at every point $c \neq 0$.

Example 24.4. $h : \mathbb{R} \rightarrow \mathbb{R}$, $h(x) = \begin{cases} \frac{1}{(x-1)^2(x-2)^2} & x \neq 1 \text{ or } 2 \\ 10 & x = 1 \text{ or } 2 \end{cases}$



h is continuous on $(-\infty, 1)$, $(1, 2)$ and $(2, \infty)$. h has points of discontinuity at $c = 1$ and $c = 2$.

Örnek 24.1. Grafiği şekildeki $f : [0, 4] \rightarrow \mathbb{R}$ fonksiyonunu ele alalım. Bu f nerede sürekli? Bu f nerede süreksizdir?

çözüm:

c	f fonksiyonu c de sürekli midir?	Neden?
0	Evet	$\lim_{x \rightarrow 0} f(x) = 1 = f(0)$
$(0, 1)$	Evet	$\lim_{x \rightarrow c} f(x) = f(c)$
1	Hayır	$\lim_{x \rightarrow 1} f(x)$ does not exist
$(1, 2)$	Evet	$\lim_{x \rightarrow c} f(x) = f(c)$
2	Hayır	$\lim_{x \rightarrow 2} f(x) = 1 \neq 2 = f(2)$
$(2, 4)$	Evet	$\lim_{x \rightarrow c} f(x) = f(c)$
4	Hayır	$\lim_{x \rightarrow 4} f(x) = 1 \neq \frac{1}{2} = f(4)$

Örnek 24.2. $f : [-2, 2] \rightarrow \mathbb{R}$, $f(x) = \sqrt{4 - x^2}$
 f fonksiyonu her $c \in [-2, 2]$ noktasında sürekli.

Örnek 24.3. $g : \mathbb{R} \rightarrow \mathbb{R}$, $g(x) = \begin{cases} 0 & x < 0 \\ 1 & x \geq 0 \end{cases}$
 g nin $c = 0$. g da bir süreksizlik noktası var ve fonksiyon her $c \neq 0$ için sürekli.

Örnek 24.4. $h : \mathbb{R} \rightarrow \mathbb{R}$, $h(x) = \begin{cases} \frac{1}{(x-1)^2(x-2)^2} & x \neq 1 \text{ or } 2 \\ 10 & x = 1 \text{ or } 2 \end{cases}$
 h fonksiyonu $(-\infty, 1)$, $(1, 2)$ ve $(2, \infty)$ aralıklarında sürekli.
 h nin $c = 1$ ve $c = 2$ de süreksizlikleri mevcuttur.

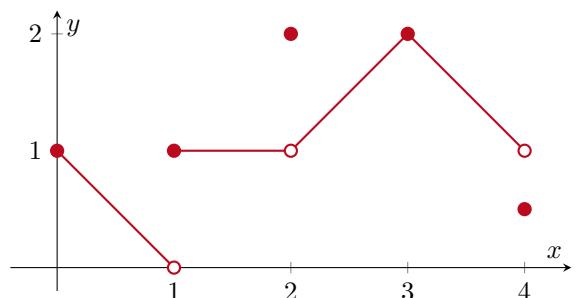


Figure 24.2: The function considered in example 24.1.
Şekil 24.2: Örnek 24.1 deki ele alınan fonksiyon.

Continuous Functions

Definition. $f : D \rightarrow \mathbb{R}$ is a *continuous function* if it is continuous at every $c \in D$.

Theorem 24.1. If f and g are continuous at c , then $f+g$, $f-g$, kf ($k \in \mathbb{R}$), fg , $\frac{f}{g}$ (if $g(c) \neq 0$) and f^n ($n \in \mathbb{N}$) are all continuous at c . If $\sqrt[n]{f}$ is defined on $(c-\delta, c+\delta)$, then $\sqrt[n]{f}$ is also continuous at c ($n \in \mathbb{N}$).

Example 24.5. Every polynomial

$$P(x) = a_n x^n + a_{n-1} x^{n-1} + \dots + a_2 x^2 + a_1 x + a_0$$

is continuous.

Example 24.6. If

- P and Q are polynomials; and
- $Q(c) \neq 0$,

then $\frac{P(x)}{Q(x)}$ is continuous at c .

Example 24.7. $\sin x$ and $\cos x$ are continuous.

Sürekli Fonksiyonlar

Tanım. Her $c \in D$ noktasında sürekli olan bir $f : D \rightarrow \mathbb{R}$ fonksiyonuna *sürekli fonksiyon* denir.

Teorem 24.1. Eğer f ve g fonksiyonları c 'de sürekli iseler, o zaman $f+g$, $f-g$, kf ($k \in \mathbb{R}$), fg , $\frac{f}{g}$ ($g(c) \neq 0$ iken) ve f^n ($n \in \mathbb{N}$) fonksiyonlarının hepsi c 'de süreklidir. Eğer $\sqrt[n]{f}$ fonksiyonu $(c-\delta, c+\delta)$ aralığında tanımlı ise, $\sqrt[n]{f}$ fonksiyonu da c 'de süreklidir ($n \in \mathbb{N}$).

Örnek 24.5. Her

$$P(x) = a_n x^n + a_{n-1} x^{n-1} + \dots + a_2 x^2 + a_1 x + a_0$$

polinomu da süreklidir.

Örnek 24.6. If

- P ve Q polinomlar ve
- $Q(c) \neq 0$ ise,

o vakit $\frac{P(x)}{Q(x)}$ rasyonel fonksiyonu c 'de süreklidir.

Örnek 24.7. $\sin x$ ve $\cos x$ sürekli fonksiyonlardır.

Composites

$g \circ f(x)$ means $g(f(x))$.

Theorem 24.2. If

- f is continuous at c ; and
- g is continuous at $f(c)$,

then $g \circ f$ is continuous at c .

$$g \circ f(x)$$

$g \circ f(x)$ demek $g(f(x))$ anlamındadır.

Teorem 24.2. Eğer

- f fonksiyonu c 'de sürekli ve
 - g fonksiyonu da $f(c)$ 'de sürekli ise,
- bu durumda $g \circ f$ fonksiyonu da c 'de süreklidir.

Example 24.8. Show that $h(x) = \sqrt{x^2 - 2x - 5}$ is continuous on its domain.

solution: The function $g(t) = \sqrt{t}$ is continuous by Theorem 24.1. The function $f(x) = x^2 - 2x - 5$ is continuous because all polynomials are continuous. Therefore $h(x) = g \circ f(x)$ is continuous.

Example 24.9. Show that $\frac{x^{\frac{3}{2}}}{1+x^4}$ is continuous.

solution: $x^{\frac{3}{2}}$ and $1+x^4$ are continuous. Because $1+x^4 \neq 0$ for all x , we have that $\frac{x^{\frac{3}{2}}}{1+x^4}$ is continuous.

Örnek 24.8. $h(x) = \sqrt{x^2 - 2x - 5}$ fonksiyonunun tanım kümesindé sürekli olduğunu gösteriniz.

çözüm: Teorem 24.1 den $g(t) = \sqrt{t}$ fonksiyonu süreklidir. $f(x) = x^2 - 2x - 5$ fonksiyonu da süreklidir çünkü bütün polinomlar süreklidir. Bundan ötürü $h(x) = g \circ f(x)$ sürekli olur.

Örnek 24.9. Gösteriniz ki $\frac{x^{\frac{3}{2}}}{1+x^4}$ süreklidir.

çözüm: $x^{\frac{3}{2}}$ ve $1+x^4$ süreklidir. Her x için, $1+x^4 \neq 0$ olduğundan, $\frac{x^{\frac{3}{2}}}{1+x^4}$ süreklidir.

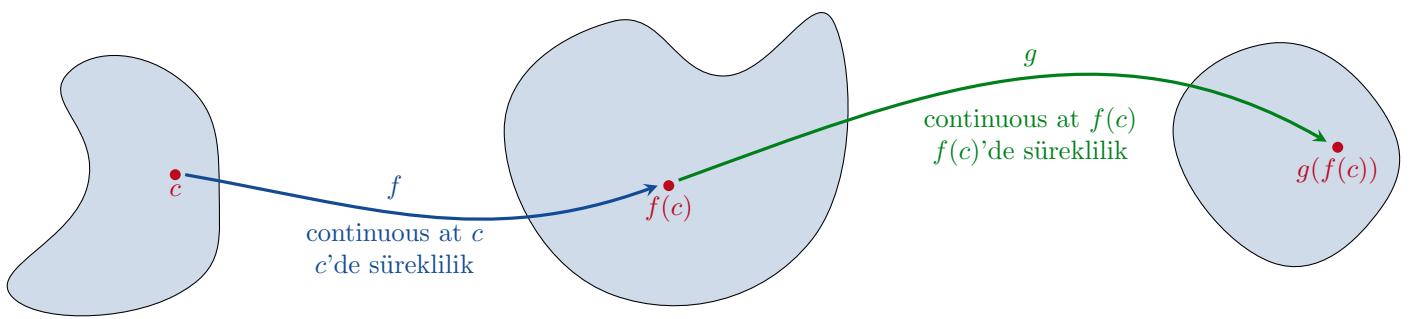


Figure 24.3: Composites of continuous functions are continuous.

Şekil 24.3: Sürekli fonksiyonların bileşkesi de süreklidir.

Theorem 24.3. If

- $g(x)$ is continuous at $x = b$; and
- $\lim_{x \rightarrow c} f(x) = b$,

then

$$\lim_{x \rightarrow c} g(f(x)) = g\left(\lim_{x \rightarrow c} f(x)\right).$$

Example 24.10. By Theorem 24.3,

$$\begin{aligned} & \lim_{x \rightarrow \frac{\pi}{2}} \cos \left[2x + \sin \left(\frac{3\pi}{2} + x \right) \right] \\ &= \cos \left[\lim_{x \rightarrow \frac{\pi}{2}} \left(2x + \sin \left(\frac{3\pi}{2} + x \right) \right) \right] \\ &= \cos \left[\lim_{x \rightarrow \frac{\pi}{2}} (2x) + \lim_{x \rightarrow \frac{\pi}{2}} \left(\sin \left(\frac{3\pi}{2} + x \right) \right) \right] \\ &= \cos \left[\pi + \sin \left(\lim_{x \rightarrow \frac{\pi}{2}} \left(\frac{3\pi}{2} + x \right) \right) \right] \\ &= \cos [\pi + \sin 2\pi] = \cos [\pi + 0] = -1. \end{aligned}$$

Teorem 24.3. Eğer

- $g(x)$ fonksiyonu $x = b$ de sürekli ve
- $\lim_{x \rightarrow c} f(x) = b$ ise,

o halde

$$\lim_{x \rightarrow c} g(f(x)) = g\left(\lim_{x \rightarrow c} f(x)\right).$$

Örnek 24.11. Teorem 24.3'den,

$$\begin{aligned} & \lim_{x \rightarrow \frac{\pi}{2}} \tan \left[\frac{5x}{2} - \pi \cos \left(\frac{\pi}{2} - x \right) \right] \\ &= \tan \left[\lim_{x \rightarrow \frac{\pi}{2}} \left(\frac{5x}{2} - \pi \cos \left(\frac{\pi}{2} - x \right) \right) \right] \\ &= \tan \left[\lim_{x \rightarrow \frac{\pi}{2}} \left(\frac{5x}{2} \right) - \pi \lim_{x \rightarrow \frac{\pi}{2}} \left(\cos \left(\frac{\pi}{2} - x \right) \right) \right] \\ &= \tan \left[\frac{5\pi}{4} - \pi \cos \left(\lim_{x \rightarrow \frac{\pi}{2}} \left(\frac{\pi}{2} - x \right) \right) \right] \\ &= \tan \left[\frac{5\pi}{4} - \pi \cos 0 \right] = \tan \left[\frac{5\pi}{4} - \pi \right] = \tan \frac{\pi}{4} = 1. \end{aligned}$$

Problems

Problem 24.1. For what value(s) of b is

$$f(x) = \begin{cases} x & x < -2 \\ bx^2 & x \geq -2. \end{cases}$$

continuous at every x ? Why?

Problem 24.2. Let

$$f(x) = \begin{cases} \frac{x^3-8}{x^2-4} & x \neq 2, x \neq -2 \\ 3 & x = 2 \\ 4 & x = -2. \end{cases}$$

- (a). Show that f is continuous on $(-\infty, -2)$, on $(-2, 2)$ and on $(2, \infty)$.
- (b). Show that f is continuous at $x = 2$.
- (c). Show that f is discontinuous at $x = -2$.

Problem 24.3. Calculate $\lim_{t \rightarrow 0} \tan\left(\frac{\pi}{4} \cos(\sin t^{\frac{1}{3}})\right)$.

Sorular

Soru 24.1. b 'nin hangi değer(ler)i için,

$$f(x) = \begin{cases} x & x < -2 \\ bx^2 & x \geq -2. \end{cases}$$

her x noktasında sürekli? Neden?

Soru 24.2. Farzedelim ki

$$f(x) = \begin{cases} \frac{x^3-8}{x^2-4} & x \neq 2, x \neq -2 \\ 3 & x = 2 \\ 4 & x = -2. \end{cases}$$

- (a). f' 'nin $(-\infty, -2)$ de, $(-2, 2)$ de ve $(2, \infty)$ da sürekli olduğunu gösteriniz.
- (b). f' 'nin $x = 2$ 'de sürekli olduğunu gösteriniz.
- (c). f' 'nin $x = -2$ 'de süreksiz olduğunu gösteriniz.

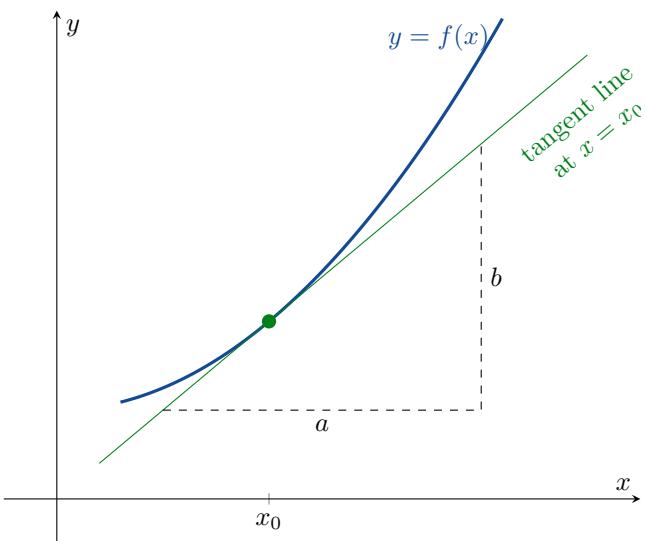
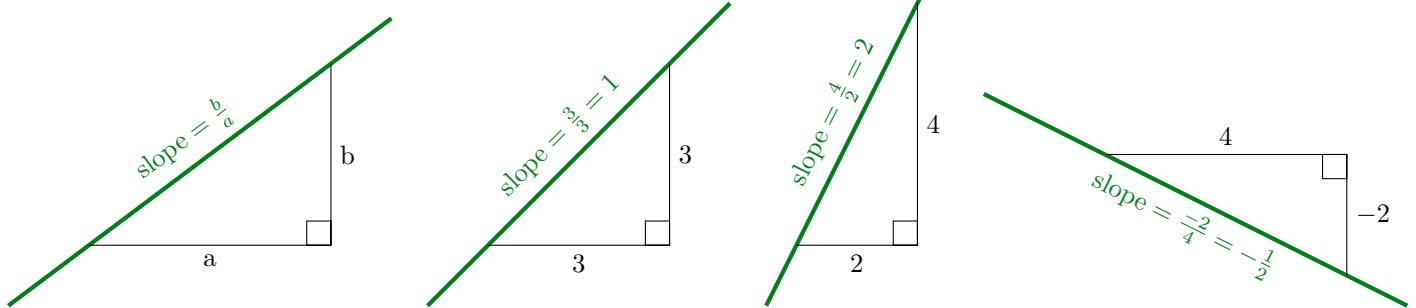
Soru 24.3. $\lim_{t \rightarrow 0} \tan\left(\frac{\pi}{4} \cos(\sin t^{\frac{1}{3}})\right)$ limitini bulunuz.

25

Differentiation Türev



means

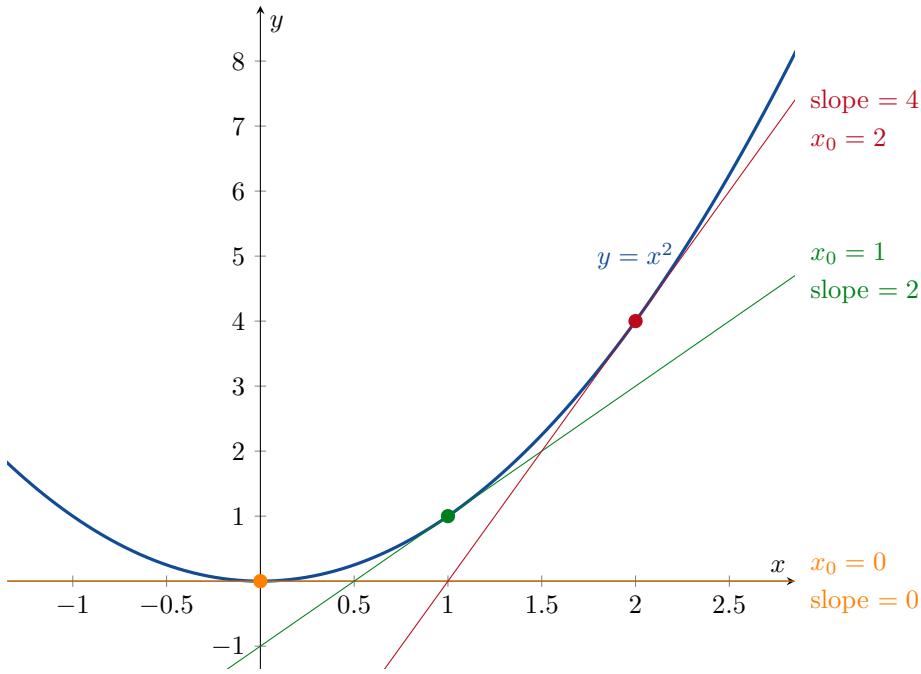


We can say that

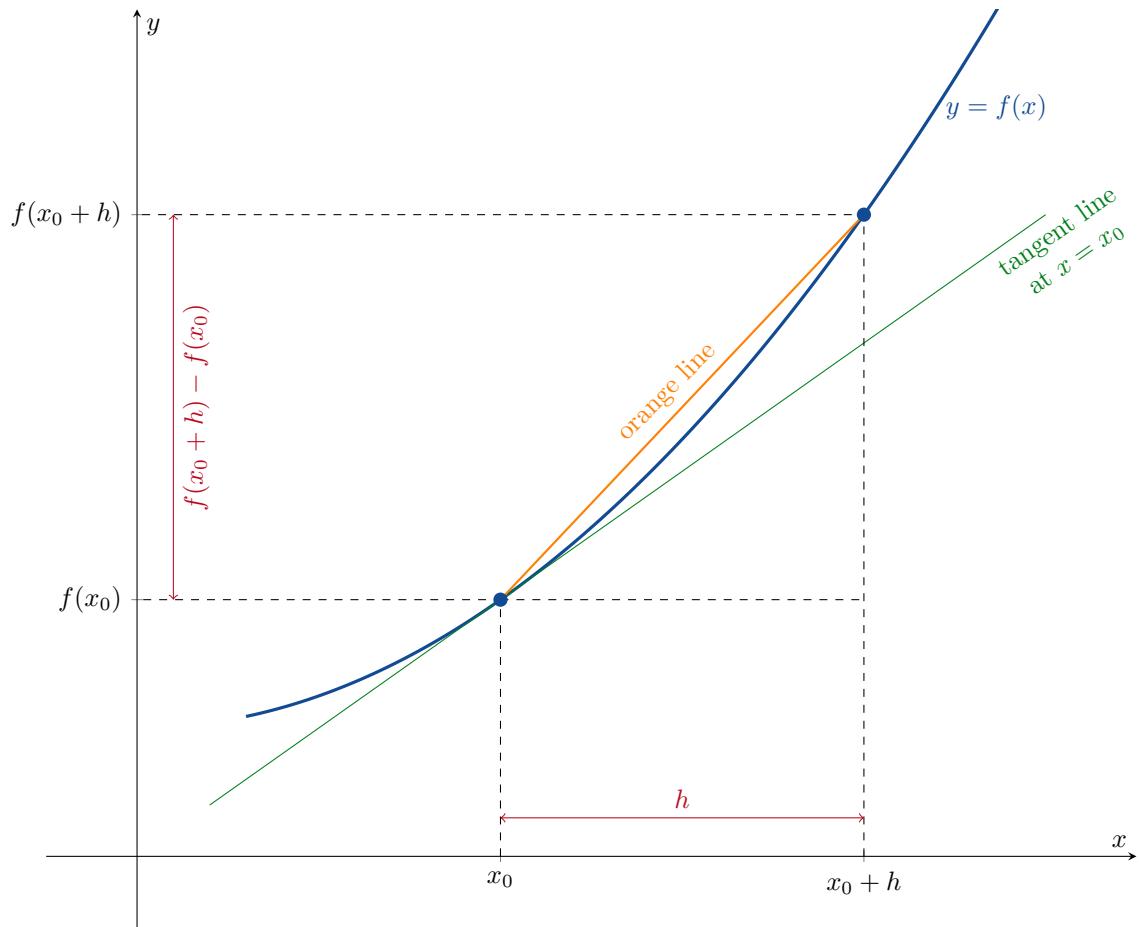
$$\left(\begin{array}{c} \text{slope of } y = f(x) \\ \text{at } x = x_0 \end{array} \right) = \left(\begin{array}{c} \text{slope of the tangent} \\ \text{line at } x = x_0 \end{array} \right)$$

Example 25.1.

Örnek 25.1.



The slope of $y = x^2$ at $x_0 = 0$ is 0.
 The slope of $y = x^2$ at $x_0 = 1$ is 2.
 The slope of $y = x^2$ at $x_0 = 2$ is 4.
 How do we know this?



If h is very very small, then

h çok ama çok küçükse, o zaman

$$\left(\begin{array}{c} \text{slope of the} \\ \text{tangent line} \end{array} \right) \approx \left(\begin{array}{c} \text{slope of the} \\ \text{orange line} \end{array} \right) = \frac{f(x_0 + h) - f(x_0)}{h}$$

$$\left(\begin{array}{c} \text{slope of the} \\ \text{tangent line} \end{array} \right) \approx \left(\begin{array}{c} \text{slope of the} \\ \text{orange line} \end{array} \right) = \frac{f(x_0 + h) - f(x_0)}{h}$$

The Derivative of f

Definition. The *derivative of a function f at a point x_0* is

$$f'(x_0) = \lim_{h \rightarrow 0} \frac{f(x_0 + h) - f(x_0)}{h}$$

if the limit exists.

(f' is pronounced “ f prime”)

Example 25.2. Consider the function $g(x) = \frac{1}{x}$, $x \neq 0$.

If $x_0 \neq 0$, then

$$\begin{aligned} g'(x_0) &= \lim_{h \rightarrow 0} \frac{g(x_0 + h) - g(x_0)}{h} \\ &= \lim_{h \rightarrow 0} \frac{\frac{1}{x_0+h} - \frac{1}{x_0}}{h} \\ &= \lim_{h \rightarrow 0} \frac{\left(\frac{x_0}{x_0(x_0+h)} - \frac{x_0+h}{x_0(x_0+h)} \right)}{h} \\ &= \lim_{h \rightarrow 0} \frac{x_0 - x_0 - h}{hx_0(x_0+h)} \\ &= \lim_{h \rightarrow 0} \frac{-1}{x_0(x_0+h)} \\ &= -\frac{1}{x_0^2}. \end{aligned}$$

See figure 25.1.

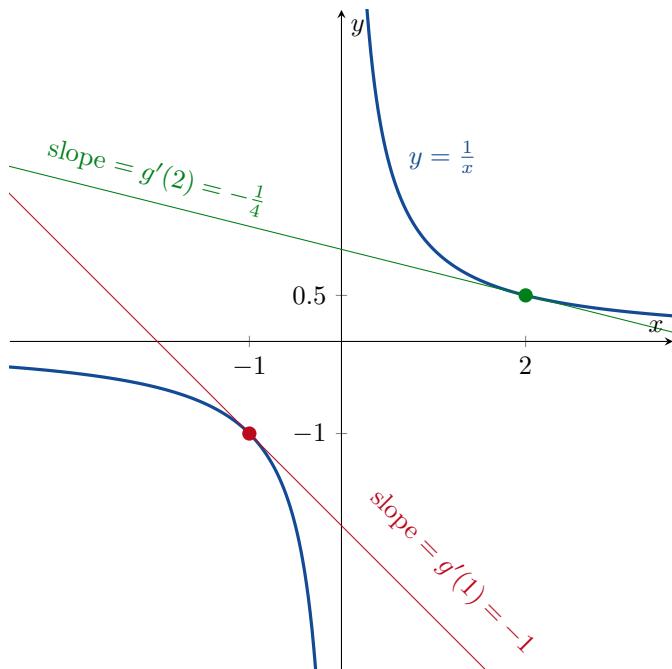


Figure 25.1: The graph of $g(x) = \frac{1}{x}$, $x \neq 0$ and two tangents to this graph.

Şekil 25.1: $g(x) = \frac{1}{x}$, $x \neq 0$ grafiği ve buna teğet iki doğru.

Definition. If $f'(x_0)$ exists, we say that f is *differentiable at x_0* .

Definition. Let $f : D \rightarrow \mathbb{R}$ be a function. If f is differentiable at every $x_0 \in D$, we say that f is *differentiable*.

f Türevi

Tanım. Bir f fonksiyonunun x_0 noktasındaki türevi limitin mevcut olması koşuluyla

$$f'(x_0) = \lim_{h \rightarrow 0} \frac{f(x_0 + h) - f(x_0)}{h}$$

olarak tanımlanır.

(f' simbolü “ f üssü” olarak okunur)

Örnek 25.3. $g(x) = \frac{1}{x}$, $x \neq 0$ fonksiyonunu ele alalım.

$x_0 \neq 0$ ise,

$$\begin{aligned} g'(x_0) &= \lim_{h \rightarrow 0} \frac{g(x_0 + h) - g(x_0)}{h} \\ &= \lim_{h \rightarrow 0} \frac{\frac{1}{x_0+h} - \frac{1}{x_0}}{h} \\ &= \lim_{h \rightarrow 0} \frac{\left(\frac{x_0}{x_0(x_0+h)} - \frac{x_0+h}{x_0(x_0+h)} \right)}{h} \\ &= \lim_{h \rightarrow 0} \frac{x_0 - x_0 - h}{hx_0(x_0+h)} \\ &= \lim_{h \rightarrow 0} \frac{-1}{x_0(x_0+h)} \\ &= \lim_{h \rightarrow 0} \frac{-1}{x_0^2} \\ &= -\frac{1}{x_0^2}. \end{aligned}$$

Bkz. şekil 25.1.

Tanım. $f'(x_0)$ mevcutsa, f fonksiyonu x_0 'da türevlenebilirdir deriz.

Tanım. $f : D \rightarrow \mathbb{R}$ bir fonksiyon olsun. f her $x_0 \in D$ noktasında türevlenebilir ise, f bir türevlenebilir fonksiyondur deriz.

$f : D \rightarrow \mathbb{R}$ türevlenebilir ise, elimizde yeni bir $f' : D \rightarrow \mathbb{R}$ fonksiyonu olur.

Tanım. f' fonksiyonuna f' nin türevi denir.

Örnek 25.4. $f(x) = \frac{x}{x-1}$ 'nin türevini bulunuz.

özüm: İlk olarak $f(x+h) = \frac{x+h}{x+h-1}$. Buradan

$$\begin{aligned} f'(x) &= \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h} \\ &= \lim_{h \rightarrow 0} \frac{\frac{x+h}{x+h-1} - \frac{x}{x-1}}{h} \\ &= \lim_{h \rightarrow 0} \frac{1}{h} \left(\frac{(x+h)(x-1) - x(x+h-1)}{(x-1)(x+h-1)} \right) \\ &= \lim_{h \rightarrow 0} \frac{1}{h} \left(\frac{-h}{(x-1)(x+h-1)} \right) \\ &= \lim_{h \rightarrow 0} \frac{-1}{(x-1)(x+h-1)} \\ &= \frac{-1}{(x-1)(x+0-1)} \\ &= \frac{-1}{(x-1)^2} \end{aligned}$$

buluruz.

If $f : D \rightarrow \mathbb{R}$ is differentiable, then we have a new function $f' : D \rightarrow \mathbb{R}$.

Definition. f' is called the *derivative* of f .

Example 25.3. Differentiate $f(x) = \frac{x}{x-1}$.

solution: First note that $f(x+h) = \frac{x+h}{x+h-1}$. Therefore

$$\begin{aligned} f'(x) &= \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h} \\ &= \lim_{h \rightarrow 0} \frac{\frac{x+h}{x+h-1} - \frac{x}{x-1}}{h} \\ &= \lim_{h \rightarrow 0} \frac{1}{h} \left(\frac{(x+h)(x-1) - x(x+h-1)}{(x-1)(x+h-1)} \right) \\ &= \lim_{h \rightarrow 0} \frac{1}{h} \left(\frac{-h}{(x-1)(x+h-1)} \right) \\ &= \lim_{h \rightarrow 0} \frac{-1}{(x-1)(x+h-1)} \\ &= \frac{-1}{(x-1)(x+0-1)} \\ &= \frac{-1}{(x-1)^2}. \end{aligned}$$

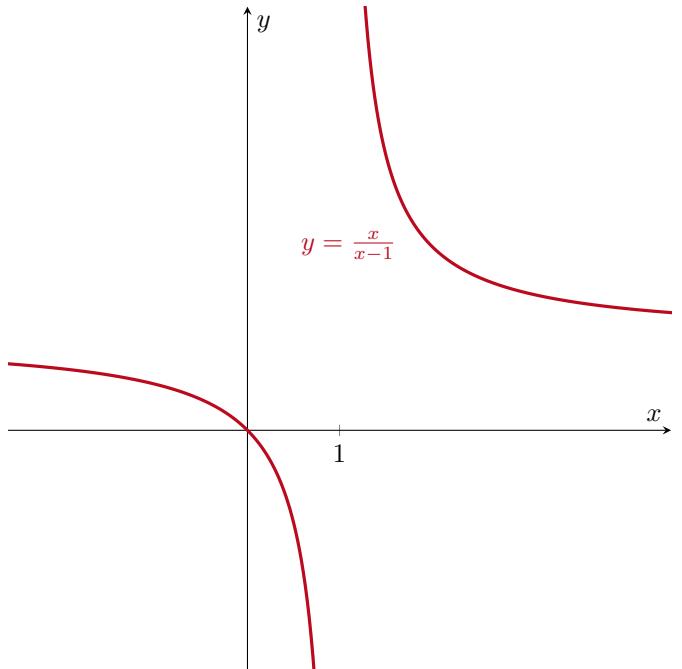


Figure 25.2: The graph of $y = \frac{x}{x-1}$.
Şekil 25.2: $y = \frac{x}{x-1}$ 'in grafiği

Notations

There are many ways to write the derivative of $y = f(x)$.

$$f'(x) = y' = \frac{dy}{dx} = \frac{df}{dx} = \frac{d}{dx} f(x) = \dot{y} = \dot{f}(x)$$

“the derivative of y with respect to x ”

Calculus was started by two men who hated each other: Sir Isaac Newton (UK, 1642-1726) used \dot{f} and \dot{y} . Gottfried Leibniz (GER, 1646-1716) used $\frac{df}{dx}$ and $\frac{dy}{dx}$. The f' and y' notation came later from Joseph-Louis Lagrange (ITA, 1736-1813).

