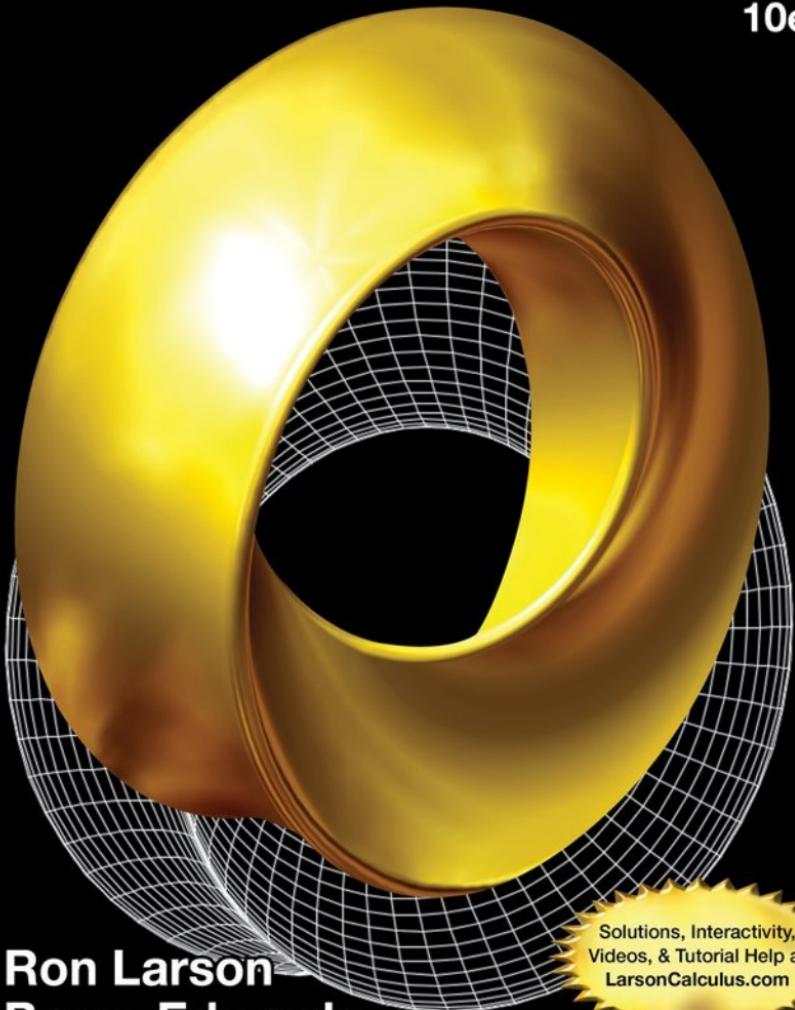


CALCULUS OF A SINGLE VARIABLE

10e



$$x = (\sin u) \left[7 + \cos\left(\frac{u}{3} - 2v\right) + 2 \cos\left(\frac{u}{3} + v\right) \right] \quad y = (\cos u) \left[7 + \cos\left(\frac{u}{3} - 2v\right) + 2 \cos\left(\frac{u}{3} + v\right) \right] \quad z = \sin\left(\frac{u}{3} - 2v\right) + 2 \sin\left(\frac{u}{3} + v\right)$$

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Bruce Edwards

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(continued on back inside cover)

DERIVATIVES AND INTEGRALS

Basic Differentiation Rules

1. $\frac{d}{dx}[cu] = cu'$
2. $\frac{d}{dx}[u \pm v] = u' \pm v'$
3. $\frac{d}{dx}[uv] = uv' + vu'$
4. $\frac{d}{dx}\left[\frac{u}{v}\right] = \frac{vu' - uv'}{v^2}$
5. $\frac{d}{dx}[c] = 0$
6. $\frac{d}{dx}[u^n] = nu^{n-1}u'$
7. $\frac{d}{dx}[x] = 1$
8. $\frac{d}{dx}[|u|] = \frac{u}{|u|}(u'), \quad u \neq 0$
9. $\frac{d}{dx}[\ln u] = \frac{u'}{u}$
10. $\frac{d}{dx}[e^u] = e^u u'$
11. $\frac{d}{dx}[\log_a u] = \frac{u'}{(\ln a)u}$
12. $\frac{d}{dx}[a^u] = (\ln a)a^u u'$
13. $\frac{d}{dx}[\sin u] = (\cos u)u'$
14. $\frac{d}{dx}[\cos u] = -(\sin u)u'$
15. $\frac{d}{dx}[\tan u] = (\sec^2 u)u'$
16. $\frac{d}{dx}[\cot u] = -(\csc^2 u)u'$
17. $\frac{d}{dx}[\sec u] = (\sec u \tan u)u'$
18. $\frac{d}{dx}[\csc u] = -(\csc u \cot u)u'$
19. $\frac{d}{dx}[\arcsin u] = \frac{u'}{\sqrt{1-u^2}}$
20. $\frac{d}{dx}[\arccos u] = \frac{-u'}{\sqrt{1-u^2}}$
21. $\frac{d}{dx}[\arctan u] = \frac{u'}{1+u^2}$
22. $\frac{d}{dx}[\operatorname{arccot} u] = \frac{-u'}{1+u^2}$
23. $\frac{d}{dx}[\operatorname{arcsec} u] = \frac{u'}{|u|\sqrt{u^2-1}}$
24. $\frac{d}{dx}[\operatorname{arccsc} u] = \frac{-u'}{|u|\sqrt{u^2-1}}$
25. $\frac{d}{dx}[\sinh u] = (\cosh u)u'$
26. $\frac{d}{dx}[\cosh u] = (\sinh u)u'$
27. $\frac{d}{dx}[\tanh u] = (\operatorname{sech}^2 u)u'$
28. $\frac{d}{dx}[\coth u] = -(\operatorname{csch}^2 u)u'$
29. $\frac{d}{dx}[\operatorname{sech} u] = -(\operatorname{sech} u \tanh u)u'$
30. $\frac{d}{dx}[\operatorname{csch} u] = -(\operatorname{csch} u \coth u)u'$
31. $\frac{d}{dx}[\sinh^{-1} u] = \frac{u'}{\sqrt{u^2+1}}$
32. $\frac{d}{dx}[\cosh^{-1} u] = \frac{u'}{\sqrt{u^2-1}}$
33. $\frac{d}{dx}[\tanh^{-1} u] = \frac{u'}{1-u^2}$
34. $\frac{d}{dx}[\coth^{-1} u] = \frac{u'}{1-u^2}$
35. $\frac{d}{dx}[\operatorname{sech}^{-1} u] = \frac{-u'}{u\sqrt{1-u^2}}$
36. $\frac{d}{dx}[\operatorname{csch}^{-1} u] = \frac{-u'}{|u|\sqrt{1+u^2}}$

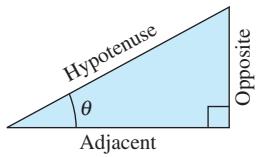
Basic Integration Formulas

1. $\int kf(u) du = k \int f(u) du$
2. $\int [f(u) \pm g(u)] du = \int f(u) du \pm \int g(u) du$
3. $\int du = u + C$
4. $\int u^n du = \frac{u^{n+1}}{n+1} + C, \quad n \neq -1$
5. $\int \frac{du}{u} = \ln|u| + C$
6. $\int e^u du = e^u + C$
7. $\int a^u du = \left(\frac{1}{\ln a}\right)a^u + C$
8. $\int \sin u du = -\cos u + C$
9. $\int \cos u du = \sin u + C$
10. $\int \tan u du = -\ln|\cos u| + C$
11. $\int \cot u du = \ln|\sin u| + C$
12. $\int \sec u du = \ln|\sec u + \tan u| + C$
13. $\int \csc u du = -\ln|\csc u + \cot u| + C$
14. $\int \sec^2 u du = \tan u + C$
15. $\int \csc^2 u du = -\cot u + C$
16. $\int \sec u \tan u du = \sec u + C$
17. $\int \csc u \cot u du = -\csc u + C$
18. $\int \frac{du}{\sqrt{a^2-u^2}} = \arcsin \frac{u}{a} + C$
19. $\int \frac{du}{a^2+u^2} = \frac{1}{a} \arctan \frac{u}{a} + C$
20. $\int \frac{du}{u\sqrt{u^2-a^2}} = \frac{1}{a} \operatorname{arcsec} \frac{|u|}{a} + C$

TRIGONOMETRY

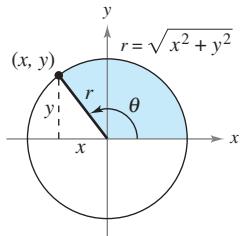
Definition of the Six Trigonometric Functions

Right triangle definitions, where $0 < \theta < \pi/2$.

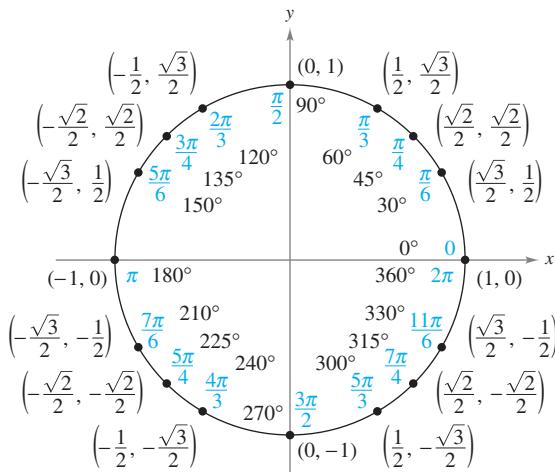


$$\begin{array}{ll} \sin \theta = \frac{\text{opp}}{\text{hyp}} & \csc \theta = \frac{\text{hyp}}{\text{opp}} \\ \cos \theta = \frac{\text{adj}}{\text{hyp}} & \sec \theta = \frac{\text{hyp}}{\text{adj}} \\ \tan \theta = \frac{\text{opp}}{\text{adj}} & \cot \theta = \frac{\text{adj}}{\text{opp}} \end{array}$$

Circular function definitions, where θ is any angle.



$$\begin{array}{ll} \sin \theta = \frac{y}{r} & \csc \theta = \frac{r}{y} \\ \cos \theta = \frac{x}{r} & \sec \theta = \frac{r}{x} \\ \tan \theta = \frac{y}{x} & \cot \theta = \frac{x}{y} \end{array}$$



Reciprocal Identities

$$\begin{array}{lll} \sin x = \frac{1}{\csc x} & \sec x = \frac{1}{\cos x} & \tan x = \frac{1}{\cot x} \\ \csc x = \frac{1}{\sin x} & \cos x = \frac{1}{\sec x} & \cot x = \frac{1}{\tan x} \end{array}$$

Quotient Identities

$$\tan x = \frac{\sin x}{\cos x} \quad \cot x = \frac{\cos x}{\sin x}$$

Pythagorean Identities

$$\begin{aligned} \sin^2 x + \cos^2 x &= 1 \\ 1 + \tan^2 x &= \sec^2 x \quad 1 + \cot^2 x = \csc^2 x \end{aligned}$$

Cofunction Identities

$$\begin{array}{ll} \sin\left(\frac{\pi}{2} - x\right) = \cos x & \cos\left(\frac{\pi}{2} - x\right) = \sin x \\ \csc\left(\frac{\pi}{2} - x\right) = \sec x & \tan\left(\frac{\pi}{2} - x\right) = \cot x \\ \sec\left(\frac{\pi}{2} - x\right) = \csc x & \cot\left(\frac{\pi}{2} - x\right) = \tan x \end{array}$$

Even/Odd Identities

$$\begin{array}{ll} \sin(-x) = -\sin x & \cos(-x) = \cos x \\ \csc(-x) = -\csc x & \tan(-x) = -\tan x \\ \sec(-x) = \sec x & \cot(-x) = -\cot x \end{array}$$

Sum and Difference Formulas

$$\begin{array}{l} \sin(u \pm v) = \sin u \cos v \pm \cos u \sin v \\ \cos(u \pm v) = \cos u \cos v \mp \sin u \sin v \\ \tan(u \pm v) = \frac{\tan u \pm \tan v}{1 \mp \tan u \tan v} \end{array}$$

Double-Angle Formulas

$$\begin{array}{l} \sin 2u = 2 \sin u \cos u \\ \cos 2u = \cos^2 u - \sin^2 u = 2 \cos^2 u - 1 = 1 - 2 \sin^2 u \\ \tan 2u = \frac{2 \tan u}{1 - \tan^2 u} \end{array}$$

Power-Reducing Formulas

$$\begin{array}{l} \sin^2 u = \frac{1 - \cos 2u}{2} \\ \cos^2 u = \frac{1 + \cos 2u}{2} \\ \tan^2 u = \frac{1 - \cos 2u}{1 + \cos 2u} \end{array}$$

Sum-to-Product Formulas

$$\begin{array}{l} \sin u + \sin v = 2 \sin\left(\frac{u+v}{2}\right) \cos\left(\frac{u-v}{2}\right) \\ \sin u - \sin v = 2 \cos\left(\frac{u+v}{2}\right) \sin\left(\frac{u-v}{2}\right) \\ \cos u + \cos v = 2 \cos\left(\frac{u+v}{2}\right) \cos\left(\frac{u-v}{2}\right) \\ \cos u - \cos v = -2 \sin\left(\frac{u+v}{2}\right) \sin\left(\frac{u-v}{2}\right) \end{array}$$

Product-to-Sum Formulas

$$\begin{array}{l} \sin u \sin v = \frac{1}{2} [\cos(u-v) - \cos(u+v)] \\ \cos u \cos v = \frac{1}{2} [\cos(u-v) + \cos(u+v)] \\ \sin u \cos v = \frac{1}{2} [\sin(u+v) + \sin(u-v)] \\ \cos u \sin v = \frac{1}{2} [\sin(u+v) - \sin(u-v)] \end{array}$$

Calculus of a Single Variable

10e

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Calculus of a Single Variable

10e

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*Available at the text-specific website www.cengagebrain.com

Preface

Welcome to *Calculus*, Tenth Edition. We are proud to present this new edition to you. As with all editions, we have been able to incorporate many useful comments from you, our user. For this edition, we have introduced some new features and revised others. You will still find what you expect – a pedagogically sound, mathematically precise, and comprehensive textbook.

We are pleased and excited to offer you something brand new with this edition – a companion website at LarsonCalculus.com. This site offers many resources that will help you as you study calculus. All of these resources are just a click away.

Our goal for every edition of this textbook is to provide you with the tools you need to master calculus. We hope that you find the changes in this edition, together with **LarsonCalculus.com**, will accomplish just that.

In each exercise set, be sure to notice the reference to **CalcChat.com**. At this free site, you can download a step-by-step solution to any odd-numbered exercise. Also, you can talk to a tutor, free of charge, during the hours posted at the site. Over the years, thousands of students have visited the site for help. We use all of this information to help guide each revision of the exercises and solutions.

The screenshot shows the homepage of Calc Chat. At the top, there are links for 'Community Solutions' (24/7 Ask Questions, Answer Problems, Share your solutions), 'Solutions' (24/7 Step-by-step solutions to odd-numbered exercises), and 'Tutor' (School Year: Calc Assistant available Sun-Thurs, 4pm-12am, ET; Summer: Calc Assistant available Mon-Fri, 1pm-4pm, ET). There are also social media links for Google+, Facebook, Twitter, and YouTube. Below this, there are three main sections: 'Calculus & Linear Algebra' (with links to Calculus 9e and Calculus 10e), 'Precalculus & College Algebra' (with links to College Algebra 8e and College Algebra 9e), and 'Applied Series' (with links to Calculus An Applied Approach and Calculus for Business, Economics, Life Sciences, and Social Sciences). Each section has a small image of its respective textbook. Below these sections, there is a banner for 'Coming to Calc Chat on August 1, 2013' featuring images of the books. To the right, there is a section for 'Download the Calc Chat App' with links to the Apple App Store and the Android Market. A red diagonal banner at the bottom right says 'Calc Chat iPhone app Available Now!'. At the bottom of the page, there is a navigation bar with links to Home, About, Advertise, Contact, Mobile App, Teacher Benefits, Publisher Website, Credits, and Privacy, along with a copyright notice: 'Copyright © 2011 Larson Texts, Inc. All rights reserved.'

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This companion website offers multiple tools and resources to supplement your learning. Access to these features is free. Watch videos explaining concepts or proofs from the book, explore examples, view three-dimensional graphs, download articles from math journals and much more.

NEW Chapter Opener

Each Chapter Opener highlights real-life applications used in the examples and exercises.

NEW Interactive Examples

Examples throughout the book are accompanied by Interactive Examples at LarsonCalculus.com. These interactive examples use Wolfram's free CDF Player and allow you to explore calculus by manipulating functions or graphs, and observing the results.

NEW Proof Videos

Watch videos of co-author Bruce Edwards as he explains the proofs of theorems in *Calculus*, Tenth Edition at LarsonCalculus.com.

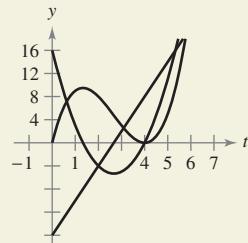
The screenshot shows the homepage of LarsonCalculus.com. At the top, there is a logo for 'LARSON CALCULUS' and a search bar with 'Calculus 10e' and 'Easy Access Study Guide' dropdown menus. Below the search bar, there is a 'SEARCH' button. On the left, there is a sidebar with links to 'Worked-out Solutions', 'Calculus Videos', 'Interactive Examples', 'Rotatable Graphs', 'Printable Graphs', 'Data Downloads', 'Math Articles', and 'Biographies'. The main content area has a title 'Welcome to LarsonCalculus.com' and a section titled 'Student Resources' which describes the companion site. It also includes a 'Easy Access Study Guide' section, a 'Using the Site' section, and a large image of the 'CALCULUS 10e' textbook cover.

NEW How Do You See It?

The How Do You See It? feature in each section presents a real-life problem that you will solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.



HOW DO YOU SEE IT? The figure shows the graphs of the position, velocity, and acceleration functions of a particle.



- Copy the graphs of the functions shown. Identify each graph. Explain your reasoning. To print an enlarged copy of the graph, go to *MathGraphs.com*.
- On your sketch, identify when the particle speeds up and when it slows down. Explain your reasoning.

REVISED Remark

These hints and tips reinforce or expand upon concepts, help you learn how to study mathematics, caution you about common errors, address special cases, or show alternative or additional steps to a solution of an example.

REVISED Exercise Sets

The exercise sets have been carefully and extensively examined to ensure they are rigorous and relevant and include all topics our users have suggested. The exercises have been reorganized and titled so you can better see the connections between examples and exercises. Multi-step, real-life exercises reinforce problem-solving skills and mastery of concepts by giving students the opportunity to apply the concepts in real-life situations.

2.3 Product and Quotient Rules and Higher-Order Derivatives 127

87. Proof Prove the following differentiation rules.

- $\frac{d}{dx}[\sec x] = \sec x \tan x$
- $\frac{d}{dx}[\csc x] = -\csc x \cot x$
- $\frac{d}{dx}[\cot x] = -\csc^2 x$

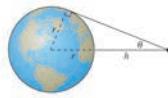
88. Rate of Change Determine whether there exist any values of x in the interval $[0, 2\pi]$ such that the rate of change of $f(x) = \sec x$ and the rate of change of $g(x) = \csc x$ are equal.

89. Modeling Data The table shows the health care expenditures h (in billions of dollars) in the United States and the population p (in millions) of the United States for the years 2004 through 2009. The year is represented by t , with $t = 4$ corresponding to 2004. (Source: U.S. Centers for Medicare & Medicaid Services and U.S. Census Bureau)

Year, t	4	5	6	7	8	9
h	1773	1890	2017	2135	2234	2330
p	293	296	299	302	305	307

- (a) Use a graphing utility to find linear models for the health care expenditures $h(t)$ and the population $p(t)$.
(b) Use a graphing utility to graph each model found in part (a).
(c) Find $A = h(t)/p(t)$, then graph A using a graphing utility. What does this function represent?
(d) Find and interpret $A'(t)$ in the context of these data.

90. Satellites When satellites observe Earth, they can scan only part of Earth's surface. Some satellites have sensors that can measure the angle θ shown in the figure. Let h represent the satellite's distance from Earth's surface, and let r represent Earth's radius.



- (a) Show that $h = r(\csc \theta - 1)$.
(b) Find the rate at which h is changing with respect to θ when $\theta = 30^\circ$. (Assume $r = 3960$ miles.)

- Finding a Second Derivative In Exercises 91–98, find the second derivative of the function.

- $f(x) = x^4 + 2x^3 - 3x^2 - x$
- $f(x) = 4x^5 - 2x^3 + 5x^2$
- $f(x) = 4x^{3/2}$
- $f(x) = x^3 + 3x^{-3}$
- $f(x) = \frac{x}{x - 1}$
- $f(x) = \frac{x^2 + 3x}{x - 4}$
- $f(x) = x \sin x$
- $f(x) = \sec x$

Finding a Higher-Order Derivative In Exercises 99–102, find the given higher-order derivative.

- $f'(x) = x^2, f''(x)$
- $f''(x) = 2 - \frac{2}{x}, f'''(x)$
- $f'''(x) = 2\sqrt{x}, f^{(4)}(x)$
- $f^{(4)}(x) = 2x + 1, f^{(5)}(x)$

Using Relationships In Exercises 103–106, use the given information to find $f''(2)$.

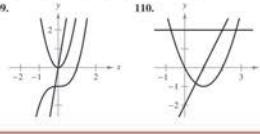
- $g(2) = 3$ and $g'(2) = -2$
- $h(2) = -1$ and $h'(2) = 4$
- $f(x) = 2g(x) + h(x)$
- $f(x) = 4 - h(x)$
- $f(x) = \frac{g(x)}{h(x)}$
- $f(x) = g(x)h(x)$

WRITING ABOUT CONCEPTS

107. Sketching a Graph Sketch the graph of a differentiable function f such that $f(2) = 0$, $f' < 0$ for $-\infty < x < 2$, and $f' > 0$ for $2 < x < \infty$. Explain how you found your answer.

108. Sketching a Graph Sketch the graph of a differentiable function f such that $f' > 0$ and $f'' < 0$ for all real numbers x . Explain how you found your answer.

- Identifying Graphs In Exercises 109 and 110, the graphs of f , f' , and f'' are shown on the same set of coordinate axes. Identify each graph. Explain your reasoning. To print an enlarged copy of the graph, go to *MathGraphs.com*.



110. Sketching Graphs In Exercises 111–114, the graph of f is shown. Sketch the graphs of f' and f'' . To print an enlarged copy of the graph, go to *MathGraphs.com*.

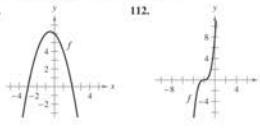


Table of Content Changes

Appendix A (Proofs of Selected Theorems) now appears in video format at *LarsonCalculus.com*. The proofs also appear in text form at *CengageBrain.com*.

Trusted Features

Applications

Carefully chosen applied exercises and examples are included throughout to address the question, “When will I use this?” These applications are pulled from diverse sources, such as current events, world data, industry trends, and more, and relate to a wide range of interests. Understanding where calculus is (or can be) used promotes fuller understanding of the material.

