



SECOND EDITION

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PREALGEBRA & INTRODUCTORY ALGEBRA

**Mc
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PREALGEBRA AND INTRODUCTORY ALGEBRA

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Letter from the Authors

Dear Colleagues,

Across the country, Developmental Math courses are in a state of flux, and we as instructors are at the center of it all. As many of our institutions are grappling with the challenges of placement, retention, and graduation rates, we are on the front lines with our students—supporting all of them in their educational journey.

Flexibility—No Matter Your Course Format!

The three of us each teach differently, as do many of our current users. The Miller/O’Neill/Hyde series is designed for successful use in a variety of course formats, both traditional and modern—classroom lecture settings, flipped classrooms, hybrid classes, and online-only classes.

Ease of Instructor Preparation

We’ve all had to fill in for a colleague, pick up a last-minute section, or find ourselves running across campus to yet a different course. The Miller/O’Neill/Hyde series is carefully designed to support instructors teaching in a variety of different settings and circumstances. Experienced, senior faculty members can draw from a massive library of static and algorithmic content found in ALEKS and Connect Hosted by ALEKS to meticulously build assignments and assessments sharply tailored to individual student needs. Newer instructors and part-time adjunct instructors, on the other hand, will find support through a wide range of digital resources and prebuilt assignments ready to go on Day One. With these tools, instructors with limited time to prepare for class can still facilitate successful student outcomes.

Many instructors want to incorporate discovery-based learning and groupwork into their courses but don’t have time to write or find quality materials. We have ready-made Group Activities that are available online. Furthermore, each section of the text has numerous discovery-based activities that we have tested in our own classrooms. These are found in the Student Resource Manual along with other targeted worksheets for additional practice and materials for a student portfolio.

Student Success—Now and in the Future

Too often our math placement tests fail our students, which can lead to frustration, anxiety, and often withdrawal from their education journey. We encourage you to learn more about ALEKS Placement, Preparation, and Learning (ALEKS PPL), which uses adaptive learning technology to place students appropriately. No matter the skills they come in with, the Miller/O’Neill/Hyde series provides resources and support that uniquely position them for success in that course and for their next course. Whether they need a brush-up on their basic skills, ADA supportive materials, or advanced topics to help them cross the bridge to the next level, we’ve created a support system for them.

We hope you are as excited as we are about the series and the supporting resources and services that accompany it. Please reach out to any of us with any questions or comments you have about our texts.

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About the Authors

Julie Miller is from Daytona State College, where she taught developmental and upper-level mathematics courses for 20 years. Prior to her work at Daytona State College, she worked as a software engineer for General Electric in the area of flight and radar simulation. Julie earned a Bachelor of Science in Applied Mathematics from Union College in Schenectady, New York, and a Master of Science in Mathematics from the University of Florida. In addition to this textbook, she has authored textbooks for college algebra, trigonometry, and precalculus, as well as several short works of fiction and nonfiction for young readers.

“My father is a medical researcher, and I got hooked on math and science when I was young and would visit his laboratory. I can remember using graph paper to plot data points for his experiments and doing simple calculations. He would then tell me what the peaks and features in the graph meant in the context of his experiment. I think that applications and hands-on experience made math come alive for me, and I’d like to see math come alive for my students.”

—Julie Miller

Molly O’Neill is also from Daytona State College, where she taught for 22 years in the School of Mathematics. She has taught a variety of courses from developmental mathematics to calculus. Before she came to Florida, Molly taught as an adjunct instructor at the University of Michigan–Dearborn, Eastern Michigan University, Wayne State University, and Oakland Community College. Molly earned a Bachelor of Science in Mathematics and a Master of Arts and Teaching from Western Michigan University in Kalamazoo, Michigan. Besides this textbook, she has authored several course supplements for college algebra, trigonometry, and precalculus and has reviewed texts for developmental mathematics.

“I differ from many of my colleagues in that math was not always easy for me. But in seventh grade I had a teacher who taught me that if I follow the rules of mathematics, even I could solve math problems. Once I understood this, I enjoyed math to the point of choosing it for my career. I now have the greatest job because I get to do math every day and I have the opportunity to influence my students just as I was influenced. Authoring these texts has given me another avenue to reach even more students.”

—Molly O’Neill

Nancy Hyde served as a full-time faculty member of the Mathematics Department at Broward College for 24 years. During this time she taught the full spectrum of courses from developmental math through differential equations. She received a Bachelor of Science in Math Education from Florida State University and a Master’s degree in Math Education from Florida Atlantic University. She has conducted workshops and seminars for both students and teachers on the use of technology in the classroom. In addition to this textbook, she has authored a graphing calculator supplement for *College Algebra*.

“I grew up in Brevard County, Florida, where my father worked at Cape Canaveral. I was always excited by mathematics and physics in relation to the space program. As I studied higher levels of mathematics I became more intrigued by its abstract nature and infinite possibilities. It is enjoyable and rewarding to convey this perspective to students while helping them to understand mathematics.”

—Nancy Hyde



Photo courtesy of Molly O’Neill

Dedication

To Our Students

Julie Miller 🍀 Molly O’Neill 🍀 Nancy Hyde



The Miller/O'Neill/Hyde Developmental Math Series

Julie Miller, Molly O'Neill, and Nancy Hyde originally wrote their developmental math series because students were entering their College Algebra course underprepared. The students were not mathematically mature enough to understand the concepts of math, nor were they fully engaged with the material. The authors began their developmental mathematics offerings with Intermediate Algebra to help bridge that gap. This in turn evolved into several series of textbooks from Prealgebra through Precalculus to help students at all levels before Calculus.

What sets all of the Miller/O'Neill/Hyde series apart is that they address course content through an author-created digital package that maintains a consistent voice and notation throughout the program. This consistency—in videos, PowerPoints, Lecture Notes, Integrated Video and Study Guides, and Group Activities—coupled with the power of ALEKS and Connect Hosted by ALEKS, ensures that students master the skills necessary to be successful in Developmental Math through Precalculus and prepares them for the Calculus sequence.

Developmental Math Series


The Developmental Math series is traditional in approach, delivering a purposeful balance of skills and conceptual development. It places a strong emphasis on conceptual learning to prepare students for success in subsequent courses.

- Basic College Mathematics, Third Edition
- Prealgebra, Third Edition
- Prealgebra & Introductory Algebra, Second Edition
- Beginning Algebra, Fifth Edition
- Beginning & Intermediate Algebra, Fifth Edition
- Intermediate Algebra, Fifth Edition
- Developmental Mathematics: Prealgebra, Beginning Algebra, & Intermediate Algebra, First Edition

College Algebra/Precalculus Series

The Precalculus series serves as the bridge from Developmental Math coursework to future courses by emphasizing the skills and concepts needed for Calculus.

- College Algebra, Second Edition
- College Algebra and Trigonometry, First Edition
- Precalculus, First Edition



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To the production team: Jane Mohr, David Hash, Rachael Hillebrand, Sandy Schnee, and Lorraine Buczek—thank you for making the manuscript beautiful and for keeping the train on the track. You’ve been amazing. And finally, to Mike Ryan: thank you for supporting our projects for many years and for the confidence you’ve always shown in us.

Most importantly, we give special thanks to the students and instructors who use our series in their classes.

