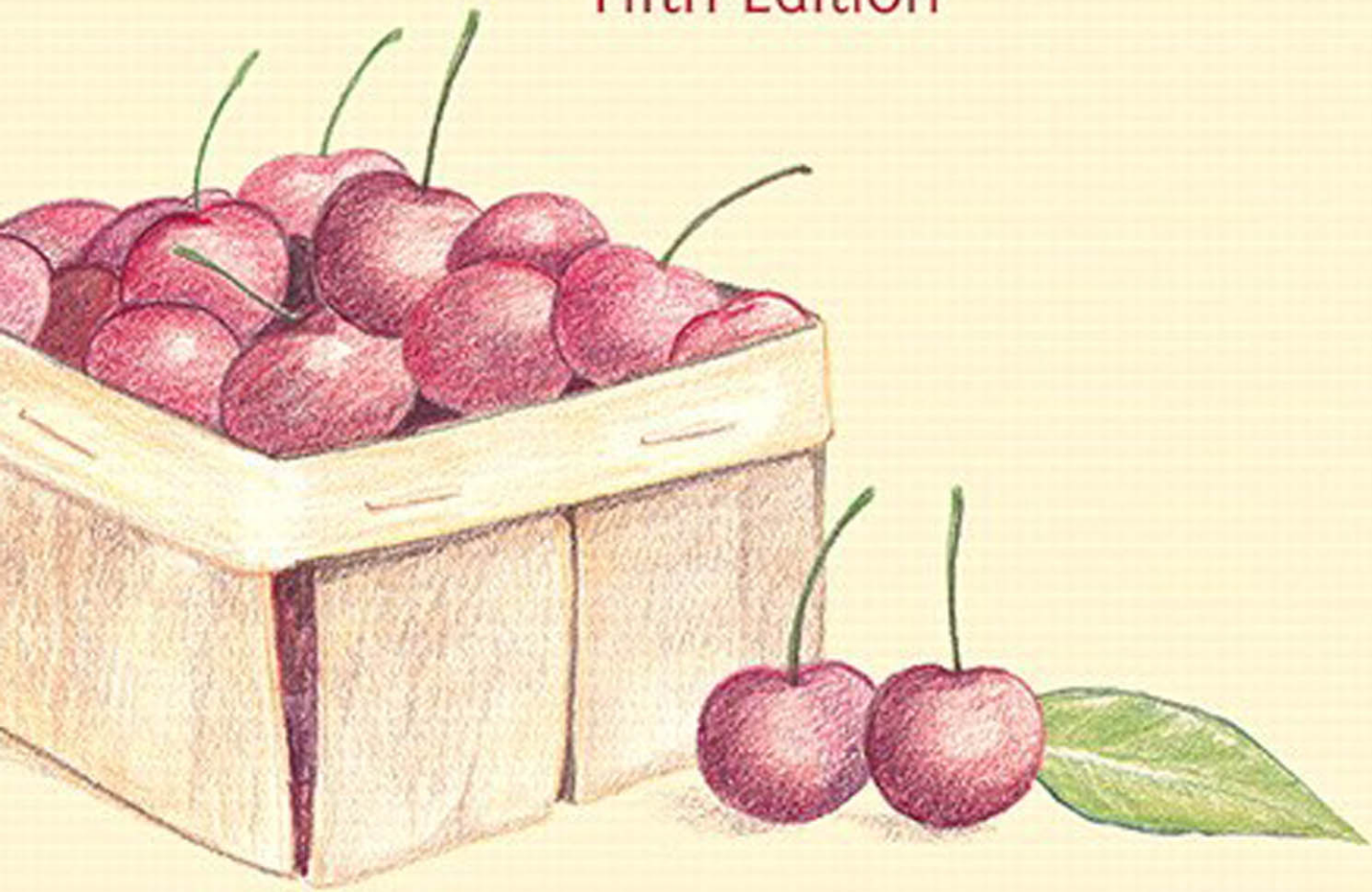
# Basic College Mathematics

Fifth Edition



Elayn Martin-Gay

# Basic College Mathematics

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*Fifth Edition*

Elayn Martin-Gay

*University of New Orleans*

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**Library of Congress Cataloging-in-Publication Data**
Martin-Gay, K. Elayn
Basic college mathematics / Elayn Martin-Gay, University of New Orleans. – 5th edition.
pages cm
ISBN-13: 978-0-321-95097-0 (alk. paper)
ISBN-10: 0-321-95097-6 (alk. paper)
1. Mathematics–Textbooks. I. Title.
QA39.3.M37 2015
510–dc23 2013043430



1 2 3 4 5 6 7 8 9 10—CRK—18 17 16 15 14

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ISBN-10: 0-321-95097-6 (Student Edition)
ISBN-13: 978-0-321-95097-0

In Memory of
Alvin Numa Cahall, Jr.

A wonderful friend who used mathematics in his own way—through
a thorough knowledge of electronics and sound technology.
He is sorely missed by family and friends.

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# Contents

# Preface

***Basic College Mathematics,* Fifth Edition** was written to provide a solid foundation in the basics of college mathematics, including the topics of whole numbers, fractions, decimals, ratio and proportion, percent, and measurement as well as introductions to geometry, statistics and probability, and algebra topics. Specific care was taken to make sure students have the most up-to-date relevant text preparation for their next mathematics course or for nonmathematical courses that require an understanding of basic mathematical concepts. I have tried to achieve this by writing a user-friendly text that is keyed to objectives and contains many worked-out examples. As suggested by AMATYC and the NCTM Standards (plus Addenda), real-life and real-data applications, data interpretation, conceptual understanding, problem solving, writing, cooperative learning, appropriate use of technology, mental mathematics, number sense, estimation, critical thinking, and geometric concepts are emphasized and integrated throughout the book.