Writing about Concepts

Writing exercises at the end of each section are designed to test your understanding of basic concepts in each section, encouraging you to verbalize and write answers and promote technical communication skills that will be invaluable in your future careers.

Theorems

Theorems provide the conceptual framework for calculus. Theorems are clearly stated and separated from the rest of the text by boxes for quick visual reference. Key proofs often follow the theorem and can be found at LarsonCalculus.com.

Definition of Definite Integral

If f is defined on the closed interval $[a, b]$ and the limit of Riemann sums over partitions Δ

$$\lim_{\|\Delta\| \rightarrow 0} \sum_{i=1}^n f(c_i) \Delta x_i$$

exists (as described above), then f is said to be **integrable** on $[a, b]$ and the limit is denoted by

$$\lim_{\|\Delta\| \rightarrow 0} \sum_{i=1}^n f(c_i) \Delta x_i = \int_a^b f(x) dx.$$

The limit is called the **definite integral** of f from a to b . The number a is the **lower limit** of integration, and the number b is the **upper limit** of integration.

Definitions

As with theorems, definitions are clearly stated using precise, formal wording and are separated from the text by boxes for quick visual reference.

Explorations

Explorations provide unique challenges to study concepts that have not yet been formally covered in the text. They allow you to learn by discovery and introduce topics related to ones presently being studied. Exploring topics in this way encourages you to think outside the box.

Historical Notes and Biographies

Historical Notes provide you with background information on the foundations of calculus.

The Biographies introduce you to the people who created and contributed to calculus.

Technology

Throughout the book, technology boxes show you how to use technology to solve problems and explore concepts of calculus. These tips also point out some pitfalls of using technology.

Section Projects

Projects appear in selected sections and encourage you to explore applications related to the topics you are studying. They provide an interesting and engaging way for you and other students to work and investigate ideas collaboratively.

Putnam Exam Challenges

Putnam Exam questions appear in selected sections. These actual Putnam Exam questions will challenge you and push the limits of your understanding of calculus.

SECTION PROJECT

St. Louis Arch

The Gateway Arch in St. Louis, Missouri, was constructed using the hyperbolic cosine function. The equation used for construction was

$$y = 693.8597 - 68.7672 \cosh 0.0100333x, \\ -299.2239 \leq x \leq 299.2239$$

where x and y are measured in feet. Cross sections of the arch are equilateral triangles, and (x, y) traces the path of the centers of mass of the cross-sectional triangles. For each value of x , the area of the cross-sectional triangle is

$$A = 125.1406 \cosh 0.0100333x.$$

(Source: *Owner's Manual for the Gateway Arch, Saint Louis, MO*, by William Thayer)

- (a) How high above the ground is the center of the highest triangle? (At ground level, $y = 0$.)
- (b) What is the height of the arch? (Hint: For an equilateral triangle, $A = \sqrt{3}c^2$, where c is one-half the base of the triangle, and the center of mass of the triangle is located at two-thirds the height of the triangle.)
- (c) How wide is the arch at ground level?



Additional Resources

Student Resources

- **Student Solutions Manual for Calculus of a Single Variable**
(Chapters P–10 of *Calculus*): ISBN 1-285-08571-X

Student Solutions Manual for Multivariable Calculus
(Chapters 11–16 of *Calculus*): ISBN 1-285-08575-2

These manuals contain worked-out solutions for all odd-numbered exercises.

 **WebAssign** www.webassign.net

Printed Access Card: ISBN 0-538-73807-3
Online Access Code: ISBN 1-285-18421-1

Enhanced WebAssign is designed for you to do your homework online. This proven and reliable system uses pedagogy and content found in this text, and then enhances it to help you learn calculus more effectively. Automatically graded homework allows you to focus on your learning and get interactive study assistance outside of class. Enhanced WebAssign for *Calculus*, 10e contains the Cengage YouBook, an interactive eBook that contains video clips, highlighting and note-taking features, and more!

 **CourseMate**

CourseMate is a perfect study tool for bringing concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes: an interactive eBook, videos, quizzes, flashcards, and more!

- **CengageBrain.com**—To access additional materials including CourseMate, visit www.cengagebrain.com. At the CengageBrain.com home page, search for the ISBN of your title (from the back cover of your book) using the search box at the top of the page. This will take you to the product page where these resources can be found.

Instructor Resources

 **WebAssign** www.webassign.net

Exclusively from Cengage Learning, Enhanced WebAssign offers an extensive online program for *Calculus*, 10e to encourage the practice that is so critical for concept mastery. The meticulously crafted pedagogy and exercises in our proven texts become even more effective in Enhanced WebAssign, supplemented by multimedia tutorial support and immediate feedback as students complete their assignments. Key features include:

- Thousands of homework problems that match your textbook's end-of-section exercises
- Opportunities for students to review prerequisite skills and content both at the start of the course and at the beginning of each section
- Read It eBook pages, Watch It Videos, Master It tutorials, and Chat About It links
- A customizable Cengage YouBook with highlighting, note-taking, and search features, as well as links to multimedia resources
- Personal Study Plans (based on diagnostic quizzing) that identify chapter topics that students will need to master
- A WebAssign Answer Evaluator that recognizes and accepts equivalent mathematical responses in the same way you grade assignments
- A Show My Work feature that gives you the option of seeing students' detailed solutions
- Lecture videos, and more!

- **Cengage Customizable YouBook**—YouBook is an eBook that is both interactive and customizable! Containing all the content from *Calculus*, 10e, YouBook features a text edit tool that allows you to modify the textbook narrative as needed. With YouBook, you can quickly re-order entire sections and chapters or hide any content you don't teach to create an eBook that perfectly matches your syllabus. You can further customize the text by adding instructor-created or YouTube video links. Additional media assets include: video clips, highlighting and note-taking features, and more! YouBook is available within Enhanced WebAssign.
 - **Complete Solutions Manual for Calculus of a Single Variable, Volume 1**
(Chapters P–6 of *Calculus*): ISBN 1-285-08576-0
 - Complete Solutions Manual for Calculus of a Single Variable, Volume 2**
(Chapters 7–10 of *Calculus*): ISBN 1-285-08577-9
 - Complete Solutions Manual for Multivariable Calculus**
(Chapters 11–16 of *Calculus*): ISBN 1-285-08580-9
- The *Complete Solutions Manuals* contain worked-out solutions to all exercises in the text.
- **Solution Builder** (www.cengage.com/solutionbuilder)— This online instructor database offers complete worked-out solutions to all exercises in the text, allowing you to create customized, secure solutions printouts (in PDF format) matched exactly to the problems you assign in class.
 - **PowerLecture** (ISBN 1-285-08583-3)—This comprehensive instructor DVD includes resources such as an electronic version of the Instructor's Resource Guide, complete pre-built PowerPoint® lectures, all art from the text in both jpeg and PowerPoint formats, ExamView® algorithmic computerized testing software, JoinIn™ content for audience response systems (clickers), and a link to Solution Builder.
 - **ExamView Computerized Testing**— Create, deliver, and customize tests in print and online formats with ExamView®, an easy-to-use assessment and tutorial software. ExamView for *Calculus*, 10e contains hundreds of algorithmic multiple-choice and short answer test items. ExamView® is available on the PowerLecture DVD.
 - **Instructor's Resource Guide** (ISBN 1-285-09074-8)—This robust manual contains an abundance of resources keyed to the textbook by chapter and section, including chapter summaries and teaching strategies. An electronic version of the Instructor's Resource Guide is available on the PowerLecture DVD.



CourseMate is a perfect study tool for students, and requires no set up from you. CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate for *Calculus*, 10e includes: an interactive eBook, videos, quizzes, flashcards, and more! For instructors, CourseMate includes Engagement Tracker, a first-of-its kind tool that monitors student engagement.

- **CengageBrain.com**—To access additional course materials including CourseMate, please visit <http://login.cengage.com>. At the CengageBrain.com home page, search for the ISBN of your title (from the back cover of your book) using the search box at the top of the page. This will take you to the product page where these resources can be found.

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On a personal level, we are grateful to our wives, Deanna Gilbert Larson and Consuelo Edwards, for their love, patience, and support. Also, a special note of thanks goes out to R. Scott O'Neil.

If you have suggestions for improving this text, please feel free to write to us. Over the years we have received many useful comments from both instructors and students, and we value these very much.

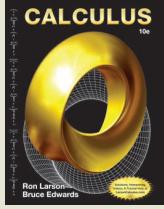
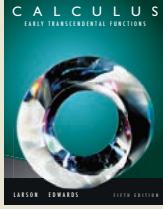
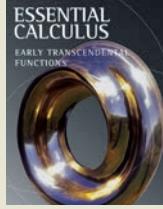
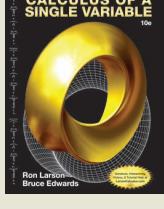
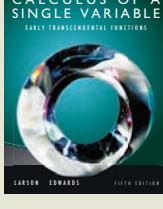
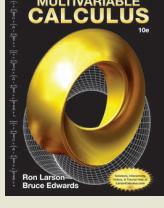
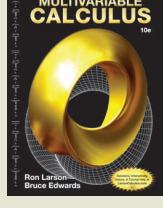
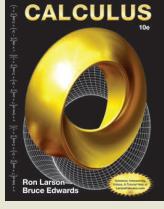
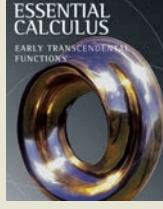
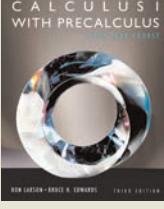
Ron Larson
Bruce Edwards

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	Late Transcendental Functions	Early Transcendental Functions	Accelerated coverage	Integrated coverage
3-semester	Calculus 10e 	Calculus Early Transcendental Functions 5e 	Essential Calculus 	
Single Variable Only	Calculus 10e Single Variable 	Calculus: Early Transcendental Functions 5e Single Variable 		Calculus I with Precalculus 3e 
Multivariable	Calculus 10e Multivariable 	Calculus 10e Multivariable 		
Custom All of these textbook choices can be customized to fit the individual needs of your course.	Calculus 10e 	Calculus: Early Transcendental Functions 5e 	Essential Calculus 	Calculus I with Precalculus 3e 

Calculus of a Single Variable

10e

P Preparation for Calculus



P.1

Graphs and Models

P.2

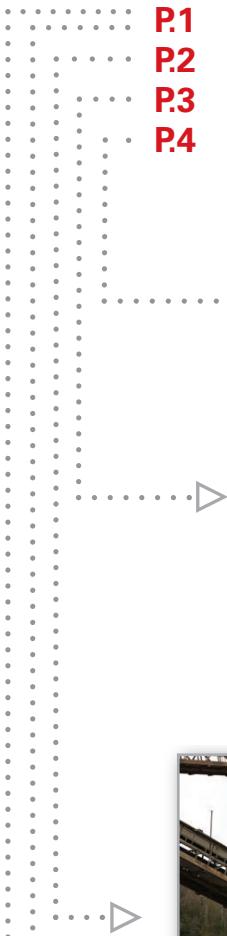
Linear Models and Rates of Change

P.3

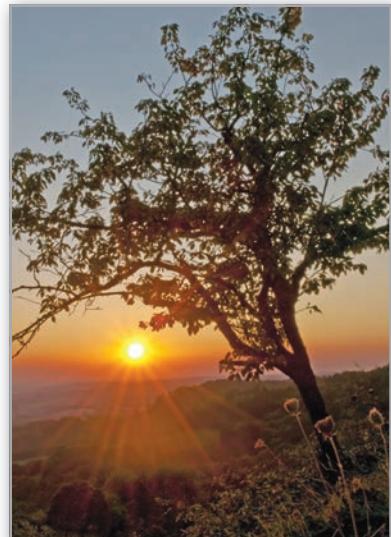
Functions and Their Graphs

P.4

Fitting Models to Data



Automobile Aerodynamics (*Exercise 96, p. 30*)



Hours of Daylight
(*Example 3, p. 33*)



Conveyor Design (*Exercise 23, p. 16*)



Cell Phone Subscribers
(*Exercise 68, p. 9*)



Modeling Carbon Dioxide Concentration (*Example 6, p. 7*)

P.1 Graphs and Models

- Sketch the graph of an equation.
- Find the intercepts of a graph.
- Test a graph for symmetry with respect to an axis and the origin.
- Find the points of intersection of two graphs.
- Interpret mathematical models for real-life data.



RENÉ DESCARTES (1596–1650)

Descartes made many contributions to philosophy, science, and mathematics. The idea of representing points in the plane by pairs of real numbers and representing curves in the plane by equations was described by Descartes in his book *La Géométrie*, published in 1637. See LarsonCalculus.com to read more of this biography.

The Graph of an Equation

In 1637, the French mathematician René Descartes revolutionized the study of mathematics by combining its two major fields—algebra and geometry. With Descartes's coordinate plane, geometric concepts could be formulated analytically and algebraic concepts could be viewed graphically. The power of this approach was such that within a century of its introduction, much of calculus had been developed.

The same approach can be followed in your study of calculus. That is, by viewing calculus from multiple perspectives—graphically, analytically, and numerically—you will increase your understanding of core concepts.

Consider the equation $3x + y = 7$. The point $(2, 1)$ is a **solution point** of the equation because the equation is satisfied (is true) when 2 is substituted for x and 1 is substituted for y . This equation has many other solutions, such as $(1, 4)$ and $(0, 7)$. To find other solutions systematically, solve the original equation for y .

$$y = 7 - 3x$$

Analytic approach

Then construct a **table of values** by substituting several values of x .

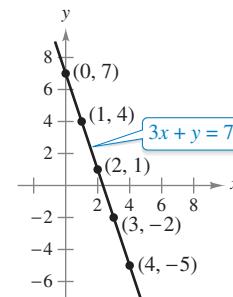
x	0	1	2	3	4
y	7	4	1	-2	-5

Numerical approach

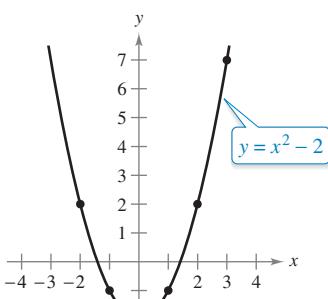
From the table, you can see that $(0, 7)$, $(1, 4)$, $(2, 1)$, $(3, -2)$, and $(4, -5)$ are solutions of the original equation $3x + y = 7$. Like many equations, this equation has an infinite number of solutions.

The set of all solution points is the **graph** of the equation, as shown in Figure P.1. Note that the sketch shown in Figure P.1 is referred to as the graph of $3x + y = 7$, even though it really represents only a *portion* of the graph. The entire graph would extend beyond the page.

In this course, you will study many sketching techniques. The simplest is point plotting—that is, you plot points until the basic shape of the graph seems apparent.



Graphical approach: $3x + y = 7$
Figure P.1



The parabola $y = x^2 - 2$

Figure P.2

EXAMPLE 1

Sketching a Graph by Point Plotting

To sketch the graph of $y = x^2 - 2$, first construct a table of values. Next, plot the points shown in the table. Then connect the points with a smooth curve, as shown in Figure P.2. This graph is a **parabola**. It is one of the conics you will study in Chapter 10.

x	-2	-1	0	1	2	3
y	2	-1	-2	-1	2	7

The Granger Collection, New York

One disadvantage of point plotting is that to get a good idea about the shape of a graph, you may need to plot many points. With only a few points, you could badly misrepresent the graph. For instance, to sketch the graph of

$$y = \frac{1}{30}x(39 - 10x^2 + x^4)$$

you plot five points:

$$(-3, -3), (-1, -1), (0, 0), (1, 1), \text{ and } (3, 3)$$

as shown in Figure P.3(a). From these five points, you might conclude that the graph is a line. This, however, is not correct. By plotting several more points, you can see that the graph is more complicated, as shown in Figure P.3(b).

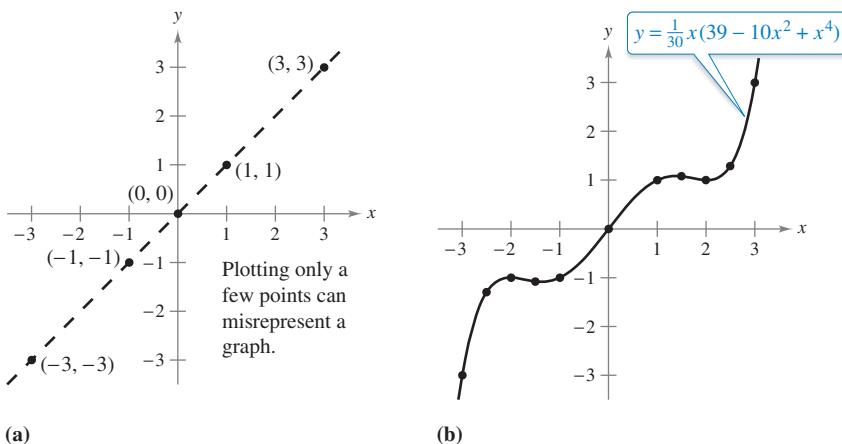


Figure P.3

Exploration

Comparing Graphical and Analytic Approaches Use a graphing utility to graph each equation. In each case, find a viewing window that shows the important characteristics of the graph.

- a. $y = x^3 - 3x^2 + 2x + 5$
- b. $y = x^3 - 3x^2 + 2x + 25$
- c. $y = -x^3 - 3x^2 + 20x + 5$
- d. $y = 3x^3 - 40x^2 + 50x - 45$
- e. $y = -(x + 12)^3$
- f. $y = (x - 2)(x - 4)(x - 6)$

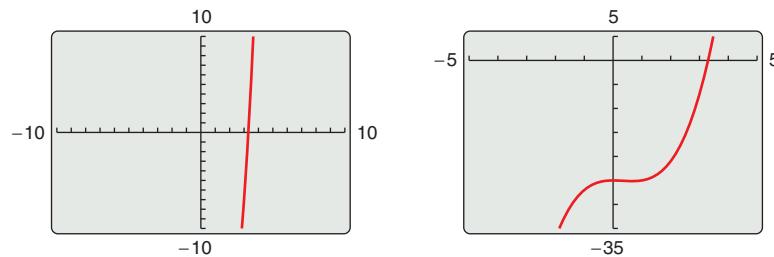
A purely graphical approach to this problem would involve a simple “guess, check, and revise” strategy. What types of things do you think an analytic approach might involve? For instance, does the graph have symmetry? Does the graph have turns? If so, where are they? As you proceed through Chapters 1, 2, and 3 of this text, you will study many new analytic tools that will help you analyze graphs of equations such as these.

► TECHNOLOGY Graphing an equation has been made easier by technology.

Even with technology, however, it is possible to misrepresent a graph badly. For instance, each of the graphing utility* screens in Figure P.4 shows a portion of the graph of

$$y = x^3 - x^2 - 25.$$

From the screen on the left, you might assume that the graph is a line. From the screen on the right, however, you can see that the graph is not a line. So, whether you are sketching a graph by hand or using a graphing utility, you must realize that different “viewing windows” can produce very different views of a graph. In choosing a viewing window, your goal is to show a view of the graph that fits well in the context of the problem.



Graphing utility screens of $y = x^3 - x^2 - 25$

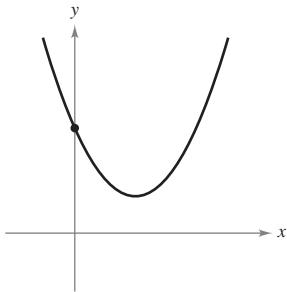
Figure P.4

*In this text, the term *graphing utility* means either a graphing calculator, such as the *TI-Nspire*, or computer graphing software, such as *Maple* or *Mathematica*.

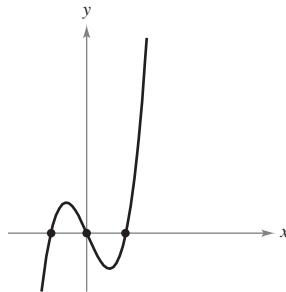
• • • • • ▷ **Intercepts of a Graph**

REMARK Some texts denote the x -intercept as the x -coordinate of the point $(a, 0)$ rather than the point itself.

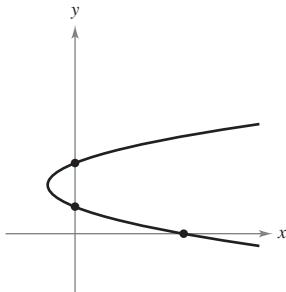
Unless it is necessary to make a distinction, when the term *intercept* is used in this text, it will mean either the point or the coordinate.



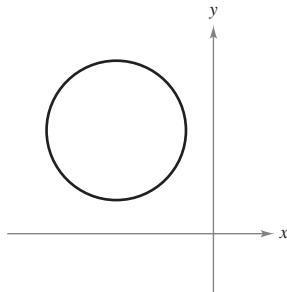
No x -intercepts
One y -intercept



Three x -intercepts
One y -intercept



One x -intercept
Two y -intercepts



No intercepts

Figure P.5

EXAMPLE 2 **Finding x - and y -Intercepts**

Find the x - and y -intercepts of the graph of $y = x^3 - 4x$.

Solution To find the x -intercepts, let y be zero and solve for x .

$$\begin{aligned} x^3 - 4x &= 0 && \text{Let } y \text{ be zero.} \\ x(x - 2)(x + 2) &= 0 && \text{Factor.} \\ x = 0, 2, \text{ or } -2 & && \text{Solve for } x. \end{aligned}$$

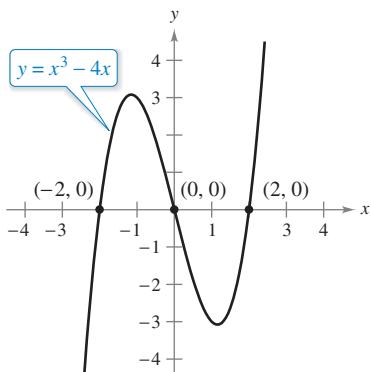
Because this equation has three solutions, you can conclude that the graph has three x -intercepts:

$$(0, 0), (2, 0), \text{ and } (-2, 0). \quad \text{ x -intercepts}$$

To find the y -intercepts, let x be zero. Doing this produces $y = 0$. So, the y -intercept is

$$(0, 0). \quad \text{ y -intercept}$$

(See Figure P.6.)



Intercepts of a graph

Figure P.6

Symmetry of a Graph

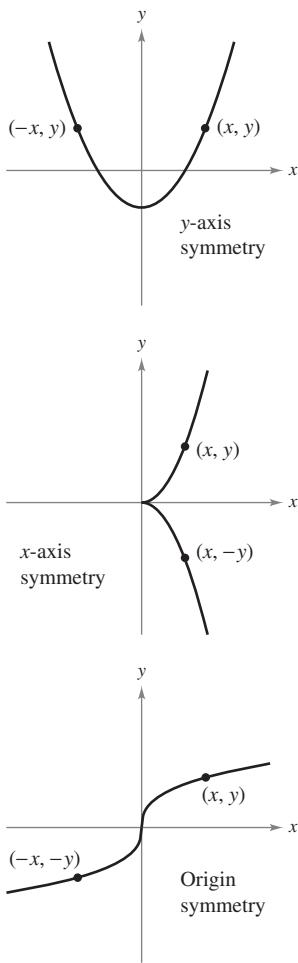


Figure P.7

Knowing the symmetry of a graph before attempting to sketch it is useful because you need only half as many points to sketch the graph. The three types of symmetry listed below can be used to help sketch the graphs of equations (see Figure P.7).