If we want the derivative of $y = f(x)$ at the point $x = x_0$, we can write

$$f'(x_0) = \frac{dy}{dx} \Big|_{x=x_0} = \frac{df}{dx} \Big|_{x=x_0} = \frac{d}{dx} f(x) \Big|_{x=x_0}$$

“the derivative of y with respect to x at $x = x_0$ ”

For example, if $u(x) = \frac{1}{x}$, then

$$u'(4) = \frac{d}{dx} \left(\frac{1}{x} \right) \Big|_{x=4} = \frac{-1}{x^2} \Big|_{x=4} = \frac{-1}{4^2} = \frac{-1}{16}.$$

Notasyon

$y = f(x)$ 'nin türevini yazmanın birçok yolu vardır.

$$f'(x) = y' = \frac{dy}{dx} = \frac{df}{dx} = \frac{d}{dx} f(x) = \dot{y} = \dot{f}(x)$$

“ y nin x 'e göre türevi”

Calculus birbirinden nefret eden iki kişi tarafından başladi: Sir Isaac Newton (İngiltere, 1642-1726) \dot{f} ve \dot{y} kullandı. Gottfried Leibniz (Almanya, 1646-1716) $\frac{df}{dx}$ ve $\frac{dy}{dx}$ sembollerini kullandı. F' ve y' gösterimi daha sonra Joseph-Louis Lagrange'den (İtalya, 1736-1813) tarafından ilk kullanıldı.

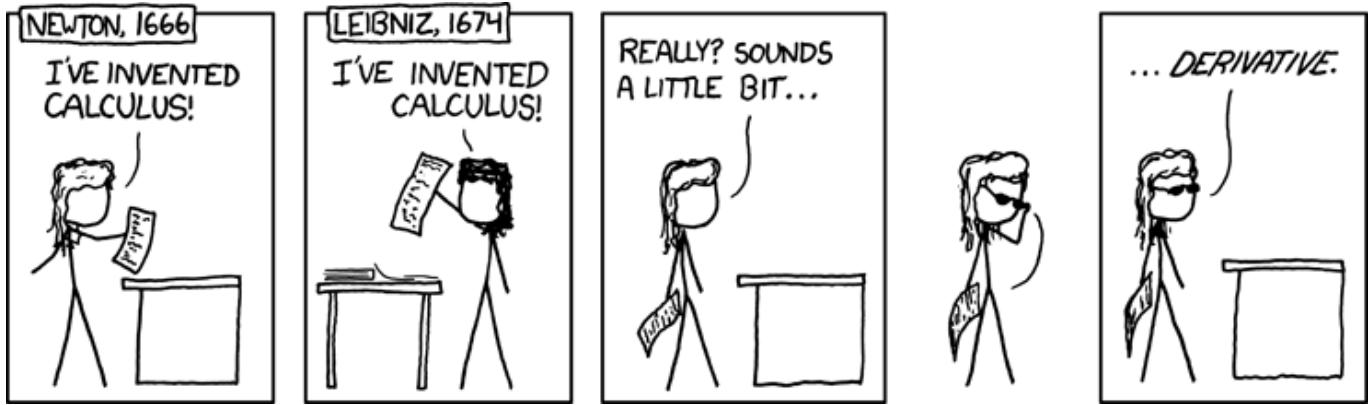
$y = f(x)$ 'nin $x = x_0$ 'daki türevini bulmak için, şöyle yazarız

$$f'(x_0) = \frac{dy}{dx} \Big|_{x=x_0} = \frac{df}{dx} \Big|_{x=x_0} = \frac{d}{dx} f(x) \Big|_{x=x_0}$$

“ y nin x 'e göre $x = x_0$ 'daki türevi”

Örneğin, $u(x) = \frac{1}{x}$ ise, o zaman

$$u'(4) = \frac{d}{dx} \left(\frac{1}{x} \right) \Big|_{x=4} = \frac{-1}{x^2} \Big|_{x=4} = \frac{-1}{4^2} = \frac{-1}{16}.$$

Figure 25.3: A web comic taken from <https://xkcd.com/626/>.Şekil 25.3: <https://xkcd.com/626/> adresinden alınan bir web çizgi romani.

Example 25.4. Show that $f(x) = |x|$ is differentiable on $(-\infty, 0)$ and on $(0, \infty)$, but is not differentiable at $x = 0$.

solution: If $x > 0$ then

$$\frac{df}{dx} = \frac{d}{dx}(|x|) = \frac{d}{dx}(x) = \lim_{h \rightarrow 0} \frac{(x+h)-x}{h} = \lim_{h \rightarrow 0} 1 = 1.$$

Similarly, if $x < 0$ then

$$\begin{aligned} \frac{df}{dx} &= \frac{d}{dx}(|x|) = \frac{d}{dx}(-x) = \lim_{h \rightarrow 0} \frac{(-x-h)-(-x)}{h} \\ &= \lim_{h \rightarrow 0} -1 = -1. \end{aligned}$$

Therefore f is differentiable on $(-\infty, 0)$ and on $(0, \infty)$.

Since $\lim_{h \rightarrow 0} \frac{|0+h|-|0|}{h} = \lim_{h \rightarrow 0} \frac{|h|}{h} = \lim_{h \rightarrow 0} (\pm 1)$ does not exist, f is not differentiable at 0.

See figure 25.4.

Örnek 25.5. $f(x) = |x|$ 'nin $(-\infty, 0)$ ve $(0, \infty)$ aralıklarında türevlenebilir ama $x = 0$ 'da türevlenebilir olmadığını gösteriniz.

çözüm: $x > 0$ ise o vakit

$$\frac{df}{dx} = \frac{d}{dx}(|x|) = \frac{d}{dx}(x) = \lim_{h \rightarrow 0} \frac{(x+h)-x}{h} = \lim_{h \rightarrow 0} 1 = 1.$$

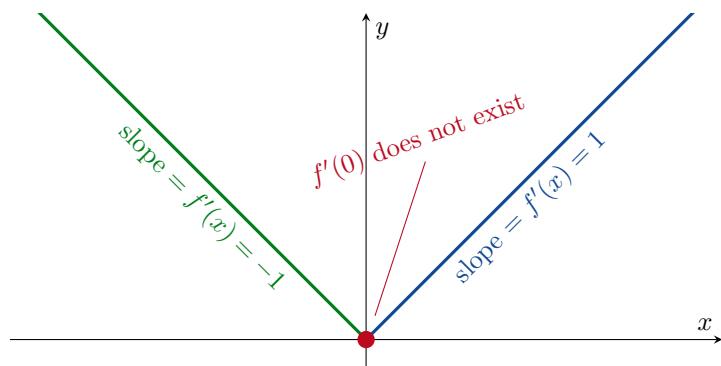
Benzer olarak, $x < 0$ ise o halde

$$\begin{aligned} \frac{df}{dx} &= \frac{d}{dx}(|x|) = \frac{d}{dx}(-x) = \lim_{h \rightarrow 0} \frac{(-x-h)-(-x)}{h} \\ &= \lim_{h \rightarrow 0} -1 = -1. \end{aligned}$$

Yani f foksiyonu $(-\infty, 0)$ ve $(0, \infty)$ 'da türevlenebilirdir.

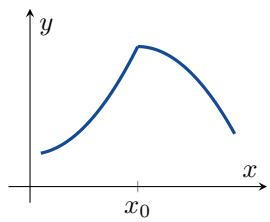
$\lim_{h \rightarrow 0} \frac{|0+h|-|0|}{h} = \lim_{h \rightarrow 0} \frac{|h|}{h} = \lim_{h \rightarrow 0} (\pm 1)$ mevcut olmadığından, f 0'da türevlenenemez.

Bkz. şekil 25.4.

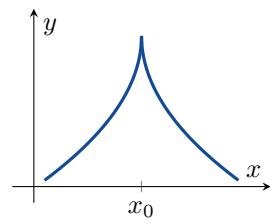
Figure 25.4: The graph of $y = |x|$.Şekil 25.4: $y = |x|$ 'in grafiği.

When Does a Function Not Have a Derivative at a Point?

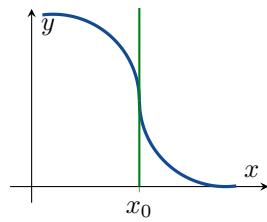
Hangi Durumlarda Bir Fonksiyonun Türevi Yoktur?



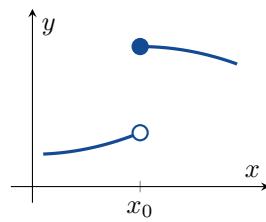
a corner



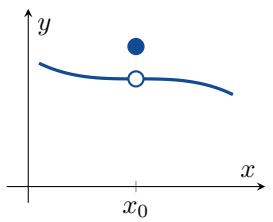
a cusp



a vertical tangent



a discontinuity



a discontinuity

 $f'(x_0)$ does not exist $f'(x_0)$ does not exist $f'(x_0)$ does not exist $f'(x_0)$ does not exist $f'(x_0)$ does not exist

köşe durumu

içten bükülme

dikey teğet

sureksizlik

sureksizlik

 $f'(x_0)$ mevcut değil $f'(x_0)$ mevcut değil $f'(x_0)$ mevcut değil $f'(x_0)$ mevcut değil $f'(x_0)$ mevcut değil
Theorem 25.1.

$$\left(\begin{array}{c} f \text{ has a derivative} \\ \text{at } x = x_0 \end{array} \right) \implies \left(\begin{array}{c} f \text{ is continuous} \\ \text{at } x = x_0 \end{array} \right)$$

Teorem 25.1.

$$\left(\begin{array}{c} f \text{ nin at } x = x_0 \text{ da} \\ \text{türevi mevcut} \end{array} \right) \implies \left(\begin{array}{c} f, x = x_0 \text{ da} \\ \text{sürekli} \end{array} \right)$$

26

Differentiation Rules

Türev Kuralları

Constant Function

If $k \in \mathbb{R}$, then

$$\frac{d}{dx}(k) = 0.$$

Power Function

If $n \in \mathbb{R}$, then

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

Example 26.1.

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

Example 26.2.

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

Example 26.3.

$$\frac{d}{dx}\left(\frac{1}{x^4}\right) = \frac{d}{dx}(x^{-4}) = -4x^{-4-1} = -4x^{-5} = -\frac{4}{x^5}$$

The Constant Multiple Rule

If $u(x)$ is differentiable and $k \in \mathbb{R}$, then

$$\frac{d}{dx}(ku) = k \frac{du}{dx}.$$

Proof.

$$\begin{aligned} \frac{d}{dx}(ku) &= \lim_{h \rightarrow 0} \frac{ku(x+h) - ku(x)}{h} \\ &= k \lim_{h \rightarrow 0} \frac{u(x+h) - u(x)}{h} = k \frac{du}{dx} \end{aligned}$$

□

Example 26.4.

$$\frac{d}{dx}(3x^2) = 3 \frac{d}{dx}(x^2) = 3 \times 2x = 6x$$

Example 26.5.

$$\frac{d}{dx}(-u) = \frac{d}{dx}(-1 \times u) = -1 \times \frac{du}{dx} = -\frac{du}{dx}$$

Sabit Fonksiyon

$k \in \mathbb{R}$ ise, o halde

$$\frac{d}{dx}(k) = 0.$$

Kuvvet Fonksiyonu

$n \in \mathbb{R}$ ise, bu durumda

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

Örnek 26.1.

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

Örnek 26.2.

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

Örnek 26.3.

$$\frac{d}{dx}\left(\frac{1}{x^4}\right) = \frac{d}{dx}(x^{-4}) = -4x^{-4-1} = -4x^{-5} = -\frac{4}{x^5}$$

Sabitle Çarpım Kuralı

$u(x)$ türevlenebilir ve $k \in \mathbb{R}$ ise,

$$\frac{d}{dx}(ku) = k \frac{du}{dx}.$$

Kanıt.

$$\begin{aligned} \frac{d}{dx}(ku) &= \lim_{h \rightarrow 0} \frac{ku(x+h) - ku(x)}{h} \\ &= k \lim_{h \rightarrow 0} \frac{u(x+h) - u(x)}{h} = k \frac{du}{dx} \end{aligned}$$

□

Örnek 26.4.

$$\frac{d}{dx}(3x^2) = 3 \frac{d}{dx}(x^2) = 3 \times 2x = 6x$$

Örnek 26.5.

$$\frac{d}{dx}(-u) = \frac{d}{dx}(-1 \times u) = -1 \times \frac{du}{dx} = -\frac{du}{dx}$$

The Sum Rule

If $u(x)$ and $v(x)$ are differentiable at x_0 , then $u + v$ is also differentiable at x_0 and

$$\frac{d}{dx}(u+v) = \frac{du}{dx} + \frac{dv}{dx}.$$

Example 26.6. Differentiate $y = x^3 + \frac{4}{3}x^2 - 5x + 1$.

solution:

$$\begin{aligned}\frac{dy}{dx} &= \frac{d}{dx} \left(x^3 + \frac{4}{3}x^2 - 5x + 1 \right) \\ &= \frac{d}{dx}(x^3) + \frac{d}{dx} \left(\frac{4}{3}x^2 \right) - \frac{d}{dx}(5x) + \frac{d}{dx}(1) \\ &= 3x^2 + \frac{8}{3}x - 5 + 0\end{aligned}$$

Example 26.7. Does the curve $y = x^4 - 2x^2 + 2$ have any points where $\frac{dy}{dx} = 0$? If so, where?

solution: Since

$$\frac{dy}{dx} = 4x^3 - 4x = 4x(x^2 - 1) = 4x(x-1)(x+1),$$

we can see that $\frac{dy}{dx} = 0$ if and only if $x = -1, 0$ or 1 . See figure 26.1.

Toplam Kuralı

$u(x)$ ve $v(x)$ fonksiyonları x_0 'da türevlenebilirlerse, $u + v$ 'de x_0 türevlenebilirdir ve

$$\frac{d}{dx}(u+v) = \frac{du}{dx} + \frac{dv}{dx}.$$

Örnek 26.6. $y = x^3 + \frac{4}{3}x^2 - 5x + 1$ fonksiyonunun türevini bulunuz.

çözüm:

$$\begin{aligned}\frac{dy}{dx} &= \frac{d}{dx} \left(x^3 + \frac{4}{3}x^2 - 5x + 1 \right) \\ &= \frac{d}{dx}(x^3) + \frac{d}{dx} \left(\frac{4}{3}x^2 \right) - \frac{d}{dx}(5x) + \frac{d}{dx}(1) \\ &= 3x^2 + \frac{8}{3}x - 5 + 0\end{aligned}$$

Örnek 26.7. $y = x^4 - 2x^2 + 2$ eğrisi üzerinde $\frac{dy}{dx} = 0$ olan nokta(lar) var mıdır? Varsa, nelerdir?

çözüm:

$$\frac{dy}{dx} = 4x^3 - 4x = 4x(x^2 - 1) = 4x(x-1)(x+1),$$

olduğundan şunu gözlemleyebiliriz $\frac{dy}{dx} = 0$ ancak ve ancak $x = -1, 0$ veya 1 olur. Bkz. şekil 26.1.

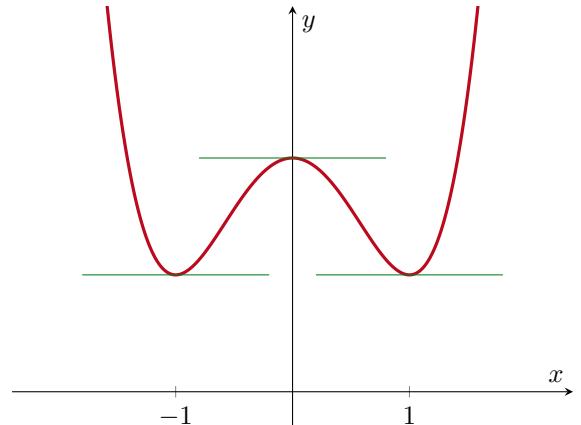


Figure 26.1: The graph of $y = x^4 - 2x^2 + 2$.
Şekil 26.1: $y = x^4 - 2x^2 + 2$ 'nin grafiği.

The Product Rule

If $u(x)$ and $v(x)$ are differentiable at x_0 , then $u(x)v(x)$ is also differentiable at x_0 and

$$\frac{d}{dx}(uv) = u \frac{dv}{dx} + v \frac{du}{dx}.$$

Using prime notation, the product rule is

$$(uv)' = u'v + uv'.$$

Example 26.8. Differentiate $y = (x^2 + 1)(x^3 + 3)$.

solution 1: We have $y = uv$ with $u = x^2 + 1$ and $v = x^3 + 3$.

So

$$\begin{aligned}\frac{dy}{dx} &= (x^2 + 1)'(x^3 + 3) + (x^2 + 1)(x^3 + 3)' \\ &= (2x + 0)(x^3 + 3) + (x^2 + 1)(3x^2 + 0) \\ &= 2x^4 + 6x + 3x^4 + 3x^2 \\ &= 5x^4 + 3x^2 + 6x.\end{aligned}$$

solution 2: Since

$$y = (x^2 + 1)(x^3 + 3) = x^5 + x^3 + 3x^2 + 3,$$

we have that

$$\frac{dy}{dx} = 5x^4 + 3x^2 + 6x + 0.$$

Çarpım Kuralı

$u(x)$ ve $v(x)$ fonksiyonlarla x_0 'da türevlenebilirlerse, $u(x)v(x)$ fonksiyonu da x_0 türevlenebilirdir ve

$$\frac{d}{dx}(uv) = u \frac{dv}{dx} + v \frac{du}{dx}.$$

Üs notasyonu kullanarak, çarpım kuralı da

$$(uv)' = u'v + uv'.$$

Örnek 26.8. $y = (x^2 + 1)(x^3 + 3)$ fonksiyonunun türevini bulunuz.

çözüm 1: Elimizde şunlar var: $y = uv$ ile $u = x^2 + 1$ ve $v = x^3 + 3$. Yani

$$\begin{aligned}\frac{dy}{dx} &= (x^2 + 1)'(x^3 + 3) + (x^2 + 1)(x^3 + 3)' \\ &= (2x + 0)(x^3 + 3) + (x^2 + 1)(3x^2 + 0) \\ &= 2x^4 + 6x + 3x^4 + 3x^2 \\ &= 5x^4 + 3x^2 + 6x.\end{aligned}$$

çözüm 2:

$$y = (x^2 + 1)(x^3 + 3) = x^5 + x^3 + 3x^2 + 3$$

olduğundan,

$$\frac{dy}{dx} = 5x^4 + 3x^2 + 6x + 0$$

buluruz.

The Quotient Rule

If $u(x)$ and $v(x)$ are differentiable at x_0 and if $v(x_0) \neq 0$, then $\frac{u}{v}$ is also differentiable at x_0 and

$$\frac{d}{dx}\left(\frac{u}{v}\right) = \frac{u'v - uv'}{v^2}.$$

Example 26.9. Differentiate $y = \frac{t^2 - 1}{t^3 + 1}$.

solution: We have $y = \frac{u}{v}$ with $u = t^2 - 1$ and $v = t^3 + 1$. Therefore

$$\begin{aligned}\frac{dy}{dt} &= \frac{u'v - uv'}{v^2} \\ &= \frac{(t^2 - 1)'(t^3 + 1) - (t^2 - 1)(t^3 + 1)'}{(t^3 + 1)^2} \\ &= \frac{(2t)(t^3 + 1) - (t^2 - 1)(3t^2)}{(t^3 + 1)^2} \\ &= \frac{2t^4 + 2t - 3t^4 + 3t^2}{(t^3 + 1)^2} \\ &= \frac{-t^4 + 3t^2 + 2t}{(t^3 + 1)^2}.\end{aligned}$$

Bölüm Kuralı

Eğer $u(x)$ ve $v(x)$ fonksiyonları x_0 'da türevlenebilirlerse ve $v(x_0) \neq 0$ ise, o zaman $\frac{u}{v}$ fonksiyonu da x_0 'da türevlenebilirdir ve türevi de şyledir:

$$\frac{d}{dx}\left(\frac{u}{v}\right) = \frac{u'v - uv'}{v^2}.$$

Örnek 26.9. $y = \frac{t^2 - 1}{t^3 + 1}$ fonksiyonunun türevini alınız.

çözüm: $u = t^2 - 1$ ve $v = t^3 + 1$ olmak üzere $y = \frac{u}{v}$ olsun. Buradan

$$\begin{aligned}\frac{dy}{dt} &= \frac{u'v - uv'}{v^2} \\ &= \frac{(t^2 - 1)'(t^3 + 1) - (t^2 - 1)(t^3 + 1)'}{(t^3 + 1)^2} \\ &= \frac{(2t)(t^3 + 1) - (t^2 - 1)(3t^2)}{(t^3 + 1)^2} \\ &= \frac{2t^4 + 2t - 3t^4 + 3t^2}{(t^3 + 1)^2} \\ &= \frac{-t^4 + 3t^2 + 2t}{(t^3 + 1)^2}\end{aligned}$$

buluruz.

Example 26.10. Differentiate $f(s) = \frac{\sqrt{s}-1}{\sqrt{s}+1}$.

solution: We have $f(s) = \frac{u}{v}$ with $u = \sqrt{s} - 1$ and $v = \sqrt{s} + 1$. Remember that $\frac{d}{ds}(\sqrt{s}) = \frac{1}{2\sqrt{s}}$. Therefore

$$\begin{aligned}\frac{df}{ds} &= \frac{u'v - uv'}{v^2} \\ &= \frac{(\sqrt{s}-1)'(\sqrt{s}+1) - (\sqrt{s}-1)(\sqrt{s}+1)'}{(\sqrt{s}+1)^2} \\ &= \frac{\left(\frac{1}{2\sqrt{s}}\right)(\sqrt{s}+1) - (\sqrt{s}-1)\left(\frac{1}{2\sqrt{s}}\right)}{(\sqrt{s}+1)^2} \\ &= \frac{\frac{1}{2} + \frac{1}{2\sqrt{s}} - \frac{1}{2} + \frac{1}{2\sqrt{s}}}{(\sqrt{s}+1)^2} \\ &= \frac{1}{\sqrt{s}(\sqrt{s}+1)^2}.\end{aligned}$$

Örnek 26.10. $f(s) = \frac{\sqrt{s}-1}{\sqrt{s}+1}$ fonksiyonunun türevini bulunuz.

çözüm: $f(s) = \frac{u}{v}$ olsun burada $u = \sqrt{s} - 1$ ve $v = \sqrt{s} + 1$. Unutmayınız ki $\frac{d}{ds}(\sqrt{s}) = \frac{1}{2\sqrt{s}}$. Dolayısıyla

$$\begin{aligned}\frac{df}{ds} &= \frac{u'v - uv'}{v^2} \\ &= \frac{(\sqrt{s}-1)'(\sqrt{s}+1) - (\sqrt{s}-1)(\sqrt{s}+1)'}{(\sqrt{s}+1)^2} \\ &= \frac{\left(\frac{1}{2\sqrt{s}}\right)(\sqrt{s}+1) - (\sqrt{s}-1)\left(\frac{1}{2\sqrt{s}}\right)}{(\sqrt{s}+1)^2} \\ &= \frac{\frac{1}{2} + \frac{1}{2\sqrt{s}} - \frac{1}{2} + \frac{1}{2\sqrt{s}}}{(\sqrt{s}+1)^2} \\ &= \frac{1}{\sqrt{s}(\sqrt{s}+1)^2}\end{aligned}$$

buluruz.

Second Order Derivatives

If $y = f(x)$ is a differentiable function, then $f'(x)$ is also a function. If $f'(x)$ is also differentiable, then we can differentiate to find a new function called f'' ("f double prime"). f'' is called the **second derivative** of f . We can write

$$f''(x) = \frac{d}{dx} f'(x) = \frac{d}{dx} \left(\frac{dy}{dx} \right) = \frac{d^2y}{dx^2} = \frac{dy'}{dx} = y''$$

"d squared y, dx squared"

Example 26.11. If $y = x^6$, then $y' = \frac{d}{dx}(x^6) = 6x^5$ and $y'' = \frac{d}{dx}(y') = \frac{d}{dx}(6x^5) = 30x^4$. Equivalently, we can write

$$\frac{d^2}{dx^2}(x^6) = \frac{d}{dx} \left(\frac{d}{dx}(x^6) \right) = \frac{d}{dx}(6x^5) = 30x^4.$$

İkinci Mertebeden Türevler

$y = f(x)$ türevlenebilir bir fonksiyon ise, o zaman $f'(x)$ de bir fonksiyondur. $f'(x)$ de türevlenebilir ise, bu durumda yine türev alır ve yemi bir f'' ("f iki üssü") fonksiyonu buluruz. f'' fonksiyonuna f 'nin **ikinci türevi** denir. Şöyle dösteririz

$$f''(x) = \frac{d}{dx} f'(x) = \frac{d}{dx} \left(\frac{dy}{dx} \right) = \frac{d^2y}{dx^2} = \frac{dy'}{dx} = y''$$

"d kare y bölü dx kare"

Örnek 26.11. $y = x^6$ ise, $y' = \frac{d}{dx}(x^6) = 6x^5$ ve $y'' = \frac{d}{dx}(y') = \frac{d}{dx}(6x^5) = 30x^4$. Buna eşdeğer olarak,

$$\frac{d^2}{dx^2}(x^6) = \frac{d}{dx} \left(\frac{d}{dx}(x^6) \right) = \frac{d}{dx}(6x^5) = 30x^4$$

yazabiliriz.

Higher Order Derivatives

If f'' is differentiable, then its derivative $f''' = \frac{d^3 f}{dx^3}$ is the **third derivative** of f .

If f''' is differentiable, then its derivative $f^{(4)} = \frac{d^4 f}{dx^4}$ is the **fourth derivative** of f .

If $f^{(4)}$ is differentiable, then its derivative $f^{(5)} = \frac{d^5 f}{dx^5}$ is the **fifth derivative** of f .

⋮

If $f^{(n-1)}$ is differentiable, then its derivative $f^{(n)} = \frac{d^n f}{dx^n}$ is the **n th derivative** of f .

Example 26.12. Find the first four derivatives of $y = x^3 - 3x^2 + 2$.

solution:

First derivative: $y' = 3x^2 - 6x$

Second derivative: $y'' = 6x - 6$

Third derivative: $y''' = 6$

Fourth derivative: $y^{(4)} = 0$.

(Note that since $\frac{d}{dx}(0) = 0$, if $n \geq 4$ then $y^{(n)} = 0$ also.)

Yüksek Mertebeden Türevler

f'' türevlenebilir ise, türevi olan $f''' = \frac{d^3 f}{dx^3}$ fonksiyona f 'nin **üçüncü türevi** denir.

f''' türevlenebilir ise, türevi olan $f^{(4)} = \frac{d^4 f}{dx^4}$ fonksiyonuna f 'nin **dördüncü türevi** denir.

$f^{(4)}$ türevlenebilir ise, türevi olan $f^{(5)} = \frac{d^5 f}{dx^5}$ fonksiyonuna f 'nin **beşinci türevi**.

⋮

$f^{(n-1)}$ türevlenebilir ise, türevi olan $f^{(n)} = \frac{d^n f}{dx^n}$ fonksiyonuna f 'nin **n inci türevi** denir.

Örnek 26.12. $y = x^3 - 3x^2 + 2$ ise, ilk dört mertebeden türevlerini bulunuz.

özüm:

Birinci mertebeden türev: $y' = 3x^2 - 6x$

İkinci mertebeden türev: $y'' = 6x - 6$

Üçüncü mertebeden türev: $y''' = 6$

Dördüncüinci mertebeden türev: $y^{(4)} = 0$.

($\frac{d}{dx}(0) = 0$ olsugundan, $n \geq 4$ ise $y^{(n)} = 0$ olduğunu unutmayınız.)

Problems

Problem 26.1.

(a). Find $\frac{ds}{dt}$ if $s = -2t^{-1} + \frac{4}{t^2}$.

(b). Find w'' if $w = (z+1)(z-1)(z^2+1)$.

(c). Find $\frac{dy}{dx}$ if $y = (2x+3)(x^4 + \frac{1}{3}x^3 + 11)$.

Problem 26.2. Find $\frac{db}{dx}$ if $b = \frac{x^2 - 1}{x^2 + x - 2}$.

Problem 26.3. Find the derivatives of the functions below:

(a). $y = \frac{x^4}{2} - \frac{3}{2}x^2 - x$

(e). $g(x) = \frac{x^2 - 4}{x + 0.5}$

(i). $r = \frac{(\theta - 1)(\theta^2 + \theta + 1)}{\theta^3}$

(b). $y = (x-1)(x^2 + 3x - 5)$

(f). $v = (1-t)(1+t^2)^{-1}$

(j). $w = \left(\frac{1+3z}{3z}\right)(3-z)$

(c). $r = \frac{1}{3s^2} - \frac{5}{2s}$

(g). $f(s) = \frac{\sqrt{s}-1}{\sqrt{s}+1}$

(k). $s = 5t^3 - 3t^5$

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

(h). $v = \frac{1+x-4\sqrt{x}}{x}$

(l). $w = 3z^{-2} - \frac{1}{z}$

Sorular

Soru 26.1.

(a). $s = -2t^{-1} + \frac{4}{t^2}$ ise $\frac{ds}{dt}$ yi bulunuz.

(b). $w = (z+1)(z-1)(z^2+1)$ ise w'' yi bulunuz.

(c). $y = (2x+3)(x^4 + \frac{1}{3}x^3 + 11)$ ise $\frac{dy}{dx}$ yi bulunuz.

Soru 26.2. $b = \frac{x^2 - 1}{x^2 + x - 2}$ ise $\frac{db}{dx}$ yi bulunuz.

Soru 26.3. Aşağıdaki fonksiyonların türevlerini bulunuz:

Derivatives of Trigonometric Functions

Trigonometrik Fonksiyonların Türevleri

Sine and Cosine

$$\frac{d}{dx}(\sin x) = \cos x$$

Example 27.1. Differentiate $y = x^2 - \sin x$.

solution:

$$\frac{dy}{dx} = \frac{d}{dx}(x^2) - \frac{d}{dx}(\sin x) = 2x - \cos x.$$

Example 27.2. Differentiate $y = x^2 \sin x$.

solution: We will use the product rule $((uv)' = u'v + uv')$ with $u = x^2$ and $v = \sin x$.

$$y' = (x^2)'(\sin x) + (x^2)(\sin x)' = 2x \sin x + x^2 \cos x.$$

Example 27.3. Differentiate $y = \frac{\sin x}{x}$.

solution: This time we use the quotient rule $((\frac{u}{v})' = \frac{u'v - uv'}{v^2})$ with $u = \sin x$ and $v = x$.

$$y' = \frac{(\sin x)'x - (\sin x)(x)'}{x^2} = \frac{x \cos x - \sin x}{x^2}.$$

Example 27.4. Differentiate $y = 5x + \cos x$.

solution:

$$\frac{dy}{dx} = \frac{d}{dx}(5x) + \frac{d}{dx}(\cos x) = 5 - \sin x.$$

Example 27.5. Differentiate $y = \sin x \cos x$.

solution: By the product rule, we have that

$$\frac{dy}{dx} = \frac{d}{dx}(\sin x) \cos x + \sin x \frac{d}{dx}(\cos x) = \cos^2 x - \sin^2 x.$$

Example 27.6. Differentiate $y = \frac{\cos x}{1 - \sin x}$.

Sinüs ve Kosinüs

$$\frac{d}{dx}(\cos x) = -\sin x$$

Örnek 27.1. $y = x^2 - \sin x$ fonksiyonunun türevini alınız.

çözüm:

$$\frac{dy}{dx} = \frac{d}{dx}(x^2) - \frac{d}{dx}(\sin x) = 2x - \cos x.$$

Örnek 27.2. $y = x^2 \sin x$ fonksiyonunun türevini alınız.

çözüm: Çarpım kuralı kullanırsak $((uv)' = u'v + uv')$ burada $u = x^2$ ve $v = \sin x$ oluyor.

$$y' = (x^2)'(\sin x) + (x^2)(\sin x)' = 2x \sin x + x^2 \cos x.$$

Örnek 27.3. $y = \frac{\sin x}{x}$ fonksiyonunun türevini alınız.

