

 Cengage

# CALCULUS

EARLY TRANSCENDENTAL FUNCTIONS

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7e



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BRUCE EDWARDS

# Contents

<b>1</b>	<b>▷ Preparation for Calculus</b>	<b>1</b>
1.1	Graphs and Models	2
1.2	Linear Models and Rates of Change	10
1.3	Functions and Their Graphs	19
1.4	Review of Trigonometric Functions	31
1.5	Inverse Functions	41
1.6	Exponential and Logarithmic Functions	52
	<b>Review Exercises</b>	60
	<b>P.S. Problem Solving</b>	63
<b>2</b>	<b>▷ Limits and Their Properties</b>	<b>65</b>
2.1	A Preview of Calculus	66
2.2	Finding Limits Graphically and Numerically	72
2.3	Evaluating Limits Analytically	83
2.4	Continuity and One-Sided Limits	94
2.5	Infinite Limits	107
	<b>Section Project: Graphs and Limits of Trigonometric Functions</b>	114
	<b>Review Exercises</b>	115
	<b>P.S. Problem Solving</b>	117
<b>3</b>	<b>▷ Differentiation</b>	<b>119</b>
3.1	The Derivative and the Tangent Line Problem	120
3.2	Basic Differentiation Rules and Rates of Change	130
3.3	Product and Quotient Rules and Higher-Order Derivatives	143
3.4	The Chain Rule	154
3.5	Implicit Differentiation	169
	<b>Section Project: Optical Illusions</b>	177
3.6	Derivatives of Inverse Functions	178
3.7	Related Rates	185
3.8	Newton's Method	194
	<b>Review Exercises</b>	200
	<b>P.S. Problem Solving</b>	203
<b>4</b>	<b>▷ Applications of Differentiation</b>	<b>205</b>
4.1	Extrema on an Interval	206
4.2	Rolle's Theorem and the Mean Value Theorem	214
4.3	Increasing and Decreasing Functions and the First Derivative Test	221
	<b>Section Project: Even Fourth-Degree Polynomials</b>	230
4.4	Concavity and the Second Derivative Test	231
4.5	Limits at Infinity	239
4.6	A Summary of Curve Sketching	249
4.7	Optimization Problems	260
	<b>Section Project: Minimum Time</b>	270
4.8	Differentials	271
	<b>Review Exercises</b>	278
	<b>P.S. Problem Solving</b>	281

<b>5</b>	<b>▷</b>	<b>Integration</b>	<b>283</b>
5.1		Antiderivatives and Indefinite Integration	284
5.2		Area	294
5.3		Riemann Sums and Definite Integrals	306
5.4		The Fundamental Theorem of Calculus	317
		<b>Section Project: Demonstrating the Fundamental Theorem</b>	<b>331</b>
5.5		Integration by Substitution	332
5.6		Indeterminate Forms and L'Hôpital's Rule	345
5.7		The Natural Logarithmic Function: Integration	356
5.8		Inverse Trigonometric Functions: Integration	365
5.9		Hyperbolic Functions	373
		<b>Section Project: Mercator Map</b>	<b>382</b>
		<b>Review Exercises</b>	<b>383</b>
		<b>P.S. Problem Solving</b>	<b>385</b>
<b>6</b>	<b>▷</b>	<b>Differential Equations</b>	<b>387</b>
6.1		Slope Fields and Euler's Method	388
6.2		Growth and Decay	397
6.3		Separation of Variables	405
6.4		The Logistic Equation	417
6.5		First-Order Linear Differential Equations	424
		<b>Section Project: Weight Loss</b>	<b>430</b>
6.6		Predator-Prey Differential Equations	431
		<b>Review Exercises</b>	<b>438</b>
		<b>P.S. Problem Solving</b>	<b>441</b>
<b>7</b>	<b>▷</b>	<b>Applications of Integration</b>	<b>443</b>
7.1		Area of a Region Between Two Curves	444
7.2		Volume: The Disk Method	454
7.3		Volume: The Shell Method	465
		<b>Section Project: Saturn</b>	<b>473</b>
7.4		Arc Length and Surfaces of Revolution	474
7.5		Work	485
		<b>Section Project: Pyramid of Khufu</b>	<b>493</b>
7.6		Moments, Centers of Mass, and Centroids	494
7.7		Fluid Pressure and Fluid Force	505
		<b>Review Exercises</b>	<b>511</b>
		<b>P.S. Problem Solving</b>	<b>513</b>

- 8 ▷ Integration Techniques and Improper Integrals 515**
- 8.1 Basic Integration Rules 516
  - 8.2 Integration by Parts 523
  - 8.3 Trigonometric Integrals 532
  - Section Project: The Wallis Product 540**
  - 8.4 Trigonometric Substitution 541
  - 8.5 Partial Fractions 550
  - 8.6 Numerical Integration 559
  - 8.7 Integration by Tables and Other Integration Techniques 566
  - 8.8 Improper Integrals 572
  - Review Exercises 583**
  - P.S. Problem Solving 585**
- 9 ▷ Infinite Series 587**
- 9.1 Sequences 588
  - 9.2 Series and Convergence 599
  - Section Project: Cantor's Disappearing Table 608**
  - 9.3 The Integral Test and  $p$ -Series 609
  - Section Project: The Harmonic Series 615**
  - 9.4 Comparisons of Series 616
  - 9.5 Alternating Series 623
  - 9.6 The Ratio and Root Tests 631
  - 9.7 Taylor Polynomials and Approximations 640
  - 9.8 Power Series 651
  - 9.9 Representation of Functions by Power Series 661
  - 9.10 Taylor and Maclaurin Series 668
  - Review Exercises 680**
  - P.S. Problem Solving 683**
- 10 ▷ Conics, Parametric Equations, and Polar Coordinates 685**
- 10.1 Conics and Calculus 686
  - 10.2 Plane Curves and Parametric Equations 700
  - Section Project: Cycloids 709**
  - 10.3 Parametric Equations and Calculus 710
  - 10.4 Polar Coordinates and Polar Graphs 719
  - Section Project: Cassini Oval 728**
  - 10.5 Area and Arc Length in Polar Coordinates 729
  - 10.6 Polar Equations of Conics and Kepler's Laws 738
  - Review Exercises 746**
  - P.S. Problem Solving 749**

<b>11</b>	<b>▷ Vectors and the Geometry of Space</b>	<b>751</b>
	11.1 Vectors in the Plane 752	
	11.2 Space Coordinates and Vectors in Space 762	
	11.3 The Dot Product of Two Vectors 770	
	11.4 The Cross Product of Two Vectors in Space 779	
	11.5 Lines and Planes in Space 787	
	<b>Section Project: Distances in Space</b> 797	
	11.6 Surfaces in Space 798	
	11.7 Cylindrical and Spherical Coordinates 808	
	<b>Review Exercises</b> 815	
	<b>P.S. Problem Solving</b> 817	
<b>12</b>	<b>▷ Vector-Valued Functions</b>	<b>819</b>
	12.1 Vector-Valued Functions 820	
	<b>Section Project: Witch of Agnesi</b> 827	
	12.2 Differentiation and Integration of Vector-Valued Functions 828	
	12.3 Velocity and Acceleration 836	
	12.4 Tangent Vectors and Normal Vectors 845	
	12.5 Arc Length and Curvature 855	
	<b>Review Exercises</b> 867	
	<b>P.S. Problem Solving</b> 869	
<b>13</b>	<b>▷ Functions of Several Variables</b>	<b>871</b>
	13.1 Introduction to Functions of Several Variables 872	
	13.2 Limits and Continuity 884	
	13.3 Partial Derivatives 894	
	13.4 Differentials 904	
	13.5 Chain Rules for Functions of Several Variables 911	
	13.6 Directional Derivatives and Gradients 919	
	13.7 Tangent Planes and Normal Lines 931	
	<b>Section Project: Wildflowers</b> 939	
	13.8 Extrema of Functions of Two Variables 940	
	13.9 Applications of Extrema 948	
	<b>Section Project: Building a Pipeline</b> 955	
	13.10 Lagrange Multipliers 956	
	<b>Review Exercises</b> 964	
	<b>P.S. Problem Solving</b> 967	
<b>14</b>	<b>▷ Multiple Integration</b>	<b>969</b>
	14.1 Iterated Integrals and Area in the Plane 970	
	14.2 Double Integrals and Volume 978	
	14.3 Change of Variables: Polar Coordinates 990	
	14.4 Center of Mass and Moments of Inertia 998	
	<b>Section Project: Center of Pressure on a Sail</b> 1005	
	14.5 Surface Area 1006	
	<b>Section Project: Surface Area in Polar Coordinates</b> 1012	
	14.6 Triple Integrals and Applications 1013	
	14.7 Triple Integrals in Other Coordinates 1024	
	<b>Section Project: Wrinkled and Bumpy Spheres</b> 1030	
	14.8 Change of Variables: Jacobians 1031	
	<b>Review Exercises</b> 1038	
	<b>P.S. Problem Solving</b> 1041	

<b>15</b>	<b>▷</b>	<b>Vector Analysis</b>	<b>1043</b>
15.1		Vector Fields	1044
15.2		Line Integrals	1055
15.3		Conservative Vector Fields and Independence of Path	1069
15.4		Green's Theorem	1079
		<b>Section Project: Hyperbolic and Trigonometric Functions</b>	<b>1087</b>
15.5		Parametric Surfaces	1088
15.6		Surface Integrals	1098
		<b>Section Project: Hyperboloid of One Sheet</b>	<b>1109</b>
15.7		Divergence Theorem	1110
15.8		Stokes's Theorem	1118
		<b>Review Exercises</b>	<b>1124</b>
		<b>P.S. Problem Solving</b>	<b>1127</b>

<b>16</b>	<b>▷</b>	<b>Additional Topics in Differential Equations (Online)*</b>	
16.1		Exact First-Order Equations	
16.2		Second-Order Homogeneous Linear Equations	
16.3		Second-Order Nonhomogeneous Linear Equations	
		<b>Section Project: Parachute Jump</b>	
16.4		Series Solutions of Differential Equations	
		<b>Review Exercises</b>	
		<b>P.S. Problem Solving</b>	

## Appendices

Appendix A:	Proofs of Selected Theorems	A2
Appendix B:	Integration Tables	A3
Appendix C:	Precalculus Review	A7
	C.1 Real Numbers and the Real Number Line	A7
	C.2 The Cartesian Plane	A16
Appendix D:	Rotation and the General Second-Degree Equation (Online)*	
Appendix E:	Complex Numbers (Online)*	
Appendix F:	Business and Economic Applications (Online)*	
Appendix G:	Fitting Models to Data (Online)*	
	Answers to All Odd-Numbered Exercises	A23
	Index	A139

\*Available at the text-specific website [www.cengagebrain.com](http://www.cengagebrain.com)

# 1

# Preparation for Calculus

- 1.1 Graphs and Models
- 1.2 Linear Models and Rates of Change
- 1.3 Functions and Their Graphs
- 1.4 Review of Trigonometric Functions
- 1.5 Inverse Functions
- 1.6 Exponential and Logarithmic Functions



Automobile Aerodynamics (*Exercise 95, p. 30*)



Ferris Wheel  
(*Exercise 74, p. 40*)



Conveyor Design (*Exercise 26, p. 16*)



Cell Phone Subscribers  
(*Exercise 68, p. 9*)



Modeling Carbon Dioxide Concentration (*Example 6, p. 7*)

# 1.1 Graphs and Models

- Sketch the graph of an equation.
- Find the intercepts of a graph.
- Test a graph for symmetry with respect to an axis and the origin.
- Find the points of intersection of two graphs.
- Interpret mathematical models for real-life data.



**RENÉ DESCARTES (1596–1650)**

Descartes made many contributions to philosophy, science, and mathematics. The idea of representing points in the plane by pairs of real numbers and representing curves in the plane by equations was described by Descartes in his book *La Géométrie*, published in 1637. See [LarsonCalculus.com](http://LarsonCalculus.com) to read more of this biography.

## The Graph of an Equation

In 1637, the French mathematician René Descartes revolutionized the study of mathematics by combining its two major fields—algebra and geometry. With Descartes’s coordinate plane, geometric concepts could be formulated analytically and algebraic concepts could be viewed graphically. The power of this approach was such that within a century of its introduction, much of calculus had been developed.

The same approach can be followed in your study of calculus. That is, by viewing calculus from multiple perspectives—*graphically*, *analytically*, and *numerically*—you will increase your understanding of core concepts.

Consider the equation  $3x + y = 7$ . The point  $(2, 1)$  is a **solution point** of the equation because the equation is satisfied (is true) when 2 is substituted for  $x$  and 1 is substituted for  $y$ . This equation has many other solutions, such as  $(1, 4)$  and  $(0, 7)$ . To find other solutions systematically, solve the original equation for  $y$ .

$$y = 7 - 3x$$

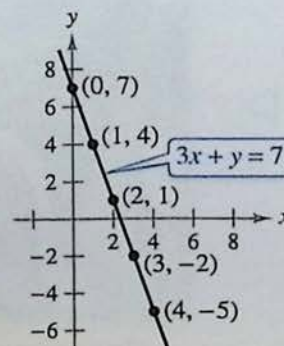
Analytic approach

Then construct a **table of values** by substituting several values of  $x$ .

$x$	0	1	2	3	4
$y$	7	4	1	-2	-5

Numerical approach

From the table, you can see that  $(0, 7)$ ,  $(1, 4)$ ,  $(2, 1)$ ,  $(3, -2)$ , and  $(4, -5)$  are solutions of the original equation  $3x + y = 7$ . Like many equations, this equation has an infinite number of solutions. The set of all solution points is the **graph** of the equation, as shown in Figure 1.1. Note that the sketch shown in Figure 1.1 is referred to as the graph of  $3x + y = 7$ , even though it really represents only a *portion* of the graph. The entire graph would extend beyond the page.



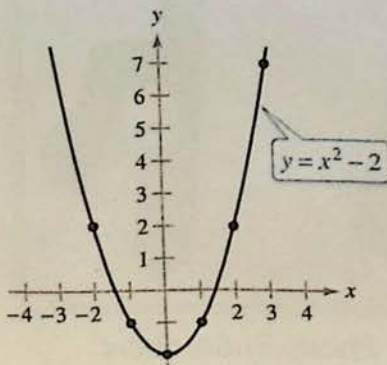
Graphical approach:  $3x + y = 7$   
**Figure 1.1**

In this course, you will study many sketching techniques. The simplest is point plotting—that is, you plot points until the basic shape of the graph seems apparent.

