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PRECALCULUS

ELEVENTH EDITION

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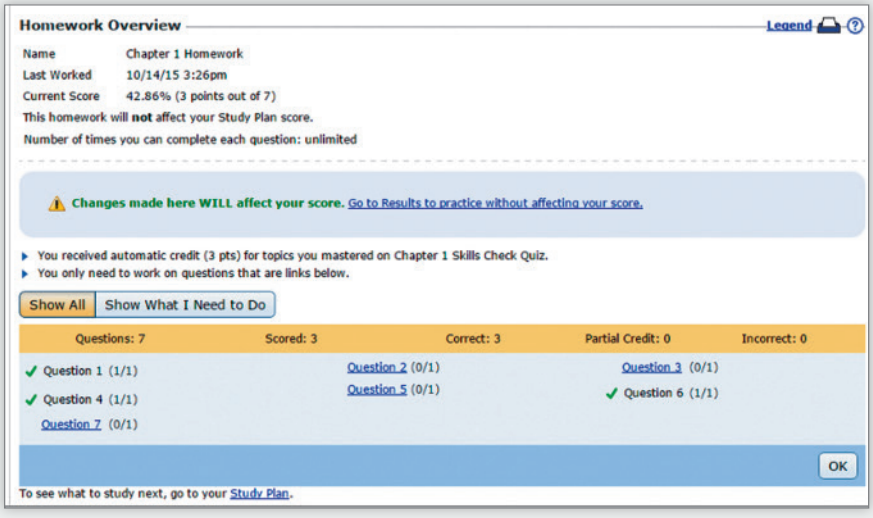

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To the Student

As you begin, you may feel anxious about the number of theorems, definitions, procedures, and equations. You may wonder if you can learn it all in time. Don't worry–your concerns are normal. This textbook was written with you in mind. If you attend class, work hard, and read and study this text, you will build the knowledge and skills you need to be successful. Here's how you can use the text to your benefit.

Read Carefully

When you get busy, it's easy to skip reading and go right to the problems. Don't … the text has a large number of examples and clear explanations to help you break down the mathematics into easy-to-understand steps. Reading will provide you with a clearer understanding, beyond simple memorization. Read before class (not after) so you can ask questions about anything you didn't understand. You'll be amazed at how much more you'll get out of class if you do this.

Use the Features

I use many different methods in the classroom to communicate. Those methods, when incorporated into the text, are called "features." The features serve many purposes, from providing timely review of material you learned before (just when you need it) to providing organized review sessions to help you prepare for quizzes and tests. Take advantage of the features and you will master the material.

To make this easier, we've provided a brief guide to getting the most from this text. Refer to "Prepare for Class," "Practice," and "Review" at the front of the text. Spend fifteen minutes reviewing the guide and familiarizing yourself with the features by flipping to the page numbers provided. Then, as you read, use them. This is the best way to make the most of your text.

Please do not hesitate to contact me through Pearson Education, with any questions, comments, or suggestions for improving this text. I look forward to hearing from you, and good luck with all of your studies.

Best Wishes!

Michael Sullivan

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Prepare for Class "Read the Book"

Feature	Description	Benefit	Page
Every Chapter Opener begins with . . .			
Chapter-Opening Topic & Project	Each chapter begins with a discussion of a topic of current interest and ends with a related project.	The Project lets you apply what you learned to solve a problem related to the topic.	258
Internet-Based Projects	The projects allow for the integration of spreadsheet technology that you will need to be a productive member of the workforce.	The projects give you an opportunity to collaborate and use mathematics to deal with issues of current interest.	360
Every Section begins with . . .			
LEARNING OBJECTIVES 2	Each section begins with a list of objectives. Objectives also appear in the text where the objective is covered.	These focus your study by emphasizing what's most important and where to find it.	279
Sections contain . . .			
PREPARING FOR THIS SECTION	Most sections begin with a list of key concepts to review with page numbers.	Ever forget what you've learned? This feature highlights previously learned material to be used in this section. Review it, and you'll always be prepared to move forward.	279
Now Work the 'Are You Prepared?' Problems	Problems that assess whether you have the prerequisite knowledge for the upcoming section.	Not sure you need the Preparing for This Section review? Work the 'Are You Prepared?' problems. If you get one wrong, you'll know exactly what you need to review and where to review it!	279, 290
Now Work PROBLEMS	These follow most examples and direct you to a related exercise.	We learn best by doing. You'll solidify your understanding of examples if you try a similar problem right away, to be sure you understand what you've just read.	286, 291
WARNING	Warnings are provided in the text.	These point out common mistakes and help you to avoid them.	313
Exploration and Seeing the Concept	These graphing utility activities foreshadow a concept or solidify a concept just presented.	You will obtain a deeper and more intuitive understanding of theorems and definitions.	274, 299
In Words	These provide alternative descriptions of select definitions and theorems.	Does math ever look foreign to you? This feature translates math into plain English.	296
Calculus	These appear next to information essential for the study of calculus.	Pay attention–if you spend extra time now, you'll do better later!	54, 263, 286
SHOWCASE EXAMPLES	These examples provide "how-to" instruction by offering a guided, step-by-step approach to solving a problem.	With each step presented on the left and the mathematics displayed on the right, you can immediately see how each step is used.	225
Model It! Examples and Problems	These examples and problems require you to build a mathematical model from either a verbal description or data. The homework Model It! problems are marked by purple headings.	It is rare for a problem to come in the form "*Solve the following equation.*" Rather, the equation must be developed based on an explanation of the problem. These problems require you to develop models to find a solution to the problem.	303, 332
NEW! Need to Review?	These margin notes provide a just-in-time reminder of a concept needed now, but covered in an earlier section of the book. Each note is back-referenced to the chapter, section and page where the concept was originally discussed.	Sometimes as you read, you encounter a word or concept you know you've seen before, but don't remember exactly what it means. This feature will point you to where you first learned the word or concept. A quick review now will help you see the connection to what you are learning for the first time and make remembering easier the next time.	272

Practice "Work the Problems"

Feature	Description	Benefit	Page
'Are You Prepared?' Problems	These assess your retention of the prerequisite material you'll need. Answers are given at the end of the section exercises. This feature is related to the Preparing for This Section feature.	Do you always remember what you've learned? Working these problems is the best way to find out. If you get one wrong, you'll know exactly what you need to review and where to review it!	296, 304
Concepts and Vocabulary	These short-answer questions, mainly Fill-in-the-Blank, Multiple-Choice and True/False items, assess your understanding of key definitions and concepts in the current section.	It is difficult to learn math without knowing the language of mathematics. These problems test your understanding of the formulas and vocabulary.	290
Skill Building	Correlated with section examples, these problems provide straightforward practice.	It's important to dig in and develop your skills. These problems provide you with ample opportunity to do so.	290–292
Applications and Extensions	These problems allow you to apply your skills to real-world problems. They also allow you to extend concepts learned in the section.	You will see that the material learned within the section has many uses in everyday life.	293–295
NEW! Challenge Problems	These problems have been added in most sections and appear at the end of the Application and Extensions exercises. They are intended to be thought-provoking, requiring some ingenuity to solve.	Are you a student who likes being challenged? Then the Challenge Problems are for you! Your professor might also choose to assign a challenge problem as a group project. The ability to work with a team is a highly regarded skill in the working world.	295
Explaining Concepts: Discussion and Writing	"Discussion and Writing" problems are colored red. They support class discussion, verbalization of mathematical ideas, and writing and research projects.	To verbalize an idea, or to describe it clearly in writing, shows real understanding. These problems nurture that understanding. Many are challenging, but you'll get out what you put in.	295
Retain Your Knowledge	These problems allow you to practice content learned earlier in the course.	Remembering how to solve all the different kinds of problems that you encounter throughout the course is difficult. This practice helps you remember.	295
Now Work PROBLEMS	Many examples refer you to a related homework problem. These related problems are marked by a pencil and orange numbers.	If you get stuck while working problems, look for the closest Now Work problem, and refer to the related example to see if it helps.	288, 291, 292
Review Exercises	Every chapter concludes with a comprehensive list of exercises to pratice. Use the list of objectives to determine the objective and examples that correspond to the problems.	Work these problems to ensure that you understand all the skills and concepts of the chapter. Think of it as a comprehensive review of the chapter.	355–358

Review "Study for Quizzes and Tests"

Feature	Description	Benefit	Page
The Chapter Review at the end of each chapter contains . . .			
Things to Know	A detailed list of important theorems, formulas, and definitions from the chapter.	Review these and you'll know the most important material in the chapter!	353–354
You Should Be Able to . . .	Contains a complete list of objectives by section, examples that illustrate the objective, and practice exercises that test your understanding of the objective.	Do the recommended exercises and you'll have mastered the key material. If you get something wrong, go back and work through the objective listed and try again.	354–355
Review Exercises	These provide comprehensive review and practice of key skills, matched to the Learning Objectives for each section.	Practice makes perfect. These problems combine exercises from all sections, giving you a comprehensive review in one place.	355–358
Chapter Test	About 15–20 problems that can be taken as a Chapter Test. Be sure to take the Chapter Test under test conditions—no notes!	Be prepared. Take the sample practice test under test conditions. This will get you ready for your instructor's test. If you get a problem wrong, you can watch the Chapter Test Prep Video.	358
Cumulative Review	These problem sets appear at the end of each chapter, beginning with Chapter 2. They combine problems from previous chapters, providing an ongoing cumulative review. When you use them in conjunction with the Retain Your Knowledge problems, you will be ready for the final exam.	These problem sets are really important. Completing them will ensure that you are not forgetting anything as you go. This will go a long way toward keeping you primed for the final exam.	359
Chapter Projects	The Chapter Projects apply to what you've learned in the chapter. Additional projects are available on the Instructor's Resource Center (IRC).	The Chapter Projects give you an opportunity to use what you've learned in the chapter to the opening topic. If your instructor allows, these make excellent opportunities to work in a group, which is often the best way to learn math.	360
Internet-Based Projects	In selected chapters, a Web-based project is given.	These projects give you an opportunity to collaborate and use mathematics to deal with issues of current interest by using the Internet to research and collect data.	360

To the Memory of
My Mother and Father

Precalculus

Eleventh Edition

Michael Sullivan
Chicago State University

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About the Cover:
The image on this book's cover was inspired by a talk given by Michael Sullivan III: *Is Mathematical Talent Overrated?*

The answer is yes. In mathematics, innate talent plays a much smaller role than grit and motivation as you work toward your goal. If you put in the time and hard work, you can succeed in your math course—just as an athlete must work to medal in their sport.

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Contents

Three Distinct Series xx

The Flagship Series xxi

Preface to the Instructor xxii

Get the Most Out of MyLab Math xxvii

Resources for Success xxviii

Applications Index xxx

1 Graphs 1

1.1 The Distance and Midpoint Formulas 2
Use the Distance Formula • Use the Midpoint Formula

1.2 Graphs of Equations in Two Variables; Intercepts; Symmetry 9
Graph Equations by Plotting Points • Find Intercepts from a Graph • Find Intercepts from an Equation • Test an Equation for Symmetry with Respect to the *x*-Axis, the *y*-Axis, and the Origin • Know How to Graph Key Equations

1.3 Lines 20
Calculate and Interpret the Slope of a Line • Graph Lines Given a Point and the Slope • Find the Equation of a Vertical Line • Use the Point-Slope Form of a Line; Identify Horizontal Lines • Use the Slope-Intercept Form of a Line • Find the Equation of a Line Given Two Points • Graph Lines Written in General Form Using Intercepts • Find Equations of Parallel Lines • Find Equations of Perpendicular Lines

1.4 Circles 35
Write the Standard Form of the Equation of a Circle • Graph a Circle • Work with the General Form of the Equation of a Circle

Chapter Review 42

Chapter Test 44

Chapter Project 44

2 Functions and Their Graphs 46

2.1 Functions 47
Describe a Relation • Determine Whether a Relation Represents a Function • Use Function Notation; Find the Value of a Function • Find the Difference Quotient of a Function • Find the Domain of a Function Defined by an Equation • Form the Sum, Difference, Product, and Quotient of Two Functions

2.2 The Graph of a Function 63
Identify the Graph of a Function • Obtain Information from or about the Graph of a Function

2.3 Properties of Functions 73
Identify Even and Odd Functions from a Graph • Identify Even and Odd Functions from an Equation • Use a Graph to Determine Where a Function is Increasing, Decreasing, or Constant • Use a Graph to Locate Local

Maxima and Local Minima • Use a Graph to Locate the Absolute Maximum and the Absolute Minimum • Use a Graphing Utility to Approximate Local Maxima and Local Minima and to Determine Where a Function Is Increasing or Decreasing • Find the Average Rate of Change of a Function

2.4 Library of Functions; Piecewise-defined Functions 86
Graph the Functions Listed in the Library of Functions • Analyze a Piecewise-defined Function

2.5 Graphing Techniques: Transformations 98
Graph Functions Using Vertical and Horizontal Shifts • Graph Functions Using Compressions and Stretches • Graph Functions Using Reflections about the x-Axis and the y-Axis

2.6 Mathematical Models: Building Functions 111
Build and Analyze Functions

Chapter Review 117

Chapter Test 121

Cumulative Review 122

Chapter Projects 122

3 Linear and Quadratic Functions 124

3.1 Properties of Linear Functions and Linear Models 125
Graph Linear Functions • Use Average Rate of Change to Identify Linear Functions • Determine Whether a Linear Function Is Increasing, Decreasing, or Constant • Build Linear Models from Verbal Descriptions

3.2 Building Linear Models from Data 135
Draw and Interpret Scatter Plots • Distinguish between Linear and Nonlinear Relations • Use a Graphing Utility to Find the Line of Best Fit

3.3 Quadratic Functions and Their Properties 143
Graph a Quadratic Function Using Transformations • Identify the Vertex and Axis of Symmetry of a Parabola • Graph a Quadratic Function Using Its Vertex, Axis, and Intercepts • Find a Quadratic Function Given Its Vertex and One Other Point • Find the Maximum or Minimum Value of a Quadratic Function

3.4 Building Quadratic Models from Verbal Descriptions and from Data 156
Build Quadratic Models from Verbal Descriptions • Build Quadratic Models from Data

