BEGINNING AND INTERMEDIATE ALGEBRA

A Combined Text/Workbook



Beginning and Intermediate Algebra A Combined Text/Workbook

Charles P. McKeague

CUESTA COLLEGE





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Brooks/Cole-Thomson Learning 511 Forest Lodge Road Pacific Grove, CA 93950 USA

Asia

Thomson Learning 5 Shenton Way #01-01 UIC Building Singapore 068808

Australia/New Zealand

Thomson Learning 102 Dodds Street Southbank, Victoria 3006 Australia

Canada

Nelson 1120 Birchmount Road Toronto, Ontario M1K 5G4 Canada

Europe/Middle East/Africa

Thomson Learning High Holborn House 50/51 Bedford Row London WC1R 4LR United Kingdom

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BEGINNING AND INTERMEDIATE ALGEBRA

A Combined Text/Workbook



Exceptionally clear and accessible, Pat McKeague's best-selling texts offer all the review, drill, and practice students need to develop rock-solid mathematical proficiency and confidence. McKeague's attention to detail, exceptional writing style, and organization of mathematical concepts have made his texts favorites among instructors and students.

Building on his reputation for studentfriendly content and supportive pedagogy, McKeague reaffirms his presence as a leader in developmental mathematics with Beginning and Intermediate Algebra: A Combined Text/Workbook. Ideal for either a lecture-format class or a self-paced situation, this new text features an emphasis on the connections among equations, tables, and graphs by incorporating pedagogy that addresses collaborative learning and terminology.

Take a tour through this special visual preview to learn more about Beginning and Intermediate Algebra: A Combined Text/Workbook.

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Always motivating, always encouraging

Why are McKeague's books best-sellers? Part of his success begins with his effective approach to learning.

A straightforward learning system.

McKeague's EPAS system (Example, Practice Problem, Answer, Solution) moves students through each new concept with ease. The EPAS approach helps students break up their problem solving into manageable steps. Here is how it works:

The Addition Method

This gives us x = 3. Using this value of x in the second equation of our original system, we have

$$3 + 3y = 3$$

$$3y = 0$$

$$y = 0$$

We could substitute x = 3 into any of the equations with both x and y variables and also get y = 0. The solution to our system is the ordered pair (3, 0). Figure 3 is a picture of the system of equations showing the solution (3, 0).

EXAMPLE 4 Solve the system.

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

$$3x + 5y = -2$$

SOLUTION Let's eliminate x from the two equations. If we multiply the first equation by 3 and the second by -2, the coefficients of x will be 6 and -6, respectively. The x terms in the two equations will then add to zero.

$$2x + 3y = -1 \xrightarrow{\text{Multiply by 3}} 6x + 9y = -3$$
$$3x + 5y = -2 \xrightarrow{\text{Multiply by } -2} -6x - 10y = 4$$

We now add the left and right sides of our new system together.

$$6x + 9y = -3$$

$$-6x - 10y = 4$$

$$-y = 1$$

$$y = -1$$

Substituting y = -1 into the first equation in our original system, we have

$$2x + 3(-1) = -1$$
$$2x - 3 = -1$$

$$2x = 2$$

$$x = 1$$

The solution to our system is (1, -1). It is the only ordered pair that satisfies

EXAMPLE 5 Solve the system.

$$3x + 5y = -7$$

$$5x + 4y = 10$$

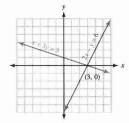
SOLUTION Let's eliminate y by multiplying the first equation by -4 and the second equation by 5.

$$3x + 5y = -7 \xrightarrow{\text{Multiply by } -4} -12x - 20y = 28$$

$$5x + 4y = 10 \xrightarrow{\text{Multiply by 5}} \frac{25x + 20y = 50}{13x} = 78$$

$$x = 6$$

Substitute x = 6 into either equation in our original system, and the result will be y = -5. The solution is therefore (6, -5).



4. Solve the system. 3x + 2y = 3

$$2x + 5y = 13$$

Note: If you are having trouble understanding this method of solution, it is probably because you can't see why we chose to multiply by 3 and -2 in the first step of Example 4. Look at the result of doing so: the 6x and -6x will add to 0. We chose to multiply by 3 and -2 because they produce 6x and -6x, which will add

5. Solve the system. 5x + 4y = -62x + 3y = -8

3. (3, 2) **4.** (-1, 3) **5.** (2, -4)

In the margin, next to each example, is a Practice Problem. Students begin by reading through the text, stopping after they have read through an example. Then they work the Practice Problem in the margin next to the example.

