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# Applications

## Business and Economics

- Account balances, 261, 265, 306, 624
- Advertising, 472
- Advertising awareness, 126, 677, 681, 688
- Advertising costs, 157, 647
- Annual operating costs, A7
- Annual salary, 34
- Annuity, 347, 349, 372, 611, 615, 616, 653, A18
- Average cost, 194, 212, 221, 225, 248, 647
- Average production, 495, 503
- Average profit, 225, 493, 495, 503
- Average revenue, 495, 503
- Average salary, 32, 257
- Bolts produced by a foundry, 338
- Break-even analysis, 20, 21, 34, 75
- Break-even point, 15, 20, 21
- Budget analysis, 605
- Budget deficit, 359
- Budget variance, A12
- Capital accumulation, 350
- Capital campaign, 384
- Capitalized cost, 411
- Certificate of deposit, 266
- Charitable foundation, 411
- Choosing a job, 33
- Cobb-Douglas production function, 150, 439, 442, 453, 467, 495, 500
- College tuition fund, 385
- Complementary and substitute products, 453
- Compound interest, 59, 66, 69, 136, 274, 275, 283, 297, 300, 308, 309, 350, 372, 604, 652, A18
- Construction, 472
- Consumer and producer surplus, 355, 358, 359, 373, 374, 392
- Cost, 24, 47, 59, 65, 102, 126, 136, 176, 185, 234, 318, 320, 321, 330, 350, 371, 372, 463, 471, 502, 553, 588
- Cost, revenue, and profit, 47, 74, 156, 359, 373
  - Google, 74
- Credit card rate, 136
- Demand, 47, 75, 110, 125, 148, 150, 214, 241, 249, 265, 284, 292, 307, 308, 330, 337, 384, 393, 448, 478, 502, 579, 580, 588, 589, 595
- Depreciation, 30, 76, 136, 257, 274, 301, 350, 616, 653
- Doubling time, 281, 310
- Dow Jones Industrial Average, 9, 116, 195
- Earnings per share, A7
- Economics, 115
  - lululemon, 501
  - marginal benefits and costs, 321
  - Pareto's Law, 688, 689
  - Effective rate of interest, 262, 265, 300, 306
  - Elasticity of demand, 213, 248, 250
  - Elasticity and revenue, 210
  - Endowment, 411, 417
  - Equilibrium point, 16, 78
  - Expected sales, 567
  - Federal debt, 605
  - Finance, 284
  - Fuel cost, 116, 356, 358
  - Future value, 385
  - Homes, median sales prices, 9, 195
  - Hourly earnings, 308, 477
  - Income, A7
    - expected, 385
    - personal, 33, 572
  - Income distribution, 359
  - Increasing production, 155
  - Individual retirement account, 604
  - Inflation rate, 257, 275, 306
  - Installment loan, A31
  - Insurance, 572
  - Inventory
    - cost, 194, A31
    - management, 69
    - replenishment, 126
  - Investment, 443, 454, 501, 604, 663, 667, 675, 683
    - Rule of 70, 300
  - Job offer, 350
  - Least-Cost Rule (Equimarginal Rule), 471, 472
  - Lifetime of a product, 577
  - Linear depreciation, 30, 33, 76
  - Lorenz curve, 359
  - Managing a store, 126
  - Manufacturing, A12
  - Marginal analysis, 237, 238, 240, 241, 249, 349, 400
  - Marginal cost, 114, 115, 164, 338, 453, 501
  - Marginal productivity, 453
  - Marginal profit, 109, 112, 115, 116, 164
  - Marginal revenue, 111, 114, 115, 164, 453, 502
  - Market analysis, 573
  - Market stabilization, 613
  - Maximum production level, 467, 468
  - Maximum profit, 183, 208, 212, 213, 247, 459, 469
  - Maximum revenue, 205, 207, 212, 213, 247, 271, 274, 275
  - Minimum average cost, 206, 212, 247, 292, 309
  - Minimum cost, 202, 203, 213, 464
  - Monthly payments, 440, 443, 464, 501
  - Mortgage debt, 350
  - Office space, 472
  - Owning
    - a business, 46
    - a franchise, 69
  - Pickup trucks sold in a city, 10
  - Point of diminishing returns, 192, 194, 204, 247
  - Present value, 263, 265, 300, 307, 381, 382, 384, 385, 393, 401, 409, 411, 416, 417, 418
  - Price, 605
  - Product units sold, 616
  - Production, 17, 150, 370, 439, 442, 471, 502, 504, 669, A7, A12
  - Production levels, A6, A24
  - Productivity, 194
  - Profit, 10, 47, 115, 127, 154, 157, 165, 166, 176, 185, 202, 234, 241, 247, 249, 307, 320, 344, 372, 442, 462, 502, 615, A7, A24
  - Profit analysis, 174, 176
  - Property value, 257, 306
  - Purchasing power of the dollar, 392
  - Quality control, 125, 411, A11, A12
  - Reimbursed expenses, 34
  - Returning phone calls, 590
  - Revenue, 6, 10, 15, 20, 32, 47, 89, 99, 101, 156, 162, 163, 214, 241, 246, 266, 301, 306, 321, 330, 337, 338, 358, 370, 373, 384, 392, 393, 402, 462, 478, 502, 572, 594, 605
    - and demand, 320
  - Revenues per share, revenues, and shareholder's equity, Amazon.com, 479
  - Salary, 605, 616, 653
  - Salary contract, 69, 77
  - Sales, 34, 157, 195, 298, 301, 392, 524, 534, 535, 562, 615, 652, 653, 675, A7
    - Colgate-Palmolive Company, 605
    - CVS Health Corporation, 166
    - Dollar General, 17, 418
    - Fossil, 89, 102
    - Garmin, 372
    - of gasoline, 116
    - Kellogg Company, 6
    - Kohl's Corporation, 214
    - Lockheed Martin, 214
    - Macy's, 176
    - of organic food, 310
    - PetSmart, 143
    - Polaris Industries, 246
    - Ross stores, 374
    - Starbucks, 257
  - Sales growth, 660, 682
  - Sales per share, 28, 99, 127, 133
  - Scholarship fund, 411, 417
  - Seasonal sales, 540, 553, 560, 561
  - Shareholder's equity, 443, 454
  - Social Security benefits, 234
  - Social Security Trust Fund, 359
  - Stock price, A12

Stores  
Dick's Sporting Goods, 604  
Tiffany & Co., 21  
Supply, 330  
Supply and demand, 20, 75, 157  
Testing for defective units, 591  
Trade deficit, 113  
Trust fund, 265  
Useful life, 583, 588  
of an appliance, 588  
of a battery, 579, 589  
of a component in a machine, 579  
of a mechanical unit, 595  
of a printer, 588  
Wages, 589

## Life Sciences

Biology  
bacterial culture, 136, 249, 259, 266, 337, 472  
cell growth, 669  
child gender, 572  
fertility rates, 185  
fish population, 307  
gestation period of rabbits, 69  
hybrid selection, 679, 681, 682  
plant growth, 543  
population growth, 116, 125, 296, 300, 309, 392, 678, 681, 682, 689  
predator-prey cycle, 529, 533  
stocking a lake with fish, 463  
trout population, 337  
weight gain, 669, 690  
weights of adult male rhesus monkeys, 586  
weights of male collies, A12  
wildlife management, 241, 663  
Births and deaths, 46  
Botany, 595  
Environment  
carbon dioxide, 604  
contour map of the ozone hole, 443  
natural gas consumed, 530  
oxygen level in a pond, 125  
pollutant removal, 59, 248  
pollutant in a river, 616  
recycling bins, 225  
size of an oil slick, 157  
smokestack emission, 222  
Environmental cost, pollutant removal, 68  
Forestry, Doyle Log Rule, 165  
Hardy-Weinberg Law, 463  
Health  
blood pressure, 533  
body temperature, 115  
ear infections treated by doctors, 10  
epidemic, 358  
HIV cases, 571  
nutrition, 472

spread of a disease, 690  
U.S. chickenpox decline, 150  
velocity of airflow into and out of the lungs, 533, 561  
weight loss, 675  
Maximum yield of apple trees, 203  
Medical science  
drug concentration, 683  
in bloodstream, 104, 241, 257, 309, 647  
length of pregnancy, 589  
velocity of air during coughing, 185  
Medicine  
amount of drug in bloodstream, 114  
days until recovery after a medical procedure, 595  
drug absorption, 402  
duration of an infection, 463  
heart transplants, 21  
intravenous feeding, 673  
prescription drugs, 46  
spread of a virus, 307  
temperature of a patient, 524  
Physiology  
body surface area, 249  
heart rate, A7  
Shannon Diversity Index, 463  
Shrub growth, 321, 330  
Systolic blood pressure, 123