Julie Miller
Molly O’Neill
Nancy Hyde

Chapter 1

Whole Numbers 1

- 1.1 Study Tips 2
 - Chapter 1 Group Activity:** Becoming a Successful Student 3
- 1.2 Introduction to Whole Numbers 5
- 1.3 Addition and Subtraction of Whole Numbers and Perimeter 12
- 1.4 Rounding and Estimating 28
- 1.5 Multiplication of Whole Numbers and Area 34
- 1.6 Division of Whole Numbers 47
 - Problem Recognition Exercises:** Operations on Whole Numbers 57
- 1.7 Exponents, Algebraic Expressions, and the Order of Operations 58
- 1.8 Mixed Applications and Computing Mean 66
- Chapter 1 Summary** 73
- Chapter 1 Review Exercises** 79
- Chapter 1 Test** 83

Chapter 2

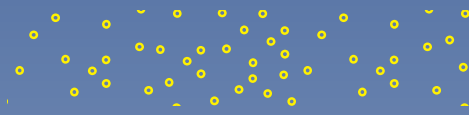
Integers and Algebraic Expressions 85

- 2.1 Integers, Absolute Value, and Opposite 86
- 2.2 Addition of Integers 92
- 2.3 Subtraction of Integers 100
- 2.4 Multiplication and Division of Integers 106
 - Problem Recognition Exercises:** Operations on Integers 114
- 2.5 Order of Operations and Algebraic Expressions 115
 - Chapter 2 Group Activity:** Checking Weather Predictions 122
- Chapter 2 Summary** 123
- Chapter 2 Review Exercises** 125
- Chapter 2 Test** 128

Chapter 3

Solving Equations 129

- 3.1 Simplifying Expressions and Combining *Like* Terms 130
- 3.2 Addition and Subtraction Properties of Equality 138
- 3.3 Multiplication and Division Properties of Equality 146
- 3.4 Solving Equations with Multiple Steps 151
 - Problem Recognition Exercises:** Identifying Expressions and Equations 157
- 3.5 Applications and Problem Solving 157
 - Chapter 3 Group Activity:** Deciphering a Coded Message 166
- Chapter 3 Summary** 167
- Chapter 3 Review Exercises** 171
- Chapter 3 Test** 173



Chapter 4

Fractions and Mixed Numbers 175

- 4.1 Introduction to Fractions and Mixed Numbers 176
- 4.2 Simplifying Fractions 186
- 4.3 Multiplication and Division of Fractions 199
- 4.4 Least Common Multiple and Equivalent Fractions 212
- 4.5 Addition and Subtraction of Fractions 221
- 4.6 Estimation and Operations on Mixed Numbers 230
 - Problem Recognition Exercises:** Operations on Fractions and Mixed Numbers 244
- 4.7 Order of Operations and Complex Fractions 245
- 4.8 Solving Equations Containing Fractions 252
 - Problem Recognition Exercises:** Comparing Expressions and Equations 259
 - Chapter 4 Group Activity:** Card Games with Fractions 260
 - Chapter 4 Summary** 262
 - Chapter 4 Review Exercises** 269
 - Chapter 4 Test** 273

Chapter 5

Decimals 275

- 5.1 Decimal Notation and Rounding 276
- 5.2 Addition and Subtraction of Decimals 286
- 5.3 Multiplication of Decimals and Applications with Circles 295
- 5.4 Division of Decimals 308
 - Problem Recognition Exercises:** Operations on Decimals 319
- 5.5 Fractions, Decimals, and the Order of Operations 320
- 5.6 Solving Equations Containing Decimals 334
 - Chapter 5 Group Activity:** Purchasing from a Catalog 340
 - Chapter 5 Summary** 341
 - Chapter 5 Review Exercises** 347
 - Chapter 5 Test** 350

Chapter 6

Ratios, Proportions, and Percents 353

- 6.1 Ratios 354
- 6.2 Rates and Unit Cost 362
- 6.3 Proportions and Applications of Proportions 369
 - Problem Recognition Exercises:** Operations on Fractions versus Solving Proportions 380
- 6.4 Percents, Fractions, and Decimals 381
- 6.5 Percent Proportions and Applications 392
- 6.6 Percent Equations and Applications 401
 - Problem Recognition Exercises:** Percents 410
- 6.7 Applications of Sales Tax, Commission, Discount, Markup, and Percent Increase and Decrease 411
- 6.8 Simple and Compound Interest 423
 - Chapter 6 Group Activity:** Credit Card Interest 431
 - Chapter 6 Summary** 433
 - Chapter 6 Review Exercises** 441
 - Chapter 6 Test** 446



Chapter 7

Measurement and Geometry 449

- 7.1 U.S. Customary Units of Measurement 450
- 7.2 Metric Units of Measurement 461
- 7.3 Converting Between U.S. Customary and Metric Units 473
 - Problem Recognition Exercises:** U.S. Customary and Metric Conversions 481
- 7.4 Medical Applications Involving Measurement 482
- 7.5 Lines and Angles 485
- 7.6 Triangles and the Pythagorean Theorem 494
- 7.7 Perimeter, Circumference, and Area 504
 - Problem Recognition Exercises:** Area, Perimeter, and Circumference 516
- 7.8 Volume and Surface Area 517
 - Chapter 7 Group Activity:** Remodeling the Classroom 526
 - Chapter 7 Summary** 527
 - Chapter 7 Review Exercises** 534
 - Chapter 7 Test** 538


Chapter 8

Introduction to Statistics 543

- 8.1 Tables, Bar Graphs, Pictographs, and Line Graphs 544
- 8.2 Frequency Distributions and Histograms 556
- 8.3 Circle Graphs 562
- 8.4 Mean, Median, and Mode 570
 - Chapter 8 Group Activity:** Creating a Statistical Report 580
 - Chapter 8 Summary** 581
 - Chapter 8 Review Exercises** 584
 - Chapter 8 Test** 586

Chapter 9

Linear Equations and Inequalities 589

- 9.1 Sets of Numbers and the Real Number Line 590
 - 9.2 Solving Linear Equations 599
 - 9.3 Linear Equations: Clearing Fractions and Decimals 609
 - Problem Recognition Exercises:** Equations vs. Expressions 615
 - 9.4 Applications of Linear Equations: Introduction to Problem Solving 617
 - 9.5 Applications Involving Percents 627
 - 9.6 Formulas and Applications of Geometry 634
 - 9.7 Linear Inequalities 644
 - Chapter 9 Group Activity:** Computing Body Mass Index (BMI) 658
 - Chapter 9 Summary** 659
 - Chapter 9 Review Exercises** 664
 - Chapter 9 Test** 667
- 

Chapter 10

Graphing Linear Equations in Two Variables 669

- 10.1 Rectangular Coordinate System 670
- 10.2 Linear Equations in Two Variables 679
- 10.3 Slope of a Line and Rate of Change 694
- 10.4 Slope-Intercept Form of a Linear Equation 708
 - Problem Recognition Exercises:** Linear Equations in Two Variables 718
- 10.5 Point-Slope Formula 720
- 10.6 Applications of Linear Equations and Modeling 728
 - Chapter 10 Group Activity:** Modeling a Linear Equation 736
 - Chapter 10 Summary** 738
 - Chapter 10 Review Exercises** 742
 - Chapter 10 Test** 746

Chapter 11

Systems of Linear Equations in Two Variables 749

- 11.1 Solving Systems of Equations by the Graphing Method 750
- 11.2 Solving Systems of Equations by the Substitution Method 760
- 11.3 Solving Systems of Equations by the Addition Method 770
 - Problem Recognition Exercises:** Systems of Equations 780
- 11.4 Applications of Linear Equations in Two Variables 783
- 11.5 Linear Inequalities and Systems of Inequalities in Two Variables 792
 - Chapter 11 Group Activity:** Creating Linear Models from Data 804
 - Chapter 11 Summary** 806
 - Chapter 11 Review Exercises** 811
 - Chapter 11 Test** 814

