

FOURTH EDITION

FUNCTIONS MODELING CHANGE

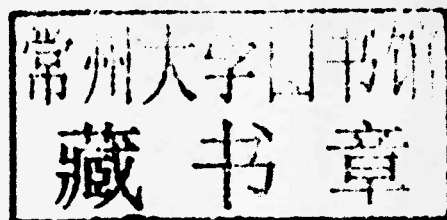
A Preparation for Calculus

Connally Hughes-Hallett Gleason et al.

International Student Version

FUNCTIONS MODELING CHANGE: A Preparation for Calculus

Fourth Edition: International Student Version



Dedicated to Ben, Jonah, and Isabel

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FUNCTIONS MODELING CHANGE: A Preparation for Calculus

Fourth Edition: International Student Version

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PREFACE

Mathematics has the extraordinary power to reduce complicated problems to simple rules and procedures. Therein lies the danger in teaching mathematics: it is possible to teach the subject as nothing but the rules and procedures—thereby losing sight of both the mathematics and its practical value. The fourth edition of *Functions Modeling Change: A Preparation for Calculus* continues our effort to refocus the teaching of mathematics on concepts as well as procedures.

Fourth Edition: Focus

The focus of this edition remains the same as in previous editions: a balance of understanding and skills. We stress conceptual understanding and multiple ways of representing mathematical ideas. Our goal is to provide students with a clear understanding of functions as a solid foundation for subsequent courses in mathematics and other disciplines. When we designed this curriculum under an NSF grant, we started with a clean slate. We focused on the key concepts, emphasizing depth of understanding.

Skills are developed in the context of problems and reinforced in a variety of settings, thereby encouraging retention. This balance of skills and understanding enables students to realize the power of mathematics in modeling.

Fourth Edition: Flexibility

Precalculus courses are taken by a wide range of students and are taught in a wide variety of styles. As instructors ourselves, we know that the balance we choose depends on the students we have: sometimes a focus on conceptual understanding is best; sometimes more skill-building is needed.

To enable instructors to select the balance appropriate for their students, we have increased the options available in the fourth edition. Instructors will find that by selecting sections and exercises that reflect their goals, they can tailor the materials to their students and their institution.

Origin of Text: The Calculus Consortium for Higher Education

This book is the work of faculty at a diverse consortium of institutions, and was originally generously supported by the National Science Foundation. It represents the first consensus among such a diverse group of faculty to have shaped a mainstream precalculus text. Bringing together the results of research and experience with the views of many users, this text is designed to be used in a wide range of institutions.

Guiding Principles: Varied Problems and the Rule of Four

Since students usually learn most when they are active, the exercises in a text are of central importance. In addition, we have found that multiple representations encourage students to reflect on the meaning of the material. Consequently, we have been guided by the following principles.

- Problems should be varied and some should be challenging. Many of our problems cannot be done by following a template in the text.
- The Rule of Four: each concept and function should be represented symbolically, numerically, graphically, and verbally. This principle, originally introduced by the consortium, promotes multiple representations.
- Students and instructors should have a quick way to pinpoint misunderstandings before moving on. To this end, we include Check Your Understanding true-false problems at the end of each chapter.

- The components of a precalculus curriculum should be tied together by clearly defined themes. Functions as models of change is our central theme, and algebra is integrated where appropriate.
- Topics should be fewer in number than is customary so that they can be treated in greater depth. The core syllabus of precalculus should include only those topics that are essential to the study of calculus.
- Problems involving real data should be included to prepare students to use mathematics in other fields.
- To use mathematics effectively, students should develop skill in both symbolic manipulation and the use of technology. The exact proportions of each may vary widely, depending on the preparation of the student and the wishes of the instructor.
- Materials for precalculus should allow for a broad range of teaching styles. They should be flexible enough to use in large lecture halls, small classes, or in group or lab settings.

Changes in the Fourth Edition

The fourth edition retains the hallmarks of earlier editions and reflects the many helpful suggestions from users in the following changes.