## Social and Behavioral Science

Associate's degrees conferred, 21  
Bachelor degrees, number of biological and biomedical science, 176  
Consumer awareness  
alternative-fueled vehicles, 225  
cost of overnight delivery, 77  
cost of vitamins, 77  
fuel mileage, 266, 589  
home mortgage, 293  
U.S. Postal Service first class mail rates, 69  
Consumer trends  
ATM surcharge fee, 301  
cars per household, 594  
cellular telephone subscribers, 9, 143, 477  
consumption of blueberries, 169  
consumption of energy, 356  
consumption of fruit, 359  
consumption of whole milk, 169  
coupons used in a grocery store, 588  
energy consumption, 552  
wind, 75  
expenditures on recreation, 435  
expenditures on spectator sports, 453  
magazine subscribers, 402  
marginal utility, 454  
multiplier effect, 616, 653

number of download music singles, 309  
visitors to a national park, 114, 162  
Education  
ACT scores, 589  
attainment, 573  
exam scores, 589  
exam, true-false questions, 570, 596  
GMAT scores, 585  
MCAT scores, 595  
SAT scores, 274  
Employment  
construction workers, 530  
consumer lending industry, 3  
golf course and country club workers, 543  
outpatient care centers, 292  
private-sector, 3  
scenic and sightseeing transportation workers, 534, 543, 552  
Internet users, 9, 321  
Marginal propensity to consume, 328, 330  
Master's degrees, 503  
Online banking transactions, A7  
Population, 33, 34, 204, 266, 300, 301, 307  
average, 345  
of the United States, 185, 301, 656  
Population density, 492, 495  
Population growth, 283, 306, 310, 321, 681, 682  
of Australia, 115  
of Brazil, 164  
of Texas, 256  
Poverty level, 195  
Psychology  
intelligence quotient (IQ), 596  
learning curve, 225, 301, 675  
learning theory, 266, 274, 283, 293, 308, 579, 683  
memory experiment, 390, 392, 416  
memory model, 384  
migraine prevalence, 102  
rate of change, 288  
sleep patterns, 365  
Stanford-Binet Test (IQ test), 454  
Queuing model, 442  
Recycling, 77  
Research and development, 113  
Seizing drugs, 225, 248  
Spread of a rumor, 675  
Unemployed workers, 78  
Vital statistics  
median age, 401  
number of children per family, 571, 594  
working married couples, rate of increase, 321  
Work groups, 590

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with CalcChat & CalcView**

**Tenth Edition**

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# Contents

<b>1</b>	<b>Functions, Graphs, and Limits</b>	<b>1</b>
1.1	The Cartesian Plane and the Distance Formula	2
1.2	Graphs of Equations	11
	<b>Project: Number of Stores</b>	21
1.3	Lines in the Plane and Slope	22
	<b>Quiz Yourself</b>	34
1.4	Functions	35
1.5	Limits	48
1.6	Continuity	60
	<b>Algebra Tutor</b>	70
	<b>Summary and Study Strategies</b>	72
	<b>Review Exercises</b>	74
	<b>Test Yourself</b>	78
<b>2</b>	<b>Differentiation</b>	<b>79</b>
2.1	The Derivative and the Slope of a Graph	80
2.2	Some Rules for Differentiation	91
2.3	Rates of Change: Velocity and Marginals	103
2.4	The Product and Quotient Rules	117
	<b>Quiz Yourself</b>	127
2.5	The Chain Rule	128
2.6	Higher-Order Derivatives	137
	<b>Project: Cell Phone Subscribers in U.S.</b>	143
2.7	Implicit Differentiation	144
2.8	Related Rates	151
	<b>Algebra Tutor</b>	158
	<b>Summary and Study Strategies</b>	160
	<b>Review Exercises</b>	162
	<b>Test Yourself</b>	166
<b>3</b>	<b>Applications of the Derivative</b>	<b>167</b>
3.1	Increasing and Decreasing Functions	168
3.2	Extrema and the First-Derivative Test	177
3.3	Concavity and the Second-Derivative Test	186
3.4	Optimization Problems	196
	<b>Quiz Yourself</b>	204
3.5	Business and Economics Applications	205
3.6	Asymptotes	215
	<b>Project: Alternative-Fueled Vehicles</b>	225
3.7	Curve Sketching: A Summary	226
3.8	Differentials and Marginal Analysis	235
	<b>Algebra Tutor</b>	242
	<b>Summary and Study Strategies</b>	244
	<b>Review Exercises</b>	246
	<b>Test Yourself</b>	250

---

<b>4</b>	<b>Exponential and Logarithmic Functions</b>	<b>251</b>
4.1	Exponential Functions	252
4.2	Natural Exponential Functions	258
4.3	Derivatives of Exponential Functions	267
	<b>Quiz Yourself</b>	275
4.4	Logarithmic Functions	276
4.5	Derivatives of Logarithmic Functions	285
4.6	Exponential Growth and Decay	294
	<b>Project: ATM Surcharge Fee</b>	301
	<b>Algebra Tutor</b>	302
	<b>Summary and Study Strategies</b>	304
	<b>Review Exercises</b>	306
	<b>Test Yourself</b>	310

---

<b>5</b>	<b>Integration and Its Applications</b>	<b>311</b>
5.1	Antiderivatives and Indefinite Integrals	312
5.2	Integration by Substitution and the General Power Rule	322
5.3	Exponential and Logarithmic Integrals	331
	<b>Quiz Yourself</b>	338
5.4	Area and the Fundamental Theorem of Calculus	339
5.5	The Area of a Region Bounded by Two Graphs	351
	<b>Project: Social Security</b>	359
5.6	The Definite Integral as the Limit of a Sum	360
	<b>Algebra Tutor</b>	366
	<b>Summary and Study Strategies</b>	368
	<b>Review Exercises</b>	370
	<b>Test Yourself</b>	374

---

<b>6</b>	<b>Techniques of Integration</b>	<b>375</b>
6.1	Integration by Parts and Present Value	376
6.2	Integration Tables	386
	<b>Project: Purchasing Power of the Dollar</b>	392
	<b>Quiz Yourself</b>	393
6.3	Numerical Integration	394
6.4	Improper Integrals	403
	<b>Algebra Tutor</b>	412
	<b>Summary and Study Strategies</b>	414
	<b>Review Exercises</b>	416
	<b>Test Yourself</b>	418