The many factors that contributed to the success of the previous editions have been retained. In preparing the Fifth Edition, I considered comments and suggestions of colleagues, students, and many users of the prior edition throughout the country.

## What's New in the Fifth Edition?

- **The Martin-Gay Program** has been revised and enhanced with a new design in the text and MyMathLab® to actively encourage students to use the text, video program, Video Organizer, and Student Organizer as an integrated learning system.
- **The New Video Organizer** is designed to help students take notes and work practice exercises while watching the Interactive Lecture Series videos (available in MyMathLab and on DVD). All content in the Video Organizer is presented in the same order as it is presented in the videos, making it easy for students to create a course notebook and build good study habits.
  - Covers all of the video examples in order.
  - Provides ample space for students to write down key definitions and properties.
  - Includes "Play" and "Pause" button icons to prompt students to follow along with the author for some exercises while they try others on their own.

  The Video Organizer is available in a loose-leaf, notebook-ready format. It is also available for download in MyMathLab.
- **Vocabulary, Readiness & Video Check** questions have been added prior to every section exercise set. These exercises quickly check a student's understanding of new vocabulary words. The **readiness** exercises center on a student's understanding of a concept that is necessary in order to continue to the exercise set. **New Video check questions for the Martin-Gay Interactive Lecture videos** are now included in every section for each learning objective. **These exercises are all available for assignment in MyMathLab** and are a great way to assess whether students have viewed and understood the key concepts presented in the videos.
- **New Student Success Tips Videos** are 3- to 5-minute video segments designed to be daily reminders to students to continue practicing and maintaining good organizational and study habits. They are organized in three categories and

are available in MyMathLab and the Interactive Lecture Series. The categories are:

1. Success Tips that apply to any course in college in general, such as Time Management.
2. Success Tips that apply to any mathematics course. One example is based on understanding that mathematics is a course that requires homework to be completed in a timely fashion.
3. Section- or Content-specific Success Tips to help students avoid common mistakes or to better understand concepts that often prove challenging. One example of this type of tip is how to apply the order of operations to simplify an expression.

- **Interactive DVD Lecture Series**, featuring your text author (Elayn Martin-Gay), provides students with active learning at their own pace. The videos offer the following resources and more:

  **A complete lecture for each section of the text** highlights key examples and exercises from the text. "Pop-ups" reinforce key terms, definitions, and concepts.

  **An interface with menu navigation features** allows students to quickly find and focus on the examples and exercises they need to review.

  **Interactive Concept Check** exercises measure students' understanding of key concepts and common trouble spots.

  **New Student Success Tips Videos**.

- **The Interactive DVD Lecture Series** also includes the following resources for test prep:

  **The Chapter Test Prep Videos** help students during their most teachable moment—when they are preparing for a test. This innovation provides step-by-step solutions for the exercises found in each Chapter Test. For the Fifth Edition, the chapter test prep videos are also available on YouTube™. The videos are captioned in English and Spanish.

  **The Practice Final Exam Videos** help students prepare for an end-of-course final. Students can watch full video solutions to each exercise in the Practice Final Exam at the end of this text.

- **The Martin-Gay MyMathLab** course has been updated and revised to provide more exercise coverage, including assignable video check questions and an expanded video program. There are section lecture videos for every section, which students can also access at the specific objective level; Student Success Tips videos; and an increased number of watch clips at the exercise level to help students while doing homework in MathXL. Suggested homework assignments have been premade for assignment at the instructor's discretion.

- **New MyMathLab Ready to Go Courses** (access code required) provide students with all the same great MyMathLab features that you're used to, but make it easier for instructors to get started. Each course includes preassigned homework and quizzes to make creating your course even simpler. Ask your Pearson representative about the details for this particular course or to see a copy of this course.

## Key Pedagogical Features

The following key features have been retained and/or updated for the Fifth Edition of the text:

**Problem-Solving Process** This is formally introduced in Chapter 1 with a four-step process that is integrated throughout the text. The four steps are **Understand, Translate, Solve,** and **Interpret.** The repeated use of these steps in a variety of examples shows

their wide applicability. Reinforcing the steps can increase students' comfort level and confidence in tackling problems.

**Exercise Sets Revised and Updated** The exercise sets have been carefully examined and extensively revised. Special focus was placed on making sure that even- and odd-numbered exercises are paired and that real-life applications were updated.

**Examples** Detailed, step-by-step examples were added, deleted, replaced, or updated as needed. Many examples reflect real life. Additional instructional support is provided in the annotated examples.

**Practice Exercises** Throughout the text, each worked-out example has a parallel Practice exercise. These invite students to be actively involved in the learning process. Students should try each Practice exercise after finishing the corresponding example. Learning by doing will help students grasp ideas before moving on to other concepts. Answers to the Practice exercises are provided at the bottom of each page.

**Helpful Hints** Helpful Hints contain practical advice on applying mathematical concepts. Strategically placed where students are most likely to need immediate reinforcement, Helpful Hints help students avoid common trouble areas and mistakes.

**Concept Checks** This feature allows students to gauge their grasp of an idea as it is being presented in the text. Concept Checks stress conceptual understanding at the point-of-use and help suppress misconceived notions before they start. Answers appear at the bottom of the page. Exercises related to Concept Checks are included in the exercise sets.

**Mixed Practice Exercises** In the section exercise sets, these exercises require students to determine the problem type and strategy needed to solve it just as they would need to do on a test.

**Integrated Reviews** This unique, mid-chapter exercise set (and notes where appropriate) helps students assimilate new skills and concepts that they have learned separately over several sections. These reviews provide yet another opportunity for students to work with "mixed" exercises as they master the topics.