When they are finished, they check the answer to the Practice Problem at the bottom of the page. If they have made a mistake, they try the problem again. If they still can't arrive at the correct answer. students look at the solution to the Practice Problem in the back of the book.

140 LINEAR EQUATIONS AND INEQUALITIES

Translate each of the following into an equation, and then solve that equation.

51. What number is 25% of 40?

52. What number is 75% of 40?

53. What number is 12% of 2,000?

54. What number is 9% of 3,000?

55. What percent of 28 is 7?

56. What percent of 28 is 21?

57. What percent of 40 is 14?

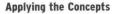
58. What percent of 20 is 14?

59. 32 is 50% of what number?

60. 16 is 50% of what number?

61. 240 is 12% of what number?

62. 360 is 12% of what number?



More About Temperatures As we mentioned in Chapter 1, in the U.S. system, temperature is measured on the Fahrenheit scale. In the metric system, temperature is measured on the Celsius scale. On the Celsius scale, water boils at 100 degrees and freezes at 0 degrees. To denote a temperature of 100 degrees on the Celsius scale, we write

100°C, which is read "100 degrees Celsius"

Table 1 is intended to give you an intuitive idea of the formulas, in both symbols and words, that are us

	TEMPERATURE			
SITUATION	FAHRENHEIT	CELSIUS		
Water freezes	32°F	0°C		
Room temperature	68°F	20°C		
Normal body temperature	98.6°F	37°C		
Water boils	212°F	100°C		
Bake cookies	365°F	185°C		

- **63.** Let F = 212 in the formula $C = \frac{5}{9}(F 32)$, and solve C. Does the value of C agree with the information Table 1?
- **65.** Let F = 68 in the formula C = $\frac{5}{9}$ (F 32), and solve C. Does the value of C agree with the information

After working their way through the section, they are ready to start on the problems in the Problem Set. which gives students ample opportunity to hone their skills. Each Problem Set drills students, shows them how concepts can be applied, and provides another chance for review. As an added bonus. a 5- to 10-minute video lesson (featuring Pat McKeague working some of the odd-numbered problems of every section of the text) appears on the complimentary Digital Video Companion CD-ROM. See page 8 for details of this exciting learning tool.

142 LINEAR EQUATIONS AND INEQUALITIES

Baseball Major league baseball has various player awards at the end of the year. One of them is the Rolaids Relief Man of the Year. To compute the Relief Man standings, points are gained or taken away based on the number of wins, losses, saves, and blown saves a relief pitcher has at the end of the year. The pitcher with the most Rolaids Points is the Rolaids Relief Man of the Year. The formula P = 3s + 2w - 2l - 2b gives the number of Rolaids points a pitcher earns, where s =saves, w =wins, l =losses, and b =blown saves. Use this formula to complete the following tables.

81. National League

PITCHER, TEAM	w	L	SAVES	BLOWN SAVES	ROLAIDS POINTS
John Franco, New York	0	8	38	8	
Billy Wagner, Houston	4	3	30	5	
Gregg Olson, Arizona	3	4	30	4	
Bob Wickman, Milwaukee	6	9	25	7	

- 83. Jeweiry Content Silver jewelry is actually a mixture of silver and copper. Suppose you have a silver bracelet the weights 20 trans and contains 12 grams of silver. (https://percent.of.the.bracelet.is.sirver.)
 - (D) What pergent of the brackers coppe?
- 85. Pemp with a find Attitude TA's vision into be to in the introduction to this Chapter the EAS I relationship between air temperature and altitude. The higher above the Family we are, the Tower the temperature. If the temperature on the ground is 56°F, then the temperature T at altitude A is given by the formalia.

$$T = -0.0035A + 30$$

Use this formula to fill in the table below.