---

<b>7</b>	<b>Functions of Several Variables</b>	<b>419</b>
7.1	The Three-Dimensional Coordinate System	420
7.2	Surfaces in Space	427
7.3	Functions of Several Variables	436
7.4	Partial Derivatives	444
7.5	Extrema of Functions of Two Variables	455
	<b>Quiz Yourself</b>	464
7.6	Lagrange Multipliers	465
7.7	Least Squares Regression Analysis	473
	<b>Project: Financial Data</b>	479
7.8	Double Integrals and Area in the Plane	480
7.9	Applications of Double Integrals	488
	<b>Algebra Tutor</b>	496
	<b>Summary and Study Strategies</b>	498
	<b>Review Exercises</b>	500
	<b>Test Yourself</b>	504
<hr/>		
<b>8</b>	<b>Trigonometric Functions</b>	<b>505</b>
8.1	Radian Measure of Angles	506
8.2	The Trigonometric Functions	514
8.3	Graphs of Trigonometric Functions	525
	<b>Quiz Yourself</b>	535
8.4	Derivatives of Trigonometric Functions	536
	<b>Project: Meteorology</b>	544
8.5	Integrals of Trigonometric Functions	545
	<b>Algebra Tutor</b>	554
	<b>Summary and Study Strategies</b>	556
	<b>Review Exercises</b>	558
	<b>Test Yourself</b>	562
<hr/>		
<b>9</b>	<b>Probability and Calculus</b>	<b>563</b>
9.1	Discrete Probability	564
	<b>Project: Education</b>	573
9.2	Continuous Random Variables	574
9.3	Expected Value and Variance	580
	<b>Algebra Tutor</b>	590
	<b>Summary and Study Strategies</b>	592
	<b>Review Exercises</b>	593
	<b>Test Yourself</b>	596

---

## 10 Series and Taylor Polynomials 597

- 10.1 Sequences 598
- Project: Revenues** 605
- 10.2 Series and Convergence 606
- 10.3  $p$ -Series and the Ratio Test 617
- Quiz Yourself** 624
- 10.4 Power Series and Taylor's Theorem 625
- 10.5 Taylor Polynomials 635
- 10.6 Newton's Method 642
- Algebra Tutor** 648
- Summary and Study Strategies** 650
- Review Exercises** 652
- Test Yourself** 656

---

## 11 Differential Equations 657

- 11.1 Solutions of Differential Equations 658
- 11.2 Separation of Variables 664
- Quiz Yourself** 670
- 11.3 First-Order Linear Differential Equations 671
- Project: Weight Loss** 675
- 11.4 Applications of Differential Equations 676
- Algebra Tutor** 684
- Summary and Study Strategies** 686
- Review Exercises** 687
- Test Yourself** 690

---

### Appendices

#### Appendix A: Precalculus Review A2

- A.1 The Real Number Line and Order A2
- A.2 Absolute Value of a Real Number A8
- A.3 Exponents and Radicals A13
- A.4 Factoring Polynomials A19
- A.5 Fractions and Rationalization A25

#### Appendix B: Alternate Introduction to the Fundamental Theorem of Calculus A32

#### Appendix C: Formulas A41

- C.1 Differentiation and Integration Formulas A41
- C.2 Formulas from Business and Finance A45

#### Appendix D: Properties and Measurement (Web)\*

- D.1 Review of Algebra, Geometry, and Trigonometry
- D.2 Units of Measurements

#### Appendix E: Graphing Utility Programs (Web)\*

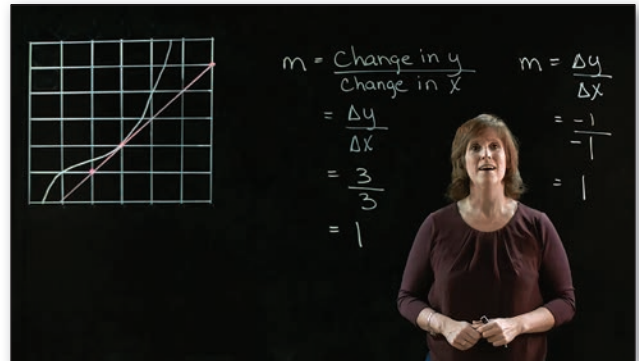
- Answers to Selected Exercises A47
- Answers to Checkpoints A124
- Answers to Tech Tutors A134
- Index A135

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# Preface

Welcome to the Tenth Edition of *Calculus: An Applied Approach with CalcChat & CalcView!* I am proud to present this new edition to you. As with all editions, I have been able to incorporate many useful comments from you, our user. In this edition, I introduce several new features and revise others. You will still find what you expect—a pedagogically sound, mathematically precise, and comprehensive textbook that includes a multitude of business and life sciences applications.


I am pleased and excited to offer you two brand new websites with this edition—**CalcView.com** and **LarsonAppliedCalculus.com**. Both websites were created with the goal of providing you with the resources needed to master Calculus. **CalcView.com** contains worked-out solution videos for selected exercises in the book, and **LarsonAppliedCalculus.com** offers multiple resources to supplement your learning experience. Best of all, these websites are completely *free*.



A theme throughout the book is **“IT’S ALL ABOUT YOU.”** Please pay special attention to the study aids with a red **U**. These study aids will help you learn calculus, use technology, refresh your algebra skills, and prepare for tests. For an overview of these aids, check out **CALCULUS & YOU** on page 0. In each exercise set, quiz, and test, be sure to notice the reference to **CalcChat.com**. At this free site, you can download a step-by-step solution to any odd-numbered exercise. You can also work with a tutor, free of charge, during the hours posted at the site. Over the years, thousands of students have visited the site for help.

## New To This Edition



The website **CalcView.com** contains video solutions of selected exercises. Calculus instructors progress step-by-step through solutions, providing guidance to help you solve the exercises. You can use your smartphone’s QR Code® reader to scan the codes  and go directly to a video solution. Or you can access the videos at **CalcView.com**.



## NEW LarsonAppliedCalculus.com

This companion website offers multiple tools and resources to supplement your learning. Access to these features is *free*. Watch videos explaining concepts from the book, explore examples, take a diagnostic test, view solutions to the checkpoint problems, and much more.

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## NEW Data Spreadsheets

Download these editable spreadsheets from [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com) and use the data to solve exercises.

## REVISED Exercise Sets

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

## Trusted Features

### HOW DO YOU SEE IT? Exercise

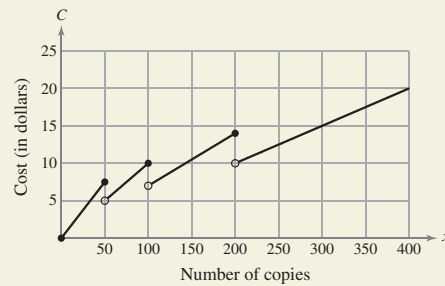
The *How Do You See It?* exercise in each section presents a real-life problem that you will solve by visual inspection using the concepts learned in the lesson.



For the past several years, an independent website—[CalcChat.com](http://CalcChat.com)—has been maintained to provide free solutions to all odd-numbered problems in the text. Thousands of students have visited the site for practice and help with their homework from live tutors.



**76. HOW DO YOU SEE IT?** The graph shows the cost  $C$  (in dollars) of making  $x$  photocopies at a copy shop.



- Does  $\lim_{x \rightarrow 50} C$  exist? Explain your reasoning.
- Does  $\lim_{x \rightarrow 150} C$  exist? Explain your reasoning.
- You have to make 200 photocopies. Would it be better to make 200 or 201? Explain your reasoning.

### 5.5 The Area of a Region Bounded by Two Graphs

- Find the areas of regions bounded by two graphs.
- Find consumer and producer surpluses.
- Use the areas of regions bounded by two graphs to solve real-life problems.

#### Area of a Region Bounded by Two Graphs

With a few modifications, you can extend the use of definite integrals from finding the area of a region *under a graph* to finding the area of a region *bounded by two graphs*. To see how this is done, consider the region bounded by the graphs of

$$f, g, x = a, \text{ and } x = b$$

as shown in Figure 5.13. If the graphs of both  $f$  and  $g$  lie above the  $x$ -axis, then you can interpret the area of the region between the graphs as the area of the region under the graph of  $g$  subtracted from the area of the region under the graph of  $f$ , as shown in Figure 5.13.

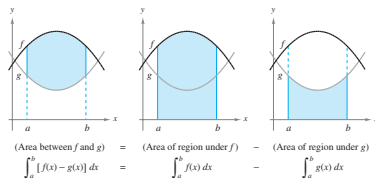


FIGURE 5.13

Although Figure 5.13 depicts the graphs of  $f$  and  $g$  lying above the  $x$ -axis, this is not necessary, and the same integrand

$$[f(x) - g(x)]$$

can be used as long as both functions are continuous and  $g(x) \leq f(x)$  on the interval  $[a, b]$ .