### EXAMPLE 1 Sketching a Graph by Point Plotting

To sketch the graph of  $y = x^2 - 2$ , first construct a table of values. Next, plot the points shown in the table. Then connect the points with a smooth curve, as shown in Figure 1.2. This graph is a **parabola**. It is one of the conics you will study in Chapter 10.

$x$	-2	-1	0	1	2	3
$y$	2	-1	-2	-1	2	7



The parabola  $y = x^2 - 2$   
**Figure 1.2**



One disadvantage of point plotting is that to get a good idea about the shape of a graph, you may need to plot many points. With only a few points, you could badly misrepresent the graph. For instance, to sketch the graph of

$$y = \frac{1}{30}x(39 - 10x^2 + x^4)$$

you plot five points:

$$(-3, -3), (-1, -1), (0, 0), (1, 1), \text{ and } (3, 3)$$

as shown in Figure 1.3(a). From these five points, you might conclude that the graph is a line. This, however, is not correct. By plotting several more points, you can see that the graph is more complicated, as shown in Figure 1.3(b).

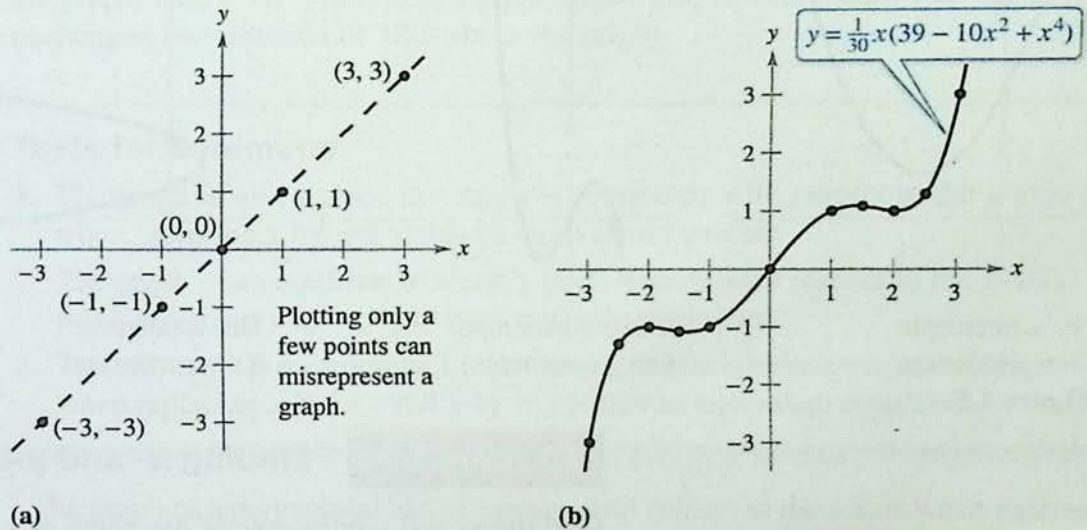


Figure 1.3

**Exploration**

*Comparing Graphical and Analytic Approaches*

Use a graphing utility to graph each equation. In each case, find a viewing window that shows the important characteristics of the graph.

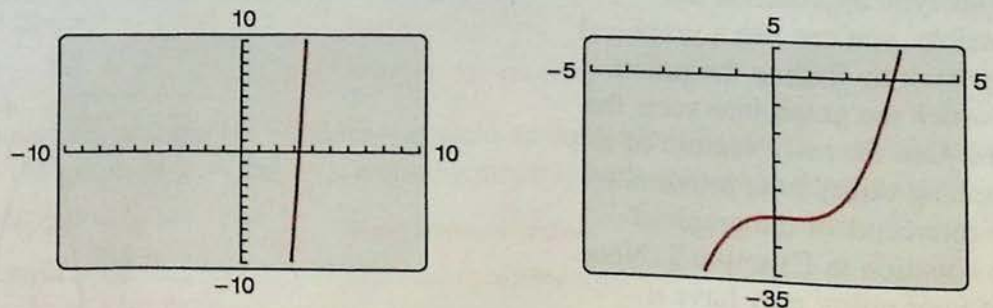
- a.  $y = x^3 - 3x^2 + 2x + 5$
- b.  $y = x^3 - 3x^2 + 2x + 25$
- c.  $y = -x^3 - 3x^2 + 20x + 5$
- d.  $y = 3x^3 - 40x^2 + 50x - 45$
- e.  $y = -(x + 12)^3$
- f.  $y = (x - 2)(x - 4)(x - 6)$

A purely graphical approach to this problem would involve a simple “guess, check, and revise” strategy. What types of things do you think an analytic approach might involve? For instance, does the graph have symmetry? Does the graph have turns? If so, where are they? As you proceed through Chapters 2, 3, and 4 of this text, you will study many new analytic tools that will help you analyze graphs of equations such as these.

**TECHNOLOGY** Graphing an equation has been made easier by technology. Even with technology, however, it is possible to misrepresent a graph badly. For instance, each of the graphing utility\* screens in Figure 1.4 shows a portion of the graph of

$$y = x^3 - x^2 - 25.$$

From the screen on the left, you might assume that the graph is a line. From the screen on the right, however, you can see that the graph is not a line. So, whether you are sketching a graph by hand or using a graphing utility, you must realize that different “viewing windows” can produce very different views of a graph. In choosing a viewing window, your goal is to show a view of the graph that fits well in the context of the problem.



Graphing utility screens of  $y = x^3 - x^2 - 25$   
Figure 1.4

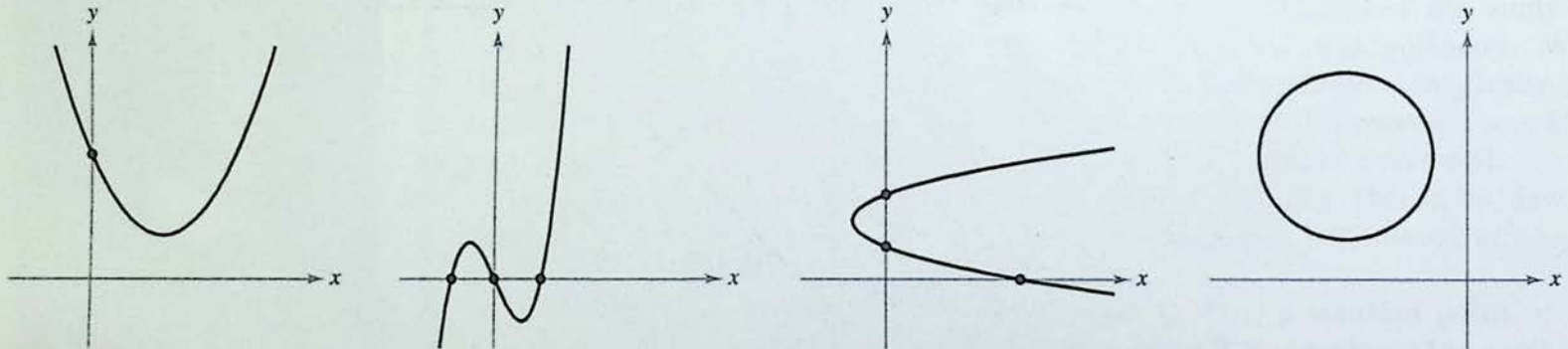
\*In this text, the term *graphing utility* means either a graphing calculator, such as the TI-Nspire, or computer graphing software, such as Maple or Mathematica.

## Intercepts of a Graph

**REMARK** Some texts denote the  $x$ -intercept as the  $x$ -coordinate of the point  $(a, 0)$  rather than the point itself. Unless it is necessary to make a distinction, when the term *intercept* is used in this text, it will mean either the point or the coordinate.

Two types of solution points that are especially useful in graphing an equation are those having zero as their  $x$ - or  $y$ -coordinate. Such points are called **intercepts** because they are the points at which the graph intersects the  $x$ - or  $y$ -axis. The point  $(a, 0)$  is an  **$x$ -intercept** of the graph of an equation when it is a solution point of the equation. To find the  $x$ -intercepts of a graph, let  $y$  be zero and solve the equation for  $x$ . The point  $(0, b)$  is a  **$y$ -intercept** of the graph of an equation when it is a solution point of the equation. To find the  $y$ -intercepts of a graph, let  $x$  be zero and solve the equation for  $y$ .

It is possible for a graph to have no intercepts, or it might have several. For instance, consider the four graphs shown in Figure 1.5.



No  $x$ -intercepts  
One  $y$ -intercept  
Figure 1.5

Three  $x$ -intercepts  
One  $y$ -intercept

One  $x$ -intercept  
Two  $y$ -intercepts

No intercepts

### EXAMPLE 2 Finding $x$ - and $y$ -Intercepts

Find the  $x$ - and  $y$ -intercepts of the graph of  $y = x^3 - 4x$ .

**Solution** To find the  $x$ -intercepts, let  $y$  be zero and solve for  $x$ .

$$\begin{aligned} x^3 - 4x &= 0 && \text{Let } y \text{ be zero.} \\ x(x - 2)(x + 2) &= 0 && \text{Factor.} \\ x &= 0, 2, \text{ or } -2 && \text{Solve for } x. \end{aligned}$$

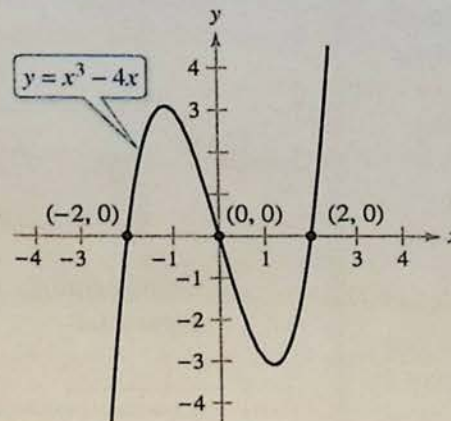
Because this equation has three solutions, you can conclude that the graph has three  $x$ -intercepts:

$$(0, 0), (2, 0), \text{ and } (-2, 0). \quad \text{\textit{x}-intercepts}$$

To find the  $y$ -intercepts, let  $x$  be zero. Doing this produces  $y = 0$ . So, the  $y$ -intercept is  $(0, 0)$ .

(See Figure 1.6.)

**TECHNOLOGY** Example 2 uses an analytic approach to finding intercepts. When an analytic approach is not possible, you can use a graphical approach by finding the points at which the graph intersects the axes. Use the *trace* feature of a graphing utility to approximate the intercepts of the graph of the equation in Example 2. Note that your utility may have a built-in program that can find the  $x$ -intercepts of a graph. (Your utility may call this the *root* or *zero* feature.) If so, use the program to find the  $x$ -intercepts of the graph of the equation in Example 2.



Intercepts of a graph  
Figure 1.6

### Symmetry of a Graph

Knowing the symmetry of a graph before attempting to sketch it is useful because you need only half as many points to sketch the graph. The three types of symmetry listed below can be used to help sketch the graphs of equations (see Figure 1.7).

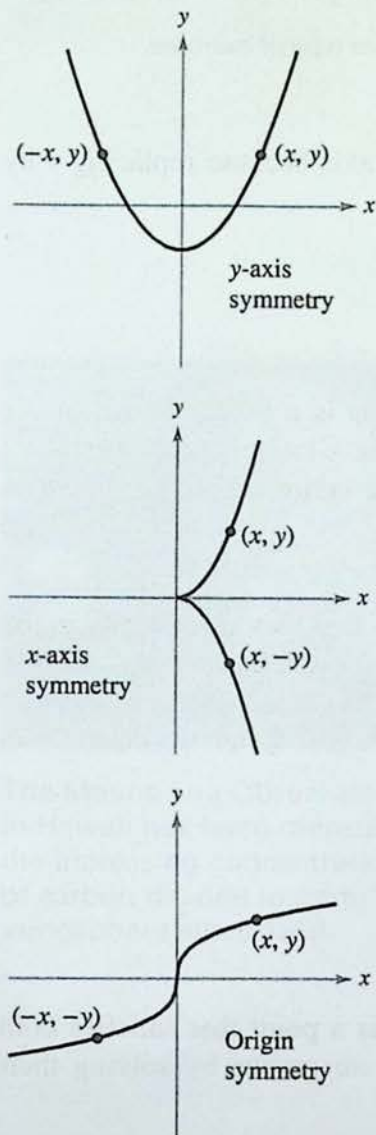


Figure 1.7

1. A graph is **symmetric with respect to the y-axis** if, whenever  $(x, y)$  is a point on the graph, then  $(-x, y)$  is also a point on the graph. This means that the portion of the graph to the left of the y-axis is a mirror image of the portion to the right of the y-axis.
2. A graph is **symmetric with respect to the x-axis** if, whenever  $(x, y)$  is a point on the graph, then  $(x, -y)$  is also a point on the graph. This means that the portion of the graph below the x-axis is a mirror image of the portion above the x-axis.
3. A graph is **symmetric with respect to the origin** if, whenever  $(x, y)$  is a point on the graph, then  $(-x, -y)$  is also a point on the graph. This means that the graph is unchanged by a rotation of  $180^\circ$  about the origin.

#### Tests for Symmetry

1. The graph of an equation in  $x$  and  $y$  is symmetric with respect to the y-axis when replacing  $x$  by  $-x$  yields an equivalent equation.
2. The graph of an equation in  $x$  and  $y$  is symmetric with respect to the x-axis when replacing  $y$  by  $-y$  yields an equivalent equation.
3. The graph of an equation in  $x$  and  $y$  is symmetric with respect to the origin when replacing  $x$  by  $-x$  and  $y$  by  $-y$  yields an equivalent equation.

The graph of a polynomial has symmetry with respect to the y-axis when each term has an even exponent (or is a constant). For instance, the graph of

$$y = 2x^4 - x^2 + 2$$

has symmetry with respect to the y-axis. Similarly, the graph of a polynomial has symmetry with respect to the origin when each term has an odd exponent, as illustrated in Example 3.

#### EXAMPLE 3 Testing for Symmetry

Test the graph of  $y = 2x^3 - x$  for symmetry with respect to (a) the y-axis and (b) the origin.

