A Graphical Approach to **College** Algebra

Hornsby

6th edition

Lial

Rockswold

Our Unifying Approach to Functions

Our approach to studying the functions of algebra allows students to make connections between graphs of functions, their associated equations and inequalities, and related applications. To demonstrate this four-part process with quadratic functions (Chapter 3), consider the following illustrations.

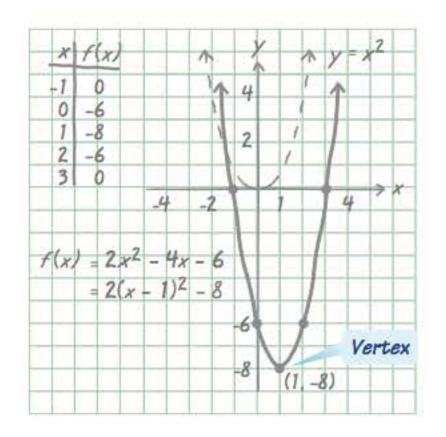
Examine the nature of the graph.

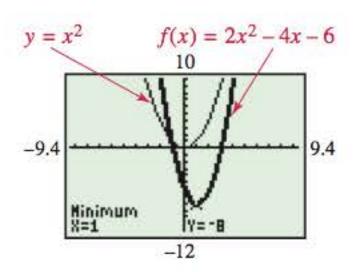
ILLUSTRATION: Graph $f(x) = 2x^2 - 4x - 6$.

Solution Because the function is quadratic, its graph is a parabola. By completing the square, it can be written in the form

 $f(x) = 2(x - 1)^2 - 8.$

Compared with the graph of $y = x^2$, its graph is shifted horizontally 1 unit to the right, stretched by a factor of 2, and shifted vertically 8 units down. Its vertex has coordinates (1, -8), and the axis of symmetry has equation x = 1. The domain is $(-\infty, \infty)$, and the range is $[-8, \infty)$.





Solve a typical equation analytically and graphically.

ILLUSTRATION: Solve the equation $2x^2 - 4x - 6 = 0$.

Analytic Solution

2

$$2x^{2} - 4x - 6 = 0$$

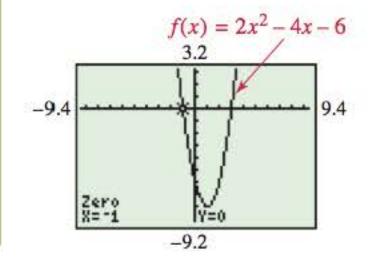
$$x^{2} - 2x - 3 = 0$$
Divide by 2.
$$(x + 1)(x - 3) = 0$$
Factor.
$$x + 1 = 0 \text{ or } x - 3 = 0$$
Zero-product
property
$$x = -1 \text{ or } x = 3$$
Solve each
equation.

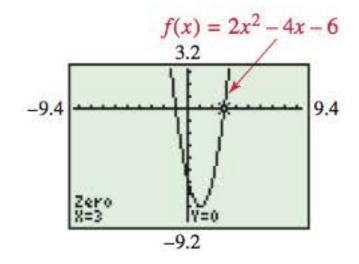
Check by substituting the solutions -1 and 3 for x in the original equation.

The solution set is $\{-1, 3\}$.

Graphing Calculator Solution

Using the x-intercept method, we find that the zeros of f are the solutions of the equation.



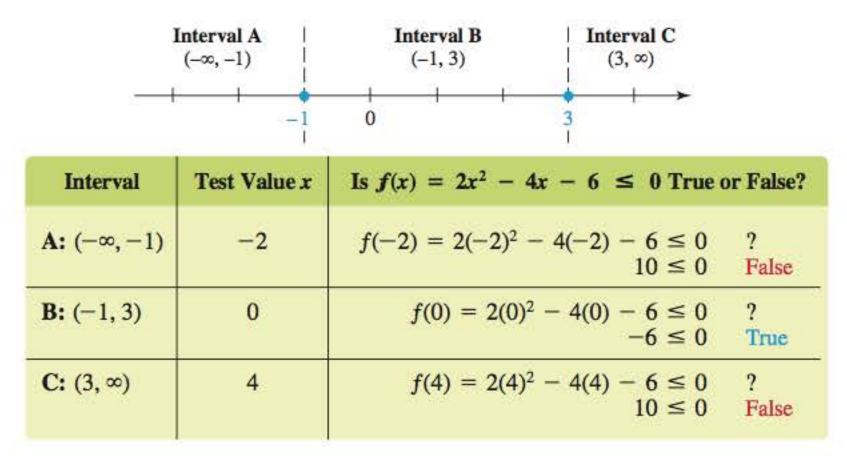


Solve the related inequality analytically and graphically.

ILLUSTRATION: Solve the inequality $2x^2 - 4x - 6 \le 0$.

3

Solution Divide a number line into intervals determined by the zeros of $f(x) = 2x^2 - 4x - 6$, (found in Illustration 2), which are -1 and 3. Choose a test value from each interval to identify values for which $f(x) \le 0$.



From the table, the polynomial $2x^2 - 4x - 6$ is negative or zero on the interval [-1, 3]. The calculator graph in Illustration 2 supports this solution, since the graph lies on or below the x-axis on this interval.

Apply analytic and graphical methods to solve an application of that class of function.

ILLUSTRATION: If an object is projected directly upward from the ground with an initial velocity of 64 feet per second, then (neglecting air resistance) the height of the object x seconds after it is projected is modeled by

 $s(x) = -16x^2 + 64x,$

where s(x) is in feet. After how many seconds does it reach a height of 28 feet?

Analytic Solution

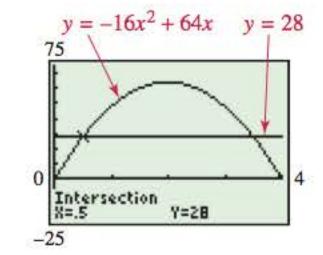
We must solve the equation s(x) = 28.

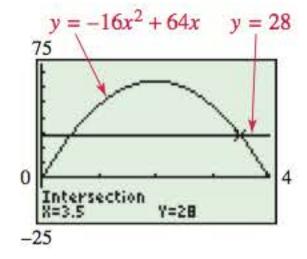
$s(x) = -16x^2 + 64x$	
$28 = -16x^2 + 64x$	Let $s(x) = 28$.
$16x^2 - 64x + 28 = 0$	Standard form
$4x^2 - 16x + 7 = 0$	Divide by 4.
(2x-1)(2x-7)=0	Factor.
x = 0.5 or $x = 3.5$	Zero-product property

The object reaches a height of 28 feet twice, at 0.5 second (on its way up) and at 3.5 seconds (on its way down).

Graphing Calculator Solution

Using the intersection-of-graphs method, we see that the graphs of $y = -16x^2 + 64x$ and y = 28 intersect at points whose coordinates are (0.5, 28) and (3.5, 28), confirming our analytic answer.





A Graphical Approach to College Algebra

SIXTH EDITION

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A Graphical Approach to College Algebra

SIXTH EDITION

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with the assistance of **Jessica Rockswold**



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On March 16, 2012, the mathematics education community lost one of its most influential members with the passing of our beloved mentor, colleague, and friend, Marge Lial. On that day, Marge lost her long battle with ALS. Throughout her illness, she showed the remarkable strength and courage that characterized her entire life.

We would like to share a few comments from among the many messages we received from friends, colleagues, and others whose lives were touched by our beloved Marge:



Margaret L. Lial

"A great friend"
"Sorely missed but so fondly remembered"
"Even though our crossed path was narrow, she made an impact
and I will never forget her."
"There is talent and there is Greatness. Marge was truly Great."
"Her true impact is almost more than we can imagine."

In the world of college mathematics publishing, Marge Lial was a rock star. People flocked to her, and she had a way of making everyone feel like they truly mattered. And to Marge, they did. She and Chuck Miller began writing for Scott Foresman in 1970. Not long ago she told us that she could no longer continue because "just getting from point A to point B" had become too challenging. That's our Marge-she even gave a geometric interpretation to her illness.

It has truly been an honor and a privilege to work with Marge Lial these past two decades. While we no longer have her wit, charm, and loving presence to guide us, so much of who we are as mathematics educators has been shaped by her influence. We will continue doing our part to make sure that the work that she and Chuck began represents excellence in mathematics education. We remember daily the little ways she impacted us, including her special expressions, "Margisms," as we like to call them. She often ended emails with one of them-the single word "Onward."