1. A graph is **symmetric with respect to the y-axis** if, whenever (x, y) is a point on the graph, then $(-x, y)$ is also a point on the graph. This means that the portion of the graph to the left of the y-axis is a mirror image of the portion to the right of the y-axis.
2. A graph is **symmetric with respect to the x-axis** if, whenever (x, y) is a point on the graph, then $(x, -y)$ is also a point on the graph. This means that the portion of the graph below the x-axis is a mirror image of the portion above the x-axis.
3. A graph is **symmetric with respect to the origin** if, whenever (x, y) is a point on the graph, then $(-x, -y)$ is also a point on the graph. This means that the graph is unchanged by a rotation of 180° about the origin.

Tests for Symmetry

1. The graph of an equation in x and y is symmetric with respect to the y-axis when replacing x by $-x$ yields an equivalent equation.
2. The graph of an equation in x and y is symmetric with respect to the x-axis when replacing y by $-y$ yields an equivalent equation.
3. The graph of an equation in x and y is symmetric with respect to the origin when replacing x by $-x$ and y by $-y$ yields an equivalent equation.

The graph of a polynomial has symmetry with respect to the y-axis when each term has an even exponent (or is a constant). For instance, the graph of

$$y = 2x^4 - x^2 + 2$$

has symmetry with respect to the y-axis. Similarly, the graph of a polynomial has symmetry with respect to the origin when each term has an odd exponent, as illustrated in Example 3.

EXAMPLE 3 Testing for Symmetry

Test the graph of $y = 2x^3 - x$ for symmetry with respect to (a) the y-axis and (b) the origin.

Solution

a. $y = 2x^3 - x$ Write original equation.

$y = 2(-x)^3 - (-x)$ Replace x by $-x$.

$y = -2x^3 + x$ Simplify. It is not an equivalent equation.

Because replacing x by $-x$ does *not* yield an equivalent equation, you can conclude that the graph of $y = 2x^3 - x$ is *not* symmetric with respect to the y-axis.

b. $y = 2x^3 - x$ Write original equation.

$-y = 2(-x)^3 - (-x)$ Replace x by $-x$ and y by $-y$.

$-y = -2x^3 + x$ Simplify.

$y = 2x^3 - x$ Equivalent equation

Because replacing x by $-x$ and y by $-y$ yields an equivalent equation, you can conclude that the graph of $y = 2x^3 - x$ is symmetric with respect to the origin, as shown in Figure P.8.

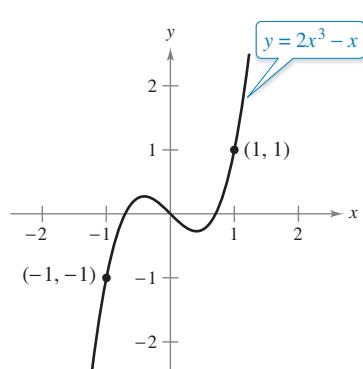


Figure P.8

EXAMPLE 4**Using Intercepts and Symmetry to Sketch a Graph**

•••► See LarsonCalculus.com for an interactive version of this type of example.

Sketch the graph of $x - y^2 = 1$.

Solution The graph is symmetric with respect to the x -axis because replacing y by $-y$ yields an equivalent equation.

$$x - y^2 = 1$$

Write original equation.

$$x - (-y)^2 = 1$$

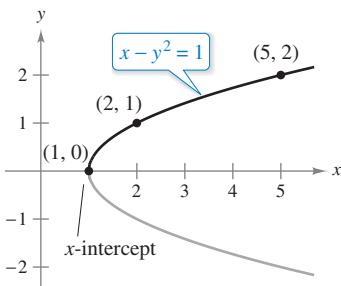
Replace y by $-y$.

$$x - y^2 = 1$$

Equivalent equation

This means that the portion of the graph below the x -axis is a mirror image of the portion above the x -axis. To sketch the graph, first plot the x -intercept and the points above the x -axis. Then reflect in the x -axis to obtain the entire graph, as shown in Figure P.9. ■

Figure P.9

**► TECHNOLOGY** Graphing utilities are designed so that they most easily

- graph equations in which y is a function of x (see Section P.3 for a definition of **function**). To graph other types of equations, you need to split the graph into two or more parts *or* you need to use a different graphing mode. For instance, to graph the equation in Example 4, you can split it into two parts.

- $y_1 = \sqrt{x - 1}$ Top portion of graph
- $y_2 = -\sqrt{x - 1}$ Bottom portion of graph

Points of Intersection

A **point of intersection** of the graphs of two equations is a point that satisfies both equations. You can find the point(s) of intersection of two graphs by solving their equations simultaneously.

EXAMPLE 5**Finding Points of Intersection**

Find all points of intersection of the graphs of

$$x^2 - y = 3 \quad \text{and} \quad x - y = 1.$$

Solution Begin by sketching the graphs of both equations in the *same* rectangular coordinate system, as shown in Figure P.10. From the figure, it appears that the graphs have two points of intersection. You can find these two points as follows.

$$y = x^2 - 3 \quad \text{Solve first equation for } y.$$

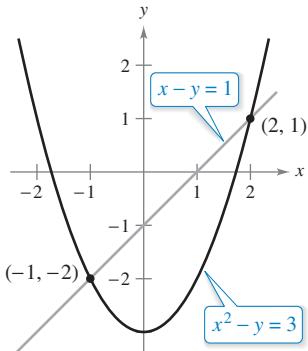
$$y = x - 1 \quad \text{Solve second equation for } y.$$

$$x^2 - 3 = x - 1 \quad \text{Equate } y\text{-values.}$$

$$x^2 - x - 2 = 0 \quad \text{Write in general form.}$$

$$(x - 2)(x + 1) = 0 \quad \text{Factor.}$$

$$x = 2 \text{ or } -1 \quad \text{Solve for } x.$$



Two points of intersection

Figure P.10

The corresponding values of y are obtained by substituting $x = 2$ and $x = -1$ into either of the original equations. Doing this produces two points of intersection:

$$(2, 1) \quad \text{and} \quad (-1, -2).$$

Points of intersection ■

You can check the points of intersection in Example 5 by substituting into *both* of the original equations or by using the *intersect* feature of a graphing utility.

Mathematical Models

Real-life applications of mathematics often use equations as **mathematical models**. In developing a mathematical model to represent actual data, you should strive for two (often conflicting) goals: accuracy and simplicity. That is, you want the model to be simple enough to be workable, yet accurate enough to produce meaningful results. Section P.4 explores these goals more completely.

EXAMPLE 6 Comparing Two Mathematical Models



The Mauna Loa Observatory in Hawaii has been measuring the increasing concentration of carbon dioxide in Earth's atmosphere since 1958.

The Mauna Loa Observatory in Hawaii records the carbon dioxide concentration y (in parts per million) in Earth's atmosphere. The January readings for various years are shown in Figure P.11. In the July 1990 issue of *Scientific American*, these data were used to predict the carbon dioxide level in Earth's atmosphere in the year 2035, using the quadratic model

$$y = 0.018t^2 + 0.70t + 316.2$$

Quadratic model for 1960–1990 data

where $t = 0$ represents 1960, as shown in Figure P.11(a). The data shown in Figure P.11(b) represent the years 1980 through 2010 and can be modeled by

$$y = 1.68t + 303.5$$

Linear model for 1980–2010 data

where $t = 0$ represents 1960. What was the prediction given in the *Scientific American* article in 1990? Given the new data for 1990 through 2010, does this prediction for the year 2035 seem accurate?

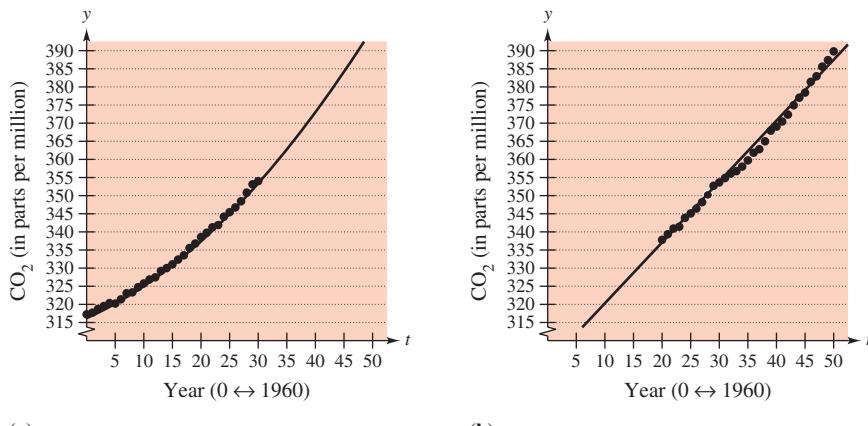


Figure P.11

Solution To answer the first question, substitute $t = 75$ (for 2035) into the quadratic model.

$$y = 0.018(75)^2 + 0.70(75) + 316.2 = 469.95$$

Quadratic model

So, the prediction in the *Scientific American* article was that the carbon dioxide concentration in Earth's atmosphere would reach about 470 parts per million in the year 2035. Using the linear model for the 1980–2010 data, the prediction for the year 2035 is

$$y = 1.68(75) + 303.5 = 429.5.$$

Linear model

So, based on the linear model for 1980–2010, it appears that the 1990 prediction was too high. ■

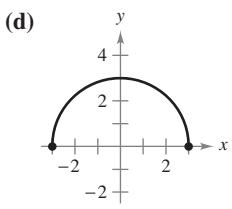
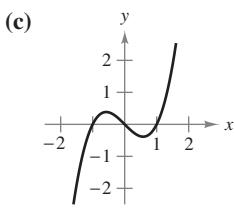
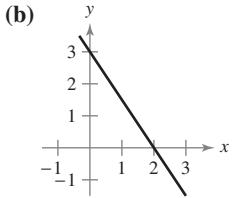
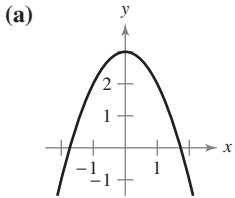
The models in Example 6 were developed using a procedure called *least squares regression* (see Section 13.9). The quadratic and linear models have correlations given by $r^2 \approx 0.997$ and $r^2 \approx 0.994$, respectively. The closer r^2 is to 1, the “better” the model.

Gavriel Jecan/Terra/CORBIS

P.1 Exercises

See CalcChat.com for tutorial help and worked-out solutions to odd-numbered exercises.

Matching In Exercises 1–4, match the equation with its graph. [The graphs are labeled (a), (b), (c), and (d).]



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

2. $y = \sqrt{9 - x^2}$

3. $y = 3 - x^2$

4. $y = x^3 - x$

Sketching a Graph by Point Plotting In Exercises 5–14, sketch the graph of the equation by point plotting.

5. $y = \frac{1}{2}x + 2$

6. $y = 5 - 2x$

7. $y = 4 - x^2$

8. $y = (x - 3)^2$

9. $y = |x + 2|$

10. $y = |x| - 1$

11. $y = \sqrt{x} - 6$

12. $y = \sqrt{x + 2}$

13. $y = \frac{3}{x}$

14. $y = \frac{1}{x + 2}$



Approximating Solution Points In Exercises 15 and 16, use a graphing utility to graph the equation. Move the cursor along the curve to approximate the unknown coordinate of each solution point accurate to two decimal places.

15. $y = \sqrt{5 - x}$

16. $y = x^5 - 5x$

(a) $(2, y)$

(a) $(-0.5, y)$

(b) $(x, 3)$

(b) $(x, -4)$

Finding Intercepts In Exercises 17–26, find any intercepts.

17. $y = 2x - 5$

18. $y = 4x^2 + 3$

19. $y = x^2 + x - 2$

20. $y^2 = x^3 - 4x$

21. $y = x\sqrt{16 - x^2}$

22. $y = (x - 1)\sqrt{x^2 + 1}$

23. $y = \frac{2 - \sqrt{x}}{5x + 1}$

24. $y = \frac{x^2 + 3x}{(3x + 1)^2}$

25. $x^2y - x^2 + 4y = 0$

26. $y = 2x - \sqrt{x^2 + 1}$

The symbol indicates an exercise in which you are instructed to use graphing technology or a symbolic computer algebra system. The solutions of other exercises may also be facilitated by the use of appropriate technology.

Testing for Symmetry In Exercises 27–38, test for symmetry with respect to each axis and to the origin.

27. $y = x^2 - 6$

28. $y = x^2 - x$

29. $y^2 = x^3 - 8x$

30. $y = x^3 + x$

31. $xy = 4$

32. $xy^2 = -10$

33. $y = 4 - \sqrt{x + 3}$

34. $xy - \sqrt{4 - x^2} = 0$

35. $y = \frac{x}{x^2 + 1}$

36. $y = \frac{x^2}{x^2 + 1}$

37. $y = |x^3 + x|$

38. $|y| - x = 3$

Using Intercepts and Symmetry to Sketch a Graph

In Exercises 39–56, find any intercepts and test for symmetry. Then sketch the graph of the equation.

39. $y = 2 - 3x$

40. $y = \frac{2}{3}x + 1$

41. $y = 9 - x^2$

42. $y = 2x^2 + x$

43. $y = x^3 + 2$

44. $y = x^3 - 4x$

45. $y = x\sqrt{x + 5}$

46. $y = \sqrt{25 - x^2}$

47. $x = y^3$

48. $x = y^2 - 4$

49. $y = \frac{8}{x}$

50. $y = \frac{10}{x^2 + 1}$

51. $y = 6 - |x|$

52. $y = |6 - x|$

53. $y^2 - x = 9$

54. $x^2 + 4y^2 = 4$

55. $x + 3y^2 = 6$

56. $3x - 4y^2 = 8$

Finding Points of Intersection In Exercises 57–62, find the points of intersection of the graphs of the equations.

57. $x + y = 8$

58. $3x - 2y = -4$

$4x - y = 7$

$4x + 2y = -10$

59. $x^2 + y = 6$

60. $x = 3 - y^2$

$x + y = 4$

$y = x - 1$

61. $x^2 + y^2 = 5$

62. $x^2 + y^2 = 25$

$x - y = 1$

$-3x + y = 15$



Finding Points of Intersection In Exercises 63–66, use a graphing utility to find the points of intersection of the graphs. Check your results analytically.

63. $y = x^3 - 2x^2 + x - 1$

64. $y = x^4 - 2x^2 + 1$

$y = -x^2 + 3x - 1$

$y = 1 - x^2$

65. $y = \sqrt{x + 6}$

$y = \sqrt{-x^2 - 4x}$

66. $y = -|2x - 3| + 6$

$y = 6 - x$

-  **67. Modeling Data** The table shows the Gross Domestic Product, or GDP (in trillions of dollars), for selected years. (Source: U.S. Bureau of Economic Analysis)

Year	1980	1985	1990	1995
GDP	2.8	4.2	5.8	7.4
Year	2000	2005	2010	
GDP	10.0	12.6	14.5	

- (a) Use the regression capabilities of a graphing utility to find a mathematical model of the form $y = at^2 + bt + c$ for the data. In the model, y represents the GDP (in trillions of dollars) and t represents the year, with $t = 0$ corresponding to 1980.
 - (b) Use a graphing utility to plot the data and graph the model. Compare the data with the model.
 - (c) Use the model to predict the GDP in the year 2020.
- 68. Modeling Data**

- The table shows the numbers of cellular phone subscribers (in millions) in the United States for selected years. (Source: CTIA-The Wireless)

Year	1995	1998	2001	2004	2007	2010
Number	34	69	128	182	255	303

- (a) Use the regression capabilities of a graphing utility to find a mathematical model of the form $y = at^2 + bt + c$ for the data. In the model, y represents the number of subscribers (in millions) and t represents the year, with $t = 5$ corresponding to 1995.
- (b) Use a graphing utility to plot the data and graph the model. Compare the data with the model.
- (c) Use the model to predict the number of cellular phone subscribers in the United States in the year 2020.



- 69. Break-Even Point** Find the sales necessary to break even ($R = C$) when the cost C of producing x units is $C = 2.04x + 5600$ and the revenue R from selling x units is $R = 3.29x$.

-  **70. Copper Wire** The resistance y in ohms of 1000 feet of solid copper wire at 77°F can be approximated by the model

$$y = \frac{10,770}{x^2} - 0.37, \quad 5 \leq x \leq 100$$

where x is the diameter of the wire in mils (0.001 in.). Use a graphing utility to graph the model. By about what factor is the resistance changed when the diameter of the wire is doubled?

- 71. Using Solution Points** For what values of k does the graph of $y = kx^3$ pass through the point?

- (a) $(1, 4)$ (b) $(-2, 1)$ (c) $(0, 0)$ (d) $(-1, -1)$

- 72. Using Solution Points** For what values of k does the graph of $y^2 = 4kx$ pass through the point?

- (a) $(1, 1)$ (b) $(2, 4)$ (c) $(0, 0)$ (d) $(3, 3)$

WRITING ABOUT CONCEPTS

Writing Equations In Exercises 73 and 74, write an equation whose graph has the indicated property. (There may be more than one correct answer.)

73. The graph has intercepts at $x = -4$, $x = 3$, and $x = 8$.

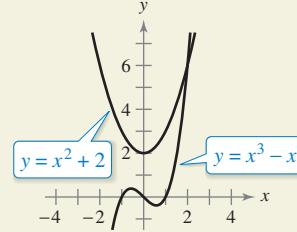
74. The graph has intercepts at $x = -\frac{3}{2}$, $x = 4$, and $x = \frac{5}{2}$.

75. Proof

- (a) Prove that if a graph is symmetric with respect to the x -axis and to the y -axis, then it is symmetric with respect to the origin. Give an example to show that the converse is not true.
- (b) Prove that if a graph is symmetric with respect to one axis and to the origin, then it is symmetric with respect to the other axis.

76.

- HOW DO YOU SEE IT?** Use the graphs of the two equations to answer the questions below.



- (a) What are the intercepts for each equation?
- (b) Determine the symmetry for each equation.
- (c) Determine the point of intersection of the two equations.

True or False? In Exercises 77–80, determine whether the statement is true or false. If it is false, explain why or give an example that shows it is false.

77. If $(-4, -5)$ is a point on a graph that is symmetric with respect to the x -axis, then $(4, -5)$ is also a point on the graph.

78. If $(-4, -5)$ is a point on a graph that is symmetric with respect to the y -axis, then $(4, -5)$ is also a point on the graph.

79. If $b^2 - 4ac > 0$ and $a \neq 0$, then the graph of $y = ax^2 + bx + c$ has two x -intercepts.

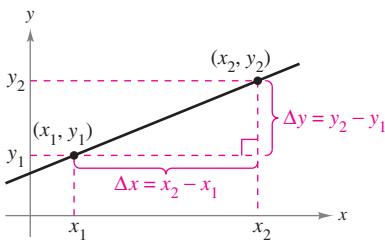
80. If $b^2 - 4ac = 0$ and $a \neq 0$, then the graph of $y = ax^2 + bx + c$ has only one x -intercept.

Andy Dean Photography/Shutterstock.com

P.2 Linear Models and Rates of Change

- Find the slope of a line passing through two points.
- Write the equation of a line with a given point and slope.
- Interpret slope as a ratio or as a rate in a real-life application.
- Sketch the graph of a linear equation in slope-intercept form.
- Write equations of lines that are parallel or perpendicular to a given line.

The Slope of a Line



$$\Delta y = y_2 - y_1 = \text{change in } y$$

$$\Delta x = x_2 - x_1 = \text{change in } x$$

Figure P.12

The **slope** of a nonvertical line is a measure of the number of units the line rises (or falls) vertically for each unit of horizontal change from left to right. Consider the two points (x_1, y_1) and (x_2, y_2) on the line in Figure P.12. As you move from left to right along this line, a vertical change of

$$\Delta y = y_2 - y_1 \quad \text{Change in } y$$

units corresponds to a horizontal change of

$$\Delta x = x_2 - x_1 \quad \text{Change in } x$$

units. (Δ is the Greek uppercase letter *delta*, and the symbols Δy and Δx are read “delta *y*” and “delta *x*.”)

Definition of the Slope of a Line

The **slope** m of the nonvertical line passing through (x_1, y_1) and (x_2, y_2) is

$$m = \frac{\Delta y}{\Delta x} = \frac{y_2 - y_1}{x_2 - x_1}, \quad x_1 \neq x_2.$$

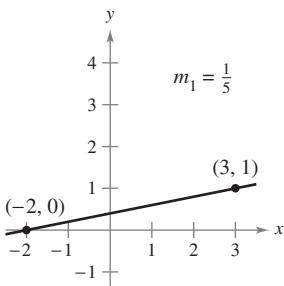
Slope is not defined for vertical lines.

When using the formula for slope, note that

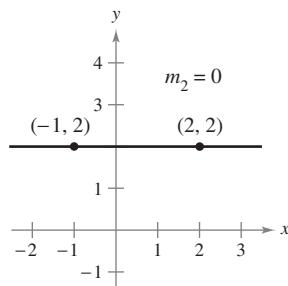
$$\frac{y_2 - y_1}{x_2 - x_1} = \frac{-(y_1 - y_2)}{-(x_1 - x_2)} = \frac{y_1 - y_2}{x_1 - x_2}.$$

So, it does not matter in which order you subtract *as long as* you are consistent and both “subtracted coordinates” come from the same point.

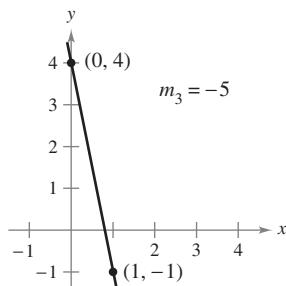
Figure P.13 shows four lines: one has a positive slope, one has a slope of zero, one has a negative slope, and one has an “undefined” slope. In general, the greater the absolute value of the slope of a line, the steeper the line. For instance, in Figure P.13, the line with a slope of -5 is steeper than the line with a slope of $\frac{1}{5}$.



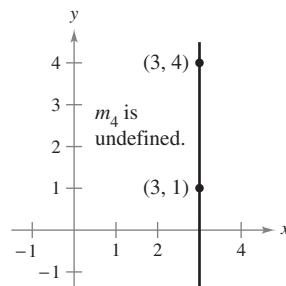
If m is positive, then the line rises from left to right.



If m is zero, then the line is horizontal.



If m is negative, then the line falls from left to right.



If m is undefined, then the line is vertical.

Figure P.13

Exploration

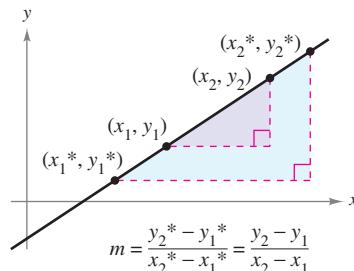
Investigating Equations of Lines Use a graphing utility to graph each of the linear equations. Which point is common to all seven lines? Which value in the equation determines the slope of each line?

- a. $y - 4 = -2(x + 1)$
- b. $y - 4 = -1(x + 1)$
- c. $y - 4 = -\frac{1}{2}(x + 1)$
- d. $y - 4 = 0(x + 1)$
- e. $y - 4 = \frac{1}{2}(x + 1)$
- f. $y - 4 = 1(x + 1)$
- g. $y - 4 = 2(x + 1)$

Use your results to write an equation of a line passing through $(-1, 4)$ with a slope of m .