çözüm: Bu sefer de bölüm kuralı kullanırsak $((\frac{u}{v})' = \frac{u'v - uv'}{v^2})$ burada $u = \sin x$ ve $v = x$ oluyor.

$$y' = \frac{(\sin x)'x - (\sin x)(x)'}{x^2} = \frac{x \cos x - \sin x}{x^2}.$$

Örnek 27.4. $y = 5x + \cos x$ fonksiyonunun türevini alınız.

çözüm:

$$\frac{dy}{dx} = \frac{d}{dx}(5x) + \frac{d}{dx}(\cos x) = 5 - \sin x.$$

Örnek 27.5. $y = \sin x \cos x$ fonksiyonunun türevini alınız.

çözüm: Çarpım kuralı gereğince,

$$\frac{dy}{dx} = \frac{d}{dx}(\sin x) \cos x + \sin x \frac{d}{dx}(\cos x) = \cos^2 x - \sin^2 x.$$

Örnek 27.6. $y = \frac{\cos x}{1 - \sin x}$ fonksiyonunun türevini alınız.

solution: By the quotient rule, we have that

$$\begin{aligned} \frac{dy}{dx} &= \frac{\frac{d}{dx}(\cos x)(1 - \sin x) - (\cos x)\frac{d}{dx}(1 - \sin x)}{(1 - \sin x)^2} \\ &= \frac{-\sin x(1 - \sin x) - \cos x(0 - \cos x)}{(1 - \sin x)^2} \\ &= \frac{-\sin x + \sin^2 x + \cos^2 x}{(1 - \sin x)^2} \\ &= \frac{-\sin x + 1}{(1 - \sin x)^2} = \frac{1 - \sin x}{(1 - \sin x)^2} \\ &= \frac{1}{1 - \sin x}. \end{aligned}$$

çözüm: Bölüm kuralından,

$$\begin{aligned} \frac{dy}{dx} &= \frac{\frac{d}{dx}(\cos x)(1 - \sin x) - (\cos x)\frac{d}{dx}(1 - \sin x)}{(1 - \sin x)^2} \\ &= \frac{-\sin x(1 - \sin x) - \cos x(0 - \cos x)}{(1 - \sin x)^2} \\ &= \frac{-\sin x + \sin^2 x + \cos^2 x}{(1 - \sin x)^2} \\ &= \frac{-\sin x + 1}{(1 - \sin x)^2} = \frac{1 - \sin x}{(1 - \sin x)^2} \\ &= \frac{1}{1 - \sin x}. \end{aligned}$$

The Tangent Function

Tanjant Fonksiyonu

$$\boxed{\frac{d}{dx}(\tan x) = \sec^2 x}$$

Proof. Using the quotient rule, we can calculate that

$$\begin{aligned} \frac{d}{dx}(\tan x) &= \frac{d}{dx}\left(\frac{\sin x}{\cos x}\right) \\ &= \frac{\frac{d}{dx}(\sin x)(\cos x) - (\sin x)\frac{d}{dx}(\cos x)}{\cos^2 x} \\ &= \frac{(\cos x)(\cos x) - (\sin x)(-\sin x)}{\cos^2 x} \\ &= \frac{\cos^2 x + \sin^2 x}{\cos^2 x} \\ &= \frac{1}{\cos^2 x} \\ &= \sec^2 x. \end{aligned}$$

Kanıt. Bölüm türevinden,

$$\begin{aligned} \frac{d}{dx}(\tan x) &= \frac{d}{dx}\left(\frac{\sin x}{\cos x}\right) \\ &= \frac{\frac{d}{dx}(\sin x)(\cos x) - (\sin x)\frac{d}{dx}(\cos x)}{\cos^2 x} \\ &= \frac{(\cos x)(\cos x) - (\sin x)(-\sin x)}{\cos^2 x} \\ &= \frac{\cos^2 x + \sin^2 x}{\cos^2 x} \\ &= \frac{1}{\cos^2 x} \\ &= \sec^2 x. \end{aligned}$$

□

□

The Other Three

Diğer Üç Fonksiyon

$$\boxed{\frac{d}{dx}(\sec x) = \sec x \tan x}$$

$$\boxed{\frac{d}{dx}(\cot x) = -\operatorname{cosec}^2 x}$$

$$\boxed{\frac{d}{dx}(\operatorname{cosec} x) = -\operatorname{cosec} x \cot x}$$

You can use the quotient rule to prove these three rules. We may ask you to prove one of them in an exam.

Example 27.7. Find y'' if $y = \sec x$.

solution: Since $y' = \sec x \tan x$, we have that

$$\begin{aligned} y'' &= \frac{d}{dx}(y') = \frac{d}{dx}(\sec x \tan x) \\ &= \frac{d}{dx}(\sec x) \tan x + \sec x \frac{d}{dx}(\tan x) \\ &= (\sec x \tan x)(\tan x) + (\sec x)(\sec^2 x) \\ &= \sec x \tan^2 x + \sec^3 x. \end{aligned}$$

Bu üç kuralın kanıtlanması için bölüm kuralını kullanabilirsiniz. Bunlardan birisini sınavda kanıtlamanızı isteyebiliriz.

Örnek 27.7. $y = \sec x$ ise y'' ni bulunuz.

çözüm: $y' = \sec x \tan x$ olduğundan,

$$\begin{aligned} y'' &= \frac{d}{dx}(y') = \frac{d}{dx}(\sec x \tan x) \\ &= \frac{d}{dx}(\sec x) \tan x + \sec x \frac{d}{dx}(\tan x) \\ &= (\sec x \tan x)(\tan x) + (\sec x)(\sec^2 x) \\ &= \sec x \tan^2 x + \sec^3 x \end{aligned}$$

bularuz.

Problems

Problem 27.1.

(a). Find $\frac{ds}{dx}$ if $s = (\sin x + \cos x) \sec x$.

(b). Find $\frac{dr}{d\theta}$ if $r = \theta \sin \theta + \cos \theta$.

Problem 27.2. Use the quotient rule to prove that the following are true:

(a). $\frac{d}{dx}(\sec x) = \sec x \tan x$.

(b). $\frac{d}{dx}(\cot x) = -\operatorname{cosec}^2 x$.

(c). $\frac{d}{dx}(\operatorname{cosec} x) = -\operatorname{cosec} x \cot x$.

Problem 27.3. Find the derivatives of the functions below:

(a). $y = -10x + 3 \cos x$

(e). $g(x) = \cos x \tan x$

(h). $p = 5 + \frac{1}{\cot t}$

(b). $y = x^2 \cos x$

(f). $w = \frac{\cot z}{1 + \cot z}$

(i). $r = \frac{\sin t + \cos t}{\cos t}$

(c). $y = \operatorname{cosec} x - 4\sqrt{x} + 7$

(g). $h(x) = x^3 \sin x \cos x$

(j). $y = (\sec x + \tan x)(\sec x - \tan x)$

Sorular

Soru 27.1.

(a). $s = (\sin x + \cos x) \sec x$ ise $\frac{ds}{dx}$ 'i bulunuz.

(b). $r = \theta \sin \theta + \cos \theta$ ise $\frac{dr}{d\theta}$ 'yi bulunuz.

Soru 27.2. Bölüm kuralı kullanarak, aşağıdakileri kanıtlayınız:

(a). $\frac{d}{dx}(\sec x) = \sec x \tan x$.

(b). $\frac{d}{dx}(\cot x) = -\operatorname{cosec}^2 x$.

(c). $\frac{d}{dx}(\operatorname{cosec} x) = -\operatorname{cosec} x \cot x$.

Soru 27.3. Aşağıdaki fonksiyonların türevlerini bulunuz:

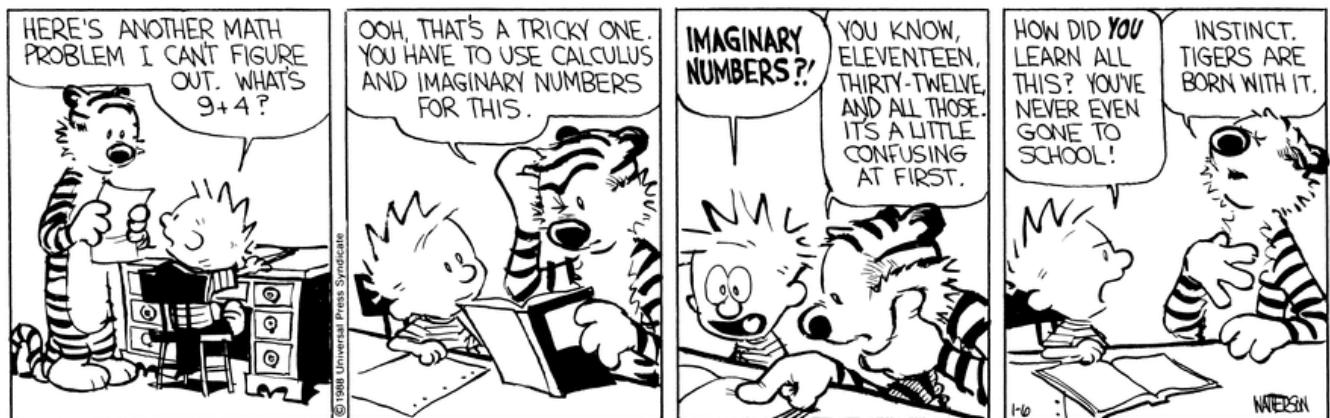


Figure 27.1: A web comic taken from <https://www.gocomics.com/calvinandhobbes/1988/01/06> .

Şekil 27.1: <https://www.gocomics.com/calvinandhobbes/1988/01/06> adresinden alınan bir web çizgi romanı.

28

The Chain Rule

Zincir Kuralı

How do we differentiate $F(x) = \sin(x^2 - 4)$?

Theorem 28.1 (The Chain Rule). Suppose that

- $y = f(u)$ is differentiable at the point $u = g(x)$; and
- $g(x)$ is differentiable at x .

Then $f \circ g$ is differentiable at x and

$$(f \circ g)'(x) = f'(g(x))g'(x).$$

The Chain Rule is easier to remember if we use Leibniz's notation:

$$\frac{dy}{dx} = \frac{dy}{du} \frac{du}{dx}$$

Example 28.1. Differentiate $y = \sin(x^2 - 4)$.

solution: We have $y = \sin u$ with $u = x^2 - 4$. Now $\frac{dy}{du} = \cos u$ and $\frac{du}{dx} = 2x$. Therefore

$$\begin{aligned}\frac{dy}{dx} &= \frac{dy}{du} \frac{du}{dx} = (\cos u)(2x) \\ &= 2x \cos u = 2x \cos(x^2 - 4)\end{aligned}$$

by the Chain Rule.

Example 28.2. Differentiate $\sin(x^2 + x)$.

solution: Let $u = x^2 + x$. Then

$$\begin{aligned}\frac{d}{dx}(\sin(x^2 + x)) &= \frac{d}{du}(\sin u) \frac{du}{dx} \\ &= (\cos u)(2x + 1) \\ &= (2x + 1) \cos(x^2 + x)\end{aligned}$$

by the Chain Rule.

Example 28.3 (Using the Chain Rule Two Times). Differentiate $g(t) = \tan(5 - \sin 2t)$.

solution: Let $u = 5 - \sin 2t$. Then $g(t) = \tan u$. Hence

$$\frac{dg}{dt} = \frac{dg}{du} \frac{du}{dt} = (\sec^2 u) \frac{d}{dt}(5 - \sin 2t).$$

$F(x) = \sin(x^2 - 4)$ fonksiyonunun türevini nasıl alırız?

Teorem 28.1 (Zincir Kurah). Varsayılmak üzere

- $y = f(u)$ fonksiyonu $u = g(x)$ notasında türevlenebilir ve
- $g(x)$ fonksiyonu da x 'de türevlenebilir olsun.

Bu durumda $f \circ g$ fonksiyonu da x noktasında türevlenebilirdir ve türevi de

$$(f \circ g)'(x) = f'(g(x))g'(x).$$

Zincir Kuralı'nı Leibniz notasyonu kullanarak kolayca hatırlanabilir:

$$\frac{dy}{dx} = \frac{dy}{du} \frac{du}{dx}$$

Örnek 28.1. $y = \sin(x^2 - 4)$ fonksiyonunun türevini alınız.

çözüm: $u = x^2 - 4$ olsun ve $y = \sin u$ olur. Böylece $\frac{dy}{du} = \cos u$ ve $\frac{du}{dx} = 2x$ olur. Yani

$$\begin{aligned}\frac{dy}{dx} &= \frac{dy}{du} \frac{du}{dx} = (\cos u)(2x) \\ &= 2x \cos u = 2x \cos(x^2 - 4)\end{aligned}$$

Zincir Kuralı kullanarak buluruz.

Örnek 28.2. $\sin(x^2 + x)$ fonksiyonunun türevini alınız.

çözüm: $u = x^2 + x$ diyelim. Buradan Zincir Kuralı yardımıyla,

$$\begin{aligned}\frac{d}{dx}(\sin(x^2 + x)) &= \frac{d}{du}(\sin u) \frac{du}{dx} \\ &= (\cos u)(2x + 1) \\ &= (2x + 1) \cos(x^2 + x)\end{aligned}$$

bulunur.

Örnek 28.3 (İki kez Zincir Kurah).

$g(t) = \tan(5 - \sin 2t)$ fonksiyonunun türevini alınız.

çözüm: Let $u = 5 - \sin 2t$. Then $g(t) = \tan u$. Hence

$$\frac{dg}{dt} = \frac{dg}{du} \frac{du}{dt} = (\sec^2 u) \frac{d}{dt}(5 - \sin 2t).$$

We need to use the Chain Rule a second time: Let $w = 2t$. Then

$$\begin{aligned}\frac{dg}{dt} &= (\sec^2 u) \frac{d}{dt}(5 - \sin 2t) \\ &= (\sec^2 u) \frac{d}{dw}(5 - \sin w) \frac{d}{dt} \\ &= (\sec^2 u)(-\cos w)(2) \\ &= -2 \cos 2t \sec^2(5 - \sin 2t).\end{aligned}$$

(Note: Your final answer should not have u or w in it.)

Powers of a Function

If

- f is a differentiable function of u ;
- u is a differentiable function of x ; and
- $y = f(u)$,

then the Chain Rule $\frac{dy}{dx} = \frac{dy}{du} \frac{du}{dx}$ is the same as

$$\frac{d}{dx} f(u) = f'(u) \frac{du}{dx}.$$

Now suppose that $n \in \mathbb{R}$ and $f(u) = u^n$. Then $f'(u) = nu^{n-1}$. So

$$\boxed{\frac{d}{dx}(u^n) = nu^{n-1} \frac{du}{dx}}.$$

Example 28.4.

$$\begin{aligned}\frac{d}{dx}(5x^3 - x^4)^7 &= 7(5x^3 - x^4)^6 \frac{d}{dx}(5x^3 - x^4) \\ &= 7(5x^3 - x^4)^6 (15x^2 - 4x^3).\end{aligned}$$

Example 28.5.

$$\begin{aligned}\frac{d}{dx}\left(\frac{1}{3x-2}\right) &= \frac{d}{dx}(3x-2)^{-1} = -1(3x-2)^{-2} \frac{d}{dx}(3x-2) \\ &= -\left(\frac{1}{(3x-2)^2}\right)(2) = \frac{-3}{(3x-2)^2}.\end{aligned}$$

Example 28.6.

$$\frac{d}{dx}(\sin^5 x) = 5 \sin^4 x \frac{d}{dx}(\sin x) = 5 \sin^4 x \cos x.$$

Example 28.7.

Differentiate $|x|$.

solution: Since $|x| = \sqrt{x^2}$, we can calculate that if $x \neq 0$ then

$$\begin{aligned}\frac{d}{dx}|x| &= \frac{d}{dx}(\sqrt{x^2}) = \frac{d}{du}(\sqrt{u}) \frac{d}{dx}(x^2) \\ &= \frac{1}{2\sqrt{u}}2x = \frac{x}{\sqrt{x^2}} = \frac{x}{|x|}.\end{aligned}$$

We need to use the Chain Rule a second time: Let $w = 2t$. Then

$$\begin{aligned}\frac{dg}{dt} &= (\sec^2 u) \frac{d}{dt}(5 - \sin 2t) \\ &= (\sec^2 u) \frac{d}{dw}(5 - \sin w) \frac{d}{dt} \\ &= (\sec^2 u)(-\cos w)(2) \\ &= -2 \cos 2t \sec^2(5 - \sin 2t).\end{aligned}$$

(Not: Cevabınız u or w içermemelidir.)

Kuvvet Fonksiyonları

Eğer

- f , u 'ya bağlı türevlenebilir fonksiyon;
- u , x 'e bağlı türevlenebilir fonksiyon ve
- $y = f(u)$ ise,

Zincir Kuralı gereğince $\frac{dy}{dx} = \frac{dy}{du} \frac{du}{dx}$ ile

$$\frac{d}{dx}f(u) = f'(u) \frac{du}{dx}$$

ifadesi aynıdır.

Şimdi $n \in \mathbb{R}$ ve $f(u) = u^n$ olsun. O halde $f'(u) = nu^{n-1}$ olur. Böylece

$$\boxed{\frac{d}{dx}(u^n) = nu^{n-1} \frac{du}{dx}}.$$

Örnek 28.4.

$$\begin{aligned}\frac{d}{dx}(5x^3 - x^4)^7 &= 7(5x^3 - x^4)^6 \frac{d}{dx}(5x^3 - x^4) \\ &= 7(5x^3 - x^4)^6 (15x^2 - 4x^3).\end{aligned}$$

Örnek 28.5.

$$\begin{aligned}\frac{d}{dx}\left(\frac{1}{3x-2}\right) &= \frac{d}{dx}(3x-2)^{-1} = -1(3x-2)^{-2} \frac{d}{dx}(3x-2) \\ &= -\left(\frac{1}{(3x-2)^2}\right)(2) = \frac{-3}{(3x-2)^2}.\end{aligned}$$

Örnek 28.6.

$$\frac{d}{dx}(\sin^5 x) = 5 \sin^4 x \frac{d}{dx}(\sin x) = 5 \sin^4 x \cos x.$$

Örnek 28.7. $|x|$ fonksiyonunun türevini alınız.

çözüm: $|x| = \sqrt{x^2}$ olduğundan, $x \neq 0$ ise

$$\begin{aligned}\frac{d}{dx}|x| &= \frac{d}{dx}(\sqrt{x^2}) = \frac{d}{du}(\sqrt{u}) \frac{d}{dx}(x^2) \\ &= \frac{1}{2\sqrt{u}}2x = \frac{x}{\sqrt{x^2}} = \frac{x}{|x|}\end{aligned}$$

buluruz.

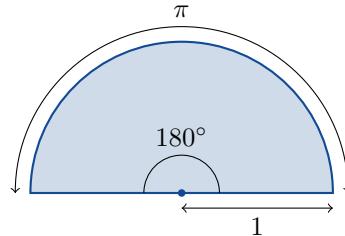
Example 28.8. Let $y = \frac{1}{(1-2x)^3}$ for $x \neq \frac{1}{2}$. Show that $\frac{dy}{dx} > 0$.

solution: First we calculate that

$$\begin{aligned}\frac{dy}{dx} &= \frac{d}{dx}(1-2x)^{-3} = -3(1-2x)^{-4} \frac{d}{dx}(1-2x) \\ &= -3(1-2x)^{-4}(-2) = \frac{6}{(1-2x)^4}\end{aligned}$$

if $x \neq \frac{1}{2}$. Since $(1-2x)^4 > 0$ if $x \neq \frac{1}{2}$ and $6 > 0$, we have that $\frac{dy}{dx} > 0$ if $x \neq \frac{1}{2}$.

Example 28.9 (Why Do We Use Radians in Calculus?). Remember that $\frac{d}{dx} \sin x = \cos x$ is true *only if we use radians*. What happens if we use degrees?



Remember that

$$180 \text{ degrees} = \pi \text{ radians}$$

$$180^\circ = \pi$$

$$1^\circ = \frac{\pi}{180}$$

$$x^\circ = \frac{\pi x}{180}.$$

So

$$\frac{d}{dx} \sin x^\circ = \frac{d}{dx} \sin \left(\frac{\pi x}{180} \right) = \frac{\pi}{180} \cos \left(\frac{\pi x}{180} \right) = \frac{\pi}{180} \cos x^\circ.$$

Therefore we have

$$\frac{d}{dx} \sin x = \cos x$$

a nice formula

and

$$\frac{d}{dx} \sin x^\circ = \frac{\pi}{180} \cos x^\circ$$

not nice

Hatırlayacak olursak,

$$180 \text{ degree} = \pi \text{ radian}$$

$$180^\circ = \pi$$

$$1^\circ = \frac{\pi}{180}$$

$$x^\circ = \frac{\pi x}{180}.$$

Yani

$$\frac{d}{dx} \sin x^\circ = \frac{d}{dx} \sin \left(\frac{\pi x}{180} \right) = \frac{\pi}{180} \cos \left(\frac{\pi x}{180} \right) = \frac{\pi}{180} \cos x^\circ.$$

Eliminate geçen

$$\frac{d}{dx} \sin x = \cos x$$

güzel bir formül

ve

$$\frac{d}{dx} \sin x^\circ = \frac{\pi}{180} \cos x^\circ$$

hiç güzel olmayan formül

This is why we use radians in Calculus.

Örnek 28.8. $y = \frac{1}{(1-2x)^3}$ for $x \neq \frac{1}{2}$ olsun. $\frac{dy}{dx} > 0$ olduğunu gösteriniz.

Çözüm: Öncelikle, $x \neq \frac{1}{2}$ ise

$$\begin{aligned}\frac{dy}{dx} &= \frac{d}{dx}(1-2x)^{-3} = -3(1-2x)^{-4} \frac{d}{dx}(1-2x) \\ &= -3(1-2x)^{-4}(-2) = \frac{6}{(1-2x)^4}\end{aligned}$$

bularuz. Eğer $x \neq \frac{1}{2}$ ise $(1-2x)^4 > 0$ olur ve $6 > 0$ bulunur, buradan $\frac{dy}{dx} > 0$ if $x \neq \frac{1}{2}$ elde edilir.

Örnek 28.9 (Kalkülüste Neden Radyan Kullanırız?). Unutmayın ki $\frac{d}{dx} \sin x = \cos x$ doğrudur *tabii radyan kullanırsak*. Derece kullanısaydık ne olurdu?

Bu yüzden Kalkülüste radyan kullanıyoruz.

Problems

Problem 28.1. Find $\frac{ds}{dt}$ if $s = \left(\frac{t}{2} - 1\right)^{-10}$.

Problem 28.2. Find $\frac{dy}{dt}$ if $y = \cos\left(5 \sin\left(\frac{t}{3}\right)\right)$.

Problem 28.3. Find $\frac{dy}{dx}$ if $y = \sqrt{3x^2 - 4x + 6}$.

Problem 28.4. Find $\frac{dy}{dx}$ if $y = \sin^3 x$.

Problem 28.5. Find $\frac{dy}{dx}$ if $y = \sec(\tan x)$.

Problem 28.6. Find $\frac{dy}{dx}$ if $y = \sin(x^2) \cos(2x)$.

Problem 28.7. Find $\frac{dy}{dt}$ if $y = \left(\frac{t^2}{t^3 - 4t}\right)^3$.

Problem 28.8. Find y'' if $y = \left(1 + \frac{1}{x}\right)^3$.

Problem 28.9. Find $(f \circ g)'(1)$ if $f(u) = u^5 + 1$ and $g(x) = \sqrt{x}$.

Problem 28.10. Find $(f \circ g)'(0)$ if $f(u) = \frac{2u}{u^2+1}$ and $g(x) = 10x^2 + x + 1$.

Sorular

Soru 28.1. $s = \left(\frac{t}{2} - 1\right)^{-10}$ ise $\frac{ds}{dt}$ 'yi bulunuz.

Soru 28.2. $y = \cos\left(5 \sin\left(\frac{t}{3}\right)\right)$ ise $\frac{dy}{dt}$ 'yi bulunuz.

Soru 28.3. $y = \sqrt{3x^2 - 4x + 6}$ ise $\frac{dy}{dx}$ 'i bulunuz.

Soru 28.4. $y = \sin^3 x$ ise $\frac{dy}{dx}$ 'i bulunuz.

Soru 28.5. $y = \sec(\tan x)$ ise $\frac{dy}{dx}$ 'i bulunuz.

Soru 28.6. $y = \sin(x^2) \cos(2x)$ ise $\frac{dy}{dx}$ 'i bulunuz.

Soru 28.7. $y = \left(\frac{t^2}{t^3 - 4t}\right)^3$ ise $\frac{dy}{dt}$ 'yi bulunuz.

Soru 28.8. $y = \left(1 + \frac{1}{x}\right)^3$ ise y'' 'yü bulunuz.

Soru 28.9. $f(u) = u^5 + 1$ ve $g(x) = \sqrt{x}$ ise $(f \circ g)'(1)$ 'i bulunuz.

Soru 28.10. $f(u) = \frac{2u}{u^2+1}$ ve $g(x) = 10x^2 + x + 1$ ise $(f \circ g)'(0)$ 'i bulunuz.

Antiderivatives

Ters Türevler

Definition. F is an *antiderivative* of f on an interval I if $F'(x) = f(x)$ for all $x \in I$.

Example 29.1.

x^2 is the derivative of x^2 .

x^2 is an antiderivative of $2x$.

Example 29.2. If $g(x) = \cos x$, then an antiderivative of g is

$$G(x) = \sin x$$

because

$$G'(x) = \frac{d}{dx}(\sin x) = \cos x = g(x).$$

Example 29.3. If $h(x) = 2x + \cos x$, then $H(x) = x^2 + \sin x$ is an antiderivative of $h(x)$.

Remark. $F(x) = x^2$ is not the only antiderivative of $f(x) = 2x$.

$x^2 + 1$ is an antiderivative of $2x$ because $\frac{d}{dx}(x^2 + 1) = 2x$.

$x^2 + 5$ is an antiderivative of $2x$ because $\frac{d}{dx}(x^2 + 5) = 2x$.

$x^2 - 1234$ is an antiderivative of $2x$ because $\frac{d}{dx}(x^2 - 1234) = 2x$.

Theorem 29.1. If F is an antiderivative of f on I , then the general antiderivative of f is

$$F(x) + C$$

where C is a constant.

Example 29.4. Find an antiderivative of $f(x) = 3x^2$ that satisfies $F(1) = -1$.

solution: x^3 is an antiderivative of f because $\frac{d}{dx}(x^3) = 3x^2$. So the general antiderivative of f is

$$F(x) = x^3 + C.$$

Then we calculate that

$$-1 = F(1) = 1^3 + C = 1 + C \implies C = -2.$$

Therefore $F(x) = x^3 - 2$.

Tanım. Bir I aralığındaki her $x \in I$ için $F'(x) = f(x)$ olacak şekildeki F fonksiyonuna f fonksiyonunun bir **ters türevi** denir.

Örnek 29.1.

x^2 nin türevi $2x$ tir.

x^2 de $2x$ in bir ters türevidir.

Örnek 29.2. $g(x) = \cos x$ ise, g nin bir ters türevi

$$G(x) = \sin x$$

olur, çünkü

$$G'(x) = \frac{d}{dx}(\sin x) = \cos x = g(x).$$

Örnek 29.3. $h(x) = 2x + \cos x$ ise, $H(x) = x^2 + \sin x$ fonksiyonu $h(x)$ in bir ters türevidir.

Not. $F(x) = x^2$ fonksiyonu $f(x) = 2x$ in tek ters türevi değildir.

$x^2 + 1$ de $2x$ için bir ters türevdir çünkü $\frac{d}{dx}(x^2 + 1) = 2x$.

$x^2 + 5$ de $2x$ için bir ters türevdir çünkü $\frac{d}{dx}(x^2 + 5) = 2x$.

$x^2 - 1234$ de $2x$ için bir ters türevdir çünkü $\frac{d}{dx}(x^2 - 1234) = 2x$.

Teorem 29.1. Eğer F fonksiyonu f nin I üzerindeki ters türevi ise, f nin genel ters türevi

$$F(x) + C$$

burada C bir sabit oluyor.

Örnek 29.4. $F(1) = -1$ sağlayan $f(x) = 3x^2$ nin bir ters türevini bulunuz .

çözüm: x^3 fonksiyonu f nin bir ters türevdir çünkü $\frac{d}{dx}(x^3) = 3x^2$. Bu nedenle f nin genel ters türevi

$$F(x) = x^3 + C.$$

Sunları buluruz:

$$-1 = F(1) = 1^3 + C = 1 + C \implies C = -2.$$

Bu nedenle $F(x) = x^3 - 2$.

function, $f(x)$	derivative, $f'(x)$	function, $f(x)$	general antiderivative, $F(x)$
fonksiyon, $f(x)$	türev, $f'(x)$	fonksiyon, $f(x)$	genel ters türev, $F(x)$
x^n	nx^{n-1}	x^n ($n \neq -1$)	$\frac{x^{n+1}}{n+1} + C$
$\sin kx$	$k \cos kx$	$\sin kx$	$-\frac{1}{k} \cos kx + C$
$\cos kx$	$-k \sin kx$	$\cos kx$	$\frac{1}{k} \sin kx + C$
e^{kx}	ke^{kx}	e^{kx}	$\frac{1}{k} e^{kx} + C$
$\ln x $	$\frac{1}{x}$	$\frac{1}{x}$	$\ln x + C$

Table 29.1: Elementary derivatives and antiderivatives

Tablo 29.1:

The Sum Rule and the Constant Multiple Rule Toplam ve Sabitle çarpım Kuralı

Suppose that

- F is an antiderivative of f ;
- G is an antiderivative of g ;
- $k \in \mathbb{R}$.

The Sum Rule: The general antiderivative of $f + g$ is

$$F(x) + G(x) + C.$$

The Constant Multiple Rule: The general antiderivative of kf is

$$kF(x) + C.$$

Example 29.5. Find the general antiderivative of $f(x) = \frac{3}{\sqrt{x}} + \sin 2x$.**solution:** We have $f = 3g + h$ where $g(x) = x^{-\frac{1}{2}}$ and $h(x) = \sin 2x$. An antiderivative of g is

$$G(x) = \frac{x^{-\frac{1}{2}+1}}{-\frac{1}{2}+1} = \frac{x^{\frac{1}{2}}}{\frac{1}{2}} = 2\sqrt{x}.$$

An antiderivative of h is

$$H(x) = -\frac{1}{2} \cos 2x.$$

Therefore the general antiderivative of f is

$$F(x) = 6\sqrt{x} - \frac{1}{2} \cos 2x + C.$$

Definition. The general antiderivative of f is also called the *indefinite integral* of f with respect to x , and is denoted by

$$\int f(x) dx.$$

Varsayalım ki

- F fonksiyonu f nin bir ters türevi;
- G fonksiyonu da g nin bir ters türevi;
- $k \in \mathbb{R}$.