**Vocabulary Check** This feature provides an opportunity for students to become more familiar with the use of mathematical terms as they strengthen their verbal skills. These appear at the end of each chapter before the Chapter Highlights. Vocabulary, Readiness & Video exercises provide practice at the section level.

**Chapter Highlights** Found at the end of every chapter, these contain key definitions and concepts with examples to help students understand and retain what they have learned and help them organize their notes and study for tests.

**Chapter Review** The end of every chapter contains a comprehensive review of topics introduced in the chapter. The Chapter Review offers exercises keyed to every section in the chapter, as well as Mixed Review exercises that are not keyed to sections.

**Chapter Test and Chapter Test Prep Videos** The Chapter Test is structured to include those exercises that involve common student errors. The **Chapter Test Prep Videos** gives students instant access to a step-by-step video solution of each exercise in the Chapter Test.

**Cumulative Review** This review follows every chapter in the text (except Chapter 1). Each odd-numbered exercise contained in the Cumulative Review is an earlier worked example in the text that is referenced in the back of the book along with the answer.

**Writing Exercises** These exercises occur in almost every exercise set and require students to provide a written response to explain concepts or justify their thinking.

**Applications** Real-world and real-data applications have been thoroughly updated, and many new applications are included. These exercises occur in almost every exercise set and show the relevance of mathematics and help students gradually and continuously develop their problem-solving skills.

**Review Exercises** These exercises occur in each exercise set (except in Chapter 1) and are keyed to earlier sections. They review concepts learned earlier in the text that will be needed in the next section or chapter.

**Exercise Set Resource Icons** Located at the opening of each exercise set, these icons remind students of the resources available for extra practice and support:


See Student Resources descriptions on page xv for details on the individual resources available.

**Exercise Icons** These icons facilitate the assignment of specialized exercises and let students know what resources can support them.

- DVD Video icon: exercise worked on the Interactive DVD Lecture Series.
- Triangle icon: identifies exercises involving geometric concepts.
- Pencil icon: indicates a written response is needed.
- Calculator icon: optional exercises intended to be solved using a scientific or graphing calculator.

**Group Activities** Found at the end of each chapter, these activities are for individual or group completion, and are usually hands-on or data-based activities that extend the concepts found in the chapter, allowing students to make decisions and interpretations and to think and write about algebra.

**Optional: Calculator Exploration Boxes and Calculator Exercises** The optional Calculator Explorations provide keystrokes and exercises at appropriate points to give students an opportunity to become familiar with these tools. Section exercises that are best completed by using a calculator are identified by for ease of assignment.

## Student and Instructor Resources

### STUDENT RESOURCES

| | |
|---|---|
| **Student Organizer**<br>Guides students through the 3 main components of studying effectively—notetaking, practice, and homework.<br>The Organizer includes before-class preparation exercises, notetaking pages in a 2-column format for use in class, and examples paired with exercises for practice for each section. Includes an outline and questions for use with the Student Success Tip Videos. It is 3-hole-punched.<br>Available in loose-leaf, notebook-ready format and in MyMathLab. | **Student Solutions Manual**<br>Provides completely worked-out solutions to the odd-numbered section exercises; all exercises in the Integrated Reviews, Chapter Reviews, Chapter Tests, and Cumulative Reviews |
| **Interactive DVD Lecture Series Videos**<br>Provides students with active learning at their pace. The videos offer:<br>● A complete lecture for each text section. The interface allows easy navigation to examples and exercises students need to review.<br>● Interactive Concept Check exercises<br>● Student Success Tips Videos<br>● Practice Final Exam<br>● Chapter Test Prep Videos | **Video Organizer**<br>Designed to help students take notes and work practice exercises while watching the Interactive Lecture Series videos.<br>● Covers all of the video examples in order.<br>● Provides ample space for students to write down key definitions and rules.<br>● Includes "Play" and "Pause" button icons to prompt students to follow along with the author for some exercises while they try others on their own.<br>● Includes Student Success Tips Outline and Questions<br>Available in loose-leaf, notebook-ready format and in MyMathLab. Answers to exercises available to instructors in MyMathLab. |

### INSTRUCTOR RESOURCES

| | |
|---|---|
| **Annotated Instructor's Edition**<br>Contains all the content found in the student edition, plus the following:<br>● Answers to exercises on the same text page<br>● Teaching Tips throughout the text placed at key points | **Instructor's Resource Manual with Tests and Mini-Lectures**<br>● Mini-lectures for each text section<br>● Additional practice worksheets for each section<br>● Several forms of test per chapter—free response and multiple choice<br>● Answers to all items<br>**Instructor's Solutions Manual**<br>**TestGen**® (Available for download from the IRC) |
| Instructor-to-Instructor Videos—available in the Instructor Resources section of the MyMathLab course. | **Online Resources**<br>**MyMathLab**® (access code required)<br>**MathXL**® (access code required) |

## Acknowledgments

There are many people who helped me develop this text, and I will attempt to thank some of them here. Emily Keaton and Cindy Trimble were *invaluable* for contributing to the overall accuracy of the text. Dawn Nuttall was *invaluable* for her many suggestions and contributions during the development and writing of this Fifth Edition. Allison Campbell and Lauren Morse provided guidance throughout the production process.

A very special thank you goes to my editor, Mary Beckwith, for being there 24/7/365, as my students say. And my thanks to the staff at Pearson for all their support: Heather Scott, Patty Bergin, Matt Summers, Michelle Renda, Michael Hirsch, Chris Hoag, and Greg Tobin.