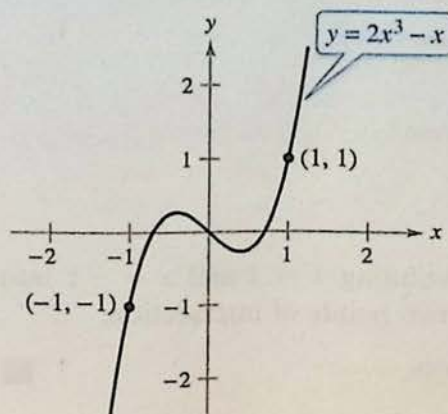
#### Solution

- a.  $y = 2x^3 - x$  Write original equation.  
 $y = 2(-x)^3 - (-x)$  Replace  $x$  by  $-x$ .  
 $y = -2x^3 + x$  Simplify. The result is *not* an equivalent equation.

Because replacing  $x$  by  $-x$  does *not* yield an equivalent equation, you can conclude that the graph of  $y = 2x^3 - x$  is *not* symmetric with respect to the y-axis.

- b.  $y = 2x^3 - x$  Write original equation.  
 $-y = 2(-x)^3 - (-x)$  Replace  $x$  by  $-x$  and  $y$  by  $-y$ .  
 $-y = -2x^3 + x$  Simplify.  
 $y = 2x^3 - x$  Equivalent equation

Because replacing  $x$  by  $-x$  and  $y$  by  $-y$  yields an equivalent equation, you can conclude that the graph of  $y = 2x^3 - x$  is symmetric with respect to the origin, as shown in Figure 1.8.



Origin symmetry  
Figure 1.8

**EXAMPLE 4** Using Intercepts and Symmetry to Sketch a Graph

•••▶ See [LarsonCalculus.com](http://LarsonCalculus.com) for an interactive version of this type of example.

Sketch the graph of  $x - y^2 = 1$ .

**Solution** The graph is symmetric with respect to the  $x$ -axis because replacing  $y$  by  $-y$  yields an equivalent equation.

$$x - y^2 = 1 \quad \text{Write original equation.}$$

$$x - (-y)^2 = 1 \quad \text{Replace } y \text{ by } -y.$$

$$x - y^2 = 1 \quad \text{Equivalent equation}$$

This means that the portion of the graph below the  $x$ -axis is a mirror image of the portion above the  $x$ -axis. To sketch the graph, first plot the  $x$ -intercept and the points above the  $x$ -axis. Then reflect in the  $x$ -axis to obtain the entire graph, as shown in Figure 1.9. ■

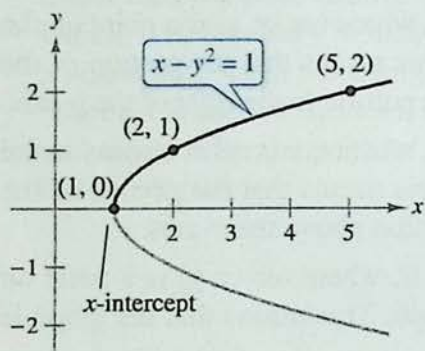


Figure 1.9

▶ **TECHNOLOGY** Graphing utilities are designed so that they most easily graph equations in which  $y$  is a function of  $x$  (see Section 1.3 for a definition of *function*). To graph other types of equations, you need to split the graph into two or more parts or you need to use a different graphing mode. For instance, to graph the equation in Example 4, you can split it into two parts.

$$y_1 = \sqrt{x - 1} \quad \text{Top portion of graph}$$

$$y_2 = -\sqrt{x - 1} \quad \text{Bottom portion of graph}$$

**Points of Intersection**

A **point of intersection** of the graphs of two equations is a point that satisfies both equations. You can find the point(s) of intersection of two graphs by solving their equations simultaneously.

**EXAMPLE 5** Finding Points of Intersection

Find all points of intersection of the graphs of

$$x^2 - y = 3 \quad \text{and} \quad x - y = 1.$$

**Solution** Begin by sketching the graphs of both equations in the *same* rectangular coordinate system, as shown in Figure 1.10. From the figure, it appears that the graphs have two points of intersection. You can find these two points as follows.

$$y = x^2 - 3 \quad \text{Solve first equation for } y.$$

$$y = x - 1 \quad \text{Solve second equation for } y.$$

$$x^2 - 3 = x - 1 \quad \text{Equate } y\text{-values.}$$

$$x^2 - x - 2 = 0 \quad \text{Write in general form.}$$

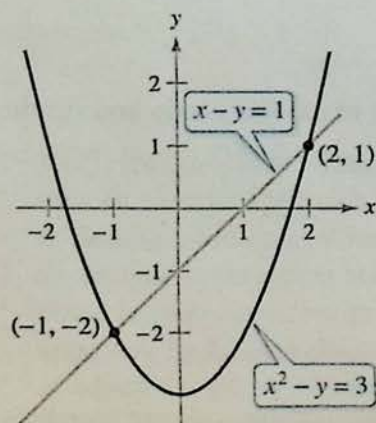
$$(x - 2)(x + 1) = 0 \quad \text{Factor.}$$

$$x = 2 \text{ or } -1 \quad \text{Solve for } x.$$

The corresponding values of  $y$  are obtained by substituting  $x = 2$  and  $x = -1$  into either of the original equations. Doing this produces two points of intersection:

$$(2, 1) \quad \text{and} \quad (-1, -2).$$

Points of intersection ■



Two points of intersection

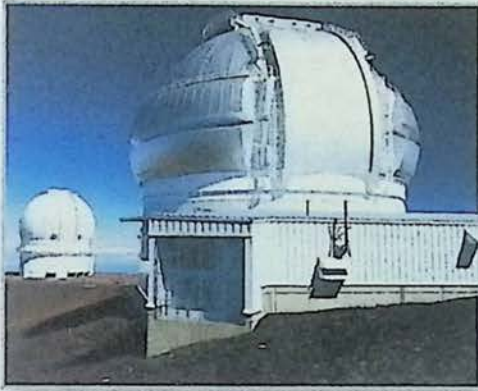
Figure 1.10

You can check the points of intersection in Example 5 by substituting into *both* of the original equations or by using the *intersect* feature of a graphing utility.

## Mathematical Models

Real-life applications of mathematics often use equations as **mathematical models**. In developing a mathematical model to represent actual data, you should strive for two (often conflicting) goals—accuracy and simplicity. That is, you want the model to be simple enough to be workable, yet accurate enough to produce meaningful results. Appendix G explores these goals more completely.

### EXAMPLE 6 Comparing Two Mathematical Models



The Mauna Loa Observatory in Hawaii has been measuring the increasing concentration of carbon dioxide in Earth's atmosphere since 1958.

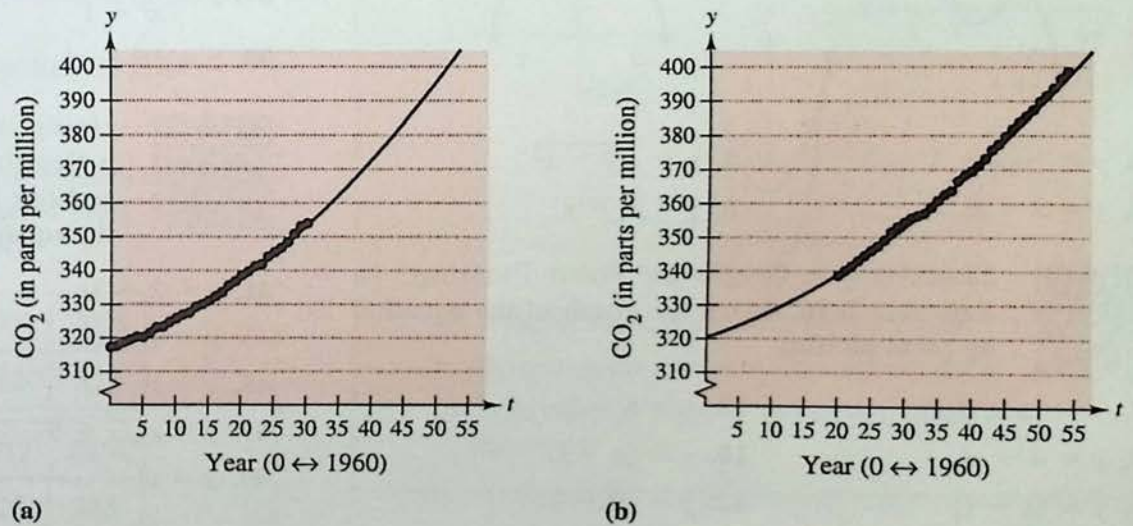
The Mauna Loa Observatory in Hawaii records the carbon dioxide concentration  $y$  (in parts per million) in Earth's atmosphere. The January readings for various years are shown in Figure 1.11. In the July 1990 issue of *Scientific American*, these data were used to predict the carbon dioxide level in Earth's atmosphere in the year 2035, using the quadratic model

$$y = 0.018t^2 + 0.70t + 316.2 \quad \text{Quadratic model for 1960–1990 data}$$

where  $t = 0$  represents 1960, as shown in Figure 1.11(a). The data shown in Figure 1.11(b) represent the years 1980 through 2014 and can be modeled by

$$y = 0.014t^2 + 0.66t + 320.3 \quad \text{Quadratic model for 1980–2014 data}$$

where  $t = 0$  represents 1960. What was the prediction given in the *Scientific American* article in 1990? Given the second model for 1980 through 2014, does this prediction for the year 2035 seem accurate?



(a)  
Figure 1.11

(b)

**Solution** To answer the first question, substitute  $t = 75$  (for 2035) into the first model.

$$y = 0.018(75)^2 + 0.70(75) + 316.2 = 469.95 \quad \text{Model for 1960–1990 data}$$

So, the prediction in the *Scientific American* article was that the carbon dioxide concentration in Earth's atmosphere would reach about 470 parts per million in the year 2035. Using the model for the 1980–2014 data, the prediction for the year 2035 is

$$y = 0.014(75)^2 + 0.66(75) + 320.3 = 448.55. \quad \text{Model for 1980–2014 data}$$

So, based on the model for 1980–2014, it appears that the 1990 prediction was too high.

The models in Example 6 were developed using a procedure called *least squares regression* (see Section 13.9). The older model has a correlation of  $r^2 \approx 0.997$ , and for the newer model it is  $r^2 \approx 0.999$ . The closer  $r^2$  is to 1, the “better” the model.

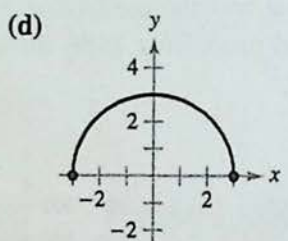
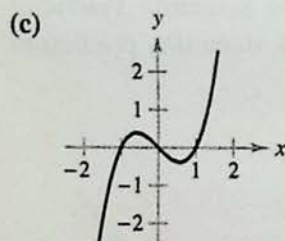
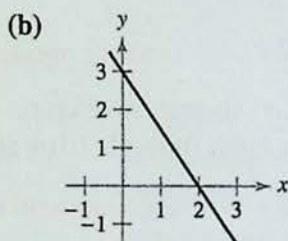
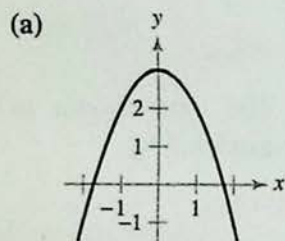
# 1.1 Exercises

See [CalcChat.com](http://CalcChat.com) for tutorial help and worked-out solutions to odd-numbered exercises.

### CONCEPT CHECK

- Finding Intercepts** Describe how to find the  $x$ - and  $y$ -intercepts of the graph of an equation.
- Verifying Points of Intersection** How can you check that an ordered pair is a point of intersection of two graphs?

**Matching** In Exercises 3–6, match the equation with its graph. [The graphs are labeled (a), (b), (c), and (d).]



- $y = -\frac{3}{2}x + 3$
- $y = 3 - x^2$

- $y = \sqrt{9 - x^2}$
- $y = x^3 - x$

**Sketching a Graph by Point Plotting** In Exercises 7–16, sketch the graph of the equation by point plotting.

- |                           |                           |
|---------------------------|---------------------------|
| 7. $y = \frac{1}{2}x + 2$ | 8. $y = 5 - 2x$           |
| 9. $y = 4 - x^2$          | 10. $y = (x - 3)^2$       |
| 11. $y =  x + 1 $         | 12. $y =  x  - 1$         |
| 13. $y = \sqrt{x} - 6$    | 14. $y = \sqrt{x + 2}$    |
| 15. $y = \frac{3}{x}$     | 16. $y = \frac{1}{x + 2}$ |

**Approximating Solution Points Using Technology** In Exercises 17 and 18, use a graphing utility to graph the equation. Move the cursor along the curve to approximate the unknown coordinate of each solution point accurate to two decimal places.

- |                        |                    |
|------------------------|--------------------|
| 17. $y = \sqrt{5 - x}$ | 18. $y = x^5 - 5x$ |
| (a) $(2, y)$           | (a) $(-0.5, y)$    |
| (b) $(x, 3)$           | (b) $(x, -4)$      |



**Finding Intercepts** In Exercises 19–28, find any intercepts.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 19. $y = 2x - 5$                      | 20. $y = 4x^2 + 3$                    |
| 21. $y = x^2 + x - 2$                 | 22. $y^2 = x^3 - 4x$                  |
| 23. $y = x\sqrt{16 - x^2}$            | 24. $y = (x - 1)\sqrt{x^2 + 1}$       |
| 25. $y = \frac{2 - \sqrt{x}}{5x + 1}$ | 26. $y = \frac{x^2 + 3x}{(3x + 1)^2}$ |
| 27. $x^2y - x^2 + 4y = 0$             | 28. $y = 2x - \sqrt{x^2 + 1}$         |



**Testing for Symmetry** In Exercises 29–40, test for symmetry with respect to each axis and to the origin.

- |                             |                               |
|-----------------------------|-------------------------------|
| 29. $y = x^2 - 6$           | 30. $y = 9x - x^2$            |
| 31. $y^2 = x^3 - 8x$        | 32. $y = x^3 + x$             |
| 33. $xy = 4$                | 34. $xy^2 = -10$              |
| 35. $y = 4 - \sqrt{x + 3}$  | 36. $xy - \sqrt{4 - x^2} = 0$ |
| 37. $y = \frac{x}{x^2 + 1}$ | 38. $y = \frac{x^5}{4 - x^2}$ |
| 39. $y =  x^3 + x $         | 40. $ y  - x = 3$             |



**Using Intercepts and Symmetry to Sketch a Graph** In Exercises 41–56, find any intercepts and test for symmetry. Then sketch the graph of the equation.