Toplam Kuralı: $f + g$ 'nin ilkeli (ters türevi)

$$F(x) + G(x) + C.$$

Sabitle Çarpım Kuralı: kf 'nin ilkeli

$$kF(x) + C.$$

Örnek 29.5. $f(x) = \frac{3}{\sqrt{x}} + \sin 2x$ nin ilkelini bulunuz.**çözüm:** $g(x) = x^{-\frac{1}{2}}$ olmak üzere elimizde $f = 3g + h$ ve $h(x) = \sin 2x$ var. g 'nin bir ilkeli

$$G(x) = \frac{x^{-\frac{1}{2}+1}}{-\frac{1}{2}+1} = \frac{x^{\frac{1}{2}}}{\frac{1}{2}} = 2\sqrt{x}.$$

Ayrıca h 'nin bir ilkeli

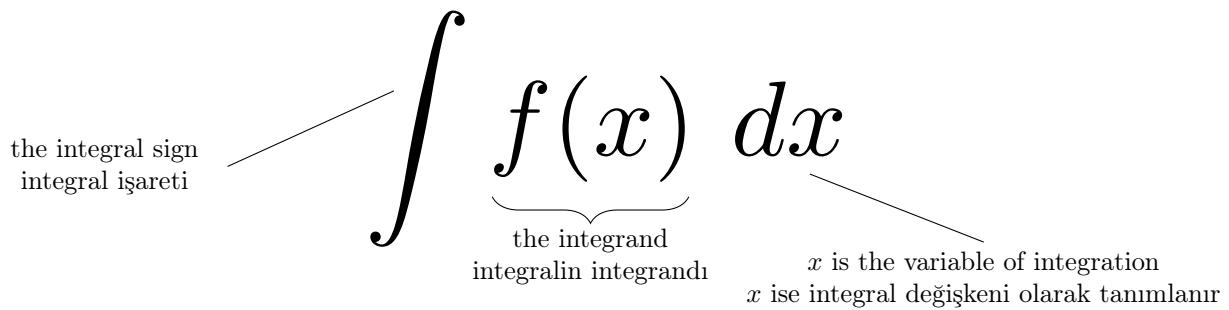
$$H(x) = -\frac{1}{2} \cos 2x.$$

Diloayıyla f fonksiyonunun bir ilkeli

$$F(x) = 6\sqrt{x} - \frac{1}{2} \cos 2x + C.$$

Tanım. f nin genel ters türev veya ilkeline aynı zamanda f nin x 'e göre *belirsiz integrali* denir ve şöyle gösterilir:

$$\int f(x) dx.$$

**Example 29.6.**

$$\begin{aligned}\int 2x \, dx &= x^2 + C \\ \int \cos x \, dx &= \sin x + C \\ \int (2x + \cos x) \, dx &= x^2 + \sin x + C\end{aligned}$$

Example 29.7. Calculate $\int (x^2 - 2x + 5) \, dx$.

solution 1. Since $\frac{d}{dx} \left(\frac{x^3}{3} - x^2 + 5x \right) = x^2 - 2x + 5$ we have that

$$\int (x^2 - 2x + 5) \, dx = \frac{x^3}{3} - x^2 + 5x + C.$$

solution 2.

$$\begin{aligned}\int (x^2 - 2x + 5) \, dx &= \int x^2 \, dx - \int 2x \, dx + \int 5 \, dx \\ &= \left(\frac{x^3}{3} + C_1 \right) - (x^2 + C_2) + (5x + C_3) \\ &= \left(\frac{x^3}{3} - x^2 + 5x \right) + (C_1 - C_2 + C_3).\end{aligned}$$

Because we only need one constant, we can define $C := C_1 - C_2 + C_3$. Therefore

$$\int (x^2 - 2x + 5) \, dx = \frac{x^3}{3} - x^2 + 5x + C.$$

Örnek 29.6.

$$\begin{aligned}\int 2x \, dx &= x^2 + C \\ \int \cos x \, dx &= \sin x + C \\ \int (2x + \cos x) \, dx &= x^2 + \sin x + C\end{aligned}$$

Örnek 29.7. $\int (x^2 - 2x + 5) \, dx$ integralini bulunuz.

çözüm 1. $\frac{d}{dx} \left(\frac{x^3}{3} - x^2 + 5x \right) = x^2 - 2x + 5$ olduğundan

$$\int (x^2 - 2x + 5) \, dx = \frac{x^3}{3} - x^2 + 5x + C$$

buluruz.

çözüm 2.

$$\begin{aligned}\int (x^2 - 2x + 5) \, dx &= \int x^2 \, dx - \int 2x \, dx + \int 5 \, dx \\ &= \left(\frac{x^3}{3} + C_1 \right) - (x^2 + C_2) + (5x + C_3) \\ &= \left(\frac{x^3}{3} - x^2 + 5x \right) + (C_1 - C_2 + C_3).\end{aligned}$$

Yalnızca bir sabite ihtiyacımız olduğundan, $C := C_1 - C_2 + C_3$ olarak tanımlarız. Yani

$$\int (x^2 - 2x + 5) \, dx = \frac{x^3}{3} - x^2 + 5x + C.$$

Example 29.8. You drop a box off the top of a tall building. The acceleration due to gravity is 9.8 ms^{-2} . You can ignore air resistance. How far does the box fall in 5 seconds?

solution: The acceleration is

$$a(t) = 9.8 \text{ ms}^{-2}$$

downwards. Since

$$\text{acceleration} = \frac{d}{dt}(\text{velocity}),$$

the velocity is an antiderivative of the acceleration. Therefore the velocity is

$$v(t) = 9.8t + C \text{ ms}^{-1}.$$

You let go of the box at time $t = 0$. So $v(0) = 0$. Thus $C = 0$. Hence

$$v(t) = 9.8t \text{ ms}^{-1}.$$

Now velocity $= \frac{d}{dt}(\text{position})$. So the distance fallen is an antiderivative of velocity. Hence

$$s(t) = 4.9t^2 + \tilde{C} \text{ m.}$$

Because you let go of the box at time $t = 0$, we have $s(0) = 0$. Thus $\tilde{C} = 0$. Therefore

$$s(t) = 4.9t^2 \text{ m.}$$

After 5 seconds, the box has fallen

$$s(5) = 4.9 \times 25 = 122.5 \text{ metres.}$$

Örnek 29.8. Bir binanın üstünden bir kutu bırakıyor. Yerçekimi ivmesi 9.8 ms^{-2} dir. Havadaki sürtünme ihmal edilebilir. Kutu 5 saniyede ne kadar yol alır?

çözüm: İvme

$$a(t) = 9.8 \text{ ms}^{-2}$$

aşağıya doğru olur. Şimdi

$$\text{ivme} = \frac{d}{dt}(\text{hız}),$$

hız ivmenin bir ilkelidir. Dolayısıyla hız

$$v(t) = 9.8t + C \text{ ms}^{-1}.$$

Kutuyu $t = 0$ anında bırakıyorsunuz. Böylece $v(0) = 0$ olur. Buradan $C = 0$ olur. Dolayısıyla

$$v(t) = 9.8t \text{ ms}^{-1}.$$

Şimdi hız $= \frac{d}{dt}(\text{konum})$. Dolayısıyla düşme mesafesi hızın bir ters türevi veya ilkelidir. Yani

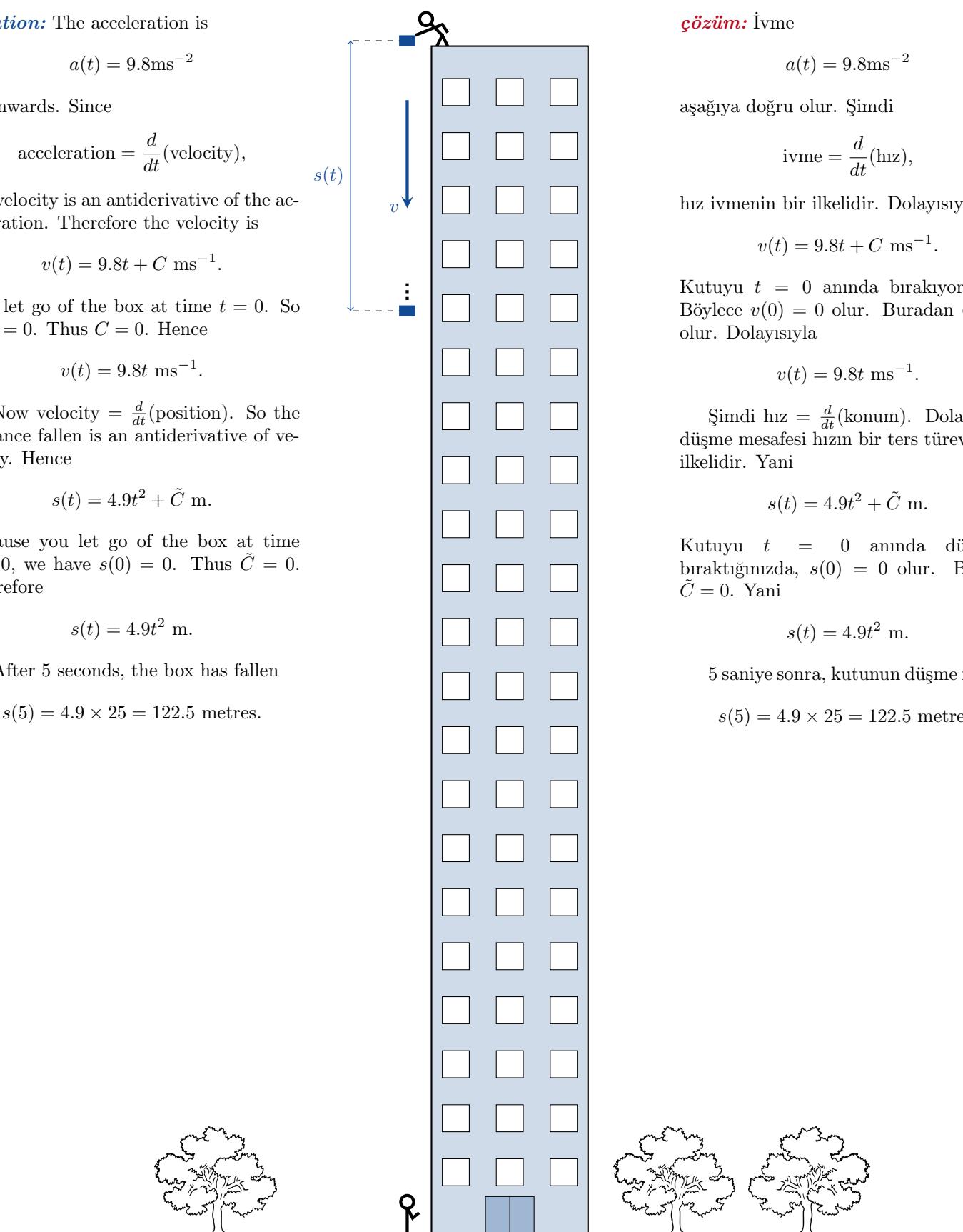
$$s(t) = 4.9t^2 + \tilde{C} \text{ m.}$$

Kutuyu $t = 0$ anında düşmeye bıraktığınızda, $s(0) = 0$ olur. Böylece $\tilde{C} = 0$. Yani

$$s(t) = 4.9t^2 \text{ m.}$$

5 saniye sonra, kutunun düşme mesafesi

$$s(5) = 4.9 \times 25 = 122.5 \text{ metres.}$$



Problems

Problem 29.1. Find an antiderivative for each function, then check your answer by differentiating it.

(a). $f(x) = 200x.$

(d). $l(x) = x^7 - 6x + 8.$

(g). $r(x) = \frac{2}{3} \sec^2 \frac{x}{3}.$

(b). $g(x) = x^3 - \frac{1}{x^3}.$

(e). $m(x) = \frac{2}{3}x^{-\frac{1}{3}}.$

(c). $h(x) = \sin(\pi x) - 3 \sin(3x).$

(f). $p(x) = \frac{1}{3}x^{-\frac{2}{3}}.$

(h). $s(x) = -\sec^2 \frac{3x}{2}.$

Problem 29.2 (Right or Wrong?). Consider

$$\int ((2x+1)^2 + \cos x) \, dx = \frac{(2x+1)^3}{3} + \sin x + C.$$

Is this correct or incorrect? Why?

Problem 29.3 (Right or Wrong?). Consider

$$\int (e^x \cos e^x) \, dx = \sin e^x + C.$$

Is this correct or incorrect? Why?

Problem 29.4 (Right or Wrong?). Consider

$$\int (3x^2 + 2x + 7) \, dx = x^3 + x^2 + 7x.$$

Is this correct or incorrect? Why?

Problem 29.5. Find the following indefinite integrals.

(a). $\int 2x \, dx$

(c). $\int \frac{4 + \sqrt{t}}{t^3} \, dt$

(e). $\int 2e^{3x} \, dx$

(b). $\int (1 - x^2 - 3x^5) \, dx$

(d). $\int (2 \cos 2\theta - 3 \sin 3\theta) \, d\theta$

(f). $\int \frac{1}{x} \, dx$

Sorular

Soru 29.1. Aşağıdaki fonksiyonların birer ters türevini veya ilkelini bulup, sonra cevabınızı türev alarak bulup kontrol edin.

Soru 29.2 (Doğru mu yoksa Yanlış mı?).

$$\int ((2x+1)^2 + \cos x) \, dx = \frac{(2x+1)^3}{3} + \sin x + C$$

yazalım. Bu doğru mu yoksa yanlış mı? Neden?

Soru 29.3 (Doğru mu yoksa Yanlış mı?).

$$\int (e^x \cos e^x) \, dx = \sin e^x + C$$

yazalım. Bu doğru mu yoksa yanlış mı? Neden?

Soru 29.4 (Doğru mu yoksa Yanlış mı?).

$$\int (3x^2 + 2x + 7) \, dx = x^3 + x^2 + 7x$$

yazalım. Bu doğru mu yoksa yanlış mı? Neden?

Soru 29.5. Aşağıdaki belirsiz integralleri bulunuz.

Integration

Integral

Question: What is the area of R ?

We can use two rectangles to approximate the area of R . Then we have

$$\begin{aligned}\text{area of } R &\approx \text{area of 2 rectangles} \\ &= \left(\frac{3}{4} \times \frac{1}{2}\right) + \left(0 \times \frac{1}{2}\right) \\ &= \frac{3}{8} = 0.375.\end{aligned}$$

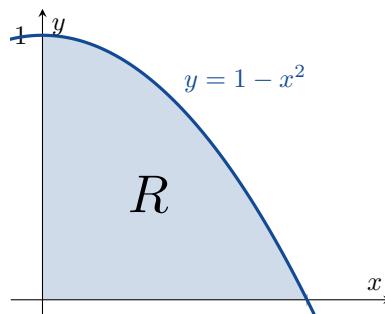
Can we do better than this? Yes! We could use more rectangles.

We can say that

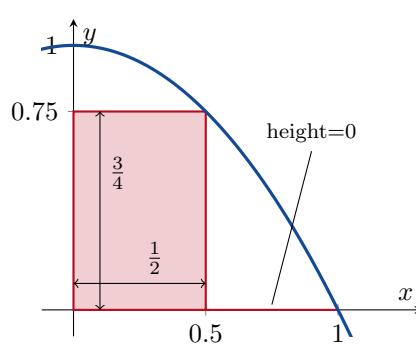
$$\begin{aligned}\text{area of } R &\approx \text{area of 4 rectangles} \\ &= \left(\frac{15}{16} \times \frac{1}{4}\right) + \left(\frac{3}{4} \times \frac{1}{4}\right) \\ &\quad + \left(\frac{7}{16} \times \frac{1}{4}\right) + \left(0 \times \frac{1}{4}\right) \\ &= \frac{17}{32} = 0.53125.\end{aligned}$$

Every time we increase the number of rectangles, the total area of the rectangles gets closer and closer to the area of R .

$$\begin{aligned}\text{area of } R &\approx \text{area of 16 rectangles} \\ &= 0.63476.\end{aligned}$$



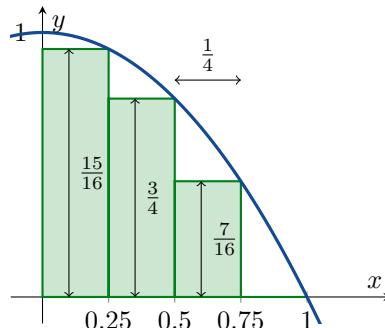
Soru: R bölgesinin alanı kaçtır?



R nin alanını yaklaşık olarak hesaplamada iki dikdörtgen kullanırsak, Bu durumda

$$\begin{aligned}R' \text{nin alanı} &\approx 2 \text{ dikdörtgenin toplam alanı} \\ &= \left(\frac{3}{4} \times \frac{1}{2}\right) + \left(0 \times \frac{1}{2}\right) \\ &= \frac{3}{8} = 0.375.\end{aligned}$$

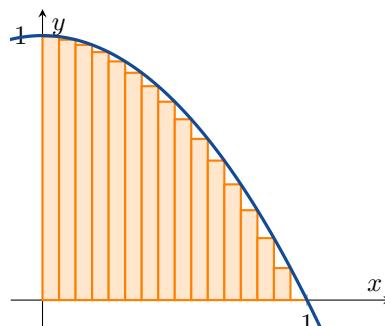
Bundan daha iyisini yapabilir miyiz? Evet! Daha fazla dikdörtgen kullanabiliriz.



We can say that

$$\begin{aligned}\text{area of } R &\approx \text{area of 4 rectangles} \\ &= \left(\frac{15}{16} \times \frac{1}{4}\right) + \left(\frac{3}{4} \times \frac{1}{4}\right) \\ &\quad + \left(\frac{7}{16} \times \frac{1}{4}\right) + \left(0 \times \frac{1}{4}\right) \\ &= \frac{17}{32} = 0.53125.\end{aligned}$$

Dikdörtgenlerin sayısını her arttırdığımızda, dikdörtgenlerin toplam alanı, R alanına daha da yakınılaşıyor.

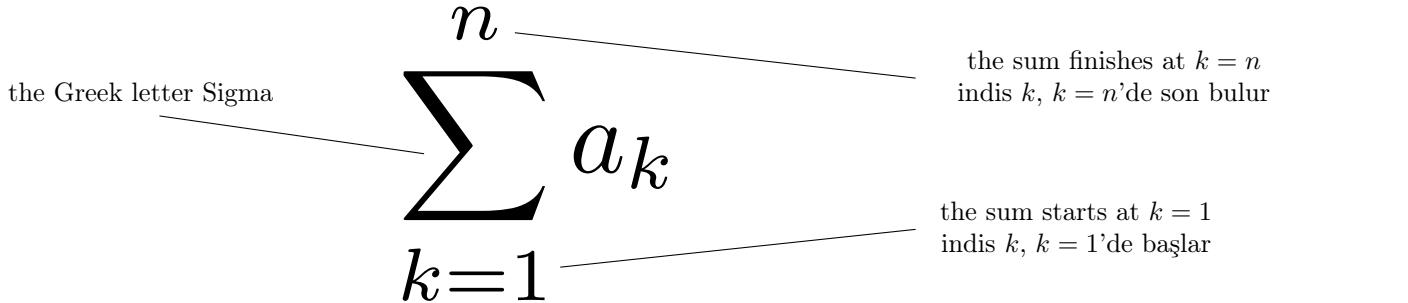


R' nin alanı ≈ 16 dikdörtgenin toplam alanı
= 0.63476.

Sigma Notation

Sigma Notasyonu

$$\sum_{k=1}^n a_k = a_1 + a_2 + a_3 + a_4 + a_5 + a_6 + a_7 + a_8 + \dots + a_{n-1} + a_n$$



Example 30.1.

$$1^2 + 2^2 + 3^2 + 4^2 + 5^2 + 6^2 + 7^2 + 8^2 + 9^2 + 10^2 + 11^2 = \sum_{k=1}^{11} k^2 \quad \sum_{k=1}^3 (-1)^k k = (-1)(1) + (-1)^2(2) + (-1)^3(3) = -1 + 2 - 3 = -2$$

$$f(1) + f(2) + f(3) + \dots + f(99) + f(100) = \sum_{k=1}^{100} f(k)$$

$$\sum_{k=1}^5 k = 1 + 2 + 3 + 4 + 5 = 15$$

$$\sum_{k=1}^2 \frac{k}{k+1} = \frac{1}{1+1} + \frac{2}{2+1} = \frac{1}{2} + \frac{2}{3} = \frac{7}{6}$$

$$\sum_{k=4}^5 \frac{k^2}{k-1} = \frac{4^2}{4-1} + \frac{5^2}{5-1} = \frac{16}{3} + \frac{25}{4} = \frac{139}{12}$$

Example 30.3. I want to find a formula for $1 + 2 + 3 + \dots + n$. Note that

Örnek 30.3. $1 + 2 + 3 + \dots + n$ için bir formül bulmak istiyoruz. Dikkat edilirse

$$\begin{aligned} & 2(1 + 2 + 3 + 4 + 5 + \dots + (n-1) + n) \\ &= 1 + 2 + 3 + 4 + 5 + \dots + (n-1) + n \\ &\quad + n + (n-1) + (n-2) + (n-3) + (n-4) + \dots + 2 + 1 \\ &= (n+1) + (n+1) + (n+1) + (n+1) + (n+1) + \dots + (1+n) + (1+n) \\ &= n(n+1). \end{aligned}$$

Therefore

$$\boxed{\sum_{k=1}^n k = \frac{n(n+1)}{2}}.$$

Similarly (but more difficult) we can find that

$$\boxed{\sum_{k=1}^n k^2 = \frac{n(n+1)(2n+1)}{6}}$$

and

$$\boxed{\sum_{k=1}^n k^3 = \left(\frac{n(n+1)}{2}\right)^2.}$$

Dolayısıyla

$$\boxed{\sum_{k=1}^n k = \frac{n(n+1)}{2}}.$$

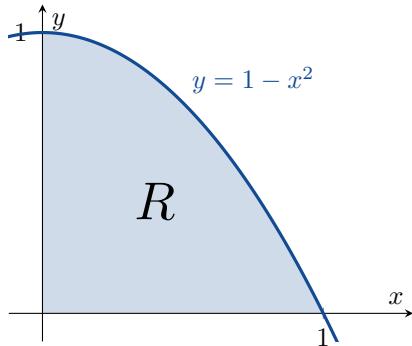
Benzer olarak (ama daha zor) şunu buluruz

$$\boxed{\sum_{k=1}^n k^2 = \frac{n(n+1)(2n+1)}{6}}$$

ve

$$\boxed{\sum_{k=1}^n k^3 = \left(\frac{n(n+1)}{2}\right)^2.}$$

Limits of Finite Sums



Here's the plan:

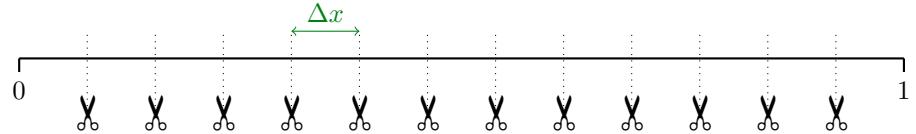
STEP 1. We will cut $[0, 1]$ in to n pieces of width

$$\Delta x = \frac{1-0}{n} = \frac{1}{n}.$$

STEP 2. We will use n rectangles to approximate the area of R . See figure 30.1.

STEP 3. Then we will take the limit as $n \rightarrow \infty$.

Sonlu Toplamların Limitleri



İşte izleyeceğimiz yol:

ADIM 1. $[0, 1]$ 'i n parçaya bölersek

$$\Delta x = \frac{1-0}{n} = \frac{1}{n}.$$

ADIM 2. n tane dikdörtgenle R 'nin alanını yaklaşık olarak buluruz. Bkz. şekil 30.1.

ADIM 3. Daha sonra $n \rightarrow \infty$ iken limit alırız.

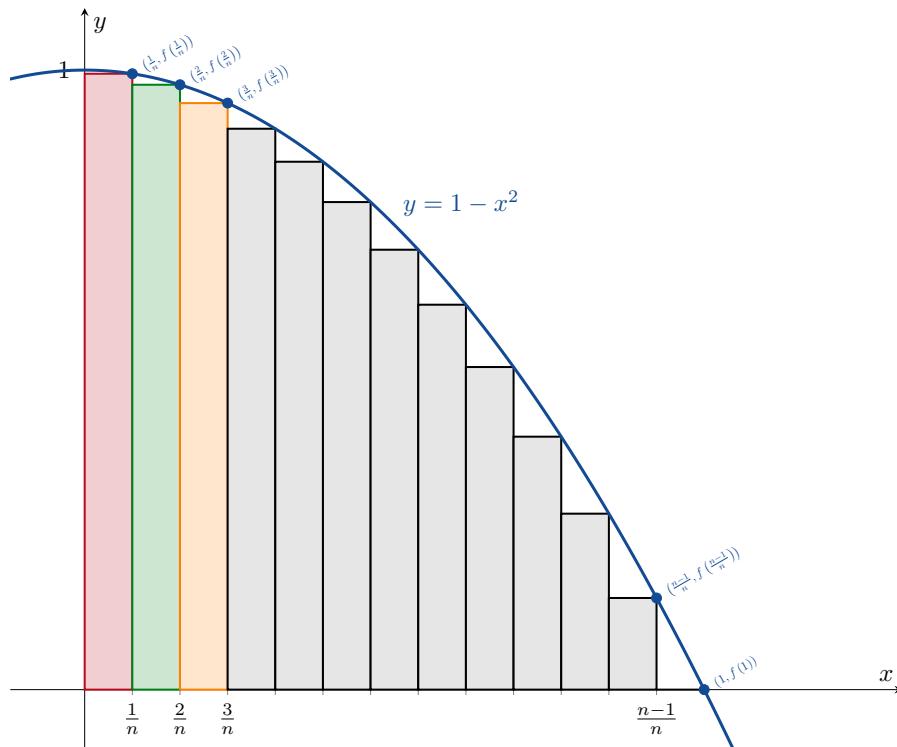


Figure 30.1: We can use n rectangles to approximate the area of R .

Şekil 30.1: n tane dikdörtgeni R 'nin alanını yaklaşık hesaplamakta kullanabiliriz.

Let $f(x) = 1 - x^2$. Then

- the **first rectangle** has area $\frac{1}{n}f\left(\frac{1}{n}\right)$;
- the **second rectangle** has area $\frac{1}{n}f\left(\frac{2}{n}\right)$;
- the **third rectangle** has area $\frac{1}{n}f\left(\frac{3}{n}\right)$;

and so on.

Let $f(x) = 1 - x^2$. Then

- ilk dikdörtgen alanı $\frac{1}{n}f\left(\frac{1}{n}\right)$;
- ikinci dikdörtgen alanı $\frac{1}{n}f\left(\frac{2}{n}\right)$;
- üçüncü dikdörtgen alanı $\frac{1}{n}f\left(\frac{3}{n}\right)$;

ve saire.

The area of all n rectangles is

$$\begin{aligned} \text{area} &= \sum_{k=1}^n (\text{area of the } k\text{th rectangle}) \\ &= \sum_{k=1}^n \frac{1}{n} f\left(\frac{k}{n}\right) \\ &= \sum_{k=1}^n \frac{1}{n} \left(1 - \left(\frac{k}{n}\right)^2\right) \\ &= \sum_{k=1}^n \left(\frac{1}{n} - \frac{k^2}{n^3}\right) \\ &= \sum_{k=1}^n \frac{1}{n} - \sum_{k=1}^n \frac{k^2}{n^3} \\ &= n\left(\frac{1}{n}\right) - \frac{1}{n^3} \sum_{k=1}^n k^2 \\ &= 1 - \frac{1}{n^3} \left(\frac{n(n+1)(2n+1)}{6}\right) \\ &= 1 - \frac{2n^2 + 3n + 1}{6n^2}. \end{aligned}$$

Taking the limit gives

$$\begin{aligned} \lim_{n \rightarrow \infty} \left(\sum_{k=1}^n \frac{1}{n} f\left(\frac{k}{n}\right) \right) &= \lim_{n \rightarrow \infty} \left(1 - \frac{2n^2 + 3n + 1}{6n^2} \right) \\ &= 1 - \frac{2}{6} = \frac{2}{3}. \end{aligned}$$

Therefore the area of R is $\frac{2}{3}$.

Riemann Sums

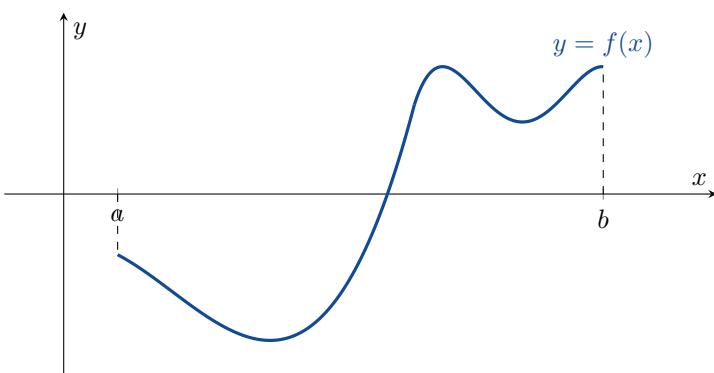


Figure 30.2: A function $f : [a, b] \rightarrow \mathbb{R}$.

Şekil 30.2: Bir fonksiyon $f : [a, b] \rightarrow \mathbb{R}$.

Now let $f : [a, b] \rightarrow \mathbb{R}$ be a function. We will cut $[a, b]$ into n subintervals (the pieces don't have to all be the same size). In each subinterval we will choose one point $c_k \in [x_{k-1}, x_k]$, as shown in figure 30.3. The width of each subinterval is $\Delta x_k = x_k - x_{k-1}$.

On each subinterval $[x_{k-1}, x_k]$, we draw a rectangle of width Δx_k and height $f(c_k)$. See figure 30.4

n dikdörtgenin toplam alanı

$$\begin{aligned} \text{area} &= \sum_{k=1}^n (k \text{inci dikdörtgen}) \\ &= \sum_{k=1}^n \frac{1}{n} f\left(\frac{k}{n}\right) \\ &= \sum_{k=1}^n \frac{1}{n} \left(1 - \left(\frac{k}{n}\right)^2\right) \\ &= \sum_{k=1}^n \left(\frac{1}{n} - \frac{k^2}{n^3}\right) \\ &= \sum_{k=1}^n \frac{1}{n} - \sum_{k=1}^n \frac{k^2}{n^3} \\ &= n\left(\frac{1}{n}\right) - \frac{1}{n^3} \sum_{k=1}^n k^2 \\ &= 1 - \frac{1}{n^3} \left(\frac{n(n+1)(2n+1)}{6}\right) \\ &= 1 - \frac{2n^2 + 3n + 1}{6n^2}. \end{aligned}$$

Limit almırsa

$$\begin{aligned} \lim_{n \rightarrow \infty} \left(\sum_{k=1}^n \frac{1}{n} f\left(\frac{k}{n}\right) \right) &= \lim_{n \rightarrow \infty} \left(1 - \frac{2n^2 + 3n + 1}{6n^2} \right) \\ &= 1 - \frac{2}{6} = \frac{2}{3}. \end{aligned}$$

Buradan R 'nin alanı $\frac{2}{3}$ olur.

Riemann ToplAMI

Şimdi $f : [a, b] \rightarrow \mathbb{R}$ bir fonksiyon olsun. $[a, b]$ 'yi n aralığa böleriz (parçaların hepsinin aynı genişlikte olması gerekmekz). Her alt-aralıkta, Şekil 30.3'de gösterildiği gibi $[x_{k-1}, x_k]$ cinsinden bir noktası c_k seçeriz. Her alt aralığın genişliği $\Delta x_k = x_k - x_{k-1}$ 'dır.

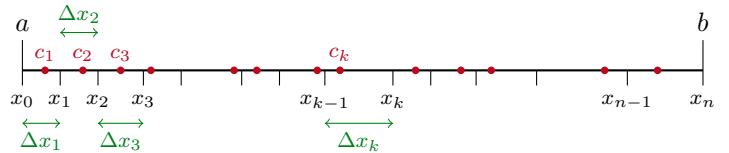


Figure 30.3: We split the interval $[a, b]$ into n subintervals. Note that $a = x_0 < x_1 < x_2 < x_3 < \dots < x_{n-1} < x_n = b$.

Şekil 30.3: $[a, b]$ aralığını n alt-aralığa bölenür. Dikkat edilirse, $a = x_0 < x_1 < x_2 < x_3 < \dots < x_{n-1} < x_n = b$ dir.