I would like to thank the following reviewers for their input and suggestions:

Anita Aikman, *Collin County Community College*
Sheila Anderson, *Housatonic Community College*
Adrianne Arata, *College of the Siskiyous*
Cedric Atkins, *Mott Community College*
Laurel Berry, *Bryant & Stratton College*
Connie Buller, *Metropolitan Community College*
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Doug Harley, *Del Mar College*
Sonya Johnson, *Central Piedmont Community College*
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Jennifer Strehler, *Oakton Community College*
Tanomo Taguchi, *Fullerton College*
Leigh Ann Wheeler, *Greenville Technical Community College*
Valerie Wright, *Central Piedmont Community College*

I would also like to thank the following dedicated group of instructors who participated in our focus groups, Martin-Gay Summits, and our design review for the series. Their feedback and insights have helped to strengthen this edition of the text. These instructors include:

Billie Anderson, *Tyler Junior College*
Cedric Atkins, *Mott Community College*
Lois Beardon, *Schoolcraft College*
Laurel Berry, *Bryant & Stratton*
John Beyers, *University of Maryland*
Bob Brown, *Community College of Baltimore County–Essex*
Lisa Brown, *Community College of Baltimore County–Essex*
NeKeith Brown, *Richland College*
Gail Burkett, *State College of Florida*
Cheryl Cantwell, *Seminole Community College*
Ivette Chuca, *El Paso Community College*
Jackie Cohen, *Augusta State College*
Julie Dewan, *Mohawk Valley Community College*
Monette Elizalde, *Palo Alto College*
Kiel Ellis, *Delgado Community College*
Janice Ervin, *Central Piedmont Community College*
Richard Fielding, *Southwestern College*
Dena Frickey, *Delgado Community College*
Cindy Gaddis, *Tyler Junior College*
Gary Garland, *Tarrant County Community College*
Kim Ghiselin, *State College of Florida*
Nita Graham, *St. Louis Community College*
Kim Granger, *St. Louis Community College*
Pauline Hall, *Iowa State College*
Pat Hussey, *Triton College*
Dorothy Johnson, *Lorain County Community College*
Sonya Johnson, *Central Piedmont Community College*
Irene Jones, *Fullerton College*
Ann Jones, *Spartanburg Community College*
Paul Jones, *University of Cincinnati*
Mike Kirby, *Tidewater Community College*
Kathy Kopelousous, *Lewis and Clark Community College*

Tara LaFrance, *Delgado Community College*
John LaMaster, *Indiana Purdue University Fort Wayne*
Nancy Lange, *Inver Hills Community College*
Judy Langer, *Westchester Community College*
Lisa Lindloff, *McLinnan Community College*
Sandy Lofstock, *St. Petersburg College*
Kathy Lovelle, *Westchester Community College*
Nicole Mabine, *North Lake College*
Jean McArthur, *Joliet Junior College*
Kevin McCandless, *Evergreen Valley College*
Ena Michael, *State College of Florida*
Daniel Miller, *Niagara County Community College*
Marica Molle, *Metropolitan Community College*
Carol Murphy, *San Diego Miramar College*
Charlotte Newsom, *Tidewater Community College*
Cao Nguyen, *Central Piedmont Community College*
Greg Nguyen, *Fullerton College*
Eric Oilila, *Jackson Community College*
Linda Padilla, *Joliet Junior College*
Armando Perez, *Laredo Community College*
Davidson Pierre, *State College of Florida*
Marilyn Platt, *Gaston College*
Chris Riola, *Moraine Valley College*
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Tanomo Taguchi, *Fullerton College*
Robyn Toman, *Anne Arundel Community College*
MaryAnn Tuerk, *Elsin Community College*
Walter Wang, *Baruch College*
Leigh Ann Wheeler, *Greenville Technical Community College*
Darlene Williams, *Delgado Community College*
Valerie Wright, *Central Piedmont Community College*

A special thank you to those students who participated in our design review: Katherine Browne, Mike Bulfin, Nancy Canipe, Ashley Carpenter, Jeff Chojnachi, Roxanne Davis, Mike Dieter, Amy Dombrowski, Kay Herring, Todd Jaycox, Kaleena Levan, Matt Montgomery, Tony Plese, Abigail Polkinghorn, Harley Price, Eli Robinson, Avery Rosen, Robyn Schott, Cynthia Thomas, and Sherry Ward.

*Elayn Martin-Gay*

## About the Author

Elayn Martin-Gay has taught mathematics at the University of New Orleans for more than 25 years. Her numerous teaching awards include the local University Alumni Association's Award for Excellence in Teaching, and Outstanding Developmental Educator at University of New Orleans, presented by the Louisiana Association of Developmental Educators.

Prior to writing textbooks, Elayn Martin-Gay developed an acclaimed series of lecture videos to support developmental mathematics students in their quest for success. These highly successful videos originally served as the foundation material for her texts. Today, the videos are specific to each book in the Martin-Gay series. The author has also created Chapter Test Prep Videos to help students during their most "teachable moment"—as they prepare for a test—along with Instructor-to-Instructor videos that provide teaching tips, hints, and suggestions for each developmental mathematics course, including basic mathematics, prealgebra, beginning algebra, and intermediate algebra.

Elayn is the author of 12 published textbooks as well as multimedia, interactive mathematics, all specializing in developmental mathematics courses. She has also published series in Algebra 1, Algebra 2, and Geometry. She has participated as an author across the broadest range of educational materials: textbooks, videos, tutorial software, and courseware. This provides an opportunity of various combinations for an integrated teaching and learning package offering great consistency for the student.