#### Area of a Region Bounded by Two Graphs

If  $f$  and  $g$  are continuous on  $[a, b]$  and  $g(x) \leq f(x)$  for all  $x$  in  $[a, b]$ , then the area of the region bounded by the graphs of

$$f, g, x = a, \text{ and } x = b$$

(see Figure 5.14) is given by

$$A = \int_a^b [f(x) - g(x)] dx.$$

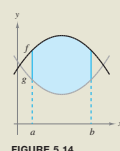


FIGURE 5.14

## Chapter Opener

Each *Chapter Opener* highlights a real-life problem from an example in the chapter, showing a graph related to the data and describing the math concept used to solve the problem.

## Section Opener

Each *Section Opener* highlights a real-life problem in the exercises, showing a graph for the situation with a description of how you will use the math of the section to solve the problem.

## Section Objectives

A bulleted list of learning objectives provides you with the opportunity to preview what will be presented in the upcoming section.

## Definitions and Theorems

All definitions and theorems are highlighted for emphasis and easy recognition.





### Business Capsule

**S**usie Wang and Ric Kostick graduated in 2002 from the University of California at Berkeley with degrees in mathematics. Together they launched a cosmetics brand called 100% Pure, which uses fruit and vegetable pigments to color cosmetics and uses only organic ingredients for the purest skin care. The company grew quickly and now has annual sales of over \$40 million. Wang and Kostick attribute their success to applying what they learned from their studies. “Mathematics teaches you logic, discipline, and accuracy, which help you with all aspects of daily life,” says Ric Kostick.

- 49. Research Project** Use your school’s library, the Internet, or some other reference source to research the opportunity cost of attending graduate school for 2 years to receive a Masters of Business Administration (MBA) degree rather than working for 2 years with a bachelor’s degree. Write a short paper describing these costs.

### Checkpoint

Paired with every example, the *Checkpoint* problems encourage immediate practice and check your understanding of the concepts presented in the example. Answers to all *Checkpoint* problems appear at the back of the text to reinforce understanding of the skill sets learned.

### Business Capsule

*Business Capsules* appear at the end of selected sections. These capsules and their accompanying research project highlight business situations related to the mathematical concepts covered in the chapter.

### SUMMARIZE

The *Summarize* feature at the end of each section helps you organize the lesson’s key concepts into a concise summary, providing you with a valuable study tool.

### STUDY TIP

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

### TECH TUTOR

The *Tech Tutor* gives suggestions for effectively using tools such as calculators, graphing calculators, and spreadsheet programs to help deepen your understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand.

### ALGEBRA TUTOR

The *Algebra Tutor* appears throughout each chapter and offers algebraic support at point of use. This support is revisited in a two-page algebra review at the end of the chapter, where additional details of example solutions with explanations are provided.

### SKILLS WARM UP

The *Skills Warm Up* appears at the beginning of the exercise set for each section. These problems help you review previously learned skills that you will use in solving the section exercises.

### Project

The projects at the end of selected sections involve in-depth applied exercises in which you will work with large, real-life data sets, often creating or analyzing models. These projects are offered online at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com).

- 47. Project: ATM Surcharge Fee** For a project analyzing the average ATM surcharge fee in the United States from 2002 to 2014, visit this text’s website at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com). (Source: Bankrate, Inc.)

**SECTION 4.6** Project: ATM Surcharge Fee

**Project: ATM Surcharge Fee** The table shows the average ATM surcharge fee  $A$  (in dollars) in the United States from 2002 to 2014. (Source: Bankrate, Inc.)

Year	Average ATM surcharge fee, $A$
2002	1.38
2003	1.40
2004	1.37
2005	1.54
2006	1.64
2007	1.78
2008	1.97
2009	2.22
2010	2.33
2011	2.40
2012	2.50
2013	2.60
2014	2.77

Spreadsheet at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)

- Use the regression feature of a graphing utility to find an exponential growth function to model the data. Let  $t$  represent the year, with  $t = 2$  corresponding to 2002.
- Use the model you found in part (a) to determine the percent by which the average ATM surcharge fee is increasing each year.
- Use a graphing utility to graph the original data and the model you found in part (a) in the same viewing window. Does it appear that the model is a good fit for the data? Explain your reasoning.
- Use the regression feature of a graphing utility to find a linear function to model the data. Then graph the original data and the linear model in the same viewing window. Does it appear that the linear model is a good fit for the data? Explain your reasoning.
- For both the exponential model and the linear model, find the coefficient of determination,  $r^2$ , as determined by the graphing utility. Use the results to choose which model best fits the data. (The coefficient of determination gives a measure of how well a mathematical model fits a data set. The closer the value of the coefficient of determination is to 1, the better the fit.)
- Use the model that best represents the data to predict the ATM surcharge fee in 2018.
- Use the model that best represents the data to predict the year in which the average ATM surcharge fee will reach \$3.50.

# Instructor Resources

## Media

### Complete Solutions Manual

The *Complete Solutions Manual* provides worked-out solutions for all exercises in the text, including Checkpoints, Quiz Yourself, Test Yourself, and Tech Tutors.

### Turn the Light On with MindTap for Larson's *Calculus: An Applied Approach*

Through personalized paths of dynamic assignments and applications, MindTap is a digital learning solution and representation of your course that turns cookie cutter into cutting edge, apathy into engagement, and memorizers into higher-level thinkers.

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### Instructor Companion Site

Everything you need for your course in one place! This collection of book-specific lecture and class tools is available online at [cengage.com/login](http://cengage.com/login). Access and download PowerPoint presentations, images, solutions, videos, and more.

**Cengage Learning Testing Powered by Cognero (ISBN: 978-1-3058-8230-0)** is a flexible, online system that allows you to author, edit, and manage test bank content, create multiple test versions in an instant, and deliver tests from your LMS, your classroom, or wherever you want. This is available online at [cengage.com/login](http://cengage.com/login).

# Student Resources

## Print

### **Student Solutions Manual**

ISBN 13: 978-1-305-86099-5

The *Student Solutions Manual* provides complete worked-out solutions to all odd-numbered exercises in the text. In addition, the solutions of all Checkpoint, Quiz Yourself, Test Yourself, and Tech Tutor exercises are included.

## Media

### **MindTap for Larson's *Calculus: An Applied Approach***

MindTap is a digital representation of your course that provides you with the tools you need to better manage your limited time, stay organized, and be successful. You can complete assignments whenever and wherever you are ready to learn with course material specially customized for you by your instructor and streamlined in one proven, easy-to-use interface. With an array of study tools, you will get a true understanding of course concepts, achieve better grades, and set the groundwork for your future courses.

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To access additional course materials and companion resources, please visit **CengageBrain.com**. At the **CengageBrain.com** home page, search for the ISBN of your title (from the back cover of your book) using the search box at the top of the page. This will take you to the product page where free companion resources can be found.

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If you have suggestions for improving this text, please feel free to write to me. Over the past two decades I have received many useful comments from both instructors and students, and I value these comments very highly.

Ron Larson, Ph.D.  
Professor of Mathematics  
Penn State University  
[www.RonLarson.com](http://www.RonLarson.com)

# CALCULUS & YOU

Every feature in this text is designed to help you learn calculus. Whenever you see a red **U**, pay special attention to the study aid. These study aids represent years of experience in teaching students *just like you*. Ron Larson

## STUDY TIP

The notation  $\partial z/\partial x$  is read as “the partial derivative of  $z$  with respect to  $x$ ,” and  $\partial z/\partial y$  is read as “the partial derivative of  $z$  with respect to  $y$ .”

The *Study Tips* occur at point of use throughout the text. They represent **common questions** that students ask me, **insights** into understanding concepts, and **alternative ways to look at concepts**. For instance, the *Study Tip* at the left provides insight on how to read mathematical notation.

## TECH TUTOR

If you have access to a symbolic integration utility, try using it to find antiderivatives.