We conclude with a poem penned by another of her coauthors, Callie Daniels.

Your courage inspires me Your strength...impressive Your wit humors me Your vision...progressive

Your determination motivates me Your accomplishments pave my way Your vision sketches images for me Your influence will forever stay.

Thank you, dearest Marge. Knowing you and working with you has been a divine gift.

Onward.

John Hornsby Gary Rockswold This page intentionally left blank

To the memory of my dad, Jack Hornsby—son, soldier, businessman, outdoorsman, husband, and father

E.J.H.

Foreword

The first edition of A Graphical Approach to College Algebra was published in 1996. Our experience was that the usual order in which the standard topics were covered did not foster students' understanding of the interrelationships among graphs, equations, and inequalities. The table of contents for typical college algebra texts did not allow for maximum effectiveness in implementing our philosophy because graphs were not covered early enough in the course. Thus, we reorganized the standard topics with early introduction to the graphs of functions, followed by solutions of equations, inequalities, and applications.



While the material is reorganized, we still cover all traditional topics and skills. The underlying theme was, and still is, to illustrate how the graph of a typical function can be used to support the solutions of equations and associated inequalities involving the function.

Using linear functions in Chapter 1 to introduce the approach that follows in later chapters, we apply a four-step process of analysis.

- We examine the nature of the graph of the function, using both hand-drawn and calculator-generated versions. Domain and range are established, and any further characteristics are discussed.
- We solve equations analytically, using the standard methods. Then we support our solutions graphically using the intersection-of-graphs method and the x-intercept method (pages 53-54).
- We solve the associated inequalities analytically, again using standard methodology, supporting their solutions graphically as well.
- We apply analytic and graphical methods to modeling and traditional applications involving the class of function under

consideration.

After this procedure has been initially established for linear functions, we apply it to absolute value, quadratic, higher-degree polynomial, rational, root, exponential, and logarithmic functions in later chapters. The chapter on systems of equations ties in the concept of solving systems with the aforementioned intersection-of-graphs method of solving equations.

This presentation provides a sound pedagogical basis. Because today's students rely on visual learning more than ever, the use of graphs promotes student understanding in a manner that might not occur if only analytic approaches were used. It allows the student the opportunity to see how the graph of a function is related to equations and inequalities involving that function. The student is presented with the same approach over and over, and comes to realize that the *type* of function f defined by y = f(x) under consideration does not matter when providing graphical support. For example, using the x-intercept method, the student sees that x-intercepts of the graph of y = f(x) correspond to real solutions of the equation f(x) = 0, x-values of points above the x-axis correspond to solutions of f(x) > 0, and x-values of points below the x-axis correspond to solutions of f(x) < 0.

The final result, in conjunction with the entire package of learning tools provided by Pearson, is a course that covers the standard topics of college algebra. It is developed in such a way that graphs are seen as pictures that can be used to interpret analytic results. We hope that you will enjoy teaching this course, and that your students will come away with an appreciation of the impact and importance of graphs in the study of college algebra.

John Hornsby Gary Rockswold

Contents

Preface xiii Resources for Success xviii Photo Credits xx



Linear Functions, Equations, and Inequalities 1

1.1 Real Numbers and the Rectangular Coordinate System 2

Sets of Real Numbers • The Rectangular Coordinate System • Viewing Windows • Approximations of Real Numbers • Distance and Midpoint Formulas

1.2 Introduction to Relations and Functions 12

 Set-Builder Notation and Interval Notation
 Relations, Domain, and Range • Functions • Tables and Graphing Calculators • Function Notation

Reviewing Basic Concepts (Sections 1.1–1.2) 22

1.3 Linear Functions 22

Basic Concepts about Linear Functions • Slope of a Line and Average Rate of Change • Slope–Intercept Form of the Equation of a Line

1.4 Equations of Lines and Linear Models 36



Analysis of Graphs of Functions

2.1 Graphs of Basic Functions and Relations; Symmetry 86

Continuity • Increasing, Decreasing, and Constant Functions • The Identity Function • The Squaring Function and Symmetry with Respect to the y-Axis • The Cubing Function and Symmetry with Respect to the Origin • The Square Root and Cube Root Functions • The Absolute Value Function • The Relation $x = y^2$ and Symmetry with Respect to the x-Axis • Even and Odd Functions

85

2.2 Vertical and Horizontal Shifts of Graphs 99

Vertical Shifts • Horizontal Shifts • Combinations of Vertical and Horizontal Shifts • Effects of Shifts on Domain and Range • Horizontal Shifts Applied to Equations for Modeling

2.3 Stretching, Shrinking, and Reflecting Graphs 109

Point–Slope Form of the Equation of a Line • Standard Form of the Equation of a Line • Parallel and Perpendicular Lines • Linear Models and Regression

Reviewing Basic Concepts (Sections 1.3–1.4) 49

1.5 Linear Equations and Inequalities 49 Solving Linear Equations in One Variable • Graphical Approaches to Solving Linear Equations • Identities and Contradictions • Solving Linear Inequalities in One Variable • Graphical Approaches to Solving Linear Inequalities • Three-Part Inequalities

Applications of Linear Functions 65
 Problem-Solving Strategies • Applications of Linear
 Equations • Break-Even Analysis • Direct Variation
 • Formulas

Reviewing Basic Concepts
(Sections 1.5–1.6)76Summary77Review Exercises80Test83

Vertical Stretching • Vertical Shrinking • Horizontal Stretching and Shrinking • Reflecting across an Axis • Combining Transformations of Graphs

Reviewing Basic Concepts (Sections 2.1–2.3) 120

- 2.4 Absolute Value Functions 122 The Graph of y = |f(x)| • Properties of Absolute Value • Equations and Inequalities Involving Absolute Value
- 2.5 Piecewise-Defined Functions 132
 Graphing Piecewise-Defined Functions
 The Greatest Integer Function Applications of Piecewise-Defined Functions
- 2.6 Operations and Composition 143
 Operations on Functions The Difference Quotient
 Composition of Functions Applications of
 Operations and Composition

Reviewing Basic Concepts (Sections 2.4–2.6) 158 x Contents

Summary159Review Exercises162Test165



Polynomial Functions 167

- 3.1 Complex Numbers 168 The Imaginary Unit *i* • Operations with Complex Numbers
- 3.2 Quadratic Functions and Graphs 174 Completing the Square • Graphs of Quadratic Functions • Vertex Formula • Extreme Values • Applications and Quadratic Models
- 3.3 Quadratic Equations and Inequalities 187

Zero-Product Property • Square Root Property and Completing the Square • Quadratic Formula and the Discriminant • Solving Quadratic Equations • Solving Quadratic Inequalities • Formulas Involving Quadratics

Reviewing Basic Concepts (Sections 3.1–3.3) 202

3.4 Applications of Quadratic Functions and Models 203

> Applications of Quadratic Functions • A Quadratic Model

3.5 Higher-Degree Polynomial Functions and Graphs 212

Cubic Functions • Quartic Functions • Extrema

End Behavior • x-Intercepts (Real Zeros)

Review	ving Basic Co	oncepts
(Section	ons 3.6-3.8)	259
Summ	ary 260	
Review	v Exercises	264
Test	268	

4 Rational, Power, and Root Functions 269

- 4.1 Rational Functions and Graphs (I) 270 The Reciprocal Function $f(x) = \frac{1}{x} \cdot$ The Function $f(x) = \frac{1}{x^2}$
- 4.2 Rational Functions and Graphs (II) 276 Vertical and Horizontal Asymptotes • Graphing Techniques • Oblique Asymptotes • Graphs with Points of Discontinuity • Graphs with No Vertical Asymptotes
- 4.3 Rational Equations, Inequalities, Models, and Applications 289

Solving Rational Equations and Inequalities

- Models and Applications of Rational Functions
- Inverse Variation
 Combined and Joint Variation
- Rate of Work

Reviewing Basic Concepts (Sections 4.1–4.3) 304

4.4 Functions Defined by Powers and Roots 305

> Power and Root Functions • Modeling Using Power Functions • Graphs of $f(x) = \sqrt[n]{ax + b}$ • Graphing Circles and Horizontal Parabolas Using Root Functions