# Applications Index

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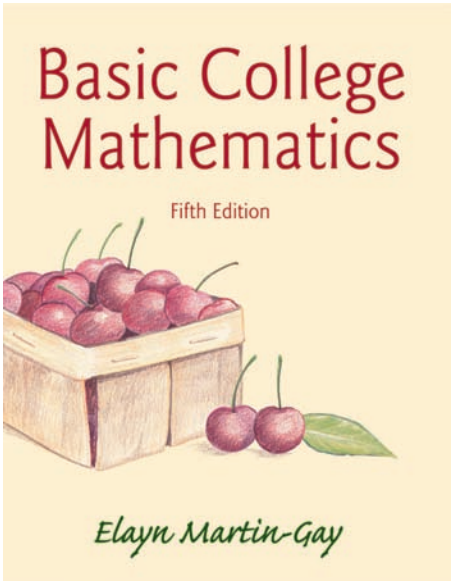
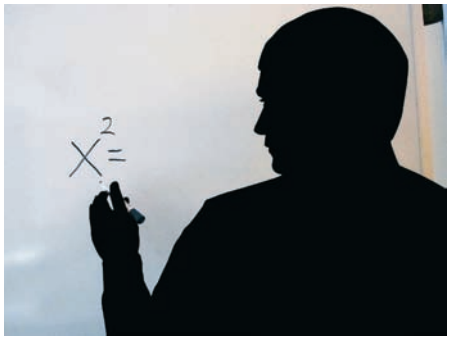
# 1 The Whole Numbers

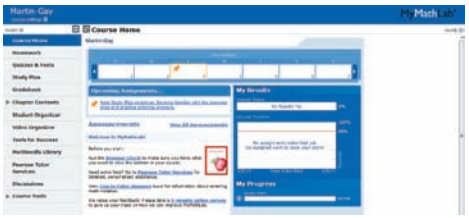
## A Selection of Resources for Success in This Mathematics Course




**Textbook**



**Instructor**



**MyMathLab and MathXL**


**Video Organizer**


**Student Organizer**

**Interactive Lecture Series**

For more information about the resources illustrated above, read Section 1.1.

**Sections**



**Check Your Progress**



**Whole numbers are the basic building blocks of mathematics. The whole numbers answer the question "How many?"**

**This chapter covers basic operations on whole numbers. Knowledge of these operations provides a good foundation on which to build further mathematical skills.**

# 1.1 Study Skill Tips for Success in Mathematics

**Objectives**

- **A** Get Ready for This Course.
- **B** Understand Some General Tips for Success.
- **C** Know How to Use This Text.
- **D** Know How to Use Video and Notebook Organizer Resources.
- **E** Get Help as Soon as You Need It.
- **F** Learn How to Prepare for and Take an Exam.
- **G** Develop Good Time Management.

Before reading Section 1.1, you might want to ask yourself a few questions.

1. When you took your last math course, were you organized? Were your notes and materials from that course easy to find, or were they disorganized and hard to find—if you saved them at all?
2. Were you satisfied—really satisfied—with your performance in that course? In other words, do you feel that your outcome represented your best effort?

If the answer is "no" to these questions, then it is time to make a change. Changing to or resuming good study skill habits is not a process you can start and stop as you please. It is something that you must remember and practice each and every day. To begin, continue reading this section.

## Objective A Getting Ready for This Course

Now that you have decided to take this course, remember that a *positive attitude* will make all the difference in the world. Your belief that you can succeed is just as important as your commitment to this course. Make sure you are ready for this course by having the time and positive attitude that it takes to succeed.

Make sure that you are familiar with the way that this course is being taught. Is it a traditional course, in which you have a printed textbook and meet with an instructor? Is it taught totally online, and your textbook is electronic and you e-mail your instructor? Or is your course structured somewhere in between these two methods? (Not all of the tips that follow will apply to all forms of instruction.)

Also make sure that you have scheduled your math course for a time that will give you the best chance for success. For example, if you are also working, you may want to check with your employer to make sure that your work hours will not conflict with your course schedule.

On the day of your first class period, double-check your schedule and allow yourself extra time to arrive on time in case of traffic problems or difficulty locating your classroom. Make sure that you are aware of and bring all necessary class materials.

## Objective B General Tips for Success

Below are some general tips that will increase your chance for success in a mathematics class. Many of these tips will also help you in other courses you may be taking.

*Most important! Organize your class materials.* In the next couple pages, many ideas will be presented to help you organize your class materials—notes, any handouts, completed homework, previous tests, etc. In general, you MUST have these materials organized. All of them will be valuable references throughout your course and when studying for upcoming tests and the final exam. One way to make sure you can locate these materials when you need them is to use a three-ring binder. This binder should be used solely for your mathematics class and should be brought to each and every class and/or lab. This way, any material can be immediately inserted in a section of this binder and will be there when you need it.

*Form study groups and/or exchange names and e-mail addresses.* Depending on how your course is taught, you may want to keep in contact with your fellow students. Some ways of doing this are to form a study group—whether in person or through the Internet. Also, you may want to ask if anyone is interested in exchanging e-mail addresses or any other form of contact.

**Helpful Hint**

**MyMathLab® and MathXL®**
When assignments are turned in online, keep a hard copy of your complete written work. You will need to refer to your written work to be able to ask questions and to study for tests later.

*Choose to attend all class periods.* If possible, sit near the front of the classroom. This way, you will see and hear the presentation better. It may also be easier for you to participate in classroom activities.

*Do your homework.* You've probably heard the phrase "practice makes perfect" in relation to music and sports. It also applies to mathematics. You will find that the more time you spend solving mathematics exercises, the easier the process becomes. Be sure to schedule enough time to complete your assignments before the due date assigned by your instructor.

*Check your work.* Review the steps you took while working a problem. Learn to check your answers in the original exercises. You may also compare your answers with the "Answers to Selected Exercises" section in the back of the book. If you have made a mistake, try to figure out what went wrong. Then correct your mistake. If you can't find what went wrong, **don't** erase your work or throw it away. Show your work to your instructor, a tutor in a math lab, or a classmate. It is easier for someone to find where you had trouble if he or she looks at your original work.