- **Algebraic Skills Refreshers** are introduced in two formats, both integrated with the text:
 - **Skills Refresher exercises** are included at the start of many exercise sets, identified by **S1**, **S2**, etc.
 - **Skills Refresher sections** are included at the end of some chapters.
- A new **Chapter 3 on Quadratic Functions** brings together and expands the material on quadratics in the former Sections 2.6 and 5.5.
- **Section 4.4 on Compound Interest** and **Section 4.5 on the Number e** have been reorganized to give instructors more flexibility in deciding how to introduce e .
- **Limit Notation** has been moved to the end of **Section 5.3** to provide additional flexibility in how, or whether, limit notation is introduced.
- A new **Section 6.5 on Combining Transformations** investigates the effect of varying the order in which transformations are applied to functions and their graphs.
- The material on **trigonometry** in the former Chapters 6 and 7 has been expanded and reorganized into three chapters, allowing instructors to tailor their approach to the needs of their students.
 - **Chapter 7 defines the trigonometric functions** in circles and triangles.
 - **Chapter 8 studies the behavior of the trigonometric functions** and their graphs, and introduces trigonometric identities, polar coordinates, and complex numbers.
 - **Chapter 9 investigates trigonometric identities** and their applications to modeling.
- **Data and problems** have been updated and revised as appropriate. Many new problems have been added.
- **ConcepTests** for precalculus are available for instructors looking for innovative ways to promote active learning in the classroom. Further information is provided under Supplementary Materials on page viii.

What Student Background is Expected?

Students using this book should have successfully completed a course in intermediate algebra or high school algebra II. The book is thought-provoking for well-prepared students while still accessible to students with weaker backgrounds. Providing numerical and graphical approaches as well as algebraic gives students various ways to master the material. This encourages students to persist, thereby lowering failure rates.

Our Experiences

Previous editions of this book were used by hundreds of schools around the country. In this diverse group of schools, the first three editions were successfully used with many different types of students in semester and quarter systems, in large lectures and small classes, as well as in full-year courses in secondary schools. They were used in computer labs, small groups, and traditional settings, and with a number of different technologies.

Content

The central theme of this course is functions as models of change. We emphasize that functions can be grouped into families and that functions can be used as models for real-world behavior. Because linear, quadratic, exponential, power, and periodic functions are more frequently used to model physical phenomena, they are introduced before polynomial and rational functions. Once introduced, a family of functions is compared and contrasted with other families of functions.

A large number of the examples and problems that students see in this precalculus course are given in the context of real-world problems. Indeed, we hope that students will be able to create mathematical models that help them understand the world in which they live. The inclusion of non-routine problems is intended to establish the idea that such problems are not only part of mathematics, but in some sense are the point of mathematics.

The book does not require any specific software or technology. Instructors have used the material with graphing calculators and graphing software. Any technology with the ability to graph functions will suffice.

Chapter 1: Linear Functions and Change

This chapter introduces the concept of a function and graphical, tabular, symbolic, and verbal representations of functions, discussing the advantages and disadvantages of each representation. It introduces rates of change and uses them to characterize linear functions. A section on fitting a linear function to data is included.

The **Skills Refresher** section for Chapter 1 reviews linear equations and the coordinate plane.

Chapter 2: Functions

This chapter studies function notation in more detail, after its introduction in Chapter 1. It introduces domain, range, and the concepts of composite and inverse functions and investigates the idea of concavity using rates of change. A section on piecewise functions is included.

Chapter 3: Quadratic Functions

This chapter introduces the standard, factored, and vertex forms of a quadratic function and explores their relationship to graphs. The family of quadratic functions provides an opportunity to see the effect of parameters on functional behavior.

The **Skills Refresher** section for Chapter 3 reviews factoring, completing the square, and quadratic equations.

Chapter 4: Exponential Functions

This chapter introduces the family of exponential functions and the number e . It compares exponential and linear functions, solves exponential equations graphically, and gives applications to compound interest.

The **Skills Refresher** section for Chapter 4 reviews the properties of exponents.

Chapter 5: Logarithmic Functions

This chapter introduces logarithmic functions with base 10 and base e , both in order to solve exponential equations and as inverses of exponential functions. After discussing manipulations with logarithms, the chapter focuses on modeling with exponential functions and logarithms. Logarithmic scales and a section on linearizing data conclude the chapter.