Comprehensive Graphs
 Curve Fitting
 and Polynomial Models

Reviewing Basic Concepts (Sections 3.4–3.5) 225

3.6 Topics in the Theory of Polynomial Functions (I) 225

Intermediate Value Theorem • Division of Polynomials by x - k and Synthetic Division • Remainder and Factor Theorems • Division of Any Two Polynomials

3.7 Topics in the Theory of Polynomial Functions (II) 236

Complex Zeros and the Fundamental Theorem of Algebra • Number of Zeros • Rational Zeros Theorem • Descartes' Rule of Signs • Boundedness Theorem

3.8 Polynomial Equations and Inequalities; Further Applications and Models 249 Polynomial Equations and Inequalities • Complex nth Roots • Applications and Polynomial Models

4.5 Equations, Inequalities, and Applications Involving Root Functions 317

Equations and Inequalities • An Application of Root Functions

Reviewing Basic Concepts (Sections 4.4–4.5) 328

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Summ	ary	328	
Review	v Exe	rcises	330
Test	333		



5.1 Inverse Functions 336

Inverse Operations • One-to-One Functions • Inverse Functions and Their Graphs • Equations of Inverse Functions • An Application of Inverse Functions to Cryptography

5.2 Exponential Functions 347

Real-Number Exponents • Graphs of Exponential Functions • Exponential Equations (Type 1) • Compound Interest • The Number *e* and Continuous Compounding • An Application of Exponential Functions

5.3 Logarithms and Their Properties 359

Definition of Logarithm • Common Logarithms

- Natural Logarithms
 Properties of Logarithms
- Change-of-Base Rule

Reviewing Basic Concepts (Sections 5.1–5.3) 369

5.4 Logarithmic Functions 370 Graphs of Logarithmic Functions • Finding an

Inverse of an Exponential Function • A Logarithmic Model

5.5 Exponential and Logarithmic Equations and Inequalities 379

Exponential Equations and Inequalities (Type 2)

- Logarithmic Equations and Inequalities
- Equations Involving Exponentials and Logarithms
- Formulas Involving Exponentials and Logarithms

Reviewing Basic Concepts (Sections 5.4–5.5) 387

5.6 Further Applications and Modeling with Exponential and Logarithmic Functions 388

Physical Science Applications • Financial and Other Applications • Modeling Data with Exponential and Logarithmic Functions

Summary Exercises on Functions: Domains,

6.3 Solution of Linear Systems by Row Transformations 432

Matrix Row Transformations

Row Echelon Method

- Reduced Row Echelon Method Special Cases
- An Application of Matrices

Reviewing Basic Concepts (Sections 6.1–6.3) 444

- 6.4 Matrix Properties and Operations 445 Terminology of Matrices • Operations on Matrices • Applying Matrix Algebra
- 6.5 Determinants and Cramer's Rule 457
 Determinants of 2 × 2 Matrices Determinants of Larger Matrices • Derivation of Cramer's Rule
 • Using Cramer's Rule to Solve Systems
- 6.6 Solution of Linear Systems by Matrix Inverses 467

Identity Matrices • Multiplicative Inverses of Square Matrices • Using Determinants to Find Inverses

Solving Linear Systems Using Inverse Matrices

Fitting Data Using a System

Reviewing Basic Concepts (Sections 6.4–6.6) 478

6.7 Systems of Inequalities and Linear Programming 479

> Solving Linear Inequalities • Solving Systems of Inequalities • Linear Programming

6.8 Partial Fractions 488

Decomposition of Rational Expressions • Distinct Linear Factors • Repeated Linear Factors • Distinct Linear and Quadratic Factors • Repeated Quadratic Factors

Defining Equations, and Composition399Finding the Domain of a Function: A Summary• Determining Whether an Equation Defines y as
a Function of x • Composite Functions and Their
Domains

Summary404Review Exercises407Test410



Systems and Matrices 411

6.1 Systems of Equations 412 Linear Systems • Substitution Method • Elimination Method • Special Systems • Nonlinear Systems • Applications of Systems

6.2 Solution of Linear Systems in Three Variables 424

Geometric Considerations • Analytic Solution of Systems in Three Variables • Applications of Systems • Fitting Data Using a System

Reviewing Basic Concepts (Sections 6.7–6.8) 495 Summary 495 Review Exercises 499 Test 502

Analytic Geometry and Nonlinear Systems

7.1 Circles and Parabolas 505
 Conic Sections • Equations and Graphs of Circles
 • Equations and Graphs of Parabolas • Translations of Parabolas • An Application of Parabolas

504

7.2 Ellipses and Hyperbolas 518 Equations and Graphs of Ellipses • Translations of Ellipses • An Application of Ellipses • Equations and Graphs of Hyperbolas • Translations of Hyperbolas Reviewing Basic Concepts

(Sections 7.1–7.2) 530

xii Contents

8

7.3 The Conic Sections and Nonlinear Systems 530

Characteristics • Identifying Conic Sections

Eccentricity

 Nonlinear Systems

7.4 **Parametric Equations** 541

Graphs of Parametric Equations and Their Rectangular Equivalents • Alternative Forms of Parametric Equations • An Application of Parametric Equations

Reviewing Basic Concepts (Sections 7.3-7.4) 546

Summary 546 **Review Exercises** 548 Test 551

Further Topics in Algebra 553

- 8.1 Sequences and Series 554 Sequences • Series and Summation Notation
 - Summation Properties
- 8.2 Arithmetic Sequences and Series 563 Arithmetic Sequences • Arithmetic Series
- 8.3 Geometric Sequences and Series 571 Geometric Sequences • Geometric Series • Infinite Geometric Series • Annuities

Reviewing Basic Concepts (Sections 8.1-8.3) 581

Counting Theory 8.4 581 **Fundamental Principle of Counting** n-Factorial
 Permutations
 Combinations

Reviewing Basic Concepts (Sections 8.6-8.7) 612 Summary 612 **Review Exercises** 616 Test 618



R.3

Reference: Basic Algebraic Concepts 619

Review of Exponents and R.1 Polynomials 620

Rules for Exponents • Terminology for Polynomials Adding and Subtracting Polynomials
 Multiplying Polynomials

R.2 **Review of Factoring** 626

Factoring Out the Greatest Common Factor

 Factoring by Grouping
 Factoring Trinomials Factoring Special Products
 Factoring by

Substitution

Review of Rational Expressions 632

Domain of a Rational Expression • Lowest Terms of a Rational Expression • Multiplying and Dividing Rational Expressions • Adding and Subtracting Rational Expressions • Complex Fractions

Review of Negative and Rational R.4 Exponents 639

Negative Exponents and the Quotient Rule Rational Exponents

645

- Distinguishing between Permutations and Combinations
- 8.5 **The Binomial Theorem** 590 A Binomial Expansion Pattern • Pascal's Triangle Binomial Coefficients
 The Binomial Theorem rth Term of a Binomial Expansion

Reviewing Basic Concepts (Sections 8.4-8.5) 597

Mathematical Induction 8.6 597 Proof by Mathematical Induction • Proving Statements • Generalized Principle of Mathematical Induction • Proof of the Binomial Theorem

Probability 8.7 603

Basic Concepts • Complements and Venn Diagrams

Odds • Union of Two Events • Binomial Probability

Review of Radicals R.5

Radical Notation • Rules for Radicals • Simplifying Radicals • Operations with Radicals • Rationalizing Denominators

Test 652

Appendix: Geometry Formulas 653 Answers to Selected Exercises A-1 Index 1-1

Preface

Although A Graphical Approach to College Algebra has evolved significantly from earlier editions, it retains the strengths of those editions and provides new and relevant opportunities for students and instructors alike. We realize that today's classroom experience is evolving and that technology-based teaching and learning aids have become essential to address the ever-changing needs of instructors and students. As a result, we've worked to provide support for all classroom types—traditional, hybrid, and online. In the sixth edition, text and online materials are more tightly integrated than ever before. This enhances flexibility and ease of use for instructors and increases success for students. See pages xviii–xix for descriptions of these materials.

This text incorporates an open design, helpful features, careful explanations of topics, and a comprehensive package of supplements and study aids. We continue to offer an *Annotated Instructor's Edition*, in which answers to both even- and odd-numbered exercises are provided either beside the exercises (if space permits) or in the back of the text for the instructor.

A Graphical Approach to College Algebra was one of the first texts to reorganize the typical college algebra table of contents to maximize the use of graphs to support solutions of equations and inequalities. It maintains its unique table of contents and functions-based approach (as outlined in the Foreword and in front of the text) and includes additional components to build skills, address critical thinking, solve applications, and apply technology to support traditional analytic solutions.