ALTITUDE (FEET)	TEMPERATURE (°F)
0	
9,000	
15,000	
21,000	
28,000	
40,000	

82. American League

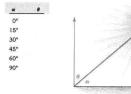
PITCHER, TEAM	w	L	SAVES	BLOWN SAVES	ROLAIDS POINTS
Rick Aguilera, Minnesota	4	9	38	11	
Billy Taylor, Oakland	4	9	33	4	
Randy Myers, Toronto	3	4	28	5	
Todd Jones, Detroit	1	4	28	4	

84. Treasury Bonds If you buy a \$5,000 treasury bond that pays 6% interest each year, then in *t* years its value will be

$$V = 5.000(1.06)^{\circ}$$

Find the value of this bond after 2 years.

86. Complementary Angles The diagram below shows sunlight hitting the ground. Angle α (alpha) is called the angle of inclination, and angle θ (theta) is called the angle of incidence. As the sun moves across the sky, the values of these angles change. Assume that $\alpha + \theta = 90^\circ$, and fill in the table below.



Review Problems

Write an equivalent expression in English. Include the words sum and difference when possible.

87. 4 + 1 = 5

88. 7 + 3 = 10

89. 6 - 2 = 4

90. 8-1=7

For each of the following expressions, write an equivalent expression with numbers.

91. Twice the sum of 6 and 3

92. Four added to the product of 5 and -1

93. The sum of twice 5 and 3 is 13.

94. Twice the difference of 8 and 2 is 12.

Excellent visualization of topics.

McKeague's text contains a wealth of diagrams, charts, and graphs. This gives students additional information, in visual form, to help them understand the topics covered. These visuals are also featured prominently in each chapter opener.

Linear Equations and Inequalities



INTRODUCTION

Just before starting work on this edition of your text, I flew to Europe for vacation. From time to time the television screens on the plane displayed statistics about the flight. At one point during the flight the temperature outside the plane was -60° F. When I returned home, I did some research and found that the relationship between temperature T and altitude A can be described with the formula

T = -0.0035A + 70

when the temperature on the ground is 70°F. The table and the line graph also describe this relationship.

AIR TEMPERATURE AND ALTITUDE			
ALTITUDE (FEET)	TEMPERATURE (°F)		
0	70		
10,000	35		

CHAPTER OUTLINE

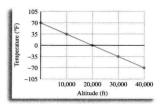
- 2.1 Simplifying Expressions
- 2.2 Addition Property of Equality
- 2.3 Multiplication Property of Equality
- 2.4 Solving Linear Equations
- 2.5 Formulas
- 2.6 Applications
- 2.7 More Applications
- 2.8 Linear Inequalities

STUDY SKILLS

If you have successfully completed Chapter 1, then you have made a good start at developing the study skills necessary to succeed in all math classes. Here is the list of study skills for this chapter. Some are a continuation of the skills from Chapter 1, whereas others are new to this chapter.

- 1. Continue to Set and Keep a Schedule Sometimes I find students do well in Chapter I and then become overconfident. They begin to put in less time with their homework. Don't do it. Keep to the same schedule.
- 2. Increase Effectiveness You want to become more and more effective with the time you spend on your homework. You want to increase the amount of learning you obtain in the time you have set aside. Increase those activities that you feel are the most beneficial, and decrease those that have not given you the results you want.
- **3. List Difficult Problems** Begin to make lists of problems that give you the most difficulty. These are problems in which you are repeatedly making mistakes.
- **4. Begin to Develop Confidence with Word Problems** It seems that the major difference between those people who are good at working word problems and those who are not is confidence. The people with confidence know that no matter how long it takes them, they eventually will be able to solve the problem. Those without confidence begin by saying to themselves, "I'll never be able to work this problem." Are you like that? If you are, what you need to do is put your old ideas about you and word problems aside for a while and make a decision to be successful. Sometimes that's all it takes. Instead of telling yourself that you can't do word problems, that you don't like them, or that they're not good for anything anyway, decide to do whatever it takes to master them.

Many of my students keep a notebook that contains everything that they need for the course: class notes, homework, quizzes, tests, and research projects. A three-ring binder with tabs is ideal. Organize your notebook so that you can easily get to any item you wish to look at.



or work with formulas, and you will see how we sand line graphs like the ones above.



Clear application of the concepts.

Students start each chapter with clarifying applications and objectives that help them map out upcoming concepts. Chapters begin with a two-page opening that includes real-world applications or a historical example followed by *Study Skills* (helpful tips for students).