3.5 Inequalities Involving Quadratic Functions 165
Solve Inequalities Involving a Quadratic Function

Chapter Review 169

Chapter Test 171

Cumulative Review 172

Chapter Projects 173

4 Polynomial and Rational Functions 174

4.1 Polynomial Functions 175
Identify Polynomial Functions and Their Degree • Graph Polynomial Functions Using Transformations • Identify the Real Zeros of a Polynomial Function and Their Multiplicity

4.2 Graphing Polynomial Functions; Models 190
Graph a Polynomial Function • Graph a Polynomial Function Using a Graphing Utility • Build Cubic Models from Data

4.3 Properties of Rational Functions 198
Find the Domain of a Rational Function • Find the Vertical Asymptotes of a Rational Function • Find a Horizontal or an Oblique Asymptote of a Rational Function

4.4 The Graph of a Rational Function 209
Graph a Rational Function • Solve Applied Problems Involving Rational Functions

4.5 Polynomial and Rational Inequalities 224
Solve Polynomial Inequalities • Solve Rational Inequalities

4.6 The Real Zeros of a Polynomial Function 231
Use the Remainder and Factor Theorems • Use Descartes' Rule of Signs to Determine the Number of Positive and the Number of Negative Real Zeros of a Polynomial Function • Use the Rational Zeros Theorem to List the Potential Rational Zeros of a Polynomial Function • Find the Real Zeros of a Polynomial Function • Solve Polynomial Equations • Use the Theorem for Bounds on Zeros • Use the Intermediate Value Theorem

4.7 Complex Zeros; Fundamental Theorem of Algebra 245
Use the Conjugate Pairs Theorem • Find a Polynomial Function with Specified Zeros • Find the Complex Zeros of a Polynomial Function

Chapter Review 252

Chapter Test 255

Cumulative Review 256

Chapter Projects 257

5 Exponential and Logarithmic Functions 258

5.1 Composite Functions 259
Form a Composite Function • Find the Domain of a Composite Function

5.2 One-to-One Functions; Inverse Functions 267
Determine Whether a Function Is One-to-One • Obtain the Graph of the Inverse Function from the Graph of a One-to-One Function • Verify an Inverse Function • Find the Inverse of a Function Defined by an Equation

5.3 Exponential Functions 279
Evaluate Exponential Functions • Graph Exponential Functions • Define the Number e • Solve Exponential Equations

5.4 Logarithmic Functions 296
Change Exponential Statements to Logarithmic Statements and Logarithmic Statements to Exponential Statements • Evaluate Logarithmic Expressions • Determine the Domain of a Logarithmic Function • Graph Logarithmic Functions • Solve Logarithmic Equations

5.5 Properties of Logarithms 309
Work with the Properties of Logarithms • Write a Logarithmic Expression as a Sum or Difference of Logarithms • Write a Logarithmic Expression as a Single Logarithm • Evaluate Logarithms Whose Base Is Neither 10 Nor e

5.6 Logarithmic and Exponential Equations 318
Solve Logarithmic Equations • Solve Exponential Equations • Solve Logarithmic and Exponential Equations Using a Graphing Utility

5.7 Financial Models 325
Determine the Future Value of a Lump Sum of Money • Calculate Effective Rates of Return • Determine the Present Value of a Lump Sum of Money • Determine the Rate of Interest or the Time Required to Double a Lump Sum of Money

5.8 Exponential Growth and Decay Models; Newton's Law; Logistic Growth and Decay Models 335
Model Populations That Obey the Law of Uninhibited Growth • Model Populations That Obey the Law of Uninhibited Decay • Use Newton's Law of Cooling • Use Logistic Models

5.9 Building Exponential, Logarithmic, and Logistic Models from Data 346
Build an Exponential Model from Data • Build a Logarithmic Model from Data • Build a Logistic Model from Data

Chapter Review 353

Chapter Test 358

Cumulative Review 359

Chapter Projects 360

6 Trigonometric Functions 361

6.1 Angles, Arc Length, and Circular Motion 362
Angles and Degree Measure • Convert between Decimal and Degree, Minute, Second Measures for Angles • Find the Length of an Arc of a Circle • Convert from Degrees to Radians and from Radians to Degrees • Find the Area of a Sector of a Circle • Find the Linear Speed of an Object Traveling in Circular Motion

6.2 Trigonometric Functions: Unit Circle Approach 375
Find the Exact Values of the Trigonometric Functions Using a Point on the Unit Circle • Find the Exact Values of the Trigonometric Functions of Quadrantal Angles • Find the Exact Values of the Trigonometric Functions of $\frac{\pi}{4} = 45°$ • Find the Exact Values of the Trigonometric Functions of $\frac{\pi}{6} = 30°$ and $\frac{\pi}{3} = 60°$ • Find the Exact Values of the Trigonometric Functions for Integer Multiples of $\frac{\pi}{6} = 30°, \frac{\pi}{4} = 45°$, and $\frac{\pi}{3} = 60°$ • Use a Calculator to Approximate the Value of a Trigonometric Function • Use a Circle of Radius r to Evaluate the Trigonometric Functions

6.3 Properties of the Trigonometric Functions 392
Determine the Domain and the Range of the Trigonometric Functions • Determine the Period of the Trigonometric Functions • Determine the Signs of the Trigonometric Functions in a Given Quadrant • Find the Values of the Trigonometric Functions Using Fundamental Identities • Find the Exact Values of the Trigonometric Functions of an Angle Given One of the Functions and the Quadrant of the Angle • Use Even-Odd Properties to Find the Exact Values of the Trigonometric Functions

6.4 Graphs of the Sine and Cosine Functions 407
Graph the Sine Function $y = \sin x$ and Functions of the Form $y = A\sin(\omega x)$ • Graph the Cosine Function $y = \cos x$ and Functions of the Form $y = A\cos(\omega x)$ • Determine the Amplitude and Period of Sinusoidal Functions • Graph Sinusoidal Functions Using Key Points • Find an Equation for a Sinusoidal Graph

6.5 Graphs of the Tangent, Cotangent, Cosecant, and Secant Functions 422
Graph the Tangent Function $y = \tan x$ and the Cotangent Function $y = \cot x$ • Graph Functions of the Form $y = A\tan(\omega x) + B$ and $y = A\cot(\omega x) + B$ • Graph the Cosecant Function $y = \csc x$ and the Secant Function $y = \sec x$ • Graph Functions of the Form $y = A\csc(\omega x) + B$ and $y = A\sec(\omega x) + B$

6.6 Phase Shift; Sinusoidal Curve Fitting 429
Graph Sinusoidal Functions of the Form $y = A\sin(\omega x - \phi) + B$ • Build Sinusoidal Models from Data

Chapter Review 441

Chapter Test 446

Cumulative Review 447

Chapter Projects 448

7 Analytic Trigonometry 449

7.1 The Inverse Sine, Cosine, and Tangent Functions 450
Define the Inverse Sine Function • Find the Value of an Inverse Sine Function • Define the Inverse Cosine Function • Find the Value of an Inverse Cosine Function • Define the Inverse Tangent Function • Find the Value of an Inverse Tangent Function • Use Properties of Inverse Functions to Find Exact Values of Certain Composite Functions • Find the Inverse Function of a Trigonometric Function • Solve Equations Involving Inverse Trigonometric Functions

7.2 The Inverse Trigonometric Functions (Continued) 463
Define the Inverse Secant, Cosecant, and Cotangent Functions • Find the Value of Inverse Secant, Cosecant, and Cotangent Functions • Find the Exact Value of Composite Functions Involving the Inverse Trigonometric Functions • Write a Trigonometric Expression as an Algebraic Expression

7.3 Trigonometric Equations 469
Solve Equations Involving a Single Trigonometric Function • Solve Trigonometric Equations Using a Calculator • Solve Trigonometric Equations Quadratic in Form • Solve Trigonometric Equations Using Fundamental Identities • Solve Trigonometric Equations Using a Graphing Utility

7.4 Trigonometric Identities 479
Use Algebra to Simplify Trigonometric Expressions • Establish Identities

7.5 Sum and Difference Formulas 487
Use Sum and Difference Formulas to Find Exact Values • Use Sum and Difference Formulas to Establish Identities • Use Sum and Difference Formulas Involving Inverse Trigonometric Functions • Solve Trigonometric Equations Linear in Sine and Cosine

7.6 Double-angle and Half-angle Formulas 500
Use Double-angle Formulas to Find Exact Values • Use Double-angle Formulas to Establish Identities • Use Half-angle Formulas to Find Exact Values

7.7 Product-to-Sum and Sum-to-Product Formulas 511
Express Products as Sums • Express Sums as Products

Chapter Review 515

Chapter Test 518

Cumulative Review 519

Chapter Projects 520

8 Applications of Trigonometric Functions 521

8.1 Right Triangle Trigonometry; Applications 522
Find the Value of Trigonometric Functions of Acute Angles Using Right Triangles • Use the Complementary Angle Theorem • Solve Right Triangles • Solve Applied Problems

8.2 The Law of Sines 535
Solve SAA or ASA Triangles • Solve SSA Triangles • Solve Applied Problems

8.3 The Law of Cosines 546
Solve SAS Triangles • Solve SSS Triangles • Solve Applied Problems

8.4 Area of a Triangle 553
Find the Area of SAS Triangles • Find the Area of SSS Triangles

8.5 Simple Harmonic Motion; Damped Motion; Combining Waves 559
Build a Model for an Object in Simple Harmonic Motion • Analyze Simple Harmonic Motion • Analyze an Object in Damped Motion • Graph the Sum of Two Functions

Chapter Review 569

Chapter Test 572

Cumulative Review 573

Chapter Projects 573

9 Polar Coordinates; Vectors 575

9.1 Polar Coordinates 576
Plot Points Using Polar Coordinates • Convert from Polar Coordinates to Rectangular Coordinates • Convert from Rectangular Coordinates to Polar Coordinates • Transform Equations between Polar and Rectangular Forms

9.2 Polar Equations and Graphs 585
Identify and Graph Polar Equations by Converting to Rectangular Equations • Test Polar Equations for Symmetry • Graph Polar Equations by Plotting Points

9.3 The Complex Plane; De Moivre's Theorem 600
Plot Points in the Complex Plane • Convert a Complex Number between Rectangular Form and Polar Form or Exponential Form • Find Products and Quotients of Complex Numbers • Use De Moivre's Theorem • Find Complex Roots

9.4 Vectors 609
Graph Vectors • Find a Position Vector • Add and Subtract Vectors Algebraically • Find a Scalar Multiple and the Magnitude of a Vector • Find a Unit Vector • Find a Vector from Its Direction and Magnitude • Model with Vectors

9.5 The Dot Product 624
Find the Dot Product of Two Vectors • Find the Angle between Two Vectors • Determine Whether Two Vectors Are Parallel • Determine Whether Two Vectors Are Orthogonal • Decompose a Vector into Two Orthogonal Vectors • Compute Work

9.6 Vectors in Space 631
Find the Distance between Two Points in Space • Find Position Vectors in Space • Perform Operations on Vectors • Find the Dot Product • Find the Angle between Two Vectors • Find the Direction Angles of a Vector

9.7 The Cross Product 641
Find the Cross Product of Two Vectors • Know Algebraic Properties of the Cross Product • Know Geometric Properties of the Cross Product • Find a Vector Orthogonal to Two Given Vectors • Find the Area of a Parallelogram

Chapter Review 647

Chapter Test 650

Cumulative Review 651

Chapter Projects 651

10 Analytic Geometry 652

10.1 Conics 653
Know the Names of the Conics

10.2 The Parabola 654
Analyze Parabolas with Vertex at the Origin • Analyze Parabolas with Vertex at (h, k) • Solve Applied Problems Involving Parabolas

10.3 The Ellipse 663
Analyze Ellipses with Center at the Origin • Analyze Ellipses with Center at (h, k) • Solve Applied Problems Involving Ellipses

10.4 The Hyperbola 673
Analyze Hyperbolas with Center at the Origin • Find the Asymptotes of a Hyperbola • Analyze Hyperbolas with Center at (h, k) • Solve Applied Problems Involving Hyperbolas

10.5 Rotation of Axes; General Form of a Conic 686
Identify a Conic • Use a Rotation of Axes to Transform Equations • Analyze an Equation Using a Rotation of Axes • Identify Conics without Rotating the Axes

10.6 Polar Equations of Conics 694
Analyze and Graph Polar Equations of Conics • Convert the Polar Equation of a Conic to a Rectangular Equation

10.7 Plane Curves and Parametric Equations 701
Graph Parametric Equations • Find a Rectangular Equation for a Plane Curve Defined Parametrically • Use Time as a Parameter in Parametric Equations • Find Parametric Equations for Plane Curves Defined by Rectangular Equations

Chapter Review 714

Chapter Test 716

Cumulative Review 717

Chapter Projects 717

11 Systems of Equations and Inequalities 719

11.1 Systems of Linear Equations: Substitution and Elimination 720
Solve Systems of Equations by Substitution • Solve Systems of Equations by Elimination • Identify Inconsistent Systems of Equations Containing Two Variables • Express the Solution of a System of Dependent Equations Containing Two Variables • Solve Systems of Three Equations Containing Three Variables • Identify Inconsistent Systems of Equations Containing Three Variables • Express the Solution of a System of Dependent Equations Containing Three Variables

11.2 Systems of Linear Equations: Matrices 734
Write the Augmented Matrix of a System of Linear Equations • Write the System of Equations from the Augmented Matrix • Perform Row Operations on a Matrix • Solve a System of Linear Equations Using Matrices

11.3 Systems of Linear Equations: Determinants 748
Evaluate 2 by 2 Determinants • Use Cramer's Rule to Solve a System of Two Equations Containing Two Variables • Evaluate 3 by 3 Determinants • Use Cramer's Rule to Solve a System of Three Equations Containing Three Variables • Know Properties of Determinants

11.4 Matrix Algebra 759
Find the Sum and Difference of Two Matrices • Find Scalar Multiples of a Matrix • Find the Product of Two Matrices • Find the Inverse of a Matrix • Solve a System of Linear Equations Using an Inverse Matrix