Chapter 12

Polynomials and Properties of Exponents 817

- 12.1 Multiplying and Dividing Expressions with Common Bases 818
- 12.2 More Properties of Exponents 828
- 12.3 Definitions of b^0 and b^{-n} 833
 - Problem Recognition Exercises:** Properties of Exponents 842
- 12.4 Scientific Notation 843
- 12.5 Addition and Subtraction of Polynomials 849
- 12.6 Multiplication of Polynomials and Special Products 858
- 12.7 Division of Polynomials 868
 - Problem Recognition Exercises:** Operations on Polynomials 876
 - Chapter 12 Group Activity:** The Pythagorean Theorem and a Geometric “Proof” 877
 - Chapter 12 Summary** 878
 - Chapter 12 Review Exercises** 881
 - Chapter 12 Test** 884



Chapter 13

Factoring Polynomials 887

- 13.1 Greatest Common Factor and Factoring by Grouping 888
- 13.2 Factoring Trinomials of the Form $x^2 + bx + c$ 898
- 13.3 Factoring Trinomials: Trial-and-Error Method 904
- 13.4 Factoring Trinomials: AC-Method 913
- 13.5 Difference of Squares and Perfect Square Trinomials 920
- 13.6 Sum and Difference of Cubes 926
 - Problem Recognition Exercises: Factoring Strategy 933
- 13.7 Solving Equations Using the Zero Product Rule 934
 - Problem Recognition Exercises: Polynomial Expressions Versus Polynomial Equations 941
- 13.8 Applications of Quadratic Equations 942
 - Chapter 13 Group Activity: Building a Factoring Test 949
 - Chapter 13 Summary 950
 - Chapter 13 Review Exercises 955
 - Chapter 13 Test 957

Chapter 14

Rational Expressions and Equations 959

- 14.1 Introduction to Rational Expressions 960
 - 14.2 Multiplication and Division of Rational Expressions 970
 - 14.3 Least Common Denominator 977
 - 14.4 Addition and Subtraction of Rational Expressions 983
 - Problem Recognition Exercises: Operations on Rational Expressions 993
 - 14.5 Complex Fractions 994
 - 14.6 Rational Equations 1002
 - Problem Recognition Exercises: Comparing Rational Equations and Rational Expressions 1012
 - 14.7 Applications of Rational Equations and Proportions 1013
 - Chapter 14 Group Activity: Computing Monthly Mortgage Payments 1024
 - Chapter 14 Summary 1025
 - Chapter 14 Review Exercises 1030
 - Chapter 14 Test 1032
- 



Chapter 15

Radicals 1033

- 15.1 Introduction to Roots and Radicals 1034
- 15.2 Simplifying Radicals 1045
- 15.3 Addition and Subtraction of Radicals 1054
- 15.4 Multiplication of Radicals 1059
- 15.5 Division of Radicals and Rationalization 1066
- Problem Recognition Exercises:** Operations on Radicals 1075
- 15.6 Radical Equations 1076
- Chapter 15 Group Activity:** Calculating Standard Deviation 1083
- Chapter 15 Summary** 1084
- Chapter 15 Review Exercises** 1088
- Chapter 15 Test** 1091

Chapter 16

Quadratic Equations, Complex Numbers, and Functions 1093

- 16.1 The Square Root Property 1094
- 16.2 Completing the Square 1100
- 16.3 Quadratic Formula 1106
- Problem Recognition Exercises:** Solving Different Types of Equations 1114
- 16.4 Graphing Quadratic Equations 1118
- 16.5 Introduction to Functions 1129
- Chapter 16 Group Activity:** Maximizing Volume 1143
- Chapter 16 Summary** 1144
- Chapter 16 Review Exercises** 1147
- Chapter 16 Test** 1150

Additional Topics Appendix A-1

- A.1 Introduction to Probability A-1
- A.2 Variation A-8

Student Answer Appendix SA-1

Application Index I-1

Subject Index I-9

To the Student

Take a deep breath and know that you aren't alone. Your instructor, fellow students, and we, your authors, are here to help you learn and master the material for this course and prepare you for future courses. You may feel like math just isn't your thing, or maybe it's been a long time since you've had a math class—that's okay!

We wrote the text and all the supporting materials with you in mind. Most of our students aren't really sure how to be successful in math, but we can help with that.

As you begin your class, we'd like to offer some specific suggestions:

- 1. Attend class.** Arrive on time and be prepared. If your instructor has asked you to read prior to attending class—do it. How often have you sat in class and thought you understood the material, only to get home and realize you don't know how to get started? By reading and trying a couple of Skill Practice exercises, which follow each example, you will be able to ask questions and gain clarification from your instructor when needed.
- 2. Be an *active learner*.** Whether you are at lecture, watching an author lecture or exercise video, or are reading the text, pick up a pencil and work out the examples given. Math is learned only by doing; we like to say, "Math is not a spectator sport." If you like a bit more guidance, we encourage you to use the Integrated Video and Study Guide. It was designed to provide structure and note-taking for lectures and while watching the accompanying videos.
- 3. Schedule time to do some math every day.** Exercise, foreign language study, and math are three things that you must do every day to get the results you want. If you are used to cramming and doing all of your work in a few hours on a weekend, you should know that even mathematicians start making silly errors after an hour or so! Check your answers. Skill Practice exercises all have the answers at the bottom of that page. Odd-numbered exercises throughout the text have answers in the back of the text. If you didn't get it right, don't throw in the towel. Try again, revisit an example, or bring your questions to class for extra help.
- 4. Prepare for quizzes and exams.** Each chapter has a set of Chapter Review Exercises at the end to help you integrate all of the important concepts. In addition, there is a detailed Chapter Summary and a Chapter Test. If you use ALEKS or Connect Hosted by ALEKS, use all of the tools available within the program to test your understanding.
- 5. Use your resources.** This text comes with numerous supporting resources designed to help you succeed in this class and your future classes. Additionally, your instructor can direct you to resources within your institution or community. Form a student study group. Teaching others is a great way to strengthen your own understanding, and they might be able to return the favor if you get stuck.

We wish you all the best in this class and your educational journey!

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Student Guide to the Text

Clear, Precise Writing


Learning from our own students, we have written this text in simple and accessible language. Our goal is to keep you engaged and supported throughout your coursework.

Call-Outs

Just as your instructor will share tips and math advice in class, we provide call-outs throughout the text to offer tips and warn against common mistakes.

- Tip boxes offer additional insight to a concept or procedure.
- Avoiding Mistakes help fend off common student errors.

Examples

- Each example is step-by-step, with thorough annotation to the right explaining each step.
- Following each example is a similar **Skill Practice** exercise to give you a chance to test your understanding. You will find the answer at the bottom of the page—providing a quick check.
- When you see this  in an example, there is an online dynamic animation within your online materials. Sometimes an animation is worth a thousand words.

Exercise Sets

Each type of exercise is built so you can successfully learn the materials and show your mastery on exams.

- **Study Skills Exercises** integrate your studies of math concepts with strategies for helping you grow as a student overall.
- **Vocabulary and Key Concept Exercises** check your understanding of the language and ideas presented within the section.
- **Review Exercises** keep fresh your knowledge of math content already learned by providing practice with concepts explored in previous sections.
- **Concept Exercises** assess your comprehension of the specific math concepts presented within the section.
- **Mixed Exercises** evaluate your ability to successfully complete exercises that combine multiple concepts presented within the section.
- **Expanding Your Skills** challenge you with advanced skills practice exercises around the concepts presented within the section.
- **Problem Recognition Exercises** appear in strategic locations in each chapter of the text. These will require you to distinguish between similar problem types and to determine what type of problem-solving technique to apply.