*Learn from your mistakes and be patient with yourself.* Everyone, even your instructor, makes mistakes. (That definitely includes me—Elayn Martin-Gay.) Use your errors to learn and to become a better math student. The key is finding and understanding your errors.

Was your mistake a careless one, or did you make it because you can't read your own math writing? If so, try to work more slowly or write more neatly and make a conscious effort to carefully check your work.

Did you make a mistake because you don't understand a concept? Take the time to review the concept or ask questions to better understand it.

Did you skip too many steps? Skipping steps or trying to do too many steps mentally may lead to preventable mistakes.

*Know how to get help if you need it.* It's all right to ask for help. In fact, it's a good idea to ask for help whenever there is something that you don't understand. Make sure you know when your instructor has office hours and how to find his or her office. Find out whether math tutoring services are available on your campus. Check on the hours, location, and requirements of the tutoring service.

*Don't be afraid to ask questions.* You are not the only person in class with questions. Other students are normally grateful that someone has spoken up.

*Turn in assignments on time.* This way, you can be sure that you will not lose points for being late. Show every step of a problem and be neat and organized. Also be sure that you understand which problems are assigned for homework. If allowed, you can always double-check the assignment with another student in your class.

Helpful Hint

**MyMathLab® and MathXL®**
If you are doing your homework online, you can work and re-work those exercises that you struggle with until you master them. Try working through all the assigned exercises twice before the due date.

Helpful Hint

**MyMathLab® and MathXL®**
If you are completing your homework online, it's important to work each exercise on paper before submitting the answer. That way, you can check your work and follow your steps to find and correct any mistakes.

Helpful Hint

**MyMathLab® and MathXL®**
Be aware of assignments and due dates set by your instructor. Don't wait until the last minute to submit work online.

## Objective C Knowing and Using Your Text

Flip through the pages of this text or view the e-text pages on a computer screen. Start noticing examples, exercise sets, end-of-chapter material, and so on. Every text is organized in some manner. Learn the way this text is organized by reading about and then finding an example in your text of each type of resource listed below. Finding and using these resources throughout your course will increase your chance of success.

- *Practice Exercises.* Each example in every section has a parallel Practice exercise. As you read a section, try each Practice exercise after you've finished the corresponding example. Answers are at the bottom of the page. This "learn-by-doing" approach will help you grasp ideas before you move on to other concepts.
- *Symbols at the Beginning of an Exercise Set.* If you need help with a particular section, the symbols listed at the beginning of each exercise set will remind you of the resources available.

- *Objectives.* The main section of exercises in each exercise set is referenced by an objective, such as A or B, and also an example(s). There is also often a section of exercises entitled "Mixed Practice," which is referenced by two or more objectives or sections. These are mixed exercises written to prepare you for your next exam. Use all of this referencing if you have trouble completing an assignment from the exercise set.
- *Icons (Symbols).* Make sure that you understand the meaning of the icons that are beside many exercises. tells you that the corresponding exercise may be viewed on the video Lecture Series that corresponds to that section. tells you that this exercise is a writing exercise in which you should answer in complete sentences. △ tells you that the exercise involves geometry.
- *Integrated Reviews.* Found in the middle of each chapter, these reviews offer you a chance to practice—in one place—the many concepts that you have learned separately over several sections.
- *End-of-Chapter Opportunities.* There are many opportunities at the end of each chapter to help you understand the concepts of the chapter.

  **Vocabulary Checks** contain key vocabulary terms introduced in the chapter.

  **Chapter Highlights** contain chapter summaries and examples.

  **Chapter Reviews** contain review problems. The first part is organized section by section and the second part contains a set of mixed exercises.

  **Chapter Tests** are sample tests to help you prepare for an exam. The Chapter Test Prep Videos found in the Interactive Lecture Series, MyMathLab, and YouTube provide the video solution to each question on each Chapter Test.

  **Cumulative Reviews** start at Chapter 2 and are reviews consisting of material from the beginning of the book to the end of that particular chapter.
- *Student Resources in Your Textbook.* You will find a **Student Resources** section at the back of this textbook. It contains the following to help you study and prepare for tests:

  **Study Skill Builders** contain study skills advice. To increase your chance for success in the course, read these study tips and answer the questions.

  **Bigger Picture—Study Guide Outline** provides you with a study guide outline of the course, with examples.

  **Practice Final** provides you with a Practice Final Exam to help you prepare for a final.
- *Resources to Check Your Work.* The **Answers to Selected Exercises** section provides answers to all odd-numbered section exercises and to all integrated review, chapter review, chapter test, and cumulative review exercises. Use the **Solutions to Selected Exercises** to see the worked-out solution to every other odd-numbered exercise.

Helpful Hint

**MyMathLab®**

In MyMathLab, you have access to the following video resources:

- Lecture Videos for each section
- Chapter Test Prep Videos

Use these videos provided by the author to prepare for class, review, and study for tests.

## Objective D Knowing and Using Video and Notebook Organizer Resources

### Video Resources

Below is a list of video resources that are all made by me—the author of your text, Elayn Martin-Gay. By making these videos, I can be sure that the methods presented are consistent with those in the text.

- *Interactive DVD Lecture Series.* Exercises marked with a are fully worked out by the author on the DVDs and within MyMathLab. The lecture series provides approximately 20 minutes of instruction per section and is organized by Objective.

- *Chapter Test Prep Videos.* These videos provide solutions to all of the Chapter Test exercises worked out by the author. They can be found in MyMathLab, the Interactive Lecture series, and You Tube. This supplement is very helpful before a test or exam.
- *Student Success Tips.* These video segments are about 3 minutes long and are daily reminders to help you continue practicing and maintaining good organizational and study habits.
- *Final Exam Videos.* These video segments provide solutions to each question. These videos can be found within MyMathLab and the Interactive Lecture Series.