11.5 Partial Fraction Decomposition 776
Decompose $\frac{P}{Q}$ Where Q Has Only Nonrepeated Linear Factors • Decompose $\frac{P}{Q}$ Where Q Has Repeated Linear Factors • Decompose $\frac{P}{Q}$ Where Q Has a Nonrepeated Irreducible Quadratic Factor • Decompose $\frac{P}{Q}$ Where Q Has a Repeated Irreducible Quadratic Factor

11.6 Systems of Nonlinear Equations 785
Solve a System of Nonlinear Equations Using Substitution • Solve a System of Nonlinear Equations Using Elimination

11.7 Systems of Inequalities 794
Graph an Inequality • Graph a System of Inequalities

11.8 Linear Programming 801
Set Up a Linear Programming Problem • Solve a Linear Programming Problem

Chapter Review 809

Chapter Test 812

Cumulative Review 813

Chapter Projects 814

12 Sequences; Induction; the Binomial Theorem 815

12.1 Sequences 816
List the First Several Terms of a Sequence • List the Terms of a Sequence Defined by a Recursive Formula • Use Summation Notation • Find the Sum of a Sequence

12.2 Arithmetic Sequences 826
Determine Whether a Sequence Is Arithmetic • Find a Formula for an Arithmetic Sequence • Find the Sum of an Arithmetic Sequence

12.3 Geometric Sequences; Geometric Series 833
Determine Whether a Sequence Is Geometric • Find a Formula for a Geometric Sequence • Find the Sum of a Geometric Sequence • Determine Whether a Geometric Series Converges or Diverges • Solve Annuity Problems

12.4 Mathematical Induction 845
Prove Statements Using Mathematical Induction

12.5 The Binomial Theorem 849
Evaluate $\binom{n}{j}$ • Use the Binomial Theorem

Chapter Review 855
Chapter Test 858
Cumulative Review 858
Chapter Projects 859

13 Counting and Probability 860

13.1 Counting 861
Find All the Subsets of a Set • Count the Number of Elements in a Set • Solve Counting Problems Using the Multiplication Principle

13.2 Permutations and Combinations 866
Solve Counting Problems Using Permutations Involving n Distinct Objects • Solve Counting Problems Using Combinations • Solve Counting Problems Using Permutations Involving n Nondistinct Objects

13.3 Probability 875
Construct Probability Models • Compute Probabilities of Equally Likely Outcomes • Find Probabilities of the Union of Two Events • Use the Complement Rule to Find Probabilities

Chapter Review 885
Chapter Test 887
Cumulative Review 888
Chapter Projects 888

14 A Preview of Calculus: The Limit, Derivative, and Integral of a Function 890

14.1 Investigating Limits Using Tables and Graphs 891
Investigate a Limit Using a Table • Investigate a Limit Using a Graph

14.2 Algebraic Techniques for Finding Limits 896
Find the Limit of a Sum, a Difference, and a Product • Find the Limit of a Polynomial • Find the Limit of a Power or a Root • Find the Limit of a Quotient • Find the Limit of an Average Rate of Change

14.3 One-sided Limits; Continuity 903
Find the One-sided Limits of a Function • Determine Whether a Function Is Continuous at a Number

14.4 The Tangent Problem; The Derivative 909
Find an Equation of the Tangent Line to the Graph of a Function • Find the Derivative of a Function • Find Instantaneous Rates of Change • Find the Instantaneous Velocity of an Object

14.5 The Area Problem; The Integral 917
Approximate the Area under the Graph of a Function • Approximate Integrals Using a Graphing Utility

Chapter Review 923
Chapter Test 926
Chapter Projects 927

Appendix A Review A1

A.1 Algebra Essentials A1
Work with Sets • Graph Inequalities • Find Distance on the Real Number Line • Evaluate Algebraic Expressions • Determine the Domain of a Variable • Use the Laws of Exponents • Evaluate Square Roots • Use a Calculator to Evaluate Exponents

A.2 Geometry Essentials A14
Use the Pythagorean Theorem and Its Converse • Know Geometry Formulas • Understand Congruent Triangles and Similar Triangles

A.3 Polynomials A22
Recognize Monomials • Recognize Polynomials • Know Formulas for Special Products • Divide Polynomials Using Long Division • Factor Polynomials • Complete the Square

A.4 Synthetic Division A31
Divide Polynomials Using Synthetic Division

A.5 Rational Expressions A35
Reduce a Rational Expression to Lowest Terms • Multiply and Divide Rational Expressions • Add and Subtract Rational Expressions • Use the Least Common Multiple Method • Simplify Complex Rational Expressions

A.6 Solving Equations A44
Solve Equations by Factoring • Solve Equations Involving Absolute Value • Solve a Quadratic Equation by Factoring • Solve a Quadratic Equation by Completing the Square • Solve a Quadratic Equation Using the Quadratic Formula

A.7 Complex Numbers; Quadratic Equations in the Complex Number System A54
Add, Subtract, Multiply, and Divide Complex Numbers • Solve Quadratic Equations in the Complex Number System

A.8 Problem Solving: Interest, Mixture, Uniform Motion, Constant Rate Job Applications A62
Translate Verbal Descriptions into Mathematical Expressions • Solve Interest Problems • Solve Mixture Problems • Solve Uniform Motion Problems • Solve Constant Rate Job Problems

A.9 Interval Notation; Solving Inequalities A72
Use Interval Notation • Use Properties of Inequalities • Solve Inequalities • Solve Combined Inequalities • Solve Inequalities Involving Absolute Value

A.10 *n*th Roots; Rational Exponents A83
Work with *n*th Roots • Simplify Radicals • Rationalize Denominators and Numerators • Solve Radical Equations • Simplify Expressions with Rational Exponents

Appendix B Graphing Utilities B1

B.1 The Viewing Rectangle B1

B.2 Using a Graphing Utility to Graph Equations B3

B.3 Using a Graphing Utility to Locate Intercepts and Check for Symmetry B5

B.4 Using a Graphing Utility to Solve Equations B6

B.5 Square Screens B8

B.6 Using a Graphing Utility to Graph Inequalities B9
B.7 Using a Graphing Utility to Solve Systems of Linear Equations B9
B.8 Using a Graphing Utility to Graph a Polar Equation B11
B.9 Using a Graphing Utility to Graph Parametric Equations B11

Answers AN1

Photo Credits C1

Subject Index I1

Three Distinct Series

Students have different goals, learning styles, and levels of preparation. Instructors have different teaching philosophies, styles, and techniques. Rather than write one series to fit all, the Sullivans have written three distinct series. All share the same goal—to develop a high level of mathematical understanding and an appreciation for the way mathematics can describe the world around us. The manner of reaching that goal, however, differs from series to series.

Flagship Series, Eleventh Edition

The Flagship Series is the most traditional in approach yet modern in its treatment of precalculus mathematics. In each text, needed review material is included, and is referenced when it is used. Graphing utility coverage is optional and can be included or excluded at the discretion of the instructor: *College Algebra, Algebra & Trigonometry, Trigonometry: A Unit Circle Approach, Precalculus.*

Enhanced with Graphing Utilities Series, Seventh Edition

This series provides a thorough integration of graphing utilities into topics, allowing students to explore mathematical concepts and encounter ideas usually studied in later courses. Many examples show solutions using algebra side-by-side with graphing techniques. Using technology, the approach to solving certain problems differs from the Flagship Series, while the emphasis on understanding concepts and building strong skills is maintained: *College Algebra, Algebra & Trigonometry, Precalculus*.

Concepts through Functions Series, Fourth Edition

This series differs from the others, utilizing a functions approach that serves as the organizing principle tying concepts together. Functions are introduced early in various formats. The approach supports the Rule of Four, which states that functions can be represented symbolically, numerically, graphically, and verbally. Each chapter introduces a new type of function and then develops all concepts pertaining to that particular function. The solutions of equations and inequalities, instead of being developed as stand-alone topics, are developed in the context of the underlying functions. Graphing utility coverage is optional and can be included or excluded at the discretion of the instructor: *College Algebra; Precalculus, with a Unit Circle Approach to Trigonometry; Precalculus, with a Right Triangle Approach to Trigonometry*.

The Flagship Series

College Algebra, Eleventh Edition

This text provides a contemporary approach to college algebra, with three chapters of review material preceding the chapters on functions. Graphing calculator usage is provided, but is optional. After completing this book, a student will be adequately prepared for trigonometry, finite mathematics, and business calculus.

Algebra & Trigonometry, Eleventh Edition

This text contains all the material in *College Algebra*, but also develops the trigonometric functions using a right triangle approach and shows how it relates to the unit circle approach. Graphing techniques are emphasized, including a thorough discussion of polar coordinates, parametric equations, and conics using polar coordinates. Vectors in the plane, sequences, induction, and the binomial theorem are also presented. Graphing calculator usage is provided, but is optional. After completing this book, a student will be adequately prepared for finite mathematics, business calculus, and engineering calculus.

Precalculus, Eleventh Edition

This text contains one review chapter before covering the traditional precalculus topics of polynomial, rational, exponential, and logarithmic functions and their graphs. The trigonometric functions are introduced using a unit circle approach and showing how it relates to the right triangle approach. Graphing techniques are emphasized, including a thorough discussion of polar coordinates, parametric equations, and conics using polar coordinates. Vectors in the plane and in space, including the dot and cross products, sequences, induction, and the binomial theorem are also presented. Graphing calculator usage is provided, but is optional. The final chapter provides an introduction to calculus, with a discussion of the limit, the derivative, and the integral of a function. After completing this book, a student will be adequately prepared for finite mathematics, business calculus, and engineering calculus.

Trigonometry: a Unit Circle Approach, Eleventh Edition

This text, designed for stand-alone courses in trigonometry, develops the trigonometric functions using a unit circle approach and shows how it relates to the right triangle approach. Vectors in the plane and in space, including the dot and cross products, are presented. Graphing techniques are emphasized, including a thorough discussion of polar coordinates, parametric equations, and conics using polar coordinates. Graphing calculator usage is provided, but is optional. After completing this book, a student will be adequately prepared for finite mathematics, business calculus, and engineering calculus.

Preface to the Instructor

As a professor of mathematics at an urban public university for 35 years, I understand the varied needs of precalculus students. Students range from being underprepared with little mathematical background and a fear of mathematics, to being highly prepared and motivated. For some, this is their final course in mathematics. For others, it is preparation for future mathematics courses. I have written this text with both groups in mind.

A tremendous benefit of authoring a successful series is the broad-based feedback I receive from instructors and students who have used previous editions. I am sincerely grateful for their support. Virtually every change to this edition is the result of their thoughtful comments and suggestions. I hope that I have been able to take their ideas and, building upon a successful foundation of the tenth edition, make this series an even better learning and teaching tool for students and instructors.

Features in the Eleventh Edition

A descriptive list of the many special features of *Precalculus* can be found on the endpapers in the front of this text. This list places the features in their proper context, as building blocks of an overall learning system that has been carefully crafted over the years to help students get the most out of the time they put into studying. Please take the time to review it and to discuss it with your students at the beginning of your course. My experience has been that when students use these features, they are more successful in the course.

- **Updated! Retain Your Knowledge Problems** These problems, which were new to the previous edition, are based on the article *"To Retain New Learning, Do the Math,"* published in the *Edurati Review.* In this article, Kevin Washburn suggests that "the more students are required to recall new content or skills, the better their memory will be." The Retain Your Knowledge problems were so well received that they have been expanded in this edition. Moreover, while the focus remains to help students maintain their skills, in most sections, problems were chosen that preview skills required to succeed in subsequent sections or in calculus. These are easily identified by the calculus icon ( ). All answers to Retain Your Knowledge problems are given in the back of the text and all are assignable in MyLab Math.
- **Guided Lecture Notes** Ideal for online, emporium/redesign courses, inverted classrooms, or traditional lecture classrooms. These lecture notes help students take thorough, organized, and understandable notes as they watch the Author in Action videos. They ask students to complete definitions, procedures, and examples based on the content of the videos and text. In addition, experience suggests that students learn by doing and understanding the why/how of the concept or property. Therefore, many sections will have an exploration activity to motivate student learning. These explorations introduce the topic and/or connect it to either a real-world application or a previous section. For example, when the vertical-line test is discussed in Section 2.2, after the theorem statement, the notes ask the students to explain why the vertical-line test works by using the definition of a function. This challenge helps students process the information at a higher level of understanding.
- **Illustrations** Many of the figures have captions to help connect the illustrations to the explanations in the body of the text.
- **Graphing Utility Screen Captures** In several instances we have added Desmos screen captures along with the TI-84 Plus C screen captures. These updated screen captures provide alternate ways of visualizing concepts and making connections between equations, data and graphs in full color.
- **Chapter Projects**, which apply the concepts of each chapter to a real-world situation, have been enhanced to give students an up-to-the-minute experience. Many of these projects are new requiring the student to research information online in order to solve problems.
- **Exercise Sets** The exercises in the text have been reviewed and analyzed, some have been removed, and new ones have been added. All time-sensitive problems have been updated to the most recent information available. The problem sets remain classified according to purpose.

  The ***'Are You Prepared?'*** problems have been improved to better serve their purpose as a just-in-time review of concepts that the student will need to apply in the upcoming section.

  The ***Concepts and Vocabulary*** problems have been expanded to cover each objective of the section. These multiple-choice, fill-in-the-blank, and True/False exercises have been written to also serve as reading quizzes.

  Skill Building problems develop the student's computational skills with a large selection of exercises that are directly related to the objectives of the section. ***Mixed Practice*** problems offer a comprehensive assessment of skills that relate to more than one objective. Often these require skills learned earlier in the course.

  Applications and Extensions problems have been updated. Further, many new application-type exercises have been added, especially ones involving information and data drawn from sources the student will recognize, to improve relevance and timeliness.

  At the end of Applications and Extensions, we have a collection of one or more ***Challenge Problems***. These problems, as the title suggests, are intended to be thought-provoking, requiring some ingenuity to solve. They can be used for group work or to challenge students. At the end of the Annotated Instructor's

Edition and in the online Instructor's Solutions Manual, we have provided solutions to all these problems.

The ***Explaining Concepts: Discussion and Writing*** exercises provide opportunity for classroom discussion and group projects.