Calculator Connections

Throughout the text are materials highlighting how you can use a graphing calculator to enhance understanding through a visual approach. Your instructor will let you know if you will be using these in class.

End-of-Chapter Materials

The features at the end of each chapter are perfect for reviewing before test time.

- **Section-by-section summaries** provide references to key concepts, examples, and vocabulary.
- **Chapter Review Exercises** provide additional opportunities to practice material from the entire chapter.
- **Chapter tests** are an excellent way to test your complete understanding of the chapter concepts.
- **Group Activities** promote classroom discussion and collaboration. These activities help you solve problems and explain their solutions for better mathematical mastery. Group Activities are great for bringing a more interactive approach to your learning.

How Will Miller/O'Neill/Hyde Help Your Students *Get Better Results*?

Clarity, Quality, and Accuracy

Julie Miller, Molly O'Neill, and Nancy Hyde know what students need to be successful in mathematics. Better results come from clarity in their exposition, quality of step-by-step worked examples, and accuracy of their exercises sets; but it takes more than just great authors to build a textbook series to help students achieve success in mathematics. Our authors worked with a strong team of mathematics instructors from around the country to ensure that the clarity, quality, and accuracy you expect from the Miller/O'Neill/Hyde series was included in this edition.

Exercise Sets

Comprehensive sets of exercises are available for every student level. Julie Miller, Molly O'Neill, and Nancy Hyde worked with a board of advisors from across the country to offer the appropriate depth and breadth of exercises for your students. **Problem Recognition Exercises** were created to improve student performance while testing.

Practice exercise sets help students progress from skill development to conceptual understanding. Student tested and instructor approved, the Miller/O'Neill/Hyde exercise sets will help your students *get better results*.

- ▶ **Problem Recognition Exercises**
- ▶ **Skill Practice Exercises**
- ▶ **Study Skills Exercises**
- ▶ **Mixed Exercises**
- ▶ **Expanding Your Skills Exercises**
- ▶ **Vocabulary and Key Concepts Exercises**

Step-By-Step Pedagogy

Prealgebra & Introductory Algebra provides enhanced step-by-step learning tools to help students *get better results*.

- ▶ **Worked Examples** provide an “easy-to-understand” approach, clearly guiding each student through a step-by-step approach to master each practice exercise for better comprehension.
- ▶ **TIPs** offer students extra cautious direction to help improve understanding through hints and further insight.
- ▶ **Avoiding Mistakes** boxes alert students to common errors and provide practical ways to avoid them. Both of these learning aids will help students get better results by showing how to work through a problem using a clearly defined step-by-step methodology that has been class tested and student approved.

Get Better Results

Formula for Student Success

Step-by-Step Worked Examples

- ▶ Do you get the feeling that there is a disconnect between your students' class work and homework?
- ▶ Do your students have trouble finding worked examples that match the practice exercises?
- ▶ Do you prefer that your students see examples in the textbook that match the ones you use in class?

Miller/O'Neill/Hyde's *Worked Examples* offer a clear, concise methodology that replicates the mathematical processes used in the authors' classroom lectures.

Step 1 Starting at the left (and moving toward the right), compare the digits in each corresponding place position.

Step 2 As we move from left to right, the first instance in which the digits differ determines the order of the numbers. The number having the greater digit is greater overall.

Example 6 Ordering Decimals

Fill in the blank with $<$ or $>$.

a. 0.68 0.7 b. 3.462 3.4619

Solution:

a. 0.68 0.7 b. 3.462 3.4619

different 6 < 7 *different 2 > 1*

same

TIP: Decimal numbers can also be ordered by comparing their fractional forms:
 $0.68 = \frac{68}{100}$ and $0.7 = \frac{7}{10} = \frac{70}{100}$
Therefore, $0.68 < 0.7$.

Skill Practice Fill in the blank with $<$ or $>$.


14. 4.163 4.159 15. 218.38 218.41

Answers

12. $\frac{319}{50}$ 13. $-\frac{151}{10}$
14. $>$ 15. $<$

Classroom Examples

To ensure that the classroom experience also matches the examples in the text and the practice exercises, we have included references to even-numbered exercises to be used as Classroom Examples. These exercises are highlighted in the Practice Exercises at the end of each section.

51. The perimeter of a triangle is 21.5 yd. The longest side is twice the shortest side. The middle side is 3.1 yd longer than the shortest side. Find the lengths of the sides. (See Example 7.)
52. The perimeter of a triangle is 2.5 m. The longest side is 2.4 times the shortest side, and the middle side is 0.3 m more than the shortest side. Find the lengths of the sides.
-  53. Toni, Rafa, and Henri are all servers at the Chez Joëlle Restaurant. The tips collected for the night amount to \$167.80. Toni made \$22.05 less in tips than Rafa. Henri made \$5.90 less than Rafa. How much did each person make?
54. Bob bought a popcorn, a soda, and a hotdog at the movies for \$8.25. Popcorn costs \$1 more than a hotdog. A soda costs \$0.25 less than a hotdog. How much is each item?




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Quality Learning Tools

TIP and Avoiding Mistakes Boxes

TIP and **Avoiding Mistakes** boxes have been created based on the authors' classroom experiences—they have also been integrated into the **Worked Examples**. These pedagogical tools will help students get better results by learning how to work through a problem using a clearly defined step-by-step methodology.

$= \frac{1.25}{2} \text{ qt}$ $= 0.625 \text{ qt}$ <p>b. $2 \text{ gal} = 2 \text{ gal} \cdot \frac{4 \text{ qt}}{1 \text{ gal}} \cdot \frac{4 \text{ c}}{1 \text{ qt}}$</p> $= \frac{2 \text{ gal}}{1} \cdot \frac{4 \text{ qt}}{1 \text{ gal}} \cdot \frac{4 \text{ c}}{1 \text{ qt}}$ $= 32 \text{ c}$ <p>c. $48 \text{ fl oz} = \frac{48 \text{ fl oz}}{1} \cdot \frac{1 \text{ c}}{8 \text{ fl oz}} \cdot \frac{1 \text{ qt}}{4 \text{ c}} \cdot \frac{1 \text{ gal}}{4 \text{ qt}}$</p> $= \frac{48}{128} \text{ gal}$ $= \frac{3}{8} \text{ gal} \text{ or } 0.375 \text{ gal}$	<p>Multiply fractions.</p> <p>Simplify.</p> <p>Use two conversion factors. The first converts gallons to quarts. The second converts quarts to cups.</p> <p>Multiply.</p> <p>Convert from fluid ounces to cups, from cups to quarts, and from quarts to gallons.</p>	 <div style="border: 1px solid red; padding: 5px; background-color: #f8d7da;"> <p>Avoiding Mistakes</p> <p>It is important to note that ounces (oz) and fluid ounces (fl oz) are different quantities. An ounce (oz) is a measure of weight, and a fluid ounce (fl oz) is a measure of capacity. Furthermore,</p> <p style="text-align: center;">16 oz = 1 lb 8 fl oz = 1 c</p> </div>
<p>Skill Practice Convert.</p> <p>14. 8.5 gal = _____ qt 15. 2.25 qt = _____ c 16. 40 fl oz = _____ qt</p>		<p>Answers</p> <p>13. 12 lb 1 oz 14. 34 qt 15. 9 c 16. 1.25 qt</p>

Avoiding Mistakes Boxes:

Avoiding Mistakes boxes are integrated throughout the textbook to alert students to common errors and how to avoid them.