Equations of Lines

Any two points on a nonvertical line can be used to calculate its slope. This can be verified from the similar triangles shown in Figure P.14. (Recall that the ratios of corresponding sides of similar triangles are equal.)



Any two points on a nonvertical line can be used to determine its slope.

Figure P.14

If (x_1, y_1) is a point on a nonvertical line that has a slope of m and (x, y) is *any other* point on the line, then

$$\frac{y - y_1}{x - x_1} = m.$$

This equation in the variables x and y can be rewritten in the form

$$y - y_1 = m(x - x_1)$$

which is the **point-slope form** of the equation of a line.

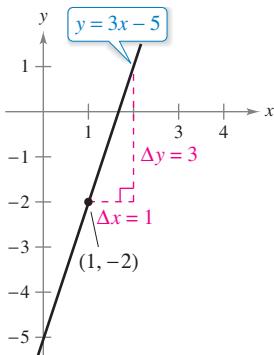
Point-Slope Form of the Equation of a Line

The **point-slope form** of the equation of the line that passes through the point (x_1, y_1) and has a slope of m is

$$y - y_1 = m(x - x_1).$$



• • • • **REMARK** Remember that only nonvertical lines have a slope. Consequently, vertical lines cannot be written in point-slope form. For instance, the equation of the vertical line passing through the point $(1, -2)$ is $x = 1$.



The line with a slope of 3 passing through the point $(1, -2)$

Figure P.15

EXAMPLE 1 Finding an Equation of a Line

Find an equation of the line that has a slope of 3 and passes through the point $(1, -2)$. Then sketch the line.

Solution

$$y - y_1 = m(x - x_1) \quad \text{Point-slope form}$$

$$y - (-2) = 3(x - 1) \quad \text{Substitute } -2 \text{ for } y_1, 1 \text{ for } x_1, \text{ and } 3 \text{ for } m.$$

$$y + 2 = 3x - 3 \quad \text{Simplify.}$$

$$y = 3x - 5 \quad \text{Solve for } y.$$

To sketch the line, first plot the point $(1, -2)$. Then, because the slope is $m = 3$, you can locate a second point on the line by moving one unit to the right and three units upward, as shown in Figure P.15.

Ratios and Rates of Change

The slope of a line can be interpreted as either a *ratio* or a *rate*. If the x - and y -axes have the same unit of measure, then the slope has no units and is a **ratio**. If the x - and y -axes have different units of measure, then the slope is a rate or **rate of change**. In your study of calculus, you will encounter applications involving both interpretations of slope.

EXAMPLE 2 Using Slope as a Ratio

The maximum recommended slope of a wheelchair ramp is $\frac{1}{12}$. A business installs a wheelchair ramp that rises to a height of 22 inches over a length of 24 feet, as shown in Figure P.16. Is the ramp steeper than recommended? (Source: ADA Standards for Accessible Design)



Figure P.16

Solution The length of the ramp is 24 feet or $12(24) = 288$ inches. The slope of the ramp is the ratio of its height (the rise) to its length (the run).

$$\begin{aligned}\text{Slope of ramp} &= \frac{\text{rise}}{\text{run}} \\ &= \frac{22 \text{ in.}}{288 \text{ in.}} \\ &\approx 0.076\end{aligned}$$

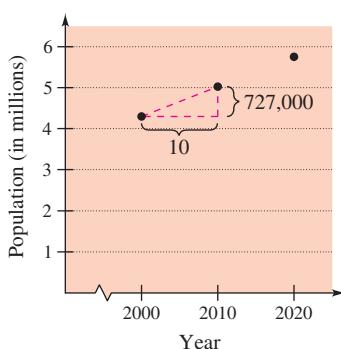
Because the slope of the ramp is less than $\frac{1}{12} \approx 0.083$, the ramp is not steeper than recommended. Note that the slope is a ratio and has no units.

EXAMPLE 3 Using Slope as a Rate of Change

The population of Colorado was about 4,302,000 in 2000 and about 5,029,000 in 2010. Find the average rate of change of the population over this 10-year period. What will the population of Colorado be in 2020? (Source: U.S. Census Bureau)

Solution Over this 10-year period, the average rate of change of the population of Colorado was

$$\begin{aligned}\text{Rate of change} &= \frac{\text{change in population}}{\text{change in years}} \\ &= \frac{5,029,000 - 4,302,000}{2010 - 2000} \\ &= 72,700 \text{ people per year.}\end{aligned}$$



Population of Colorado
Figure P.17

Assuming that Colorado's population continues to increase at this same rate for the next 10 years, it will have a 2020 population of about 5,756,000 (see Figure P.17). 

The rate of change found in Example 3 is an **average rate of change**. An average rate of change is always calculated over an interval. In this case, the interval is $[2000, 2010]$. In Chapter 2, you will study another type of rate of change called an *instantaneous rate of change*.

Graphing Linear Models

Many problems in coordinate geometry can be classified into two basic categories.

1. Given a graph (or parts of it), find its equation.
2. Given an equation, sketch its graph.

For lines, problems in the first category can be solved by using the point-slope form. The point-slope form, however, is not especially useful for solving problems in the second category. The form that is better suited to sketching the graph of a line is the **slope-intercept form** of the equation of a line.

The Slope-Intercept Form of the Equation of a Line

The graph of the linear equation

$$y = mx + b \quad \text{Slope-intercept form}$$

is a line whose slope is m and whose y -intercept is $(0, b)$.

EXAMPLE 4

Sketching Lines in the Plane

Sketch the graph of each equation.

- a. $y = 2x + 1$
- b. $y = 2$
- c. $3y + x - 6 = 0$

Solution

- a. Because $b = 1$, the y -intercept is $(0, 1)$. Because the slope is $m = 2$, you know that the line rises two units for each unit it moves to the right, as shown in Figure P.18(a).
- b. By writing the equation $y = 2$ in slope-intercept form

$$y = (0)x + 2$$

you can see that the slope is $m = 0$ and the y -intercept is $(0, 2)$. Because the slope is zero, you know that the line is horizontal, as shown in Figure P.18(b).

- c. Begin by writing the equation in slope-intercept form.

$$3y + x - 6 = 0$$

Write original equation.

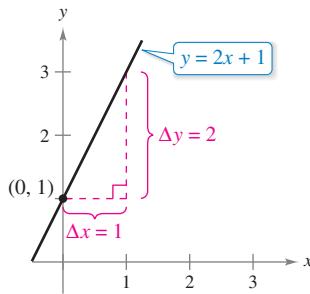
$$3y = -x + 6$$

Isolate y -term on the left.

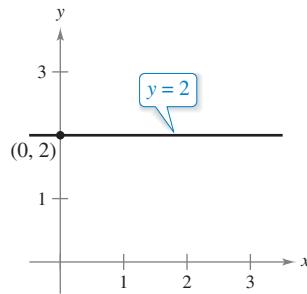
$$y = -\frac{1}{3}x + 2$$

Slope-intercept form

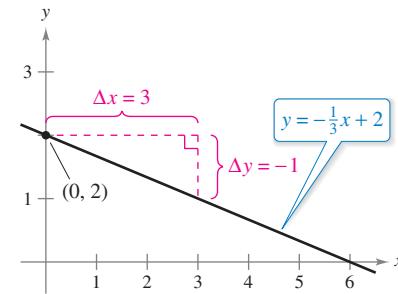
In this form, you can see that the y -intercept is $(0, 2)$ and the slope is $m = -\frac{1}{3}$. This means that the line falls one unit for every three units it moves to the right, as shown in Figure P.18(c).



(a) $m = 2$; line rises



(b) $m = 0$; line is horizontal



(c) $m = -\frac{1}{3}$; line falls

Figure P.18

Because the slope of a vertical line is not defined, its equation cannot be written in slope-intercept form. However, the equation of any line can be written in the **general form**

$$Ax + By + C = 0$$

General form of the equation of a line

where A and B are not *both* zero. For instance, the vertical line

$$x = a$$

Vertical line

can be represented by the general form

$$x - a = 0.$$

General form

SUMMARY OF EQUATIONS OF LINES

1. General form: $Ax + By + C = 0$
2. Vertical line: $x = a$
3. Horizontal line: $y = b$
4. Slope-intercept form: $y = mx + b$
5. Point-slope form: $y - y_1 = m(x - x_1)$

Parallel and Perpendicular Lines

The slope of a line is a convenient tool for determining whether two lines are parallel or perpendicular, as shown in Figure P.19. Specifically, nonvertical lines with the same slope are parallel, and nonvertical lines whose slopes are negative reciprocals are perpendicular.

REMARK In mathematics, the phrase “if and only if” is a way of stating two implications in one statement. For instance, the first statement at the right could be rewritten as the following two implications.

- a. If two distinct nonvertical lines are parallel, then their slopes are equal.
- b. If two distinct nonvertical lines have equal slopes, then they are parallel.

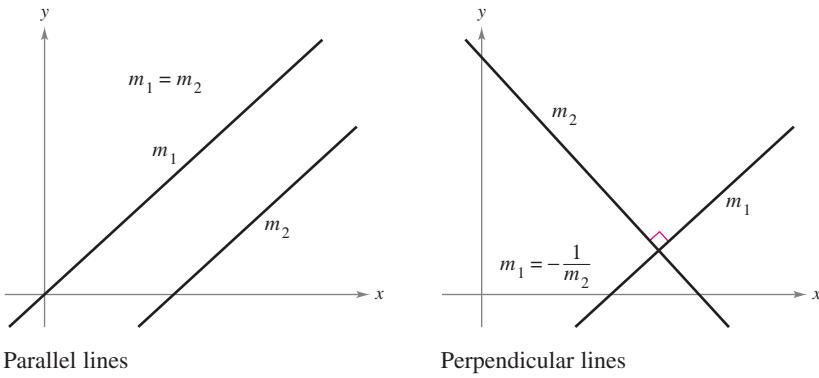


Figure P.19

Parallel and Perpendicular Lines

1. Two distinct nonvertical lines are **parallel** if and only if their slopes are equal—that is, if and only if

$$m_1 = m_2.$$

Parallel \iff Slopes are equal.

2. Two nonvertical lines are **perpendicular** if and only if their slopes are negative reciprocals of each other—that is, if and only if

$$m_1 = -\frac{1}{m_2}.$$

Perpendicular \iff Slopes are negative reciprocals.

EXAMPLE 5 Finding Parallel and Perpendicular Lines

► See LarsonCalculus.com for an interactive version of this type of example.

Find the general forms of the equations of the lines that pass through the point $(2, -1)$ and are (a) parallel to and (b) perpendicular to the line $2x - 3y = 5$.

Solution Begin by writing the linear equation $2x - 3y = 5$ in slope-intercept form.

$$\begin{aligned} 2x - 3y &= 5 \\ y &= \frac{2}{3}x - \frac{5}{3} \end{aligned}$$

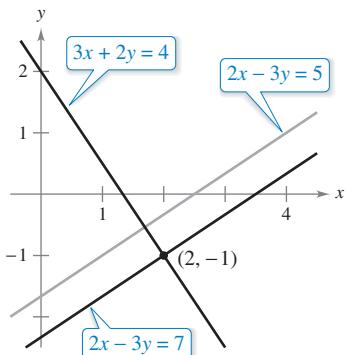
Write original equation.

Slope-intercept form

So, the given line has a slope of $m = \frac{2}{3}$. (See Figure P.20.)

a. The line through $(2, -1)$ that is parallel to the given line also has a slope of $\frac{2}{3}$.

$$\begin{aligned} y - y_1 &= m(x - x_1) && \text{Point-slope form} \\ y - (-1) &= \frac{2}{3}(x - 2) && \text{Substitute.} \\ 3(y + 1) &= 2(x - 2) && \text{Simplify.} \\ 3y + 3 &= 2x - 4 && \text{Distributive Property} \\ 2x - 3y - 7 &= 0 && \text{General form} \end{aligned}$$



Lines parallel and perpendicular to $2x - 3y = 5$

Figure P.20

Note the similarity to the equation of the given line, $2x - 3y = 5$.

b. Using the negative reciprocal of the slope of the given line, you can determine that the slope of a line perpendicular to the given line is $-\frac{3}{2}$.

$$\begin{aligned} y - y_1 &= m(x - x_1) && \text{Point-slope form} \\ y - (-1) &= -\frac{3}{2}(x - 2) && \text{Substitute.} \\ 2(y + 1) &= -3(x - 2) && \text{Simplify.} \\ 2y + 2 &= -3x + 6 && \text{Distributive Property} \\ 3x + 2y - 4 &= 0 && \text{General form} \end{aligned}$$

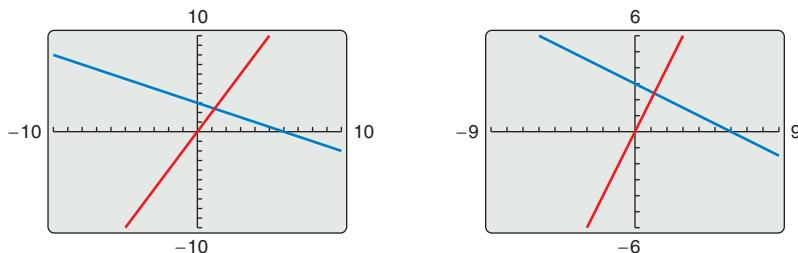


► **TECHNOLOGY PITFALL** The slope of a line will appear distorted if you use

- different tick-mark spacing on the x - and y -axes. For instance, the graphing utility screens in Figures P.21(a) and P.21(b) both show the lines

$$y = 2x \quad \text{and} \quad y = -\frac{1}{2}x + 3.$$

- Because these lines have slopes that are negative reciprocals, they must be perpendicular. In Figure P.21(a), however, the lines don't appear to be perpendicular because the tick-mark spacing on the x -axis is not the same as that on the y -axis. In Figure P.21(b), the lines appear perpendicular because the tick-mark spacing on the x -axis is the same as on the y -axis. This type of viewing window is said to have a *square setting*.



- (a) Tick-mark spacing on the x -axis is not the same as tick-mark spacing on the y -axis.

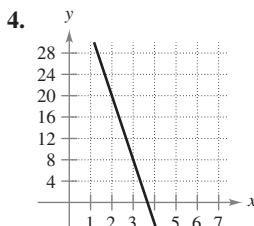
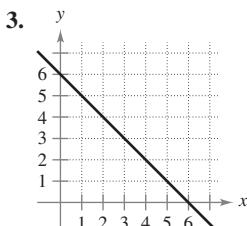
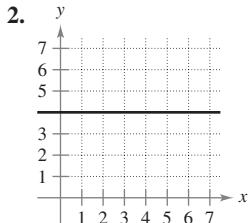
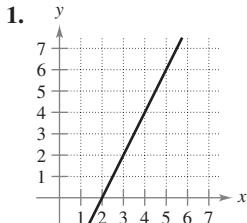
- (b) Tick-mark spacing on the x -axis is the same as tick-mark spacing on the y -axis.

Figure P.21

P.2 Exercises

See [CalcChat.com](#) for tutorial help and worked-out solutions to odd-numbered exercises.

Estimating Slope In Exercises 1–4, estimate the slope of the line from its graph. To print an enlarged copy of the graph, go to MathGraphs.com.



Finding the Slope of a Line In Exercises 5–10, plot the pair of points and find the slope of the line passing through them.

- 5.** $(3, -4), (5, 2)$ **6.** $(1, 1), (-2, 7)$
7. $(4, 6), (4, 1)$ **8.** $(3, -5), (5, -5)$
9. $\left(-\frac{1}{2}, \frac{2}{3}\right), \left(-\frac{3}{4}, \frac{1}{6}\right)$ **10.** $\left(\frac{7}{8}, \frac{3}{4}\right), \left(\frac{5}{4}, -\frac{1}{4}\right)$

Sketching Lines In Exercises 11 and 12, sketch the lines through the point with the indicated slopes. Make the sketches on the same set of coordinate axes.

Point	Slopes			
11. $(3, 4)$	(a) 1	(b) -2	(c) $-\frac{3}{2}$	(d) Undefined
12. $(-2, 5)$	(a) 3	(b) -3	(c) $\frac{1}{3}$	(d) 0

Finding Points on a Line In Exercises 13–16, use the point on the line and the slope of the line to find three additional points that the line passes through. (There is more than one correct answer.)

Point	Slope	Point	Slope
13. $(6, 2)$	$m = 0$	14. $(-4, 3)$	m is undefined.
15. $(1, 7)$	$m = -3$	16. $(-2, -2)$	$m = 2$

Finding an Equation of a Line In Exercises 17–22, find an equation of the line that passes through the point and has the indicated slope. Then sketch the line.

Point	Slope	Point	Slope
17. $(0, 3)$	$m = \frac{3}{4}$	18. $(-5, -2)$	m is undefined.
19. $(0, 0)$	$m = \frac{2}{3}$	20. $(0, 4)$	$m = 0$
21. $(3, -2)$	$m = 3$	22. $(-2, 4)$	$m = -\frac{3}{5}$

- **23. Conveyor Design** • • • • • • •
 - A moving conveyor is built to rise 1 meter for each 3 meters of horizontal change.
 - (a) Find the slope of the conveyor.
 - (b) Suppose the conveyor runs between two floors in a factory. Find the length of the conveyor when the vertical distance between floors is 10 feet.A photograph showing a complex industrial conveyor system. The conveyor consists of several parallel metal tracks supported by a network of wooden and metal beams. Large yellow cylindrical components, likely part of the drive or support mechanism, are visible along the side. The conveyor extends across the frame, with some sections appearing to rise vertically, illustrating the concept of a moving conveyor that rises as it moves horizontally.



- 24. Modeling Data** The table shows the populations y (in millions) of the United States for 2004 through 2009. The variable t represents the time in years, with $t = 4$ corresponding to 2004. (Source: U.S. Census Bureau)

t	4	5	6	7	8	9
y	293.0	295.8	298.6	301.6	304.4	307.0

- (a) Plot the data by hand and connect adjacent points with a line segment.
 - (b) Use the slope of each line segment to determine the year when the population increased least rapidly.
 - (c) Find the average rate of change of the population of the United States from 2004 through 2009.
 - (d) Use the average rate of change of the population to predict the population of the United States in 2020.

Finding the Slope and y -Intercept In Exercises 25–30, find the slope and the y -intercept (if possible) of the line.

- 25.** $y = 4x - 3$ **26.** $-x + y = 1$
27. $x + 5y = 20$ **28.** $6x - 5y = 15$
29. $x = 4$ **30.** $y = -1$

Sketching a Line in the Plane In Exercises 31–38, sketch a graph of the equation.

- 31.** $y = -3$ **32.** $x = 4$
33. $y = -2x + 1$ **34.** $y = \frac{1}{3}x - 1$
35. $y - 2 = \frac{3}{2}(x - 1)$ **36.** $y - 1 = 3(x + 4)$
37. $2x - y - 3 = 0$ **38.** $x + 2y + 6 = 0$

Finding an Equation of a Line In Exercises 39–46, find an equation of the line that passes through the points. Then sketch the line.

- 39.** $(0, 0), (4, 8)$ **40.** $(-2, -2), (1, 7)$

41. $(2, 8), (5, 0)$

42. $(-3, 6), (1, 2)$

43. $(6, 3), (6, 8)$

44. $(1, -2), (3, -2)$

45. $(\frac{1}{2}, \frac{7}{2}), (0, \frac{3}{4})$

46. $(\frac{7}{8}, \frac{3}{4}), (\frac{5}{4}, -\frac{1}{4})$

47. Find an equation of the vertical line with x -intercept at 3.

48. Show that the line with intercepts $(a, 0)$ and $(0, b)$ has the following equation.

$$\frac{x}{a} + \frac{y}{b} = 1, \quad a \neq 0, b \neq 0$$

Writing an Equation in General Form In Exercises 49–54, use the result of Exercise 48 to write an equation of the line in general form.

49. x -intercept: $(2, 0)$

50. x -intercept: $(-\frac{2}{3}, 0)$

y -intercept: $(0, 3)$

y -intercept: $(0, -2)$

51. Point on line: $(1, 2)$

52. Point on line: $(-3, 4)$

x -intercept: $(a, 0)$

x -intercept: $(a, 0)$

y -intercept: $(0, a)$

y -intercept: $(0, a)$

$(a \neq 0)$

$(a \neq 0)$

53. Point on line: $(9, -2)$

54. Point on line: $(-\frac{2}{3}, -2)$

x -intercept: $(2a, 0)$

x -intercept: $(a, 0)$

y -intercept: $(0, a)$

y -intercept: $(0, -a)$

$(a \neq 0)$

$(a \neq 0)$

Finding Parallel and Perpendicular Lines In Exercises 55–62, write the general forms of the equations of the lines through the point (a) parallel to the given line and (b) perpendicular to the given line.

Point Line

55. $(-7, -2)$ $x = 1$

Point Line

56. $(-1, 0)$ $y = -3$

57. $(2, 5)$

$x - y = -2$

58. $(-3, 2)$ $x + y = 7$

59. $(2, 1)$

$4x - 2y = 3$

60. $(\frac{5}{6}, -\frac{1}{2})$ $7x + 4y = 8$

61. $(\frac{3}{4}, \frac{7}{8})$

$5x - 3y = 0$

62. $(4, -5)$ $3x + 4y = 7$

Rate of Change In Exercises 63–66, you are given the dollar value of a product in 2012 and the rate at which the value of the product is expected to change during the next 5 years. Write a linear equation that gives the dollar value V of the product in terms of the year t . (Let $t = 0$ represent 2010.)

2012 Value

Rate

63. \$1850

\$250 increase per year

64. \$156

\$4.50 increase per year

65. \$17,200

\$1600 decrease per year

66. \$245,000

\$5600 decrease per year

Collinear Points In Exercises 67 and 68, determine whether the points are collinear. (Three points are *collinear* if they lie on the same line.)

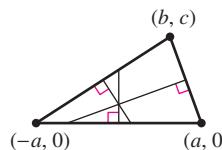
67. $(-2, 1), (-1, 0), (2, -2)$

68. $(0, 4), (7, -6), (-5, 11)$

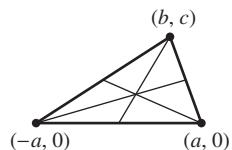
WRITING ABOUT CONCEPTS

Finding Points of Intersection In Exercises 69–71, find the coordinates of the point of intersection of the given segments. Explain your reasoning.

69.



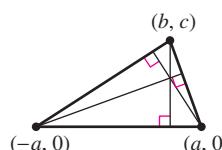
70.



Perpendicular bisectors

Medians

71.



Altitudes

72. Show that the points of intersection in Exercises 69, 70, and 71 are collinear.

73. **Analyzing a Line** A line is represented by the equation $ax + by = 4$.

(a) When is the line parallel to the x -axis?

(b) When is the line parallel to the y -axis?

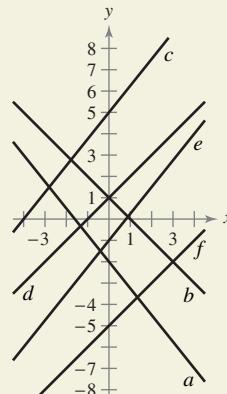
(c) Give values for a and b such that the line has a slope of $\frac{5}{8}$.