The **Skills Refresher** section for Chapter 5 reviews the properties of logarithms.

Chapter 6: Transformations of Functions and Their Graphs

This chapter investigates transformations—shifting, reflecting, and stretching. The last section investigates the effect of changing the order of transformations and suggests a standard way of writing transformations.

Chapter 7: Trigonometry in Circles and Triangles

This chapter, which opens with modeling periodic phenomena, introduces the trigonometric functions of an angle measured in degrees: sine, cosine, tangent, and, briefly, secant, cosecant, and cotangent. Definitions of these functions use the unit circle and are related to definitions using right triangles. The graphs of sine, cosine, and tangent are introduced. The treatment of triangles includes both right and non-right triangles and the inverse trigonometric functions for angles in a right triangle.

The **Skills Refresher** section for Chapter 7 reviews the special angles in 30° - 60° - 90° and 45° - 45° - 90° triangles.

Chapter 8: The Trigonometric Functions

This chapter opens with the definition of radians and then studies sinusoidal behavior. It introduces basic identities and revisits inverse trigonometric functions. It also introduces polar coordinates and complex numbers, including Euler's and de Moivre's formulas.

Chapter 9: Trigonometric Identities and Their Applications

The first two sections of this chapter provide a thorough treatment of identities, including double-angle identities and identities involving the sum and difference of angles. The third section shows the uses of trigonometry in mathematical modeling.

Chapter 10: Compositions, Inverses, and Combinations of Functions

This chapter discusses combinations of functions. It investigates composite and inverse functions, which were introduced in Chapter 2, in more detail.

Chapter 11: Polynomial and Rational Functions

This chapter discusses power functions, polynomials, and rational functions. The chapter concludes by comparing several families of functions, including polynomial and exponential functions, and by fitting functions to data.

The **Skills Refresher** section for Chapter 11 reviews algebraic fractions.

Chapter 12: Vectors

This chapter contains material on vectors and operations involving vectors. An introduction to matrices is included in the last section.

Chapter 13: Sequences and Series

This chapter introduces arithmetic and geometric sequences and series and their applications.

Chapter 14: Parametric Equations and Conic Sections

The concluding chapter looks at parametric equations, implicit functions, hyperbolic functions, and conic sections: circles, ellipses, and hyperbolas. The chapter includes a section on the geometrical properties of the conic sections and their applications to orbits.

Supplementary Materials

The following supplementary materials are available for the Fourth Edition:

- **The Instructor's Manual** contains teaching tips, lesson plans, syllabi, and worksheets. It has been expanded and revised to include worksheets, identification of technology-oriented problems, and new syllabi.

- **The Instructor's Solution Manual** has complete solutions to all problems.
- **The Computerized Test Bank**, available in both PC and Macintosh formats, allows instructors to create, customize, and print a test containing any combinations of questions from a large bank of questions. Instructors can also customize the questions or create their own.
- **Classroom Activities** are posted at the book companion website. These activities were developed to facilitate in-class group work as well as to introduce new concepts and to practice skills. In addition to the blank copies for each activity that can be handed out to the students, a copy of the activity with fully worked out solutions is also available.
- **The Book Companion Site** contains all instructor supplements.
- **WileyPLUS** is a powerful and highly integrated suite of online teaching and learning resources providing course management options to instructors and students. Instructors can automate the process of assigning, delivering, and grading algorithmically generated homework exercises, and giving hints and solutions, while providing students with immediate feedback. In addition, WileyPLUS provides student tutorials, an instructor gradebook, integrated links to the electronic version of the text, and all of the text supplemental materials. For more information, visit www.wiley.com/college/wileyplus or contact your local Wiley representative for more details.
- **The Faculty Resource Network** is a peer network of academic faculty dedicated to the effective use of technology in the classroom. This group can help you apply innovative classroom techniques, implement specific software packages, and tailor the technology experience to the specific needs of each individual class. Ask your Wiley representative for more details.