TIP: To use the prefix line effectively, you must know the order of the metric prefixes. Sometimes a mnemonic (memory device) can help. Consider the following sentence. The first letter of each word represents one of the metric prefixes.

kids have doughnuts until dad calls mom.
kilo- hecto- deka- unit deci- centi- milli-

↑
represents the main
unit of measurement
(meter, liter, or gram)

TIP Boxes

Teaching tips are usually revealed only in the classroom. Not anymore! TIP boxes offer students helpful hints and extra direction to help improve understanding and provide further insight.

Get Better Results

Better Exercise Sets and Better Practice Yields Better Results

- ▶ Do your students have trouble with problem solving?
- ▶ Do you want to help students overcome math anxiety?
- ▶ Do you want to help your students improve performance on math assessments?

Problem Recognition Exercises

Problem Recognition Exercises present a collection of problems that look similar to a student upon first glance, but are actually quite different in the manner of their individual solutions. Students sharpen critical thinking skills and better develop their “solution recall” to help them distinguish the method needed to solve an exercise—an essential skill in mathematics.

Problem Recognition Exercises were tested in the authors’ developmental mathematics classes and were created to improve student performance on tests.

Problem Recognition Exercises

Operations on Whole Numbers

For Exercises 1–14, perform the indicated operations.

1. a.
$$\begin{array}{r} 96 \\ + 24 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 96 \\ - 24 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 96 \\ \times 24 \\ \hline \end{array}$$

d.
$$24 \overline{)96}$$

2. a.
$$\begin{array}{r} 550 \\ + 25 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 550 \\ - 25 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 550 \\ \times 25 \\ \hline \end{array}$$

d.
$$25 \overline{)550}$$

3. a.
$$\begin{array}{r} 612 \\ + 334 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 946 \\ - 334 \\ \hline \end{array}$$

4. a.
$$\begin{array}{r} 612 \\ - 334 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 278 \\ + 334 \\ \hline \end{array}$$

5. a.
$$\begin{array}{r} 5500 \\ - 4299 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 1201 \\ + 4299 \\ \hline \end{array}$$

6. a.
$$\begin{array}{r} 22,718 \\ + 12,137 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 34,855 \\ - 12,137 \\ \hline \end{array}$$

7. a. $50 \cdot 400$

b. $20,000 \div 50$

8. a. $548 \cdot 63$

b. $34,524 \div 63$

9. a. $5060 \div 22$

b. $230 \cdot 22$

10. a. $1875 \div 125$

b. $125 \cdot 15$

11. a. $4 \overline{)1312}$

b. $328 \overline{)1312}$

12. a. $547 \overline{)4376}$

b. $8 \overline{)4376}$

13. a. $418 \cdot 10$

b. $418 \cdot 100$

c. $418 \cdot 1000$

d. $418 \cdot 10,000$

14. a. $350,000 \div 10$

b. $350,000 \div 100$

c. $350,000 \div 1000$

d. $350,000 \div 10,000$

Get Better Results

Student Centered Applications

The Miller/O'Neill/Hyde Board of Advisors partnered with our authors to bring the *best applications* from every region in the country! These applications include real data and topics that are more relevant and interesting to today's student.

63. Fifty-two percent of American parents have started to put money away for their children's college education. In a survey of 800 parents, how many would be expected to have started saving for their children's education? (Source: USA TODAY) (See Example 9.)
64. Forty-four percent of Americans used online travel sites to book hotel or airline reservations. If 400 people need to make airline or hotel reservations, how many would be expected to use online travel sites?
65. Brian has been saving money to buy a 55-in. television. He has saved \$1440 so far, but this is only 60% of the total cost of the television. What is the total cost?
66. Recently the number of females that were home-schooled for grades K–12 was 875 thousand. This is 202% of the number of females home-schooled in 1999. How many females were home-schooled in 1999? Round to the nearest thousand. (Source: National Center for Educational Statistics)
67. Mr. Asher made \$49,000 as a teacher in Virginia in 2010, and he spent \$8,800 on food that year. In 2011, he received a 4% increase in his salary, but his food costs increased by 6.2%.
 - a. How much money was left from Mr. Asher's 2010 salary after subtracting the cost of food?
 - b. How much money was left from his 2011 salary after subtracting the cost of food? Round to the nearest dollar.
68. The human body is 65% water. Mrs. Wright weighed 180 lb. After 1 year on a diet, her weight decreased by 15%.
 - a. Before the diet, how much of Mrs. Wright's weight was water?
 - b. After the diet, how much of Mrs. Wright's weight was water?

Group Activities

Each chapter concludes with a Group Activity to promote classroom discussion and collaboration—helping students not only to solve problems but to explain their solutions for better mathematical mastery. Group Activities are great for both full-time and adjunct instructors—bringing a more interactive approach to teaching mathematics! All required materials, activity time, and suggested group sizes are provided in the end-of-chapter material.

Chapter 3 Group Activity

Deciphering a Coded Message

Materials: Pencil and paper

Estimated Time: 20 minutes

Group Size: Pairs

Cryptography is the study of coding and decoding messages. One type of coding process assigns a number to each letter of the alphabet and to the space character. For example:

A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	2	3	4	5	6	7	8	9	10	11	12	13	14
O	P	Q	R	S	T	U	V	W	X	Y	Z	space	
15	16	17	18	19	20	21	22	23	24	25	26	27	

According to the number assigned to each letter, the message "Do the Math" would be coded as follows:

D O _ T H E _ M A T H
4 / 15 / 27 / 20 / 8 / 5 / 27 / 13 / 1 / 20 / 8

Now suppose each letter is encoded by applying a formula such as $x + 3 = y$, where x is the original number of the letter and y is the code number of the letter. For example, the letter A would be coded by $1 + 3 = 4$, B would be coded $2 + 3 = 5$, and so on.

Using this encoding, we have

Message: D O _ T H E _ M A T H

Original: 4 / 15 / 27 / 20 / 8 / 5 / 27 / 13 / 1 / 20 / 8

Coded form: 7 / 18 / 30 / 23 / 11 / 8 / 30 / 16 / 4 / 23 / 11

To decode this message, the receiver would need to reverse the operation by solving for x , that is, use the formula $x = y - 3$.

1. Each pair of students will encode the message by adding 3 to each number:

Life is too short for long division.

2. Each pair of students will decode the message by subtracting 3 from each number.

17 / 4 / 23 / 24 / 21 / 4 / 15 / 30 / 17 / 24 / 16 / 5 / 8 / 21 / 22 / 30 / 4 / 21 / 8 / 30 /
10 / 18 / 18 / 7 / 30 / 9 / 18 / 21 / 30 / 28 / 18 / 24 / 21 / 30 / 11 / 8 / 4 / 15 / 23 / 11

Get Better Results

Additional Supplements

Lecture Videos Created by the Authors

Julie Miller began creating these lecture videos for her own students to use when they were absent from class. The student response was overwhelmingly positive, prompting the author team to create the lecture videos for their entire developmental math book series. In these videos, the authors walk students through the learning objectives using the same language and procedures outlined in the book. Students learn and review right alongside the author! Students can also access the written notes that accompany the videos.