This text is part of a series that also includes the following titles:

- A Graphical Approach to Algebra and Trigonometry, Sixth Edition, by Hornsby, Lial, and Rockswold
- A Graphical Approach to Precalculus with Limits: A Unit Circle Approach,

Sixth Edition, by Hornsby, Lial, and Rockswold

The book is written to accommodate students who have access to graphing calculators. We have chosen to use screens from the TI-84 Plus Silver Edition. However, we do not include specific keystroke instructions because of the wide variety of models available. Students should refer to the guides provided with their calculators for specific information.

New to This Edition

There are many places in the text where we have polished individual presentations and added examples, exercises, and applications based on reviewer feedback. Some of the changes you may notice include the following.

- At the request of many reviewers, we now define increasing and decreasing functions over open intervals, and define intercepts to be points, or ordered pairs.
- We have added more titles on graphs, captions, pointers (bubbles), color, and side comments to increase clarity and understanding for students.
- To better reflect the content covered in the exercise sets, the chapter tests have been revised.

Preface xiv

- In several chapters, new examples and exercises have been added to better prepare students for the analytic skills necessary to be successful in calculus.
- Graphing calculator screens have been updated to the TI-84 Plus (Silver Edition) with MATHPRINT.
- Throughout the text, data have been updated to increase student interest in mathematics. Some new application topics include half-life of a Twitter link, iPads, social networks, accuracy of professional golfers, and smartphone demographics.
- Exercise sets have been revised so that odd and even exercises are paired appropriately.
- Chapter 1 has increased emphasis on evaluating function notation, interpreting slope as a rate of change, and evaluating average rate of change using graphs.
- Chapter 2 now has clearer explanations of how to transform graphs and also how to write transformations in terms of function notation. Additional exercises covering the domain and range of shifted functions have been included.
- Chapter 3 includes more examples and exercises that cover curve fitting by hand, solving quadratic equations by completing the square, and solving polynomial equations and inequalities.
- Chapter 4 includes an increased discussion of limit notation near asymptotes, circles, horizontal parabolas, rational equations and inequalities, and rational expressions with fractional exponents.
- Chapter 5 has additional examples and exercises related to graphing inverse functions by hand, solving exponential equations with negative exponents, simplifying logarithmic expressions, and solving logarithmic equations.
- Chapter 6 now covers matrices and linear systems. It has updated consumer spending applications, a 4-step process for solving linear systems, additional examples and exercises covering systems with no solution, and a new example to better explain the technique of finding partial fraction decompositions.
- Chapter 7 now covers conic sections and nonlinear systems of equations and inequalities. Additional examples and exercises have been added.
- Chapter 8 has additional examples and exercises to better explain writing series in summation notation, evaluating recursive sequences, and summing series.

Features

We are pleased to offer the following enhanced features.

Chapter Openers Chapter openers provide a chapter outline and a brief discussion related to the chapter content.

Enhanced Examples We have replaced and included new examples in this edition, and have polished solutions and incorporated more side comments and pointers.

Hand-Drawn Graphs We have incorporated many graphs featuring a "handdrawn" style that simulates how a student might actually sketch a graph on grid paper.

Dual-Solution Format Selected examples continue to provide side-by-side analytic and graphing calculator solutions, to connect traditional analytic methods for solving problems with graphical methods of solution or support.

Pointers Comments with pointers (bubbles) provide students with on-the-spot explanations, reminders, and warnings about common pitfalls.

Highlighted Section and Figure References Within text we use boldface type when referring to numbered sections and exercises (e.g., Section 2.1, Exercises 15–20), and also corresponding font when referring to numbered figures (e.g., FIGURE 1). We thank Gerald M. Kiser of Woodbury (New Jersey) High School for this latter suggestion.

Figures and Photos Today's students are more visually oriented than ever. As a result, we have made a concerted effort to provide more figures, diagrams, tables, and graphs, including the "hand-drawn" style of graphs, whenever possible. We also include photos accompanying applications in examples and exercises.

Function Capsules These special boxes offer a comprehensive, visual introduction to each class of function and serve as an excellent resource for reference and review. Each capsule includes traditional and calculator graphs and a calculator table of values, as well as the domain, range, and other specific information about the function. Abbreviated versions of function capsules are provided on the inside back cover of the text.

What Went Wrong? This popular feature anticipates typical errors that students make when using graphing technology and provides an avenue for instructors to highlight and discuss such errors. Answers are included on the same page as the "What Went Wrong?" boxes.

Cautions and Notes These warn students of common errors and emphasize important ideas throughout the exposition.

Looking Ahead to Calculus These margin notes provide glimpses of how the algebraic topics currently being studied are used in calculus.

Algebra Reviews This new feature, occurring in the margin of the text, provides

"just in time" review by referring students to where they can receive additional help with important topics from algebra.

Technology Notes Also appearing in the margin, these notes provide tips to students on how to use graphing calculators more effectively.

For Discussion These activities appear within the exposition or in the margins and offer material on important concepts for instructors and students to investigate or discuss in class.

Exercise Sets We have taken special care to respond to the suggestions of users and reviewers and have added hundreds of new exercises to this edition on the basis of their feedback. The text continues to provide students with ample opportunities to practice, apply, connect, and extend concepts and skills. We have included writing exercises as well as multiple-choice, matching, true/false, and completion problems. Exercises marked *Concept Check* focus on mathematical thinking and conceptual understanding, while those marked *Checking Analytic Skills* specifically are intended for students to solve *without the use of a calculator*.

Relating Concepts These groups of exercises appear in selected exercise sets. They tie together topics and highlight relationships among various concepts and skills. All answers to these problems appear in the answer section at the back of the student book.

Reviewing Basic Concepts These sets of exercises appear every two or three sections and allow students to review and check their understanding of the material in preceding sections. All answers to these problems are included in the answer section.

Chapter Review Material One of the most popular features of the text, each endof-chapter Summary features a section-by-section list of Key Terms and Symbols, in addition to Key Concepts. A comprehensive set of Chapter Review Exercises and a Chapter Test are also included.

Acknowledgments

Previous editions of this text were published after thousands of hours of work, not only by the authors, but also by reviewers, instructors, students, answer checkers, and editors. To these individuals and to all those who have worked in some way on this text over the years, we are most grateful for your contributions. We could not have done it without you.

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As an author team, we are committed to providing the best possible text to help instructors teach effectively and have students succeed. As we continue to work toward this goal, we would welcome any comments or suggestions you might have via e-mail to *math@pearson.com*.

John Hornsby Gary Rockswold

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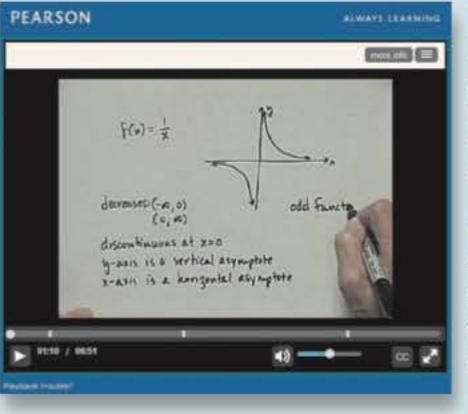
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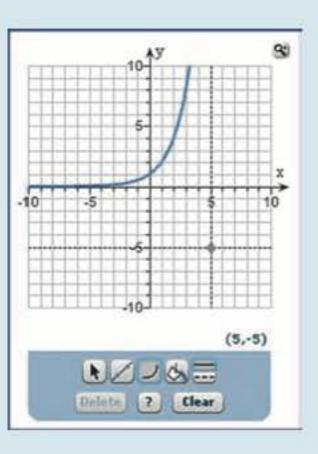
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Video assessment is tied to the video lecture for each section of the book to check students' understanding of important math concepts. Instructors can assign these questions as a prerequisite to homework assignments.

xviii

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New functionality within the graphing utility allows graphing of 3-point quadratic functions, 4-point cubic functions, and transformations in exercises.



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This manual provides detailed solutions to odd-numbered Section and Chapter Review Exercises, as well as to all Relating Concepts, Reviewing Basic Concepts, and Chapter Test Problems.