3.8 Applications

I often have heard students remark about the word problems in beginning algebra: "What does this have to do with real life?" Most of the word problems we will encounter don't have much to do with "real life." We are actually just practicing. Ultimately, all problems requiring the use of algebra are word problems; that is, they are stated in words first, then translated to symbols. The problem then is solved by some system of mathematics, like algebra. Most real applications involve calculus or higher levels of mathematics. So, if the problems we solve are upsetting or frustrating to you, then you probably are taking them too seriously.

The word problems in this section have two unknown quantities. We will write two equations in two variables (each of which represents one of the unknown quantities), which of course is a system of equations. We then solve the system by one of the methods developed in the previous sections of this chapter. Here are the steps to follow in solving these word problems.

Blueprint for Problem Solving Using a System of Equations

- Step 1: Read the problem, and then mentally list the items that are known and the items that are unknown.
- Step 2: Assign variables to each of the unknown items; that is, let x = one of the unknown items and y =the other unknown item. Then translate the other information in the problem to expressions involving the two variables.
- Step 3: Reread the problem, and then write a system of equations, using the items and variables listed in steps 1 and 2, that describes the situation.
- Sten 4: Solve the system found in sten 3.
- Step 5: Write your answers using complete sentences.
- Step 6: Reread the problem, and check your solution with the original words in the problem.

Remember, the more problems you work, the more problems you will be able to work. If you have trouble getting started on the problem set, come back to the examples and work through them yourself. The examples are similar to the problems found in the problem set.

Number Problem

EXAMPLE 1 One number is 2 more than 5 times another number. Their sum is 20. Find the two numbers.

SOLUTION Applying the steps in our blueprint, we have

- Step 1: We know that the two numbers have a sum of 20 and that one of them is 2 more than 5 times the other. We don't know what the numbers themselves are.
- Step 2: Let x represent one of the numbers and y represent the other. "One number is 2 more than 5 times another" translates to

v = 5x + 2

"Their sum is 20" translates to

x + y = 20

Step-by-step guides to successful problem solving. McKeague's Blueprint for Problem Solving offers a detailed outline of the steps needed to successfully attempt application problems. Intended as a guide to problem solving in general, the Blueprint overlays the solution process to all the application problems in the first few chapters of the book. As students become more familiar with problem solving, the steps in the Blueprint are streamlined.

Practice Problems

One number is 3 more than twice another. Their sum is 9. Find the



Getting Ready for Class

After reading through the preceding section, respond in your own words and in complete sentences.

- A. How can you tell if an ordered pair is a solution to an equation?
- **B.** How would you find a solution to y = 3x 5?
- **C.** Why is (3, 2) not a solution to y = 3x 5?
- D. How many solutions are there to an equation that contains two variables?

Class-preparation exercises that build confidence.

Located before each problem set, Getting Ready for Class sections require written responses from students, and can be answered by reading the preceding section. They are to be done before the students come to class.

Helping students understand the logic behind the mathematics

Chapter after chapter, McKeague helps students develop their analytical skills while building on their accumulated knowledge and confidence.

49. Wireless Phone Costs The table and bar chart from Prob-

lem 95 in Problem Set 1.4 are shown here. Each

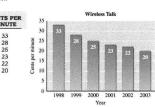
Exercises that help students interact with the mathematics in various forms. Students are required to analyze information from tables and convert it to graphical form, including bar charts and scatter diagrams. From there they are required to graph ordered pairs and linear equations on a rectangular coordinate system.

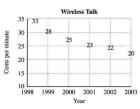
An incorporation of geometru

that demonstrates its

relationship to algebra. Facts from Geometry are accompanied by examples so students see how geometry is related to the algebra they are learning.

shows the projected cost of a wireless phone use. Use the information from the table and chart to construct a

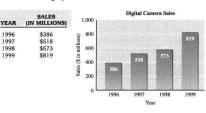




51. Unemployment Rates The following table shows adjusted unemployment rates in the United States for the years 1983 to 1993. Construct a line graph of this in-

	NEMPLOYMENT RATES
YEAR	UNEMPLOYMENT RATE (%
1983	10.2
1984	7.8
1985	7.4
1986	7.0
1987	6.3
1988	5.4
1989	5.2
1990	5.4
1991	6.5
1992	7.3

50. Digital Camera Sales The table and bar chart from Problem 76 in Problem Set 1.3 are shown here. Each shows the sales of digital cameras from 1996 to 1999. Use the information from the table and chart to con-





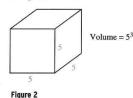
52. Tourist Attraction Attendance The annual number of visitors to some of the most popular tourist attractions in the mid-1990s is shown in the following table. Construct a line graph for the information in this table.