Her bir $[x_{k-1}, x_k]$ alt-aralığında, genişliği Δx_k ve yüksekliği $f(c_k)$ olan dikdörtgenler çizilir. Bkz. Şekil 30.4

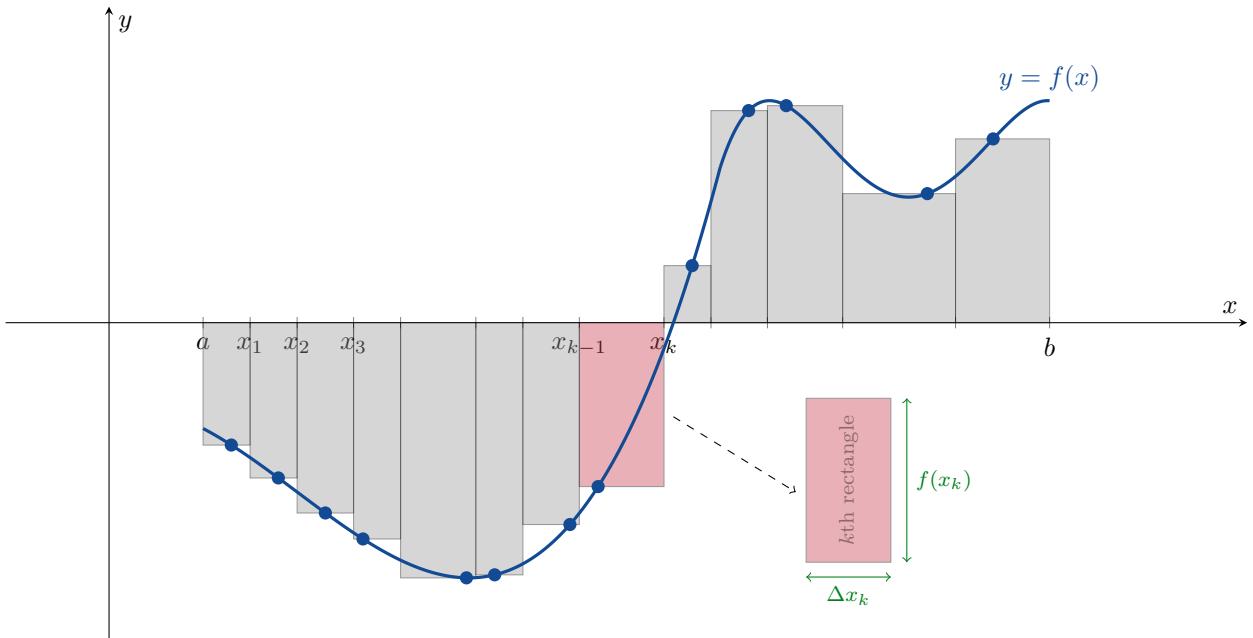


Figure 30.4: n rectangles.
Şekil 30.4: n tane dikdörtgeni.

Note that if $f(c_k) < 0$, then the rectangle on $[x_{k-1}, x_k]$ will have ‘negative area’ – this is ok.

The total of the n rectangles is

$$\sum_{k=1}^n f(c_k) \Delta x_k.$$

This is called a **Riemann Sum for f on $[a, b]$** . Then we want to take the limit as $n \rightarrow \infty$ (or more precisely, we want to take the limit as $\max\{\Delta x_1, \Delta x_2, \dots, \Delta x_n\} \rightarrow 0$). Sometimes this limit exists, sometimes this limit does not exist.

$f(c_k) < 0$ olduğuna dikkat edersek, tabanı $[x_{k-1}, x_k]$ olan dikdörtgen ‘negatif alanlı’ – olur.

n dikdörtgenin toplam alanı

$$\sum_{k=1}^n f(c_k) \Delta x_k.$$

Bu toplama bir **f nin $[a, b]$ üzerindeki bir Riemann ToplAMI** denir. Sonra $n \rightarrow \infty$ iken limit alınır (veya daha doğrusu, maks $\{\Delta x_1, \Delta x_2, \dots, \Delta x_n\} \rightarrow 0$ iken limit alınır). Bu limit bazen mevcuttur, bazen mevcut değil.

31

The Definite Integral

Belirli İntegral

Definition. If the limit

$$\lim_{n \rightarrow \infty} \sum_{k=1}^n f(c_k) \Delta x_k$$

exists, then it is called the *definite integral of f over [a, b]*. We write

$$\int_a^b f(x) dx = \lim_{n \rightarrow \infty} \sum_{k=1}^n f(c_k) \Delta x_k$$

if the limit exists.

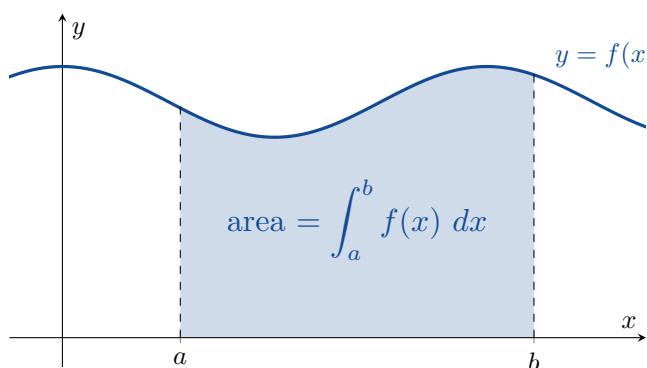
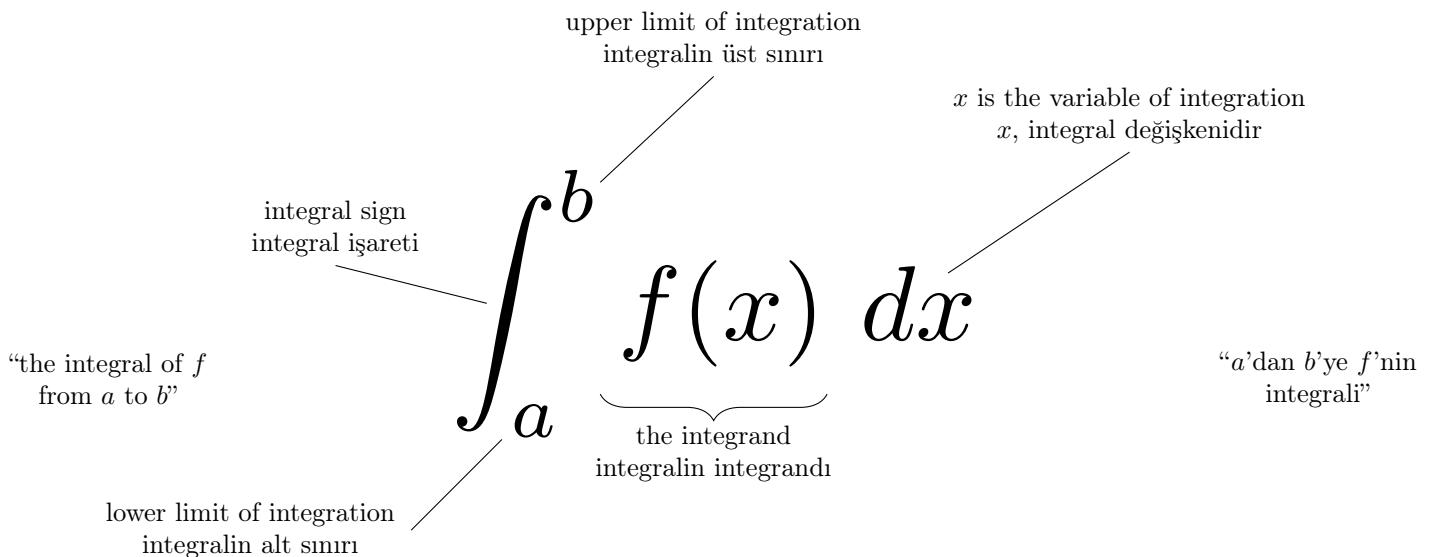
Tanım. Eğer

$$\lim_{n \rightarrow \infty} \sum_{k=1}^n f(c_k) \Delta x_k$$

limiti mevcutsa, bu limite *f'nin [a, b] üzerindeki belirli integrali* adı verilir. Şöyleden gösteririz

$$\int_a^b f(x) dx = \lim_{n \rightarrow \infty} \sum_{k=1}^n f(c_k) \Delta x_k$$

tabi eğer limit mevcutsa.



Definition. If $\int_a^b f(x) dx$ exists, then we say that f is integrable on $[a, b]$.

Example 31.1. $f(x) = 1 - x^2$ is integrable on $[0, 1]$ and $\int_0^1 (1 - x^2) dx = \frac{2}{3}$.

Remark.

$$\int_a^b f(\textcolor{blue}{x}) dx = \int_a^b f(\textcolor{blue}{u}) du = \int_a^b f(\textcolor{blue}{t}) dt$$

It doesn't matter which letter we use for the *dummy variable*.

Theorem 31.1. If f is continuous on $[a, b]$, then f is integrable on $[a, b]$.

If f has finitely many jump discontinuities but is otherwise continuous on $[a, b]$, then f is integrable on $[a, b]$.

Example 31.2. Define a function $g : [0, 1] \rightarrow \mathbb{R}$ by

$$g(x) = \begin{cases} 1 & x \in \mathbb{Q} \\ 0 & x \notin \mathbb{Q}. \end{cases}$$

See figure 31.1. This function is not integrable on $[0, 1]$.

Tanım. Eğer $\int_a^b f(x) dx$ mevcutsa, f fonksiyonu $[a, b]$ üzerinde integrallenebilir denir.

Örnek 31.1. $f(x) = 1 - x^2$ fonksiyonu $[0, 1]$ üzerinde integrallenebilir ve $\int_0^1 (1 - x^2) dx = \frac{2}{3}$.

Not.

$$\int_a^b f(\textcolor{red}{x}) dx = \int_a^b f(\textcolor{red}{u}) du = \int_a^b f(\textcolor{red}{t}) dt$$

takma değişken için hangi simbol kullandığımızın bir önemi yok.

Teoremler 31.1. Eğer f fonksiyonu $[a, b]$ 'de sürekli ise, $[a, b]$ 'de f integrallenebilirdir.

Eğer f sonlu sayıda sıçramalı süreksizliği varsa veya $[a, b]$ 'de sürekli ise, then $[a, b]$ üzerinde f integrallenebilirdir.

Örnek 31.2. Şu fonksiyonu tanımlarsak $g : [0, 1] \rightarrow \mathbb{R}$ öyle ki

$$g(x) = \begin{cases} 1 & x \in \mathbb{Q} \\ 0 & x \notin \mathbb{Q}. \end{cases}$$

Bkz. şekil 31.1. Bu fonksiyon $[0, 1]$ 'de integrallenemez.

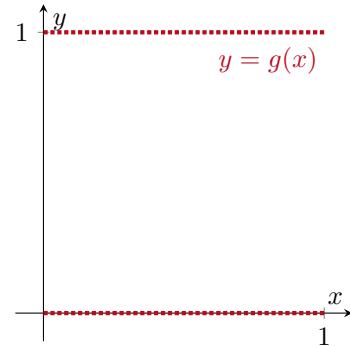


Figure 31.1: The graph of $g(x)$ defined in Example 31.2.
Şekil 31.1: Örnekteki $g(x)$ grafiği

Properties of Definite Integrals

Theorem 31.2. Suppose that f and g are integrable. Let k be a number. Then

- (i). $\int_b^a f(x) dx = - \int_a^b f(x) dx;$
- (ii). $\int_a^b kf(x) dx = k \int_a^b f(x) dx;$
- (iii). $\int_a^c f(x) dx + \int_c^b f(x) dx = \int_a^b f(x) dx$
- (iv). $\int_a^a f(x) dx = 0;$
- (v). $\int_a^b (f(x) + g(x)) dx = \int_a^b f(x) dx + \int_a^b g(x) dx;$
- (vi). $(b-a) \min f \leq \int_a^b f(x) dx \leq (b-a) \max f;$
- (vii). if $f(x) \leq g(x)$ on $[a, b]$, then

$$\int_a^b f(x) dx \leq \int_a^b g(x) dx;$$

- (viii). if $g(x) \geq 0$ on $[a, b]$, then

$$\int_a^b g(x) dx \geq 0;$$

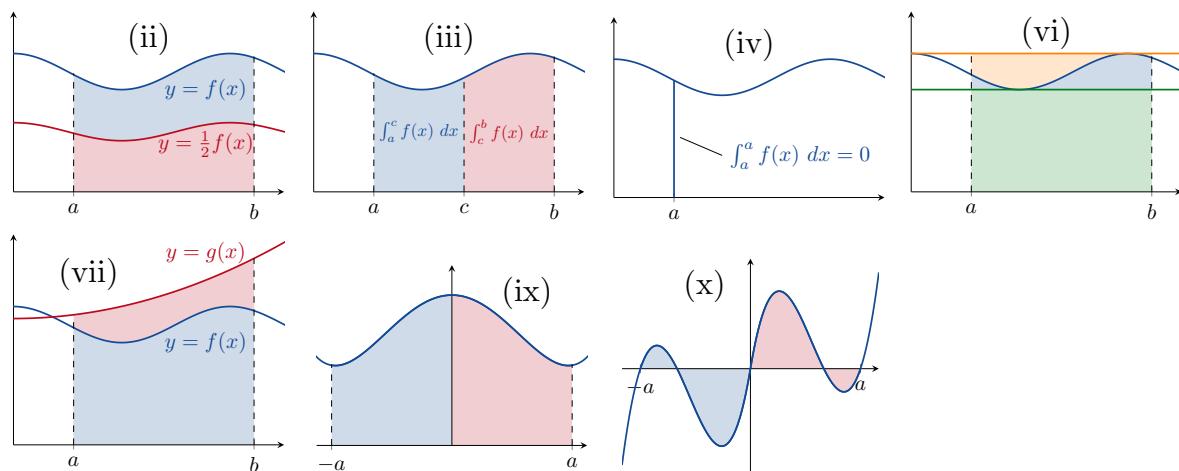
- (ix). if f is an even function, then

$$\int_{-a}^a f(x) dx = 2 \int_0^a f(x) dx;$$

and

- (x). if f is an odd function, then

$$\int_{-a}^a f(x) dx = 0.$$



Belirli İntegralin Özellikleri

Teorem 31.2. f ve g integrallenebilir olsunlar. k bir sabit sayı olsun. Bu durumda

- (i). $\int_b^a f(x) dx = - \int_a^b f(x) dx;$
- (ii). $\int_a^b kf(x) dx = k \int_a^b f(x) dx;$
- (iii). $\int_a^c f(x) dx + \int_c^b f(x) dx = \int_a^b f(x) dx$
- (iv). $\int_a^a f(x) dx = 0;$
- (v). $\int_a^b (f(x) + g(x)) dx = \int_a^b f(x) dx + \int_a^b g(x) dx;$
- (vi). $(b-a) \min f \leq \int_a^b f(x) dx \leq (b-a) \max f;$
- (vii). $f(x) \leq g(x)$ on $[a, b]$ ise,

$$\int_a^b f(x) dx \leq \int_a^b g(x) dx;$$

- (viii). $[a, b]$ üzerinde $g(x) \geq 0$ ise,

$$\int_a^b g(x) dx \geq 0;$$

- (ix). f çift fonksiyon ise,

$$\int_{-a}^a f(x) dx = 2 \int_0^a f(x) dx;$$

ve

- (x). f tek fonksiyon ise,

$$\int_{-a}^a f(x) dx = 0.$$

Example 31.3. Suppose that $\int_{-1}^1 f(x) dx = 5$, $\int_1^4 f(x) dx = -2$ and $\int_{-1}^1 h(x) dx = 7$. Then

$$\int_4^1 f(x) dx = - \int_1^4 f(x) dx = 2,$$

$$\begin{aligned} \int_{-1}^1 (2f(x) + 3h(x)) dx &= 2 \int_{-1}^1 f(x) dx + 3 \int_{-1}^1 h(x) dx \\ &= 2(5) + 3(7) = 31 \end{aligned}$$

and

$$\begin{aligned} \int_{-1}^4 f(x) dx &= \int_{-1}^1 f(x) dx + \int_1^4 f(x) dx \\ &= 5 + (-2) = 3. \end{aligned}$$

Example 31.4. Show that $\int_0^1 \sqrt{1 + \cos x} dx \leq \sqrt{2}$.

solution: The maximum value of $\sqrt{1 + \cos x}$ on $[0, 1]$ is $\sqrt{1 + 1} = \sqrt{2}$. Therefore

$$\int_0^1 \sqrt{1 + \cos x} dx \leq (1 - 0) \max \sqrt{1 + \cos x} = 1 \times \sqrt{2}.$$

Example 31.5. Calculate $\int_{-2}^2 (x^3 + x) dx$.

solution: Because $(x^3 + x)$ is an odd function, we have that

$$\int_{-2}^2 (x^3 + x) dx = 0.$$

Example 31.6. Calculate $\int_{-1}^1 (1 - x^2) dx$.

solution: Because $(1 - x^2)$ is an even function, we have that

$$\int_{-1}^1 (1 - x^2) dx = 2 \int_0^1 (1 - x^2) dx = 2 \times \frac{2}{3} = \frac{4}{3}.$$

Örnek 31.3. Varsayalım ki $\int_{-1}^1 f(x) dx = 5$, $\int_1^4 f(x) dx = -2$ ve $\int_{-1}^1 h(x) dx = 7$. O zaman

$$\int_4^1 f(x) dx = - \int_1^4 f(x) dx = 2,$$

$$\begin{aligned} \int_{-1}^1 (2f(x) + 3h(x)) dx &= 2 \int_{-1}^1 f(x) dx + 3 \int_{-1}^1 h(x) dx \\ &= 2(5) + 3(7) = 31 \end{aligned}$$

ve

$$\begin{aligned} \int_{-1}^4 f(x) dx &= \int_{-1}^1 f(x) dx + \int_1^4 f(x) dx \\ &= 5 + (-2) = 3. \end{aligned}$$

Örnek 31.4. Gösteriniz ki $\int_0^1 \sqrt{1 + \cos x} dx \leq \sqrt{2}$.

çözüm: $[0, 1]$ üzerindeki $\sqrt{1 + \cos x}$ 'nin maksimum değeri $\sqrt{1 + 1} = \sqrt{2}$. Buradan

$$\int_0^1 \sqrt{1 + \cos x} dx \leq (1 - 0) \max \sqrt{1 + \cos x} = 1 \times \sqrt{2}.$$

Örnek 31.5. $\int_{-2}^2 (x^3 + x) dx$ hesaplayınız.

çözüm: $(x^3 + x)$ tek fonksiyon olduğundan, şunu elde ederiz:

$$\int_{-2}^2 (x^3 + x) dx = 0.$$

Örnek 31.6. $\int_{-1}^1 (1 - x^2) dx$ hesaplayınız.

çözüm: $(1 - x^2)$ çift fonksiyon olduğu için,

$$\int_{-1}^1 (1 - x^2) dx = 2 \int_0^1 (1 - x^2) dx = 2 \times \frac{2}{3} = \frac{4}{3}.$$

Example 31.7. Calculate $\int_0^b x \, dx$ for $b > 0$.

solution 1: We will use a Riemann Sum. First we cut $[0, b]$ in to n pieces using

$$0 < \frac{b}{n} < \frac{2b}{n} < \frac{3b}{n} < \dots < \frac{(n-1)b}{n} < b$$

and $c_k = \frac{kb}{n}$. Note that $\Delta x_k = \frac{b}{n}$ for all k . See figure 31.2. Then

$$\begin{aligned} \sum_{k=1}^n f(c_k) \Delta x_k &= \sum_{k=1}^n \frac{kb}{n} \frac{b}{n} = \frac{b^2}{n^2} \sum_{k=1}^n k \\ &= \frac{b^2}{n^2} \left(\frac{n(n+1)}{2} \right) = \frac{b^2}{2} \left(1 + \frac{1}{n} \right). \end{aligned}$$

Then

$$\begin{aligned} \int_0^b x \, dx &= \lim_{n \rightarrow \infty} \sum_{k=1}^n f(c_k) \Delta x_k \\ &= \lim_{n \rightarrow \infty} \frac{b^2}{2} \left(1 + \frac{1}{n} \right) = \frac{b^2}{2}. \end{aligned}$$

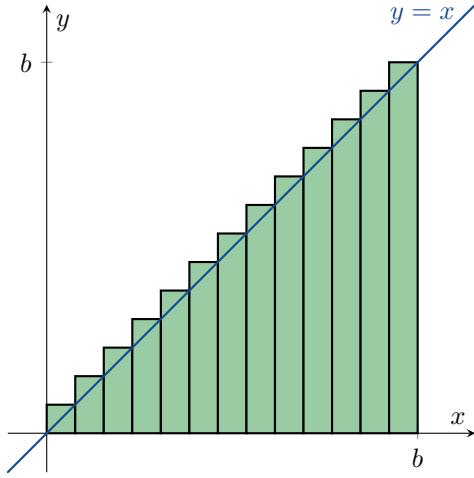


Figure 31.2: Approximating $\int_0^b x \, dx$ by n rectangles.
Şekil 31.2: n dikdörtgenle $\int_0^b x \, dx$ ye yaklaşık bulmak.

solution 2: Alternately, we can look at figure 31.3 and say that

$$\int_0^b x \, dx = \text{area of a triangle} = \frac{1}{2} \times b \times b = \frac{b^2}{2}.$$

Example 31.8.

$$\begin{aligned} \int_a^b x \, dx &= \int_a^0 x \, dx + \int_0^b x \, dx \\ &= -\int_0^a x \, dx + \int_0^b x \, dx \\ &= -\frac{a^2}{2} + \frac{b^2}{2} \\ &= \frac{b^2}{2} - \frac{a^2}{2}. \end{aligned}$$

Örnek 31.7. $b > 0$ ise $\int_0^b x \, dx$ integralini bulunuz.

çözüm 1: Riemann Toplamı kullanacağız. Önce $[0, b]$ 'yi n parçaya

$$0 < \frac{b}{n} < \frac{2b}{n} < \frac{3b}{n} < \dots < \frac{(n-1)b}{n} < b$$

ve $c_k = \frac{kb}{n}$ kullanarak böleriz. Dikkat edilirse her k için $\Delta x_k = \frac{b}{n}$ olur. Bkz. Şekil 31.2. Bu durumda

$$\begin{aligned} \sum_{k=1}^n f(c_k) \Delta x_k &= \sum_{k=1}^n \frac{kb}{n} \frac{b}{n} = \frac{b^2}{n^2} \sum_{k=1}^n k \\ &= \frac{b^2}{n^2} \left(\frac{n(n+1)}{2} \right) = \frac{b^2}{2} \left(1 + \frac{1}{n} \right). \end{aligned}$$

O halde

$$\begin{aligned} \int_0^b x \, dx &= \lim_{n \rightarrow \infty} \sum_{k=1}^n f(c_k) \Delta x_k \\ &= \lim_{n \rightarrow \infty} \frac{b^2}{2} \left(1 + \frac{1}{n} \right) = \frac{b^2}{2}. \end{aligned}$$

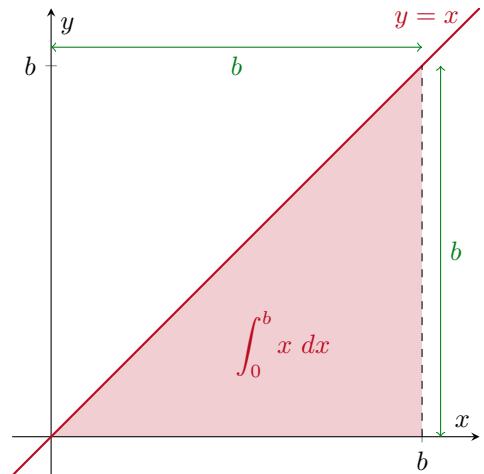


Figure 31.3: The integral of x from 0 to b .
Şekil 31.3: 0 dan b ye x in integrali.

çözüm 2: Alternatif olarak, Şekil 31.3 e bakarak

$$\int_0^b x \, dx = \text{area of a triangle} = \frac{1}{2} \times b \times b = \frac{b^2}{2}.$$

Örnek 31.8.

$$\begin{aligned} \int_a^b x \, dx &= \int_a^0 x \, dx + \int_0^b x \, dx \\ &= -\int_0^a x \, dx + \int_0^b x \, dx \\ &= -\frac{a^2}{2} + \frac{b^2}{2} \\ &= \frac{b^2}{2} - \frac{a^2}{2}. \end{aligned}$$

The Fundamental Theorem of Calculus

Kalkülüsün Temel Teoremi

We don't want to have to use Riemann sums every time we need to calculate a definite integral – we want a better way. The following theorem is the most important theorem in Calculus. If you can only memorise one theorem for the exams, it should be this one.

Theorem 32.1 (The Fundamental Theorem of Calculus).
Suppose that $f : [a, b] \rightarrow \mathbb{R}$ is a continuous function.

(i). Then the function $F : [a, b] \rightarrow \mathbb{R}$ defined by

$$F(x) = \int_a^x f(t) dt$$

is continuous on $[a, b]$; differentiable on (a, b) ; and its derivative is

$$F'(x) = \frac{d}{dx} \int_a^x f(t) dt = f(x).$$

(ii). If F is any antiderivative of f on $[a, b]$, then

$$\int_a^b f(x) dx = F(b) - F(a).$$

Remark. Part (i) of the theorem tells how to differentiate $\int_a^x f(t) dt$.

Example 32.1. Find $\frac{dy}{dx}$ if $y = \int_a^x (t^3 + 1) dt$.

solution:

$$\frac{dy}{dx} = \frac{d}{dx} \int_a^x (t^3 + 1) dt = x^3 + 1.$$

Example 32.2. Find $\frac{dy}{dx}$ if $y = \int_1^x \sin t dt$.

solution:

$$\frac{dy}{dx} = \frac{d}{dx} \int_1^x \sin t dt = \sin x.$$

Example 32.3. Find $\frac{dy}{dx}$ if $y = \int_0^x \sin \ln \tan e^{t^2} dt$.

Bir belirli integrali hesaplamanız gerekiğinde her defasında Riemann toplamlarını kullanmamız gerekmiyor – daha iyi bir yol istiyoruz. Aşağıdaki teorem Kalkülüsün en önemli teoremdir. Sınavlar için bir teorem ezberleyeceğim diyorsanız, işte bu o teoremdir.

Teorem 32.1 (Kalkülüsün Temel Teoremi). $f : [a, b] \rightarrow \mathbb{R}$ 'nin sürekli bir fonksiyon olduğunu varsayıyalım.

(i). Bu durumda $F : [a, b] \rightarrow \mathbb{R}$,

$$F(x) = \int_a^x f(t) dt$$

de $[a, b]$ üzerinde sürekli; (a, b) üzerinde türevlenebilir; ve türevi $f(x)$ 'dır

$$F'(x) = \frac{d}{dx} \int_a^x f(t) dt = f(x).$$

(ii). Eğer F de f 'nin $[a, b]$ üzerindeki herhangi bir ters türevi ise, bu durumda

$$\int_a^b f(x) dx = F(b) - F(a).$$

Not. Teoremin (i) kısmı $\int_a^x f(t) dt$ 'in türevini nasıl alacağımızı söyler.

Örnek 32.1. $y = \int_a^x (t^3 + 1) dt$ ise, $\frac{dy}{dx}$ 'i bulunuz.

çözüm:

$$\frac{dy}{dx} = \frac{d}{dx} \int_a^x (t^3 + 1) dt = x^3 + 1.$$

Örnek 32.2. $y = \int_1^x \sin t dt$ ise, $\frac{dy}{dx}$ 'i bulunuz.

çözüm:

$$\frac{dy}{dx} = \frac{d}{dx} \int_1^x \sin t dt = \sin x.$$

Örnek 32.3. $y = \int_0^x \sin \ln \tan e^{t^2} dt$ ise, $\frac{dy}{dx}$ 'i bulunuz.

solution:

$$\frac{dy}{dx} = \frac{d}{dx} \int_0^x \sin \ln \tan e^{t^2} dt = \sin \ln \tan e^{x^2}.$$

Example 32.4. Find $\frac{dy}{dx}$ if $y = \int_x^5 3t \sin t dt$.

solution:

$$\begin{aligned}\frac{dy}{dx} &= \frac{d}{dx} \int_x^5 3t \sin t dt \\ &= \frac{d}{dx} \left(- \int_5^x 3t \sin t dt \right) \\ &= -3x \sin x.\end{aligned}$$

Example 32.5. Find $\frac{dy}{dx}$ if $y = \int_1^{x^2} \cos t dt$.

solution: This time we will need to use the Chain rule. Let $u = x^2$. Then

$$\begin{aligned}\frac{dy}{dx} &= \frac{dy}{du} \frac{du}{dx} \\ &= \left(\frac{d}{du} \int_1^u \cos t dt \right) \left(\frac{d}{dx} x^2 \right) \\ &= (\cos u)(2x) = 2x \cos x^2.\end{aligned}$$

Remark. Part (ii) of the theorem tells us how to calculate the definite integral of f over $[a, b]$:

STEP 1. Find an antiderivative F of f .

STEP 2. Calculate $F(b) - F(a)$.

Notation. We will write

$$\left[F(x) \right]_a^b = F(b) - F(a).$$

Example 32.6.

$$\begin{aligned}\int_0^\pi \cos x dx &= \left[\sin x \right]_0^\pi \\ &\quad (\text{because } \frac{d}{dx} \sin x = \cos x) \\ &= \sin \pi - \sin 0 \\ &= 0 - 0 \\ &= 0\end{aligned}$$

Example 32.7.

$$\begin{aligned}\int_{-\frac{\pi}{4}}^0 \sec x \tan x dx &= \left[\sec x \right]_{-\frac{\pi}{4}}^0 \\ &\quad (\text{because } \frac{d}{dx} \sec x = \sec x \tan x) \\ &= \sec 0 - \sec -\frac{\pi}{4} \\ &= 1 - \sqrt{2}.\end{aligned}$$

Example 32.8.

$$\begin{aligned}\int_1^4 \left(\frac{3}{2} \sqrt{x} - \frac{4}{x^2} \right) dx &= \left[x^{\frac{3}{2}} + \frac{4}{x} \right]_1^4 \\ &\quad \left(\text{because } \frac{d}{dx} \left(x^{\frac{3}{2}} + \frac{4}{x} \right) = \frac{3}{2} \sqrt{x} - \frac{4}{x^2} \right) \\ &= \left(4^{\frac{3}{2}} + \frac{4}{4} \right) - \left(1^{\frac{3}{2}} + \frac{4}{1} \right) \\ &= (8+1) - (1+4) \\ &= 4.\end{aligned}$$

çözüm:

$$\frac{dy}{dx} = \frac{d}{dx} \int_0^x \sin \ln \tan e^{t^2} dt = \sin \ln \tan e^{x^2}.$$

Örnek 32.4. $y = \int_x^5 3t \sin t dt$ ise, $\frac{dy}{dx}$ 'i bulunuz.

çözüm:

$$\begin{aligned}\frac{dy}{dx} &= \frac{d}{dx} \int_x^5 3t \sin t dt \\ &= \frac{d}{dx} \left(- \int_5^x 3t \sin t dt \right) \\ &= -3x \sin x.\end{aligned}$$

Örnek 32.5. $y = \int_1^{x^2} \cos t dt$ ise, $\frac{dy}{dx}$ 'i bulunuz.

çözüm: Bu sefer Zincir kuralı kullanmamız gerekecek. $u = x^2$ dielim. O zaman

$$\begin{aligned}\frac{dy}{dx} &= \frac{dy}{du} \frac{du}{dx} \\ &= \left(\frac{d}{du} \int_1^u \cos t dt \right) \left(\frac{d}{dx} x^2 \right) \\ &= (\cos u)(2x) = 2x \cos x^2.\end{aligned}$$

Not. Teoremin (ii) kısmı f 'nin $[a, b]$ üzerindeki belirli integrali nasıl hesaplayacağımızı söyler :

ADIM 1. f 'nin bir ters türevi olan F' yi bulunuz.

ADIM 2. $F(b) - F(a)$ sayısını hesaplayınız.