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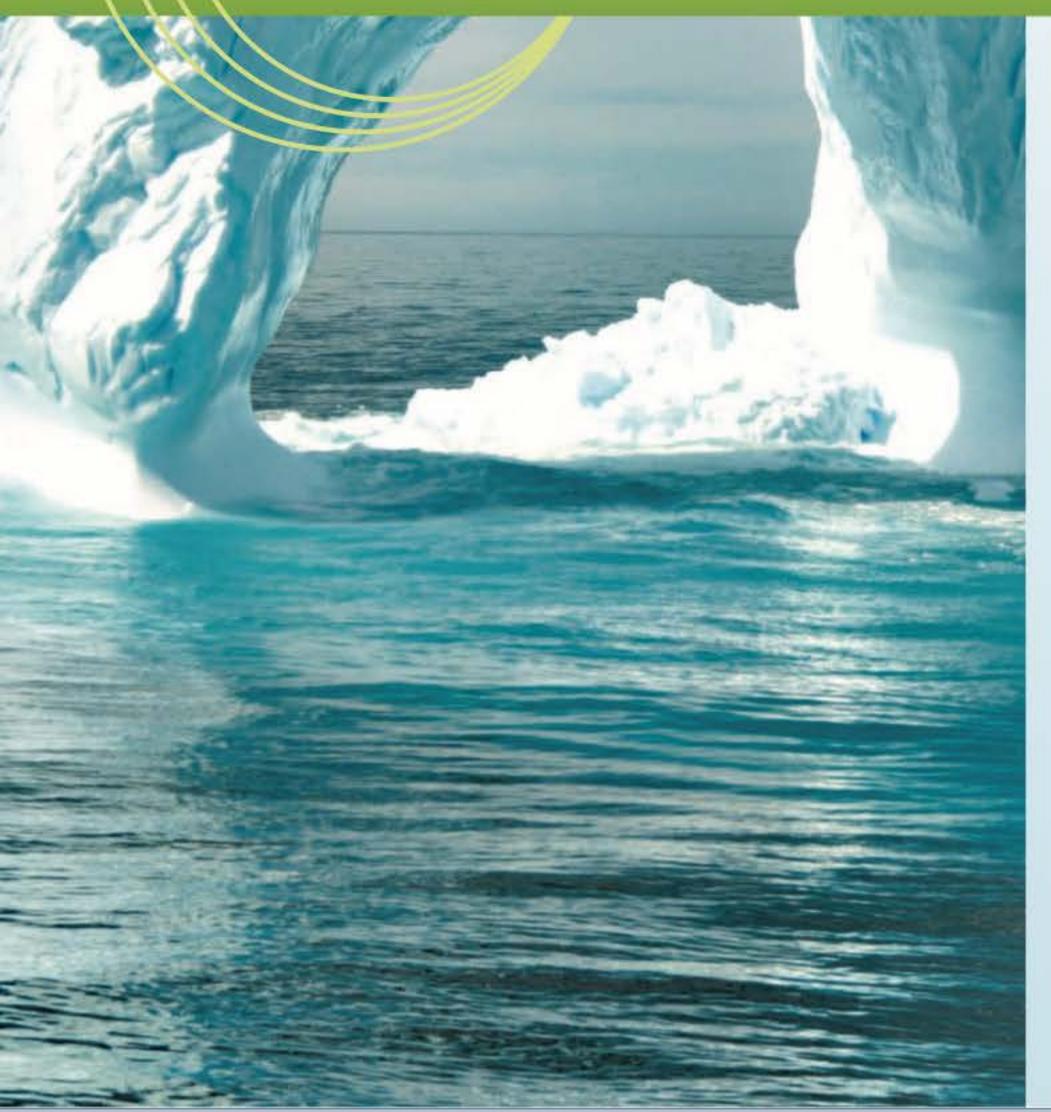
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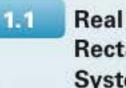


Understanding the future of ice caps in the Arctic and Antarctic regions requires the ability to describe climate change with functions and equations.

Linear Functions, **Equations, and Inequalities**



CHAPTER OUTLINE



- **Real Numbers and the Rectangular Coordinate** System
- Introduction to Relations 1.2

and Functions 1.3 **Linear Functions Equations of Lines and** 1.4 **Linear Models** Linear Equations and 1.5 Inequalities **Applications of Linear** 1.6 Functions

1

Real Numbers and the Rectangular Coordinate System

Sets of Real Numbers • The Rectangular Coordinate System • Viewing Windows • Approximations of Real Numbers • Distance and Midpoint Formulas

Sets of Real Numbers

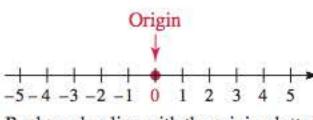
Several important sets of numbers are used in mathematics. Some of these sets are listed in the following table.

Sets of Numbers

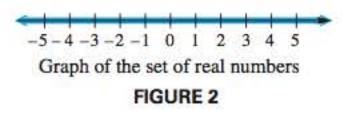
Set	Description	Examples
Natural Numbers Whole Numbers	$ \{1, 2, 3, 4, \dots \} \\ \{0, 1, 2, 3, 4, \dots \} $	1, 45, 127, 10^3 0, 86, 345, 2^3
Integers	$\{\ldots, -2, -1, 0, 1, 2, \ldots\}$	$0, -5, -10^2, 99$
Rational Numbers	$\left\{ \frac{p}{q} \mid p \text{ and } q \text{ are integers, } q \neq 0 \right\}$	$0, -\frac{5}{6}, -2, \frac{22}{7}, 0.5$
Irrational Numbers	$\{x x \text{ is not rational}\}$	$\sqrt{2}, \pi, -\sqrt[3]{7}$
Real Numbers	$\{x x \text{ is a decimal number}\}$	$-\sqrt{6}, \pi, \frac{2}{3}, \sqrt{45}, 0.41$

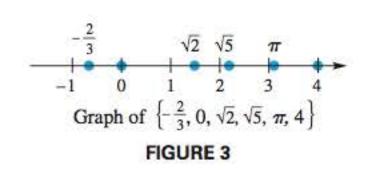
Whole numbers include the natural numbers; integers include the whole numbers and the natural numbers. The result of dividing two integers (with a nonzero divisor) is a rational number, or *fraction*. Rational numbers include the natural numbers, whole numbers, and integers. For example, the integer -3 is a rational number because it can be written as $\frac{-3}{1}$. Every rational number can be written as a repeating or terminating decimal. For example, $0.\overline{6} = 0.66666 \dots$ represents the rational number $\frac{2}{3}$.

Numbers that can be written as decimal numbers are **real numbers**. Real numbers include rational numbers and can be shown pictorially—that is, **graphed**—on a **number line**. The point on a number line corresponding to 0 is called the **origin**. See **FIGURE 1**. Every real number corresponds to one and only one point on the number line, and each point corresponds to one and only one real number. This correspondence is called a **coordinate system**. The number associated with a given point is called the **coordinate** of the point. The set of all real numbers is graphed in **FIGURE 2**.



Real number line with the origin plotted FIGURE 1



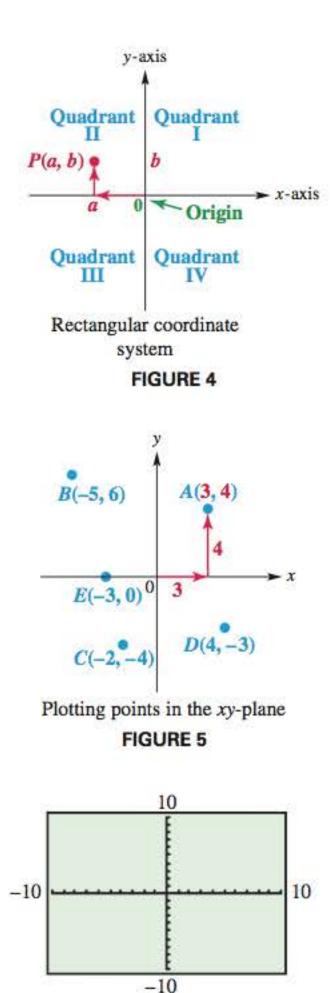


Some real numbers cannot be represented by quotients of integers or by repeating or terminating decimals. These numbers are called **irrational numbers.** Examples of irrational numbers include $\sqrt{3}$, $\sqrt{5}$, $\sqrt[3]{10}$, and $\sqrt[5]{20}$, but not $\sqrt{1}$, $\sqrt{4}$, $\sqrt{9}$, ..., which equal 1, 2, 3, ..., and hence are rational numbers. If *a* is a natural number but \sqrt{a} is not a natural number, then \sqrt{a} is an irrational number. Another irrational number is π , which is approximately equal to 3.14159. In FIGURE 3 the irrational and rational numbers in the set $\{-\frac{2}{3}, 0, \sqrt{2}, \sqrt{5}, \pi, 4\}$ are located on a number line. Note that $\sqrt{2}$ is approximately equal to 1.41, so it is located between 1 and 2, slightly closer to 1.