- |                         |                              |
|-------------------------|------------------------------|
| 41. $y = 2 - 3x$        | 42. $y = \frac{2}{3}x + 1$   |
| 43. $y = 9 - x^2$       | 44. $y = 2x^2 + x$           |
| 45. $y = x^3 + 2$       | 46. $y = x^3 - 4x$           |
| 47. $y = x\sqrt{x + 5}$ | 48. $y = \sqrt{25 - x^2}$    |
| 49. $x = y^3$           | 50. $x = y^4 - 16$           |
| 51. $y = \frac{8}{x}$   | 52. $y = \frac{10}{x^2 + 1}$ |
| 53. $y = 6 -  x $       | 54. $y =  6 - x $            |
| 55. $3y^2 - x = 9$      | 56. $x^2 + 4y^2 = 4$         |



**Finding Points of Intersection** In Exercises 57–62, find the points of intersection of the graphs of the equations.

- |                    |                    |
|--------------------|--------------------|
| 57. $x + y = 8$    | 58. $3x - 2y = -4$ |
| $4x - y = 7$       | $4x + 2y = -10$    |
| 59. $x^2 + y = 15$ | 60. $x = 3 - y^2$  |
| $-3x + y = 11$     | $y = x - 1$        |

61.  $x^2 + y^2 = 5$

$x - y = 1$

62.  $x^2 + y^2 = 16$

$x + 2y = 4$

**AP** **Finding Points of Intersection Using Technology** In Exercises 63–66, use a graphing utility to find the points of intersection of the graphs of the equations. Check your results analytically.

63.  $y = x^3 - 2x^2 + x - 1$

$y = -x^2 + 3x - 1$

64.  $y = x^4 - 2x^2 + 1$

$y = 1 - x^2$

65.  $y = \sqrt{x + 6}$

$y = \sqrt{-x^2 - 4x}$

66.  $y = -|2x - 3| + 6$

$y = 6 - x$

**AP** **67. Modeling Data** The table shows the Gross Domestic Product, or GDP (in trillions of dollars), for 2009 through 2014. (Source: U.S. Bureau of Economic Analysis)

Year	2009	2010	2011	2012	2013	2014
GDP	14.4	15.0	15.5	16.2	16.7	17.3

- (a) Use the regression capabilities of a graphing utility to find a mathematical model of the form  $y = at + b$  for the data. In the model,  $y$  represents the GDP (in trillions of dollars) and  $t$  represents the year, with  $t = 9$  corresponding to 2009.
- (b) Use a graphing utility to plot the data and graph the model. Compare the data with the model.
- (c) Use the model to predict the GDP in the year 2024.

**68. Modeling Data**

The table shows the numbers of cell phone subscribers (in millions) in the United States for selected years. (Source: CTIA-The Wireless Association)

Year	2000	2002	2004	2006
Number	109	141	182	233
Year	2008	2010	2012	2014
Number	270	296	326	355

- (a) Use the regression capabilities of a graphing utility to find a mathematical model of the form  $y = at^2 + bt + c$  for the data. In the model,  $y$  represents the number of subscribers (in millions) and  $t$  represents the year, with  $t = 0$  corresponding to 2000.
- (b) Use a graphing utility to plot the data and graph the model. Compare the data with the model.
- (c) Use the model to predict the number of cell phone subscribers in the United States in the year 2024.



**69. Break-Even Point** Find the sales necessary to break even ( $R = C$ ) when the cost  $C$  of producing  $x$  units is  $C = 2.04x + 5600$  and the revenue  $R$  from selling  $x$  units is  $R = 3.29x$ .

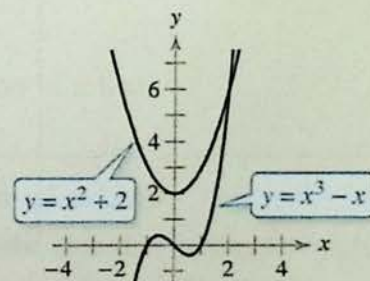
**70. Using Solution Points** For what values of  $k$  does the graph of  $y^2 = 4kx$  pass through the point?

- (a) (1, 1)
- (b) (2, 4)
- (c) (0, 0)
- (d) (3, 3)

**EXPLORING CONCEPTS**

- 71. Using Intercepts** Write an equation whose graph has intercepts at  $x = -\frac{3}{2}$ ,  $x = 4$ , and  $x = \frac{5}{2}$ . (There is more than one correct answer.)
- 72. Symmetry** A graph is symmetric with respect to the  $x$ -axis and to the  $y$ -axis. Is the graph also symmetric with respect to the origin? Explain.
- 73. Symmetry** A graph is symmetric with respect to one axis and to the origin. Is the graph also symmetric with respect to the other axis? Explain.

**74. HOW DO YOU SEE IT?** Use the graphs of the two equations to answer the questions below.



- (a) What are the intercepts for each equation?
- (b) Determine the symmetry for each equation.
- (c) Determine the point of intersection of the two equations.

**True or False?** In Exercises 75–78, determine whether the statement is true or false. If it is false, explain why or give an example that shows it is false.

- 75.** If  $(-4, -5)$  is a point on a graph that is symmetric with respect to the  $x$ -axis, then  $(4, -5)$  is also a point on the graph.
- 76.** If  $(-4, -5)$  is a point on a graph that is symmetric with respect to the  $y$ -axis, then  $(4, -5)$  is also a point on the graph.
- 77.** If  $b^2 - 4ac > 0$  and  $a \neq 0$ , then the graph of  $y = ax^2 + bx + c$  has two  $x$ -intercepts.
- 78.** If  $b^2 - 4ac = 0$  and  $a \neq 0$ , then the graph of  $y = ax^2 + bx + c$  has only one  $x$ -intercept.

# 1.2 Linear Models and Rates of Change

- Find the slope of a line passing through two points.
- Write the equation of a line with a given point and slope.
- Interpret slope as a ratio or as a rate in a real-life application.
- Sketch the graph of a linear equation in slope-intercept form.
- Write equations of lines that are parallel or perpendicular to a given line.

## The Slope of a Line

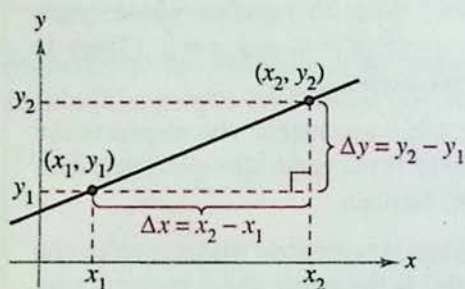
The **slope** of a nonvertical line is a measure of the number of units the line rises (or falls) vertically for each unit of horizontal change from left to right. Consider the two points  $(x_1, y_1)$  and  $(x_2, y_2)$  on the line in Figure 1.12. As you move from left to right along this line, a vertical change of

$$\Delta y = y_2 - y_1 \quad \text{Change in } y$$

units corresponds to a horizontal change of

$$\Delta x = x_2 - x_1 \quad \text{Change in } x$$

units. (The symbol  $\Delta$  is the uppercase Greek letter delta, and the symbols  $\Delta y$  and  $\Delta x$  are read “delta y” and “delta x.”)



$\Delta y = y_2 - y_1 =$  change in  $y$   
 $\Delta x = x_2 - x_1 =$  change in  $x$   
 Figure 1.12

### Definition of the Slope of a Line

The **slope**  $m$  of the nonvertical line passing through  $(x_1, y_1)$  and  $(x_2, y_2)$  is

$$m = \frac{\Delta y}{\Delta x} = \frac{y_2 - y_1}{x_2 - x_1}, \quad x_1 \neq x_2.$$

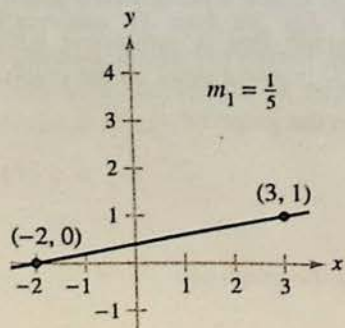
Slope is not defined for vertical lines.

When using the formula for slope, note that

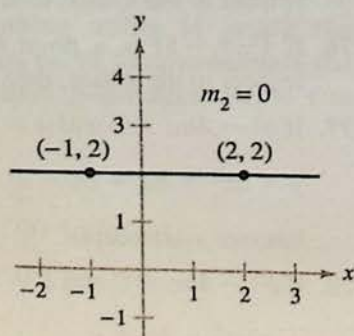
$$\frac{y_2 - y_1}{x_2 - x_1} = \frac{-(y_1 - y_2)}{-(x_1 - x_2)} = \frac{y_1 - y_2}{x_1 - x_2}.$$

So, it does not matter in which order you subtract *as long as* you are consistent and both “subtracted coordinates” come from the same point.

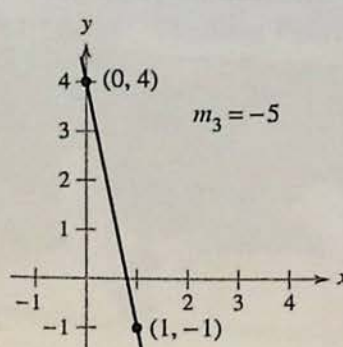
Figure 1.13 shows four lines: one has a positive slope, one has a slope of zero, one has a negative slope, and one has an “undefined” slope. In general, the greater the absolute value of the slope of a line, the steeper the line. For instance, in Figure 1.13, the line with a slope of  $-5$  is steeper than the line with a slope of  $\frac{1}{5}$ .



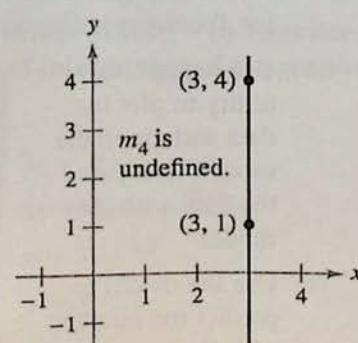
If  $m$  is positive, then the line rises from left to right.  
 Figure 1.13



If  $m$  is zero, then the line is horizontal.



If  $m$  is negative, then the line falls from left to right.



If  $m$  is undefined, then the line is vertical.



### Exploration

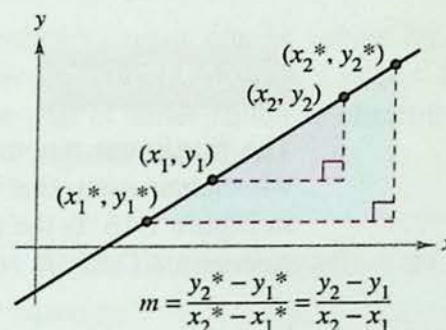
**Investigating Equations of Lines** Use a graphing utility to graph each of the linear equations. Which point is common to all seven lines? Which value in the equation determines the slope of each line?

- $y - 4 = -2(x + 1)$
- $y - 4 = -1(x + 1)$
- $y - 4 = -\frac{1}{2}(x + 1)$
- $y - 4 = 0(x + 1)$
- $y - 4 = \frac{1}{2}(x + 1)$
- $y - 4 = 1(x + 1)$
- $y - 4 = 2(x + 1)$

Use your results to write an equation of a line passing through  $(-1, 4)$  with a slope of  $m$ .

### Equations of Lines

Any two points on a nonvertical line can be used to calculate its slope. This can be verified from the similar triangles shown in Figure 1.14. (Recall that the ratios of corresponding sides of similar triangles are equal.)



Any two points on a nonvertical line can be used to determine its slope.

Figure 1.14

If  $(x_1, y_1)$  is a point on a nonvertical line that has a slope of  $m$  and  $(x, y)$  is *any other* point on the line, then

$$\frac{y - y_1}{x - x_1} = m.$$

This equation in the variables  $x$  and  $y$  can be rewritten in the form

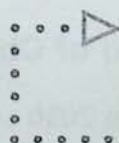
$$y - y_1 = m(x - x_1)$$

which is the **point-slope form** of the equation of a line.

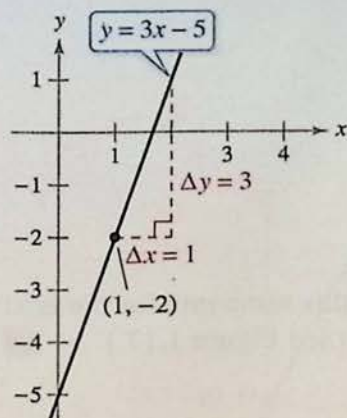
#### Point-Slope Form of the Equation of a Line

The **point-slope form** of the equation of the line that passes through the point  $(x_1, y_1)$  and has a slope of  $m$  is

$$y - y_1 = m(x - x_1).$$



**REMARK** Remember that only nonvertical lines have a slope. Consequently, vertical lines cannot be written in point-slope form. For instance, the equation of the vertical line passing through the point  $(1, -2)$  is  $x = 1$ .



The line with a slope of 3 passing through the point  $(1, -2)$

Figure 1.15

#### EXAMPLE 1

#### Finding an Equation of a Line

Find an equation of the line that has a slope of 3 and passes through the point  $(1, -2)$ . Then sketch the line.

#### Solution

$$\begin{aligned} y - y_1 &= m(x - x_1) && \text{Point-slope form} \\ y - (-2) &= 3(x - 1) && \text{Substitute } -2 \text{ for } y_1, 1 \text{ for } x_1, \text{ and } 3 \text{ for } m. \\ y + 2 &= 3x - 3 && \text{Simplify.} \\ y &= 3x - 5 && \text{Solve for } y. \end{aligned}$$

To sketch the line, first plot the point  $(1, -2)$ . Then, because the slope is  $m = 3$ , you can locate a second point on the line by moving one unit to the right and three units upward, as shown in Figure 1.15.

## Ratios and Rates of Change

The slope of a line can be interpreted as either a *ratio* or a *rate*. If the  $x$ - and  $y$ -axes have the same unit of measure, then the slope has no units and is a **ratio**. If the  $x$ - and  $y$ -axes have different units of measure, then the slope is a rate or **rate of change**. In your study of calculus, you will encounter applications involving both interpretations of slope.