(d) Give values for a and b such that the line is perpendicular to $y = \frac{2}{5}x + 3$.

(e) Give values for a and b such that the line coincides with the graph of $5x + 6y = 8$.



HOW DO YOU SEE IT? Use the graphs of the equations to answer the questions below.



(a) Which lines have a positive slope?

(b) Which lines have a negative slope?

(c) Which lines appear parallel?

(d) Which lines appear perpendicular?

75. Temperature Conversion Find a linear equation that expresses the relationship between the temperature in degrees Celsius C and degrees Fahrenheit F . Use the fact that water freezes at 0°C (32°F) and boils at 100°C (212°F). Use the equation to convert 72°F to degrees Celsius.

76. Reimbursed Expenses A company reimburses its sales representatives \$200 per day for lodging and meals plus \$0.51 per mile driven. Write a linear equation giving the daily cost C to the company in terms of x , the number of miles driven. How much does it cost the company if a sales representative drives 137 miles on a given day?

77. Choosing a Job As a salesperson, you receive a monthly salary of \$2000, plus a commission of 7% of sales. You are offered a new job at \$2300 per month, plus a commission of 5% of sales.

(a) Write linear equations for your monthly wage W in terms of your monthly sales s for your current job and your job offer.

(b) Use a graphing utility to graph each equation and find the point of intersection. What does it signify?

(c) You think you can sell \$20,000 worth of a product per month. Should you change jobs? Explain.

78. Straight-Line Depreciation A small business purchases a piece of equipment for \$875. After 5 years, the equipment will be outdated, having no value.

(a) Write a linear equation giving the value y of the equipment in terms of the time x (in years), $0 \leq x \leq 5$.

(b) Find the value of the equipment when $x = 2$.

(c) Estimate (to two-decimal-place accuracy) the time when the value of the equipment is \$200.

79. Apartment Rental A real estate office manages an apartment complex with 50 units. When the rent is \$780 per month, all 50 units are occupied. However, when the rent is \$825, the average number of occupied units drops to 47. Assume that the relationship between the monthly rent p and the demand x is linear. (Note: The term *demand* refers to the number of occupied units.)

(a) Write a linear equation giving the demand x in terms of the rent p .

(b) *Linear extrapolation* Use a graphing utility to graph the demand equation and use the *trace* feature to predict the number of units occupied when the rent is raised to \$855.

(c) *Linear interpolation* Predict the number of units occupied when the rent is lowered to \$795. Verify graphically.

80. Modeling Data An instructor gives regular 20-point quizzes and 100-point exams in a mathematics course. Average scores for six students, given as ordered pairs (x, y) , where x is the average quiz score and y is the average exam score, are $(18, 87)$, $(10, 55)$, $(19, 96)$, $(16, 79)$, $(13, 76)$, and $(15, 82)$.

(a) Use the regression capabilities of a graphing utility to find the least squares regression line for the data.

(b) Use a graphing utility to plot the points and graph the regression line in the same viewing window.

(c) Use the regression line to predict the average exam score for a student with an average quiz score of 17.

(d) Interpret the meaning of the slope of the regression line.

(e) The instructor adds 4 points to the average exam score of everyone in the class. Describe the changes in the positions of the plotted points and the change in the equation of the line.

81. Tangent Line Find an equation of the line tangent to the circle $x^2 + y^2 = 169$ at the point $(5, 12)$.

82. Tangent Line Find an equation of the line tangent to the circle $(x - 1)^2 + (y - 1)^2 = 25$ at the point $(4, -3)$.

Distance In Exercises 83–86, find the distance between the point and line, or between the lines, using the formula for the distance between the point (x_1, y_1) and the line $Ax + By + C = 0$.

$$\text{Distance} = \frac{|Ax_1 + By_1 + C|}{\sqrt{A^2 + B^2}}$$

83. Point: $(-2, 1)$ Line: $x - y - 2 = 0$

84. Point: $(2, 3)$ Line: $4x + 3y = 10$

85. Line: $x + y = 1$ Line: $3x - 4y = 1$

- Line: $x + y = 5$ Line: $3x - 4y = 10$

87. Distance Show that the distance between the point (x_1, y_1) and the line $Ax + By + C = 0$ is

$$\text{Distance} = \frac{|Ax_1 + By_1 + C|}{\sqrt{A^2 + B^2}}.$$

88. Distance Write the distance d between the point $(3, 1)$ and the line $y = mx + 4$ in terms of m . Use a graphing utility to graph the equation. When is the distance 0? Explain the result geometrically.

89. Proof Prove that the diagonals of a rhombus intersect at right angles. (A rhombus is a quadrilateral with sides of equal lengths.)

90. Proof Prove that the figure formed by connecting consecutive midpoints of the sides of any quadrilateral is a parallelogram.

91. Proof Prove that if the points (x_1, y_1) and (x_2, y_2) lie on the same line as (x_1^*, y_1^*) and (x_2^*, y_2^*) , then

$$\frac{y_2^* - y_1^*}{x_2^* - x_1^*} = \frac{y_2 - y_1}{x_2 - x_1}.$$

Assume $x_1 \neq x_2$ and $x_1^* \neq x_2^*$.

92. Proof Prove that if the slopes of two nonvertical lines are negative reciprocals of each other, then the lines are perpendicular.

True or False? In Exercises 93–96, determine whether the statement is true or false. If it is false, explain why or give an example that shows it is false.

93. The lines represented by $ax + by = c_1$ and $bx - ay = c_2$ are perpendicular. Assume $a \neq 0$ and $b \neq 0$.

94. It is possible for two lines with positive slopes to be perpendicular to each other.

95. If a line contains points in both the first and third quadrants, then its slope must be positive.

96. The equation of any line can be written in general form.

P.3 Functions and Their Graphs

- Use function notation to represent and evaluate a function.
- Find the domain and range of a function.
- Sketch the graph of a function.
- Identify different types of transformations of functions.
- Classify functions and recognize combinations of functions.

Functions and Function Notation

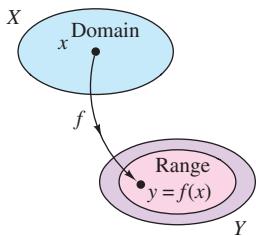
A **relation** between two sets X and Y is a set of ordered pairs, each of the form (x, y) , where x is a member of X and y is a member of Y . A **function** from X to Y is a relation between X and Y that has the property that any two ordered pairs with the same x -value also have the same y -value. The variable x is the **independent variable**, and the variable y is the **dependent variable**.

Many real-life situations can be modeled by functions. For instance, the area A of a circle is a function of the circle's radius r .

$$A = \pi r^2$$

A is a function of r .

In this case, r is the independent variable and A is the dependent variable.



A real-valued function f of a real variable

Figure P.22

Definition of a Real-Valued Function of a Real Variable

Let X and Y be sets of real numbers. A **real-valued function f of a real variable x** from X to Y is a correspondence that assigns to each number x in X exactly one number y in Y .

The **domain** of f is the set X . The number y is the **image** of x under f and is denoted by $f(x)$, which is called the **value of f at x** . The **range** of f is a subset of Y and consists of all images of numbers in X (see Figure P.22).

Functions can be specified in a variety of ways. In this text, however, you will concentrate primarily on functions that are given by equations involving the dependent and independent variables. For instance, the equation

$$x^2 + 2y = 1$$

Equation in implicit form

defines y , the dependent variable, as a function of x , the independent variable. To **evaluate** this function (that is, to find the y -value that corresponds to a given x -value), it is convenient to isolate y on the left side of the equation.

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

Equation in explicit form

Using f as the name of the function, you can write this equation as

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

Function notation

The original equation

$$x^2 + 2y = 1$$

implicitly defines y as a function of x . When you solve the equation for y , you are writing the equation in **explicit** form.

Function notation has the advantage of clearly identifying the dependent variable as $f(x)$ while at the same time telling you that x is the independent variable and that the function itself is " f ." The symbol $f(x)$ is read " f of x ." Function notation allows you to be less wordy. Instead of asking "What is the value of y that corresponds to $x = 3$?" you can ask "What is $f(3)$?"

FUNCTION NOTATION
The word *function* was first used by Gottfried Wilhelm Leibniz in 1694 as a term to denote any quantity connected with a curve, such as the coordinates of a point on a curve or the slope of a curve. Forty years later, Leonhard Euler used the word "function" to describe any expression made up of a variable and some constants. He introduced the notation $y = f(x)$.

In an equation that defines a function of x , the role of the variable x is simply that of a placeholder. For instance, the function

$$f(x) = 2x^2 - 4x + 1$$

can be described by the form

$$f(\square) = 2(\square)^2 - 4(\square) + 1$$

where rectangles are used instead of x . To evaluate $f(-2)$, replace each rectangle with -2 .

$$\begin{aligned} f(-2) &= 2(-2)^2 - 4(-2) + 1 && \text{Substitute } -2 \text{ for } x. \\ &= 2(4) + 8 + 1 && \text{Simplify.} \\ &= 17 && \text{Simplify.} \end{aligned}$$

Although f is often used as a convenient function name and x as the independent variable, you can use other symbols. For instance, these three equations all define the same function.

$$\begin{array}{ll} f(x) = x^2 - 4x + 7 & \text{Function name is } f, \text{ independent variable is } x. \\ f(t) = t^2 - 4t + 7 & \text{Function name is } f, \text{ independent variable is } t. \\ g(s) = s^2 - 4s + 7 & \text{Function name is } g, \text{ independent variable is } s. \end{array}$$

EXAMPLE 1 Evaluating a Function

For the function f defined by $f(x) = x^2 + 7$, evaluate each expression.

a. $f(3a)$ b. $f(b - 1)$ c. $\frac{f(x + \Delta x) - f(x)}{\Delta x}$

Solution

- **REMARK** The expression in Example 1(c) is called a *difference quotient* and has a special significance in calculus.
- You will learn more about this in Chapter 2.



$$\begin{array}{ll} \text{a. } f(3a) = (3a)^2 + 7 & \text{Substitute } 3a \text{ for } x. \\ & = 9a^2 + 7 & \text{Simplify.} \\ \text{b. } f(b - 1) = (b - 1)^2 + 7 & \text{Substitute } b - 1 \text{ for } x. \\ & = b^2 - 2b + 1 + 7 & \text{Expand binomial.} \\ & = b^2 - 2b + 8 & \text{Simplify.} \\ \text{c. } \frac{f(x + \Delta x) - f(x)}{\Delta x} & = \frac{[(x + \Delta x)^2 + 7] - (x^2 + 7)}{\Delta x} \\ & = \frac{x^2 + 2x\Delta x + (\Delta x)^2 + 7 - x^2 - 7}{\Delta x} \\ & = \frac{2x\Delta x + (\Delta x)^2}{\Delta x} \\ & = \frac{\Delta x(2x + \Delta x)}{\Delta x} \\ & = 2x + \Delta x, \quad \Delta x \neq 0 \end{array}$$



In calculus, it is important to specify the domain of a function or expression clearly. For instance, in Example 1(c), the two expressions

$$\frac{f(x + \Delta x) - f(x)}{\Delta x} \quad \text{and} \quad 2x + \Delta x, \quad \Delta x \neq 0$$

are equivalent because $\Delta x = 0$ is excluded from the domain of each expression. Without a stated domain restriction, the two expressions would not be equivalent.

The Domain and Range of a Function

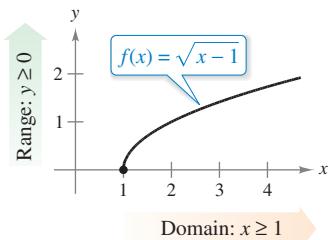
The domain of a function can be described explicitly, or it may be described *implicitly* by an equation used to define the function. The implied domain is the set of all real numbers for which the equation is defined, whereas an explicitly defined domain is one that is given along with the function. For example, the function

$$f(x) = \frac{1}{x^2 - 4}, \quad 4 \leq x \leq 5$$

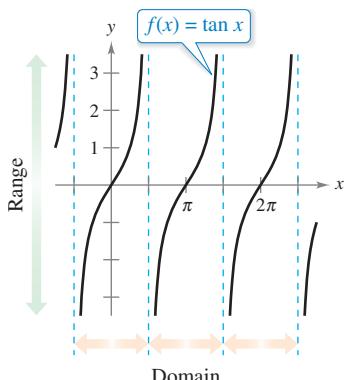
has an explicitly defined domain given by $\{x: 4 \leq x \leq 5\}$. On the other hand, the function

$$g(x) = \frac{1}{x^2 - 4}$$

has an implied domain that is the set $\{x: x \neq \pm 2\}$.



- (a) The domain of f is $[1, \infty)$, and the range is $[0, \infty)$.



- (b) The domain of f is all x -values such that $x \neq \frac{\pi}{2} + n\pi$, and the range is $(-\infty, \infty)$.

Figure P.23

EXAMPLE 2 Finding the Domain and Range of a Function

- a. The domain of the function

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

is the set of all x -values for which $x - 1 \geq 0$, which is the interval $[1, \infty)$. To find the range, observe that $f(x) = \sqrt{x - 1}$ is never negative. So, the range is the interval $[0, \infty)$, as shown in Figure P.23(a).

- b. The domain of the tangent function

$$f(x) = \tan x$$

is the set of all x -values such that

$$x \neq \frac{\pi}{2} + n\pi, \quad n \text{ is an integer.}$$

Domain of tangent function

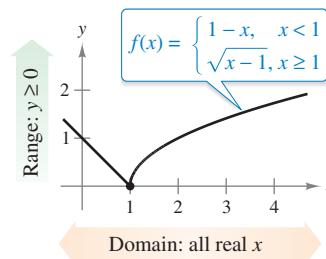
The range of this function is the set of all real numbers, as shown in Figure P.23(b). For a review of the characteristics of this and other trigonometric functions, see Appendix C.

EXAMPLE 3 A Function Defined by More than One Equation

For the piecewise-defined function

$$f(x) = \begin{cases} 1 - x, & x < 1 \\ \sqrt{x - 1}, & x \geq 1 \end{cases}$$

f is defined for $x < 1$ and $x \geq 1$. So, the domain is the set of all real numbers. On the portion of the domain for which $x \geq 1$, the function behaves as in Example 2(a). For $x < 1$, the values of $1 - x$ are positive. So, the range of the function is the interval $[0, \infty)$. (See Figure P.24.)

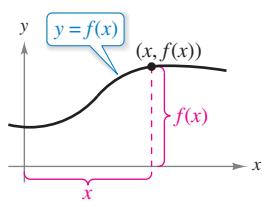


The domain of f is $(-\infty, \infty)$, and the range is $[0, \infty)$.

Figure P.24

A function from X to Y is **one-to-one** when to each y -value in the range there corresponds exactly one x -value in the domain. For instance, the function in Example 2(a) is one-to-one, whereas the functions in Examples 2(b) and 3 are not one-to-one. A function from X to Y is **onto** when its range consists of all of Y .

The Graph of a Function



The graph of a function
Figure P.25

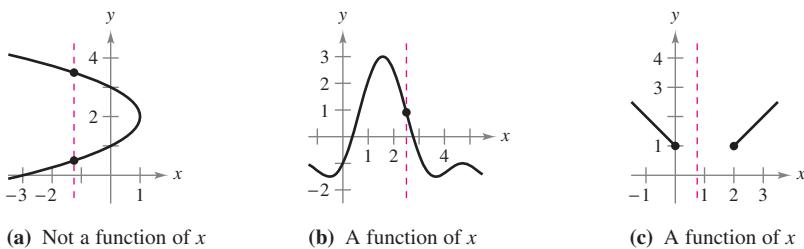
The graph of the function $y = f(x)$ consists of all points $(x, f(x))$, where x is in the domain of f . In Figure P.25, note that

x = the directed distance from the y -axis

and

$f(x)$ = the directed distance from the x -axis.

A vertical line can intersect the graph of a function of x at most *once*. This observation provides a convenient visual test, called the **Vertical Line Test**, for functions of x . That is, a graph in the coordinate plane is the graph of a function of x if and only if no vertical line intersects the graph at more than one point. For example, in Figure P.26(a), you can see that the graph does not define y as a function of x because a vertical line intersects the graph twice, whereas in Figures P.26(b) and (c), the graphs do define y as a function of x .



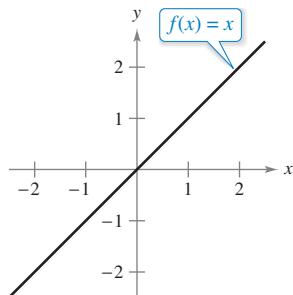
(a) Not a function of x

(b) A function of x

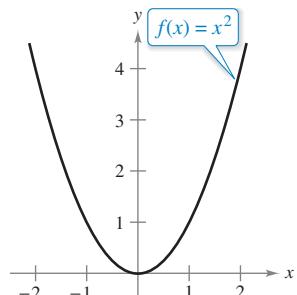
(c) A function of x

Figure P.26

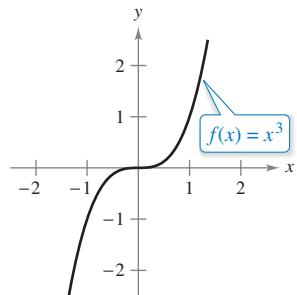
Figure P.27 shows the graphs of eight basic functions. You should be able to recognize these graphs. (Graphs of the other four basic trigonometric functions are shown in Appendix C.)



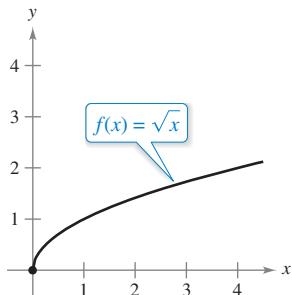
Identity function



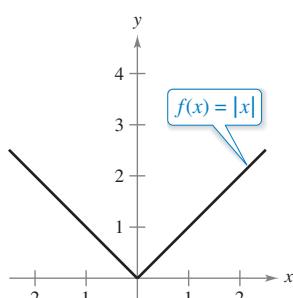
Squaring function



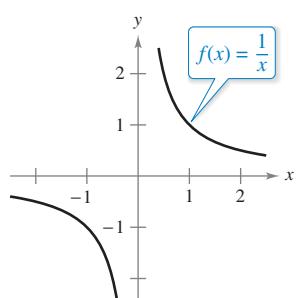
Cubing function



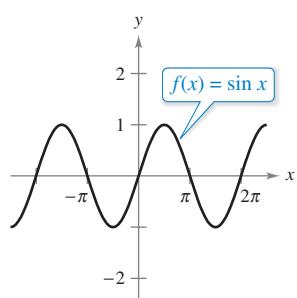
Square root function



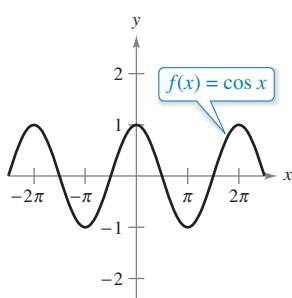
Absolute value function



Rational function



Sine function



Cosine function

The graphs of eight basic functions

Figure P.27

Transformations of Functions

Some families of graphs have the same basic shape. For example, compare the graph of $y = x^2$ with the graphs of the four other quadratic functions shown in Figure P.28.

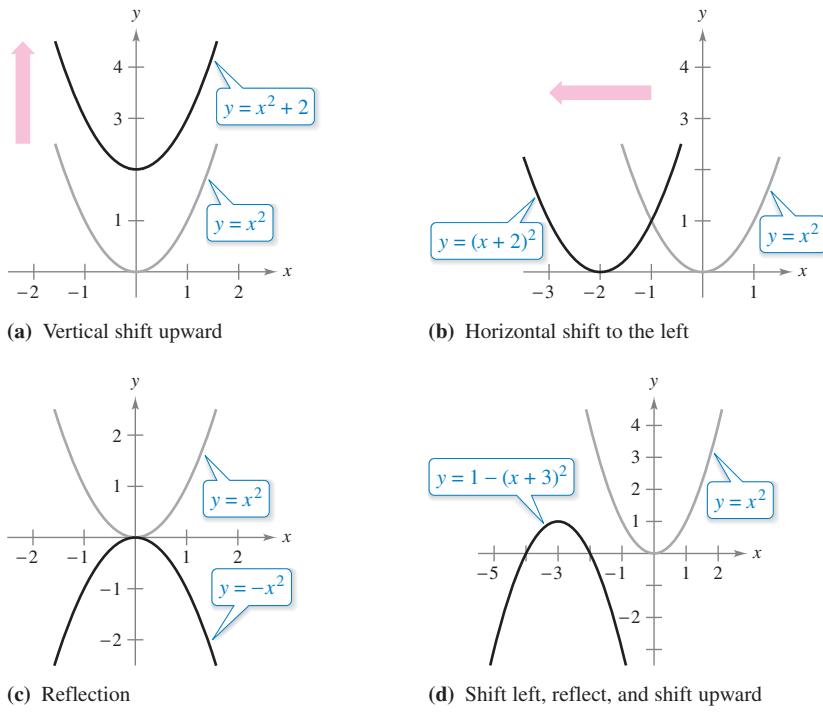


Figure P.28

Each of the graphs in Figure P.28 is a **transformation** of the graph of $y = x^2$. The three basic types of transformations illustrated by these graphs are vertical shifts, horizontal shifts, and reflections. Function notation lends itself well to describing transformations of graphs in the plane. For instance, using

$$f(x) = x^2 \quad \text{Original function}$$

as the original function, the transformations shown in Figure P.28 can be represented by these equations.

- a. $y = f(x) + 2$ Vertical shift up two units
- b. $y = f(x + 2)$ Horizontal shift to the left two units
- c. $y = -f(x)$ Reflection about the x -axis
- d. $y = -f(x + 3) + 1$ Shift left three units, reflect about the x -axis, and shift up one unit

Basic Types of Transformations ($c > 0$)

Original graph:	$y = f(x)$
Horizontal shift c units to the right :	$y = f(x - c)$
Horizontal shift c units to the left :	$y = f(x + c)$
Vertical shift c units downward :	$y = f(x) - c$
Vertical shift c units upward :	$y = f(x) + c$
Reflection (about the x -axis):	$y = -f(x)$
Reflection (about the y -axis):	$y = f(-x)$
Reflection (about the origin):	$y = -f(-x)$

Classifications and Combinations of Functions



LEONHARD EULER (1707–1783)

In addition to making major contributions to almost every branch of mathematics, Euler was one of the first to apply calculus to real-life problems in physics. His extensive published writings include such topics as shipbuilding, acoustics, optics, astronomy, mechanics, and magnetism.

See LarsonCalculus.com to read more of this biography.

FOR FURTHER INFORMATION

For more on the history of the concept of a function, see the article “Evolution of the Function Concept: A Brief Survey” by Israel Kleiner in *The College Mathematics Journal*. To view this article, go to MathArticles.com.

The modern notion of a function is derived from the efforts of many seventeenth- and eighteenth-century mathematicians. Of particular note was Leonhard Euler, who introduced the function notation $y = f(x)$. By the end of the eighteenth century, mathematicians and scientists had concluded that many real-world phenomena could be represented by mathematical models taken from a collection of functions called **elementary functions**. Elementary functions fall into three categories.