ATTRACTION	NUMBER OF VISITOR
Walt Disney World	30,000,000
Disneyland	12,000,000
Great Smokey Mountains	9,000,000
Universal Studies, Orlando	6,000,000
Branson, Missouri	5,000,000
Grand Canyon	3,900,000
Sea World, Orlando	3,850,000
Sea World, San Diego	3,820,000
Knott's Berry Farm	3,800,000

Facts From Geometry: Volume of a Rectangular Solid

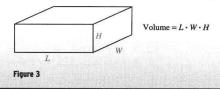
It is easy to see why the phrase "five squared" is associated with the expression 52. Simply find the area of the square shown in Figure 1 with a side of 5.





To see why the phrase "five cubed" is associated with the expression 53, we have to find the volume of a cube for which all three dimensions are 5 units long. The volume of a cube is a measure of the space occupied by the cube. To calculate the volume of the cube shown in Figure 2, we multiply the three dimensions together to get $5 \cdot 5 \cdot 5 = 5^3$.

The cube shown in Figure 2 is a special case of a general category of threedimensional geometric figures called rectangular solids. Rectangular solids have rectangles for sides, and all connecting sides meet at right angles. The three dimensions are length, width, and height. To find the volume of a rectangular solid, we find the product of the three dimensions, as shown in Figure 3.



Note: If we include units with the dimensions of the diagrams, then the units for the area will be square units and the units for volume will be cubic units. More specifically,

If a square has a side 5 inches long, then its area will be

 $A = (5 \text{ inches})^2 = 25 \text{ inches}^2$ where the unit inches2 stands for square inches

If a cube has a single side 5 inches long, then its volume will be

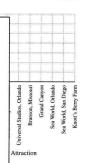
 $V = (5 \text{ inches})^3 = 125 \text{ inches}^3$ where the unit inches3 stands for cubic inches.

If a rectangular solid has a length of 5 inches, a width of 4 inches, and a height of 3 inches, then its volume is

V = (5 inches)(4 inches)(3 inches)

12. 16x6 13. $\frac{1}{9}x^6y^4$ 15. 18v5

16. 72x9y16



CHAPTER 5 SUMMARY

Greatest Common Factor [5.1]

The largest monomial that divides each term of a polynomial is called the greatest common factor for that polynomial. We begin all factoring by factoring out the greatest common factor.

Factoring Trinomials [5.2, 5.3]

One method of factoring a trinomial is to list all pairs of binomials the product of whose first terms gives the first term of the trinomial and the product of whose last terms gives the last term of the trinomial. We then choose the pair that gives the correct middle term for the original trinomial.

Special Factorings [5.4]

$$a^{2} + 2ab + b^{2} = (a + b)^{2}$$

 $a^{2} - 2ab + b^{2} = (a - b)^{2}$
 $a^{2} - b^{2} = (a + b)(a - b)$

Strategy for Factoring a Polynomial [5.5]

Step 1: If the polynomial has a greatest common factor other than 1, then factor out the greatest common fac

Step 2: If the polynomial has two term difference of two squares. Rem will not factor.

Step 3: If the polynomial has three term square trinomial that will factor not a perfect square trinomial, i method developed in Section 6.

Step 4: If the polynomial has more the grouping.

Step 5: As a final check, see if any of t tored further. If you have overlo

Strategy for Solving a Quadratic Equation [5.

Step 1: Write the equation in standard

$$ax^2 + bx + c = 0$$

Step 2: Factor completely.

Step 3: Set each variable factor equal to

Step 4: Solve the equations found in ste

Step 5: Check solutions, if necessary.