### EXAMPLE 2 Using Slope as a Ratio

The maximum recommended slope of a wheelchair ramp is  $\frac{1}{12}$ . A business installs a wheelchair ramp that rises to a height of 22 inches over a length of 24 feet, as shown in Figure 1.16. Is the ramp steeper than recommended? (Source: *ADA Standards for Accessible Design*)

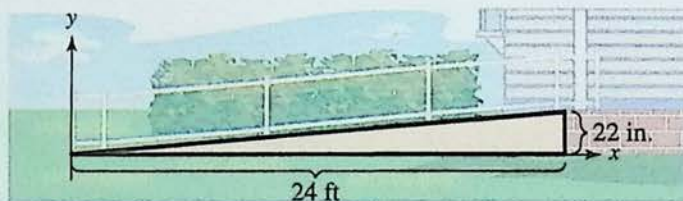


Figure 1.16

**Solution** The length of the ramp is 24 feet or  $12(24) = 288$  inches. The slope of the ramp is the ratio of its height (the rise) to its length (the run).

$$\begin{aligned}\text{Slope of ramp} &= \frac{\text{rise}}{\text{run}} \\ &= \frac{22 \text{ in.}}{288 \text{ in.}} \\ &\approx 0.076\end{aligned}$$

Because the slope of the ramp is less than  $\frac{1}{12} \approx 0.083$ , the ramp is not steeper than recommended. Note that the slope is a ratio and has no units.

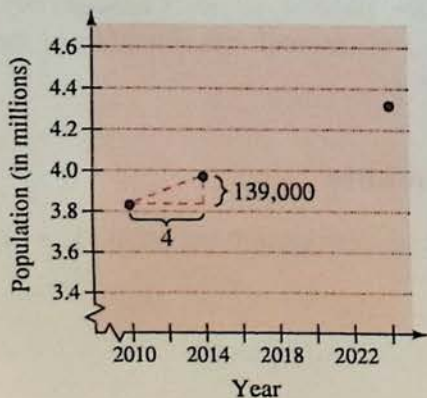
### EXAMPLE 3 Using Slope as a Rate of Change

The population of Oregon was about 3,831,000 in 2010 and about 3,970,000 in 2014. Find the average rate of change of the population over this four-year period. What will the population of Oregon be in 2024? (Source: *U.S. Census Bureau*)

**Solution** Over this four-year period, the average rate of change of the population of Oregon was

$$\begin{aligned}\text{Rate of change} &= \frac{\text{change in population}}{\text{change in years}} \\ &= \frac{3,970,000 - 3,831,000}{2014 - 2010} \\ &= 34,750 \text{ people per year.}\end{aligned}$$

Assuming that Oregon's population continues to increase at this same rate for the next 10 years, it will have a 2024 population of about 4,318,000. (See Figure 1.17.)



Population of Oregon

Figure 1.17

The rate of change found in Example 3 is an **average rate of change**. An average rate of change is always calculated over an interval. In this case, the interval is  $[2010, 2014]$ . In Chapter 3, you will study another type of rate of change called an *instantaneous rate of change*.

## Graphing Linear Models

Many problems in coordinate geometry can be classified into two basic categories.

1. Given a graph (or parts of it), find its equation.
2. Given an equation, sketch its graph.

For lines, problems in the first category can be solved by using the point-slope form. The point-slope form, however, is not especially useful for solving problems in the second category. The form that is better suited to sketching the graph of a line is the **slope-intercept** form of the equation of a line.

### The Slope-Intercept Form of the Equation of a Line

The graph of the linear equation

$$y = mx + b \quad \text{Slope-intercept form}$$

is a line whose slope is  $m$  and whose  $y$ -intercept is  $(0, b)$ .

### EXAMPLE 4 Sketching Lines in the Plane

Sketch the graph of each equation.

- $y = 2x + 1$
- $y = 2$
- $3y + x - 6 = 0$

#### Solution

a. Because  $b = 1$ , the  $y$ -intercept is  $(0, 1)$ . Because the slope is  $m = 2$ , you know that the line rises two units for each unit it moves to the right, as shown in Figure 1.18(a).

b. By writing the equation  $y = 2$  in slope-intercept form

$$y = (0)x + 2$$

you can see that the slope is  $m = 0$  and the  $y$ -intercept is  $(0, 2)$ . Because the slope is zero, you know that the line is horizontal, as shown in Figure 1.18(b).

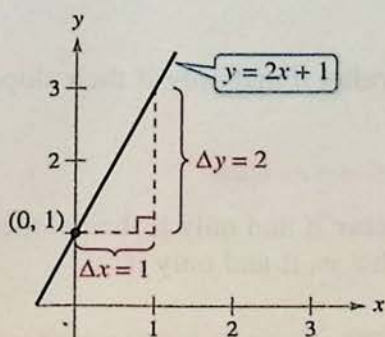
c. Begin by writing the equation in slope-intercept form.

$$3y + x - 6 = 0 \quad \text{Write original equation.}$$

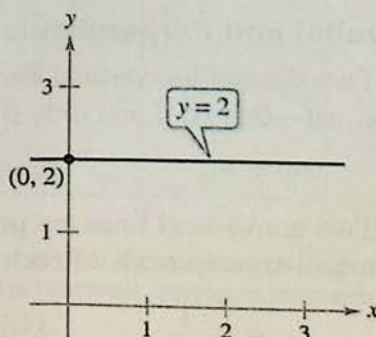
$$3y = -x + 6 \quad \text{Isolate } y\text{-term on the left.}$$

$$y = -\frac{1}{3}x + 2 \quad \text{Slope-intercept form}$$

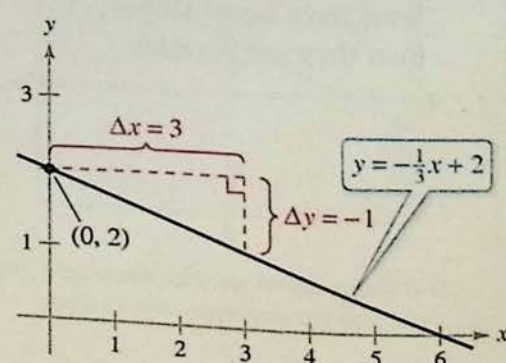
In this form, you can see that the  $y$ -intercept is  $(0, 2)$  and the slope is  $m = -\frac{1}{3}$ . This means that the line falls one unit for every three units it moves to the right, as shown in Figure 1.18(c).



(a)  $m = 2$ ; line rises  
Figure 1.18



(b)  $m = 0$ ; line is horizontal



(c)  $m = -\frac{1}{3}$ ; line falls

Because the slope of a vertical line is not defined, its equation cannot be written in slope-intercept form. However, the equation of any line can be written in the **general form**

$$Ax + By + C = 0 \quad \text{General form of the equation of a line}$$

where  $A$  and  $B$  are not *both* zero. For instance, the vertical line

$$x = a \quad \text{Vertical line}$$

can be represented by the general form

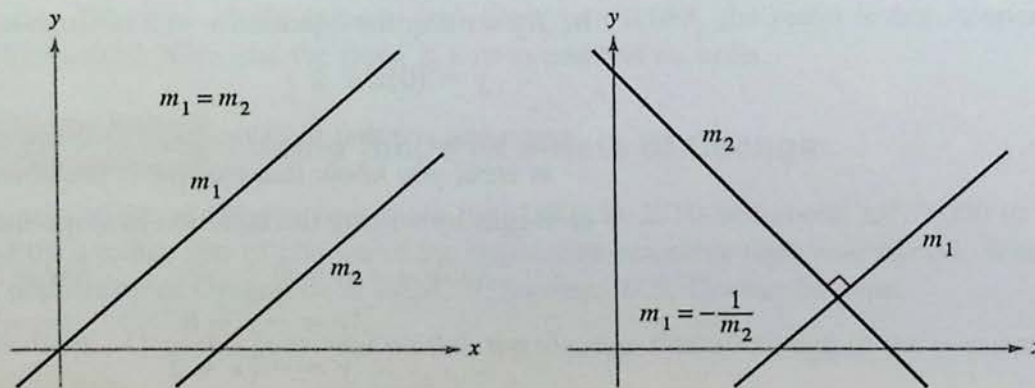
$$x - a = 0. \quad \text{General form}$$

### SUMMARY OF EQUATIONS OF LINES

1. General form:  $Ax + By + C = 0$
2. Vertical line:  $x = a$
3. Horizontal line:  $y = b$
4. Slope-intercept form:  $y = mx + b$
5. Point-slope form:  $y - y_1 = m(x - x_1)$

### Parallel and Perpendicular Lines

The slope of a line is a convenient tool for determining whether two lines are parallel or perpendicular, as shown in Figure 1.19. Specifically, nonvertical lines with the same slope are parallel, and nonvertical lines whose slopes are negative reciprocals are perpendicular.



Parallel lines  
Figure 1.19

Perpendicular lines

**REMARK** In mathematics, the phrase “if and only if” is a way of stating two implications in one statement. For instance, the first statement at the right could be rewritten as the following two implications.

- a. If two distinct nonvertical lines are parallel, then their slopes are equal.
- b. If two distinct nonvertical lines have equal slopes, then they are parallel.

### Parallel and Perpendicular Lines

1. Two distinct nonvertical lines are **parallel** if and only if their slopes are equal—that is, if and only if

$$m_1 = m_2. \quad \text{Parallel} \iff \text{Slopes are equal.}$$

2. Two nonvertical lines are **perpendicular** if and only if their slopes are negative reciprocals of each other—that is, if and only if

$$m_1 = -\frac{1}{m_2}. \quad \text{Perpendicular} \iff \text{Slopes are negative reciprocals.}$$

**EXAMPLE 5** Finding Parallel and Perpendicular Lines

•••▶ See *LarsonCalculus.com* for an interactive version of this type of example.

Find the general forms of the equations of the lines that pass through the point  $(2, -1)$  and are (a) parallel to and (b) perpendicular to the line  $2x - 3y = 5$ .

**Solution** Begin by writing the linear equation  $2x - 3y = 5$  in slope-intercept form.

$$\begin{aligned} 2x - 3y &= 5 && \text{Write original equation.} \\ y &= \frac{2}{3}x - \frac{5}{3} && \text{Slope-intercept form} \end{aligned}$$

So, the given line has a slope of  $m = \frac{2}{3}$ . (See Figure 1.20.)

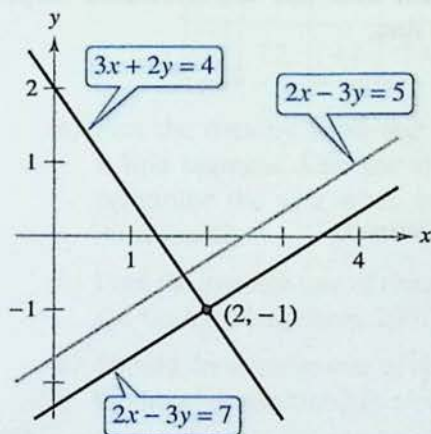
a. The line through  $(2, -1)$  that is parallel to the given line also has a slope of  $\frac{2}{3}$ .

$$\begin{aligned} y - y_1 &= m(x - x_1) && \text{Point-slope form} \\ y - (-1) &= \frac{2}{3}(x - 2) && \text{Substitute.} \\ 3(y + 1) &= 2(x - 2) && \text{Simplify.} \\ 3y + 3 &= 2x - 4 && \text{Distributive Property} \\ 2x - 3y - 7 &= 0 && \text{General form} \end{aligned}$$

Note the similarity to the equation of the given line,  $2x - 3y = 5$ .

b. Using the negative reciprocal of the slope of the given line, you can determine that the slope of a line perpendicular to the given line is  $-\frac{3}{2}$ .

$$\begin{aligned} y - y_1 &= m(x - x_1) && \text{Point-slope form} \\ y - (-1) &= -\frac{3}{2}(x - 2) && \text{Substitute.} \\ 2(y + 1) &= -3(x - 2) && \text{Simplify.} \\ 2y + 2 &= -3x + 6 && \text{Distributive Property} \\ 3x + 2y - 4 &= 0 && \text{General form} \end{aligned}$$



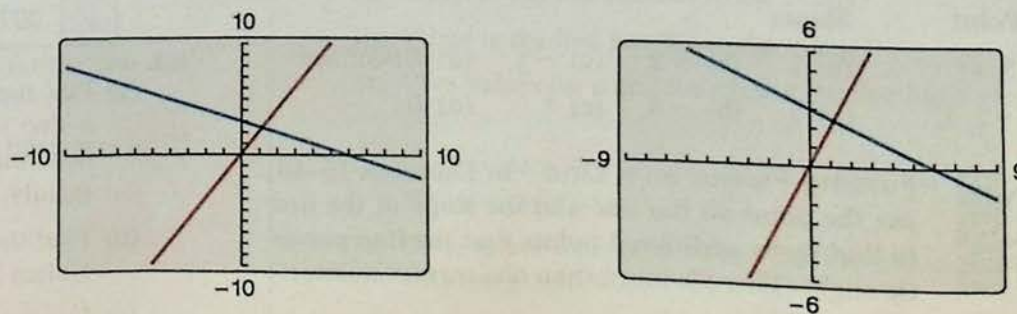
Lines parallel and perpendicular to  $2x - 3y = 5$

Figure 1.20

▶ **TECHNOLOGY PITFALL** The slope of a line will appear distorted if you use different tick-mark spacing on the  $x$ - and  $y$ -axes. For instance, the graphing utility screens in Figures 1.21(a) and 1.21(b) both show the lines

$$y = 2x \quad \text{and} \quad y = -\frac{1}{2}x + 3.$$

Because these lines have slopes that are negative reciprocals, they must be perpendicular. In Figure 1.21(a), however, the lines do not appear to be perpendicular because the tick-mark spacing on the  $x$ -axis is not the same as that on the  $y$ -axis. In Figure 1.21(b), the lines appear perpendicular because the tick-mark spacing on the  $x$ -axis is the same as on the  $y$ -axis. This type of viewing window is said to have a *square setting*.



(a) Tick-mark spacing on the  $x$ -axis is not the same as tick-mark spacing on the  $y$ -axis.

(b) Tick-mark spacing on the  $x$ -axis is the same as tick-mark spacing on the  $y$ -axis.

Figure 1.21

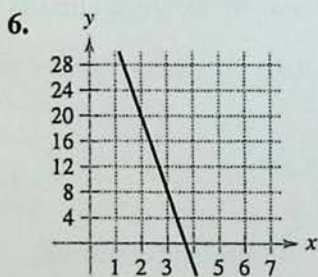
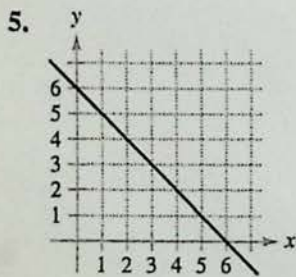
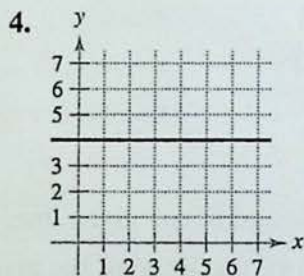
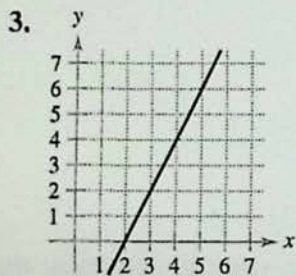
# 1.2 Exercises

See [CalcChat.com](http://CalcChat.com) for tutorial help and worked-out solutions to odd-numbered exercises.