ConceptTests

ConceptTests, modeled on the pioneering work of Harvard physicist Eric Mazur, are questions designed to promote active learning during class, particularly (but not exclusively) in large lectures. Our evaluation data show students taught with ConceptTests outperformed students taught by traditional lecture methods 73% versus 17% on conceptual questions, and 63% versus 54% on computational problems. ConceptTests arranged by section are available in PowerPoint and Classroom Response System-ready formats from your Wiley representative.

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We would like to thank the many people who made this book possible. First, we would like to thank the National Science Foundation for their trust and their support; we are particularly grateful to Jim Lightbourne and Spud Bradley.

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To Students: How to Learn from this Book

- This book may be different from other math textbooks that you have used, so it may be helpful to know about some of the differences in advance. At every stage, this book emphasizes the *meaning* (in practical, graphical or numerical terms) of the symbols you are using. There is much less emphasis on “plug-and-chug” and using formulas, and much more emphasis on the interpretation of these formulas than you may expect. You will often be asked to explain your ideas in words or to explain an answer using graphs.
- The book contains the main ideas of precalculus in plain English. Success in using this book will depend on reading, questioning, and thinking hard about the ideas presented. It will be helpful to read the text in detail, not just the worked examples.
- There are few examples in the text that are exactly like the homework problems, so homework problems can’t be done by searching for similar-looking “worked out” examples. Success with the homework will come by grappling with the ideas of precalculus.
- Many of the problems in the book are open-ended. This means that there is more than one correct approach and more than one correct solution. Sometimes, solving a problem relies on common-sense ideas that are not stated in the problem explicitly but which you know from everyday life.
- This book assumes that you have access to a calculator or computer that can graph functions and find (approximate) roots of equations. There are many situations where you may not be able to find an exact solution to a problem, but can use a calculator or computer to get a reasonable approximation. An answer obtained this way can be as useful as an exact one. However, the problem does not always state that a calculator is required, so use your own judgment.
- This book attempts to give equal weight to four methods for describing functions: graphical (a picture), numerical (a table of values), algebraic (a formula) and verbal (words). Sometimes it’s easier to translate a problem given in one form into another. For example, you might replace the graph of a parabola with its equation, or plot a table of values to see its behavior. It is important to be flexible about your approach: if one way of looking at a problem doesn’t work, try another.
- Students using this book have found discussing these problems in small groups helpful. There are a great many problems that are not cut-and-dried; it can help to attack them with the other perspectives your colleagues can provide. If group work is not feasible, see if your instructor can organize a discussion session in which additional problems can be worked on.
- You are probably wondering what you’ll get from the book. The answer is, if you put in a solid effort, you will get a real understanding of functions as well as a real sense of how mathematics is used in the age of technology.