Updated! ***Retain Your Knowledge*** has been improved and expanded. The problems are based on material learned earlier in the course, especially calculus-related material. They serve to keep information that has already been learned "fresh" in the mind of the student. Answers to all these problems appear in the Student Edition.

NEW Need to Review? These margin notes provide a just-in-time reminder of a concept needed now, but covered in an earlier section of the book. Each note includes a reference to the chapter, section and page where the concept was originally discussed.

Content Changes to the 11th edition

- ***Challenge Problems*** have been added in most sections at the end of the Application and Extensions exercises. Challenge Problems are intended to be thought-provoking problems that require some ingenuity to solve. They can be used to challenge students or for group work. Solutions to Challenge Problems are available in the Annotated Instructor's Edition and the online Instructors Solutions Manual.
- **Need to Review?** These margin notes provide a just-in-time review for a concept needed now, but covered in an earlier section of the book. Each note is back-referenced to the chapter, section and page where the concept was originally discussed.
- Additional **Retain Your Knowledge** exercises, whose purpose is to keep learned material fresh in a student's mind, have been added to each section. Many of these new problems preview skills required for calculus or for concepts needed in subsequent sections.
- **Desmos** screen captures have been added throughout the text. This is done to recognize that graphing technology expands beyond graphing calculators.
- Examples and exercises throughout the text have been augmented to reflect a broader selection of STEM applications.
- Concepts and Vocabulary exercises have been expanded to cover each objective of a section.
- Skill building exercises have been expanded to assess a wider range of difficulty.
- Applied problems and those based on real data have been updated where appropriate.

Appendix A

- Section A.10 Objective 3 now includes rationalizing the numerator
  - NEW Example 6 Rationalizing Numerators
  - Problems 69-76 provide practice.
- Section A.10 Exercises now include more practice in simplifying radicals

Chapter 1

- NEW Section 1.2 Example 9 Testing an Equation for Symmetry
- Section 1.3 has been reorganized to treat the slope-intercept form of the equation of a line before finding an equation of a line using two points.

Chapter 2

- NEW Section 2.1 Objective 1 Describe a Relation
- NEW Section 2.2 Example 4 Expending Energy
- NEW Section 2.4 Example 4 Analyzing a Piecewise-defined Function
- NEW Example 1 Describing a Relation demonstrates using the Rule of Four to express a relation numerically, as a mapping, and graphically given a verbal description.

Chapter 3

- Section 3.3 introduces the concept of concavity for a quadratic function
- NEW Section 3.3 Example 3 Graphing a Quadratic Function Using Its Vertex, Axis, and Intercepts
- Section 3.3 Example 8 Analyzing the Motion of a Projectile (formerly in Section 3.4)
- NEW Section 3.4 Example 4 Fitting a Quadratic Function to Data

Chapter 4

- Section 4.1 has been revised and split into two sections:
  - 4.1 Polynomial Functions
  - 4.2 Graphing Polynomial Functions; Models
- NEW Section 4.2 Example 2 Graphing a Polynomial Function (a 4th degree polynomial function)

Chapter 5

- Section 5.2 now finds and verifies inverse functions analytically and graphically.

Chapter 6

- NEW Section 6.1 Example 6 Field Width of a Digital Lens Reflex Camera Lens
- Section 6.4 and 6.5 were reorganized for increased clarity.

Chapter 7

- Sections 7.1 and 7.2 were reorganized for increased clarity.

Chapter 9

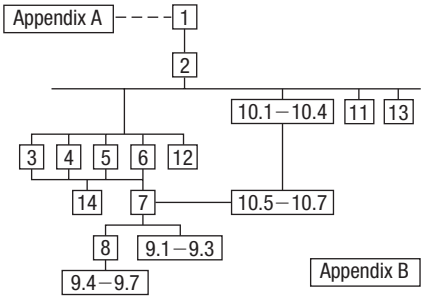
- Section 9.3 The complex plane; DeMoivre's Theorem, was rewritten to support the exponential form of a complex number.
  - Euler's Formula is introduced to express a complex number in exponential form.
  - The exponential form of a complex number is used to compute products and quotients.
  - DeMoivre's Theorem is expressed using the exponential form of a complex number.
  - The exponential form is used to find complex roots.

Chapter 11

- NEW Section 11.5 Example 1 Identifying Proper and Improper Rational Expressions

Using the Eleventh Edition Effectively with Your Syllabus

To meet the varied needs of diverse syllabi, this text contains more content than is likely to be covered in a *Precalculus* course. As the chart illustrates, this text has been organized with flexibility of use in mind. Within a given chapter, certain sections are optional (see the details that follow the figure below) and can be omitted without loss of continuity.



Appendix A Review

This chapter consists of review material. It may be used as the first part of the course or later as a just-in-time review when the content is required. Specific references to this chapter occur throughout the text to assist in the review process.

Chapter 1 Graphs

This chapter lays the foundation for functions.

Chapter 2 Functions and Their Graphs

Perhaps the most important chapter. Section 2.6 is optional.

Chapter 3 Linear and Quadratic Functions

Topic selection depends on your syllabus. Sections 3.2 and 3.4 may be omitted without loss of continuity.

Chapter 4 Polynomial and Rational Functions

Topic selection depends on your syllabus.

Chapter 5 Exponential and Logarithmic Functions

Sections 5.1–5.6 follow in sequence. Sections 5.7, 5.8, and 5.9 are optional.

Chapter 6 Trigonometric Functions

Section 6.6 may be omitted in a brief course.

Chapter 7 Analytic Trigonometry

Sections 7.7 may be omitted in a brief course.

Chapter 8 Applications of Trigonometric Functions

Sections 8.4 and 8.5 may be omitted in a brief course.

Chapter 9 Polar Coordinates; Vectors

Sections 9.1–9.3 and Sections 9.4–9.7 are independent and may be covered separately.

Chapter 10 Analytic Geometry

Sections 10.1–10.4 follow in sequence. Sections 10.5, 10.6, and 10.7 are independent of each other, but each requires Sections 10.1–10.4.

Chapter 11 Systems of Equations and Inequalities

Sections 11.2–11.7 may be covered in any order, but each requires Section 11.1. Section 11.8 requires Section 11.7.

Chapter 12 Sequences; Induction; The Binomial Theorem

There are three independent parts: Sections 12.1–12.3; Section 12.4; and Section 12.5.

Chapter 13 Counting and Probability

The sections follow in sequence.

Chapter 14 A Preview of Calculus: The Limit, Derivative, and Integral of a Function

If time permits, coverage of this chapter will give your students a beneficial head start in calculus.

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Textbooks are written by authors, but evolve from an idea to final form through the efforts of many people. It was Don Dellen who first suggested this text and series to me. Don is remembered for his extensive contributions to publishing and mathematics.

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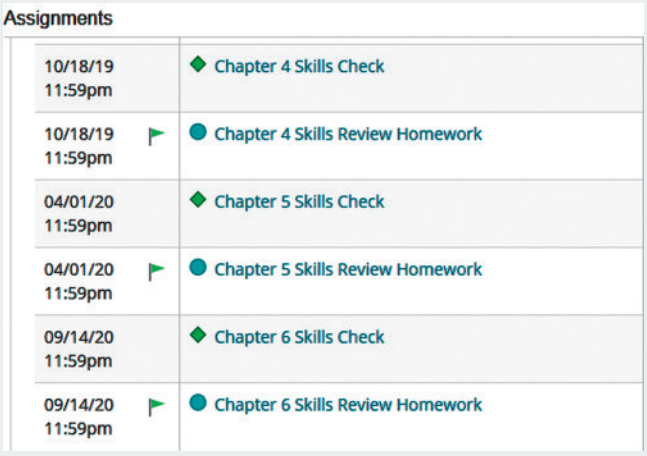

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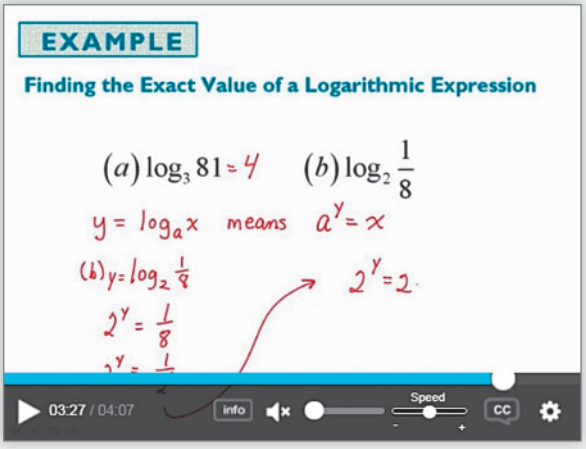

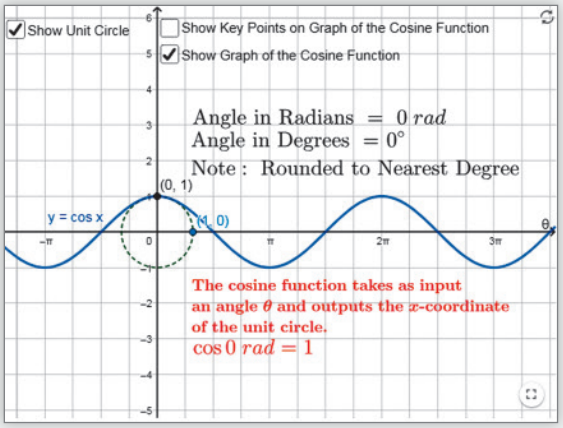

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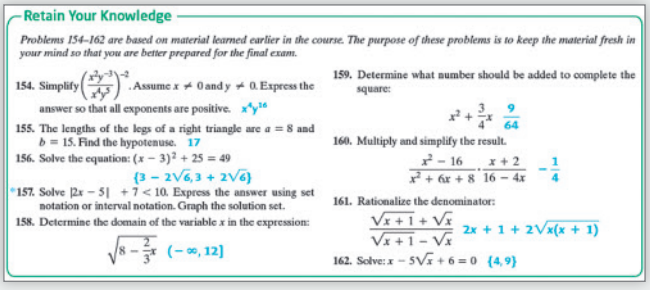

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Applications Index

Calculus, 392, 421, 440, 535, 553, 585, 609, 623

absolute maximum/minimum in, 77
area under a curve, 111, 462, 686, 700, 776
average rate of change in, 80, 197, 317, 428, 463, 468, 479, 487, 545, 631, 663, 713, 734, 826
carrying a ladder around a corner, 428, 477
composite functions in, 263
concavity test, 155, 808
critical numbers, 826
difference quotient in, 54, 61, 111, 168, 190, 295, 317, 334, 375, 406, 498, 673, 713, 793
discontinuous functions, 223
e^x in, 287, 825
factoring in, 309, 462, 734, 808
functions approximated by polynomial functions in, 197
increasing/decreasing functions in, 75, 155, 190, 700, 801
Intermediate Value Theorem, 240, 801
maxima/minima in, 77, 135, 345, 406
maximizing projectile range, 504, 509
maximizing rain gutter construction, 509
partial fraction decomposition, 832, 849, 866, 875
perpendicular lines, 759, 784
radians in, 364
rationalizing numerators, 759
secant line in, 80, 135, 334, 479
second derivative, 866
simplifying in, 535
Simpson's rule, 164
Snell's Law of Refraction, 478
tangent line, 558, 559, 568, 600
trigonometric expressions and functions, 466, 476, 486, 500, 502–503, 507, 510, 513, 515, 663, 686, 849

Acoustics

amplifying sound, 356
loudness of sound, 307, 358
loudspeaker, 567
sonic boom, 685
tuning fork, 567, 568
whispering galleries, 669–670

Aerodynamics

modeling aircraft motion, 651

Aeronautics

fighter jet design, 557

Agriculture

farm management, 807
farm workers in U.S., 344
field enclosure, 792
grazing area for cow, 558
milk production, 351
minimizing cost, 807
removing stump, 622–623

Air travel

bearing of aircraft, 532
distance between two planes, 113
frequent flyer miles, 543
holding pattern, 420, 477
parking at O'Hare International Airport, 95
revising a flight plan, 550
sonic boom, 685
speed and direction of aircraft, 617, 621

Archaeology

age of ancient tools, 337–338
age of fossil, 343
age of tree, 343
date of prehistoric man's death, 357

Architecture

brick staircase, 832, 857
Burj Khalifa building, A15
Flatiron Building, 557
floor design, 830, 857
football stadium seating, 831
mosaic design, 832, 857
Norman window, 162, A20
parabolic arch, 162
racetrack design, 672
special window, 162, 170
stadium construction, 832
vertically circular building, 41
window design, 162

Area. *See also* Geometry

of Bermuda Triangle, 557
under a curve, 462
of isosceles triangle, 509
of portion of rectangle outside of circle, 374
of sector of circle, 369, 372
of segment of circle, 570
for tethered dog to roam, 374
of windshield wiper sweep, 372

Art

fine decorative pieces, 390

Astronomy

angle of elevation of Sun, 531
distances in, 532, 825
Halley's comet, 700
International Space Station (ISS), 713
parallax, 532
planetary orbits
Earth, 672
elliptical, 672
Jupiter, 672
Mars, 672
Mercury, 700
Pluto, 672
radius of Moon, 391

Aviation

modeling aircraft motion, 651
orbital launches, 731
speed of plane, A72

Biology

alcohol and driving, 303, 308
bacterial growth, 336–337, 350
E-coli, 84, 126
blood types, 865
bone length, 170–171
cricket chirp rate and temperature, 163
healing of wounds, 293, 307
lung volume, 406
maternal age versus Down syndrome, 141
muscle force, 622
yeast biomass as function of time, 349

Business

advertising, 34, 142, 171
automobile production, 265, 747
blending coffee, A70
checkout lines, 884
clothing store, 887
commissions, 170
cookie orders, 812
cost
of can, 219, 222
of commodity, 265
of manufacturing, 230, 800, A13, A69
marginal, 155, 170
minimizing, 170, 807, 812
of printing, 194–195
of production, 84, 265, 774, 812
of transporting goods, 96
cost equation, 33
cost function, 134
customer wait times, 221
demand equation, 170, 256
depreciation, 258, 308
discount pricing, 266
drive-thru rate
at Burger King, 289
at Citibank, 293, 307
at McDonald's, 293–294
equipment depreciation, 842
expense computation, A71
farm workers in U.S., 344
inventory management, 116