NEW Integrated Video and Study Workbooks

The Integrated Video and Study Workbooks were built to be used in conjunction with the Miller/O’Neill/Hyde Developmental Math series online lecture videos. These new video guides allow students to consolidate their notes as they work through the material in the book, and they provide students with an opportunity to focus their studies on particular topics that they are struggling with rather than entire chapters at a time. Each video guide contains written examples to reinforce the content students are watching in the corresponding lecture video, along with additional written exercises for extra practice. There is also space provided for students to take their own notes alongside the guided notes already provided. By the end of the academic term, the video guides will not only be a robust study resource for exams, but will serve as a portfolio showcasing the hard work of students throughout the term.

Dynamic Math Animations

The authors have constructed a series of animations to illustrate difficult concepts where static images and text fall short. The animations leverage the use of on-screen movement and morphing shapes to give students an interactive approach to conceptual learning. Some provide a virtual laboratory for which an application is simulated and where students can collect data points for analysis and modeling. Others provide interactive question-and-answer sessions to test conceptual learning.

Exercise Videos

The authors, along with a team of faculty who have used the Miller/O’Neill/Hyde textbooks for many years, have created exercise videos for designated exercises in the textbook. These videos cover a representative sample of the main objectives in each section of the text. Each presenter works through selected problems, following the solution methodology employed in the text.

The video series is available online as part of Connect Math hosted by ALEKS as well as in ALEKS 360. The videos are closed-captioned for the hearing impaired and meet the Americans with Disabilities Act Standards for Accessible Design.

SmartBook

SmartBook is the first and only adaptive reading experience available for the world of higher education, and it facilitates the reading process by identifying what content a student knows and doesn’t know. As a student reads, the material continuously adapts to ensure the student is focused on the content he or she needs the most to close specific knowledge gaps.

Student Resource Manual

The *Student Resource Manual (SRM)*, created by the authors, is a printable, electronic supplement available to students through Connect Math hosted by ALEKS. Instructors can also choose to customize this manual and package with their course materials. With increasing demands on faculty schedules, this resource offers a convenient means for both full-time and adjunct faculty to promote active learning and success strategies in the classroom.

This manual supports the series in a variety of different ways:

- Additional Group Activities developed by the authors to supplement what is already available in the text
- Discovery-based classroom activities written by the authors for each section

Get Better Results

- Excel activities that not only provide students with numerical insights into algebraic concepts, but also teach simple computer skills to manipulate data in a spreadsheet
- Worksheets for extra practice written by the authors, including Problem Recognition Exercise Worksheets
- Lecture Notes designed to help students organize and take notes on key concepts
- Materials for a student portfolio

Annotated Instructor's Edition

In the *Annotated Instructor's Edition (AIE)*, answers to all exercises appear adjacent to each exercise in a color used *only* for annotations. The *AIE* also contains Instructor Notes that appear in the margin. These notes offer instructors assistance with lecture preparation. In addition, there are Classroom Examples referenced in the text that are highlighted in the Practice Exercises. Also found in the *AIE* are icons within the Practice Exercises that serve to guide instructors in their preparation of homework assignments and lessons.

PowerPoints

The PowerPoints present key concepts and definitions with fully editable slides that follow the textbook. An instructor may project the slides in class or post to a website in an online course.

Test Bank

Among the supplements is a computerized test bank using the algorithm-based testing software TestGen[®] to create customized exams quickly. Hundreds of text-specific, open-ended, and multiple-choice questions are included in the question bank.

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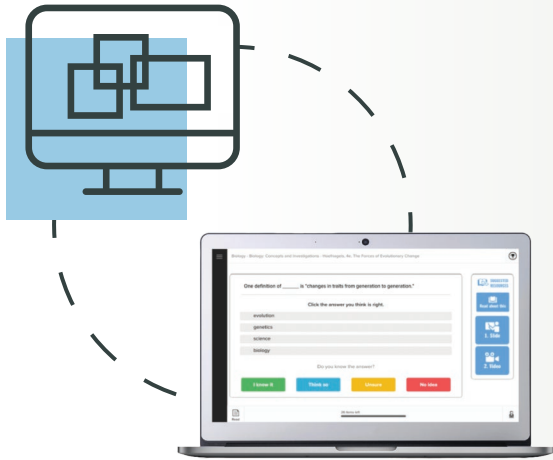
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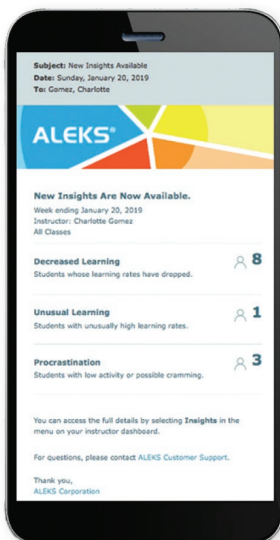
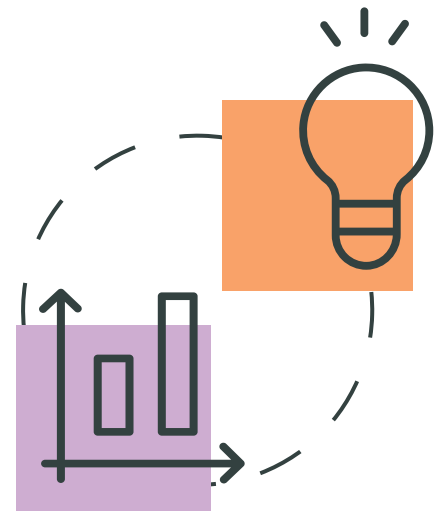
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Whole Numbers

1

CHAPTER OUTLINE

1.1 Study Tips 2

Group Activity: Becoming a Successful Student 3

1.2 Introduction to Whole Numbers 5

1.3 Addition and Subtraction of Whole Numbers and Perimeter 12

1.4 Rounding and Estimating 28

1.5 Multiplication of Whole Numbers and Area 34

1.6 Division of Whole Numbers 47

Problem Recognition Exercises: Operations on Whole Numbers 57

1.7 Exponents, Algebraic Expressions, and the Order of Operations 58

1.8 Mixed Applications and Computing Mean 66

Numbers on Vacation

Since the beginning of human civilization, the need to communicate with one another in a precise, quantifiable language has become increasingly important. For example, to take a vacation to Disney World, a family would want to know the driving distance to the park, the time required to drive there, the cost for tickets, the number of nights for a hotel room, and the estimated amount spent on food and incidentals. Such numerical (quantifiable) information is essential for the family to determine if the vacation is affordable and to form a budget for the vacation.

Suppose the family lives 300 miles from Disney World, drives a car that gets 30 miles per gallon of gasoline, and travels 60 miles per hour. These numerical values are called whole numbers. Whole numbers include 0 and the counting numbers 1, 2, 3, and so on. Operations on whole numbers can help us solve a variety of applications. For example, dividing the whole number 300 miles by 30 miles per gallon tells us that the family will use 10 gallons of gasoline. Furthermore, dividing 300 miles by 60 miles per hour tells us that the family will arrive at Disney World in 5 hours. As you work through this chapter, reflect on how important numbers are to everyday living and how different our world would be without the precision of numerical values.



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Section 1.1 Study Tips

Concepts

1. Before the Course
2. During the Course
3. Preparation for Exams
4. Where to Go for Help



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In taking a course in algebra, you are making a commitment to yourself, your instructor, and your classmates. Following some or all of the study tips presented here can help you to be successful in this endeavor. The features of this text that will assist you are printed in blue.