The Rectangular Coordinate System

If we place two number lines at right angles, intersecting at their origins, we obtain a two-dimensional **rectangular coordinate system**. This rectangular coordinate system is also called the Cartesian coordinate system, which was named after

3



Standard viewing window

René Descartes (1596-1650). The number lines intersect at the origin of the system, designated 0. The horizontal number line is called the x-axis, and the vertical number line is called the y-axis. On the x-axis, positive numbers are located to the right of the origin, with negative numbers to the left. On the y-axis, positive numbers are located above the origin, with negative numbers below.

The plane into which the coordinate system is introduced is the coordinate plane, or xy-plane. The x-axis and y-axis divide the plane into four regions, or quadrants, as shown in FIGURE 4. The points on the x-axis or y-axis belong to no quadrant.

Each point P in the xy-plane corresponds to a unique ordered pair (a, b) of real numbers. We call a the x-coordinate and b the y-coordinate of point P. The point P corresponding to the ordered pair (a, b) is often written as P(a, b), as in FIGURE 4, and referred to as "the point (a, b)." FIGURE 5 illustrates how to plot the point A(3, 4). Additional points are labeled B-E. The coordinates of the origin are (0, 0).

Viewing Windows

The rectangular (Cartesian) coordinate system extends indefinitely in all directions. We can show only a portion of such a system in a text figure. Similar limitations occur with the viewing "window" on a calculator screen. FIGURE 6 shows a calculator screen that has been set to have a minimum x-value of -10, a maximum x-value of 10, a minimum y-value of -10, and a maximum y-value of 10. The tick marks on the axes have been set to be 1 unit apart. Thus, there are 10 tick marks on the positive x-axis. This window is called the standard viewing window.

To convey information about a viewing window, we use the following abbreviations.

Xmin:	minimum value of x	Ymin:	minimum value of y
Xmax:	maximum value of x	Ymax:	maximum value of y
Xscl:	scale (distance between tick marks) on the x-axis	Yscl:	scale (distance between tick marks) on the y-axis

To further condense this information, we use the following symbolism, which gives viewing information for the window in FIGURE 6.

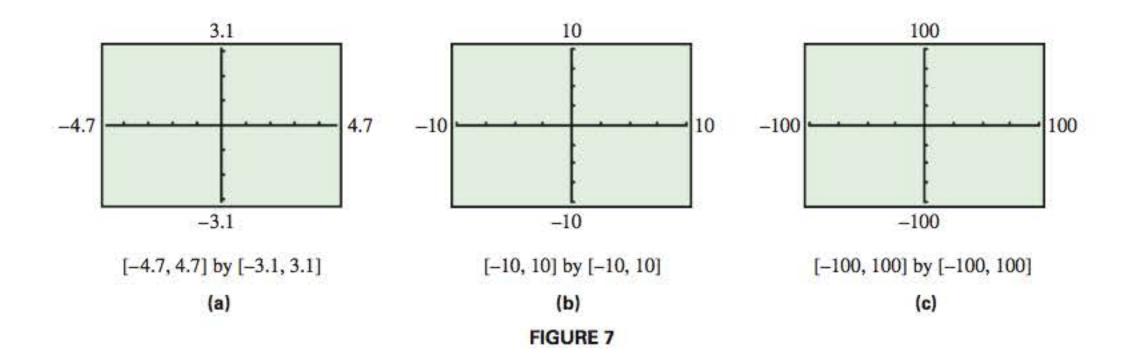
FIGURE 6

Xmin —

Xmax Ymin Ymax

[-10, 10]by [-10, 10]Xscl = 1Yscl = 1

FIGURE 7 shows several other viewing windows. Notice that FIGURES 7(b) and 7(c) look exactly alike, and unless we are told what the settings are, we have no way of distinguishing between them. In FIGURE 7(b) Xscl = 2.5, while in FIGURE 7(c) Xscl = 25. The same is true for Yscl in both.

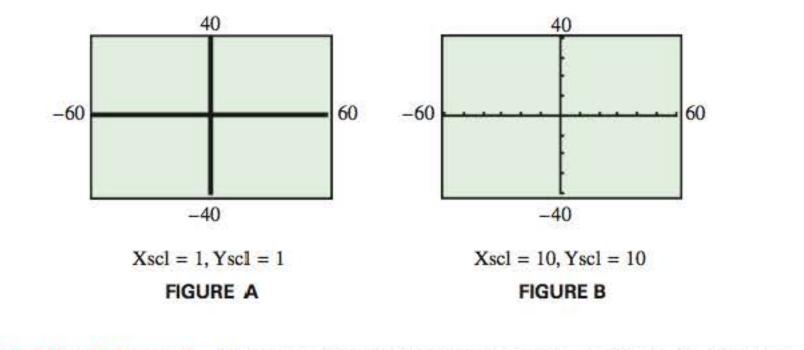


TECHNOLOGY NOTE

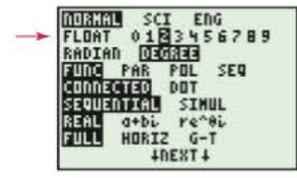
You should consult your owner's guide to see how to set the viewing window on your screen. Remember that different settings will result in different views of graphs.

WHAT WENT WRONG?

A student learning how to use a graphing calculator could not understand why the axes on the graph were so "thick," as seen in FIGURE A, while those on a friend's calculator were not, as seen in FIGURE B.



What Went Wrong? How can the student correct the problem in FIGURE A so that the axes look like those in FIGURE B?



TI-84 Plus (Silver Edition) FIGURE 8

1.3782	4 70
201.6666	1.38
Construction of the second	201.67
.0819	

Approximations of Real Numbers

Although calculators have the capability to express numbers like $\sqrt{2}$, $\sqrt[3]{5}$, and π to many decimal places, we often ask that answers be rounded. The following table reviews rounding numbers to the nearest tenth, hundredth, or thousandth.

Rounding Numbers

Number	Nearest Tenth	Nearest Hundredth	Nearest Thousandth



FIGURE 9

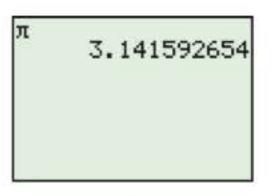


FIGURE 10

1.3782	1.4	1.38	1.378	
201.6666	201.7	201.67	201.667	
0.0819	0.1	0.08	0.082	

In FIGURE 8, the TI-84 Plus graphing calculator is set to round values to the nearest hundredth (two decimal places). In FIGURE 9, the numbers from the preceding table are rounded to the nearest hundredth.

The symbol \approx indicates that two expressions are *approximately equal*. For example, $\pi \approx 3.14$, but $\pi \neq 3.14$, since $\pi = 3.141592654...$ When using π in calculations, be sure to use the built-in key for π rather than 3.14. See FIGURE 10.

Answer to What Went Wrong?

Since Xscl = 1 and Yscl = 1 in FIGURE A, there are 120 tick marks along the x-axis and 80 tick marks along the y-axis. The resolution of the graphing calculator screen is not high enough to show all these tick marks, so the axes appear as heavy black lines instead. The values for Xscl and Yscl need to be larger, as in FIGURE B.