Jiffy Lube's car arrival rate, 293, 307
managing a meat market, 807
milk production, 351
mixing candy, A70
mixing nuts, A70
orange juice production, 747
precision ball bearings, A13
presale orders, 732
product design, 808
production scheduling, 807
product promotion, 34
profit, 774
  maximizing, 805–806, 807–808
profit function, 62
rate of return on, 332
restaurant management, 732
revenue, 155, 168, 171, 350, A69
  advertising, 352
  airline, 808
  of clothing store, 764
  daily, 155
  from digital music, 110
  from football seating, 843
  instantaneous rate of change of, 917, 925
  maximizing, 155, 161–162
  monthly, 155
  theater, 733
RV rental, 171
salary, 266, 832
  gross, 61
  increases in, 842, 857
sales
  commission on, A82
  of movie theater ticket, 720, 725, 731
  net, 9
  profit from, A72
salvage value, 357
straight-line depreciation, 129–130, 133
supply and demand, 130–131, 133
tax, 230
toy truck manufacturing, 800
transporting goods, 801
truck rentals, 33
unemployment, 887
wages
  of car salesperson, 33

Carpentry. *See also* **Construction**
pitch, 35

Chemistry
alpha particles, 685
decomposition reactions, 344
drug concentration, 221
pH, 306
purity of gold, A71
radioactive decay, 343, 350–351, 357, 358, 808
radioactivity from Chernobyl, 344
salt solutions, A71
self-catalytic chemical reaction, 155
sugar molecules, A71
volume of gas, A82

Combinatorics
airport codes, 867
binary codes, 887
birthday permutations, 869, 874, 881, 885, 887
blouses and skirts combinations, 865
book arrangements, 874
box stacking, 873
code formation, 873
combination locks, 874
committee formation, 871, 873, 874, 887
  Senate committees, 874
flag arrangement, 872, 887
gender composition of children in family, 878
letter codes, 867–868
license plate possibilities, 874, 887
lining up people, 868, 873
number formation, 865, 873, 874, 887
objects selection, 874
passwords, 874
seating arrangements, 887
shirts and ties combinations, 865
telephone numbers, 887
two-symbol codewords, 864
word formation, 872, 874, 887

Communications
data plan, 46, 71, 122–123
installing cable TV, 115
phone charges, 133
radar detection, 585
satellite dish, 659–660, 662
social networking, 345, 351
spreading of rumors, 293, 307
tablet service, 95
texting speed, 222
Touch-Tone phones, 514

Computers and computing
graphics, 623, 775
households owning computers, 344
laser printers, A70
three-click rule, 775
website design, 775
website map, 775
Word users, 344

Construction
of box, 792, A68–A69, A72
  closed, 120
  open, 116
of brick staircase, 857
of can, 255
of coffee can, A71
of cylindrical tube, 792
of enclosures
  around garden, A70
  around pond, A70
  maximizing area of, 158–159, 162, 170
of fencing, 158–159, 162, 170, 792
  minimum cost for, 221
of flashlight, 662
of headlight, 662
of highway, 532, 544, 570
installing cable TV, 115
painting a room, 429
pitch of roof, 533
of rain gutter, 162, 383, 509, 523–524
of ramp, 543
  access ramp, 34
of rectangular field enclosure, 162
sidewalk, 392
of stadium, 162, 832
of steel drum, 222
of swimming pool, A21
of swing set, 552
of tent, 557
TV dish, 662
vent pipe installation, 672
of walkway, 447

Cryptography
matrices in, 775

Decorating
Christmas tree, A16

Demographics
birth rate
  age of mother and, 164
  of unmarried women, 155
diversity index, 306
life expectancy, A81
marital status, 866
mosquito colony growth, 343
population. *See* Population
rabbit colony growth, 824

Design
of awning, 544
of box with minimum surface area, 222
of fine decorative pieces, 390
of Little League Field, 374
of water sprinkler, 372

Direction
of aircraft, 617, 621
compass heading, 621
for crossing a river, 621
of fireworks display, 684
of lightning strikes, 684
of motorboat, 621
of swimmer, 650

Distance
astronomical, 532
average rate of change of moving particle, 926
Bermuda Triangle, A21
bicycle riding, 72
from Chicago to Honolulu, 462
circumference of Earth, 373
between Earth and Mercury, 544
between Earth and Venus, 545
from Earth to a star, 531–532

of explosion, 685
height
of aircraft, 543, 544
of bouncing ball, 842, 857
of bridge, 543
of building, 531, 532
of cloud, 527
of Eiffel Tower, 531
of embankment, 532
of Ferris Wheel rider, 477
of Great Pyramid of Cheops, 544, A21
of helicopter, 570
of hot-air balloon, 532
of Lincoln's caricature on Mt. Rushmore, 533
of mountain, 539–540, 543
of statue on a building, 527–528
of tower, 533
of tree, 391, 543
of Washington Monument, 532
of Willis Tower, 532
from home, 72
from Honolulu to Melbourne, Australia, 462
of hot-air balloon
to airport, 572
from intersection, 8
from intersection, 8, 115
kayaking, 487
length
of guy wire, 551
of mountain trail, 532
of ski lift, 542
limiting magnitude of telescope, 356
to the Moon, 543
nautical miles, 373
pendulum swings, 838, 842
to plateau, 531
across a pond, 531
pool depth, 97
range of airplane, A71
reach of ladder, 531
of rotating beacon, 429
between runners, 543
at sea, 544, 571
to shore, 531, 544, 570
between skyscrapers, 533, 534
stopping, 62, 155, 277
to tower, 544
traveled by wheel, A20
between two moving vehicles, 8
toward intersection, 115
between two objects, 8, 531, 532
between two planes, 113
viewing, 391
visibility of Gibb's Hill Lighthouse beam, 528–529, A22
visual, A21
walking, 72
width
of gorge, 530
of Mississippi River, 533
of river, 526, 570

Economics

Consumer Price Index (CPI), 334
demand equations, 256
inflation, 333
IS-LM model in, 732
marginal propensity to consume, 843
multiplier, 843
national debt, 84
participation rate, 62
per capita federal debt, 333
poverty rates, 196
poverty threshold, 9
relative income of child, 775
unemployment, 887

Education

age distribution of community college, 888
college costs, 333, 842
college tuition and fees, 357, 774
degrees awarded, 863
doctorates, 884
faculty composition, 885
funding a college education, 357
grade computation, A82
IQ tests, A82
learning curve, 294, 307
maximum level achieved, 814
multiple-choice test, 874
spring break, 807
student loan
interest on, 774
true/false test, 873
video games and grade-point average, 141

Electricity

alternating current (ac), 446, 498
alternating current (ac) circuits, 419, 438
alternating current (ac) generators, 420
charging a capacitor, 567
cost of, 93
current in *RC* circuit, 294
current in *RL* circuit, 294, 307
impedance, A62
Kirchhoff's Rules, 733, 747
parallel circuits, A62
resistance in, 207
rates for, 34, A82
resistance, 207, A43
voltage
foreign, A13
U.S., A13

Electronics. *See also* Computers and computing

Blu-ray drive, 372
clock signal, 568
loudspeakers, 567
microphones, 19
sawtooth curve, 509, 567

Energy

expended while walking, 66–67
nuclear power plant, 684
solar, 19, 630
solar heat, 662
thermostat control, 110

Engineering

bridges
Golden Gate, 159–160
parabolic arch, 170, 661–662
semielliptical arch, 671–672, 716
suspension, 162, 661
drive wheel, 534
Gateway Arch (St. Louis), 662
grade
of mountain trail, 793
of road, 35
lean of Leaning Tower of Pisa, 543
moment of inertia, 514
piston engines, 390
product of inertia, 509
road system, 584
robotic arm, 640
rods and pistons, 552
searchlight, 486, 662, 716
tunnel clearance, 420
whispering galleries, 671

Entertainment

Demon Roller Coaster customer rate, 294
movie theater, 461–462
theater revenues, 733

Environment

endangered species, 293
invasive species, 345
lake pollution control laws, 824
oil leakage, 265

Exercise

elliptical trainer, 672
heartbeats during, 127–128
for weight loss, A82

Finance. *See also* Investment(s)

balancing a checking account, A13
bank balance comparison, 333
bills in wallet, 887
clothes shopping, 813
college costs, 333, 842
computer system purchase, 332
consumer expenditures annually by age, 160–161
cost
of car, 33
of car rental, 96
of electricity, 93
of fast food, 732
minimizing, 170, 221
of natural gas, 34, 96
of printing, 194–195
of towing car, 132
of transatlantic travel, 62, 70
of triangular lot, 557
cost function, 134
cost minimization, 155

credit cards
balance on, 784
debt, 824
interest on, 332
payment, 97, 824
depreciation, 293
of car, 308, 324, 360
discounts, 266
division of money, A64, A69
effective rate of interest, 329
electricity rates, 34
financial planning, 732, 743–744, 747, A64, A69
foreign exchange, 266
funding a college education, 357
future value of money, 196
gross salary, 61
life cycle hypothesis, 163
loans, A69
car, 824
interest on, 774, A64
repayment of, 332
student, 774
mortgages, 333
fees, 96
interest rates on, 333
second, 333
price appreciation of homes, 332
prices of fast food, 733
refunds, 732
revenue maximization, 155, 157–158, 161–162
rich man's promise, 843
salary options, 844
saving
for a car, 332
for a home, 842
savings accounts interest, 332
selling price of a home, 44–45
sinking fund, 842
taxes, 133
competitive balance, 133
federal income, 96, 266, 278, A82
gas guzzler, 663
truck rentals, 85
used-car purchase, 332
water bills, A82

Food and nutrition

animal, 808
candy, 140
color mix of candy, 887
cooler contents, 888
cooling time of pizza, 343
fast food, 732, 733
fat content, A82
Girl Scout cookies, 884
hospital diet, 733, 746
ice cream, 807
number of possible meals, 863–864
soda and hot dogs buying combinations, 134
sodium content, A82
warming time of beer stein, 344

Forensic science

gender of remains, 551
tibia length and height relationship, 309

Forestry

wood product classification, 342

Games

coin toss, 877
die rolling, 877, 878–879, 888
grains of wheat on a chess board, 843
lottery, 888–889

Gardens and gardening. *See* Landscaping

Geography

area of Bermuda Triangle, 557
area of lake, 557, 571
inclination of mountain trail, 526, 570

Geology

earthquakes, 308
geysers, 832

Geometry

angle between two lines, 499
balloon volume, 265
box volume, 631
circle
area of, 557, A69
center of, 41
circumference of, A12, A69
equation of, 758
inscribed in square, 114
length of chord of, 552
radius of, 791
collinear points, 758
cone volume, 266
cube
length of edge of, 244
surface area of, A13
volume of, A13
cylinder
inscribing in cone, 115
inscribing in sphere, 115
volume of, 266
Descartes's method of equal roots, 792
dodecagon, 499, 557
equation of line, 758
ladder angle, 572
octagon, 508
Pascal figures, 855
polygon
area of, 758
quadrilateral area, 557, 572
rectangle
area of, 61, 112–113, 120, A12
dimensions of, 791
inscribed in circle, 114
inscribed in ellipse, 672
inscribed in semicircle, 114, 510
perimeter of, A12
semicircle inscribed in, 115
semicircle area, 557, 572
sphere, 640
surface area of, A13
volume of, A13
square
area of, A20, A69
diagonals of, 8, 9
perimeter of, A69
shading, 843
surface area
of balloon, 265
of cube, A13
of sphere, A13
tetrahedron, volume of, 758
triangle
area of, 556–557, 558, 572, 758, A12
circumscribing, 545
equilateral, 8, 9, A12–A13
inscribed in circle, 115
isosceles, 61, 572, 791
Koch's snowflake, 843
medians of, 8
Pascal's, 824
perfect, 558
perimeter of, A13
right, 530
sides of, 572, 573
volume of parallelepiped, 646
wire into geometric shapes, 114–115

Government

federal debt, 84
per capita, 333
federal income tax, 62, 96, 266, 278, A82
first-class mail, 97

Health. *See also* Exercise; Medicine

age versus total cholesterol, 352
blood pressure, 420, 477
expenditures on, 62
ideal body weight, 277
life cycle hypothesis, 163

Home improvement. *See also* Construction

painting a house, 733

Housing

apartment rental, 163
price appreciation of homes, 332

Investment(s)

401(k), 842, 857
annuity, 839–840, 842
in bonds, 808
Treasuries, 747, 798, 800, 802
zero-coupon, 330, 333
in CDs, 329, 808
compound interest on, 325–326, 327, 328, 329, 332–333, 358
diversified, 733
dividing, 98, A69
doubling of, 330, 333
effective rate of interest, 329

finance charges, 332
in fixed-income securities, 333, 808
growth rate for, 332–333
IRA, 333, 839–840, 842
mutual fund growth over time, 346–347
return on, 332, 807, 808
savings account, 325–326
in stock
  analyzing, 173
  appreciation, 332
  beta, 124, 173
  NASDAQ stocks, 873
  NYSE stocks, 873
  portfolios of, 866
  price of, 843
time to reach goal, 332, 334
tripling of, 331, 333

Landscaping

boulder movement, 623
garden enclosure, A70
height of tree, 543
pond enclosure, 170
rectangular pond border, 170
removing stump, 622–623
tree planting, 747
watering lawn, 372

Law and law enforcement

motor vehicle thefts, 884
violent crimes, 62

Leisure and recreation

amusement park ride, 372
cable TV, 115
community skating rink, 121
Ferris wheel, 41, 372, 420, 477, 567
roller coaster, 440
video games and grade-point average, 141

Measurement

optical methods of, 486
of rainfall, 630

Medicine. *See also* Health

age versus total cholesterol, 352
blood pressure, 477
cancer
  breast, 350
  pancreatic, 293
drug concentration, 84, 221
drug medication, 293, 307
healing of wounds, 293, 307
lithotripsy, 672
spreading of disease, 357–358