1. Algebraic functions (polynomial, radical, rational)
2. Trigonometric functions (sine, cosine, tangent, and so on)
3. Exponential and logarithmic functions

You can review the trigonometric functions in Appendix C. The other nonalgebraic functions, such as the inverse trigonometric functions and the exponential and logarithmic functions, are introduced in Chapter 5.

The most common type of algebraic function is a **polynomial function**

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

where n is a nonnegative integer. The numbers a_i are **coefficients**, with a_n the **leading coefficient** and a_0 the **constant term** of the polynomial function. If $a_n \neq 0$, then n is the **degree** of the polynomial function. The zero polynomial $f(x) = 0$ is not assigned a degree. It is common practice to use subscript notation for coefficients of general polynomial functions, but for polynomial functions of low degree, these simpler forms are often used. (Note that $a \neq 0$.)

Zeroth degree: $f(x) = a$

Constant function

First degree: $f(x) = ax + b$

Linear function

Second degree: $f(x) = ax^2 + bx + c$

Quadratic function

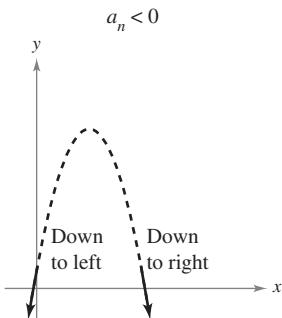
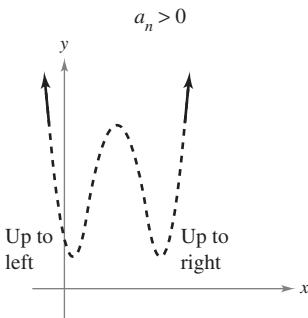
Third degree: $f(x) = ax^3 + bx^2 + cx + d$

Cubic function

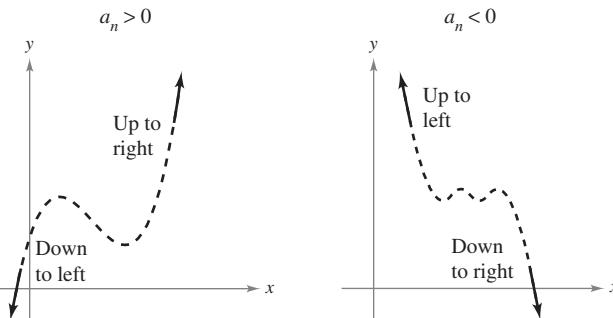
Although the graph of a nonconstant polynomial function can have several turns, eventually the graph will rise or fall without bound as x moves to the right or left. Whether the graph of

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

eventually rises or falls can be determined by the function’s degree (odd or even) and by the leading coefficient a_n , as indicated in Figure P.29. Note that the dashed portions of the graphs indicate that the **Leading Coefficient Test** determines *only* the right and left behavior of the graph.



Graphs of polynomial functions of even degree



Graphs of polynomial functions of odd degree

The Leading Coefficient Test for polynomial functions

Figure P.29

North Wind Picture Archives/Alamy

Just as a rational number can be written as the quotient of two integers, a **rational function** can be written as the quotient of two polynomials. Specifically, a function f is rational when it has the form

$$f(x) = \frac{p(x)}{q(x)}, \quad q(x) \neq 0$$

where $p(x)$ and $q(x)$ are polynomials.

Polynomial functions and rational functions are examples of **algebraic functions**. An algebraic function of x is one that can be expressed as a finite number of sums, differences, multiples, quotients, and radicals involving x^n . For example,

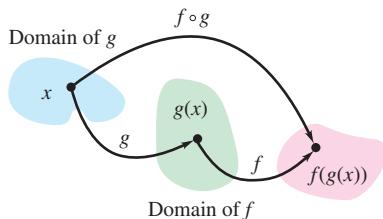
$$f(x) = \sqrt{x + 1}$$

is algebraic. Functions that are not algebraic are **transcendental**. For instance, the trigonometric functions are transcendental.

Two functions can be combined in various ways to create new functions. For example, given $f(x) = 2x - 3$ and $g(x) = x^2 + 1$, you can form the functions shown.

$(f + g)(x) = f(x) + g(x) = (2x - 3) + (x^2 + 1)$	Sum
$(f - g)(x) = f(x) - g(x) = (2x - 3) - (x^2 + 1)$	Difference
$(fg)(x) = f(x)g(x) = (2x - 3)(x^2 + 1)$	Product
$(f/g)(x) = \frac{f(x)}{g(x)} = \frac{2x - 3}{x^2 + 1}$	Quotient

You can combine two functions in yet another way, called **composition**. The resulting function is called a **composite function**.



The domain of the composite function $f \circ g$

Figure P.30

Definition of Composite Function

Let f and g be functions. The function $(f \circ g)(x) = f(g(x))$ is the **composite** of f with g . The domain of $f \circ g$ is the set of all x in the domain of g such that $g(x)$ is in the domain of f (see Figure P.30).

The composite of f with g is generally not the same as the composite of g with f . This is shown in the next example.

EXAMPLE 4 Finding Composite Functions

► See LarsonCalculus.com for an interactive version of this type of example.

For $f(x) = 2x - 3$ and $g(x) = \cos x$, find each composite function.

- a. $f \circ g$ b. $g \circ f$

Solution

a. $(f \circ g)(x) = f(g(x))$	Definition of $f \circ g$
$= f(\cos x)$	Substitute $\cos x$ for $g(x)$.
$= 2(\cos x) - 3$	Definition of $f(x)$
$= 2 \cos x - 3$	Simplify.
b. $(g \circ f)(x) = g(f(x))$	Definition of $g \circ f$
$= g(2x - 3)$	Substitute $2x - 3$ for $f(x)$.
$= \cos(2x - 3)$	Definition of $g(x)$

Note that $(f \circ g)(x) \neq (g \circ f)(x)$.

Exploration

Use a graphing utility to graph each function.

Determine whether the function is *even*, *odd*, or *neither*.

$$f(x) = x^2 - x^4$$

$$g(x) = 2x^3 + 1$$

$$h(x) = x^5 - 2x^3 + x$$

$$j(x) = 2 - x^6 - x^8$$

$$k(x) = x^5 - 2x^4 + x - 2$$

$$p(x) = x^9 + 3x^5 - x^3 + x$$

Describe a way to identify a function as odd or even by inspecting the equation.

In Section P.1, an *x*-intercept of a graph was defined to be a point $(a, 0)$ at which the graph crosses the *x*-axis. If the graph represents a function f , then the number a is a **zero** of f . In other words, *the zeros of a function f are the solutions of the equation $f(x) = 0$* . For example, the function

$$f(x) = x - 4$$

has a zero at $x = 4$ because $f(4) = 0$.

In Section P.1, you also studied different types of symmetry. In the terminology of functions, a function is **even** when its graph is symmetric with respect to the *y*-axis, and is **odd** when its graph is symmetric with respect to the origin. The symmetry tests in Section P.1 yield the following test for even and odd functions.

Test for Even and Odd Functions

The function $y = f(x)$ is **even** when

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

The function $y = f(x)$ is **odd** when

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

EXAMPLE 5

Even and Odd Functions and Zeros of Functions

Determine whether each function is even, odd, or neither. Then find the zeros of the function.

- a. $f(x) = x^3 - x$ b. $g(x) = 1 + \cos x$

Solution

- a. This function is odd because

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

The zeros of f are

$$x^3 - x = 0$$

Let $f(x) = 0$.

$$x(x^2 - 1) = 0$$

Factor.

$$x(x - 1)(x + 1) = 0$$

Factor.

$$x = 0, 1, -1.$$

Zeros of f

See Figure P.31(a).

- b. This function is even because

$$g(-x) = 1 + \cos(-x) = 1 + \cos x = g(x). \quad \cos(-x) = \cos(x)$$

The zeros of g are

$$1 + \cos x = 0$$

Let $g(x) = 0$.

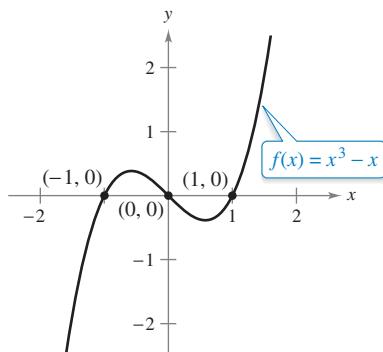
$$\cos x = -1$$

Subtract 1 from each side.

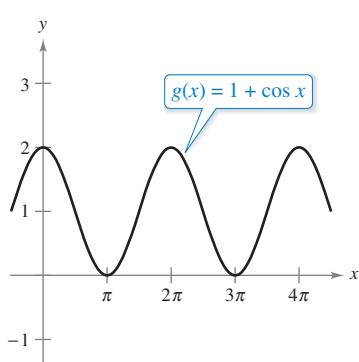
$$x = (2n + 1)\pi, n \text{ is an integer.}$$

Zeros of g

See Figure P.31(b).



(a) Odd function



(b) Even function

Figure P.31

Each function in Example 5 is either even or odd. However, some functions, such as

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

are neither even nor odd.

P.3 Exercises

See [CalcChat.com](#) for tutorial help and worked-out solutions to odd-numbered exercises.

Evaluating a Function In Exercises 1–10, evaluate the function at the given value(s) of the independent variable. Simplify the results.

1. $f(x) = 7x - 4$

- (a) $f(0)$ (b) $f(-3)$
(c) $f(b)$ (d) $f(x - 1)$

3. $g(x) = 5 - x^2$

- (a) $g(0)$ (b) $g(\sqrt{5})$
(c) $g(-2)$ (d) $g(t - 1)$

5. $f(x) = \cos 2x$

- (a) $f(0)$ (b) $f\left(-\frac{\pi}{4}\right)$
(c) $f\left(\frac{\pi}{3}\right)$ (d) $f(\pi)$

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

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

9. $f(x) = \frac{1}{\sqrt{x - 1}}$

$$\frac{f(x) - f(2)}{x - 2}$$

2. $f(x) = \sqrt{x + 5}$

- (a) $f(-4)$ (b) $f(11)$
(c) $f(4)$ (d) $f(x + \Delta x)$

4. $g(x) = x^2(x - 4)$

- (a) $g(4)$ (b) $g\left(\frac{3}{2}\right)$
(c) $g(c)$ (d) $g(t + 4)$

6. $f(x) = \sin x$

- (a) $f(\pi)$ (b) $f\left(\frac{5\pi}{4}\right)$
(c) $f\left(\frac{2\pi}{3}\right)$ (d) $f\left(-\frac{\pi}{6}\right)$

8. $f(x) = 3x - 1$

$$\frac{f(x) - f(1)}{x - 1}$$

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

$$\frac{f(x) - f(1)}{x - 1}$$

Finding the Domain and Range of a Function In Exercises 11–22, find the domain and range of the function.

11. $f(x) = 4x^2$

12. $g(x) = x^2 - 5$

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

14. $h(x) = 4 - x^2$

15. $g(x) = \sqrt{6x}$

16. $h(x) = -\sqrt{x + 3}$

17. $f(x) = \sqrt{16 - x^2}$

18. $f(x) = |x - 3|$

19. $f(t) = \sec \frac{\pi t}{4}$

20. $h(t) = \cot t$

21. $f(x) = \frac{3}{x}$

22. $f(x) = \frac{x - 2}{x + 4}$

Finding the Domain of a Function In Exercises 23–28, find the domain of the function.

23. $f(x) = \sqrt{x} + \sqrt{1 - x}$

24. $f(x) = \sqrt{x^2 - 3x + 2}$

25. $g(x) = \frac{2}{1 - \cos x}$

26. $h(x) = \frac{1}{\sin x - (1/2)}$

27. $f(x) = \frac{1}{|x + 3|}$

28. $g(x) = \frac{1}{|x^2 - 4|}$

Finding the Domain and Range of a Piecewise Function In Exercises 29–32, evaluate the function as indicated. Determine its domain and range.

29. $f(x) = \begin{cases} 2x + 1, & x < 0 \\ 2x + 2, & x \geq 0 \end{cases}$

- (a) $f(-1)$ (b) $f(0)$ (c) $f(2)$ (d) $f(t^2 + 1)$

30. $f(x) = \begin{cases} x^2 + 2, & x \leq 1 \\ 2x^2 + 2, & x > 1 \end{cases}$

- (a) $f(-2)$ (b) $f(0)$ (c) $f(1)$ (d) $f(s^2 + 2)$

31. $f(x) = \begin{cases} |x| + 1, & x < 1 \\ -x + 1, & x \geq 1 \end{cases}$

- (a) $f(-3)$ (b) $f(1)$ (c) $f(3)$ (d) $f(b^2 + 1)$

32. $f(x) = \begin{cases} \sqrt{x + 4}, & x \leq 5 \\ (x - 5)^2, & x > 5 \end{cases}$

- (a) $f(-3)$ (b) $f(0)$ (c) $f(5)$ (d) $f(10)$

Sketching a Graph of a Function In Exercises 33–40, sketch a graph of the function and find its domain and range. Use a graphing utility to verify your graph.

33. $f(x) = 4 - x$

34. $g(x) = \frac{4}{x}$

35. $h(x) = \sqrt{x - 6}$

36. $f(x) = \frac{1}{4}x^3 + 3$

37. $f(x) = \sqrt{9 - x^2}$

38. $f(x) = x + \sqrt{4 - x^2}$

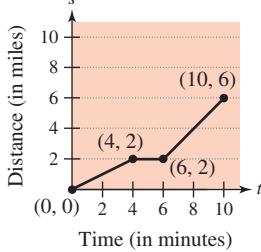
39. $g(t) = 3 \sin \pi t$

40. $h(\theta) = -5 \cos \frac{\theta}{2}$

WRITING ABOUT CONCEPTS

41. Describing a Graph

The graph of the distance that a student drives in a 10-minute trip to school is shown in the figure. Give a verbal description of the characteristics of the student's drive to school.

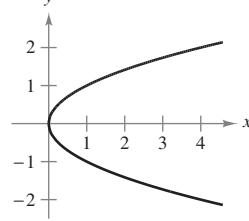


42. Sketching a Graph

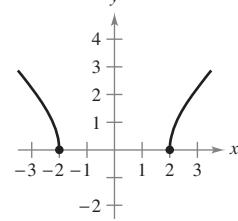
A student who commutes 27 miles to attend college remembers, after driving a few minutes, that a term paper that is due has been forgotten. Driving faster than usual, the student returns home, picks up the paper, and once again starts toward school. Sketch a possible graph of the student's distance from home as a function of time.

Using the Vertical Line Test In Exercises 43–46, use the Vertical Line Test to determine whether y is a function of x . To print an enlarged copy of the graph, go to [MathGraphs.com](#).

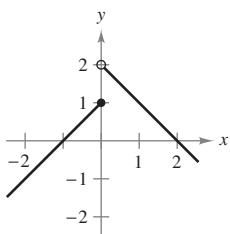
43. $x - y^2 = 0$



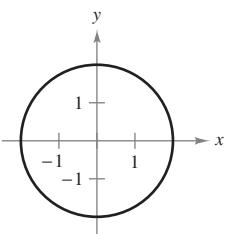
44. $\sqrt{x^2 - 4} - y = 0$



45. $y = \begin{cases} x + 1, & x \leq 0 \\ -x + 2, & x > 0 \end{cases}$



46. $x^2 + y^2 = 4$



Deciding Whether an Equation Is a Function In Exercises 47–50, determine whether y is a function of x .

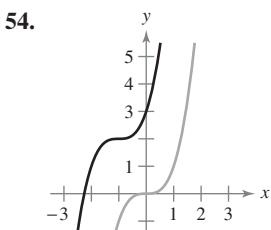
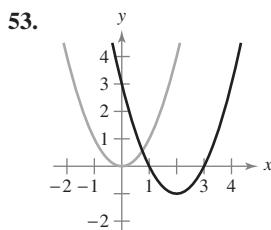
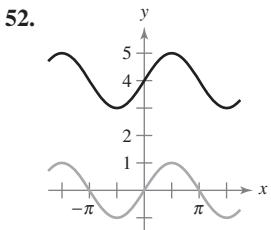
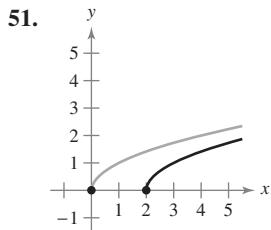
47. $x^2 + y^2 = 16$

48. $x^2 + y = 16$

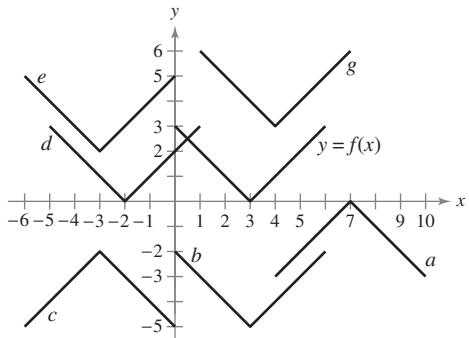
49. $y^2 = x^2 - 1$

50. $x^2y - x^2 + 4y = 0$

Transformation of a Function In Exercises 51–54, the graph shows one of the eight basic functions on page 22 and a transformation of the function. Describe the transformation. Then use your description to write an equation for the transformation.



Matching In Exercises 55–60, use the graph of $y = f(x)$ to match the function with its graph.



55. $y = f(x + 5)$

56. $y = f(x) - 5$

57. $y = -f(-x) - 2$

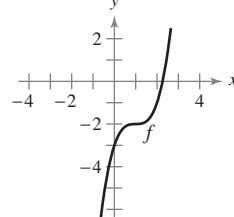
58. $y = -f(x - 4)$

59. $y = f(x + 6) + 2$

60. $y = f(x - 1) + 3$

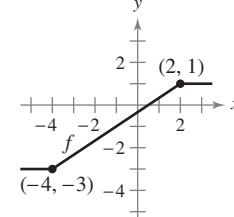
61. Sketching Transformations Use the graph of f shown in the figure to sketch the graph of each function. To print an enlarged copy of the graph, go to *MathGraphs.com*.

- (a) $f(x + 3)$
- (b) $f(x - 1)$
- (c) $f(x) + 2$
- (d) $f(x) - 4$
- (e) $3f(x)$
- (f) $\frac{1}{4}f(x)$
- (g) $-f(x)$
- (h) $-f(-x)$



62. Sketching Transformations Use the graph of f shown in the figure to sketch the graph of each function. To print an enlarged copy of the graph, go to *MathGraphs.com*.

- (a) $f(x - 4)$
- (b) $f(x + 2)$
- (c) $f(x) + 4$
- (d) $f(x) - 1$
- (e) $2f(x)$
- (f) $\frac{1}{2}f(x)$
- (g) $f(-x)$
- (h) $-f(x)$



Combinations of Functions In Exercises 63 and 64, find (a) $f(x) + g(x)$, (b) $f(x) - g(x)$, (c) $f(x) \cdot g(x)$, and (d) $f(x)/g(x)$.

63. $f(x) = 3x - 4$

64. $f(x) = x^2 + 5x + 4$

$g(x) = 4$

$g(x) = x + 1$

65. Evaluating Composite Functions Given $f(x) = \sqrt{x}$ and $g(x) = x^2 - 1$, evaluate each expression.

- (a) $f(g(1))$
- (b) $g(f(1))$
- (c) $g(f(0))$
- (d) $f(g(-4))$
- (e) $f(g(x))$
- (f) $g(f(x))$

66. Evaluating Composite Functions Given $f(x) = \sin x$ and $g(x) = \pi x$, evaluate each expression.

- (a) $f(g(2))$
- (b) $f\left(g\left(\frac{1}{2}\right)\right)$
- (c) $g(f(0))$
- (d) $g\left(f\left(\frac{\pi}{4}\right)\right)$
- (e) $f(g(x))$
- (f) $g(f(x))$

Finding Composite Functions In Exercises 67–70, find the composite functions $f \circ g$ and $g \circ f$. Find the domain of each composite function. Are the two composite functions equal?

67. $f(x) = x^2$, $g(x) = \sqrt{x}$

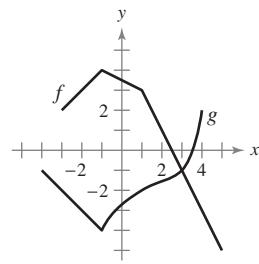
68. $f(x) = x^2 - 1$, $g(x) = \cos x$

69. $f(x) = \frac{3}{x}$, $g(x) = x^2 - 1$

70. $f(x) = \frac{1}{x}$, $g(x) = \sqrt{x + 2}$

71. Evaluating Composite Functions Use the graphs of f and g to evaluate each expression. If the result is undefined, explain why.

- (a) $(f \circ g)(3)$
- (b) $g(f(2))$
- (c) $g(f(5))$
- (d) $(f \circ g)(-3)$
- (e) $(g \circ f)(-1)$
- (f) $f(g(-1))$



- 72. Ripples** A pebble is dropped into a calm pond, causing ripples in the form of concentric circles. The radius (in feet) of the outer ripple is given by $r(t) = 0.6t$, where t is the time in seconds after the pebble strikes the water. The area of the circle is given by the function $A(r) = \pi r^2$. Find and interpret $(A \circ r)(t)$.

Think About It In Exercises 73 and 74, $F(x) = f \circ g \circ h$. Identify functions for f , g , and h . (There are many correct answers.)

73. $F(x) = \sqrt{2x - 2}$

74. $F(x) = -4 \sin(1 - x)$

Think About It In Exercises 75 and 76, find the coordinates of a second point on the graph of a function f when the given point is on the graph and the function is (a) even and (b) odd.

75. $(-\frac{3}{2}, 4)$

76. $(4, 9)$

- 77. Even and Odd Functions** The graphs of f , g , and h are shown in the figure. Decide whether each function is even, odd, or neither.

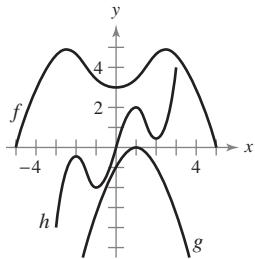


Figure for 77

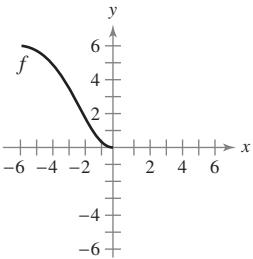


Figure for 78

- 78. Even and Odd Functions** The domain of the function f shown in the figure is $-6 \leq x \leq 6$.

- (a) Complete the graph of f given that f is even.
 (b) Complete the graph of f given that f is odd.

Even and Odd Functions and Zeros of Functions In Exercises 79–82, determine whether the function is even, odd, or neither. Then find the zeros of the function. Use a graphing utility to verify your result.

79. $f(x) = x^2(4 - x^2)$

80. $f(x) = \sqrt[3]{x}$

81. $f(x) = x \cos x$

82. $f(x) = \sin^2 x$

Writing Functions In Exercises 83–86, write an equation for a function that has the given graph.

83. Line segment connecting $(-2, 4)$ and $(0, -6)$

84. Line segment connecting $(3, 1)$ and $(5, 8)$

85. The bottom half of the parabola $x + y^2 = 0$

86. The bottom half of the circle $x^2 + y^2 = 36$

Sketching a Graph In Exercises 87–90, sketch a possible graph of the situation.