The *Tech Tutors* give suggestions on how you can use various types of technology to help understand the material. This includes **graphing calculators**, **computer graphing programs**, and **spreadsheet programs** such as Excel. For instance, the *Tech Tutor* at the left points out that some calculators and some computer programs are capable of symbolic integration.

## ALGEBRA TUTOR

Finding intercepts involves solving equations. For a review of some techniques for solving equations, see page 71.

Throughout years of teaching, I have found that the greatest stumbling block to success in calculus is a weakness in algebra. Each time you see an *Algebra Tutor*, please read it carefully. Then, flip ahead to the referenced page and give yourself a chance to enjoy a brief **algebra refresher**. It will be time well spent.



## HOW DO YOU SEE IT?

The *How Do You See It?* question in each exercise set helps you **visually summarize concepts** without messy computations.

## SUMMARIZE

The *Summarize* outline at the end of each section asks you to write each learning objective in **your own words**.

## SKILLS WARM UP

The *Skills Warm Up* exercises that precede each exercise set will help you **review previously learned skills**.

## SUMMARY AND STUDY STRATEGIES

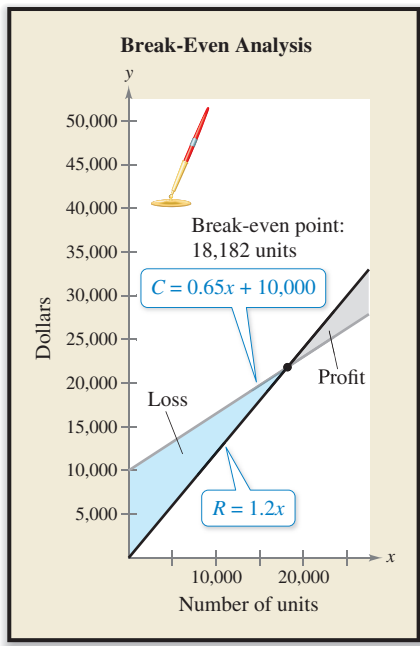
The *Summary and Study Strategies*, coupled with the Review Exercises are designed to help you organize your thoughts as you **prepare for a chapter test**.

## QUIZ YOURSELF

The *Quiz Yourself* occurs midway in each chapter. Take each of these quizzes as you would **take a quiz in class**.

## TEST YOURSELF

The *Test Yourself* occurs at the end of each chapter. All questions are answered so you can **check your progress**.



# 1 Functions, Graphs, and Limits

- 1.1 The Cartesian Plane and the Distance Formula
- 1.2 Graphs of Equations
- 1.3 Lines in the Plane and Slope
- 1.4 Functions
- 1.5 Limits
- 1.6 Continuity

Example 5 on page 15 shows how the point of intersection of two graphs can be used to find the break-even point for a company manufacturing and selling a product.



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# 1.1 The Cartesian Plane and the Distance Formula



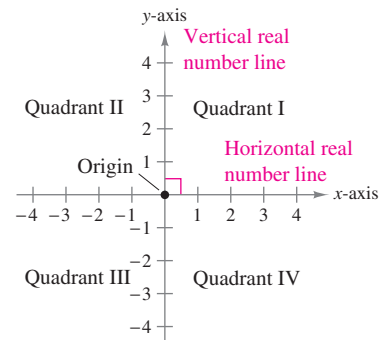
In Exercise 29 on page 9, you will use a line graph to estimate the Dow Jones Industrial Average.

- Plot points in a coordinate plane and represent data graphically.
- Find the distance between two points in a coordinate plane.
- Find the midpoint of a line segment connecting two points.
- Translate points in a coordinate plane.

## The Cartesian Plane

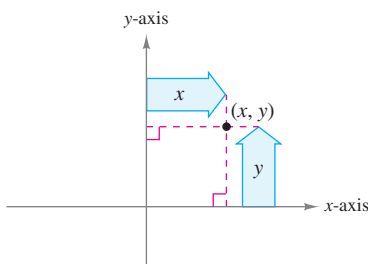
Just as you can represent real numbers by points on a real number line, you can represent ordered pairs of real numbers by points in a plane called the **rectangular coordinate system**, or the **Cartesian plane**, after the French mathematician René Descartes (1596–1650).

The Cartesian plane is formed by using two real number lines intersecting at right angles, as shown in Figure 1.1. The horizontal real number line is usually called the **x-axis**, and the vertical real number line is usually called the **y-axis**. The point of intersection of these two axes is the **origin**, and the two axes divide the plane into four parts called **quadrants**.

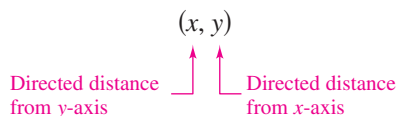


The Cartesian Plane  
**FIGURE 1.1**

Each point in the plane corresponds to an **ordered pair**  $(x, y)$  of real numbers  $x$  and  $y$ , called **coordinates** of the point. The **x-coordinate** represents the directed distance from the  $y$ -axis to the point, and the **y-coordinate** represents the directed distance from the  $x$ -axis to the point, as shown in Figure 1.2.



**FIGURE 1.2**



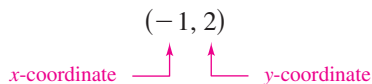
The notation  $(x, y)$  denotes both a point in the plane and an open interval on the real number line. The context will tell you which meaning is intended.

### EXAMPLE 1 Plotting Points in the Cartesian Plane

Plot the points

- $(-1, 2)$ ,  $(3, 4)$ ,  $(0, 0)$ ,  $(3, 0)$ , and  $(-2, -3)$ .

**SOLUTION** To plot the point

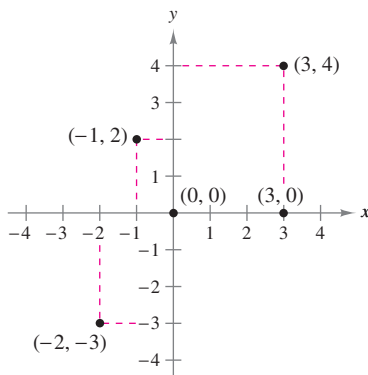


imagine a vertical line through  $-1$  on the  $x$ -axis and a horizontal line through  $2$  on the  $y$ -axis. The intersection of these two lines is the point  $(-1, 2)$ . The other four points can be plotted in a similar way and are shown in Figure 1.3.

**✓ Checkpoint 1** *Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)*

Plot the points

- $(-3, 2)$ ,  $(4, -2)$ ,  $(3, 1)$ ,  $(0, -2)$ , and  $(-1, -2)$ .



**FIGURE 1.3**

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Using a rectangular coordinate system allows you to visualize relationships between two variables. In Example 2, data are represented graphically by points plotted in a rectangular coordinate system. This type of graph is called a **scatter plot**.

### EXAMPLE 2 Sketching a Scatter Plot

The numbers  $E$  (in millions of people) of private-sector employees in the United States from 2005 through 2013 are shown in the table, where  $t$  represents the year. Sketch a scatter plot of the data. (Source: U.S. Bureau of Labor Statistics)

$t$	2005	2006	2007	2008	2009	2010	2011	2012	2013
$E$	112	114	116	115	109	108	110	112	115

Spreadsheet at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)

**SOLUTION** To sketch a scatter plot of the data given in the table, represent each pair of values by an ordered pair

$$(t, E)$$

and plot the resulting points, as shown in Figure 1.4. For instance, the first pair of values is represented by the ordered pair

$$(2005, 112).$$

Note that the break in the  $t$ -axis indicates that the numbers between 0 and 2005 have been omitted, and the break in the  $E$ -axis indicates that the numbers between 0 and 104 have been omitted.