Meteorology

weather balloon height and atmospheric pressure, 348

Miscellaneous

banquet seating, 807
bending wire, 792
biorhythms, 421
board deflection, 700
carrying a ladder around a corner, 428, 477
citrus ladders, 832
coffee container, 360
cross-sectional area of beam, 62, 70
curve fitting, 732, 746, 811
drafting error, 8
Droste Effect, 825
lamp shadow, 685
land dimensions, 543
Mandelbrot sets, 608
paper creases, 848
pet ownership, 884
surface area of balloon, 265
surveillance satellites, 534
volume of balloon, 265
wire enclosure area, 114–115
working together on a job, A67–A68, A70

Mixtures. *See also* Chemistry

blending coffees, 800, 812, A65, A69, A70
blending teas, A70
candy, A70
cement, A71
mixed nuts, 731, 801, 812, A70
solutions, 732
water and antifreeze, A71

Motion. *See also* Physics

catching a train, 716
on a circle, 372
of Ferris Wheel rider, 477
of golf ball, 70
minute hand of clock, 372, 445
objects approaching intersection, 712
of pendulum, 568
revolutions of circular disk, A20
simulating, 706–707
tortoise and the hare race, 791
uniform, 712, A66, A70

Motor vehicles

alcohol and driving, 303, 308
angular speed of race car, 445
approaching intersection, 712
automobile production, 265, 747
average car speed, A72
brake repair with tune-up, 887
braking load, 630, 650
crankshafts, 544
depreciation, 258
depreciation of, 308, 324, 360
with Global Positioning System (GPS), 357
loans for, 824
runaway car, 168
spin balancing tires, 373
stopping distance, 62, 155, 277
theft of, 884
towing cost for car, 132
used-car purchase, 332
windshield wiper, 372

Music

revenues from, 110

Navigation

avoiding a tropical storm, 550
bearing, 529, 550
  of aircraft, 532
  of ship, 532, 571
charting a course, 621
commercial, 543
compass heading, 621
crossing a river, 621
error in
  correcting, 548–549, 571
  time lost due to, 543
rescue at sea, 540–541, 543
revising a flight plan, 550

Oceanography

tides, 420, 439

Optics

angle of refraction, 478
bending light, 478
Brewster angle, 478
index of refraction, 478
laser beam, 531
laser projection, 509
lensmaker's equation, A43
light obliterated through glass, 293
mirrors, 685, 825
reflecting telescope, 662

Pediatrics

height vs. head circumference, 277

Pharmacy

vitamin intake, 732, 747

Photography

camera distance, 532
camera lens field width, 368, 372
field width, 391

Physics

angle of elevation of Sun, 531
angle of inclination, 630
bouncing balls, 857
braking load, 630
damped motion, 571
Doppler effect, 222
effect of elevation on weight, 70
escape velocity, 700
force, 621, A69
  frictional, 571
  to hold a wagon on a hill, 627–628
  muscle, 622
  resultant, 621
gravity, 207, 230
  on Earth, 61, 278
  on Jupiter, 62
harmonic motion, 561
  damped, 571
  simple, 571

heat transfer, 477
Hooke's Law, 134
inclination of mountain trail, 526
inclined ramp, 622
kinetic energy, A69
missile trajectory, 173
moment of inertia, 514
motion of object, 561–562
pendulum motion, 372, 568, 838
  period, 110, 278
pressure, A69
product of inertia, 509
projectile distance, 391
projectile motion, 111, 151, 154–155, 389–390, 391, 477, 504, 509, 514, 616, 705–706, 711–713, 716
  artillery, 168, 468
  hit object, 712
  thrown object, 711
simulating motion, 706–707
static equilibrium, 618–619, 622, 623, 650
static friction, 622
tension, 618–619, 622, 650, 849
thrown object, 616
  ball, 163, 168, 913–915, 916
truck pulls, 622
uniform motion, 115, 712, 716, A66, A70
velocity down inclined planes, A91
vertically propelled object, 168
weight
  of a boat, 621
  of a car, 621
  of a piano, 618
work, 640, A69

Play
swinging, 572
wagon pulling, 621, 628–629

Plumbing
water leak, 700

Population. *See also* Demographics
bacteria, 295, 343, 350
decline in, 343
E-coli growth, 84, 126
of endangered species, 344–345
of fruit fly, 341
as function of age, 62
growth in, 343, 345
insect, 207, 343, 345
predator–prey, 405
of trout, 824
of United States, 323, 351, 859
of world, 323, 351–352, 357, 815, 927

Probability
of ball not being chosen, 221
of birthday shared by people in a room, 344
checkout lines, 884
classroom composition, 884
exponential, 289, 293, 307
of finding ideal mate, 308
household annual income, 884
Poisson, 293–294
"Price is Right" games, 884
standard normal density function, 111
of winning a lottery, 885

Pyrotechnics
fireworks display, 684

Rate. *See also* Speed
of car, 372
catching a bus, 711
catching a train, 711
current of stream, 732
of emptying
  oil tankers, A71
  a pool, A71
  a tub, A71
of filling
  a conical tank, 116
to keep up with the Sun, 373
revolutions per minute
  of bicycle wheels, 372, 374
  of pulleys, 373
of two cyclists, A71
of water use, 111

Real estate
commission schedule, A82
cost of triangular lot, 557
housing prices, 255
mortgage loans, 333

Recreation
bungee jumping, 230
Demon Roller Coaster customer rate, 294
gambling, 884

Security
security cameras, 531

Seismology
calibrating instruments, 716

Sequences. *See also* Combinatorics
ceramic tile floor design, 830
Drury Lane Theater, 831
football stadium seating, 831
seats in amphitheater, 831

Speed
of aircraft, 621, A72
angular, 372, 445
average, A72
of current, 373, 812, A70
as function of time, 72, 115
of glider, 570
instantaneous, 925
linear, 370
  on Earth, 372, 373
of Moon, 373
of motorboat, A70
of moving walkways, A70
revolutions per minute of pulley, 373
of rotation of lighthouse beacons, 445
of swimmer, 650
of truck, 531
of wheel pulling cable cars, 373
wind, 732
of wind turbine, 372

Sports
baseball, 711–712, 874, 887
  diamond, 8
  dimensions of home plate, 557
  field, 551, 552
  Little League, 8, 374
  on-base percentage, 135–136
  World Series, 874
basketball, 874
  free throws, 69–70, 533
  granny shots, 69
biathlon, A71
bungee jumping, 230
cycling, A71
distance between runners, 543
exacta betting, 887
football, 672, A71
  defensive squad, 874
  seating revenue, 843
golf, 70, 352, 705–706, 712
  distance to the green, 550
  sand bunkers, 468
hammer throw, 447
Olympic heroes, A71
pool shots, 534
races, 789, 791, A71
relay runners, 887
soccer, 551
swimming, 572, 650
tennis, 197, 222, A70

Surveys
of appliance purchases, 865
data analysis, 862, 865
stock portfolios, 866
of summer session attendance, 865
of TV sets in a house, 884

Temperature
of air parcel, 832
body, A13
conversion of, 134, 266, 278
cooling time of pizza, 343
cricket chirp rate and, 163
measuring, 34
after midnight, 196
monthly, 420, 438–439, 446
relationship between scales, 110
shelf life and, 85
sinusoidal function from, 434–435
of skillet, 357
warming time of beer stein, 344
wind chill factor, 357

Tests and testing
IQ, A82

Time

for beer stein to warm, 344
for block to slide down inclined plane, 390
Ferris Wheel rider height as function of, 477
to go from an island to a town, 116
hours of daylight, 257, 361, 420, 436–437, 440, 448, 461
for pizza to cool, 343
of sunrise, 373, 461
of trip, 390, 405

Transportation

deicing salt, 468
Niagara Falls Incline Railway, 532

Travel. *See also* Air travel; Navigation

bearing, 571
drivers stopped by the police, 359
parking at O'Hare International Airport, 95
sailing, 599
tailgating, 390

Velocity

instantaneous
of ball, 916
on the Moon, 916–917

Volume

of gasoline in tank, A91
of ice in skating rink, 121
of water in cone, 116

Weapons

artillery, 168, 468
cannons, 173

Weather

atmospheric pressure, 293, 307
avoiding a tropical storm, 550
cooling air, 832
hurricanes, 141, 196, 438
lightning strikes, 681–682, 684
probability of rain, 880
rainfall measurement, 630
relative humidity, 294
tornadoes, 140
wind chill, 97, 357

Work, 628-629

computing, 628–629, 630, 650
constant rate jobs, 812
pulling a wagon, 628–629
ramp angle, 630
wheelbarrow push, 621

Graphs

1

How to Value a House

Two things to consider in valuing a home: (1) How does it compare to similar nearby homes that have sold recently? (2) What value do you place on the advertised features and amenities?

The Zestimate® home value is a good starting point in figuring out the value of a home. It shows you how the home compares relative to others in the area, but you then need to add in all the other qualities that only someone who has seen the house knows.

Looking at "comps"

Knowing whether an asking price is fair will be important when you're ready to make an offer on a house. It will be even more important when your mortgage lender hires an appraiser to determine whether the house is worth the loan you're after.

Check on Zillow to see recent sales of similar, or comparable, homes in the area. Print them out and keep these "comps." You'll be referring to them quite a bit.

Note that "recent sales" usually means within the past six months. A sales price from a year ago probably bears little or no relation to what is going on in your area right now. In fact, some lenders will not accept comps older than three months.

Market activity also determines how easy or difficult it is to find accurate comps. In a "hot" or busy market, you're likely to have lots of comps to choose from. In a less active market finding reasonable comps becomes harder. And if the home you're looking at has special design features, finding a comparable property is harder still. It's also necessary to know what's going on in a given sub-segment. Maybe large, high-end homes are selling like hotcakes, but owners of smaller houses are staying put, or vice versa.

***Source**: http://luthersanchez.com/2016/03/09/how-to-value-a-house/*

—See the Internet-based Chapter Project—

A Look Back

Appendix A reviews skills from intermediate algebra.

A Look Ahead

Here we connect algebra and geometry using the rectangular coordinate system. In the 1600s, algebra had developed to the point that René Descartes (1596–1650) and Pierre de Fermat (1601–1665) were able to use rectangular coordinates to translate geometry problems into algebra problems, and vice versa. This enabled both geometers and algebraists to gain new insights into their subjects, which had been thought to be separate but now were seen as connected.

Outline

1.1 The Distance and Midpoint Formulas
1.2 Graphs of Equations in Two Variables; Intercepts; Symmetry
1.3 Lines
1.4 Circles
Chapter Review
Chapter Test
Chapter Project

1.1 The Distance and Midpoint Formulas

PREPARING FOR THIS SECTION *Before getting started, review the following:*

- Algebra Essentials (Section A.1, pp. A1–A10)
- Geometry Essentials (Section A.2, pp. A14–A19)

Now Work the **'Are You Prepared?'** problems on page 6.

OBJECTIVES 1 Use the Distance Formula (p. 3)
2 Use the Midpoint Formula (p. 5)

Rectangular Coordinates

We locate a point on the real number line by assigning it a single real number, called the *coordinate of the point*. For work in a two-dimensional plane, we locate points by using two numbers.

Begin with two real number lines located in the same plane: one horizontal and the other vertical. The horizontal line is called the ***x*-axis**, the vertical line the ***y*-axis**, and the point of intersection the **origin *O***. See Figure 1. Assign coordinates to every point on these number lines using a convenient scale. In mathematics, we usually use the same scale on each axis, but in applications, different scales appropriate to the application may be used.

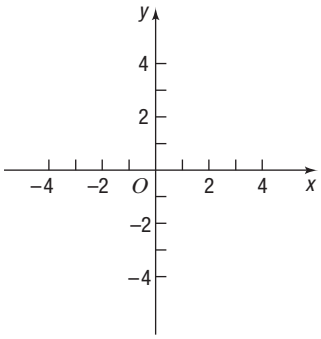


Figure 1 *xy*-Plane

The origin O has a value of 0 on both the x-axis and the y-axis. Points on the x-axis to the right of O are associated with positive real numbers, and those to the left of O are associated with negative real numbers. Points on the y-axis above O are associated with positive real numbers, and those below O are associated with negative real numbers. In Figure 1, the x-axis and y-axis are labeled as x and y, respectively, and an arrow at the end of each axis is used to denote the positive direction.

The coordinate system described here is called a **rectangular** or **Cartesian*** **coordinate system**. The x-axis and y-axis lie in a *plane* called the ***xy*-plane**, and the x-axis and y-axis are referred to as the **coordinate axes**.

Any point P in the xy-plane can be located by using an **ordered pair** (x, y) of real numbers. Let x denote the signed distance of P from the y-axis (*signed* means that if P is to the right of the y-axis, then $x > 0$, and if P is to the left of the y-axis, then $x < 0$); and let y denote the signed distance of P from the x-axis. The ordered pair (x, y), also called the **coordinates** of P, gives us enough information to locate the point P in the plane.

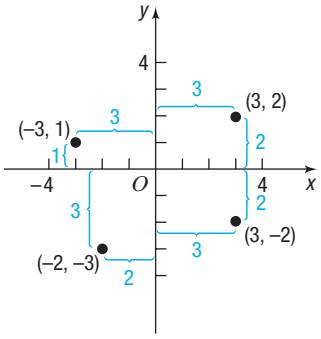


Figure 2

For example, to locate the point whose coordinates are $(-3, 1)$, go 3 units along the x-axis to the left of O and then go straight up 1 unit. We **plot** this point by placing a dot at this location. See Figure 2, in which the points with coordinates $(-3, 1)$, $(-2, -3)$, $(3, -2)$, and $(3, 2)$ are plotted.

The origin has coordinates $(0, 0)$. Any point on the x-axis has coordinates of the form $(x, 0)$, and any point on the y-axis has coordinates of the form $(0, y)$.

If (x, y) are the coordinates of a point P, then x is called the ***x*-coordinate**, or **abscissa**, of P, and y is the ***y*-coordinate**, or **ordinate**, of P. We identify the point P by its coordinates (x, y) by writing $P = (x, y)$. Usually, we will simply say "the point (x, y)" rather than "the point whose coordinates are (x, y)."