### Notebook Organizer Resources

The resources below are in three-ring notebook ready form. They are to be inserted in a three-ring binder and completed. Both resources are numbered according to the sections in your text to which they refer.

- *Video Organizer.* This organizer is closely tied to the Interactive Lecture (Video) Series. Each section should be completed while watching the lecture video on the same section. Once completed, you will have a set of notes to accompany the Lecture (Video) Series section by section.
- *Student Organizer.* This organizer helps you study effectively through note-taking hints, practice, and homework while referencing examples in the text and examples in the Lecture Series.

## Objective E Getting Help

If you have trouble completing assignments or understanding the mathematics, get help as soon as you need it! This tip is presented as an objective on its own because it is so important. In mathematics, usually the material presented in one section builds on your understanding of the previous section. This means that if you don't understand the concepts covered during a class period, there is a good chance that you will not understand the concepts covered during the next class period. If this happens to you, get help as soon as you can.

Where can you get help? Many suggestions have been made in this section on where to get help, and now it is up to you to get it. Try your instructor, a tutoring center, or a math lab, or you may want to form a study group with fellow classmates. If you do decide to see your instructor or go to a tutoring center, make sure that you have a neat notebook and are ready with your questions.

Helpful Hint

**MyMathLab® and MathXL®**

- Use the **Help Me Solve This** button to get step-by-step help for the exercise you are working. You will need to work an additional exercise of the same type before you can get credit for having worked it correctly.
- Use the **Video** button to view a video clip of the author working a similar exercise.

## Objective F Preparing for and Taking an Exam

Make sure that you allow yourself plenty of time to prepare for a test. If you think that you are a little "math anxious," it may be that you are not preparing for a test in a way that will ensure success. The way that you prepare for a test in mathematics is important. To prepare for a test:

1. Review your previous homework assignments.
2. Review any notes from class and section-level quizzes you have taken. (If this is a final exam, also review chapter tests you have taken.)
3. Review concepts and definitions by reading the Chapter Highlights at the end of each chapter.
4. Practice working out exercises by completing the Chapter Review found at the end of each chapter. (If this is a final exam, go through a Cumulative Review. There is one found at the end of each chapter except Chapter 1. Choose the review found at the end of the latest chapter that you have covered in your course.) *Don't stop here!*

Helpful Hint

**MyMathLab® and MathXL®**

Review your written work for previous assignments. Then, go back and re-work previous assignments. Open a previous assignment, and click **Similar Exercise** to generate new exercises. Re-work the exercises until you fully understand them and can work them without help features.

5. It is important that you place yourself in conditions similar to test conditions to find out how you will perform. In other words, as soon as you feel that you know the material, get a few blank sheets of paper and take a sample test. There is a Chapter Test available at the end of each chapter, or you can work selected problems from the Chapter Review. Your instructor may also provide you with a review sheet. During this sample test, do not use your notes or your textbook. Then check your sample test. If your sample test is the Chapter Test in the text, don't forget that the video solutions are in MyMathLab, the Interactive Lecture Series, and YouTube. If you are not satisfied with the results, study the areas that you are weak in and try again.
6. On the day of the test, allow yourself plenty of time to arrive at where you will be taking your exam.

When taking your test:

1. Read the directions on the test carefully.
2. Read each problem carefully as you take the test. Make sure that you answer the question asked.
3. Watch your time and pace yourself so that you can attempt each problem on your test.
4. If you have time, check your work and answers.
5. Do not turn your test in early. If you have extra time, spend it double-checking your work.

## Objective G Managing Your Time

As a college student, you know the demands that classes, homework, work, and family place on your time. Some days you probably wonder how you'll ever get everything done. One key to managing your time is developing a schedule. Here are some hints for making a schedule:

1. Make a list of all of your weekly commitments for the term. Include classes, work, regular meetings, extracurricular activities, etc. You may also find it helpful to list such things as laundry, regular workouts, grocery shopping, etc.
2. Next, estimate the time needed for each item on the list. Also make a note of how often you will need to do each item. Don't forget to include time estimates for the reading, studying, and homework you do outside of your classes. You may want to ask your instructor for help estimating the time needed.
3. In the exercise set that follows, you are asked to block out a typical week on the schedule grid given. Start with items with fixed time slots like classes and work.
4. Next, include the items on your list with flexible time slots. Think carefully about how best to schedule items such as study time.
5. Don't fill up every time slot on the schedule. Remember that you need to allow time for eating, sleeping, and relaxing! You should also allow a little extra time in case some items take longer than planned.
6. If you find that your weekly schedule is too full for you to handle, you may need to make some changes in your workload, classload, or other areas of your life. You may want to talk to your advisor, manager or supervisor at work, or someone in your college's academic counseling center for help with such decisions.