Examples1. $8x^4 - 10x^3 + 6x^2$ $= 2x^2 \cdot 4x^2 - 2x^2 \cdot 5x + 2x^2 \cdot 3$ $=2x^2(4x^2-5x+3)$

2. $x^2 + 5x + 6 = (x + 2)(x + 3)$ $x^2 - 5x + 6 = (x - 2)(x - 3)$ $6x^2 - x - 2 = (2x + 1)(3x - 2)$ $6x^2 + 7x + 2 = (2x + 1)(3x + 2)$

3. $x^2 + 10x + 25 = (x + 5)^2$ $x^2 - 10x + 25 = (x - 5)^2$ $x^2 - 25 = (x + 5)(x - 5)$

4. a. $2x^5 - 8x^3 = 2x^3(x^2 - 4)$ $=2x^3(x+2)(x-2)$

Putting the pieces together.

End-of-chapter retrospectives approach concepts from a variety of perspectives, ensuring that students truly understand what they've just learned. Retrospectives include Chapter Summaries, Cumulative Reviews (beginning in Chapter 2), Chapter Reviews, and a Chapter Test, followed by a group project and research project for each chapter.

Chapter 5 Projects 403

CHAPTER 5 PROJECTS

Factoring

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Visual Factoring

Number of People: 2 or 3 Time Needed: 10-15 minutes

Equipment: Pencil, graph paper, and scissors

Background: When a geometric figure is divided into smaller figures, the area of the original figure and the area of any rearrangement of the smaller figures must be the same. We can use this fact to help visualize some factoring problems.

Procedure: Use the diagram below to work the following problems.



- 1. Write a polynomial involving x that gives the area of the diagram.
- 2. Factor the polynomial found in Part 1
- 3. Copy the figure onto graph paper, then cut along the lines so that you end up with 2 squares and 6 rectangles.
- 4. Rearrange the pieces from Part 3 to show that the factorization you did in Part 2 is correct

BEN RESEARCH PROJECT BEN

Factoring and Internet Security



The security of the information on computers is directly related to factoring of whole numbers. The key lies in the fact that multiplying whole numbers is a straightforward, simple task, whereas factoring can be very time-consuming. For example, multiplying the numbers 1234 and 3433 to obtain 4236322 takes very little time, even if done by hand. But given the number 4236322, finding its factors, even with a calculator or computer, is more than you want to try. The discipline that studies how to make and break codes is cryptography. The current Web browsers, such as Internet Explorer and Netscape, use a system called RSA publickey cryptosystem invented by Adi Shamir of Israel's Weizmann Institute of Science. In 1999 Shamir announced that he had found a method of factoring large numbers quickly that will put the current Internet security system at risk.

Research the connection between computer security and factoring, the RSA cryptosystem, and the current state of security on the Internet, and then write an essay summarizing your results.

Also in this edition:

- Coverage of number sequences, unit analysis, and conditional statements.
- Timely graphing calculator material that keeps students up-to-date with current technology.
- Early coverage of graphing and functions.



McKeague leads the course in technology resources



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Digital Video Companion CD-ROM

With more than five hours of video instruction, the

Digital Video Companion CD-ROM is the ideal study companion. The CD-ROM is based on solid educational principles, including instruction and evaluation.

Instruction is at the core of the *Digital Video Companion*, so each section of McKeague's text is covered by a 5- to 10-minute video lesson. Each chapter starts with a short opening video that shows how the material in the chapter relates to real life. The problems worked during the video lesson are listed next to the viewing screen, so that students can try working them in advance. A slider bar gives immediate access to any part of the video lesson.

To further assist students, *MathCue* tutorial software is now integrated into the *Digital Video Companion*. *MathCue Tutorial* lets students practice with problems, then scores them and offers annotated, step-by-step solutions.

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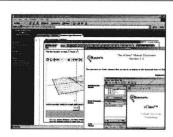
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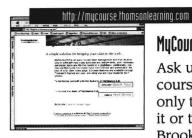


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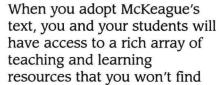
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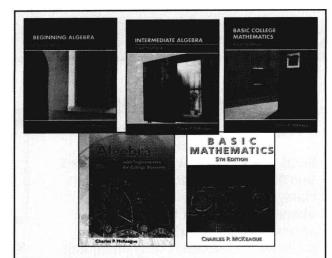
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