5

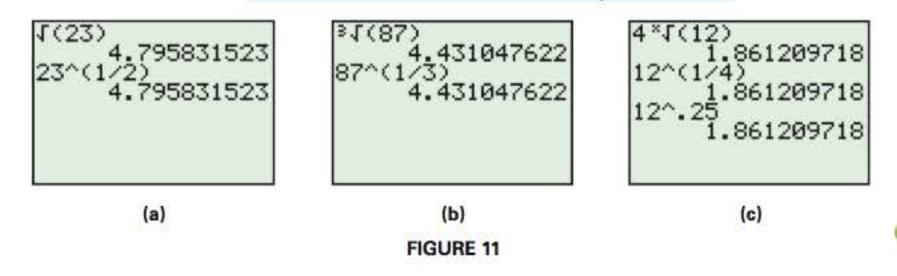
EXAMPLE 1 **Finding Roots on a Calculator**

Approximate each root to the nearest thousandth. (Note: You can use the fact that $\sqrt[n]{a} = a^{1/n}$ to find roots.) (b) $\sqrt[3]{87}$ (c) $\sqrt[4]{12}$ (a) $\sqrt{23}$

Solution

- (a) The screen in FIGURE 11(a) shows an approximation for $\sqrt{23}$. To the nearest thousandth, it is 4.796. The approximation is displayed twice, once for $\sqrt{23}$ and once for 231/2.
- (b) To the nearest thousandth, $\sqrt[3]{87} \approx 4.431$. See FIGURE 11(b).
- (c) FIGURE 11(c) indicates $\sqrt[4]{12} \approx 1.861$ in three different ways.

In all the screens, note the inclusion of parentheses.



EXAMPLE 2

Approximating Expressions with a Calculator

Approximate each expression to the nearest hundredth.

(a)
$$\frac{3.8-1.4}{5.4+3.5}$$
 (b) $3\pi^4-9^2$ (c) $\sqrt{(4-1)^2+(-3-2)^2}$

Solution

- **TECHNOLOGY NOTE**
- (a) See FIGURE 12(a). To the nearest hundredth,

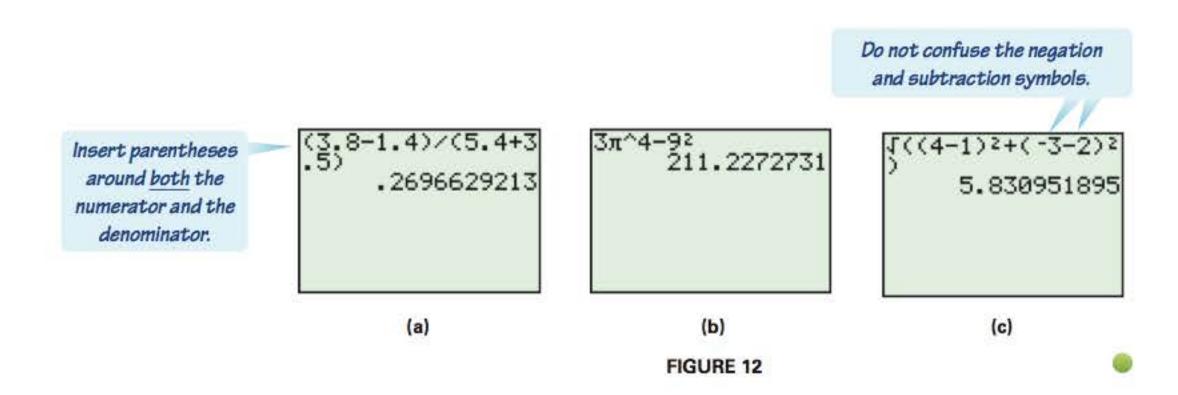
TECHNOLOGY NOTE

Many graphing calculators have built-in keys for calculating square roots and menus for calculating other types of roots. The TI-84 Plus (Silver Edition) has two print modes that will be used in this text: MATHPRINT and CLASSIC.

Some graphing calculators display leading zeros in decimal numbers, whereas others do not. For example, $\frac{1}{4}$ might be displayed as either 0.25 or .25. In this text, graphing calculator screens do not usually show leading zeros. See FIGURES 9 and 12(a).

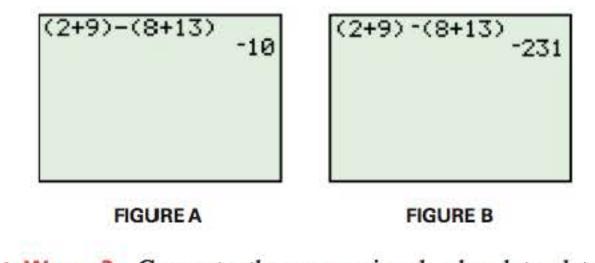
$$\frac{3.8 - 1.4}{5.4 + 3.5} \approx 0.27.$$

- (b) Many calculators also have a special key to calculate the square of a number. To the nearest hundredth, $3\pi^4 - 9^2 \approx 211.23$. See FIGURE 12(b).
- (c) From FIGURE 12(c), $\sqrt{(4-1)^2 + (-3-2)^2} \approx 5.83$.



WHAT WENT WRONG?

Two students were asked to compute the expression (2 + 9) - (8 + 13) on a TI-84 Plus calculator. One student obtained the answer -10, as seen in FIGURE A, while the other obtained -231, as seen in FIGURE B.



What Went Wrong? Compute the expression by hand to determine which screen gives the correct answer. Why is the answer on the other screen incorrect?

Distance and Midpoint Formulas

The Pythagorean theorem can be used to calculate the lengths of the sides of a right triangle.

Pythagorean Theorem

In a right triangle, the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse.

$$a^2 + b^2 = c^2$$
 Leg a Leg b Leg b

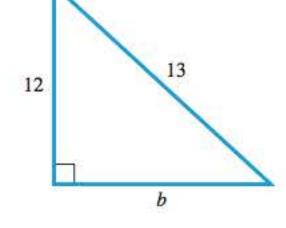
NOTE The converse of the Pythagorean theorem is also true. That is, if a, b, and c are lengths of the sides of a triangle and $a^2 + b^2 = c^2$, then the triangle is a right triangle with hypotenuse c. For example, if a triangle has sides with lengths 3, 4, and 5, then it is a right triangle with hypotenuse of length 5 because $3^2 + 4^2 = 5^2$.

EXAMPLE 3 Using the Pythagorean Theorem

Using the right triangle shown in the margin, find the length of the unknown side b.

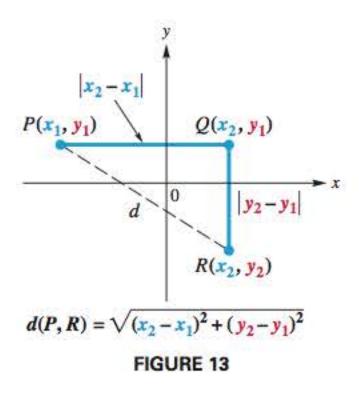
Solution Let a = 12 and c = 13 in the Pythagorean theorem.

$a^2 + b^2 = c^2$	Pythagorean theorem
$12^2 + b^2 = 13^2$	Substitute.
$b^2 = 13^2 - 12^2$	Subtract 12 ² .
$b^2 = 25$	Simplify.
b = 5	Take positive square root.



Answer to What Went Wrong?

The correct answer is -10, as shown in FIGURE A. FIGURE B gives an incorrect answer because the negation symbol is used, rather than the subtraction symbol. The calculator computed 2 + 9 = 11 and then *multiplied* by the negative of 8 + 13 (that is, -21), to obtain the incorrect answer, -231.



To derive a formula to find the distance between two points in the xy-plane, let $P(x_1, y_1)$ and $R(x_2, y_2)$ be any two distinct points in the plane, as shown in FIGURE 13. Complete a right triangle by locating point Q with coordinates (x_2, y_1) . The Pythagorean theorem gives the distance between P and R as

$$d(P, R) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}.$$

NOTE Absolute value bars are not necessary in this formula, since for all real numbers *a* and *b*, $|a - b|^2 = (a - b)^2$.

Distance Formula

Suppose that $P(x_1, y_1)$ and $R(x_2, y_2)$ are two points in a coordinate plane. Then the distance between P and R, written d(P, R), is given by the **distance** formula.

$$d(P,R) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

EXAMPLE 4

Using the Distance Formula

Use the distance formula to find d(P, Q) in FIGURE 14.

Solution

To subtract

З

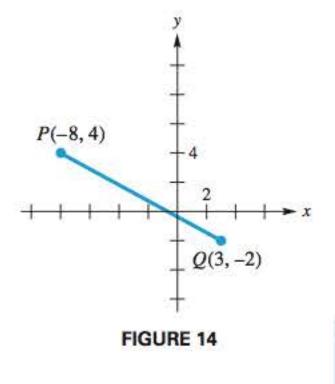
add the of

$$d(P,Q) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$
Distance formula

$$= \sqrt{[3 - (-8)]^2 + (-2 - 4)^2}$$

$$x_1 = -8, y_1 = 4, x_2 = 3, y_2 = -2$$

$$= \sqrt{11^2 + (-6)^2}$$

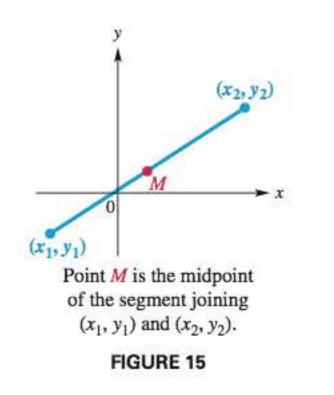


 $= \sqrt{121 + 36}$ $= \sqrt{157}$

Apply exponents.