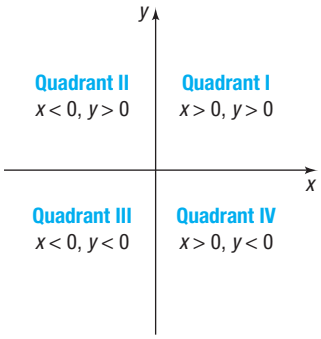


Figure 3

The coordinate axes partition the xy-plane into four sections called **quadrants**, as shown in Figure 3. In quadrant I, both the x-coordinate and the y-coordinate of all points are positive; in quadrant II, x is negative and y is positive; in quadrant III, both x and y are negative; and in quadrant IV, x is positive and y is negative. Points on the coordinate axes belong to no quadrant.

Now Work PROBLEM 15

*Named after René Descartes (1596–1650), a French mathematician, philosopher, and theologian.

COMMENT On a graphing calculator, you can set the scale on each axis. Once this has been done, you obtain the **viewing rectangle**. See Figure 4 for a typical viewing rectangle. You should now read Section B.1, *The Viewing Rectangle*.

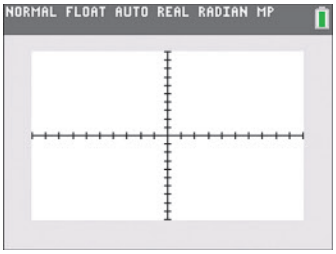


Figure 4 TI-84 Plus C Standard Viewing Rectangle ■

1 Use the Distance Formula

If the same units of measurement (such as inches, centimeters, and so on) are used for both the x-axis and y-axis, then all distances in the xy-plane can be measured using this unit of measurement.

EXAMPLE 1 **Finding the Distance between Two Points**

Find the distance d between the points $(1, 3)$ and $(5, 6)$.

Solution

First plot the points $(1, 3)$ and $(5, 6)$ and connect them with a line segment. See Figure 5(a). To find the length d, begin by drawing a horizontal line segment from $(1,3)$ to $(5,3)$ and a vertical line segment from $(5,3)$ to $(5,6)$, forming a right triangle, as shown in Figure 5(b). One leg of the triangle is of length 4 (since $|5 - 1| = 4$), and the other is of length 3 (since $|6 - 3| = 3$). By the Pythagorean Theorem, the square of the distance d that we seek is

$$d^2 = 4^2 + 3^2 = 16 + 9 = 25$$
$$d = \sqrt{25} = 5$$

Need to Review?
The Pythagorean Theorem and its converse are discussed in Section A.2, pp. A14–A15.

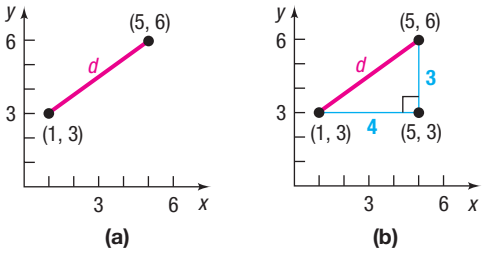


Figure 5

The **distance formula** provides a straightforward method for computing the distance between two points.

THEOREM Distance Formula

The distance between two points $P_1 = (x_1, y_1)$ and $P_2 = (x_2, y_2)$, denoted by $d(P_1, P_2)$, is

$$d(P_1, P_2) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \quad (1)$$

In Words
To compute the distance between two points, find the difference of the x-coordinates, square it, and add this to the square of the difference of the y-coordinates. The square root of this sum is the distance.

Proof of the Distance Formula Let (x_1, y_1) denote the coordinates of point P_1 and let (x_2, y_2) denote the coordinates of point P_2.

- Assume that the line joining P_1 and P_2 is neither horizontal nor vertical. Refer to Figure 6(a) on the next page. The coordinates of P_3 are (x_2, y_1). The horizontal

distance from P_1 to P_3 equals the absolute value of the difference of the x-coordinates, $|x_2 - x_1|$. The vertical distance from P_3 to P_2 equals the absolute value of the difference of the y-coordinates, $|y_2 - y_1|$. See Figure 6(b). The distance $d(P_1, P_2)$ is the length of the hypotenuse of the right triangle, so, by the Pythagorean Theorem, it follows that

$$\begin{aligned}[d(P_1, P_2)]^2 &= |x_2 - x_1|^2 + |y_2 - y_1|^2 \\ &= (x_2 - x_1)^2 + (y_2 - y_1)^2 \\ d(P_1, P_2) &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}\end{aligned}$$

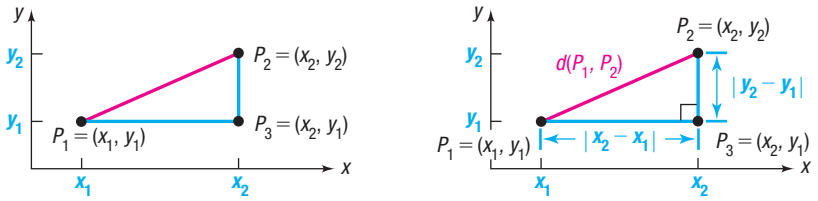


Figure 6

- If the line joining P_1 and P_2 is horizontal, then the y-coordinate of P_1 equals the y-coordinate of P_2; that is, $y_1 = y_2$. Refer to Figure 7(a). In this case, the distance formula (1) still works, because for $y_1 = y_2$, it reduces to

$$d(P_1, P_2) = \sqrt{(x_2 - x_1)^2 + 0^2} = \sqrt{(x_2 - x_1)^2} = |x_2 - x_1|$$

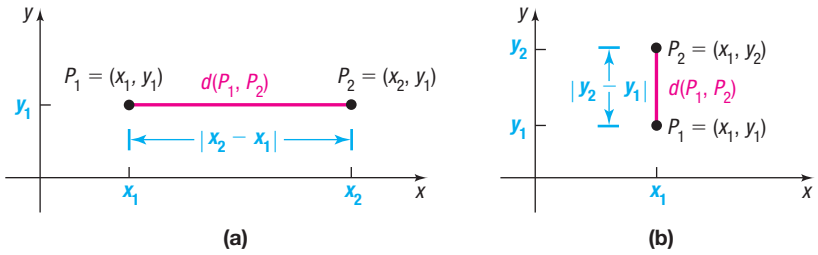


Figure 7

- A similar argument holds if the line joining P_1 and P_2 is vertical. See Figure 7(b). ■

EXAMPLE 2 Using the Distance Formula

Find the distance d between the points $(-4, 5)$ and $(3, 2)$.

Solution Using the distance formula, equation (1), reveals that the distance d is

$$\begin{aligned}d &= \sqrt{[3 - (-4)]^2 + (2 - 5)^2} = \sqrt{7^2 + (-3)^2} \\ &= \sqrt{49 + 9} = \sqrt{58} \approx 7.62\end{aligned}$$

Now Work PROBLEMS 19 AND 23

The distance between two points $P_1 = (x_1, y_1)$ and $P_2 = (x_2, y_2)$ is never a negative number. Also, the distance between two points is 0 only when the points are identical—that is, when $x_1 = x_2$ and $y_1 = y_2$. And, because $(x_2 - x_1)^2 = (x_1 - x_2)^2$ and $(y_2 - y_1)^2 = (y_1 - y_2)^2$, it makes no difference whether the distance is computed from P_1 to P_2 or from P_2 to P_1; that is, $d(P_1, P_2) = d(P_2, P_1)$.

The introduction to this chapter mentioned that rectangular coordinates enable us to translate geometry problems into algebra problems, and vice versa. The next example shows how algebra (the distance formula) can be used to solve geometry problems.

EXAMPLE 3 **Using Algebra to Solve a Geometry Problem**

Consider the three points $A = (-2, 1)$, $B = (2, 3)$, and $C = (3, 1)$.

(a) Plot each point and form the triangle ABC.
(b) Find the length of each side of the triangle.
(c) Show that the triangle is a right triangle.
(d) Find the area of the triangle.

Solution

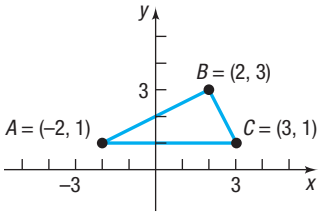


Figure 8

(a) Figure 8 shows the points A, B, C and the triangle ABC.

(b) To find the length of each side of the triangle, use the distance formula, equation (1).

$$d(A, B) = \sqrt{[2 - (-2)]^2 + (3 - 1)^2} = \sqrt{16 + 4} = \sqrt{20} = 2\sqrt{5}$$
$$d(B, C) = \sqrt{(3 - 2)^2 + (1 - 3)^2} = \sqrt{1 + 4} = \sqrt{5}$$
$$d(A, C) = \sqrt{[3 - (-2)]^2 + (1 - 1)^2} = \sqrt{25 + 0} = 5$$

(c) If the sum of the squares of the lengths of two of the sides equals the square of the length of the third side, then the triangle is a right triangle. Looking at Figure 8, it seems reasonable to conjecture that the angle at vertex B might be a right angle. We shall check to see whether

$$[d(A, B)]^2 + [d(B, C)]^2 = [d(A, C)]^2$$

Using the results in part (b) yields

$$[d(A, B)]^2 + [d(B, C)]^2 = \left(2\sqrt{5}\right)^2 + \left(\sqrt{5}\right)^2$$
$$= 20 + 5 = 25 = [d(A, C)]^2$$

It follows from the converse of the Pythagorean Theorem that triangle ABC is a right triangle.

(d) Because the right angle is at vertex B, the sides AB and BC form the base and height of the triangle. Its area is

$$\text{Area} = \frac{1}{2} \cdot \text{Base} \cdot \text{Height} = \frac{1}{2} \cdot 2\sqrt{5} \cdot \sqrt{5} = 5 \text{ square units}$$

Now Work PROBLEM 33

2 Use the Midpoint Formula

We now derive a formula for the coordinates of the **midpoint of a line segment**. Let $P_1 = (x_1, y_1)$ and $P_2 = (x_2, y_2)$ be the endpoints of a line segment, and let $M = (x, y)$ be the point on the line segment that is the same distance from P_1 as it is from P_2. See Figure 9. The triangles P_1AM and MBP_2 are congruent. [Do you see why? $d(P_1, M) = d(M, P_2)$ is given; also, $\angle AP_1M = \angle BMP_2$* and $\angle P_1MA = \angle MP_2B$. So, we have angle–side–angle.] Because triangles P_1AM and MBP_2 are congruent, corresponding sides are equal in length. That is,

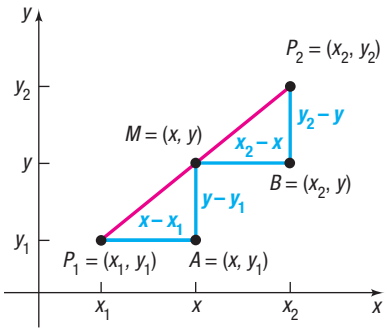


Figure 9

$$x - x_1 = x_2 - x \quad \text{and} \quad y - y_1 = y_2 - y$$
$$2x = x_1 + x_2 \qquad 2y = y_1 + y_2$$
$$x = \frac{x_1 + x_2}{2} \qquad y = \frac{y_1 + y_2}{2}$$

*A postulate from geometry states that the transversal $\overline{P_1P_2}$ forms congruent corresponding angles with the parallel line segments $\overline{P_1A}$ and $\overline{MB}$.

In Words
To find the midpoint of a line segment, average the x-coordinates of the endpoints, and average the y-coordinates of the endpoints.

THEOREM Midpoint Formula

The midpoint $M = (x, y)$ of the line segment from $P_1 = (x_1, y_1)$ to $P_2 = (x_2, y_2)$ is

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

EXAMPLE 4 **Finding the Midpoint of a Line Segment**

Find the midpoint of the line segment from $P_1 = (-5, 5)$ to $P_2 = (3, 1)$. Plot the points P_1 and P_2 and their midpoint.

Solution

Use the midpoint formula (2) with $x_1 = -5, y_1 = 5, x_2 = 3$, and $y_2 = 1$. The coordinates (x, y) of the midpoint M are

$$x = \frac{x_1 + x_2}{2} = \frac{-5 + 3}{2} = -1 \quad \text{and} \quad y = \frac{y_1 + y_2}{2} = \frac{5 + 1}{2} = 3$$

That is, $M = (-1, 3)$. See Figure 10.

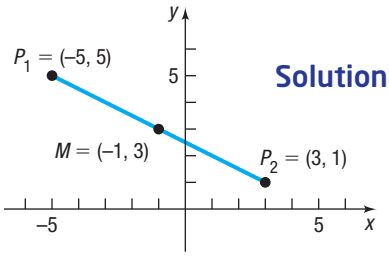


Figure 10

Now Work PROBLEM 39

1.1 Assess Your Understanding

'Are You Prepared?' *Answers are given at the end of these exercises. If you get a wrong answer, read the pages listed in red.*

1. On the real number line, the origin is assigned the number _____. (p. A4)
2. If -3 and 5 are the coordinates of two points on the real number line, the distance between these points is _____. (pp. A5–A6)
3. If 3 and 4 are the legs of a right triangle, the hypotenuse is _____. (p. A14)
4. Use the converse of the Pythagorean Theorem to show that a triangle whose sides are of lengths 11, 60, and 61 is a right triangle. (pp. A14–A15)
5. The area A of a triangle whose base is b and whose altitude is h is $A =$ _____. (p. A15)
6. ***True or False*** Two triangles are congruent if two angles and the included side of one equals two angles and the included side of the other. (pp. A16–A17)

Concepts and Vocabulary

7. If (x, y) are the coordinates of a point P in the xy-plane, then x is called the _____ of P, and y is the _____ of P.
8. The coordinate axes partition the xy-plane into four sections called _____.
9. If three distinct points P, Q, and R all lie on a line, and if $d(P, Q) = d(Q, R)$, then Q is called the _____ of the line segment from P to R.
10. ***True or False*** The distance between two points is sometimes a negative number.
11. ***True or False*** The point $(-1, 4)$ lies in quadrant IV of the Cartesian plane.
12. ***True or False*** The midpoint of a line segment is found by averaging the x-coordinates and averaging the y-coordinates of the endpoints.
13. ***Multiple Choice*** Which of the following statements is true for a point (x, y) that lies in quadrant III?
    (a) Both x and y are positive.
    (b) Both x and y are negative.
    (c) x is positive, and y is negative.
    (d) x is negative, and y is positive.
14. ***Multiple Choice*** Choose the expression that equals the distance between two points (x_1, y_1) and (x_2, y_2).
    (a) $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
    (b) $\sqrt{(x_2 + x_1)^2 - (y_2 + y_1)^2}$
    (c) $\sqrt{(x_2 - x_1)^2 - (y_2 - y_1)^2}$
    (d) $\sqrt{(x_2 + x_1)^2 + (y_2 + y_1)^2}$

Skill Building

In Problems 15 and 16, plot each point in the xy-plane. State which quadrant or on what coordinate axis each point lies.