### CONCEPT CHECK

- Slope-Intercept Form** In the form  $y = mx + b$ , what does  $m$  represent? What does  $b$  represent?
- Perpendicular Lines** Is it possible for two lines with positive slopes to be perpendicular? Why or why not?

**Estimating Slope** In Exercises 3–6, estimate the slope of the line from its graph. To print an enlarged copy of the graph, go to [MathGraphs.com](http://MathGraphs.com).



**Finding the Slope of a Line** In Exercises 7–12, plot the pair of points and find the slope of the line passing through them.

- $(3, -4), (5, 2)$
- $(0, 0), (-2, 3)$
- $(4, 6), (4, 1)$
- $(3, -5), (5, -5)$
- $(-\frac{1}{2}, \frac{2}{3}), (-\frac{3}{4}, \frac{1}{6})$
- $(\frac{7}{8}, \frac{3}{4}), (\frac{5}{4}, -\frac{1}{4})$

**Sketching Lines** In Exercises 13 and 14, sketch the lines through the point with the indicated slopes. Make the sketches on the same set of coordinate axes.

- | Point         | Slopes  |
|---------------|---|
| 13. $(3, 4)$  | (a) 1 (b) $-2$ (c) $-\frac{3}{2}$ (d) Undefined |
| 14. $(-2, 5)$ | (a) 3 (b) $-3$ (c) $\frac{1}{3}$ (d) 0          |

**Finding Points on a Line** In Exercises 15–18, use the point on the line and the slope of the line to find three additional points that the line passes through. (There is more than one correct answer.)

- | Point        | Slope    | Point          | Slope             |
|--------------|----------|----------------|-------------------|
| 15. $(6, 2)$ | $m = 0$  | 16. $(-4, 3)$  | $m$ is undefined. |
| 17. $(1, 7)$ | $m = -3$ | 18. $(-2, -2)$ | $m = 2$           |

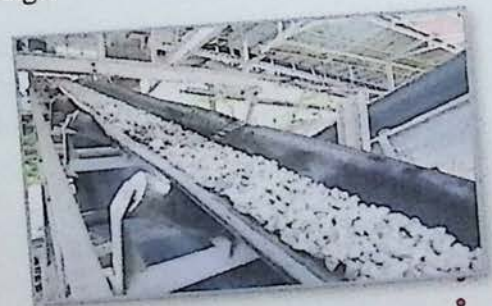


**Finding an Equation of a Line** In Exercises 19–24, find an equation of the line that passes through the point and has the indicated slope. Then sketch the line.

- | Point          | Slope              |
|----------------|--------------------|
| 19. $(0, 3)$   | $m = \frac{3}{4}$  |
| 20. $(-5, -2)$ | $m = \frac{6}{5}$  |
| 21. $(1, 2)$   | $m$ is undefined.  |
| 22. $(0, 4)$   | $m = 0$            |
| 23. $(3, -2)$  | $m = 3$            |
| 24. $(-2, 4)$  | $m = -\frac{3}{5}$ |

25. **Road Grade** You are driving on a road that has a 6% uphill grade. This means that the slope of the road is  $\frac{6}{100}$ . Approximate the amount of vertical change in your position when you drive 200 feet.

26. **Conveyor Design**
- A moving conveyor is built to rise 1 meter for each 3 meters of horizontal change.
  - (a) Find the slope of the conveyor.
  - (b) Suppose the conveyor runs between two floors in a factory. Find the length of the conveyor when the vertical distance between floors is 10 feet.



27. **Modeling Data** The table shows the populations  $y$  (in millions) of the United States for 2009 through 2014. The variable  $t$  represents the time in years, with  $t = 9$  corresponding to 2009. (Source: U.S. Census Bureau)

$t$	9	10	11	12	13	14
$y$	307.0	309.3	311.7	314.1	316.5	318.9

- Plot the data by hand and connect adjacent points with a line segment. Use the slope of each line segment to determine the year when the population increased least rapidly.
- Find the average rate of change of the population of the United States from 2009 through 2014.
- Use the average rate of change of the population to predict the population of the United States in 2025.

- 28. Biodiesel Production** The table shows the biodiesel productions  $y$  (in thousands of barrels per day) for the United States for 2007 through 2012. The variable  $t$  represents the time in years, with  $t = 7$  corresponding to 2007. (Source: U.S. Energy Information Administration)

$t$	7	8	9	10	11	12
$y$	32	44	34	22	63	64

- (a) Plot the data by hand and connect adjacent points with a line segment. Use the slope of each line segment to determine the year when biodiesel production increased most rapidly.
- (b) Find the average rate of change of biodiesel production for the United States from 2007 through 2012.
- (c) Should the average rate of change be used to predict future biodiesel production? Explain.



**Finding the Slope and  $y$ -Intercept** In Exercises 29–34, find the slope and the  $y$ -intercept (if possible) of the line.

29.  $y = 4x - 3$                       30.  $-x + y = 1$   
 31.  $5x + y = 20$                     32.  $6x - 5y = 15$   
 33.  $x = 4$                               34.  $y = -1$



**Sketching a Line in the Plane** In Exercises 35–42, sketch the graph of the equation.

35.  $y = -3$                             36.  $x = 4$   
 37.  $y = -2x + 1$                     38.  $y = \frac{1}{3}x - 1$   
 39.  $y - 2 = \frac{3}{2}(x - 1)$               40.  $y - 1 = 3(x + 4)$   
 41.  $3x - 3y + 1 = 0$                 42.  $x + 2y + 6 = 0$



**Finding an Equation of a Line** In Exercises 43–50, find an equation of the line that passes through the points. Then sketch the line.

43.  $(4, 3), (0, -5)$                     44.  $(-2, -2), (1, 7)$   
 45.  $(2, 8), (5, 0)$                     46.  $(-3, 6), (1, 2)$   
 47.  $(6, 3), (6, 8)$                     48.  $(1, -2), (3, -2)$   
 49.  $(3, 1), (5, 1)$                     50.  $(2, 5), (2, 7)$

- 51. Writing an Equation** Write an equation for the line that passes through the points  $(0, b)$  and  $(3, 1)$ .
- 52. Using Intercepts** Show that the line with intercepts  $(a, 0)$  and  $(0, b)$  has the following equation.

$$\frac{x}{a} + \frac{y}{b} = 1, \quad a \neq 0, b \neq 0$$

**Writing an Equation in General Form** In Exercises 53–56, use the result of Exercise 52 to write an equation of the line with the given characteristics in general form.

53.  $x$ -intercept:  $(2, 0)$                     54.  $x$ -intercept:  $(-\frac{2}{3}, 0)$   
 $y$ -intercept:  $(0, 3)$                          $y$ -intercept:  $(0, -2)$

55. Point on line:  $(9, -2)$               56. Point on line:  $(-\frac{2}{3}, -2)$   
 $x$ -intercept:  $(2a, 0)$                      $x$ -intercept:  $(a, 0)$   
 $y$ -intercept:  $(0, a)$                      $y$ -intercept:  $(0, -a)$   
 $(a \neq 0)$                                        $(a \neq 0)$



**Finding Parallel and Perpendicular Lines** In Exercises 57–62, write the general forms of the equations of the lines that pass through the point and are (a) parallel to the given line and (b) perpendicular to the given line.

Point	Line
57. $(-7, -2)$	$x = 1$
58. $(-1, 0)$	$y = -3$
59. $(-3, 2)$	$x + y = 7$
60. $(2, 5)$	$x - y = -2$
61. $(\frac{3}{4}, \frac{7}{8})$	$5x - 3y = 0$
62. $(\frac{5}{6}, -\frac{1}{2})$	$7x + 4y = 8$

**Rate of Change** In Exercises 63 and 64, you are given the dollar value of a product in 2016 and the rate at which the value of the product is expected to change during the next 5 years. Write a linear equation that gives the dollar value  $V$  of the product in terms of the year  $t$ . (Let  $t = 0$  represent 2010.)

2016 Value	Rate
63. \$1850	\$250 increase per year
64. \$17,200	\$1600 decrease per year

**Collinear Points** In Exercises 65 and 66, determine whether the points are collinear. (Three points are *collinear* if they lie on the same line.)

65.  $(-2, 1), (-1, 0), (2, -2)$   
 66.  $(0, 4), (7, -6), (-5, 11)$

### EXPLORING CONCEPTS

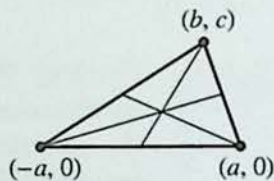
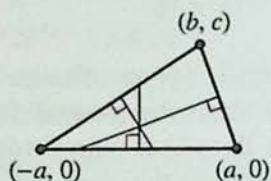
- 67. Square** Show that the points  $(-1, 0), (3, 0), (1, 2)$ , and  $(1, -2)$  are vertices of a square.
- 68. Analyzing a Line** A line is represented by the equation  $ax + by = 4$ .
- (a) When is the line parallel to the  $x$ -axis?  
 (b) When is the line parallel to the  $y$ -axis?  
 (c) Give values for  $a$  and  $b$  such that the line has a slope of  $\frac{5}{8}$ .  
 (d) Give values for  $a$  and  $b$  such that the line is perpendicular to  $y = \frac{2}{5}x + 3$ .  
 (e) Give values for  $a$  and  $b$  such that the line coincides with the graph of  $5x + 6y = 8$ .

**69. Tangent Line** Find an equation of the line tangent to the circle  $x^2 + y^2 = 169$  at the point  $(5, 12)$ .

**70. Tangent Line** Find an equation of the line tangent to the circle  $(x - 1)^2 + (y - 1)^2 = 25$  at the point  $(4, -3)$ .

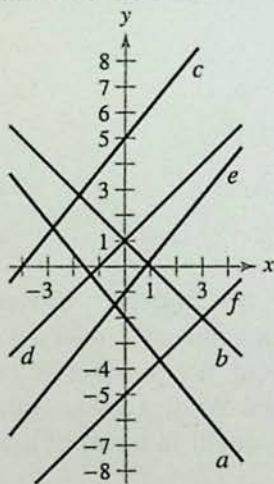
**71. Finding Points of Intersection** Find the coordinates of the point of intersection of the given segments. Explain your reasoning.

- (a) Perpendicular bisectors (b) Medians



**72. HOW DO YOU SEE IT?** Several lines are shown in the figure below. (The lines are labeled  $a-f$ .)

- (a) Which lines have a positive slope?  
 (b) Which lines have a negative slope?  
 (c) Which lines appear parallel?  
 (d) Which lines appear perpendicular?



**73. Temperature Conversion** Find a linear equation that expresses the relationship between the temperature in degrees Celsius  $C$  and degrees Fahrenheit  $F$ . Use the fact that water freezes at  $0^\circ\text{C}$  ( $32^\circ\text{F}$ ) and boils at  $100^\circ\text{C}$  ( $212^\circ\text{F}$ ). Use the equation to convert  $72^\circ\text{F}$  to degrees Celsius.

**74. Choosing a Job** As a salesperson, you receive a monthly salary of \$2000, plus a commission of 7% of sales. You are offered a new job at \$2300 per month, plus a commission of 5% of sales.

- (a) Write linear equations for your monthly wage  $W$  in terms of your monthly sales  $s$  for your current job and your job offer.  
 (b) Use a graphing utility to graph each equation and find the point of intersection. What does it signify?  
 (c) You think you can sell \$20,000 worth of a product per month. Should you change jobs? Explain.

**75. Apartment Rental** A real estate office manages an apartment complex with 50 units. When the rent is \$780 per month, all 50 units are occupied. However, when the rent is \$825, the average number of occupied units drops to 47. Assume that the relationship between the monthly rent  $p$  and the demand  $x$  is linear. (Note: The term *demand* refers to the number of occupied units.)

- (a) Write a linear equation giving the demand  $x$  in terms of the rent  $p$ .  
 (b) **Linear extrapolation** Use a graphing utility to graph the demand equation and use the *trace* feature to predict the number of units occupied when the rent is raised to \$855.  
 (c) **Linear interpolation** Predict the number of units occupied when the rent is lowered to \$795. Verify graphically.

**76. Modeling Data** An instructor gives regular 20-point quizzes and 100-point exams in a mathematics course. Average scores for six students, given as ordered pairs  $(x, y)$ , where  $x$  is the average quiz score and  $y$  is the average exam score, are  $(18, 87)$ ,  $(10, 55)$ ,  $(19, 96)$ ,  $(16, 79)$ ,  $(13, 76)$ , and  $(15, 82)$ .

- (a) Use the regression capabilities of a graphing utility to find the least squares regression line for the data.  
 (b) Use a graphing utility to plot the points and graph the regression line in the same viewing window.  
 (c) Use the regression line to predict the average exam score for a student with an average quiz score of 17.  
 (d) Interpret the meaning of the slope of the regression line.  
 (e) The instructor adds 4 points to the average exam score of everyone in the class. Describe the changes in the positions of the plotted points and the change in the equation of the line.

**77. Distance** Show that the distance between the point  $(x_1, y_1)$  and the line  $Ax + By + C = 0$  is

$$\text{Distance} = \frac{|Ax_1 + By_1 + C|}{\sqrt{A^2 + B^2}}$$

**78. Distance** Write the distance  $d$  between the point  $(3, 1)$  and the line  $y = mx + 4$  in terms of  $m$ . Use a graphing utility to graph the equation. When is the distance 0? Explain the result geometrically.

**Distance** In Exercises 79 and 80, use the result of Exercise 77 to find the distance between the point and the line.

79. Point:  $(-2, 1)$  Line:  $x - y - 2 = 0$   
 80. Point:  $(2, 3)$  Line:  $4x + 3y = 10$

**81. Proof** Prove that the diagonals of a rhombus intersect at right angles. (A rhombus is a quadrilateral with sides of equal lengths.)

**82. Proof** Prove that the figure formed by connecting consecutive midpoints of the sides of any quadrilateral is a parallelogram.