Leave in radical form.

7



The midpoint *M* of a line segment is the point on the segment that lies the same distance from both endpoints. See FIGURE 15. The coordinates of the midpoint are found by calculating the average of the x-coordinates and the average of the y-coordinates of the endpoints of the segment.

Midpoint Formula

The midpoint M of the line segment with endpoints (x_1, y_1) and (x_2, y_2) has the following coordinates.

$$M = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$$

EXAMPLE 5 Using

Using the Midpoint Formula

Find the coordinates of the midpoint M of the segment with endpoints (8, -4) and (-9, 6).

Solution Let $(x_1, y_1) = (8, -4)$ and $(x_2, y_2) = (-9, 6)$ in the midpoint formula.

$$M = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right) = \left(\frac{8 + (-9)}{2}, \frac{-4 + 6}{2}\right)$$
Substitute.
$$= \left(-\frac{1}{2}, 1\right)$$
Simplify.



EXAMPLE 6 Estimating iPad Sales

Four quarters after the launch of the iPad, about 19.5 million were sold. After 10 quarters, about 99 million iPads were sold. Use the midpoint formula to estimate how many iPads were sold 7 quarters after launch. Compare your estimate with the actual value of 50 million. (*Source:* Business Insider.)

Solution Quarter 7 lies midway between quarters 4 and 10. Therefore, we can find the midpoint of the line segment joining the points (4, 19.5) and (10, 99).

$$\left(\frac{4+10}{2}, \frac{19.5+99}{2}\right) = (7, 59.25)$$

The midpoint formula estimates the number of iPads sold after 7 quarters to be 59.25 million. This is 9.25 million higher than the actual value.



For each set, list all elements that belong to the (a) natural numbers, (b) whole numbers, (c) integers, (d) rational numbers, (e) irrational numbers, and (f) real numbers.

$$1. \left\{-6, -\frac{12}{4}, -\frac{5}{8}, -\sqrt{3}, 0, 0.31, 0.\overline{3}, 2\pi, 10, \sqrt{17}\right\}$$

$$2. \left\{-8, -\frac{14}{7}, -0.245, 0, \frac{6}{2}, 8, \sqrt{81}, \sqrt{12}\right\}$$

$$3. \left\{-\sqrt{100}, -\frac{13}{6}, -1, 5.23, 9.\overline{14}, 3.14, \frac{22}{7}\right\}$$

$$4. \left\{-\sqrt{49}, -0.405, -0.\overline{3}, 0.1, 3, 18, 6\pi, 56\right\}$$

Classify each number as one or more of the following: natural number, integer, rational number, or real number.

- 5. 16,351,000,000,000 (The federal debt in dollars in January 2013)
- -25 (The percent change in the number of Yahoo searches from 2011 to 2012)
- 9. $\frac{7}{3}$ (The fractional increase in online sales on Thanksgiving Day from 2006 to 2011)
- 11. $5\sqrt{2}$ (The length of the diagonal of a square measuring 5 units on each side)

- 6. 700,000,000,000 (The federal 2008 bailout fund in dollars)
- -3 (The annual percent change in the area of tropical rain forests)
- -3.5 (The amount in billions of dollars that the Motion Picture Association of America estimates is lost annually due to piracy)
- 12. π (The ratio of the circumference of a circle to its diameter)

Concept Check For each measured quantity, state the set of numbers that is most appropriate to describe it. Choose from the natural numbers, integers, and rational numbers.

- 13. Populations of cities
- 15. Shoe sizes
- 17. Daily low winter temperatures in U.S. cities

Graph each set of numbers on a number line.

19. $\{-4, -3, -2, -1, 0, 1\}$ **20.** $\{-6, -5, -4, -3, -2\}$

23. Explain the distinction between a rational number and an irrational number.

- 14. Distances to nearby cities on road signs
- 16. Prices paid (in dollars and cents) for gasoline tank fill-ups
- 18. Golf scores relative to par

21.
$$\left\{-0.5, 0.75, \frac{5}{3}, 3.5\right\}$$
 22. $\left\{-0.6, \frac{9}{8}, 2.5, \frac{13}{4}\right\}$

24. Concept Check Using her calculator, a student found the decimal 1.414213562 when she evaluated $\sqrt{2}$. Is this decimal the exact value of $\sqrt{2}$ or just an approximation of $\sqrt{2}$? Should she write $\sqrt{2} = 1.414213562$ or $\sqrt{2} \approx 1.414213562?$

Locate each point on a rectangular coordinate system. Identify the quadrant, if any, in which each point lies.

27. (-3, -2) **28.** (1, -4) **26.** (-1, 2) 25. (2, 3) 29. (0, 5) 34. (3, -3) 31. (-2, 4) 30. (-2, -4) 33. (-2,0) 32. (3, 0)

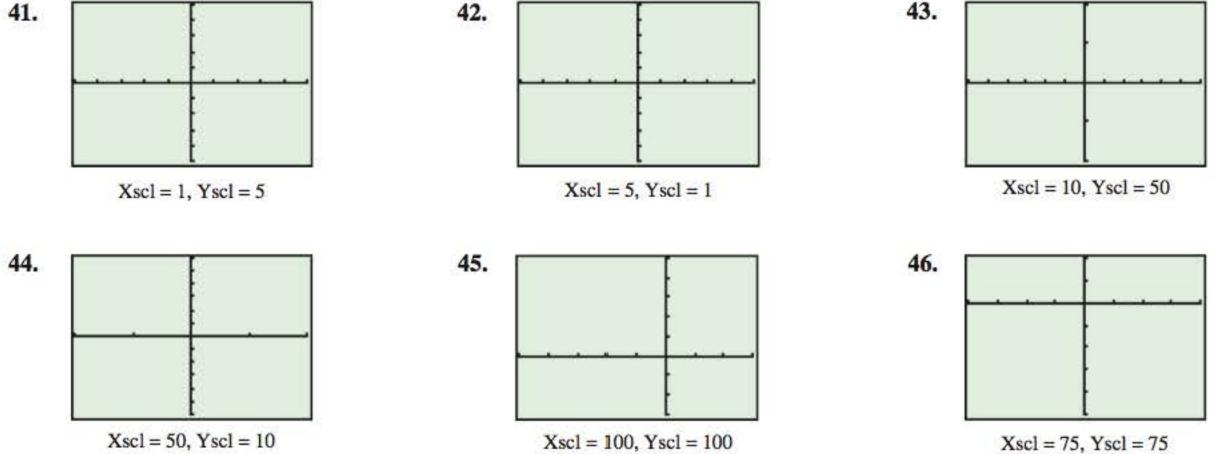
Name the possible quadrants in which the point (x, y) can lie if the given condition is true.

- 37. $\frac{x}{y} < 0$ 38. $\frac{x}{y} > 0$ 36. xy < 035. xy > 0
- **39.** Concept Check If the x-coordinate of a point is 0, the point must lie on which axis?
- 40. Concept Check If the y-coordinate of a point is 0, the point must lie on which axis?

Give the values of Xmin, Xmax, Ymin, and Ymax for each screen, given the values for Xscl and Yscl. Use the notation described in this section.

44	
41	

9



Set the viewing window of your calculator to the given specifications. Make a sketch of your window.

47. [-10, 10] by [-10, 10]	48. [-40, 40] by [-30, 30]	49. [-5, 10] by [-5, 10]
Xscl = 1 $Yscl = 1$	Xscl = 5 $Yscl = 5$	Xscl = 3 $Yscl = 3$
50. [-3.5, 3.5] by [-4, 10]	51. [-100, 100] by [-50, 50]	52. [-4.7, 4.7] by [-3.1, 3.1]
Xscl = 1 $Yscl = 1$	Xscl = 20 $Yscl = 25$	Xscl = 1 $Yscl = 1$