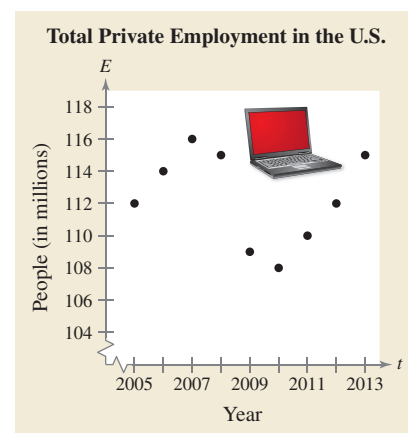


FIGURE 1.4

### ✓ Checkpoint 2 Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)

The numbers  $E$  (in thousands of people) of employees in the consumer lending industry in the United States from 2005 through 2013 are shown in the table, where  $t$  represents the year. Sketch a scatter plot of the data. (Source: U.S. Bureau of Labor Statistics)

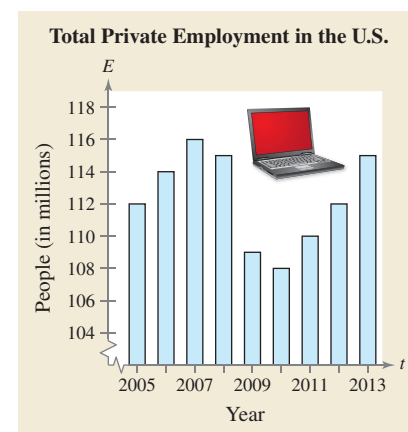
$t$	2005	2006	2007	2008	2009	2010	2011	2012	2013
$E$	113	118	119	110	97	91	87	91	95

Spreadsheet at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)

In Example 2,  $t = 1$  could have been used to represent the year 2005. In that case, the horizontal axis would not have been broken, and the tick marks would have been labeled 1 through 9 (instead of 2005 through 2013).

The scatter plot in Example 2 is one way to represent the given data graphically. Another technique, a *bar graph*, is shown in the figure at the right. If you have access to a graphing utility, try using it to represent the data given in Example 2 graphically.

Another way to represent data is with a *line graph* (see Exercise 29).





## The Distance Formula

Recall from the Pythagorean Theorem that, for a right triangle with hypotenuse of length  $c$  and sides of lengths  $a$  and  $b$ , you have

$$a^2 + b^2 = c^2 \quad \text{Pythagorean Theorem}$$

as shown in Figure 1.5. Note that the converse is also true. That is, if  $a^2 + b^2 = c^2$ , then the triangle is a right triangle.

Suppose you want to determine the distance  $d$  between two points

$$(x_1, y_1) \quad \text{and} \quad (x_2, y_2)$$

in the plane. These two points can form a right triangle, as shown in Figure 1.6. The length of the vertical side of the triangle is

$$|y_2 - y_1|$$

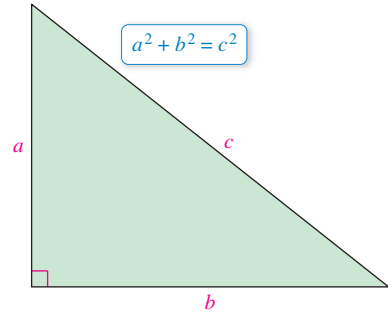
and the length of the horizontal side is

$$|x_2 - x_1|.$$

By the Pythagorean Theorem, you can write

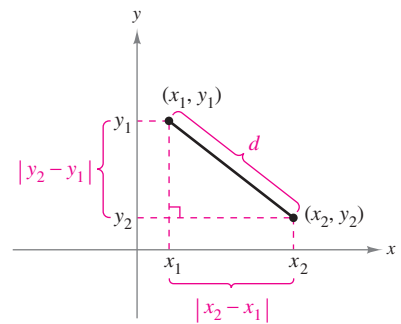
$$\begin{aligned} d^2 &= |x_2 - x_1|^2 + |y_2 - y_1|^2 \\ d &= \sqrt{|x_2 - x_1|^2 + |y_2 - y_1|^2} \\ d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}. \end{aligned}$$

This result is the **Distance Formula**.



Pythagorean Theorem

**FIGURE 1.5**



Distance Between Two Points

**FIGURE 1.6**

### The Distance Formula

The distance  $d$  between the points  $(x_1, y_1)$  and  $(x_2, y_2)$  in the plane is

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

### EXAMPLE 3 Finding a Distance

Find the distance between the points  $(-2, 1)$  and  $(3, 4)$ .

**SOLUTION** Let  $(x_1, y_1) = (-2, 1)$  and  $(x_2, y_2) = (3, 4)$ . Then apply the Distance Formula as shown.

$$\begin{aligned} d &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\ &= \sqrt{[3 - (-2)]^2 + (4 - 1)^2} \\ &= \sqrt{(5)^2 + (3)^2} \\ &= \sqrt{34} \\ &\approx 5.83 \end{aligned}$$

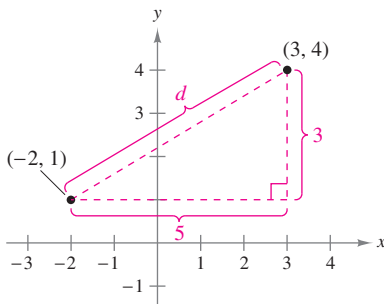
Distance Formula

Substitute for  $x_1, y_1, x_2,$  and  $y_2$ .

Simplify.

Simplify.

Use a calculator.



**FIGURE 1.7**

So, the distance between the points is about 5.83 units. Note in Figure 1.7 that a distance of 5.83 looks about right.

✓ **Checkpoint 3** *Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)*

Find the distance between the points  $(-2, 1)$  and  $(2, 4)$ .

**EXAMPLE 4** Verifying a Right Triangle

Use the Distance Formula to show that the points

$$(2, 1), (4, 0), \text{ and } (5, 7)$$

are vertices of a right triangle.

**SOLUTION** The three points are plotted in Figure 1.8. Using the Distance Formula, you can find the lengths of the three sides as shown below.

$$d_1 = \sqrt{(5 - 2)^2 + (7 - 1)^2} = \sqrt{9 + 36} = \sqrt{45}$$

$$d_2 = \sqrt{(4 - 2)^2 + (0 - 1)^2} = \sqrt{4 + 1} = \sqrt{5}$$

$$d_3 = \sqrt{(5 - 4)^2 + (7 - 0)^2} = \sqrt{1 + 49} = \sqrt{50}$$

Because

$$d_1^2 + d_2^2 = 45 + 5 = 50 = d_3^2$$

you can apply the converse of the Pythagorean Theorem to conclude that the triangle must be a right triangle.

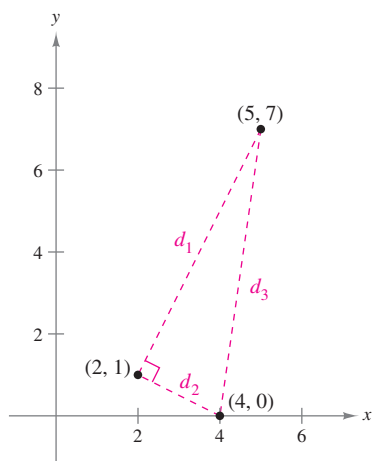


FIGURE 1.8

✓ **Checkpoint 4** *Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)*

Use the Distance Formula to show that the points  $(2, -1)$ ,  $(5, 5)$ , and  $(6, -3)$  are vertices of a right triangle. ■

The figures provided with Examples 3 and 4 were not really essential to the solution. *Nevertheless*, it is strongly recommended that you develop the habit of including sketches with your solutions—even when they are not required.

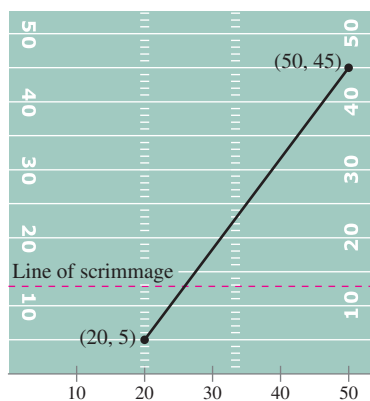


FIGURE 1.9

**EXAMPLE 5** Finding the Length of a Pass

In a football game, a quarterback throws a pass from the 5-yard line, 20 yards from one sideline. The pass is caught by a wide receiver on the 45-yard line, 50 yards from the same sideline, as shown in Figure 1.9. How long is the pass?