**83. Proof** Prove that if the points  $(x_1, y_1)$  and  $(x_2, y_2)$  lie on the same line as  $(x_1^*, y_1^*)$  and  $(x_2^*, y_2^*)$ , then

$$\frac{y_2^* - y_1^*}{x_2^* - x_1^*} = \frac{y_2 - y_1}{x_2 - x_1}$$

Assume  $x_1 \neq x_2$  and  $x_1^* \neq x_2^*$ .

**84. Proof** Prove that if the slopes of two nonvertical lines are negative reciprocals of each other, then the lines are perpendicular.

**True or False?** In Exercises 85 and 86, determine whether the statement is true or false. If it is false, explain why or give an example that shows it is false.

85. The lines represented by

$$ax + by = c_1 \quad \text{and} \quad bx - ay = c_2$$

are perpendicular. Assume  $a \neq 0$  and  $b \neq 0$ .

86. If a line contains points in both the first and third quadrants, then its slope must be positive.



# 1.3 Functions and Their Graphs

- Use function notation to represent and evaluate a function.
- Find the domain and range of a function.
- Sketch the graph of a function.
- Identify different types of transformations of functions.
- Classify functions and recognize combinations of functions.

## Functions and Function Notation

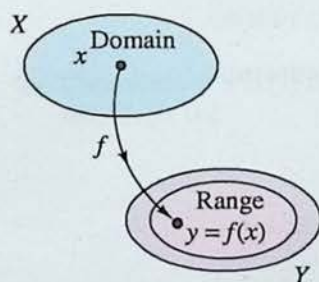
A **relation** between two sets  $X$  and  $Y$  is a set of ordered pairs, each of the form  $(x, y)$ , where  $x$  is a member of  $X$  and  $y$  is a member of  $Y$ . A **function** from  $X$  to  $Y$  is a relation between  $X$  and  $Y$  that has the property that any two ordered pairs with the same  $x$ -value also have the same  $y$ -value. The variable  $x$  is the **independent variable**, and the variable  $y$  is the **dependent variable**.

Many real-life situations can be modeled by functions. For instance, the area  $A$  of a circle is a function of the circle's radius  $r$ .

$$A = \pi r^2$$

$A$  is a function of  $r$ .

In this case,  $r$  is the independent variable and  $A$  is the dependent variable.



A real-valued function  $f$  of a real variable

Figure 1.22

### Definition of a Real-Valued Function of a Real Variable

Let  $X$  and  $Y$  be sets of real numbers. A **real-valued function  $f$  of a real variable  $x$**  from  $X$  to  $Y$  is a correspondence that assigns to each number  $x$  in  $X$  exactly one number  $y$  in  $Y$ .

The **domain** of  $f$  is the set  $X$ . The number  $y$  is the **image** of  $x$  under  $f$  and is denoted by  $f(x)$ , which is called the **value of  $f$  at  $x$** . The **range** of  $f$  is a subset of  $Y$  and consists of all images of numbers in  $X$ . (See Figure 1.22.)

Functions can be specified in a variety of ways. In this text, however, you will concentrate primarily on functions that are given by equations involving the dependent and independent variables. For instance, the equation

$$x^2 + 2y = 1$$

Equation in implicit form

defines  $y$ , the dependent variable, as a function of  $x$ , the independent variable. To **evaluate** this function (that is, to find the  $y$ -value that corresponds to a given  $x$ -value), it is convenient to isolate  $y$  on the left side of the equation.

$$y = \frac{1}{2}(1 - x^2)$$

Equation in explicit form

Using  $f$  as the name of the function, you can write this equation as

$$f(x) = \frac{1}{2}(1 - x^2).$$

Function notation

The original equation

$$x^2 + 2y = 1$$

**implicitly** defines  $y$  as a function of  $x$ . When you solve the equation for  $y$ , you are writing the equation in **explicit** form.

Function notation has the advantage of clearly identifying the dependent variable as  $f(x)$  while at the same time telling you that  $x$  is the independent variable and that the function itself is " $f$ ." The symbol  $f(x)$  is read " $f$  of  $x$ ." Function notation allows you to be less wordy. Instead of asking "What is the value of  $y$  that corresponds to  $x = 3$ ?" you can ask "What is  $f(3)$ ?"

### FUNCTION NOTATION

The word *function* was first used by Gottfried Wilhelm Leibniz in 1694 as a term to denote any quantity connected with a curve, such as the coordinates of a point on a curve or the slope of a curve. Forty years later, Leonhard Euler used the word "function" to describe any expression made up of a variable and some constants. He introduced the notation  $y = f(x)$ . (To read more about Euler, see the biography on the next page.)



**LEONHARD EULER (1707–1783)**

In addition to making major contributions to almost every branch of mathematics, Euler was one of the first to apply calculus to real-life problems in physics. His extensive published writings include such topics as shipbuilding, acoustics, optics, astronomy, mechanics, and magnetism.

See *LarsonCalculus.com* to read more of this biography.

In an equation that defines a function of  $x$ , the role of the variable  $x$  is simply that of a placeholder. For instance, the function

$$f(x) = 2x^2 - 4x + 1$$

can be described by the form

$$f(\square) = 2(\square)^2 - 4(\square) + 1$$

where rectangles are used instead of  $x$ . To evaluate  $f(-2)$ , replace each rectangle with  $-2$ .

$$\begin{aligned} f(-2) &= 2(-2)^2 - 4(-2) + 1 && \text{Substitute } -2 \text{ for } x. \\ &= 2(4) + 8 + 1 && \text{Simplify.} \\ &= 17 && \text{Simplify.} \end{aligned}$$

Although  $f$  is often used as a convenient function name with  $x$  as the independent variable, you can use other symbols. For instance, these three equations all define the same function.

$$\begin{aligned} f(x) &= x^2 - 4x + 7 && \text{Function name is } f, \text{ independent variable is } x. \\ f(t) &= t^2 - 4t + 7 && \text{Function name is } f, \text{ independent variable is } t. \\ g(s) &= s^2 - 4s + 7 && \text{Function name is } g, \text{ independent variable is } s. \end{aligned}$$

### EXAMPLE 1 Evaluating a Function

For the function  $f$  defined by  $f(x) = x^2 + 7$ , evaluate each expression.

a.  $f(3a)$     b.  $f(b - 1)$     c.  $\frac{f(x + \Delta x) - f(x)}{\Delta x}$

#### Solution

a.  $f(3a) = (3a)^2 + 7$     Substitute  $3a$  for  $x$ .  
 $= 9a^2 + 7$     Simplify.

b.  $f(b - 1) = (b - 1)^2 + 7$     Substitute  $b - 1$  for  $x$ .  
 $= b^2 - 2b + 1 + 7$     Expand binomial.  
 $= b^2 - 2b + 8$     Simplify.

c.  $\frac{f(x + \Delta x) - f(x)}{\Delta x} = \frac{[(x + \Delta x)^2 + 7] - (x^2 + 7)}{\Delta x}$   
 $= \frac{x^2 + 2x\Delta x + (\Delta x)^2 + 7 - x^2 - 7}{\Delta x}$   
 $= \frac{2x\Delta x + (\Delta x)^2}{\Delta x}$   
 $= \frac{\Delta x(2x + \Delta x)}{\Delta x}$   
 $= 2x + \Delta x, \quad \Delta x \neq 0$

**REMARK** The expression in Example 1(c) is called a *difference quotient* and has a special significance in calculus. You will learn more about this in Chapter 3.

In calculus, it is important to specify the domain of a function or expression clearly. For instance, in Example 1(c), the two expressions

$$\frac{f(x + \Delta x) - f(x)}{\Delta x} \quad \text{and} \quad 2x + \Delta x, \quad \Delta x \neq 0$$

are equivalent because  $\Delta x = 0$  is excluded from the domain of each expression. Without a stated domain restriction, the two expressions would not be equivalent.

### The Domain and Range of a Function

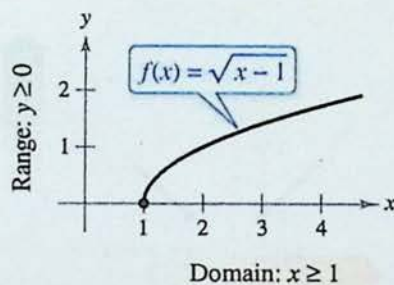
The domain of a function can be described explicitly, or it may be described *implicitly* by an equation used to define the function. The **implied domain** is the set of all real numbers for which the equation is defined, whereas an explicitly defined domain is one that is given along with the function. For example, the function

$$f(x) = \frac{1}{x^2 - 4}, \quad 4 \leq x \leq 5$$

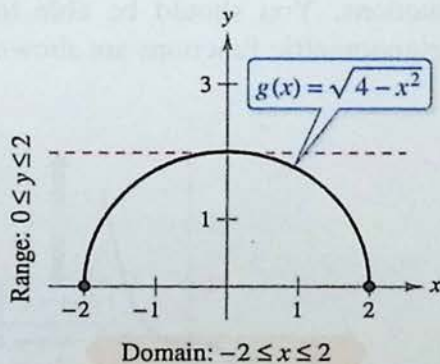
has an explicitly defined domain given by  $\{x: 4 \leq x \leq 5\}$ . On the other hand, the function

$$g(x) = \frac{1}{x^2 - 4}$$

has an implied domain that is the set  $\{x: x \neq \pm 2\}$ .



(a) The domain of  $f$  is  $[1, \infty)$ , and the range is  $[0, \infty)$ .



(b) The domain of  $g$  is  $[-2, 2]$ , and the range is  $[0, 2]$ .

Figure 1.23

#### THE SQUARE ROOT SYMBOL

The first use of a symbol to denote the square root can be traced to the sixteenth century. Mathematicians first used the symbol  $\sqrt{\quad}$ , which had only two strokes. The symbol was chosen because it resembled a lowercase  $r$ , to stand for the Latin word *radix*, meaning root.

#### EXAMPLE 2

#### Finding the Domain and Range of a Function

Find the domain and range of each function.

- a.  $f(x) = \sqrt{x - 1}$       b.  $g(x) = \sqrt{4 - x^2}$

#### Solution

- a. The domain of the function

$$f(x) = \sqrt{x - 1}$$

is the set of all  $x$ -values for which  $x - 1 \geq 0$ , which is the interval  $[1, \infty)$ . To find the range, observe that  $f(x) = \sqrt{x - 1}$  is never negative. So, the range is the interval  $[0, \infty)$ , as shown in Figure 1.23(a).

- b. The domain of the function

$$g(x) = \sqrt{4 - x^2}$$

is the set of all values for which  $4 - x^2 \geq 0$ , or  $x^2 \leq 4$ . So, the domain of  $g$  is the interval  $[-2, 2]$ . To find the range, observe that  $g(x) = \sqrt{4 - x^2}$  is never negative and is at most 2. So, the range is the interval  $[0, 2]$ , as shown in Figure 1.23(b). Note that the graph of  $g$  is a *semicircle* of radius 2.

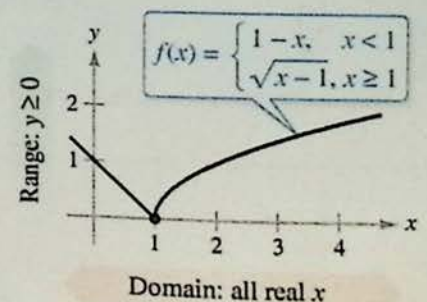
#### EXAMPLE 3

#### A Function Defined by More than One Equation

For the piecewise-defined function

$$f(x) = \begin{cases} 1 - x, & x < 1 \\ \sqrt{x - 1}, & x \geq 1 \end{cases}$$

$f$  is defined for  $x < 1$  and  $x \geq 1$ . So, the domain is the set of all real numbers. On the portion of the domain for which  $x \geq 1$ , the function behaves as in Example 2(a). For  $x < 1$ , the values of  $1 - x$  are positive. So, the range of the function is the interval  $[0, \infty)$ . (See Figure 1.24.)

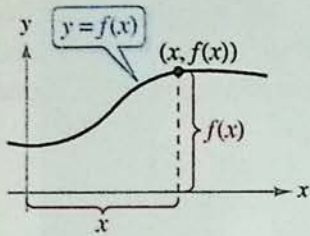


The domain of  $f$  is  $(-\infty, \infty)$ , and the range is  $[0, \infty)$ .

Figure 1.24

A function from  $X$  to  $Y$  is **one-to-one** when to each  $y$ -value in the range there corresponds exactly one  $x$ -value in the domain. For instance, the function in Example 2(a) is one-to-one, whereas the functions in Examples 2(b) and 3 are not one-to-one. A function from  $X$  to  $Y$  is **onto** when its range consists of all of  $Y$ .

## The Graph of a Function



The graph of the function  $y = f(x)$  consists of all points  $(x, f(x))$ , where  $x$  is in the domain of  $f$ . In Figure 1.25, note that

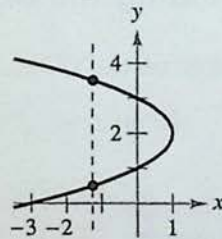
$x$  = the directed distance from the  $y$ -axis

and

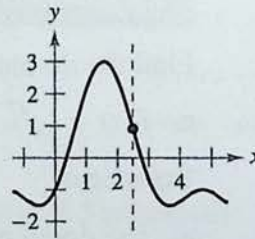
$f(x)$  = the directed distance from the  $x$ -axis.

A vertical line can intersect the graph of a function of  $x$  at most *once*. This observation provides a convenient visual test, called the **Vertical Line Test**, for functions of  $x$ . That is, a graph in the coordinate plane is the graph of a function of  $x$  if and only if no vertical line intersects the graph at more than one point. For example, in Figure 1.26(a), you can see that the graph does not define  $y$  as a function of  $x$  because a vertical line intersects the graph twice, whereas in Figures 1.26(b) and (c), the graphs do define  $y$  as a function of  $x$ .