Notasyon. We will write

$$\left[F(x) \right]_a^b = F(b) - F(a).$$

Örnek 32.6.

$$\begin{aligned}\int_0^\pi \cos x dx &= \left[\sin x \right]_0^\pi \\ &\quad (\text{çünkü } \frac{d}{dx} \sin x = \cos x) \\ &= \sin \pi - \sin 0 \\ &= 0 - 0 \\ &= 0\end{aligned}$$

Örnek 32.7.

$$\begin{aligned}\int_{-\frac{\pi}{4}}^0 \sec x \tan x dx &= \left[\sec x \right]_{-\frac{\pi}{4}}^0 \\ &\quad (\text{çünkü } \frac{d}{dx} \sec x = \sec x \tan x) \\ &= \sec 0 - \sec -\frac{\pi}{4} \\ &= 1 - \sqrt{2}.\end{aligned}$$

Örnek 32.8.

$$\begin{aligned}\int_1^4 \left(\frac{3}{2} \sqrt{x} - \frac{4}{x^2} \right) dx &= \left[x^{\frac{3}{2}} + \frac{4}{x} \right]_1^4 \\ &\quad \left(\text{çünkü } \frac{d}{dx} \left(x^{\frac{3}{2}} + \frac{4}{x} \right) = \frac{3}{2} \sqrt{x} - \frac{4}{x^2} \right) \\ &= \left(4^{\frac{3}{2}} + \frac{4}{4} \right) - \left(1^{\frac{3}{2}} + \frac{4}{1} \right) \\ &= (8+1) - (1+4) \\ &= 4.\end{aligned}$$

Total Area

Example 32.9. Let $f(x) = x^2 - 4$ and $g(x) = 4 - x^2$. See figure 32.1. We have that

$$\begin{aligned}\int_{-2}^2 f(x) dx &= \int_{-2}^2 (x^2 - 4) dx = \left[\frac{x^3}{3} - 4x \right]_{-2}^2 \\ &= \left(\frac{8}{3} - 8 \right) - \left(\frac{-8}{3} + 8 \right) = -\frac{32}{3}\end{aligned}$$

and

$$\begin{aligned}\int_{-2}^2 g(x) dx &= \int_{-2}^2 (4 - x^2) dx = \left[4x - \frac{x^3}{3} \right]_{-2}^2 \\ &= \left(8 - \frac{8}{3} \right) - \left(8 + \frac{-8}{3} \right) = \frac{32}{3}.\end{aligned}$$

The total area between the graph of $y = f(x)$ and the x -axis, over $[-2, 2]$, is $|\frac{-32}{3}| = \frac{32}{3}$. The total area between the graph of $y = g(x)$ and the x -axis, over $[-2, 2]$, is $|\frac{32}{3}| = \frac{32}{3}$.

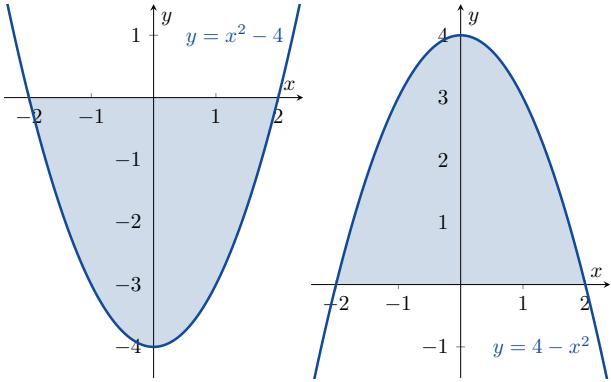


Figure 32.1: Graphs showing $\int_{-2}^2 (x^2 - 4) dx$ and $\int_{-2}^2 (4 - x^2) dx$.
Şekil 32.1: $\int_{-2}^2 (x^2 - 4) dx$ ve $\int_{-2}^2 (4 - x^2) dx$ integrallerini gösteren grafikler.

Example 32.10. Let $f(x) = \sin x$. Calculate

- (a). the definite integral of f over $[0, 2\pi]$; and
- (b). the total area between the graph of $y = f(x)$ and the x -axis over $[0, 2\pi]$.

solution:

(a).

$$\begin{aligned}\int_0^{2\pi} \sin x dx &= \left[-\cos x \right]_0^{2\pi} = -\cos 2\pi + \cos 0 \\ &= -1 + 1 = 0.\end{aligned}$$

(b).

$$\begin{aligned}\text{total area} &= \int_0^\pi \sin x dx + \left| \int_\pi^{2\pi} \sin x dx \right| \\ &= \left[-\cos x \right]_0^\pi + \left| \left[-\cos x \right]_\pi^{2\pi} \right| \\ &= -\cos \pi + \cos 0 + |- \cos 2\pi + \cos \pi| \\ &= -(-1) + 1 + |-1 + (-1)| = 4.\end{aligned}$$

Toplam Alan

Örnek 32.9. $f(x) = x^2 - 4$ ve $g(x) = 4 - x^2$ olsun. Bkz. Şekil 32.1. Burada

$$\begin{aligned}\int_{-2}^2 f(x) dx &= \int_{-2}^2 (x^2 - 4) dx = \left[\frac{x^3}{3} - 4x \right]_{-2}^2 \\ &= \left(\frac{8}{3} - 8 \right) - \left(\frac{-8}{3} + 8 \right) = -\frac{32}{3}\end{aligned}$$

ve

$$\begin{aligned}\int_{-2}^2 g(x) dx &= \int_{-2}^2 (4 - x^2) dx = \left[4x - \frac{x^3}{3} \right]_{-2}^2 \\ &= \left(8 - \frac{8}{3} \right) - \left(8 + \frac{-8}{3} \right) = \frac{32}{3}.\end{aligned}$$

$y = f(x)$ grafiği ve x -eksenleri arasında kalan, $[-2, 2]$ üzerindeki toplam alan, $|\frac{-32}{3}| = \frac{32}{3}$. $y = g(x)$ ve x -eksenleri arasında kalan, $[-2, 2]$ üzerindeki toplam alan, ise $|\frac{32}{3}| = \frac{32}{3}$ olur.

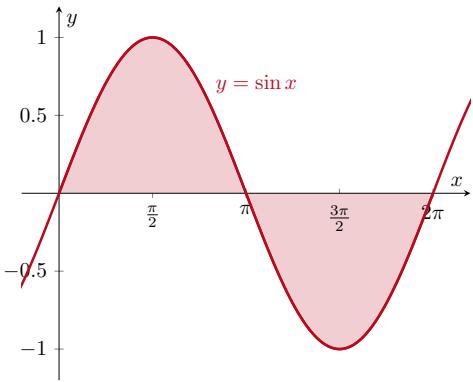


Figure 32.3: The total area between the graph $y = \sin x$ and the x -axis over $[0, 2\pi]$.

Şekil 32.3: $[0, 2\pi]$ üzerinde $y = \sin x$ grafiği ile x -eksenleri arasında kalan toplam alan.

Örnek 32.10. $f(x) = \sin x$ olsun.

- (a). f 'nin $[0, 2\pi]$ üzerindeki belirli integralini; ve
- (b). $y = f(x)$ grafiği ile x -eksenleri arasında $[0, 2\pi]$ üzerinde kalan alanı bulunuz.

çözüm:

(a).

$$\begin{aligned}\int_0^{2\pi} \sin x dx &= \left[-\cos x \right]_0^{2\pi} = -\cos 2\pi + \cos 0 \\ &= -1 + 1 = 0.\end{aligned}$$

(b).

$$\begin{aligned}\text{toplam alan} &= \int_0^\pi \sin x dx + \left| \int_\pi^{2\pi} \sin x dx \right| \\ &= \left[-\cos x \right]_0^\pi + \left| \left[-\cos x \right]_\pi^{2\pi} \right| \\ &= -\cos \pi + \cos 0 + |- \cos 2\pi + \cos \pi| \\ &= -(-1) + 1 + |-1 + (-1)| = 4.\end{aligned}$$

Summary

To find the **total area** between the graph of $y = f(x)$ and the x -axis over $[a, b]$:

STEP 1. Divide $[a, b]$ at the zeroes of f .

STEP 2. Integrate f over each subinterval.

STEP 3. Add the absolute values of the integrals.

Example 32.11. Find the total area between the graph of $y = x^3 - x^2 - 2x$ and the x -axis for $-1 \leq x \leq 2$.

solution:

1. Let $f(x) = x^3 - x^2 - 2x$. Since $0 = f(x) = x^3 - x^2 - 2x = x(x+1)(x-2)$ implies that $x = 0$ or $x = 1$ or $x = 2$, we divide $[-1, 2]$ into $[-1, 0]$ and $[0, 2]$.

2. We calculate that

$$\begin{aligned} \int_{-1}^0 (x^3 - x^2 - 2x) dx &= \left[\frac{x^4}{4} - \frac{x^3}{3} - x^2 \right]_{-1}^0 \\ &= (0 - 0 - 0) - \left(\frac{1}{4} + \frac{1}{3} - 1 \right) \\ &= \frac{5}{12} \end{aligned}$$

and

$$\begin{aligned} \int_0^2 (x^3 - x^2 - 2x) dx &= \left[\frac{x^4}{4} - \frac{x^3}{3} - x^2 \right]_0^2 \\ &= \left(\frac{16}{4} - \frac{8}{3} - 4 \right) - (0 - 0 - 0) \\ &= -\frac{8}{3}. \end{aligned}$$

3. Therefore

$$\text{total area} = \left| \frac{5}{12} \right| + \left| -\frac{8}{3} \right| = \frac{37}{12}.$$

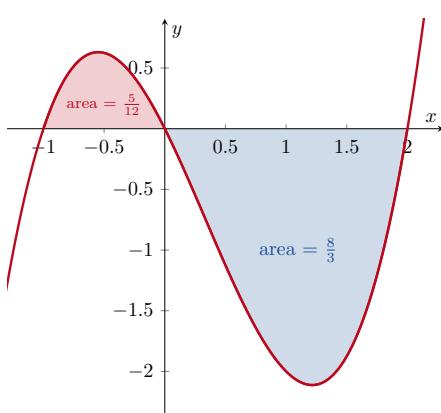


Figure 32.2: The total area between the graph $y = x^3 - x^2 - 2x$ and the x -axis over $[-1, 2]$.

Şekil 32.2: $[-1, 2]$ üzerinde olan, $y = x^3 - x^2 - 2x$ ve x -ekseni arasındaki toplam alan.

Summary

$[a, b]$ üzerindeki $y = f(x)$ grafiği ve x -ekseni arasında kalan **toplam alanı** bulmak için:

ADIM 1. f 'nin köklerinin olduğu yerlerde $[a, b]$ bölünür.

ADIM 2. Her bir alt-aralık üzerinde f integre edilir.

ADIM 3. Her bir integralin mutlak değerleri toplanır.

Örnek 32.11. $-1 \leq x \leq 2$ ise $y = x^3 - x^2 - 2x$ grafiği ve x -ekseni arasında kalan alanı bulunuz.

özüm:

1. $f(x) = x^3 - x^2 - 2x$ olsun. $0 = f(x) = x^3 - x^2 - 2x = x(x+1)(x-2)$ olduğundan $x = 0$ veya $x = 1$ veya $x = 2$ olduğundan, $[-1, 2]$ 'yi $[-1, 0]$ ve $[0, 2]$ 'ye ayıriz.

2. Kolayca hesaplanacağı üzere

$$\begin{aligned} \int_{-1}^0 (x^3 - x^2 - 2x) dx &= \left[\frac{x^4}{4} - \frac{x^3}{3} - x^2 \right]_{-1}^0 \\ &= (0 - 0 - 0) - \left(\frac{1}{4} + \frac{1}{3} - 1 \right) \\ &= \frac{5}{12} \end{aligned}$$

ve

$$\begin{aligned} \int_0^2 (x^3 - x^2 - 2x) dx &= \left[\frac{x^4}{4} - \frac{x^3}{3} - x^2 \right]_0^2 \\ &= \left(\frac{16}{4} - \frac{8}{3} - 4 \right) - (0 - 0 - 0) \\ &= -\frac{8}{3}. \end{aligned}$$

3. Dolayısıyla

$$\text{toplam alan} = \left| \frac{5}{12} \right| + \left| -\frac{8}{3} \right| = \frac{37}{12}.$$

olur.

The Average Value of a Continuous Function

The average of $\{1, 2, 2, 6, 9\}$ is $\frac{1+2+2+6+9}{5} = \frac{20}{5} = 4$. We can also calculate the average value of a continuous function.

Definition. If f is integrable on $[a, b]$, then the *average value of f on $[a, b]$* is

$$\text{av}(f) = \frac{1}{b-a} \int_a^b f(x) dx.$$

Example 32.12. Find the average value of $f(x) = \sqrt{4 - x^2}$ on $[-2, 2]$.

solution: Since

$$\begin{aligned} \int_{-2}^2 f(x) dx &= \frac{1}{2} \times \text{the area of a circle of radius 2} \\ &= \frac{1}{2}\pi 2^2 = 2\pi, \end{aligned}$$

we have that

$$\text{av}(f) = \frac{1}{2 - (-2)} \int_{-2}^2 f(x) dx = \frac{2\pi}{4} = \frac{\pi}{2}.$$

Example 32.13. Find the average value of $g(x) = x^3 - x$ on $[0, 1]$.

solution:

$$\begin{aligned} \text{av}(g) &= \frac{1}{1 - 0} \int_0^1 g(x) dx = \int_0^1 (x^3 - x) dx \\ &= \left[\frac{x^4}{4} - \frac{x^2}{2} \right]_0^1 = \frac{1}{4} - \frac{1}{2} = -\frac{1}{4}. \end{aligned}$$

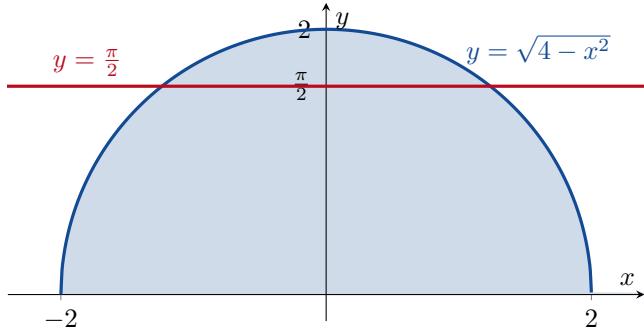


Figure 32.4: The average value of $f(x) = \sqrt{4 - x^2}$ on $[-2, 2]$ is $\text{av}(f) = \frac{\pi}{2}$.

Şekil 32.4: $[-2, 2]$ üzerinde $f(x) = \sqrt{4 - x^2}$ 'nin ortalama değeri $\text{ort}(f) = \frac{\pi}{2}$.

Sürekli Bir Fonksiyonun Ortalama Değeri

$\{1, 2, 2, 6, 9\}$ kümesinin ortalaması $\frac{1+2+2+6+9}{5} = \frac{20}{5} = 4$ tür. Sürekli bir fonksiyonun ortalama değerini de hesaplayabiliyoruz..

Tanım. $[a, b]$ üzerinde f integrallenebilir ise, f nin $[a, b]$ üzerinde ortalama değeri

$$\text{ort}(f) = \frac{1}{b-a} \int_a^b f(x) dx.$$

Örnek 32.12. $f(x) = \sqrt{4 - x^2}$ 'nin $[-2, 2]$ üzerindeki ortalama değerini bulunuz.

çözüm:

$$\begin{aligned} \int_{-2}^2 f(x) dx &= \frac{1}{2} \times 2 \text{ yarıçaplı çemberin alanı} \\ &= \frac{1}{2}\pi 2^2 = 2\pi, \end{aligned}$$

olduğundan,

$$\text{ort}(f) = \frac{1}{2 - (-2)} \int_{-2}^2 f(x) dx = \frac{2\pi}{4} = \frac{\pi}{2}.$$

Örnek 32.13. $g(x) = x^3 - x$ 'in $[0, 1]$ üzerindeki ortalama değerini bulunuz.

çözüm:

$$\begin{aligned} \text{ort}(g) &= \frac{1}{1 - 0} \int_0^1 g(x) dx = \int_0^1 (x^3 - x) dx \\ &= \left[\frac{x^4}{4} - \frac{x^2}{2} \right]_0^1 = \frac{1}{4} - \frac{1}{2} = -\frac{1}{4}. \end{aligned}$$

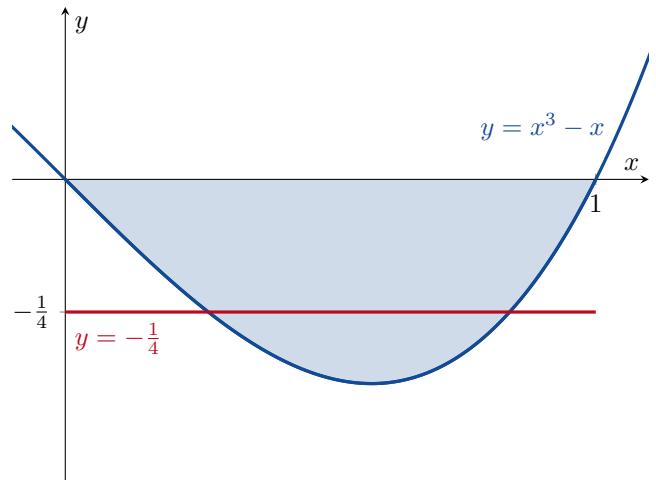


Figure 32.5: The average value of $g(x) = x^3 - x$ on $[0, 1]$ is $\text{av}(g) = -\frac{1}{4}$.

Şekil 32.5: $[0, 1]$ üzerinde $g(x) = x^3 - x$ 'in ortalama değeri $\text{ort}(g) = -\frac{1}{4}$.

Indefinite Integrals & Definite Integrals

Belirsiz Integral ve Belirli Integral

Remember that

$$\int f(x) dx \text{ is a function.}$$

For example

$$\int x dx = \frac{x^2}{2} + C$$

and

$$\int \cos x dx = \sin x + C.$$

Remember that

$$\int_a^b f(x) dx \text{ is a number.}$$

For example

$$\int_0^1 x dx = \frac{1}{2}$$

and

$$\int_0^{\frac{\pi}{2}} \cos x dx = 1.$$

Belirsiz Integral ve Belirli Integral

Bilinmesi gereken

$$\int f(x) dx \text{ bir fonksiyon.}$$

Örneğin

$$\int x dx = \frac{x^2}{2} + C$$

ve

$$\int \cos x dx = \sin x + C.$$

Bilinmesi gereken

$$\int_a^b f(x) dx \text{ bir sayı.}$$

Örneğin

$$\int_0^1 x dx = \frac{1}{2}$$

ve

$$\int_0^{\frac{\pi}{2}} \cos x dx = 1.$$

Problems

Problem 32.1 (The Fundamental Theorem of Calculus).

(a). Find $\frac{dy}{dx}$ if $y = \int_0^x \sqrt{1+t^2} dt$.

(b). Find $\frac{db}{dt}$ if $b = \int_0^{t^4} \sqrt{u} du$.

(c). Find $\frac{dp}{dx}$ if $p = \int_2^{x^2} \sin(t^3) dt$.

(d). Find $\frac{dz}{dx}$ if $z = \int_{\sqrt{x}}^{10} \sin(t^2) dt$.

Problem 32.2 (Definite Integrals). Find the following definite integrals.

(a). $\int_{-2}^0 (2x+5) dx$,

(e). $\int_{-\frac{\pi}{4}}^{\frac{\pi}{4}} \frac{1 - \cos 2t}{2} dt$,

(i). $\int_1^{\sqrt{2}} \frac{s^2 + \sqrt{s}}{s^2} ds$,

(b). $\int_0^1 x^3 dx$,

(f). $\int_1^{32} t^{-\frac{6}{5}} dt$,

(j). $\int_{-4}^4 |x| dx$,

(c). $\int_{-2}^2 \sin \theta d\theta$,

(g). $\int_{\frac{\pi}{2}}^0 \frac{1 + \cos 2x}{2} dx$,

(k). $\int_{\frac{\pi}{2}}^{\pi} \frac{\sin 2x}{2 \sin x} dx$,

(d). $\int_{-3}^4 \left(5 - \frac{x}{2}\right) dx$,

(h). $\int_1^{-1} (r+1)^2 dr$,

(l). $\int_0^{\frac{\pi}{3}} 2 \sec^2 x dx$.

Sorular

Soru 32.1 (Kalkülsün Temel Teoremi).

(a). $y = \int_0^x \sqrt{1+t^2} dt$ ise $\frac{dy}{dx}$ 'i bulunuz.

(b). $b = \int_0^{t^4} \sqrt{u} du$ ise $\frac{db}{dt}$ 'yi bulunuz.

(c). $p = \int_2^{x^2} \sin(t^3) dt$ ise $\frac{dp}{dx}$ 'i bulunuz.

(d). $z = \int_{\sqrt{x}}^{10} \sin(t^2) dt$ ise $\frac{dz}{dx}$ 'i bulunuz.

Soru 32.2 (Belirli İntegraller). Aşağıdaki belirli integralleri bulunuz.

The Substitution Method

Yerine Koyma Yöntemi

The Substitution Method for Indefinite Integrals

By the Chain rule,

$$\frac{d}{dx} \left(\frac{u^{n+1}}{n+1} \right) = u^n \frac{du}{dx}.$$

So

$$\int u^n \frac{du}{dx} dx = \frac{u^{n+1}}{n+1} + C.$$

But we know that

$$\int u^n du = \frac{u^{n+1}}{n+1} + C$$

also. So it looks like

$$du = \frac{du}{dx} dx.$$

Example 33.1. Find $\int (x^3 + x)^5 (3x^2 + 1) dx$.

solution: Let $u = x^3 + x$. Then $du = \frac{du}{dx} dx = (3x^2 + 1) dx$. By substitution, we have that

$$\begin{aligned} \int (x^3 + x)^5 (3x^2 + 1) dx &= \int u^5 du \\ &= \frac{u^6}{6} + C = \frac{1}{6}(x^3 + x)^6 + C. \end{aligned}$$

Example 33.2. Find $\int \sqrt{2x+1} dx$.

solution: Let $u = 2x + 1$. Then $du = \frac{du}{dx} dx = 2dx$. So $dx = \frac{1}{2} du$. Therefore

$$\begin{aligned} \int \sqrt{2x+1} dx &= \int u^{\frac{1}{2}} (\frac{1}{2} du) = \frac{1}{2} \int u^{\frac{1}{2}} du \\ &= \frac{1}{2} \left(\frac{u^{\frac{3}{2}}}{\frac{3}{2}} \right) + C = \frac{1}{3}(2x+1)^{\frac{3}{2}} + C. \end{aligned}$$

Belirsiz İntegralde Yerine Koyma Yöntemi

Zincir Kuralı gereğince,

$$\frac{d}{dx} \left(\frac{u^{n+1}}{n+1} \right) = u^n \frac{du}{dx}.$$

Bu yüzden

$$\int u^n \frac{du}{dx} dx = \frac{u^{n+1}}{n+1} + C.$$

Biliyoruz ki

$$\int u^n du = \frac{u^{n+1}}{n+1} + C$$

doğrudur. Yani şuna benziyor.

$$du = \frac{du}{dx} dx.$$

Örnek 33.1. $\int (x^3 + x)^5 (3x^2 + 1) dx$ 'i bulunuz.

çözüm: $u = x^3 + x$ olsun. Öyleyse $du = \frac{du}{dx} dx = (3x^2 + 1) dx$. Değişken değiştirerek, şunu bulmak mümkün

$$\begin{aligned} \int (x^3 + x)^5 (3x^2 + 1) dx &= \int u^5 du \\ &= \frac{u^6}{6} + C = \frac{1}{6}(x^3 + x)^6 + C. \end{aligned}$$

Örnek 33.2. $\int \sqrt{2x+1} dx$ 'i bulunuz.

çözüm: Diyalim ki $u = 2x + 1$. O zaman $du = \frac{du}{dx} dx = 2dx$ olur. Yani $dx = \frac{1}{2} du$. Böyle olunca

$$\begin{aligned} \int \sqrt{2x+1} dx &= \int u^{\frac{1}{2}} (\frac{1}{2} du) = \frac{1}{2} \int u^{\frac{1}{2}} du \\ &= \frac{1}{2} \left(\frac{u^{\frac{3}{2}}}{\frac{3}{2}} \right) + C = \frac{1}{3}(2x+1)^{\frac{3}{2}} + C. \end{aligned}$$

Theorem 33.1 (The Substitution Method). If

- $u = g(x)$ is differentiable;
- $g : \mathbb{R} \rightarrow I$; and
- $f : I \rightarrow \mathbb{R}$ is continuous,

then

$$\int f(g(x))g'(x) dx = \int f(u) du.$$

Example 33.3. Find $\int 5 \sec^2(5t+1) dt$.

solution: Let $u = 5t + 1$. Then $du = \frac{du}{dt} dt = 5dt$. So

$$\begin{aligned} \int 5 \sec^2(5t+1) dt &= \int \sec^2 u du \\ &= \tan u + C \\ &\quad (\text{because } \frac{d}{du} \tan u = \sec^2 u) \\ &= \tan(5t+1) + C. \end{aligned}$$

Example 33.4. Find $\int \cos(7\theta+3) d\theta$.

solution: Let $u = 7\theta + 3$. Then $du = \frac{du}{d\theta} d\theta = 7d\theta$. So $d\theta = \frac{1}{7}du$ and

$$\begin{aligned} \int \cos(7\theta+3) d\theta &= \frac{1}{7} \int \cos u du \\ &= \frac{1}{7} \sin u + C = \frac{1}{7} \sin(7\theta+3) + C. \end{aligned}$$

Example 33.5. Find $\int x^2 \sin(x^3) dx$.

solution: Let $u = x^3$. Then $du = \frac{du}{dx} dx = 3x^2 dx$. So $\frac{1}{3}du = x^2 dx$ and

$$\begin{aligned} \int x^2 \sin(x^3) dx &= \int \frac{1}{3} \sin u du = -\frac{1}{3} \cos u + C \\ &= -\frac{1}{3} \cos(x^3) + C. \end{aligned}$$

Example 33.6. Find $\int x\sqrt{2x+1} dx$.

solution: Let $u = 2x + 1$. Then $du = \frac{du}{dx} dx = 2dx$. So $dx = \frac{1}{2}du$ and

$$\int x\sqrt{2x+1} dx = \int x\sqrt{u} \frac{1}{2}du.$$

But we still have an x here. We can't integrate until we change all the x terms to u terms. Note that

$$u = 2x + 1 \implies u - 1 = 2x \implies \frac{1}{2}(u - 1) = x.$$

Teorem 33.1 (Yerine Koyma Yöntemi).

- $u = g(x)$ türevlenebilir;
- $g : \mathbb{R} \rightarrow I$; ve
- $f : I \rightarrow \mathbb{R}$ sürekli,

bunun üzerine

$$\int f(g(x))g'(x) dx = \int f(u) du.$$

Örnek 33.3. $\int 5 \sec^2(5t+1) dt$ 'yi bulunuz.

çözüm: $u = 5t + 1$ diyelim. Buradan $du = \frac{du}{dt} dt = 5dt$ olur. Yani

$$\begin{aligned} \int 5 \sec^2(5t+1) dt &= \int \sec^2 u du \\ &= \tan u + C \\ &\quad (\frac{d}{du} \tan u = \sec^2 u \text{ olduğundan}) \\ &= \tan(5t+1) + C. \end{aligned}$$

Örnek 33.4. $\int \cos(7\theta+3) d\theta$ 'yi bulunuz.

çözüm: $u = 7\theta + 3$ olsun. Buradan $du = \frac{du}{d\theta} d\theta = 7d\theta$. Böylece $d\theta = \frac{1}{7}du$ ve

$$\begin{aligned} \int \cos(7\theta+3) d\theta &= \frac{1}{7} \int \cos u du \\ &= \frac{1}{7} \sin u + C = \frac{1}{7} \sin(7\theta+3) + C. \end{aligned}$$

bulunur.

Örnek 33.5. $\int x^2 \sin(x^3) dx$ 'i bulunuz.

çözüm: $u = x^3$ olsun. Yani $du = \frac{du}{dx} dx = 3x^2 dx$. Böylece $\frac{1}{3}du = x^2 dx$ ve

$$\begin{aligned} \int x^2 \sin(x^3) dx &= \int \frac{1}{3} \sin u du = -\frac{1}{3} \cos u + C \\ &= -\frac{1}{3} \cos(x^3) + C. \end{aligned}$$

bulunur.

Örnek 33.6. $\int x\sqrt{2x+1} dx$ 'i bulunuz.

çözüm: $u = 2x + 1$ diyelim. Bu durumda $du = \frac{du}{dx} dx = 2dx$ olur. Yani $dx = \frac{1}{2}du$ ve

$$\int x\sqrt{2x+1} dx = \int x\sqrt{u} \frac{1}{2}du$$

buluruz. Elimizde hala x var. Bütün x 'li terimleri u 'lu terimlere dönüştürmedikçe integre edemiyoruz. Şunu akılda tutarak,

$$u = 2x + 1 \implies u - 1 = 2x \implies \frac{1}{2}(u - 1) = x.$$

Therefore

$$\begin{aligned} \int x\sqrt{2x+1} dx &= \int \frac{1}{2}(u-1)\sqrt{u} \frac{1}{2}du \\ &= \frac{1}{4} \int u^{\frac{3}{2}} - u^{\frac{1}{2}} du \\ &= \frac{1}{4} \left(\frac{2}{5}u^{\frac{5}{2}} - \frac{2}{3}u^{\frac{3}{2}} \right) + C \\ &= \frac{1}{10}u^{\frac{5}{2}} - \frac{1}{6}u^{\frac{3}{2}} + C \\ &= \frac{1}{10}(2x+1)^{\frac{5}{2}} - \frac{1}{6}(2x+1)^{\frac{3}{2}} + C. \end{aligned}$$

Example 33.7. Find $\int \frac{2z}{\sqrt[3]{z^2+1}} dz$.

solution: Let $u = z^2 + 1$. Then $du = \frac{du}{dx} dx = 2z dz$ and

$$\begin{aligned} \int \frac{2z}{\sqrt[3]{z^2+1}} dz &= \int \frac{du}{u^{\frac{1}{3}}} \\ &= \int u^{-\frac{1}{3}} du \\ &= \frac{u^{\frac{2}{3}}}{\frac{2}{3}} + C \\ &= \frac{3}{2}u^{\frac{2}{3}} + C \\ &= \frac{3}{2}(z^2+1)^{\frac{2}{3}} + C. \end{aligned}$$

Example 33.8. Find $\int \sin^2 x dx$.

solution: We use the identity

$$\sin^2 x = \frac{1 - \cos 2x}{2}$$

to calculate that

$$\begin{aligned} \int \sin^2 x dx &= \int \frac{1 - \cos 2x}{2} dx \\ &= \frac{1}{2} \int (1 - \cos 2x) dx \\ &= \frac{1}{2} \left(x - \frac{1}{2} \sin 2x \right) + C \\ &= \frac{1}{2}x - \frac{1}{4} \sin 2x + C. \end{aligned}$$

Example 33.9. Similarly

$$\int \cos^2 x dx = \int \frac{1 + \cos 2x}{2} dx = \frac{1}{2}x + \frac{1}{4} \sin 2x + C.$$

Bu yüzden

$$\begin{aligned} \int x\sqrt{2x+1} dx &= \int \frac{1}{2}(u-1)\sqrt{u} \frac{1}{2}du \\ &= \frac{1}{4} \int u^{\frac{3}{2}} - u^{\frac{1}{2}} du \\ &= \frac{1}{4} \left(\frac{2}{5}u^{\frac{5}{2}} - \frac{2}{3}u^{\frac{3}{2}} \right) + C \\ &= \frac{1}{10}u^{\frac{5}{2}} - \frac{1}{6}u^{\frac{3}{2}} + C \\ &= \frac{1}{10}(2x+1)^{\frac{5}{2}} - \frac{1}{6}(2x+1)^{\frac{3}{2}} + C. \end{aligned}$$

bulunmuş olur.

Örnek 33.7. $\int \frac{2z}{\sqrt[3]{z^2+1}} dz$ integralini bulunuz.

çözüm: $u = z^2 + 1$ diyelim. Buradan $du = \frac{du}{dx} dx = 2z dz$ ve oradan da

$$\begin{aligned} \int \frac{2z}{\sqrt[3]{z^2+1}} dz &= \int \frac{du}{u^{\frac{1}{3}}} \\ &= \int u^{-\frac{1}{3}} du \\ &= \frac{u^{\frac{2}{3}}}{\frac{2}{3}} + C \\ &= \frac{3}{2}u^{\frac{2}{3}} + C \\ &= \frac{3}{2}(z^2+1)^{\frac{2}{3}} + C. \end{aligned}$$

elde edilir

Örnek 33.8. $\int \sin^2 x dx$ integralini bulunuz.