**SOLUTION** You can find the length of the pass by finding the distance between the points  $(20, 5)$  and  $(50, 45)$ .

$$\begin{aligned} d &= \sqrt{(50 - 20)^2 + (45 - 5)^2} && \text{Distance Formula} \\ &= \sqrt{900 + 1600} && \text{Simplify.} \\ &= 50 && \text{Simplify.} \end{aligned}$$

So, the pass is 50 yards long.

✓ **Checkpoint 5** *Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)*

A quarterback throws a pass from the 10-yard line, 10 yards from one sideline. The pass is caught by a wide receiver on the 30-yard line, 25 yards from the same sideline. How long is the pass? ■

**STUDY TIP**

In Example 5, the scale along the goal line showing distance from the sideline does not normally appear on a football field. However, when you use coordinate geometry to solve real-life problems, you are free to place the coordinate system in any way that is convenient for the solution of the problem.

## The Midpoint Formula

To find the **midpoint** of the line segment that joins two points in a coordinate plane, find the average values of the respective coordinates of the two endpoints.

### The Midpoint Formula

The midpoint of the line segment joining the points  $(x_1, y_1)$  and  $(x_2, y_2)$  is

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

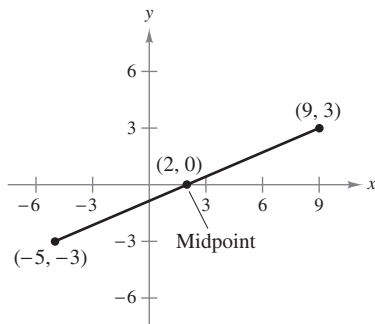


FIGURE 1.10

### EXAMPLE 6 Finding the Midpoint of a Line Segment

Find the midpoint of the line segment joining the points

$$(-5, -3) \quad \text{and} \quad (9, 3).$$

**SOLUTION** Let  $(x_1, y_1) = (-5, -3)$  and  $(x_2, y_2) = (9, 3)$ .

$$\begin{aligned} \text{Midpoint} &= \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right) \\ &= \left( \frac{-5 + 9}{2}, \frac{-3 + 3}{2} \right) \\ &= (2, 0) \end{aligned}$$

Midpoint Formula

Substitute for  $x_1, y_1, x_2,$  and  $y_2$ .

Simplify.

The midpoint of the line segment is  $(2, 0)$ , as shown in Figure 1.10.

✓ **Checkpoint 6** *Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)*

Find the midpoint of the line segment joining the points

$$(-6, 2) \quad \text{and} \quad (2, 8).$$

### EXAMPLE 7 Estimating Annual Revenues

McDonald's Corporation had annual revenues of about \$27.0 billion in 2011 and about \$28.1 billion in 2013. Without knowing any additional information, estimate the 2012 annual revenues. (*Source: McDonald's Corp.*)

**SOLUTION** One solution to the problem is to assume that revenues followed a linear pattern. Then you can estimate the 2012 revenues by finding the midpoint of the line segment connecting the points  $(2011, 27.0)$  and  $(2013, 28.1)$ .

$$\begin{aligned} \text{Midpoint} &= \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right) \\ &= \left( \frac{2011 + 2013}{2}, \frac{27.0 + 28.1}{2} \right) \\ &= (2012, 27.55) \end{aligned}$$

Midpoint Formula

Substitute for  $x_1, y_1, x_2,$  and  $y_2$ .

Simplify.

So, you can estimate that the 2012 revenues were about \$27.55 billion, as shown in Figure 1.11. (The actual 2012 revenues were about \$27.6 billion.)

✓ **Checkpoint 7** *Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)*

Kellogg Company had annual sales of about \$13.2 billion in 2011 and about \$14.8 billion in 2013. Without knowing any additional information, estimate the 2012 annual sales. (*Source: Kellogg Co.*)

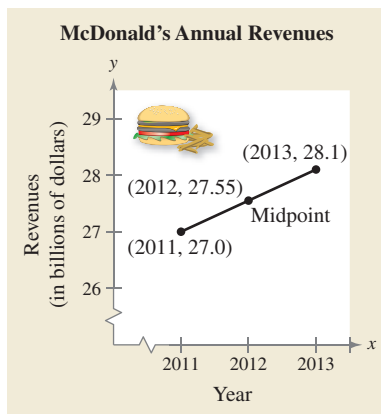


FIGURE 1.11



Many movies now use extensive computer graphics, much of which consists of transformations of points in two- and three-dimensional space. The photo above is from *The Amazing Spider-Man*. The movie's animators used computer graphics to design the scenery, characters, motion, and even the lighting throughout much of the film.

## Translating Points in the Plane

Much of computer graphics consists of transformations of points in a coordinate plane. One type of transformation, a translation, is illustrated in Example 8. Other types of transformations include reflections, rotations, and stretches.

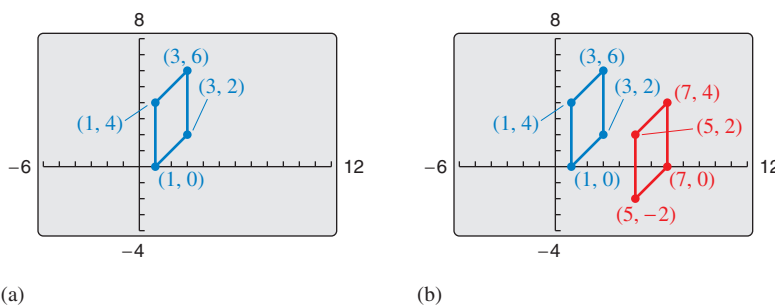
### EXAMPLE 8 Translating Points in the Plane

Figure 1.12(a) shows the vertices of a parallelogram. Find the vertices of the parallelogram after it has been translated four units to the right and two units down.

**SOLUTION** To translate each vertex four units to the right, add 4 to each  $x$ -coordinate. To translate each vertex two units down, subtract 2 from each  $y$ -coordinate.

Original Point	Translated Point
$(1, 0)$	$(1 + 4, 0 - 2) = (5, -2)$
$(3, 2)$	$(3 + 4, 2 - 2) = (7, 0)$
$(3, 6)$	$(3 + 4, 6 - 2) = (7, 4)$
$(1, 4)$	$(1 + 4, 4 - 2) = (5, 2)$

The translated parallelogram is shown in Figure 1.12(b).



(a) FIGURE 1.12

(b)

### ✓ Checkpoint 8 Worked-out solution available at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)

Find the vertices of the parallelogram in Example 8 after it has been translated two units to the left and four units down.



## SUMMARIZE (Section 1.1)

1. Describe the Cartesian plane (*page 2*). For an example of plotting points in the Cartesian plane, see Example 1.
2. Describe a scatter plot (*page 3*). For an example of a scatter plot, see Example 2.
3. State the Distance Formula (*page 4*). For examples of using the Distance Formula, see Examples 3, 4, and 5.
4. State the Midpoint Formula (*page 6*). For an example of using the Midpoint Formula, see Example 6.
5. Describe a real-life example of how the Midpoint Formula can be used to estimate annual revenues (*page 6, Example 7*).
6. Describe how to translate points in the Cartesian plane (*page 7*). For an example of translating points in the Cartesian plane, see Example 8.

**SKILLS WARM UP 1.1**

The following warm-up exercises involve skills that were covered in a previous course. You will use these skills in the exercise set for this section. For additional help, review Appendix A.3.

In Exercises 1–6, simplify the expression.

1.  $\frac{5 + (-4)}{2}$

2.  $\frac{-3 + (-1)}{2}$

3.  $\sqrt{(3 - 6)^2 + [1 - (-5)]^2}$

4.  $\sqrt{(-2 - 0)^2 + [-7 - (-3)]^2}$

5.  $\sqrt{27} + \sqrt{12}$

6.  $\sqrt{8} - \sqrt{18}$

In Exercises 7–10, solve for  $x$  or  $y$ .