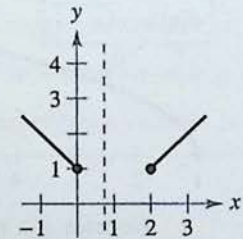
The graph of a function  
Figure 1.25



(a) Not a function of  $x$



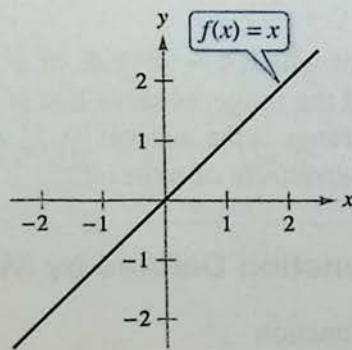
(b) A function of  $x$



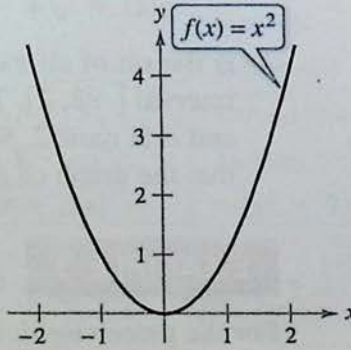
(c) A function of  $x$

Figure 1.26

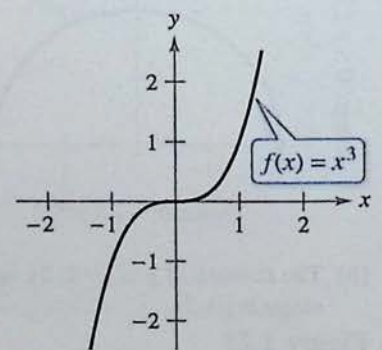
Figure 1.27 shows the graphs of six basic functions. You should be able to recognize these graphs. (The graphs of the six basic trigonometric functions are shown in Section 1.4.)



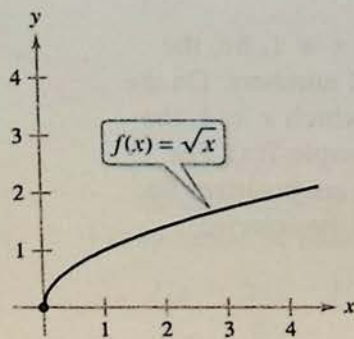
Identity function



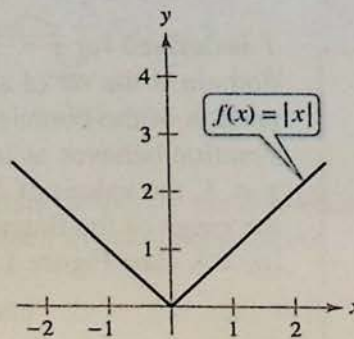
Squaring function



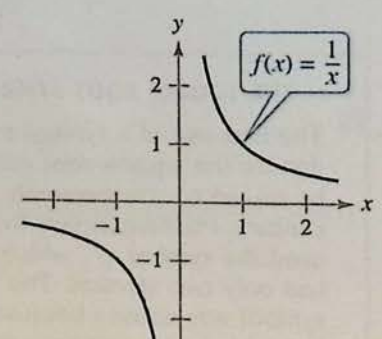
Cubing function



Square root function



Absolute value function

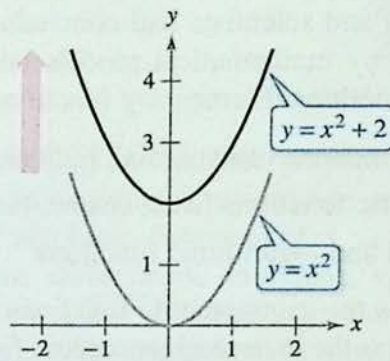


Rational function

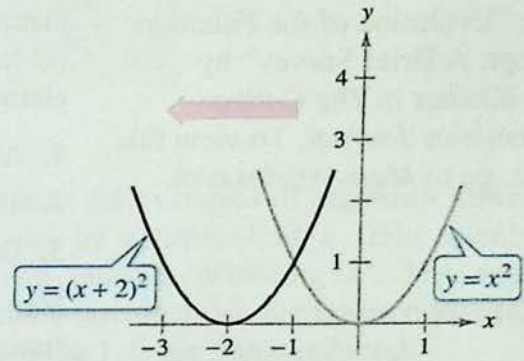
The graphs of six basic functions  
Figure 1.27

## Transformations of Functions

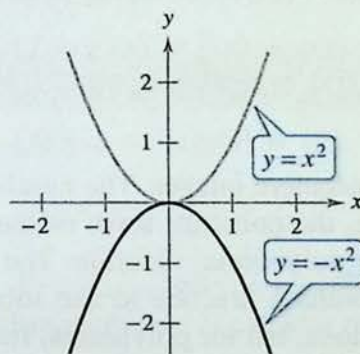
Some families of graphs have the same basic shape. For example, compare the graph of  $y = x^2$  with the graphs of the four other quadratic functions shown in Figure 1.28.



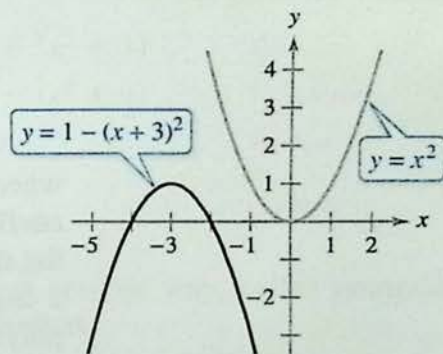
(a) Vertical shift upward



(b) Horizontal shift to the left



(c) Reflection



(d) Shift left, reflect, and shift upward

Figure 1.28

Each of the graphs in Figure 1.28 is a **transformation** of the graph of  $y = x^2$ . The three basic types of transformations illustrated by these graphs are vertical shifts, horizontal shifts, and reflections. Function notation lends itself well to describing transformations of graphs in the plane. For instance, using

$$f(x) = x^2 \quad \text{Original function}$$

as the original function, the transformations shown in Figure 1.28 can be represented by these equations.

- |                        |  |
|------------------------|--|
| a. $y = f(x) + 2$      | Vertical shift up two units  |
| b. $y = f(x + 2)$      | Horizontal shift to the left two units                                     |
| c. $y = -f(x)$         | Reflection about the $x$ -axis   |
| d. $y = -f(x + 3) + 1$ | Shift left three units, reflect about the $x$ -axis, and shift up one unit |

### Basic Types of Transformations ( $c > 0$ )

Original graph:	$y = f(x)$
Horizontal shift $c$ units to the <b>right</b> :	$y = f(x - c)$
Horizontal shift $c$ units to the <b>left</b> :	$y = f(x + c)$
Vertical shift $c$ units <b>downward</b> :	$y = f(x) - c$
Vertical shift $c$ units <b>upward</b> :	$y = f(x) + c$
<b>Reflection</b> (about the $x$ -axis):	$y = -f(x)$
<b>Reflection</b> (about the $y$ -axis):	$y = f(-x)$
<b>Reflection</b> (about the origin):	$y = -f(-x)$

## Classifications and Combinations of Functions

### FOR FURTHER INFORMATION

For more on the history of the concept of a function, see the article “Evolution of the Function Concept: A Brief Survey” by Israel Kleiner in *The College Mathematics Journal*. To view this article, go to [MathArticles.com](http://MathArticles.com).

The modern notion of a function is derived from the efforts of many seventeenth- and eighteenth-century mathematicians. Of particular note was Leonhard Euler, who introduced the function notation  $y = f(x)$ . By the end of the eighteenth century, mathematicians and scientists had concluded that many real-world phenomena could be represented by mathematical models taken from a collection of functions called **elementary functions**. Elementary functions fall into three categories.

1. Algebraic functions (polynomial, radical, rational)
2. Trigonometric functions (sine, cosine, tangent, and so on)
3. Exponential and logarithmic functions

You will review the trigonometric functions in the next section. The other nonalgebraic functions, such as the inverse trigonometric functions and the exponential and logarithmic functions, are introduced in Sections 1.5 and 1.6.

The most common type of algebraic function is a **polynomial function**

$$f(x) = a_n x^n + a_{n-1} x^{n-1} + \cdots + a_2 x^2 + a_1 x + a_0$$

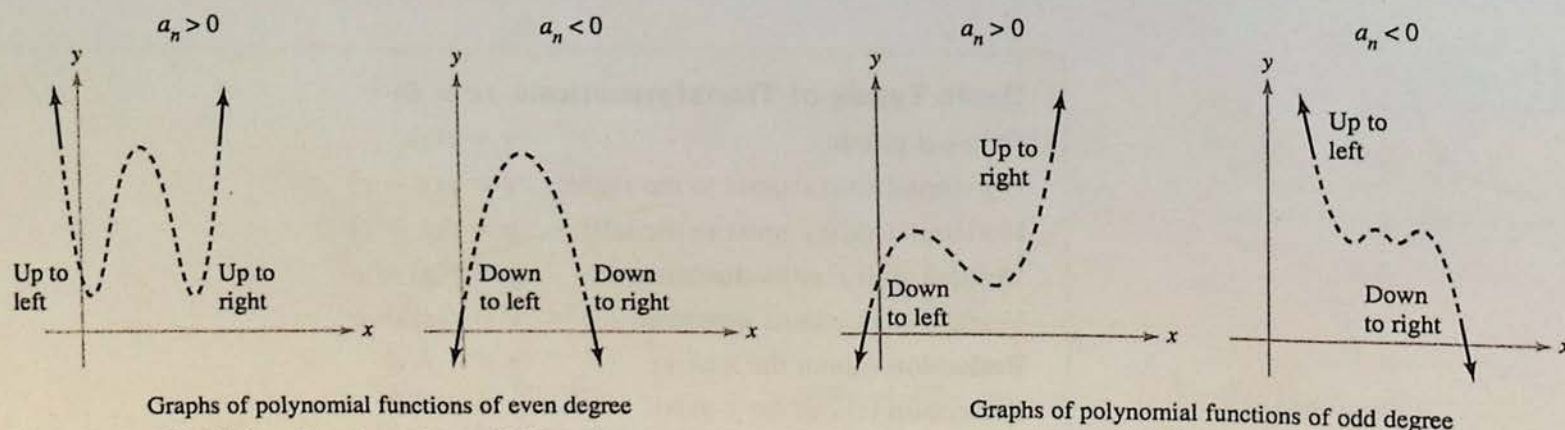
where  $n$  is a nonnegative integer. The numbers  $a_i$  are **coefficients**, with  $a_n$  the **leading coefficient** and  $a_0$  the **constant term** of the polynomial function. If  $a_n \neq 0$ , then  $n$  is the **degree** of the polynomial function. The zero polynomial  $f(x) = 0$  is not assigned a degree. It is common practice to use subscript notation for coefficients of general polynomial functions, but for polynomial functions of low degree, these simpler forms are often used. (Note that  $a \neq 0$ .)

<b>Zeroth degree:</b> $f(x) = a$	Constant function
<b>First degree:</b> $f(x) = ax + b$	Linear function
<b>Second degree:</b> $f(x) = ax^2 + bx + c$	Quadratic function
<b>Third degree:</b> $f(x) = ax^3 + bx^2 + cx + d$	Cubic function

Although the graph of a nonconstant polynomial function can have several turns, eventually the graph will rise or fall without bound as  $x$  moves to the right or left. Whether the graph of

$$f(x) = a_n x^n + a_{n-1} x^{n-1} + \cdots + a_2 x^2 + a_1 x + a_0$$

eventually rises or falls can be determined by the function's degree (odd or even) and by the leading coefficient  $a_n$ , as indicated in Figure 1.29. Note that the dashed portions of the graphs indicate that the **Leading Coefficient Test** determines *only* the right and left behavior of the graph.



The Leading Coefficient Test for polynomial functions  
Figure 1.29

Just as a rational number can be written as the quotient of two integers, a **rational function** can be written as the quotient of two polynomials. Specifically, a function  $f$  is rational when it has the form

$$f(x) = \frac{p(x)}{q(x)}, \quad q(x) \neq 0$$

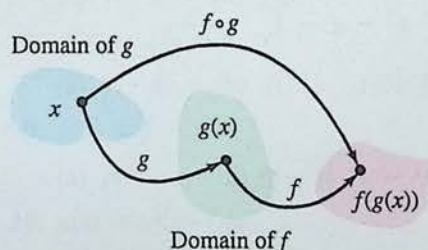
where  $p(x)$  and  $q(x)$  are polynomials.

Polynomial functions and rational functions are examples of **algebraic functions**. An algebraic function of  $x$  is one that can be expressed as a finite number of sums, differences, multiples, quotients, and radicals involving  $x^n$ . For example,  $f(x) = \sqrt{x+1}$  is algebraic. Functions that are not algebraic are **transcendental**. For instance, the trigonometric functions (see Section 1.4) are transcendental.

Two functions can be combined in various ways to create new functions. For example, given  $f(x) = 2x - 3$  and  $g(x) = x^2 + 1$ , you can form the functions shown.

$(f + g)(x) = f(x) + g(x) = (2x - 3) + (x^2 + 1)$	Sum
$(f - g)(x) = f(x) - g(x) = (2x - 3) - (x^2 + 1)$	Difference
$(fg)(x) = f(x)g(x) = (2x - 3)(x^2 + 1)$	Product
$(f/g)(x) = \frac{f(x)}{g(x)} = \frac{2x - 3}{x^2 + 1}$	Quotient

You can combine two functions in yet another way, called **composition**. The resulting function is called a **composite function**.



The domain of the composite function  $f \circ g$

Figure 1.30

### Definition of Composite Function

Let  $f$  and  $g$  be functions. The function  $(f \circ g)(x) = f(g(x))$  is the **composite** of  $f$  with  $g$ . The domain of  $f \circ g$  is the set of all  $x$  in the domain of  $g$  such that  $g(x)$  is in the domain of  $f$  (see Figure 1.30).

The composite of  $f$  with  $g$  is generally not the same as the composite of  $g$  with  $f$ . This is shown in the next example.

### EXAMPLE 4 Finding Composite Functions

•••► See [LarsonCalculus.com](http://LarsonCalculus.com) for an interactive version of this type of example.

For  $f(x) = 2x - 3$  and  $g(x) = x^2 + 1$ , find each composite function.

- a.  $f \circ g$       b.  $g \circ f$

#### Solution

a. $(f \circ g)(x) = f(g(x))$	Definition of $f \circ g$
$= f(x^2 + 1)$	Substitute $x^2 + 1$ for $g(x)$ .
$= 2(x^2 + 1) - 3$	Definition of $f(x)$
$= 2x^2 - 1$	Simplify.
b. $(g \circ f)x = g(f(x))$	Definition of $g \circ f$
$= g(2x - 3)$	Substitute $2x - 3$ for $f(x)$ .
$= (2x - 3)^2 + 1$	Definition of $g(x)$
$= 4x^2 - 12x + 10$	Simplify.

Note that  $(f \circ g)(x) \neq (g \circ f)(x)$ .

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