çözüm: Burada kullanacağımız özdeşlik

$$\sin^2 x = \frac{1 - \cos 2x}{2}$$

ve buradan da

$$\begin{aligned} \int \sin^2 x dx &= \int \frac{1 - \cos 2x}{2} dx \\ &= \frac{1}{2} \int (1 - \cos 2x) dx \\ &= \frac{1}{2} \left(x - \frac{1}{2} \sin 2x \right) + C \\ &= \frac{1}{2}x - \frac{1}{4} \sin 2x + C \end{aligned}$$

bulunur.

Örnek 33.9. Benzer şekilde

$$\int \cos^2 x dx = \int \frac{1 + \cos 2x}{2} dx = \frac{1}{2}x + \frac{1}{4} \sin 2x + C$$

bulunur.

The Substitution Method for Definite Integrals

Theorem 33.2 (The Substitution Method). If

- $u = g(x)$ is differentiable on $[a, b]$;
- g' is continuous on $[a, b]$; and
- f is continuous on the range of g ,

then

$$\int_a^b f(g(x))g'(x) dx = \int_{g(a)}^{g(b)} f(u) du.$$

Example 33.10. Calculate $\int_{-1}^1 3x^2 \sqrt{x^3 + 1} dx$.

solution 1. We can use the previous theorem to solve this example. Let $u = x^3 + 1$. Then $du = 3x^2 dx$. Moreover $x = -1 \implies u = 0$ and $x = 1 \implies u = 2$. So

$$\begin{aligned} \int_{x=-1}^{x=1} 3x^2 \sqrt{x^3 + 1} dx &= \int_{u=0}^{u=2} \sqrt{u} du = \left[\frac{2}{3} u^{\frac{3}{2}} \right]_0^2 \\ &= \frac{2}{3} \left(2^{\frac{3}{2}} - 0^{\frac{3}{2}} \right) = \frac{2}{3} 2\sqrt{2} = \frac{4\sqrt{2}}{3}. \end{aligned}$$

solution 2. Alternately, we can first find the indefinite integral, then find the required definite integral.

Let $u = x^3 + 1$. Then $du = 3x^2 dx$. So

$$\int 3x^2 \sqrt{x^3 + 1} dx = \int \sqrt{u} du = \frac{2}{3} u^{\frac{3}{2}} + C = \frac{2}{3} (x^3 + 1)^{\frac{3}{2}} + C.$$

Therefore

$$\begin{aligned} \int_{-1}^1 3x^2 \sqrt{x^3 + 1} dx &= \left[\frac{2}{3} (x^3 + 1)^{\frac{3}{2}} \right]_{-1}^1 \\ &= \left(\frac{2}{3} (1 + 1)^{\frac{3}{2}} \right) - \left(\frac{2}{3} (-1 + 1)^{\frac{3}{2}} \right) \\ &= \frac{2}{3} \times 2^{\frac{3}{2}} = \frac{4\sqrt{2}}{3}. \end{aligned}$$

Example 33.11. Calculate $\int_{\frac{\pi}{4}}^{\frac{\pi}{2}} \cot \theta \cosec^2 \theta d\theta$.

solution: Let $u = \cot \theta$. Then $du = \frac{du}{d\theta} d\theta = -\cosec^2 \theta d\theta$. So $-du = \cosec^2 \theta d\theta$. Moreover $\theta = \frac{\pi}{4} \implies u = \cot \frac{\pi}{4} = 1$ and $\theta = \frac{\pi}{2} \implies u = \cot \frac{\pi}{2} = 0$. Hence

$$\begin{aligned} \int_{\theta=\frac{\pi}{4}}^{\theta=\frac{\pi}{2}} \cot \theta \cosec^2 \theta d\theta &= \int_{u=1}^{u=0} u (-du) = - \int_1^0 u du \\ &= - \left[\frac{u^2}{2} \right]_1^0 = - \left(\frac{0^2}{2} - \frac{1^2}{2} \right) = \frac{1}{2}. \end{aligned}$$

Belirli İntegralde Değişken Değiştirme

Teorem 33.2 (Değişken Değiştirme Yöntemi). Eğer

- $u = g(x)$ fonksiyonu $[a, b]$ 'de türevliyse;
 - g' fonksiyonu $[a, b]$ 'de sürekli ise; ve
 - f fonksiyonu da g 'nin görüntü kümelerinde sürekli ise,
- bu durumda

$$\int_a^b f(g(x))g'(x) dx = \int_{g(a)}^{g(b)} f(u) du$$

olur.

Örnek 33.10. $\int_{-1}^1 3x^2 \sqrt{x^3 + 1} dx$ integralini bulunuz.

çözüm 1. Bu soruyu yapmak için önceki teoremi kullanabiliriz. Diyelim ki, $u = x^3 + 1$ olsun. Bu durumda $du = 3x^2 dx$ olur. Ayrıca $x = -1 \implies u = 0$ ve $x = 1 \implies u = 2$ olur. Buradan

$$\begin{aligned} \int_{x=-1}^{x=1} 3x^2 \sqrt{x^3 + 1} dx &= \int_{u=0}^{u=2} \sqrt{u} du = \left[\frac{2}{3} u^{\frac{3}{2}} \right]_0^2 \\ &= \frac{2}{3} \left(2^{\frac{3}{2}} - 0^{\frac{3}{2}} \right) = \frac{2}{3} 2\sqrt{2} = \frac{4\sqrt{2}}{3} \end{aligned}$$

bulunmuş olur.

çözüm 2. Değişimli olarak, önce belirsiz integrali bulur, daha sonra da belirli integrali bulabiliriz.

Şimdi $u = x^3 + 1$ olsun. Buradan $du = 3x^2 dx$ olur. Bu sebeple

$$\int 3x^2 \sqrt{x^3 + 1} dx = \int \sqrt{u} du = \frac{2}{3} u^{\frac{3}{2}} + C = \frac{2}{3} (x^3 + 1)^{\frac{3}{2}} + C.$$

Böylece

$$\begin{aligned} \int_{-1}^1 3x^2 \sqrt{x^3 + 1} dx &= \left[\frac{2}{3} (x^3 + 1)^{\frac{3}{2}} \right]_{-1}^1 \\ &= \left(\frac{2}{3} (1 + 1)^{\frac{3}{2}} \right) - \left(\frac{2}{3} (-1 + 1)^{\frac{3}{2}} \right) \\ &= \frac{2}{3} \times 2^{\frac{3}{2}} = \frac{4\sqrt{2}}{3}. \end{aligned}$$

Örnek 33.11. $\int_{\frac{\pi}{4}}^{\frac{\pi}{2}} \cot \theta \cosec^2 \theta d\theta$ 'yi bulunuz.

çözüm: $u = \cot \theta$ olsun. Buradan $du = \frac{du}{d\theta} d\theta = -\cosec^2 \theta d\theta$ olur. Böylece $-du = \cosec^2 \theta d\theta$ bulunur. Ayrıca $\theta = \frac{\pi}{4} \implies u = \cot \frac{\pi}{4} = 1$ ve $\theta = \frac{\pi}{2} \implies u = \cot \frac{\pi}{2} = 0$ bulunur. Bunun sonucu olarak da

$$\begin{aligned} \int_{\theta=\frac{\pi}{4}}^{\theta=\frac{\pi}{2}} \cot \theta \cosec^2 \theta d\theta &= \int_{u=1}^{u=0} u (-du) = - \int_1^0 u du \\ &= - \left[\frac{u^2}{2} \right]_1^0 = - \left(\frac{0^2}{2} - \frac{1^2}{2} \right) = \frac{1}{2} \end{aligned}$$

bulunur

Problems

Problem 33.1. Use a substitution to evaluate the following indefinite integrals. You must show your working.

(a). $\int 2(2x+4)^5 \, dx.$

(e). $\int \frac{9r^2 \, dr}{\sqrt{1-r^3}}.$

(b). $\int 2x(x^2+5)^{-4} \, dx.$

(f). $\int \sqrt{x} \sin^2(x^{\frac{3}{2}} - 1) \, dx.$

(c). $\int (3x+2)(3x^2+4x)^4 \, dx.$

(g). $\int \frac{1}{\sqrt{x}(1+\sqrt{x})^2} \, dx$

(d). $\int \sec 2t \tan 2t \, dt.$

(h). $\int r^4 \left(7 - \frac{r^5}{10}\right)^3 \, dr.$

(i). $\int \frac{1}{\theta^2} \sin \frac{1}{\theta} \cos \frac{1}{\theta} \, d\theta.$

(j). $\int x(x-1)^{10} \, dx.$

(k). $\int x^3 \sqrt{x^2+1} \, dx.$

(l). $\int z^2 e^{(z^3)} \, dz.$

Problem 33.2. Use a substitution to evaluate the following definite integrals. You must show your working.

(a). $\int_0^3 \sqrt{y+1} \, dy.$

(d). $\int_{-1}^1 t^3(1+t^4)^3 \, dt.$

(g). $\int_0^1 (4y-y^2+4y^3+1)^{-\frac{2}{3}} (12y^2-2y+4) \, dy$

(b). $\int_{-1}^0 \sqrt{y+1} \, dy.$

(e). $\int_{-\sqrt{3}}^{\sqrt{3}} \frac{4x}{\sqrt{x^2+1}} \, dx.$

(h). $\int_{-\frac{\pi}{2}}^0 \frac{\sin x}{(3+2\cos x)^2} \, dx.$

(c). $\int_0^{\frac{\pi}{4}} \tan x \sec^2 x \, dx$

(f). $\int_0^{\frac{\pi}{6}} (1-\cos 3t) \sin 3t \, dt.$

(i). $\int_0^{\frac{\pi}{2}} \frac{\sin x}{(3+2\cos x)^2} \, dx.$

Sorular

Soru 33.1. Yerine koyma (değişken değiştirme) yöntemi kullanarak, aşağıdaki belirsiz integralleri bulunuz. İşlemlerini açıklamalısınız.

(i). $\int \frac{1}{\theta^2} \sin \frac{1}{\theta} \cos \frac{1}{\theta} \, d\theta.$

(j). $\int x(x-1)^{10} \, dx.$

(k). $\int x^3 \sqrt{x^2+1} \, dx.$

(l). $\int z^2 e^{(z^3)} \, dz.$

Soru 33.2. Yerine koyma (değişken değiştirme) yöntemi kullanarak, aşağıdaki belirli integralleri bulunuz. İşlemlerini açıklamalısınız.

34

Area Between Curves

Eğriler Arasındaki Alanlar

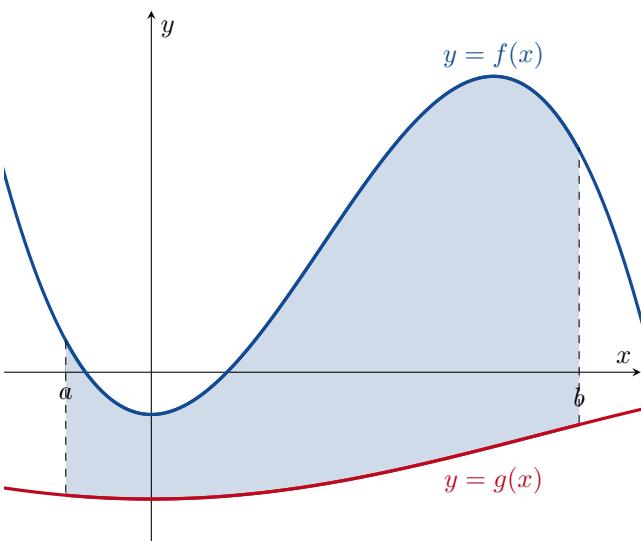


Figure 34.1: The region between the curves $y = f(x)$ and $y = g(x)$ for $a \leq x \leq b$.

Şekil 34.1: $a \leq x \leq b$ iken $y = f(x)$ ve $y = g(x)$ eğrileri arasındaki alan.

Definition. If

- f is continuous;
- g is continuous; and
- $f(x) \geq g(x)$ on $[a, b]$,

then the **area of the region between the curves** $y = f(x)$ and $y = g(x)$ for $a \leq x \leq b$ is

$$\text{area} = \int_a^b (f(x) - g(x)) dx.$$

Example 34.1. Find the area between $y = 2 - x^2$ and $y = -x$.

Tanım. Eğer

- f sürekli;
- g sürekli; ve
- $[a, b]$ üzerinde $f(x) \geq g(x)$ 'se,

o zaman $a \leq x \leq b$ oldukça $y = f(x)$ ve $y = g(x)$ eğrileri arasındaki alan

$$\text{alan} = \int_a^b (f(x) - g(x)) dx.$$

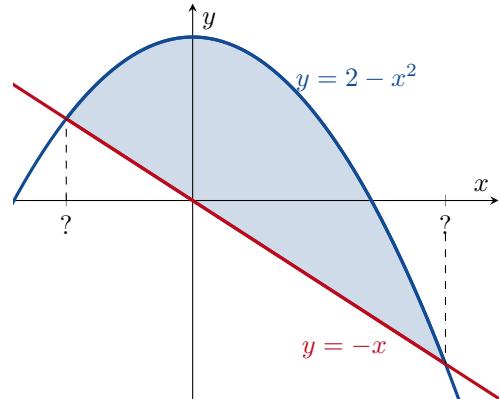


Figure 34.2: The region between the curves $y = 2 - x^2$ and $y = -x$.

Şekil 34.2: $y = 2 - x^2$ ve $y = -x$ arasındaki bölge

Örnek 34.1. $y = 2 - x^2$ ve $y = -x$ arasındaki alanı bulunuz.

özüm: İlk olarak integrasyon sınırlarını buluruz:

$$2 - x^2 = -x$$

$$0 = x^2 - x - 2$$

$$0 = (x + 1)(x - 2) \implies x = -1 \text{ veya } 2.$$

solution: First we need to find the limits of integration:

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

We need to integrate from $x = -1$ to $x = 2$. Therefore

$$\begin{aligned} \text{area} &= \int_{-1}^2 ((2 - x^2) - (-x)) dx \\ &= \int_{-1}^2 (2 + x - x^2) dx \\ &= [2x + \frac{1}{2}x^2 - \frac{1}{3}x^3]_{-1}^2 \\ &= \left(4 + \frac{4}{2} - \frac{8}{3}\right) - \left(-2 + \frac{1}{2} + \frac{1}{3}\right) \\ &= \frac{9}{2}. \end{aligned}$$

Example 34.2. Find the area bounded by $y = \sqrt{x}$, $y = x - 2$ and the x -axis, for $x \geq 0$ and $y \geq 0$.

solution: First we calculate that

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

Since $\sqrt{1} \neq 1 - 2$, we must have $x = 4$. See figure 34.3. Therefore

$$\begin{aligned} \text{area} &= \text{blue area} + \text{red area} \\ &= \int_0^2 \sqrt{x} dx + \int_2^4 (\sqrt{x} - (x-2)) dx \\ &= \int_0^2 x^{\frac{1}{2}} dx + \int_2^4 (x^{\frac{1}{2}} - x + 2) dx \\ &= \left[\frac{2}{3}x^{\frac{3}{2}}\right]_0^2 + \left[\frac{2}{3}x^{\frac{3}{2}} - \frac{1}{2}x^2 + 2x\right]_2^4 \\ &= \left(\frac{2}{3}(2)^{\frac{3}{2}} - 0\right) + \left(\frac{2}{3}(4)^{\frac{3}{2}} - \frac{1}{2}(16) + 2(4)\right) \\ &\quad - \left(\frac{2}{3}(2)^{\frac{3}{2}} - \frac{1}{2}(4) + 2(2)\right) \\ &= \frac{4\sqrt{2}}{3} + \frac{16}{3} - 8 + 8 - \frac{4\sqrt{2}}{3} + 2 - 4 \\ &= \frac{10}{3}. \end{aligned}$$

$x = -1$ den $x = 2$ 'ye integre ederiz. Böylece

$$\begin{aligned} \text{area} &= \int_{-1}^2 ((2 - x^2) - (-x)) dx \\ &= \int_{-1}^2 (2 + x - x^2) dx \\ &= [2x + \frac{1}{2}x^2 - \frac{1}{3}x^3]_{-1}^2 \\ &= \left(4 + \frac{4}{2} - \frac{8}{3}\right) - \left(-2 + \frac{1}{2} + \frac{1}{3}\right) \\ &= \frac{9}{2}. \end{aligned}$$

Örnek 34.2. $x \geq 0$ ve $y \geq 0$ olmak üzere $y = \sqrt{x}$, $y = x - 2$ ve x -ekseni ile sınırlı alan bulunuz.

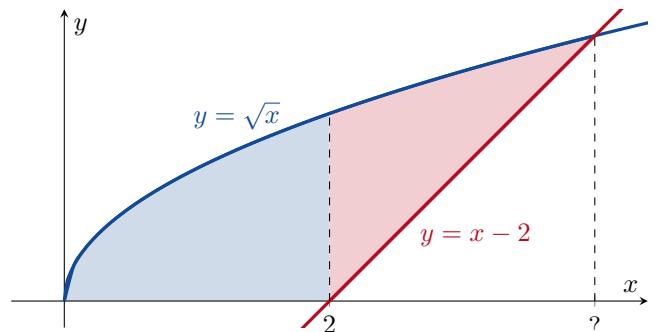


Figure 34.3: The region between the curves $y = \sqrt{x}$, $y = x - 2$ and the x -axis for $x \geq 0$ and $y \geq 0$.

Şekil 34.3: $x \geq 0$ ve $y \geq 0$ olduğunda $y = \sqrt{x}$, $y = x - 2$ ve x -ekseni ile sınırlı bölge.

çözüm: İlk olarak

$$\begin{aligned} \sqrt{x} &= x - 2 \\ x = (x-2)^2 &= x^2 - 4x + 4 \\ 0 = x^2 - 5x + 4 &= (x-1)(x-4) \implies x = 1 \text{ veya } 4. \end{aligned}$$

$\sqrt{1} \neq 1 - 2$ olduğundan, $x = 4$ buluruz. Bkz. Şekil 34.3. Buradan

$$\begin{aligned} \text{area} &= \text{mavi alan} + \text{kırmızı alan} \\ &= \int_0^2 \sqrt{x} dx + \int_2^4 (\sqrt{x} - (x-2)) dx \\ &= \int_0^2 x^{\frac{1}{2}} dx + \int_2^4 (x^{\frac{1}{2}} - x + 2) dx \\ &= \left[\frac{2}{3}x^{\frac{3}{2}}\right]_0^2 + \left[\frac{2}{3}x^{\frac{3}{2}} - \frac{1}{2}x^2 + 2x\right]_2^4 \\ &= \left(\frac{2}{3}(2)^{\frac{3}{2}} - 0\right) + \left(\frac{2}{3}(4)^{\frac{3}{2}} - \frac{1}{2}(16) + 2(4)\right) \\ &\quad - \left(\frac{2}{3}(2)^{\frac{3}{2}} - \frac{1}{2}(4) + 2(2)\right) \\ &= \frac{4\sqrt{2}}{3} + \frac{16}{3} - 8 + 8 - \frac{4\sqrt{2}}{3} + 2 - 4 \\ &= \frac{10}{3} \end{aligned}$$

elde edilir.

Problems

Problem 34.1 (Total Area). Calculate the total area between the curve $y = 2x^2$ and the curve $y = x^4 - 2x^2$ for $-2 \leq x \leq 2$.

Problem 34.2 (Total Area). Find the total areas of the regions shown in the following figures:

- (a). Figure 34.5. (b). Figure 34.6. (c). Figure 34.7.

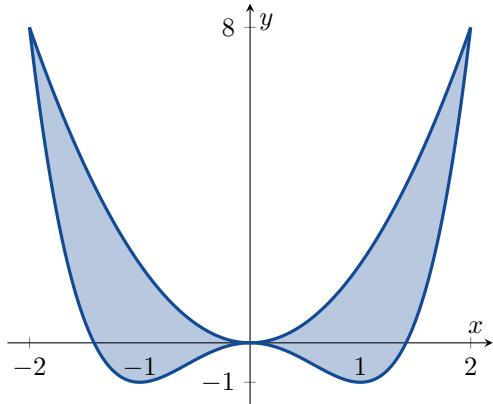


Figure 34.4: The total area between the curve $y = 2x^2$ and the curve $y = x^4 - 2x^2$, for $-2 \leq x \leq 2$.

Şekil 34.4: $-2 \leq x \leq 2$ olduğunda $y = 2x^2$ ve $y = x^4 - 2x^2$ arasındaki alan.

Sorular

Soru 34.1 (Toplam Alan). $y = 2x^2$ eğrisiyle $y = x^4 - 2x^2$ eğrisi arasındaki alanı $-2 \leq x \leq 2$ ise bulunuz.

Soru 34.2 (Toplam Alan). Find the total areas of the regions shown in the following figures:

- (a). Şekil 34.5. (b). Şekil 34.6. (c). Şekil 34.7.

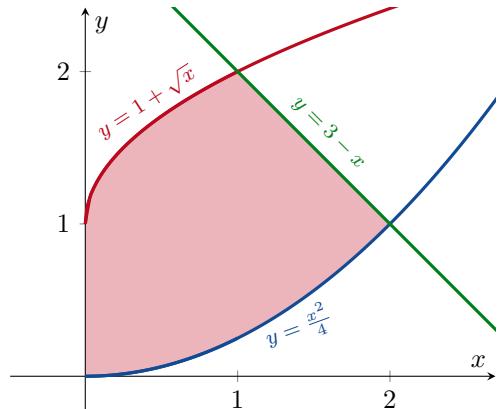


Figure 34.6: The region bounded by $y = 1 + \sqrt{x}$, $y = 3 - x$ and $y = \frac{x^2}{4}$ in the first quadrant.

Şekil 34.6:

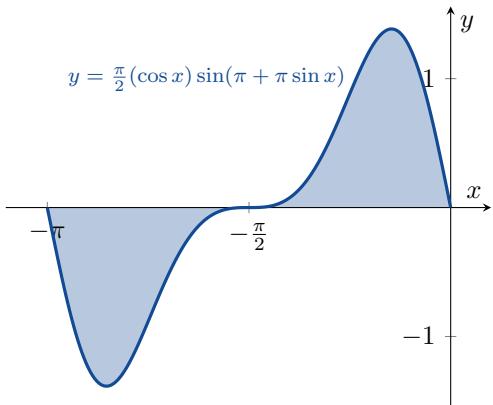


Figure 34.5: The total area between the curve $y = \frac{\pi}{2}(\cos x)\sin(\pi + \pi \sin x)$ and x -axis, for $-\pi \leq x \leq 0$.

Şekil 34.5:

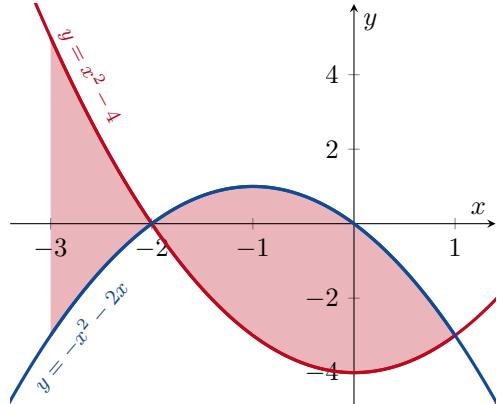


Figure 34.7: The total area between the curve $y = x^2 - 4$ and the curve $y = -x^2 - 2x$, for $-3 \leq x \leq 1$.

Şekil 34.7: $-3 \leq x \leq 1$ olduğunda $y = x^2 - 4$ ve $y = -x^2 - 2x$ arasındaki alan.

Solutions to Selected Problems

2.1.

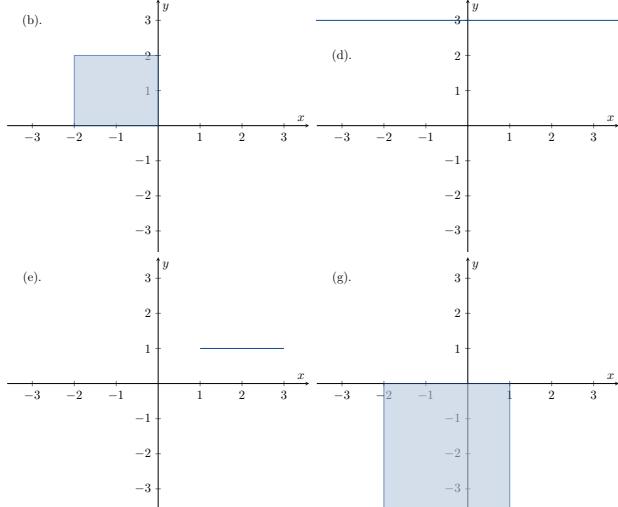
	P	Q	R	$P \vee Q$	$(P \vee Q) \vee R$	$Q \vee R$	$P \vee (Q \vee R)$
T	T	T	T	T	T	T	T
T	T	F	T	T	T	T	T
T	F	T	T	T	T	T	T
T	F	F	T	T	F	T	T
F	T	T	T	T	T	T	T
F	T	F	T	T	T	T	T
F	F	T	F	T	T	T	T
F	F	F	F	F	F	F	F

	P	Q	$P \vee Q$	$\neg(P \vee Q)$	$\neg P$	$\neg Q$	$\neg P \wedge \neg Q$
T	T	T	T	F	F	F	F
T	F	T	T	F	F	T	F
F	T	T	F	T	F	F	F
F	F	F	T	F	T	T	T

	P	Q	$P \wedge Q$	$\neg(P \wedge Q)$	$\neg P$	$\neg Q$	$\neg P \vee \neg Q$
T	T	T	T	F	F	F	F
T	F	F	F	T	F	T	T
F	T	F	F	T	T	F	T
F	F	F	F	T	T	T	T

	P	$\neg P$	$P \vee \neg P$	true
T	F	T	T	T
F	T	F	T	T

5.1.



5.2. We calculate that

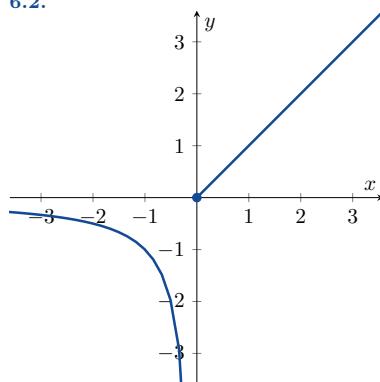
$$\begin{aligned}\|AB\| &= \sqrt{(4-1)^2 + (2-1)^2} = \sqrt{3^2 + 1^2} = \sqrt{10} \approx 3.16 \\ \|BC\| &= \sqrt{(3-4)^2 + (3-2)^2} = \sqrt{(-1)^2 + 1^2} = \sqrt{2} \approx 1.41 \\ \|CA\| &= \sqrt{(1-3)^2 + (1-3)^2} = \sqrt{(-2)^2 + (-2)^2} = \sqrt{8} \approx 2.83.\end{aligned}$$

Hence $\|AB\|$ is the largest number.

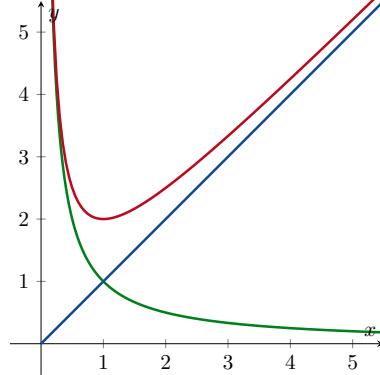
6.1.

- | | |
|--|--|
| (a). $f(x) = 3$ is even. | (g). $f(x) = \frac{1}{x^2-1}$ is even. |
| (b). $f(x) = x^{77}$ is odd. | (h). $f(x) = \frac{1}{x^2+1}$ is even. |
| (c). $f(x) = x^2 + 1$ is even. | (i). $f(x) = \frac{1}{x-1}$ is neither even nor odd. |
| (d). $f(x) = x^3 + x$ is odd. | (j). $f(x) = \sin x$ is odd. |
| (e). $f(x) = x^3 + x^2$ is neither even nor odd. | (k). $f(x) = 2x + 1$ is neither even nor odd. |
| (f). $f(x) = x^3 + 1$ is neither even nor odd. | (l). $f(x) = \cos x$ is even. |

6.2.



6.3.



6.4.

- | | | |
|-----------------------|----------------------|------------------------------|
| (a). $-\frac{\pi}{2}$ | (e). $\frac{\pi}{5}$ | (i). 30° |
| (b). $\frac{3\pi}{4}$ | (f). $\frac{\pi}{9}$ | (j). 150° |
| (c). $\frac{2\pi}{3}$ | (g). 270° | (k). -36° |
| (d). π | (h). 18° | (l). $540^\circ = 180^\circ$ |

6.5.

- | | |
|---------------------|--|
| (a). \mathbb{R} | (d). $(-\infty, 0] \cup [3, \infty)$ |
| (b). $[0, \infty)$ | (e). $(-\infty, 3) \cup (3, \infty)$ |
| (c). $[-2, \infty)$ | (f). $(-\infty, -4) \cup (-4, 4) \cup (4, \infty)$ |

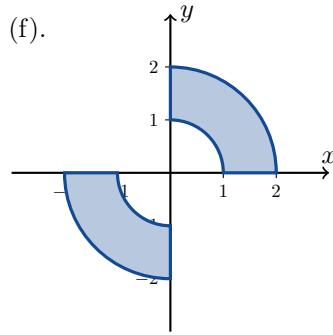
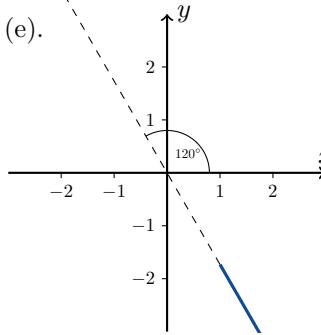
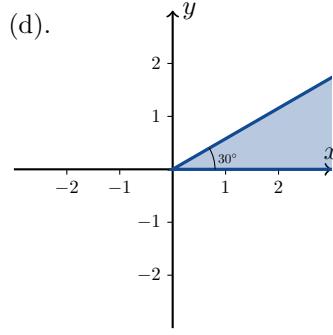
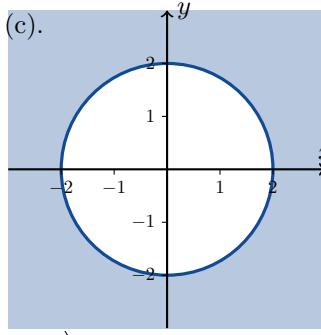
7.1.

- | | | |
|-----------------------|----------------------|-----------------------|
| (a). $(3, 0)$ | (d). $(1, \sqrt{3})$ | (g). $(-1, \sqrt{3})$ |
| (b). $(-3, 0)$ | (e). $(1, \sqrt{3})$ | (h). $(-1, 0)$ |
| (c). $(-1, \sqrt{3})$ | (f). $(-3, 0)$ | (i). $(2, 2)$. |

7.2.

- | | |
|-----------------------------|---|
| (a). $(\sqrt{2}, 45^\circ)$ | (d). $(5, \pi - \tan^{-1} \frac{4}{3}) \approx (5, 126.87^\circ)$ |
| (b). $(3, 180^\circ)$ | (e). $(2\sqrt{2}, -135^\circ)$ |
| (c). $(2, -30^\circ)$ | (f). $(2, 150^\circ)$. |

7.3.



8.1.

- (a). viii (b). iii (c). i (d). ii (e). vi (f). iv

8.2.

- (a). $(3, 0)$ (b). $(0, -2)$ (c). $(0, \frac{1}{16})$

8.3.

- (a). $(\pm 3, 0)$ (b). $(\pm 3, 0)$ (c). $(0, \pm 1)$ (d). $\frac{x^2}{4} + \frac{y^2}{2} = 1$

8.4.

- (a). $(\pm \sqrt{2}, 0)$ (c). $(\pm \sqrt{10}, 0)$
 (b). $(0, \pm 4)$ (d). $64x^2 - 36y^2 = 2304$

9.1.