87. The speed of an airplane as a function of time during a 5-hour flight

88. The height of a baseball as a function of horizontal distance during a home run
89. The amount of a certain brand of sneaker sold by a sporting goods store as a function of the price of the sneaker
90. The value of a new car as a function of time over a period of 8 years

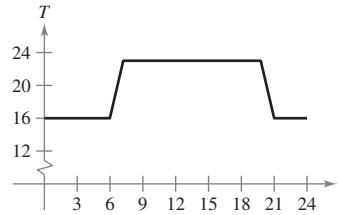
91. **Domain** Find the value of c such that the domain of $f(x) = \sqrt{c - x^2}$ is $[-5, 5]$.

92. **Domain** Find all values of c such that the domain of

$$f(x) = \frac{x+3}{x^2+3cx+6}$$

is the set of all real numbers.

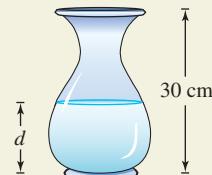
93. **Graphical Reasoning** An electronically controlled thermostat is programmed to lower the temperature during the night automatically (see figure). The temperature T in degrees Celsius is given in terms of t , the time in hours on a 24-hour clock.



- (a) Approximate $T(4)$ and $T(15)$.
 (b) The thermostat is reprogrammed to produce a temperature $H(t) = T(t - 1)$. How does this change the temperature? Explain.
 (c) The thermostat is reprogrammed to produce a temperature $H(t) = T(t) - 1$. How does this change the temperature? Explain.



94. HOW DO YOU SEE IT? Water runs into a vase of height 30 centimeters at a constant rate. The vase is full after 5 seconds. Use this information and the shape of the vase shown to answer the questions when d is the depth of the water in centimeters and t is the time in seconds (see figure).



- (a) Explain why d is a function of t .
 (b) Determine the domain and range of the function.
 (c) Sketch a possible graph of the function.
 (d) Use the graph in part (c) to approximate $d(4)$. What does this represent?

- 95. Modeling Data** The table shows the average numbers of acres per farm in the United States for selected years. (Source: U.S. Department of Agriculture)

Year	1960	1970	1980	1990	2000	2010
Acreage	297	374	429	460	436	418

- (a) Plot the data, where A is the acreage and t is the time in years, with $t = 0$ corresponding to 1960. Sketch a freehand curve that approximates the data.
 (b) Use the curve in part (a) to approximate $A(25)$.

96. Automobile Aerodynamics • • • • •

The horsepower H required to overcome wind drag on a certain automobile is approximated by

$$H(x) = 0.002x^2 + 0.005x - 0.029, \quad 10 \leq x \leq 100$$

where x is the speed of the car in miles per hour.

- (a) Use a graphing utility to graph H .
 (b) Rewrite the power function so that x represents the speed in kilometers per hour. [Find $H(x/1.6)$.]



- 97. Think About It** Write the function $f(x) = |x| + |x - 2|$ without using absolute value signs. (For a review of absolute value, see Appendix C.)

- 98. Writing** Use a graphing utility to graph the polynomial functions $p_1(x) = x^3 - x + 1$ and $p_2(x) = x^3 - x$. How many zeros does each function have? Is there a cubic polynomial that has no zeros? Explain.

- 99. Proof** Prove that the function is odd.

$$f(x) = a_{2n+1}x^{2n+1} + \dots + a_3x^3 + a_1x$$

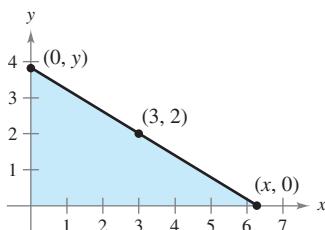
- 100. Proof** Prove that the function is even.

$$f(x) = a_{2n}x^{2n} + a_{2n-2}x^{2n-2} + \dots + a_2x^2 + a_0$$

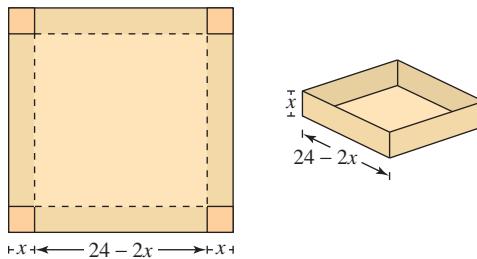
- 101. Proof** Prove that the product of two even (or two odd) functions is even.

- 102. Proof** Prove that the product of an odd function and an even function is odd.

- 103. Length** A right triangle is formed in the first quadrant by the x - and y -axes and a line through the point $(3, 2)$ (see figure). Write the length L of the hypotenuse as a function of x .



- 104. Volume** An open box of maximum volume is to be made from a square piece of material 24 centimeters on a side by cutting equal squares from the corners and turning up the sides (see figure).



- (a) Write the volume V as a function of x , the length of the corner squares. What is the domain of the function?
 (b) Use a graphing utility to graph the volume function and approximate the dimensions of the box that yield a maximum volume.
 (c) Use the *table* feature of a graphing utility to verify your answer in part (b). (The first two rows of the table are shown.)

Height, x	Length and Width	Volume, V
1	$24 - 2(1)$	$1[24 - 2(1)]^2 = 484$
2	$24 - 2(2)$	$2[24 - 2(2)]^2 = 800$

True or False? In Exercises 105–110, determine whether the statement is true or false. If it is false, explain why or give an example that shows it is false.

105. If $f(a) = f(b)$, then $a = b$.
 106. A vertical line can intersect the graph of a function at most once.
 107. If $f(x) = f(-x)$ for all x in the domain of f , then the graph of f is symmetric with respect to the y -axis.
 108. If f is a function, then $f(ax) = af(x)$.
 109. The graph of a function of x cannot have symmetry with respect to the x -axis.
 110. If the domain of a function consists of a single number, then its range must also consist of only one number.

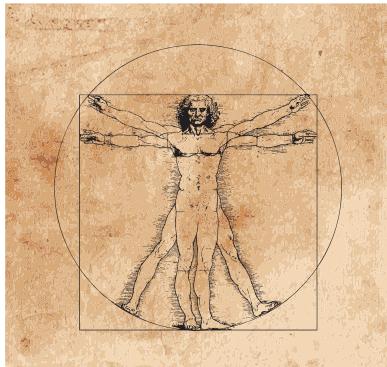
PUTNAM EXAM CHALLENGE

111. Let R be the region consisting of the points (x, y) of the Cartesian plane satisfying both $|x| - |y| \leq 1$ and $|y| \leq 1$. Sketch the region R and find its area.
 112. Consider a polynomial $f(x)$ with real coefficients having the property $f(g(x)) = g(f(x))$ for every polynomial $g(x)$ with real coefficients. Determine and prove the nature of $f(x)$.

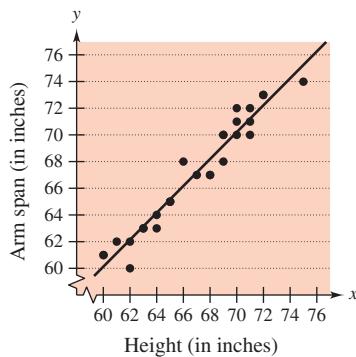
These problems were composed by the Committee on the Putnam Prize Competition. © The Mathematical Association of America. All rights reserved.

P.4 Fitting Models to Data

- Fit a linear model to a real-life data set.
- Fit a quadratic model to a real-life data set.
- Fit a trigonometric model to a real-life data set.



A computer graphics drawing based on the pen and ink drawing of Leonardo da Vinci's famous study of human proportions, called *Vitruvian Man*.



Linear model and data

Figure P.32

Fitting a Linear Model to Data

A basic premise of science is that much of the physical world can be described mathematically and that many physical phenomena are predictable. This scientific outlook was part of the scientific revolution that took place in Europe during the late 1500s. Two early publications connected with this revolution were *On the Revolutions of the Heavenly Spheres* by the Polish astronomer Nicolaus Copernicus and *On the Fabric of the Human Body* by the Belgian anatomist Andreas Vesalius. Each of these books was published in 1543, and each broke with prior tradition by suggesting the use of a scientific method rather than unquestioned reliance on authority.

One basic technique of modern science is gathering data and then describing the data with a mathematical model. For instance, the data in Example 1 are inspired by Leonardo da Vinci's famous drawing that indicates that a person's height and arm span are equal.

EXAMPLE 1 Fitting a Linear Model to Data

► See LarsonCalculus.com for an interactive version of this type of example.

A class of 28 people collected the data shown below, which represent their heights x and arm spans y (rounded to the nearest inch).

(60, 61), (65, 65), (68, 67), (72, 73), (61, 62), (63, 63), (70, 71),
 (75, 74), (71, 72), (62, 60), (65, 65), (66, 68), (62, 62), (72, 73),
 (70, 70), (69, 68), (69, 70), (60, 61), (63, 63), (64, 64), (71, 71),
 (68, 67), (69, 70), (70, 72), (65, 65), (64, 63), (71, 70), (67, 67)

Find a linear model to represent these data.

Solution There are different ways to model these data with an equation. The simplest would be to observe that x and y are about the same and list the model as simply $y = x$. A more careful analysis would be to use a procedure from statistics called linear regression. (You will study this procedure in Section 13.9.) The least squares regression line for these data is

$$y = 1.006x - 0.23 \quad \text{Least squares regression line}$$

The graph of the model and the data are shown in Figure P.32. From this model, you can see that a person's arm span tends to be about the same as his or her height.

► **TECHNOLOGY** Many graphing utilities have built-in least squares regression programs. Typically, you enter the data into the calculator and then run the linear regression program. The program usually displays the slope and y -intercept of the best-fitting line and the *correlation coefficient* r . The correlation coefficient gives a measure of how well the data can be modeled by a line. The closer $|r|$ is to 1, the better the data can be modeled by a line. For instance, the correlation coefficient for the model in Example 1 is $r \approx 0.97$, which indicates that the linear model is a good fit for the data. If the r -value is positive, then the variables have a positive correlation, as in Example 1. If the r -value is negative, then the variables have a negative correlation.

Hal_P/Shutterstock.com

Fitting a Quadratic Model to Data

A function that gives the height s of a falling object in terms of the time t is called a *position function*. If air resistance is not considered, then the position of a falling object can be modeled by

$$s(t) = \frac{1}{2}gt^2 + v_0t + s_0$$

where g is the acceleration due to gravity, v_0 is the initial velocity, and s_0 is the initial height. The value of g depends on where the object is dropped. On Earth, g is approximately -32 feet per second per second, or -9.8 meters per second per second.

To discover the value of g experimentally, you could record the heights of a falling object at several increments, as shown in Example 2.

EXAMPLE 2

Fitting a Quadratic Model to Data

A basketball is dropped from a height of about $5\frac{1}{4}$ feet. The height of the basketball is recorded 23 times at intervals of about 0.02 second. The results are shown in the table.

Time	0.0	0.02	0.04	0.06	0.08	0.099996
Height	5.23594	5.20353	5.16031	5.0991	5.02707	4.95146
Time	0.119996	0.139992	0.159988	0.179988	0.199984	0.219984
Height	4.85062	4.74979	4.63096	4.50132	4.35728	4.19523
Time	0.23998	0.25993	0.27998	0.299976	0.319972	0.339961
Height	4.02958	3.84593	3.65507	3.44981	3.23375	3.01048
Time	0.359961	0.379951	0.399941	0.419941	0.439941	
Height	2.76921	2.52074	2.25786	1.98058	1.63488	

Find a model to fit these data. Then use the model to predict the time when the basketball will hit the ground.

Solution Begin by sketching a scatter plot of the data, as shown in Figure P.33. From the scatter plot, you can see that the data do not appear to be linear. It does appear, however, that they might be quadratic. To check this, enter the data into a graphing utility that has a quadratic regression program. You should obtain the model

$$s = -15.45t^2 - 1.302t + 5.2340. \quad \text{Least squares regression quadratic}$$

Using this model, you can predict the time when the basketball hits the ground by substituting 0 for s and solving the resulting equation for t .

$$0 = -15.45t^2 - 1.302t + 5.2340$$

Let $s = 0$.

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

Quadratic Formula

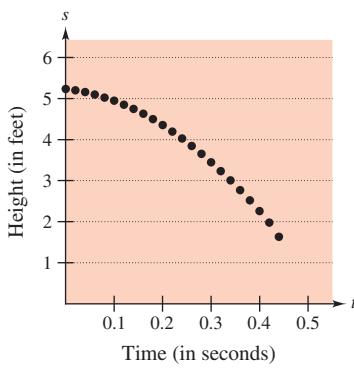
$$t = \frac{-(-1.302) \pm \sqrt{(-1.302)^2 - 4(-15.45)(5.2340)}}{2(-15.45)}$$

Substitute $a = -15.45$,
 $b = -1.302$, and $c = 5.2340$.

$$t \approx 0.54$$

Choose positive solution.

The solution is about 0.54 second. In other words, the basketball will continue to fall for about 0.1 second more before hitting the ground. (Note that the experimental value of g is $\frac{1}{2}g = -15.45$, or $g = -30.90$ feet per second per second.)



Scatter plot of data

Figure P.33

Fitting a Trigonometric Model to Data

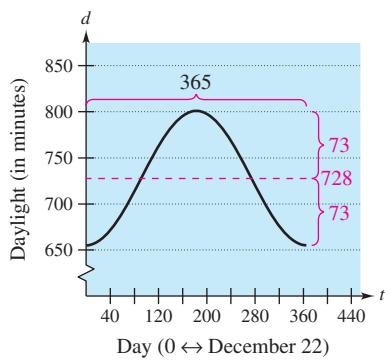
What is mathematical modeling? This is one of the questions that is asked in the book *Guide to Mathematical Modelling*. Here is part of the answer.*



The amount of daylight received by locations on Earth varies with the time of year.

• • • • • • • • • • • • • • • • ▶

- **REMARK** For a review of trigonometric functions, see Appendix C.



Graph of model

Figure P.34

1. Mathematical modeling consists of applying your mathematical skills to obtain useful answers to real problems.
 2. Learning to apply mathematical skills is very different from learning mathematics itself.
 3. Models are used in a very wide range of applications, some of which do not appear initially to be mathematical in nature.
 4. Models often allow quick and cheap evaluation of alternatives, leading to optimal solutions that are not otherwise obvious.
 5. There are no precise rules in mathematical modeling and no “correct” answers.
 6. Modeling can be learned only by *doing*.

EXAMPLE 3 Fitting a Trigonometric Model to Data

The number of hours of daylight on a given day on Earth depends on the latitude and the time of year. Here are the numbers of minutes of daylight at a location of 20°N latitude on the longest and shortest days of the year: June 21, 801 minutes; December 22, 655 minutes. Use these data to write a model for the amount of daylight d (in minutes) on each day of the year at a location of 20°N latitude. How could you check the accuracy of your model?

Solution Here is one way to create a model. You can hypothesize that the model is a sine function whose period is 365 days. Using the given data, you can conclude that the amplitude of the graph is $(801 - 655)/2$, or 73. So, one possible model is

$$d = 728 - 73 \sin\left(\frac{2\pi t}{365} + \frac{\pi}{2}\right).$$

In this model, t represents the number of each day of the year, with December 22 represented by $t = 0$. A graph of this model is shown in Figure P.34. To check the accuracy of this model, a weather almanac was used to find the numbers of minutes of daylight on different days of the year at the location of 20°N latitude.

Date	Value of t	Actual Daylight	Daylight Given by Model
Dec 22	0	655 min	655 min
Jan 1	10	657 min	656 min
Feb 1	41	676 min	672 min
Mar 1	69	705 min	701 min
Apr 1	100	740 min	739 min
May 1	130	772 min	773 min
Jun 1	161	796 min	796 min
Jun 21	181	801 min	801 min
Jul 1	191	799 min	800 min
Aug 1	222	782 min	785 min
Sep 1	253	752 min	754 min
Oct 1	283	718 min	716 min
Nov 1	314	685 min	681 min
Dec 1	344	661 min	660 min

You can see that the model is fairly accurate.

* Text from Dilwyn Edwards and Mike Hamson, *Guide to Mathematical Modelling* (Boca Raton: CRC Press, 1990), p. 4. Used by permission of the authors.

P.4 Exercises

See CalcChat.com for tutorial help and worked-out solutions to odd-numbered exercises.

- 1. Wages** Each ordered pair gives the average weekly wage x for federal government workers and the average weekly wage y for state government workers for 2001 through 2009. (Source: U.S. Bureau of Labor Statistics)

(941, 727), (1001, 754), (1043, 770), (1111, 791), (1151, 812), (1198, 844), (1248, 883), (1275, 923), (1303, 937)

- Plot the data. From the graph, do the data appear to be approximately linear?
- Visually find a linear model for the data. Graph the model.
- Use the model to approximate y when $x = 1075$.

- 2. Quiz Scores** The ordered pairs represent the scores on two consecutive 15-point quizzes for a class of 15 students.

(7, 13), (9, 7), (14, 14), (15, 15), (10, 15), (9, 7), (11, 14), (7, 14), (14, 11), (14, 15), (8, 10), (15, 9), (10, 11), (9, 10), (11, 10)

- Plot the data. From the graph, does the relationship between consecutive scores appear to be approximately linear?
- If the data appear to be approximately linear, find a linear model for the data. If not, give some possible explanations.

- 3. Hooke's Law** Hooke's Law states that the force F required to compress or stretch a spring (within its elastic limits) is proportional to the distance d that the spring is compressed or stretched from its original length. That is, $F = kd$, where k is a measure of the stiffness of the spring and is called the *spring constant*. The table shows the elongation d in centimeters of a spring when a force of F newtons is applied.

F	20	40	60	80	100
d	1.4	2.5	4.0	5.3	6.6

- Use the regression capabilities of a graphing utility to find a linear model for the data.
- Use a graphing utility to plot the data and graph the model. How well does the model fit the data? Explain.
- Use the model to estimate the elongation of the spring when a force of 55 newtons is applied.

- 4. Falling Object** In an experiment, students measured the speed s (in meters per second) of a falling object t seconds after it was released. The results are shown in the table.

t	0	1	2	3	4
s	0	11.0	19.4	29.2	39.4

- Use the regression capabilities of a graphing utility to find a linear model for the data.
- Use a graphing utility to plot the data and graph the model. How well does the model fit the data? Explain.
- Use the model to estimate the speed of the object after 2.5 seconds.



- 5. Energy Consumption and Gross National Product**

The data show the per capita energy consumptions (in millions of Btu) and the per capita gross national incomes (in thousands of U.S. dollars) for several countries in 2008. (Source: U.S. Energy Information Administration and The World Bank)

Argentina	(81, 7.19)	India	(17, 1.04)
Australia	(274, 40.24)	Italy	(136, 35.46)
Bangladesh	(6, 0.52)	Japan	(172, 38.13)
Brazil	(54, 7.30)	Mexico	(66, 9.99)
Canada	(422, 43.64)	Poland	(101, 11.73)
Ecuador	(35, 3.69)	Turkey	(57, 9.02)
Hungary	(110, 12.81)	Venezuela	(121, 9.23)

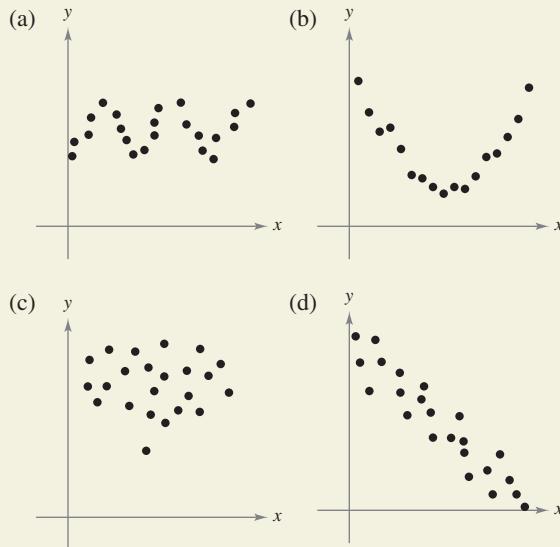
- Use the regression capabilities of a graphing utility to find a linear model for the data. What is the correlation coefficient?
- Use a graphing utility to plot the data and graph the model.
- Interpret the graph in part (b). Use the graph to identify the three countries that differ most from the linear model.
- Delete the data for the three countries identified in part (c). Fit a linear model to the remaining data and give the correlation coefficient.



6.

HOW DO YOU SEE IT?

Determine whether the data can be modeled by a linear function, a quadratic function, or a trigonometric function, or that there appears to be no relationship between x and y .





- 7. Beam Strength** Students in a lab measured the breaking strength S (in pounds) of wood 2 inches thick, x inches high, and 12 inches long. The results are shown in the table.

x	4	6	8	10	12
S	2370	5460	10,310	16,250	23,860

- (a) Use the regression capabilities of a graphing utility to find a quadratic model for the data.
- (b) Use a graphing utility to plot the data and graph the model.
- (c) Use the model to approximate the breaking strength when $x = 2$.
- (d) How many times greater is the breaking strength for a 4-inch-high board than for a 2-inch-high board?
- (e) How many times greater is the breaking strength for a 12-inch-high board than for a 6-inch-high board? When the height of a board increases by a factor, does the breaking strength increase by the same factor? Explain.



- 8. Car Performance** The time t (in seconds) required to attain a speed of s miles per hour from a standing start for a Volkswagen Passat is shown in the table. (Source: *Car & Driver*)

s	30	40	50	60	70	80	90
t	2.7	3.8	4.9	6.3	8.0	9.9	12.2

- (a) Use the regression capabilities of a graphing utility to find a quadratic model for the data.
- (b) Use a graphing utility to plot the data and graph the model.
- (c) Use the graph in part (b) to state why the model is not appropriate for determining the times required to attain speeds of less than 20 miles per hour.
- (d) Because the test began from a standing start, add the point $(0, 0)$ to the data. Fit a quadratic model to the revised data and graph the new model.
- (e) Does the quadratic model in part (d) more accurately model the behavior of the car? Explain.



- 9. Engine Performance** A V8 car engine is coupled to a dynamometer, and the horsepower y is measured at different engine speeds x (in thousands of revolutions per minute). The results are shown in the table.

x	1	2	3	4	5	6
y	40	85	140	200	225	245

- (a) Use the regression capabilities of a graphing utility to find a cubic model for the data.
- (b) Use a graphing utility to plot the data and graph the model.
- (c) Use the model to approximate the horsepower when the engine is running at 4500 revolutions per minute.



- 10. Boiling Temperature** The table shows the temperatures T (in degrees Fahrenheit) at which water boils at selected pressures p (in pounds per square inch). (Source: *Standard Handbook for Mechanical Engineers*)

p	5	10	14.696 (1 atmosphere)	20
T	162.24°	193.21°	212.00°	227.96°

p	30	40	60	80	100
T	250.33°	267.25°	292.71°	312.03°	327.81°

- (a) Use the regression capabilities of a graphing utility to find a cubic model for the data.
- (b) Use a graphing utility to plot the data and graph the model.
- (c) Use the graph to estimate the pressure required for the boiling point of water to exceed 300°F.
- (d) Explain why the model would not be accurate for pressures exceeding 100 pounds per square inch.