1. Before the Course

1. Purchase the necessary materials for the course before the course begins or on the first day.
2. Obtain a three-ring binder to keep and organize your notes, homework, tests, and any other materials acquired in the class. We call this type of notebook a portfolio.
3. Arrange your schedule so that you have enough time to attend class and to do homework. A common rule is to set aside at least 2 hours for homework for every hour spent in class. That is, if you are taking a 4-credit-hour course, plan on at least 8 hours a week for homework. A 6-credit-hour course will then take *at least* 12 hours each week—about the same as a part-time job. If you experience difficulty in mathematics, plan for more time.
4. Communicate with your employer and family members the importance of your success in this course so that they can support you.
5. Be sure to find out the type of calculator (if any) that your instructor requires.

2. During the Course

1. Read the section in the text *before* the lecture to familiarize yourself with the material and terminology. It is recommended that you read your math book with paper and pencil in hand. Write a one-sentence preview of what the section is about.
2. Attend every class, and be on time. Be sure to bring any materials that are needed for class such as graph paper, a ruler, or a calculator.
3. Take notes in class. Write down all of the examples that the instructor presents. Read the notes after class, and add any comments to make your notes clearer to you. Use a tape recorder to record the lecture if the instructor permits the recording of lectures.
4. Ask questions in class.
5. Read the section in the text *after* the lecture, and pay special attention to the **Tip** boxes and **Avoiding Mistakes** boxes.
6. After you read an example, try the accompanying **Skill Practice** problem. The skill practice problem mirrors the example and tests your understanding of what you have read.
7. Do homework every day. Even if your class does not meet every day, you should still do some work every day to keep the material fresh in your mind.
8. Check your homework with the **answers that are supplied in the back of this text**. Correct the exercises that do not match, and circle or star those that you cannot correct yourself. This way you can easily find them and ask your instructor, tutor, online tutor, or math lab staff the next day.
9. Be sure to do the **Vocabulary and Key Concepts** exercises found at the beginning of the **Practice Exercises**.
10. The **Problem Recognition Exercises** are located in all chapters. These provide additional practice distinguishing among a variety of problem types. Sometimes the most difficult part of learning mathematics is retaining all that you learn. These exercises are excellent tools for retention of material.
11. Form a study group with fellow students in your class, and exchange phone numbers. You will be surprised by how much you can learn by talking about mathematics with other students.
12. If you use a calculator in your class, read the **Calculator Connections** boxes to learn how and when to use your calculator.
- 13.

3. Preparation for Exams

1. Look over your homework. Pay special attention to the exercises you have circled or starred to be sure that you have learned that concept.
2. Begin preparations for exams on the first day of class. As you do each homework assignment, think about how you would recognize similar problems when they appear on a test.
3. Work through the [Chapter Review](#) exercises found at the end of each chapter.
4. For additional help, use the online resources such as the [Chapter Summary](#) and [Chapter Test](#).

4. Where to Go for Help

1. At the first sign of trouble, see your instructor. Most instructors have specific office hours set aside to help students. Don't wait until after you have failed an exam to seek assistance.
2. Get a tutor. Most colleges and universities have free tutoring available. There may also be an online tutor available.
3. When your instructor and tutor are unavailable, use the [Student Solutions Manual](#) for step-by-step solutions to the odd-numbered problems in the exercise sets.
4. Work with another student from your class.
5. Work on the computer. Many mathematics tutorial programs and websites are available on the Internet, including the website that accompanies this text.



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Chapter 1 Group Activity

Becoming a Successful Student

Materials: Computer with Internet access (Optional)

Estimated Time: 15 minutes

Group Size: 4

Good time management, good study skills, and good organization will help you to be successful in this course. Answer the following questions and compare your answers with your group members.

1. To motivate yourself to complete a course, it is helpful to have clear reasons for taking the course. List your goals for taking this course and discuss them with your group.
2. For the next week, write down the times each day that you plan to study math.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

3. Write down the date of your next math test. _____
4. Taking 12 credit-hours is the equivalent of a full-time job. Often students try to work too many hours while taking classes at school.
- a. Write down the number of hours you work per week and the number of credit-hours you are taking this term.

Number of hours worked per week _____

Number of credit-hours this term _____

Number of Credit-Hours	Maximum Number of Hours of Work per Week
3	40
6	30
9	20
12	10
15	0

- b. The table gives a recommended limit to the number of hours you should work for the number of credit-hours you are taking at school. (Keep in mind that other responsibilities in your life such as your family might also make it necessary to limit your hours at work even more.) How do your numbers from part (a) compare to those in the table? Are you working too many hours?

5. Discuss with your group members where you can go for extra help in math. Then write down three of the suggestions.

6. Do you keep an organized notebook for this class? Can you think of any suggestions that you can share with your group members to help them keep their materials organized?
7. Look through one of the chapters in your text and find the page numbers corresponding to the Problem Recognition exercises and Chapter Review exercises. Discuss with your group members how you might use each feature.
- Problem Recognition Exercises: page _____
- Chapter Review Exercises: page _____
8. Look at the Skill Practice exercises that follow the examples. Where are the answers to these exercises located? Discuss with your group members how you might use the Skill Practice exercises.
9. Do you think that you have math anxiety? Read the following list for some possible solutions. Check the activities that you can realistically try to help you overcome this problem.

_____ Read a book on math anxiety.

_____ Search the Web for tips on handling math anxiety.

_____ See a counselor to discuss your anxiety.

_____ Talk with your instructor to discuss strategies to manage math anxiety.

_____ Evaluate your time management to see if you are trying to do too much. Then adjust your schedule accordingly.

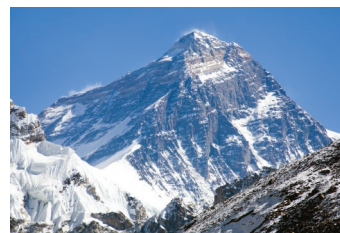
10. Some students favor different methods of learning over others. For example, you might prefer:

- Learning through listening and hearing.
- Learning through seeing images, watching demonstrations, and visualizing diagrams and charts.
- Learning by experience through a hands-on approach.
- Learning through reading and writing.

Most experts believe that the most effective learning comes when a student engages in *all* of these activities. However, each individual is different and may benefit from one activity more than another. You can visit a number of different websites to determine your “learning style.” Try doing a search on the Internet with the key words “*learning styles assessment*.” Once you have found a suitable website, answer the questionnaire and the site will give you feedback on what method of learning works best for you.

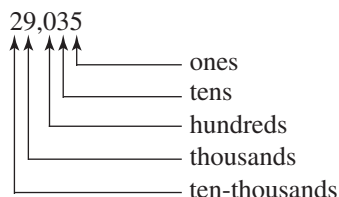
Example 2 Determining Place Value

The altitude of Mount Everest, the highest mountain on Earth, is 29,035 feet (ft). Give the place value for each digit.



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Solution:

**Skill Practice**

4. Alaska is the largest state geographically. Its land area is 571,962 square miles (mi²). Give the place value for each digit.

2. Standard Notation and Expanded Notation

A number can also be written in an expanded form by writing each digit with its place value unit. For example, 287 can be written as

$$\begin{aligned} 287 &= 2 \text{ hundreds} + 8 \text{ tens} + 7 \text{ ones} \\ &= 2 \times 100 + 8 \times 10 + 7 \times 1 \\ &= 200 + 80 + 7 \end{aligned}$$

This is called **expanded form**.

Example 3 Converting Standard Form to Expanded Form

Convert to expanded form.