- (a). The distance is

$$\begin{aligned} d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2} \\ &= \sqrt{(2 - 1)^2 + (5 - 1)^2 + (0 - 5)^2} = \sqrt{3^2 + 4^2 + 5^2} \\ &= \sqrt{9 + 16 + 25} = \sqrt{50} \end{aligned}$$

- (b). $\sqrt{2}$ (c). 50 (d). $\sqrt{101}$ (e). 6

9.2.

First we rearrange the equation into standard form

$$\begin{aligned} x^2 + y^2 + z^2 - 6y + 8z = 0 \\ x^2 + (y^2 - 6y + 9) - 9 + (z^2 + 8z + 16) - 16 = 0 \\ x^2 + (y - 3)^2 - 9 + (z + 4)^2 - 16 = 0 \\ x^2 + (y - 3)^2 + (z + 4)^2 = 25 \\ (x - 0)^2 + (y - 3)^2 + (z + 4)^2 = 5^2. \end{aligned}$$

Then it is easy to see that the centre of the sphere is $(0, 3, -4)$ and the radius is 5.

9.3.

Centre $= (\sqrt{2}, \sqrt{2}, -\sqrt{2})$. Radius $= \sqrt{2}$.

10.1.

- (a). $3\sqrt{13}$ (e). $3\sqrt{13}$ (i). $\sqrt{10}$ (m). $(\frac{1}{5}, \frac{14}{5})$
 (b). $\sqrt{29}$ (f). $(-9, 6)$ (j). $\sqrt{13} + \sqrt{29}$ (n). $\frac{\sqrt{197}}{5}$
 (c). $3\sqrt{13}$ (g). $3\sqrt{13}$ (k). $(12, -19)$
 (d). $(9, -6)$ (h). $(1, 3)$ (l). $\sqrt{505}$

10.2.

(a). We have that

$$\begin{aligned} 5\mathbf{a} - 3\mathbf{b} &= 5(\mathbf{i} + 2\mathbf{j} + 3\mathbf{k}) - 3(2\mathbf{i} + 5\mathbf{k}) = 5\mathbf{i} + 10\mathbf{j} + 15\mathbf{k} - 6\mathbf{i} - 15\mathbf{k} \\ &= -\mathbf{i} + 10\mathbf{j}. \end{aligned}$$

- (b). $(0, 0, 0)$

10.3.

(a). We require the vector

$$\mathbf{u} = \frac{\mathbf{v}}{\|\mathbf{v}\|} = \frac{6\mathbf{i} + 2\mathbf{j} - 3\mathbf{k}}{\sqrt{6^2 + 2^2 + (-3)^2}} = \frac{6\mathbf{i} + 2\mathbf{j} - 3\mathbf{k}}{\sqrt{49}} = \frac{6}{7}\mathbf{i} + \frac{2}{7}\mathbf{j} - \frac{3}{7}\mathbf{k}.$$

- (b). $\mathbf{u} = \frac{2}{3}\mathbf{i} + \frac{1}{3}\mathbf{j} - \frac{2}{3}\mathbf{k}$

- (c). $\mathbf{w} = \frac{84}{13}\mathbf{i} - \frac{35}{13}\mathbf{k}$

11.1.

- (a). (i) -25 (ii) 5 and 5 (iii) -1 (iv) $-2\mathbf{i} + 4\mathbf{j} - \sqrt{5}\mathbf{k}$

- (b). (i) 25 (ii) 5 and 15 (iii) $\frac{1}{3}$ (iv) $\frac{10}{9}\mathbf{i} + \frac{11}{9}\mathbf{j} - \frac{2}{9}\mathbf{k}$

- (c). (i) 13 (ii) 3 and 15 (iii) $\frac{1}{15}$ (iv) $\frac{26}{225}\mathbf{i} + \frac{26}{45}\mathbf{j} - \frac{143}{225}\mathbf{k}$

11.2. $\angle BAC = \cos^{-1} \frac{1}{\sqrt{5}} \approx 63.435^\circ$, $\angle ABC = \cos^{-1} \frac{3}{5} \approx 53.130^\circ$ and $\angle BCA = \cos^{-1} \frac{1}{\sqrt{5}} \approx 63.435^\circ$.

11.3. Yes.

11.4.

(a). If $\|\mathbf{u}\| = \|\mathbf{v}\|$, then we have that $\mathbf{u} \cdot (\mathbf{u} + \mathbf{v}) = \mathbf{u} \cdot \mathbf{u} + \mathbf{u} \cdot \mathbf{v} = \|\mathbf{u}\|^2 + \mathbf{u} \cdot \mathbf{v} = \mathbf{u} \cdot \mathbf{v} + \|\mathbf{v}\|^2 = \mathbf{u} \cdot \mathbf{v} + \mathbf{v} \cdot \mathbf{v} = (\mathbf{u} + \mathbf{v}) \cdot \mathbf{v}$ as required.

(b). Since $\mathbf{u} \cdot (\mathbf{u} + \mathbf{v}) = \|\mathbf{u}\| \|\mathbf{u} + \mathbf{v}\| \cos \theta$ and $(\mathbf{u} + \mathbf{v}) \cdot \mathbf{v} = \|\mathbf{u} + \mathbf{v}\| \|\mathbf{v}\| \cos \phi = \|\mathbf{u} + \mathbf{v}\| \|\mathbf{u}\| \cos \phi$, we can see from part (a) that $\cos \theta = \cos \phi$. Therefore $\theta = \phi$.

11.5. Suppose that the x -axis points to the east, that the y -axis points to the north and that the z -axis points upwards. The vector $\mathbf{u} = (0, -5, -1)$ is parallel to the northwards part of the pipe (pointing to the south). The vector $\mathbf{v} = (10, 0, 1)$ is parallel to the eastwards part of the pipe. Thus

$$\theta = \cos^{-1} \left(\frac{\mathbf{u} \cdot \mathbf{v}}{\|\mathbf{u}\| \|\mathbf{v}\|} \right) = \cos^{-1} \left(\frac{-1}{\sqrt{26}\sqrt{101}} \right) = 91.12^\circ.$$

The question could be interpreted in different ways, so I would accept both 91.12° and $180^\circ - 91.12^\circ = 88.88^\circ$ as correct answers.

12.1.

- | | | |
|---|---|----------------------------------|
| (a). $2\mathbf{i} + \mathbf{j} + 2\mathbf{k}$ | (d). $6\mathbf{i} - 12\mathbf{k}$ | (g). $\mathbf{0}$ |
| (b). $\mathbf{0}$ | (e). $\mathbf{i} - \mathbf{j} + \mathbf{k}$ | (h). $-\mathbf{j} - \mathbf{k}$ |
| (c). $-6\mathbf{k}$ | (f). $-2\mathbf{k}$ | (i). $4\mathbf{j} + 2\mathbf{k}$ |

12.2.

- (a). $\frac{3}{\sqrt{2}}$
 (b). $(\frac{1}{\sqrt{2}}, 0, -\frac{1}{\sqrt{2}})$

12.3.

- | | | | | |
|---------|----------|---------|----------|---------|
| (a). no | (b). yes | (c). no | (d). yes | (e). no |
|---------|----------|---------|----------|---------|

12.4. $9\sqrt{3}$ and $\frac{21}{\sqrt{2}}$

12.5. -7

13.1. $x = 3 + t$, $y = -4 + t$, $z = -1 - t$.13.2. $x = 1 - 2t$, $y = 2 - 2t$, $z = -1 + 2t$.13.3. $x = 2 - 2t$, $y = 3 + 4t$, $z = -2t$.13.4. $d = 7\sqrt{3}$

13.5. $d = 0$ (the point is on the line)

13.6. (a). Yes, at the point $P(9, 10, 7)$ ($t = 2 = s$). (b). $d = 0$.

13.7. Immediately we can see that we have $P_1(10, -3, 0)$, $\mathbf{v}_1 = 4\mathbf{i} + 4\mathbf{k}$, $P_2(10, 0, 2)$ and $\mathbf{v}_2 = -4\mathbf{i} - 4\mathbf{k}$. Since $\mathbf{v}_1 \times \mathbf{v}_2 = \mathbf{0}$, the lines are parallel. We calculate that

$$\begin{aligned}\overrightarrow{P_1 P_2} &= P_2 - P_1 = (10, 0, 2) - (10, -3, 0) = (0, 3, 2) \\ \overrightarrow{P_1 P_2} \times \mathbf{v}_1 &= (0, 3, 2) \times (4, 0, 4) = (12, 8, -12) \\ d &= \frac{\|\overrightarrow{P_1 P_2} \times \mathbf{v}_1\|}{\|\mathbf{v}_1\|} = \frac{\|(12, 8, -12)\|}{\|(4, 0, 4)\|} = \frac{4\sqrt{22}}{4\sqrt{2}} = \sqrt{11}\end{aligned}$$

13.8. First we have $P_1(10, 0, 0)$, $\mathbf{v}_1 = 4\mathbf{i} - \mathbf{j} + 4\mathbf{k}$, $P_2(10, 1, 2)$ and $\mathbf{v}_2 = -4\mathbf{i} - 4\mathbf{k}$. Note that the lines are skew because $\mathbf{v}_1 \times \mathbf{v}_2 = 4\mathbf{i} - 4\mathbf{k} \neq \mathbf{0}$. Thus

$$\begin{aligned}\overrightarrow{P_1 P_2} &= P_2 - P_1 = (10, 1, 2) - (10, 0, 0) = (0, 1, 2) \\ \overrightarrow{P_1 P_2} \cdot (\mathbf{v}_1 \times \mathbf{v}_2) &= (0, 1, 2) \cdot (4, 0, -4) = -8 \\ d &= \frac{|\overrightarrow{P_1 P_2} \cdot (\mathbf{v}_1 \times \mathbf{v}_2)|}{\|\mathbf{v}_1 \times \mathbf{v}_2\|} = \frac{|-8|}{4\sqrt{2}} = \frac{8}{4\sqrt{2}} = \sqrt{2}.\end{aligned}$$

14.1. $x + 3y - z = 9$

14.2. $x - 2y + z = 6$

14.3.

(a). $P(\frac{3}{2}, -\frac{3}{2}, \frac{1}{2})$

(b). $P(2, -\frac{20}{7}, \frac{27}{7})$

14.4.

(a). $x = 1 - t$, $y = 1 + t$, $z = -1$

(b). $x = 1 + 14t$, $y = 2t$, $z = 15t$

14.5.

(a). 3

(b). $\frac{3\sqrt{2}}{2}$

14.6. Let $\mathbf{n}_1 = \mathbf{i} + \mathbf{j}$ and $\mathbf{n}_2 = 2\mathbf{i} + \mathbf{j} - 2\mathbf{k}$. Then we have

$$\theta = \cos^{-1} \left(\frac{\mathbf{n}_1 \cdot \mathbf{n}_2}{\|\mathbf{n}_1\| \|\mathbf{n}_2\|} \right) = \cos^{-1} \left(\frac{2+1}{\sqrt{2}\sqrt{9}} \right) = \cos^{-1} \left(\frac{1}{\sqrt{2}} \right) = 45^\circ$$

15.1. (a). $-2\mathbf{i} + 4\mathbf{j} - 4\mathbf{k}$ (b). $\frac{39}{25}\mathbf{i} + \frac{52}{25}\mathbf{j} + \frac{13}{5}\mathbf{k}$ (c). $\frac{2}{3}\mathbf{i} - \frac{2}{3}\mathbf{j} - \frac{2}{3}\mathbf{k}$

15.2. (a). $-2\mathbf{i} + 7\mathbf{j} + 3\mathbf{k}$ (b). $-\frac{8}{7}\mathbf{i} + \frac{4}{7}\mathbf{j} + \frac{10}{7}\mathbf{k}$ (c). \mathbf{i}

15.3. (a). $(8, 1, 1)$ (b). $(\frac{213}{20}, \frac{401}{40}, \frac{57}{8})$ (c). $(2, 0, 3)$

15.4.

(a). $x = 1 - t$, $y = -1 + t$, $z = 1 + 4t$

(b). $x = 8 - 6t$, $y = 3 - 2t$, $z = -2 + \frac{14}{5}t$.

(c). $B(7, 7, \frac{5}{4})$

16.1. 12

16.2.

(a). $5 \cdot 4 \cdot 3 = 60$ (b). $5 \cdot 5 \cdot 5 = 125$ (c). $5 \cdot 4 \cdot 4 = 80$

16.3. There are $81 \cdot 10 \cdot 10 \cdot 10 = 81000$ different postcodes.

If we insist that no digits are repeated, then the first two digits can not be 11 (Bilecik), 22 (Edirne), 33 (Mersin), 44 (Malatya), 55 (Samsun), 66 (Yozgat) or 77 (Yalova). That leaves $81 - 7 = 74$ choices for the first two digits. There are then 8 choices for the 3rd digit, 7 choices for the 4th digit and 6 choices for the final digit. Hence there are $74 \cdot 8 \cdot 7 \cdot 6 = 24864$ possible postcodes.

17.1. ${}_5C_3 = 10$

17.3.

(a). ${}_{24}C_3 = 2024$ (b). ${}_{19}C_3 = 969$

17.4.

(a). $\left(\frac{8}{2} {}_{P_2}C_2 \cdot {}_{P_2}C_2 \right) \left(\frac{5}{2} {}_{P_2}C_2 \right) = 302400$

(b). $\left(\frac{6}{2} {}_{P_2}C_2 \right) (3) {}_{P_3}C_3 = 2160$

17.5. Note that a number is divisible by 5 if the its last digit is 0 or 5. Since we don't have a 0, we must find the number of 3 digit numbers which end in a 5 and such that none of the digits are repeated. The answer is ${}_5P_2 = 20$.

17.6. ${}_8P_2 \cdot {}_{10}P_3 = 40320$.

18.1. The sample space is $S = \{HHH, HTH, THH, TTH\}$ since the third coin is always H .

(a). $\frac{1}{4}$ (b). $\frac{1}{2}$ (c). $\frac{1}{4}$ (d). 0 (e). $\frac{3}{4}$ (f). $\frac{1}{4}$

18.2.

(a). $\frac{26}{52} {}_5C_5 \approx 0.0253$ (d). $\frac{39}{52} {}_{13}C_{13} \approx 0.0128$

(c). $\frac{48}{52} {}_4C_4 \approx 0.7187$ (f). $\frac{16}{52} {}_{13}C_{13} \approx 8.8187 \times 10^{-10}$

19.1.

(a). $\frac{13}{20}$ (c). $\frac{7}{10}$ (d). $\frac{1}{4}$ (f). $\frac{3}{5}$.

19.2.

(a). $\frac{7}{17}$ (b). $\frac{1}{3}$ (c). $\frac{63}{65}$ (d). $\frac{5}{6}$ (e). $\frac{91}{95}$

20.1.

(a). $\frac{4}{51}$ (b). $\frac{1}{17}$ (c). 40%

20.2.

(a). $\frac{1}{3}$ (c). 0, 49 (d). $\frac{3}{4}$

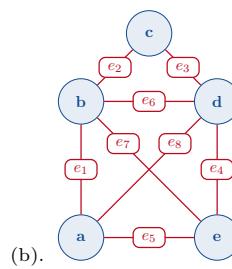
21.1.

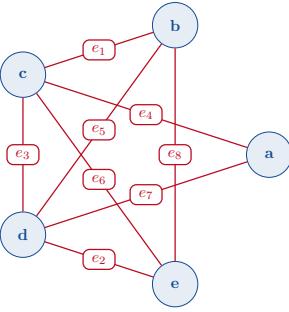
(a). $\frac{54}{125}$ (b). $\frac{71}{125}$ (c). $\frac{14}{25}$ (d). $\frac{17}{25}$ (e). $\frac{21}{25}$

21.2.

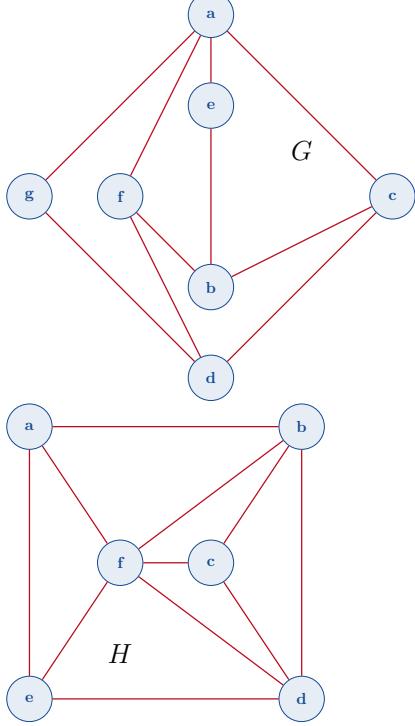
(a). $\frac{1}{6}$ (b). $\frac{1}{4}$ (c). $\frac{1}{4}$.

22.1. One way to draw each graph is shown below, but of course there are ∞ different ways to draw them.





(c).

22.3. Both G and H are planar graphs as shown below.**22.4.**

- (a). yes (b). no (c). no (d). yes

22.5. One such example is

This graph has 2 vertices, 0 edges and 1 face. So $n(V) - n(E) + n(F) = 3$. This example does not disprove theorem 22.3 because it is not connected.

23.1.

- | | | | |
|------------|------------|-----------|------------|
| (a). false | (c). false | (e). true | (g). false |
| (b). false | (d). true | (f). true | (h). true |

23.2.

- | | | | | | |
|--------------------|---------------------|--------------------|---------------------|-----------|--------------------|
| (a). -9 | (c). $-\frac{5}{2}$ | (d). $\frac{2}{3}$ | (e). $\frac{1}{10}$ | (f). -1 | (h). $\frac{1}{5}$ |
| (b). $\frac{5}{8}$ | | | (g). $\frac{3}{2}$ | | |

$$(i). \lim_{v \rightarrow 2} \frac{v^3 - 8}{v^4 - 16} = \lim_{v \rightarrow 2} \frac{(v-2)(v^2 + 2v + 4)}{(v-2)(v+2)(v^2 + 4)} = \lim_{v \rightarrow 2} \frac{v^2 + 2v + 4}{(v+2)(v^2 + 4)} = \frac{12}{32} = \frac{3}{8}$$

23.3. Clearly $\lim_{x \rightarrow 0} 2 - x^2 = 2 - 0^2 = 2$ and $\lim_{x \rightarrow 0} 2 \cos x = 2 \cos 0 = 2$. It follows by the Sandwich Theorem that $\lim_{x \rightarrow 0} g(x) = 2$ also.

23.4.

- | | |
|--|---|
| (a). $\lim_{x \rightarrow 4} (g(x))^2 = 9$ | (c). $\lim_{x \rightarrow 4} xf(x) = 0$ |
| (b). $\lim_{x \rightarrow 4} (g(x) + 3) = 0$ | (d). $\lim_{x \rightarrow 4} \frac{g(x)}{f(x) - 1} = 3$ |

24.1. First note that f is clearly continuous for all $x \neq -2$. Since $f(-2) = 4b$, we require that $\lim_{x \rightarrow -2} f(x) = 4b$ also. But $\lim_{x \rightarrow -2} x = -2$. So we must have $b = -\frac{1}{2}$.

24.2.

- (a). Since $x^2 - 4 \neq 0$ if $x \neq \pm 2$, it follows that the rational function $\frac{x^3 - 8}{x^2 - 4}$ is continuous on $(-\infty, -2)$, on $(-2, 2)$ and on $(2, \infty)$. Hence $f(x)$ is also continuous on these open intervals.

(b). Since

$$\begin{aligned} \lim_{x \rightarrow 2} f(x) &= \lim_{x \rightarrow 2} \frac{x^3 - 8}{x^2 - 4} = \lim_{x \rightarrow 2} \frac{(x-2)(x^2 + 2x + 4)}{(x-2)(x+2)} \\ &= \lim_{x \rightarrow 2} \frac{x^2 + 2x + 4}{x+2} = \frac{12}{4} = 3 = f(2), \end{aligned}$$

it follows that f is continuous at $x = 2$.

- (c). Since $\lim_{x \rightarrow -2} f(x) = \lim_{x \rightarrow -2} \frac{x^3 - 8}{x^2 - 4}$ does not exist, it follows that f is discontinuous at $x = -2$.

24.3. Since \tan , \cos and \sin are continuous functions, we use theorem 24.3 to calculate that

$$\begin{aligned} \lim_{t \rightarrow 0} \tan\left(\frac{\pi}{4} \cos(\sin t^{\frac{1}{3}})\right) &= \tan \lim_{t \rightarrow 0} \left(\frac{\pi}{4} \cos(\sin t^{\frac{1}{3}})\right) \\ &= \tan\left(\frac{\pi}{4} \lim_{t \rightarrow 0} \cos(\sin t^{\frac{1}{3}})\right) \\ &= \tan\left(\frac{\pi}{4} \cos(\lim_{t \rightarrow 0} \sin t^{\frac{1}{3}})\right) \\ &= \tan\left(\frac{\pi}{4} \cos(\sin \lim_{t \rightarrow 0} t^{\frac{1}{3}})\right) \\ &= \tan\left(\frac{\pi}{4} \cos(\sin 0)\right) \\ &= \tan\left(\frac{\pi}{4} \cos 0\right) = \tan \frac{\pi}{4} = 1. \end{aligned}$$

26.1.

$$(a). \frac{ds}{dt} = 2t^{-2} - 8t^{-3} = \frac{2}{t^2} - \frac{8}{t^3}.$$

(b). We calculate that

$$\begin{aligned} w' &= \frac{d}{dz}(z+1)(z-1)(z^2+1) = \frac{d}{dz}(z^2-1)(z^2+1) \\ &= \frac{d}{dz}(z^4-1) = 4z^3 \end{aligned}$$

and

$$w'' = \frac{d}{dz} 4z^3 = 12z^2.$$

(c). We calculate that

$$\begin{aligned} \frac{dy}{dx} &= (2x+3)'(x^4 + \frac{1}{3}x^3 + 11) + (2x+3)(x^4 + \frac{1}{3}x^3 + 11)' \\ &= 2(x^4 + \frac{1}{3}x^3 + 11) + (2x+3)(4x^3 + x^2) \\ &= 2x^4 + \frac{2}{3}x^3 + 22 + 8x^4 + 2x^3 + 12x^3 + 3x^2 \\ &= 10x^4 + \frac{44}{3}x^3 + 3x^2 + 22 \end{aligned}$$

by the product rule.

26.2. First note that

$$b = \frac{x^2 - 1}{x^2 + x - 2} = \frac{(x-1)(x+1)}{(x+2)(x-1)} = \frac{x+1}{x+2}.$$

Using the quotient rule, we calculate that

$$\begin{aligned} \frac{db}{dx} &= \left(\frac{u}{v}\right)' = \frac{u'v - uv'}{v^2} = \frac{(x+1)'(x+2) - (x+1)(x+2)'}{(x+2)^2} \\ &= \frac{(x+2) - (x+1)}{(x+2)^2} = \frac{1}{(x+2)^2}. \end{aligned}$$

26.3.

(a). $y' = 2x^3 - 3x - 1$

(g). $f'(s) = \frac{1}{\sqrt{s}(\sqrt{s}+1)^2}$

(b). $y' = 3x^2 + 4x - 8$

(h). $v' = -\frac{1}{x^2} + 2x^{-\frac{3}{2}}$

(c). $r' = -\frac{2}{3s^3} + \frac{5}{2s^2}$

(i). $r' = 3\theta^{-4}$

(d). $y = \frac{-19}{(3x-2)^2}$

(j). $w' = -z^{-2} - 1$

(e). $g'(x) = \frac{x^2+x+4}{(x+0.5)^2}$

(k). $s' = 15t^2 - 15t^4$

(f). $v' = \frac{t^2-2t-1}{(1+t^2)^2}$

(l). $w' = -\frac{6}{z^3} + \frac{1}{z^2}$

27.1.

(a). $\frac{ds}{dx} = \sec^2 x$

(b). $\frac{dr}{d\theta} = \theta \cos \theta$

27.2.

(b). By the quotient rule, we have that

$$\begin{aligned}\frac{d}{dx}(\cot x) &= \frac{d}{dx}\left(\frac{\cos x}{\sin x}\right) \\ &= \frac{(\cos x)' \sin x - (\cos x)(\sin x)'}{\sin^2 x} \\ &= \frac{-\sin x \sin x - \cos x \cos x}{\sin^2 x} \\ &= \frac{-1}{\sin^2 x} = -\operatorname{cosec}^2 x\end{aligned}$$

as required.

27.3.

(a). $y' = -10 - 3 \sin x$

(f). $w' = \frac{-\operatorname{cosec}^2 z}{(1+\cot z)^2}$

(b). $y' = 2x \cos x - x^2 \sin x$

(g). $h'(x) = \frac{3x^2 \sin x \cos x}{x^3 \cos^2 x - x^3 \sin^2 x} +$

(c). $y' = -\operatorname{cosec} x \cot x - \frac{2}{\sqrt{x}}$

(h). $p' = \sec^2 t$

(d). $f'(x) = \sin x \sec^2 x + \sin x$

(i). $r' = \sec^2 t$

(e). $g'(x) = \cos x$

(j). 0

28.1. $\frac{ds}{dt} = -5\left(\frac{t}{2} - 1\right)^{-11}.$

28.2. $\frac{dy}{dt} = -\frac{5}{3} \sin\left(5 \sin\left(\frac{t}{3}\right)\right) \cos\left(\frac{t}{3}\right).$

28.3. $\frac{dy}{dx} = \frac{3x-2}{\sqrt{3x^2-4x+6}}.$

28.4. $\frac{dy}{dx} = 3 \sin^2 x \cos x.$

28.5. $\frac{dy}{dx} = \tan(\tan x) \sec^2 x \sec(\tan x).$

28.6. $\frac{dy}{dx} = 2x \cos(2x) \cos(x^2) - 2 \sin(2x) \sin(x^2).$

28.7. Let $u = \frac{t}{t^2-4}$. Then

$$\begin{aligned}\frac{dy}{dx} &= \frac{d}{dx}\left(\frac{t^2}{t^3-4t}\right)^3 = \frac{d}{dx}\left(\frac{t}{t^2-4}\right)^3 \\ &= \frac{d}{dx}u^3 = \left(\frac{d}{du}u^3\right)\frac{du}{dx} = 3u^2 \frac{d}{dx}\left(\frac{t}{t^2-4}\right) \\ &= \left(\frac{3t^2}{(t^2-4)^2}\right)\left(\frac{(t')(t^2-4) - (t)(t^2-4)'}{(t^2-4)^2}\right) \\ &= \left(\frac{3t^2}{(t^2-4)^2}\right)\left(\frac{(t^2-4) - (t)(2t)}{(t^2-4)^2}\right) \\ &= -\frac{3t^2(t^2+4)}{(t^2-4)^4}.\end{aligned}$$

28.8. $y'' = \frac{6}{x^3} \left(1 + \frac{1}{x}\right) \left(1 + \frac{2}{x}\right).$

28.9. $\frac{5}{2}.$

28.10. 0.

29.1.

(a). $F(x) = 100x^2$.

(b). $G(x) = \frac{x^4}{4} + \frac{1}{2x^2}$.

(c). $H(x) = -\frac{1}{\pi} \cos(\pi x) + \cos(3x)$.

(d). $L(x) = \frac{x^8}{8} - 3x^2 + 8x$.

(e). $M(x) = x^{\frac{2}{3}}$ is an antiderivative of $m(x) = \frac{2}{3}x^{-\frac{1}{3}}$ because

$$M'(x) = \frac{d}{dx}x^{\frac{2}{3}} = \frac{2}{3}x^{\frac{2}{3}-1} = \frac{2}{3}x^{-\frac{1}{3}} = m(x).$$

(f). $P(x) = x^{\frac{1}{3}}$.

(g). $R(x) = 2 \tan \frac{x}{3}$.

(h). $S(x) = -\frac{2}{3} \tan \frac{3x}{2}$.

29.2. It is incorrect because $\frac{d}{dx}\left(\frac{(2x+1)^3}{3} + \sin x\right) \neq (2x+1)^2 + \cos x$.**29.3.** It is correct. By the Chain Rule (with $u = e^x$),

$$\frac{d}{dx} \sin e^x = \left(\frac{d}{du} \sin u\right) \left(\frac{d}{dx} e^x\right) = (\cos u)(e^x) = e^x \cos e^x.$$

Thus $\sin e^x$ is an antiderivative of $e^x \cos e^x$.**29.4.** It is incorrect because the “+C” is missing.**29.5.**

(a). $\int 2x \, dx = x^2 + C$

(b). $\int (1-x^2-3x^5) \, dx = x - \frac{x^3}{3} - \frac{x^6}{2} + C$

(c). $\int \frac{4+\sqrt{t}}{t^3} \, dt = \int 4t^{-3} + t^{-\frac{5}{2}} \, dt = -2t^{-2} - \frac{2}{3}t^{-\frac{3}{2}} + C$

(d). $\int (2 \cos 2\theta - 3 \sin 3\theta) \, d\theta = \sin 2\theta + \cos 3\theta + C$

(e). $\int 2e^{3x} \, dx = \frac{2}{3}e^{3x} + C$

(f). $\int \frac{1}{x} \, dx = \ln|x| + C$

32.1.

(a). $\frac{dy}{dx} = \sqrt{1+x^2}$.

(b). $\frac{db}{dt} = 4t^5$.

(c). We calculate that

$$\begin{aligned}\frac{dp}{dx} &= \frac{d}{dx} \int_2^x \sin(t^3) \, dt = \left(\frac{d}{du} \int_2^u \sin(t^3) \, dt\right) \left(\frac{d}{dx} x^2\right) \\ &= \sin(u^3) 2x = 2x \sin(x^6).\end{aligned}$$

(d). $\frac{dz}{dx} = -\frac{1}{2}x^{-\frac{1}{2}} \sin x = -\frac{\sin x}{2\sqrt{x}}.$

32.2.

(a). 6 (g). 0 (k). -1

(d). $\frac{133}{4}$ (h). $-\frac{8}{3}$ (l). $2\sqrt{3}$

(e). $\frac{\pi}{4} - \frac{1}{2}$ (i). $\sqrt{2} - \sqrt[4]{8} + 1$

(f). $\frac{5}{2}$ (j). 16

33.1.

- (a). $\frac{1}{6}(2x+4)^6 + C$. (g). $-\frac{2}{1+\sqrt{x}} + C$
 (b). $-\frac{(x^2+5)^{-3}}{3} + C$. (h). $-\frac{1}{2} \left(7 - \frac{x^5}{10}\right)^4 + C$.
 (c). $\frac{(3x^2+4x)^5}{10} + C$. (i). $-\frac{1}{2} \sin^2 \frac{1}{\theta} + C$.
 (d). $\frac{1}{2} \sec 2t + C$. (j). $\frac{1}{12}(x-1)^{12} + \frac{1}{11}(x-1)^{11} + C$.
 (e). $-6\sqrt{1-r^3} + C$. (k). $\frac{1}{5}(x^2+1)^{\frac{5}{2}} - \frac{1}{3}(x^2+1)^{\frac{3}{2}} + C$.
 (f). $-\frac{1}{3}(x^{\frac{3}{2}}-1) - \frac{1}{6}\sin(x^{\frac{3}{2}}-1) + C$. (l). $\frac{1}{3}e^{z^3} + C$.

33.2.

- (a). $\frac{14}{3}$ (b). $\frac{2}{3}$ (c). $\frac{1}{2}$ (e). 0 (g). 3 (i). $\frac{1}{15}$
 (d). 0 (f). $\frac{1}{6}$ (h). $-\frac{1}{15}$

34.1. We calculate that

$$\begin{aligned} \text{total area} &= \int_{-2}^2 2x^2 - (x^4 - 2x^2) \, dx = 2 \int_0^2 4x^2 - x^4 \, dx \\ &= 2 \left[\frac{4}{3}x^3 - \frac{x^5}{5} \right]_0^2 = 2 \left(\left(\frac{4}{3}(8) - \frac{32}{5} \right) - (0-0) \right) \\ &= \frac{128}{15}. \end{aligned}$$

34.2.

- (a). 2 (b). $\frac{5}{2}$ (c). $\frac{38}{3}$

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