## 1.1 Exercise Set MyMathLab®

1. What is your instructor's name?
2. What are your instructor's office location and office hours?
3. What is the best way to contact your instructor?
4. Do you have the name and contact information of at least one other student in class?
5. Will your instructor allow you to use a calculator in this class?
6. Why is it important that you write step-by-step solutions to homework exercises and keep a hard copy of all work submitted online?
7. Is there a tutoring service available on campus? If so, what are its hours? What services are available?
8. Have you attempted this course before? If so, write down ways that you might improve your chances of success during this attempt.
9. List some steps that you can take if you begin having trouble understanding the material or completing an assignment. If you are completing your homework in MyMathLab® and MathXL®, list the resources you can use for help.
10. How many hours of studying does your instructor advise for each hour of instruction?
11. What does the icon in this text mean?
12. What does the △ icon in this text mean?
13. What does the icon in this text mean?
14. Search the minor columns in your text. What are Practice exercises?
15. When might be the best time to work a Practice exercise?
16. Where are the answers to Practice exercises?
17. What answers are contained in this text and where are they?
18. What are Study Skill Tips of the Day and where are they?
19. What and where are Integrated Reviews?
20. How many times is it suggested that you work through the homework exercises in MathXL® before the submission deadline?
21. How far in advance of the assigned due date is it suggested that homework be submitted online? Why?
22. Chapter Highlights are found at the end of each chapter. Find the Chapter 1 Highlights and explain how you might use it and how it might be helpful.
23. Chapter Reviews are found at the end of each chapter. Find the Chapter 1 Review and explain how you might use it and how it might be helpful.
24. Chapter Tests are found at the end of each chapter. Find the Chapter 1 Test and explain how you might use it and how it might be helpful when preparing for an exam on Chapter 1. Include how the Chapter Test Prep Videos may help. If you are working in MyMathLab® and MathXL®, how can you use previous homework assignments to study?
25. What is the Video Organizer? Explain the contents and how it might be used.
26. What is the Student Organizer? Explain the contents and how it might be used.
27. Read or reread objective **G** and fill out the schedule grid on the next page.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 4:00 a.m. | | | | | | | |
| 5:00 a.m. | | | | | | | |
| 6:00 a.m. | | | | | | | |
| 7:00 a.m. | | | | | | | |
| 8:00 a.m. | | | | | | | |
| 9:00 a.m. | | | | | | | |
| 10:00 a.m. | | | | | | | |
| 11:00 a.m. | | | | | | | |
| 12:00 p.m. | | | | | | | |
| 1:00 p.m. | | | | | | | |
| 2:00 p.m. | | | | | | | |
| 3:00 p.m. | | | | | | | |
| 4:00 p.m. | | | | | | | |
| 5:00 p.m. | | | | | | | |
| 6:00 p.m. | | | | | | | |
| 7:00 p.m. | | | | | | | |
| 8:00 p.m. | | | | | | | |
| 9:00 p.m. | | | | | | | |
| 10:00 p.m. | | | | | | | |
| 11:00 p.m. | | | | | | | |
| Midnight | | | | | | | |
| 1:00 a.m. | | | | | | | |
| 2:00 a.m. | | | | | | | |
| 3:00 a.m. | | | | | | | |

# 1.2 Place Value, Names for Numbers, and Reading Tables

**Objectives**

- A Find the Place Value of a Digit in a Whole Number.
- B Write a Whole Number in Words and in Standard Form.
- C Write a Whole Number in Expanded Form.
- D Read Tables.

The **digits** 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 can be used to write numbers. For example, the **whole numbers** are

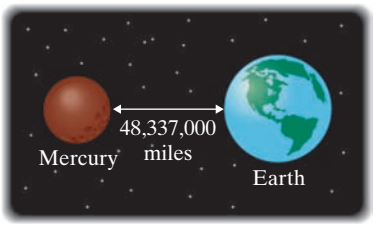
0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, . . .

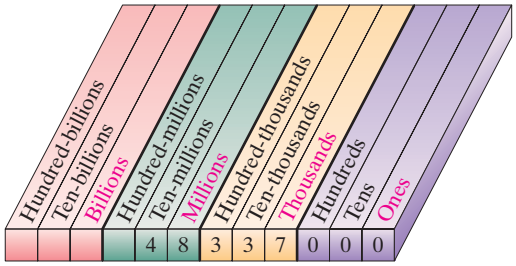
and the **natural numbers** are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, . . .

The three dots (. . .) after each 11 means that these lists continue indefinitely. That is, there is no largest whole number. The smallest whole number is 0. Also, there is no largest natural number. The smallest natural number is 1.

## Objective A Finding the Place Value of a Digit in a Whole Number

The position of each digit in a number determines its **place value.** For example, the distance (in miles) between the planet Mercury and the planet Earth can be represented by the whole number 48,337,000. Next is a place-value chart for this whole number.




The two 3s in 48,337,000 represent different amounts because of their different placements. The place value of the 3 on the left is hundred-thousands. The place value of the 3 on the right is ten-thousands.

**Examples** Find the place value of the digit 3 in each whole number.

**1.** 396,418
↑
hundred-thousands

**2.** 93,192
↑
thousands

**3.** 534,275,866
↑
ten-millions

**Work Practice 1–3**

**Practice 1–3**

Find the place value of the digit 8 in each whole number.

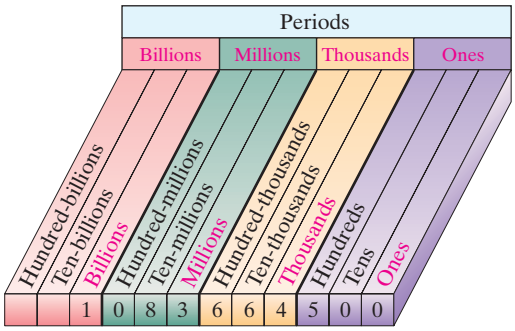
**1.** 38,760,005

**2.** 67,890

**3.** 481,922

## Objective B Writing a Whole Number in Words and in Standard Form

A whole number such as 1,083,664,500 is written in **standard form.** Notice that commas separate the digits into groups of three, starting from the right. Each group of three digits is called a **period.** The names of the first four periods are shown in red.




### Writing a Whole Number in Words

To write a whole number in words, write the number in each period followed by the name of the period. (The ones period is usually not written.) This same procedure can be used to read a whole number.

For example, we write 1,083,664,500 as

one **billion**,
eighty-three **million**,
six hundred sixty-four **thousand**,
five hundred

**Helpful Hint** Notice the commas after the name of each period.

**Answers**

**1.** millions **2.** hundreds
**3.** ten-thousands