- a. 4,672 b. 257,016

Solution:

a. 4,672 4 **thousands** + 6 **hundreds** + 7 **tens** + 2 **ones**
 $= 4 \times 1,000 + 6 \times 100 + 7 \times 10 + 2 \times 1$
 $= 4,000 + 600 + 70 + 2$

b. 257,016 2 **hundred-thousands** + 5 **ten-thousands** +
 7 **thousands** + 1 **ten** + 6 **ones**
 $= 2 \times 100,000 + 5 \times 10,000 + 7 \times 1,000 + 1 \times 10 + 6 \times 1$
 $= 200,000 + 50,000 + 7,000 + 10 + 6$

Answers

4. 5: hundred-thousands
 7: ten-thousands
 1: thousands 9: hundreds
 6: tens 2: ones
5. 8 hundreds + 3 tens + 7 ones;
 $8 \times 100 + 3 \times 10 + 7 \times 1$
6. 4 millions + 9 ten-thousands +
 3 thousands + 6 tens + 2 ones;
 $4 \times 1,000,000 + 9 \times 10,000 +$
 $3 \times 1,000 + 6 \times 10 + 2 \times 1$

Skill Practice Convert to expanded form.

5. 837 6. 4,093,062

Example 4 Converting Expanded Form to Standard Form

Convert to standard form.

- a. 2 hundreds + 5 tens + 9 ones
- b. 1 thousand + 2 tens + 5 ones

Solution:

- a. $2 \text{ hundreds} + 5 \text{ tens} + 9 \text{ ones} = 259$
- b. Each place position from the thousands place to the ones place must contain a digit. In this problem, there is no reference to the hundreds place digit. Therefore, we assume 0 hundreds. Thus,

$$1 \text{ thousand} + 0 \text{ hundreds} + 2 \text{ tens} + 5 \text{ ones} = 1,025$$

Skill Practice Convert to standard form.

7. 8 thousands + 5 hundreds + 5 tens + 1 one
8. 5 hundred-thousands + 4 thousands + 8 tens + 3 ones

3. Writing Numbers in Words

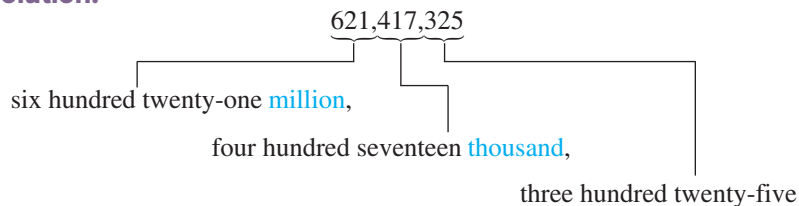
The word names of some two-digit numbers appear with a hyphen, while others do not. For example:

Number	Number Name
12	twelve
68	sixty-eight
40	forty
42	forty-two

To write a three-digit or larger number, begin at the leftmost group of digits. The number named in that group is followed by the period name, followed by a comma. Then the next period is named, and so on.

Example 5 Writing a Number in Words

Write 621,417,325 in words.

Solution:**Skill Practice**

9. Write 1,450,327,214 in words.

Notice from Example 5 that when naming numbers, the name of the ones period is not attached to the last group of digits. Also note that for whole numbers, the word *and* should not appear in word names. For example, 405 should be written as four hundred five.

Answers

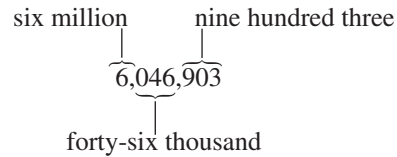
7. 8,551 8. 504,083
9. One billion, four hundred fifty million, three hundred twenty-seven thousand, two hundred fourteen

Example 6 Writing a Number in Standard Form

Write the number in standard form.

Six million, forty-six thousand, nine hundred three

Solution:

**Skill Practice**

10. Write the number in standard form: fourteen thousand, six hundred nine.

We have seen several examples of writing a number in standard form, in expanded form, and in words. Standard form is the most concise representation. Also note that when we write a four-digit number in standard form, the comma is often omitted. For example, 4,389 is often written as 4389.

4. The Number Line and Order

Whole numbers can be visualized as equally spaced points on a line called a *number line* (Figure 1-2).

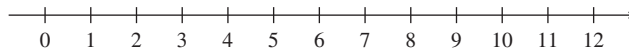
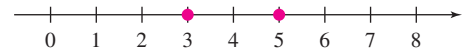


Figure 1-2

The whole numbers begin at 0 and are ordered from left to right by increasing value.

A number is graphed on a number line by placing a dot at the corresponding point. For any two numbers graphed on a number line, the number to the left is less than the number to the right. Similarly, a number to the right is greater than the number to the left. In mathematics, the symbol $<$ is used to denote “is less than,” and the symbol $>$ means “is greater than.” Therefore,

$3 < 5$ means 3 is less than 5
 $5 > 3$ means 5 is greater than 3

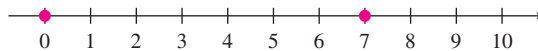
**Example 7** Determining Order of Two Numbers

Fill in the blank with the symbol $<$ or $>$.

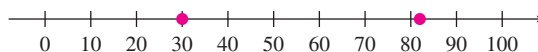
a. $7 \square 0$ b. $30 \square 82$

Solution:

a. $7 \square 0$



b. $30 \square 82$



To visualize 82 and 30 on the number line, it may be necessary to use a different scale. Rather than setting equally spaced marks in units of 1, we can use units of 10. Then 82 must be somewhere between 80 and 90 on the number line.

Skill Practice Fill in the blank with the symbol $<$ or $>$.

11. $9 \square 5$ 12. $8 \square 18$

Answers

10. 14,609

11. $>$ 12. $<$

Section 1.2 Practice Exercises

Study Skills Exercise

In this text, we provide skills for you to enhance your learning experience. Many of the practice exercises begin with an activity that focuses on one of seven areas: learning about your course, using your text, taking notes, doing homework, taking an exam (test and math anxiety), managing your time, and studying for the final exam.

Each activity requires only a few minutes and will help you pass this class and become a better math student. Many of these skills can be carried over to other disciplines and help you become a model college student.

To begin, write down the following information.

- | | |
|---|--|
| a. Instructor's name | b. Instructor's office number |
| c. Instructor's telephone number | d. Instructor's email address |
| e. Instructor's office hours | f. Days of the week that the class meets |
| g. The room number in which the class meets | h. Is there a lab requirement for this course?
If so, where is the lab located and how often must you go? |

Vocabulary and Key Concepts

- For large numbers, commas are used to separate digits into groups called _____.
 - The place values of the digits in the ones period are the ones, tens, and _____ places.
 - The place values of the digits in the _____ period are the thousands, ten-thousands, and hundred-thousands places.

Concept 1: Place Value

- Name the place value for each digit in 36,791.
- Name the place value for each digit in 8,213,457.
- Name the place value for each digit in 103,596.

For Exercises 5–24, determine the place value for each underlined digit. (See Example 1.)

- | | | | |
|---------------------|---------------------|---------------------------|---------------------------|
| 5. 3 <u>2</u> 1 | 6. 6 <u>8</u> 9 | 7. 2 <u>1</u> 4 | 8. 7 <u>3</u> 8 |
| 9. 8, <u>7</u> 10 | 10. 2, <u>2</u> 93 | 11. <u>1</u> ,430 | 12. <u>3</u> ,101 |
| 13. <u>4</u> 52,723 | 14. <u>6</u> 55,878 | 15. <u>1</u> ,023,676,207 | 16. <u>3</u> ,111,901,211 |
| 17. <u>2</u> 2,422 | 18. <u>5</u> 8,106 | 19. 5 <u>1</u> ,033,201 | 20. 9 <u>3</u> ,971,224 |
- The number of U.S. travelers abroad in a recent year was 10,677,881. (See Example 2.)
 - The area of Lake Superior is 31,820 square miles (mi^2).