7.  $\frac{x + (-5)}{2} = 7$

8.  $\frac{-7 + y}{2} = -3$

9.  $\sqrt{(3 - x)^2 + (7 - 4)^2} = \sqrt{45}$

10.  $\sqrt{(6 - 2)^2 + (-2 - y)^2} = \sqrt{52}$

**Exercises 1.1**

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



**Plotting Points in the Cartesian Plane** In Exercises 1 and 2, plot the points in the Cartesian plane. See *Example 1*.

- 1.  $(-5, 3), (1, -1), (-2, -4), (2, 0), (1, 4)$
- 2.  $(0, -4), (5, 1), (-3, 5), (2, -2), (-6, -1)$

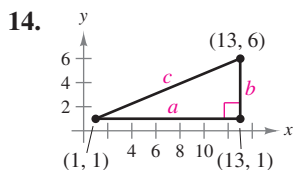
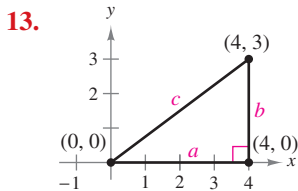


**Finding a Distance and the Midpoint of a Line Segment** In Exercises 3–12, (a) plot the points, (b) find the distance between the points, and (c) find the midpoint of the line segment joining the points. See *Examples 1, 3, and 6*.

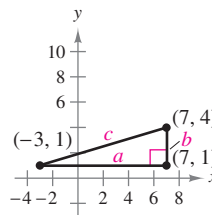
- 3.  $(3, 1), (5, 5)$
- 4.  $(-3, 2), (3, -2)$
- 5.  $(-3, 7), (1, -1)$
- 6.  $(2, 2), (4, 14)$
- 7.  $(2, -12), (8, -4)$
- 8.  $(-5, -2), (7, 3)$
- 9.  $(\frac{1}{2}, 1), (-\frac{3}{2}, -5)$
- 10.  $(\frac{2}{3}, -\frac{1}{3}), (\frac{5}{6}, 1)$
- 11.  $(0, -4.8), (0.5, 6)$
- 12.  $(5.2, 6.4), (-2.7, 1.8)$



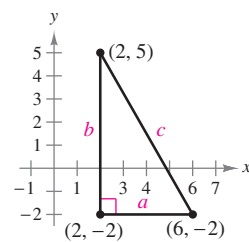
**Verifying a Right Triangle** In Exercises 13–16, (a) find the length of each side of the right triangle and (b) show that these lengths satisfy the Pythagorean Theorem. See *Example 4*.



15.



16.



**Verifying a Polygon** In Exercises 17–20, show that the points form the vertices of the indicated polygon. (A rhombus is a quadrilateral whose sides have the same length.)

- 17. Right triangle:  $(0, 1), (3, 7), (4, -1)$
- 18. Isosceles triangle:  $(1, -3), (3, 2), (-2, 4)$
- 19. Rhombus:  $(0, 0), (1, 2), (2, 1), (3, 3)$
- 20. Parallelogram:  $(0, 1), (3, 7), (4, 4), (1, -2)$



**Finding Values** In Exercises 21 and 22, find the value(s) of  $x$  such that the distance between the points is 5.

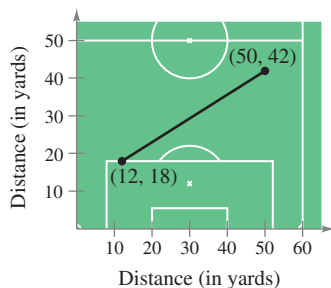
- 21.  $(1, 0), (x, -4)$
- 22.  $(2, -1), (x, 2)$

**Finding Values** In Exercises 23 and 24, find the value(s) of  $y$  such that the distance between the points is 8.

- 23.  $(-3, 0), (-5, y)$
- 24.  $(4, -6), (4, y)$

The symbol and a red exercise number indicates that a video solution can be seen at *CalcView.com*.

- 25. Sports** A soccer player passes the ball from a point that is 18 yards from an endline and 12 yards from a sideline. The pass is received by a teammate who is 42 yards from the same endline and 50 yards from the same sideline, as shown in the figure. How long is the pass?



- 26. Sports** The first soccer player in Exercise 25 passes the ball to another teammate who is 37 yards from the same endline and 33 yards from the same sideline. How long is the pass?

**Graphing Data** In Exercises 27 and 28, use a graphing utility to graph a scatter plot, a bar graph, and a line graph to represent the data. Describe any trends that appear.

- 27. Consumer Trends** The numbers (in billions) of individuals using the Internet in the world for 2006 through 2013 are shown in the table. (Source: *International Telecommunications Union*)

DATA	Year	2006	2007	2008	2009
	Individuals	1.151	1.365	1.561	1.751

Year	2010	2011	2012	2013
Individuals	2.032	2.271	2.510	2.710

Spreadsheet at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)

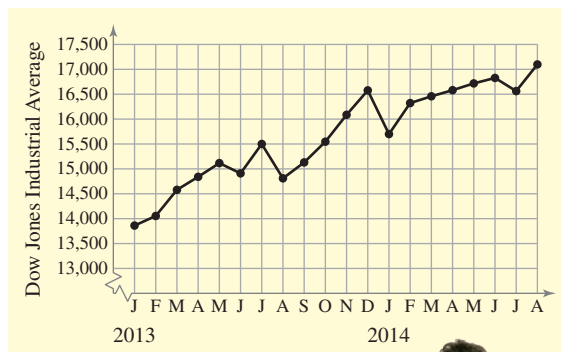
- 28. Consumer Trends** The numbers (in millions) of cellular telephone subscribers in the United States for 2006 through 2013 are shown in the table. (Source: *CTIA-The Wireless Association*)

DATA	Year	2006	2007	2008	2009
	Subscribers	233.0	255.4	270.3	285.6

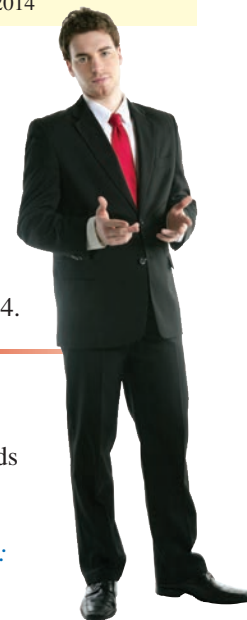
Year	2010	2011	2012	2013
Subscribers	296.3	316.0	326.5	335.7

Spreadsheet at [LarsonAppliedCalculus.com](http://LarsonAppliedCalculus.com)

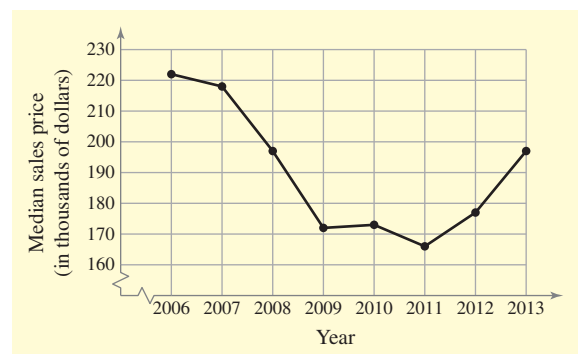
- 29. Dow Jones Industrial Average** The graph shows the Dow Jones Industrial Average for common stocks. (Source: *S&P Dow Jones Indices LLC*)




- (a) Estimate the Dow Jones Industrial Average for March 2013, July 2013, and July 2014.  
 (b) Estimate the percent increase or decrease in the Dow Jones Industrial Average from December 2013 to January 2014.



- 30. Home Sales** The graph shows the median sales prices (in thousands of dollars) of existing one-family homes sold in the United States from 2006 through 2013. (Source: *National Association of Realtors*)



- (a) Estimate the median sales prices of existing one-family homes for 2007, 2009, and 2012.  
 (b) Estimate the percent increase or decrease in the median value of existing one-family homes from 2011 to 2012.

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