Table of Contents

1 LINEAR FUNCTIONS AND CHANGE

1

1.1 FUNCTIONS AND FUNCTION NOTATION 2

1.2 RATE OF CHANGE 10

1.3 LINEAR FUNCTIONS 17

1.4 FORMULAS FOR LINEAR FUNCTIONS 27

1.5 GEOMETRIC PROPERTIES OF LINEAR FUNCTIONS 35

1.6 FITTING LINEAR FUNCTIONS TO DATA 43

REVIEW PROBLEMS 49

CHECK YOUR UNDERSTANDING 57

SKILLS REFRESHER: LINEAR EQUATIONS AND THE COORDINATE PLANE 59

SKILLS FOR LINEAR EQUATIONS 59

2 FUNCTIONS

65

2.1 INPUT AND OUTPUT 66

2.2 DOMAIN AND RANGE 72

2.3 PIECEWISE-DEFINED FUNCTIONS 77

2.4 COMPOSITE AND INVERSE FUNCTIONS 83

2.5 CONCAVITY 89

REVIEW PROBLEMS 94

CHECK YOUR UNDERSTANDING 98

3 QUADRATIC FUNCTIONS

99

3.1 INTRODUCTION TO THE FAMILY OF QUADRATIC FUNCTIONS 100

3.2 THE VERTEX OF A PARABOLA 106

REVIEW PROBLEMS 113

CHECK YOUR UNDERSTANDING 114

SKILLS REFRESHER FOR CHAPTER 3: QUADRATIC EQUATIONS 115

SKILLS FOR FACTORING 115

COMPLETING THE SQUARE 120

4 EXPONENTIAL FUNCTIONS**125**

- 4.1 INTRODUCTION TO THE FAMILY OF EXPONENTIAL FUNCTIONS 126
- 4.2 COMPARING EXPONENTIAL AND LINEAR FUNCTIONS 136
- 4.3 GRAPHS OF EXPONENTIAL FUNCTIONS 144
- 4.4 APPLICATIONS TO COMPOUND INTEREST 150
- 4.5 THE NUMBER e 153
 - REVIEW PROBLEMS 162
 - CHECK YOUR UNDERSTANDING 167
 - SKILLS REFRESHER FOR CHAPTER 4: EXPONENTS 169

5 LOGARITHMIC FUNCTIONS**173**

- 5.1 LOGARITHMS AND THEIR PROPERTIES 174
- 5.2 LOGARITHMS AND EXPONENTIAL MODELS 181
- 5.3 THE LOGARITHMIC FUNCTION 190
- 5.4 LOGARITHMIC SCALES 198
 - REVIEW PROBLEMS 207
 - CHECK YOUR UNDERSTANDING 210
 - SKILLS REFRESHER FOR CHAPTER 5: LOGARITHMS 211

6 TRANSFORMATIONS OF FUNCTIONS AND THEIR GRAPHS**215**

- 6.1 VERTICAL AND HORIZONTAL SHIFTS 216
- 6.2 REFLECTIONS AND SYMMETRY 224
- 6.3 VERTICAL STRETCHES AND COMPRESSIONS 232
- 6.4 HORIZONTAL STRETCHES AND COMPRESSIONS 239
- 6.5 COMBINING TRANSFORMATIONS 245
 - REVIEW PROBLEMS 253
 - CHECK YOUR UNDERSTANDING 257

7 TRIGONOMETRY IN CIRCLES AND TRIANGLES**259**

- 7.1 INTRODUCTION TO PERIODIC FUNCTIONS 260
- 7.2 THE SINE AND COSINE FUNCTIONS 265

7.3	GRAPHS OF SINE AND COSINE	271
7.4	THE TANGENT FUNCTION	279
7.5	RIGHT TRIANGLES: INVERSE TRIGONOMETRIC FUNCTIONS	283
7.6	NON-RIGHT TRIANGLES	287
	REVIEW PROBLEMS	295
	CHECK YOUR UNDERSTANDING	298
	SKILLS REFRESHER FOR CHAPTER 7: SPECIAL ANGLES	299
	SKILLS FOR SPECIAL ANGLES	299

8 THE TRIGONOMETRIC FUNCTIONS

303

8.1	RADIANS AND ARC LENGTH	304
8.2	SINUSOIDAL FUNCTIONS AND THEIR GRAPHS	309
8.3	TRIGONOMETRIC FUNCTIONS: RELATIONSHIPS AND GRAPHS	318
8.4	TRIGONOMETRIC EQUATIONS AND INVERSE FUNCTIONS	325
8.5	POLAR COORDINATES	333
8.6	COMPLEX NUMBERS AND POLAR COORDINATES	338
	REVIEW PROBLEMS	346
	CHECK YOUR UNDERSTANDING	349

9 TRIGONOMETRIC IDENTITIES AND THEIR APPLICATIONS

351

9.1	IDENTITIES, EXPRESSIONS, AND EQUATIONS	352
9.2	SUM AND DIFFERENCE FORMULAS FOR SINE AND COSINE	358
9.3	TRIGONOMETRIC MODELS	365
	REVIEW PROBLEMS	375
	CHECK YOUR UNDERSTANDING	376

10 COMPOSITIONS, INVERSES, AND COMBINATIONS OF FUNCTIONS

377

10.1	COMPOSITION OF FUNCTIONS	378
10.2	INVERTIBILITY AND PROPERTIES OF INVERSE FUNCTIONS	384
10.3	COMBINATIONS OF FUNCTIONS	393
	REVIEW PROBLEMS	402
	CHECK YOUR UNDERSTANDING	407