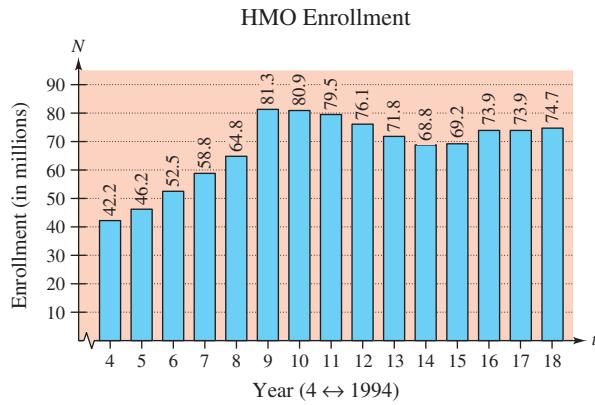
- 11. Automobile Costs** The data in the table show the variable costs of operating an automobile in the United States for 2000 through 2010, where t is the year, with $t = 0$ corresponding to 2000. The functions y_1 , y_2 , and y_3 represent the costs in cents per mile for gas, maintenance, and tires, respectively. (Source: *Bureau of Transportation Statistics*)

t	y_1	y_2	y_3
0	6.9	3.6	1.7
1	7.9	3.9	1.8
2	5.9	4.1	1.8
3	7.2	4.1	1.8
4	6.5	5.4	0.7
5	9.5	4.9	0.7
6	8.9	4.9	0.7
7	11.7	4.6	0.7
8	10.1	4.6	0.8
9	11.4	4.5	0.8
10	12.3	4.4	1.0

- (a) Use the regression capabilities of a graphing utility to find cubic models for y_1 and y_3 , and a quadratic model for y_2 .
- (b) Use a graphing utility to graph y_1 , y_2 , y_3 , and $y_1 + y_2 + y_3$ in the same viewing window. Use the model to estimate the total variable cost per mile in 2014.

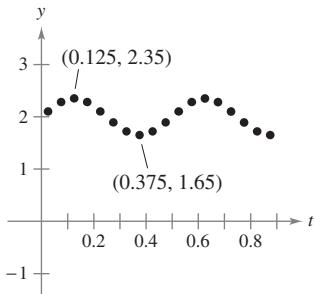


- 12. Health Maintenance Organizations** The bar graph shows the numbers of people N (in millions) receiving care in HMOs for the years 1994 through 2008. (Source: *HealthLeaders-InterStudy*)



- Let t be the time in years, with $t = 4$ corresponding to 1994. Use the regression capabilities of a graphing utility to find linear and cubic models for the data.
- Use a graphing utility to plot the data and graph the linear and cubic models.
- Use the graphs in part (b) to determine which is the better model.
- Use a graphing utility to find and graph a quadratic model for the data. How well does the model fit the data? Explain.
- Use the linear and cubic models to estimate the number of people receiving care in HMOs in the year 2014. What do you notice?
- Use a graphing utility to find other models for the data. Which models do you think best represent the data? Explain.

- 13. Harmonic Motion** The motion of an oscillating weight suspended by a spring was measured by a motion detector. The data collected and the approximate maximum (positive and negative) displacements from equilibrium are shown in the figure. The displacement y is measured in centimeters, and the time t is measured in seconds.



- Is y a function of t ? Explain.
- Approximate the amplitude and period of the oscillations.
- Find a model for the data.
- Use a graphing utility to graph the model in part (c). Compare the result with the data in the figure.



- 14. Temperature** The table shows the normal daily high temperatures for Miami M and Syracuse S (in degrees Fahrenheit) for month t , with $t = 1$ corresponding to January. (Source: *National Oceanic and Atmospheric Administration*)

t	1	2	3	4	5	6
M	76.5	77.7	80.7	83.8	87.2	89.5
S	31.4	33.5	43.1	55.7	68.5	77.0

t	7	8	9	10	11	12
M	90.9	90.6	89.0	85.4	81.2	77.5
S	81.7	79.6	71.4	59.8	47.4	36.3

(a) A model for Miami is

$$M(t) = 83.70 + 7.46 \sin(0.4912t - 1.95).$$

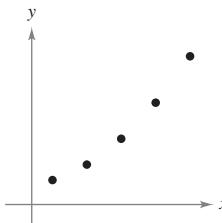
Find a model for Syracuse.

- Use a graphing utility to plot the data and graph the model for Miami. How well does the model fit?
- Use a graphing utility to plot the data and graph the model for Syracuse. How well does the model fit?
- Use the models to estimate the average annual temperature in each city. Which term of the model did you use? Explain.
- What is the period of each model? Is it what you expected? Explain.
- Which city has a greater variability in temperature throughout the year? Which factor of the models determines this variability? Explain.

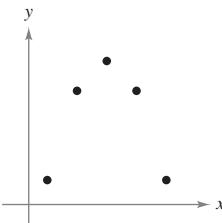
WRITING ABOUT CONCEPTS

Modeling Data In Exercises 15 and 16, describe a possible real-life situation for each data set. Then describe how a model could be used in the real-life setting.

15.



16.



PUTNAM EXAM CHALLENGE

17. For $i = 1, 2$, let T_i be a triangle with side lengths a_i, b_i, c_i , and area A_i . Suppose that $a_1 \leq a_2, b_1 \leq b_2, c_1 \leq c_2$, and that T_2 is an acute triangle. Does it follow that $A_1 \leq A_2$?

This problem was composed by the Committee on the Putnam Prize Competition.
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Review Exercises

See CalcChat.com for tutorial help and worked-out solutions to odd-numbered exercises.

Finding Intercepts In Exercises 1–4, find any intercepts.

1. $y = 5x - 8$

2. $y = x^2 - 8x + 12$

3. $y = \frac{x-3}{x-4}$

4. $y = (x-3)\sqrt{x+4}$

Testing for Symmetry In Exercises 5–8, test for symmetry with respect to each axis and to the origin.

5. $y = x^2 + 4x$

6. $y = x^4 - x^2 + 3$

7. $y^2 = x^2 - 5$

8. $xy = -2$

Using Intercepts and Symmetry to Sketch a Graph In Exercises 9–14, sketch the graph of the equation. Identify any intercepts and test for symmetry.

9. $y = -\frac{1}{2}x + 3$

10. $y = -x^2 + 4$

11. $y = x^3 - 4x$

12. $y^2 = 9 - x$

13. $y = 2\sqrt{4-x}$

14. $y = |x-4| - 4$

Finding Points of Intersection In Exercises 15–18, find the points of intersection of the graphs of the equations.

15. $5x + 3y = -1$

16. $2x + 4y = 9$

$x - y = -5$

$6x - 4y = 7$

17. $x - y = -5$

18. $x^2 + y^2 = 1$

$x^2 - y = 1$

$-x + y = 1$

Finding the Slope of a Line In Exercises 19 and 20, plot the points and find the slope of the line passing through them.

19. $(\frac{3}{2}, 1), (5, \frac{5}{2})$

20. $(-7, 8), (-1, 8)$

Finding an Equation of a Line In Exercises 21–24, find an equation of the line that passes through the point and has the indicated slope. Then sketch the line.

Point	Slope	Point	Slope
21. $(3, -5)$	$m = \frac{7}{4}$	22. $(-8, 1)$	m is undefined.
23. $(-3, 0)$	$m = -\frac{2}{3}$	24. $(5, 4)$	$m = 0$

Sketching Lines in the Plane In Exercises 25–28, use the slope and y -intercept to sketch a graph of the equation.

25. $y = 6$

26. $x = -3$

27. $y = 4x - 2$

28. $3x + 2y = 12$

Finding an Equation of a Line In Exercises 29 and 30, find an equation of the line that passes through the points. Then sketch the line.

29. $(0, 0), (8, 2)$

30. $(-5, 5), (10, -1)$

31. Finding Equations of Lines Find equations of the lines passing through $(-3, 5)$ and having the following characteristics.

(a) Slope of $\frac{7}{16}$

(b) Parallel to the line $5x - 3y = 3$

(c) Perpendicular to the line $3x + 4y = 8$

(d) Parallel to the y -axis

32. Finding Equations of Lines Find equations of the lines passing through $(2, 4)$ and having the following characteristics.

(a) Slope of $-\frac{2}{3}$

(b) Perpendicular to the line $x + y = 0$

(c) Passing through the point $(6, 1)$

(d) Parallel to the x -axis

33. Rate of Change The purchase price of a new machine is \$12,500, and its value will decrease by \$850 per year. Use this information to write a linear equation that gives the value V of the machine t years after it is purchased. Find its value at the end of 3 years.

34. Break-Even Analysis A contractor purchases a piece of equipment for \$36,500 that costs an average of \$9.25 per hour for fuel and maintenance. The equipment operator is paid \$13.50 per hour, and customers are charged \$30 per hour.

(a) Write an equation for the cost C of operating this equipment for t hours.

(b) Write an equation for the revenue R derived from t hours of use.

(c) Find the break-even point for this equipment by finding the time at which $R = C$.

Evaluating a Function In Exercises 35–38, evaluate the function at the given value(s) of the independent variable. Simplify the result.

35. $f(x) = 5x + 4$

36. $f(x) = x^3 - 2x$

(a) $f(0)$

(a) $f(-3)$

(b) $f(5)$

(b) $f(2)$

(c) $f(-3)$

(c) $f(-1)$

(d) $f(t+1)$

(d) $f(c-1)$

37. $f(x) = 4x^2$

38. $f(x) = 2x - 6$

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

$$\frac{f(x) - f(-1)}{x - 1}$$

Finding the Domain and Range of a Function In Exercises 39–42, find the domain and range of the function.

39. $f(x) = x^2 + 3$

40. $g(x) = \sqrt{6-x}$

41. $f(x) = -|x+1|$

42. $h(x) = \frac{2}{x+1}$

Using the Vertical Line Test In Exercises 43–46, sketch the graph of the equation and use the Vertical Line Test to determine whether y is a function of x .

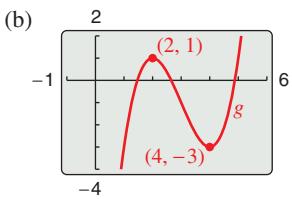
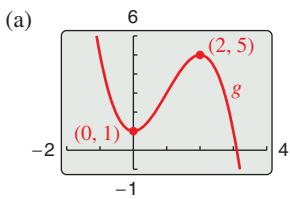
43. $x - y^2 = 6$

44. $x^2 - y = 0$

45. $y = \frac{|x - 2|}{x - 2}$

46. $x = 9 - y^2$

- F** 47. **Transformations of Functions** Use a graphing utility to graph $f(x) = x^3 - 3x^2$. Use the graph to write a formula for the function g shown in the figure. To print an enlarged copy of the graph, go to *MathGraphs.com*.



- F** 48. **Conjecture**

- (a) Use a graphing utility to graph the functions f , g , and h in the same viewing window. Write a description of any similarities and differences you observe among the graphs.

Odd powers: $f(x) = x$, $g(x) = x^3$, $h(x) = x^5$

Even powers: $f(x) = x^2$, $g(x) = x^4$, $h(x) = x^6$

- (b) Use the result in part (a) to make a conjecture about the graphs of the functions $y = x^7$ and $y = x^8$. Use a graphing utility to verify your conjecture.

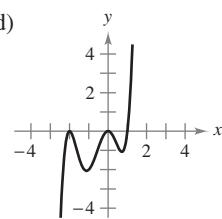
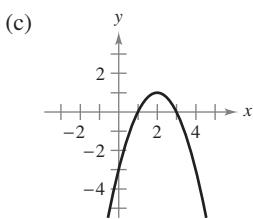
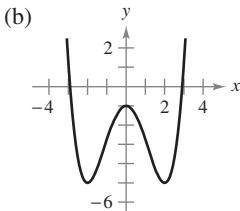
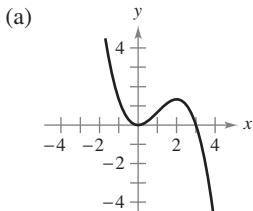
- F** 49. **Think About It** Use the results of Exercise 48 to guess the shapes of the graphs of the functions f , g , and h . Then use a graphing utility to graph each function and compare the result with your guess.

(a) $f(x) = x^2(x - 6)^2$

(b) $g(x) = x^3(x - 6)^2$

(c) $h(x) = x^5(x - 6)^3$

50. **Think About It** What is the minimum degree of the polynomial function whose graph approximates the given graph? What sign must the leading coefficient have?



51. **Stress Test** A machine part was tested by bending it x centimeters 10 times per minute until the time y (in hours) of failure. The results are recorded in the table.

x	3	6	9	12	15
y	61	56	53	55	48

x	18	21	24	27	30
y	35	36	33	44	23

- (a) Use the regression capabilities of a graphing utility to find a linear model for the data.

- (b) Use a graphing utility to plot the data and graph the model.

- (c) Use the graph to determine whether there may have been an error made in conducting one of the tests or in recording the results. If so, eliminate the erroneous point and find the model for the remaining data.

- F** 52. **Median Income** The data in the table show the median income y (in thousands of dollars) for males of various ages x in the United States in 2009. (Source: U.S. Census Bureau)

x	20	30	40	50	60	70
y	10.0	31.9	42.2	44.7	41.3	25.9

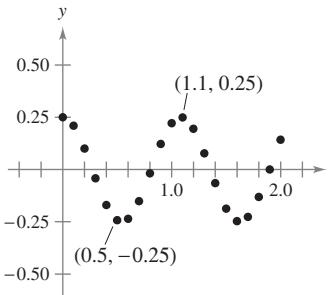
- (a) Use the regression capabilities of a graphing utility to find a quadratic model for the data.

- (b) Use a graphing utility to plot the data and graph the model.

- (c) Use the model to approximate the median income for a male who is 26 years old.

- (d) Use the model to approximate the median income for a male who is 34 years old.

53. **Harmonic Motion** The motion of an oscillating weight suspended by a spring was measured by a motion detector. The data collected and the approximate maximum (positive and negative) displacements from equilibrium are shown in the figure. The displacement y is measured in feet, and the time t is measured in seconds.



- (a) Is y a function of t ? Explain.

- (b) Approximate the amplitude and period of the oscillations.

- (c) Find a model for the data.

- F** (d) Use a graphing utility to graph the model in part (c). Compare the result with the data in the figure.

P.S. Problem Solving

See CalcChat.com for tutorial help and worked-out solutions to odd-numbered exercises.

1. Finding Tangent Lines

Consider the circle

$$x^2 + y^2 - 6x - 8y = 0,$$

as shown in the figure.

- (a) Find the center and radius of the circle.
- (b) Find an equation of the tangent line to the circle at the point $(0, 0)$.
- (c) Find an equation of the tangent line to the circle at the point $(6, 0)$.
- (d) Where do the two tangent lines intersect?

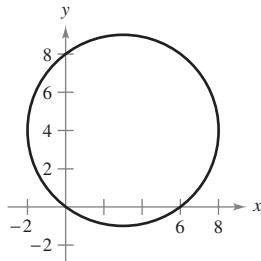


Figure for 1

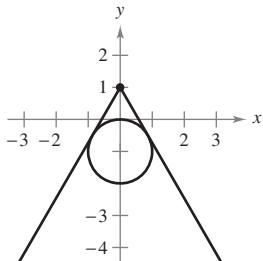


Figure for 2

2. Finding Tangent Lines

There are two tangent lines from the point $(0, 1)$ to the circle $x^2 + (y + 1)^2 = 1$ (see figure). Find equations of these two lines by using the fact that each tangent line intersects the circle at *exactly* one point.

3. Heaviside Function

The Heaviside function $H(x)$ is widely used in engineering applications.

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

Sketch the graph of the Heaviside function and the graphs of the following functions by hand.

- (a) $H(x) - 2$
- (b) $H(x - 2)$
- (c) $-H(x)$
- (d) $H(-x)$
- (e) $\frac{1}{2}H(x)$
- (f) $-H(x - 2) + 2$



OLIVER HEAVISIDE (1850–1925)

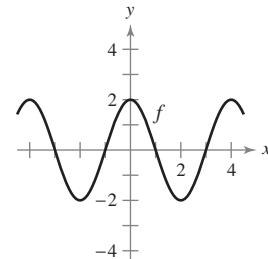
Heaviside was a British mathematician and physicist who contributed to the field of applied mathematics, especially applications of mathematics to electrical engineering. The Heaviside function is a classic type of “on-off” function that has applications to electricity and computer science.

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4. Sketching Transformations

Consider the graph of the function f shown below. Use this graph to sketch the graphs of the following functions. To print an enlarged copy of the graph, go to MathGraphs.com.

- (a) $f(x + 1)$
- (b) $f(x) + 1$
- (c) $2f(x)$
- (d) $f(-x)$
- (e) $-f(x)$
- (f) $|f(x)|$
- (g) $f(|x|)$



5. Maximum Area

A rancher plans to fence a rectangular pasture adjacent to a river. The rancher has 100 meters of fencing, and no fencing is needed along the river (see figure).

- (a) Write the area A of the pasture as a function of x , the length of the side parallel to the river. What is the domain of A ?
- (b) Graph the area function and estimate the dimensions that yield the maximum amount of area for the pasture.
- (c) Find the dimensions that yield the maximum amount of area for the pasture by completing the square.

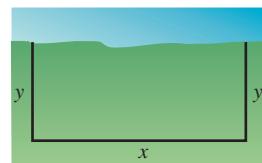


Figure for 5

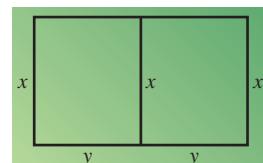


Figure for 6

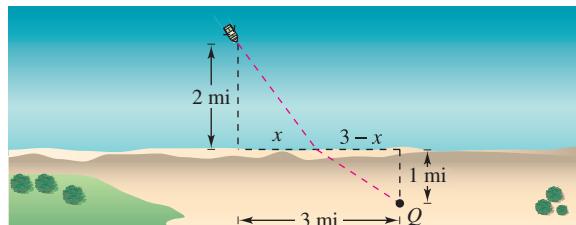
6. Maximum Area

A rancher has 300 feet of fencing to enclose two adjacent pastures (see figure).

- (a) Write the total area A of the two pastures as a function of x . What is the domain of A ?
- (b) Graph the area function and estimate the dimensions that yield the maximum amount of area for the pastures.
- (c) Find the dimensions that yield the maximum amount of area for the pastures by completing the square.

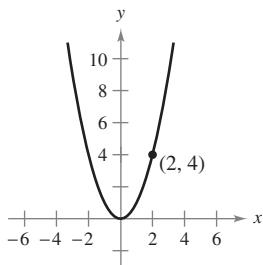
7. Writing a Function

You are in a boat 2 miles from the nearest point on the coast. You are to go to a point Q located 3 miles down the coast and 1 mile inland (see figure). You can row at 2 miles per hour and walk at 4 miles per hour. Write the total time T of the trip as a function of x .



- 8. Average Speed** You drive to the beach at a rate of 120 kilometers per hour. On the return trip, you drive at a rate of 60 kilometers per hour. What is your average speed for the entire trip? Explain your reasoning.

- 9. Slope of a Tangent Line** One of the fundamental themes of calculus is to find the slope of the tangent line to a curve at a point. To see how this can be done, consider the point $(2, 4)$ on the graph of $f(x) = x^2$ (see figure).



- (a) Find the slope of the line joining $(2, 4)$ and $(3, 9)$. Is the slope of the tangent line at $(2, 4)$ greater than or less than this number?
- (b) Find the slope of the line joining $(2, 4)$ and $(1, 1)$. Is the slope of the tangent line at $(2, 4)$ greater than or less than this number?
- (c) Find the slope of the line joining $(2, 4)$ and $(2.1, 4.41)$. Is the slope of the tangent line at $(2, 4)$ greater than or less than this number?
- (d) Find the slope of the line joining $(2, 4)$ and $(2 + h, f(2 + h))$ in terms of the nonzero number h . Verify that $h = 1, -1$, and 0.1 yield the solutions to parts (a)–(c) above.
- (e) What is the slope of the tangent line at $(2, 4)$? Explain how you arrived at your answer.

- 10. Slope of a Tangent Line** Sketch the graph of the function $f(x) = \sqrt{x}$ and label the point $(4, 2)$ on the graph.

- (a) Find the slope of the line joining $(4, 2)$ and $(9, 3)$. Is the slope of the tangent line at $(4, 2)$ greater than or less than this number?
- (b) Find the slope of the line joining $(4, 2)$ and $(1, 1)$. Is the slope of the tangent line at $(4, 2)$ greater than or less than this number?
- (c) Find the slope of the line joining $(4, 2)$ and $(4.41, 2.1)$. Is the slope of the tangent line at $(4, 2)$ greater than or less than this number?
- (d) Find the slope of the line joining $(4, 2)$ and $(4 + h, f(4 + h))$ in terms of the nonzero number h .
- (e) What is the slope of the tangent line at $(4, 2)$? Explain how you arrived at your answer.

- 11. Composite Functions** Let $f(x) = \frac{1}{1-x}$.

- (a) What are the domain and range of f ?
- (b) Find the composition $f(f(x))$. What is the domain of this function?
- (c) Find $f(f(f(x)))$. What is the domain of this function?
- (d) Graph $f(f(f(x)))$. Is the graph a line? Why or why not?

- 12. Graphing an Equation** Explain how you would graph the equation

$$y + |y| = x + |x|.$$

Then sketch the graph.

- 13. Sound Intensity** A large room contains two speakers that are 3 meters apart. The sound intensity I of one speaker is twice that of the other, as shown in the figure. (To print an enlarged copy of the graph, go to *MathGraphs.com*.) Suppose the listener is free to move about the room to find those positions that receive equal amounts of sound from both speakers. Such a location satisfies two conditions: (1) the sound intensity at the listener's position is directly proportional to the sound level of a source, and (2) the sound intensity is inversely proportional to the square of the distance from the source.

- (a) Find the points on the x -axis that receive equal amounts of sound from both speakers.
- (b) Find and graph the equation of all locations (x, y) where one could stand and receive equal amounts of sound from both speakers.

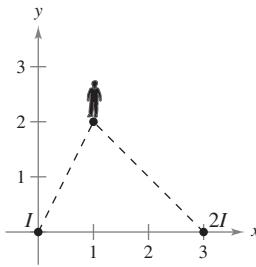


Figure for 13

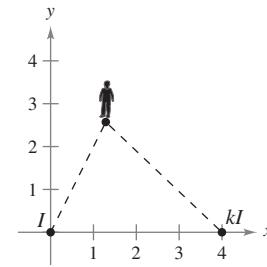


Figure for 14

- 14. Sound Intensity** Suppose the speakers in Exercise 13 are 4 meters apart and the sound intensity of one speaker is k times that of the other, as shown in the figure. To print an enlarged copy of the graph, go to *MathGraphs.com*.

- (a) Find the equation of all locations (x, y) where one could stand and receive equal amounts of sound from both speakers.
- (b) Graph the equation for the case $k = 3$.
- (c) Describe the set of locations of equal sound as k becomes very large.

- 15. Lemniscate** Let d_1 and d_2 be the distances from the point (x, y) to the points $(-1, 0)$ and $(1, 0)$, respectively, as shown in the figure. Show that the equation of the graph of all points (x, y) satisfying $d_1 d_2 = 1$ is

$$(x^2 + y^2)^2 = 2(x^2 - y^2).$$

This curve is called a **lemniscate**. Graph the lemniscate and identify three points on the graph.