15. **(a)** $A = (-3, 2)$ **(b)** $B = (6, 0)$ **(c)** $C = (-2, -2)$ **(d)** $D = (6, 5)$ **(e)** $E = (0, -3)$ **(f)** $F = (6, -3)$

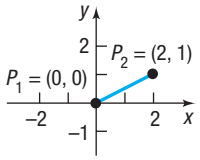
16. **(a)** $A = (1, 4)$ **(b)** $B = (-3, -4)$ **(c)** $C = (-3, 4)$ **(d)** $D = (4, 1)$ **(e)** $E = (0, 1)$ **(f)** $F = (-3, 0)$

17. Plot the points $(2, 0)$, $(2, -3)$, $(2, 4)$, $(2, 1)$, and $(2, -1)$. Describe the set of all points of the form $(2, y)$, where y is a real number.

18. Plot the points $(0, 3)$, $(1, 3)$, $(-2, 3)$, $(5, 3)$, and $(-4, 3)$. Describe the set of all points of the form $(x, 3)$, where x is a real number.

In Problems 19–32, find the distance d between the points P_1 and P_2.

19.



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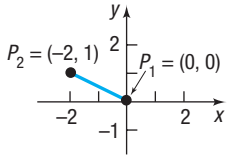

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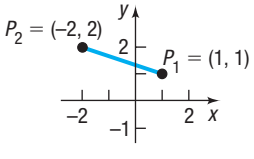

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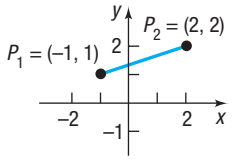


23. $P_1 = (3, -4)$; $P_2 = (5, 4)$

24. $P_1 = (-1, 0)$; $P_2 = (2, 4)$

25. $P_1 = (-7, 3)$; $P_2 = (4, 0)$

26. $P_1 = (2, -3)$; $P_2 = (4, 2)$

27. $P_1 = (5, -2)$; $P_2 = (6, 1)$

28. $P_1 = (-4, -3)$; $P_2 = (6, 2)$

29. $P_1 = (-0.2, 0.3)$; $P_2 = (2.3, 1.1)$

30. $P_1 = (1.2, 2.3)$; $P_2 = (-0.3, 1.1)$

31. $P_1 = (a, b)$; $P_2 = (0, 0)$

32. $P_1 = (a, a)$; $P_2 = (0, 0)$

In Problems 33–38, plot each point and form the triangle ABC. Show that the triangle is a right triangle. Find its area.

33. $A = (-2, 5)$; $B = (1, 3)$; $C = (-1, 0)$

34. $A = (-2, 5)$; $B = (12, 3)$; $C = (10, -11)$

35. $A = (-5, 3)$; $B = (6, 0)$; $C = (5, 5)$

36. $A = (-6, 3)$; $B = (3, -5)$; $C = (-1, 5)$

37. $A = (4, -3)$; $B = (0, -3)$; $C = (4, 2)$

38. $A = (4, -3)$; $B = (4, 1)$; $C = (2, 1)$

In Problems 39–46, find the midpoint of the line segment joining the points P_1 and P_2.

39. $P_1 = (3, -4)$; $P_2 = (5, 4)$

40. $P_1 = (-2, 0)$; $P_2 = (2, 4)$

41. $P_1 = (-1, 4)$; $P_2 = (8, 0)$

42. $P_1 = (2, -3)$; $P_2 = (4, 2)$

43. $P_1 = (7, -5)$; $P_2 = (9, 1)$

44. $P_1 = (-4, -3)$; $P_2 = (2, 2)$

45. $P_1 = (a, b)$; $P_2 = (0, 0)$

46. $P_1 = (a, a)$; $P_2 = (0, 0)$

Applications and Extensions

47. If the point $(2, 5)$ is shifted 3 units to the right and 2 units down, what are its new coordinates?

48. If the point $(-1, 6)$ is shifted 2 units to the left and 4 units up, what are its new coordinates?

49. Find all points having an x-coordinate of 3 whose distance from the point $(-2, -1)$ is 13.

(a) By using the Pythagorean Theorem.
(b) By using the distance formula.

50. Find all points having a y-coordinate of -6 whose distance from the point $(1, 2)$ is 17.

(a) By using the Pythagorean Theorem.
(b) By using the distance formula.

51. Find all points on the x-axis that are 6 units from the point $(4, -3)$.

52. Find all points on the y-axis that are 6 units from the point $(4, -3)$.

53. Suppose that $A = (2, 5)$ are the coordinates of a point in the xy-plane.

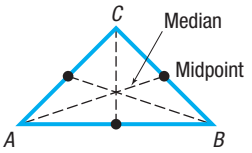
(a) Find the coordinates of the point if A is shifted 3 units to the left and 4 units down.
(b) Find the coordinates of the point if A is shifted 2 units to the left and 8 units up.

54. Plot the points $A = (-1, 8)$ and $M = (2, 3)$ in the xy-plane. If M is the midpoint of a line segment AB, find the coordinates of B.

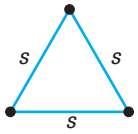
55. The midpoint of the line segment from P_1 to P_2 is $(-1, 4)$. If $P_1 = (-3, 6)$, what is P_2?

56. The midpoint of the line segment from P_1 to P_2 is $(5, -4)$. If $P_2 = (7, -2)$, what is P_1?

57. Geometry The **medians** of a triangle are the line segments from each vertex to the midpoint of the opposite side (see the figure). Find the lengths of the medians of the triangle with vertices at $A = (0, 0)$, $B = (6, 0)$, and $C = (4, 4)$.



58. Geometry An **equilateral triangle** has three sides of equal length. If two vertices of an equilateral triangle are $(0, 4)$ and $(0, 0)$ find the third vertex. How many of these triangles are possible?



*In Problems 59–62, find the length of each side of the triangle determined by the three points P_1, P_2, and P_3. State whether the triangle is an isosceles triangle, a right triangle, neither of these, or both. (An **isosceles triangle** is one in which at least two of the sides are of equal length.)*

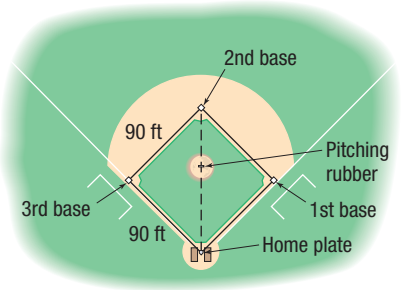
59. $P_1 = (2, 1)$; $P_2 = (-4, 1)$; $P_3 = (-4, -3)$

60. $P_1 = (-1, 4)$; $P_2 = (6, 2)$; $P_3 = (4, -5)$

61. $P_1 = (-2, -1)$; $P_2 = (0, 7)$; $P_3 = (3, 2)$

62. $P_1 = (7, 2)$; $P_2 = (-4, 0)$; $P_3 = (4, 6)$

63. Baseball A major league baseball "diamond" is actually a square 90 feet on a side (see the figure). What is the distance directly from home plate to second base (the diagonal of the square)?



64. Little League Baseball The layout of a Little League playing field is a square 60 feet on a side. How far is it directly from home plate to second base (the diagonal of the square)?

***Source**: 2018 Little League Baseball Official Regulations, Playing Rules, and Operating Policies*

65. Baseball Refer to Problem 63. Overlay a rectangular coordinate system on a major league baseball diamond so that the origin is at home plate, the positive x-axis lies in the direction from home plate to first base, and the positive y-axis lies in the direction from home plate to third base.

(a) What are the coordinates of first base, second base, and third base? Use feet as the unit of measurement.

(b) If the right fielder is located at (310, 15) how far is it from the right fielder to second base?

(c) If the center fielder is located at (300, 300), how far is it from the center fielder to third base?

66. Little League Baseball Refer to Problem 64. Overlay a rectangular coordinate system on a Little League baseball diamond so that the origin is at home plate, the positive x-axis lies in the direction from home plate to first base, and the positive y-axis lies in the direction from home plate to third base.

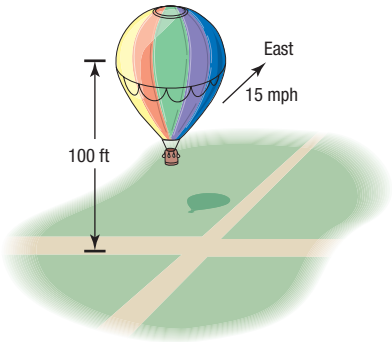
(a) What are the coordinates of first base, second base, and third base? Use feet as the unit of measurement.

(b) If the right fielder is located at (180, 20), how far is it from the right fielder to second base?

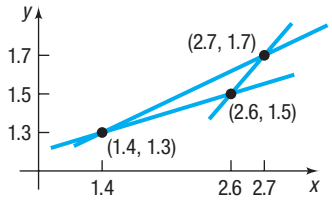
(c) If the center fielder is located at (220, 220), how far is it from the center fielder to third base?

67. Distance between Moving Objects A Ford Focus and a Freightliner Cascadia truck leave an intersection at the same time. The Focus heads east at an average speed of 60 miles per hour, while the Cascadia heads south at an average speed of 45 miles per hour. Find an expression for their distance apart d (in miles) at the end of t hours.

68. Distance of a Moving Object from a Fixed Point A hot-air balloon, headed due east at an average speed of 15 miles per hour and at a constant altitude of 100 feet, passes over an intersection (see the figure). Find an expression for the distance d (measured in feet) from the balloon to the intersection t seconds later.



69. Drafting Error When a draftsman draws three lines that are to intersect at one point, the lines may not intersect as intended and subsequently will form an **error triangle**. If this error triangle is long and thin, one estimate for the location of the desired point is the midpoint of the shortest side. The figure shows one such error triangle.

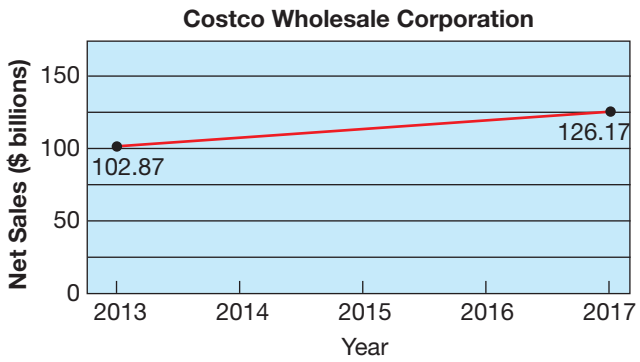


(a) Find an estimate for the desired intersection point.

(b) Find the distance from (1.4, 1.3) to the midpoint found in part (a).

70. Net Sales The figure illustrates the net sales growth of Costco Wholesale Corporation from 2013 through 2017. Use the midpoint formula to estimate the net sales of Costco Wholesale Corporation in 2015. How does your result compare to the reported value of $113.67 billion?

***Source**: Costco Wholesale Corporation 2017 Annual Report*



71. Poverty Threshold Poverty thresholds are determined by the U.S. Census Bureau. A poverty threshold represents the minimum annual household income for a family not to be considered poor. In 2009, the poverty threshold for a family of four with two children under the age of 18 years was $21,756. In 2017, the poverty threshold for a family of four with two children under the age of 18 years was $24,858. Assuming that poverty thresholds increase in a straight-line fashion, use the midpoint formula to estimate the poverty threshold for a family of four with two children under the age of 18 in 2013. How does your result compare to the actual poverty threshold in 2013 of $23,624?

***Source**: U.S. Census Bureau*

72. *Challenge Problem* Geometry Verify that the points $(0,0), (a,0)$, and $\left(\frac{a}{2}, \frac{\sqrt{3}a}{2}\right)$ are the vertices of an equilateral triangle. Then show that the midpoints of the three sides are the vertices of a second equilateral triangle.

73. *Challenge Problem* Geometry Find the midpoint of each diagonal of a square with side of length s. Draw the conclusion that the diagonals of a square intersect at their midpoints.

[**Hint**: Use $(0, 0)$, $(0, s)$, $(s, 0)$, and (s, s) as the vertices of the square.]

74. *Challenge Problem* Geometry A point P is equidistant from $(-5, 1)$ and $(4, -4)$. Find the coordinates of P if its y-coordinate is twice its x-coordinate.

75. *Challenge Problem* Geometry For any parallelogram, prove that the sum of the squares of the lengths of the sides equals the sum of the squares of the lengths of the diagonals.

[**Hint**: Use $(0, 0)$, $(a, 0)$, $(a + b, c)$, and (b, c) as the vertices of the parallelogram. Assume a, b, and c are positive.]

Explaining Concepts: Discussion and Writing

76. Write a paragraph that describes a Cartesian plane. Then write a second paragraph that describes how to plot points in the Cartesian plane. Your paragraphs should include the terms "coordinate axes," "ordered pair," "coordinates," "plot," "x-coordinate," and "y-coordinate."

'Are You Prepared?' Answers

1. 0 **2.** 8 **3.** 5 **4.** $11^2 + 60^2 = 121 + 3600 = 3721 = 61^2$ **5.** $\frac{1}{2}bh$ **6.** True

1.2 Graphs of Equations in Two Variables; Intercepts; Symmetry

PREPARING FOR THIS SECTION *Before getting started, review the following:*

- Solving Linear Equations (Section A.6, pp. A44–A45)
- Solve a Quadratic Equation by Factoring (Section A.6, pp. A47–A48)

Now Work the **'Are You Prepared?'** problems on page 17.

OBJECTIVES

1 Graph Equations by Plotting Points (p. 10)
2 Find Intercepts from a Graph (p. 12)
3 Find Intercepts from an Equation (p. 12)
4 Test an Equation for Symmetry with Respect to the x-Axis, the y-Axis, and the Origin (p. 13)
5 Know How to Graph Key Equations (p. 15)