11 POLYNOMIAL AND RATIONAL FUNCTIONS**409**

- 11.1 POWER FUNCTIONS 410
- 11.2 POLYNOMIAL FUNCTIONS 418
- 11.3 THE SHORT-RUN BEHAVIOR OF POLYNOMIALS 424
- 11.4 RATIONAL FUNCTIONS 430
- 11.5 THE SHORT-RUN BEHAVIOR OF RATIONAL FUNCTIONS 437
- 11.6 COMPARING POWER, EXPONENTIAL, AND LOG FUNCTIONS 445
- 11.7 FITTING EXPONENTIALS AND POLYNOMIALS TO DATA 451
- REVIEW PROBLEMS 459
- CHECK YOUR UNDERSTANDING 464
- SKILLS REFRESHER FOR CHAPTER 11: ALGEBRAIC FRACTIONS 466
- SKILLS FOR ALGEBRAIC FRACTIONS 466

12 VECTORS AND MATRICES**471**

- 12.1 VECTORS 472
- 12.2 THE COMPONENTS OF A VECTOR 479
- 12.3 APPLICATION OF VECTORS 485
- 12.4 THE DOT PRODUCT 491
- 12.5 MATRICES 497
- REVIEW PROBLEMS 505
- CHECK YOUR UNDERSTANDING 508

13 SEQUENCES AND SERIES**509**

- 13.1 SEQUENCES 510
- 13.2 DEFINING FUNCTIONS USING SUMS: ARITHMETIC SERIES 515
- 13.3 FINITE GEOMETRIC SERIES 522
- 13.4 INFINITE GEOMETRIC SERIES 527
- REVIEW PROBLEMS 533
- CHECK YOUR UNDERSTANDING 535

14 PARAMETRIC EQUATIONS AND CONIC SECTIONS**537**

- 14.1 PARAMETRIC EQUATIONS 538

14.2	IMPLICITLY DEFINED CURVES AND CIRCLES	546
14.3	ELLIPSES	550
14.4	HYPERBOLAS	554
14.5	GEOMETRIC PROPERTIES OF CONIC SECTIONS	558
14.6	HYPERBOLIC FUNCTIONS	572
	REVIEW PROBLEMS	577
	CHECK YOUR UNDERSTANDING	578

ANSWERS TO ODD PROBLEMS

579

INDEX

613

Chapter One

LINEAR FUNCTIONS AND CHANGE

Contents

1.1 Functions and Function Notation	2
Words, Tables, Graphs, and Formulas	2
Mathematical Models	3
Function Notation	4
Functions Not Defined by Formulas	4
When Is a Relationship Not a Function?	5
Vertical Line Test	5
1.2 Rate of Change	10
Rate of Change of a Function	11
Increasing and Decreasing Functions	11
Function Notation for Average Rate of Change	13
1.3 Linear Functions	17
Constant Rate of Change	17
Population Growth	18
Financial Models	19
General Formula for Linear Family	20
Tables for Linear Functions	21
Warning!	23
1.4 Formulas For Linear Functions	27
From a Table	27
From a Graph	28
From a Verbal Description	29
Alternative Forms for the Equation of a Line	31
1.5 Geometric Properties of Linear Functions	35
Interpreting the Parameters of a Linear Function	35
The Effect of Parameters on the Graph	36
Intersection of Two Lines	36
Equations of Horizontal and Vertical Lines	38
Slopes of Parallel and Perpendicular Lines	38
Justification of Perpendicular Slopes	39
1.6 Fitting Linear Functions to Data	43
Laboratory Data: The Viscosity of Motor Oil	43
The Assumptions Involved	44
Interpolation and Extrapolation	44
How Regression Works	45
Correlation	45
Correlation vs. Causation	46
REVIEW PROBLEMS	49
CHECK YOUR UNDERSTANDING	57
Skills Refresher for	
CHAPTER ONE: LINEAR EQUATIONS	
AND THE COORDINATE PLANE	59
Skills for Linear Equations	59
Solving Linear Equations	59
Solving Exactly Versus Solving Approximately	60
Systems of Linear Equations	60
Intersection of Two Lines	61