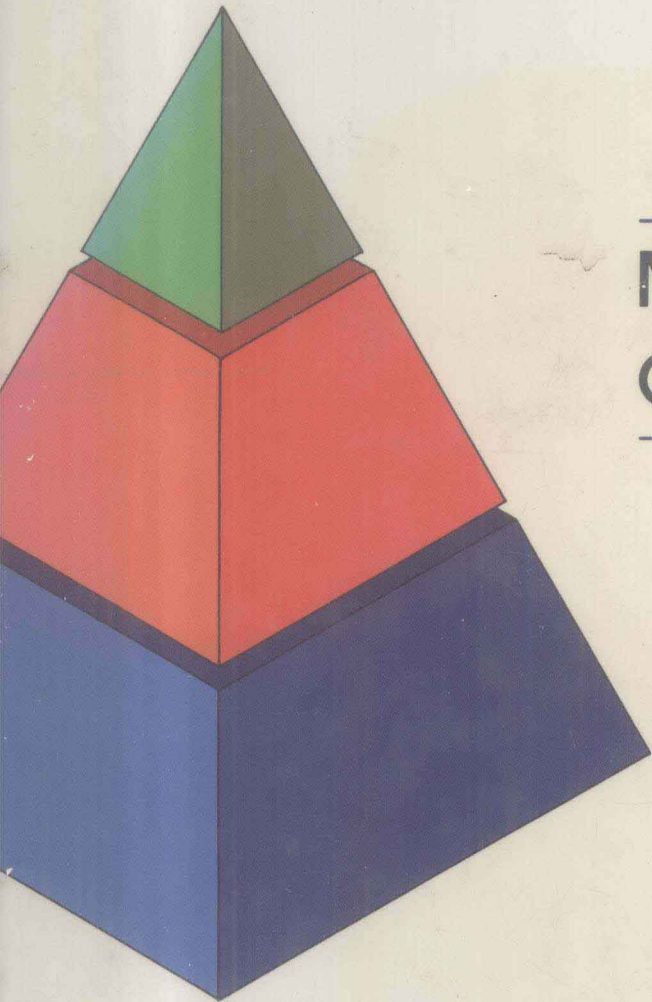


Introductory  
***ALGEBRA***



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Michael A. Gallo  
Charles F. Kiehl

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# Introductory Algebra

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# Introductory Algebra

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*To my parents, Joe and Rose Gallo,  
and to two of the world's finest secondary mathematics teachers,  
Jim Sudore and Dick Toole (MAG);*

*and*

*To my father, Charles Kiehl,  
to the memory of my mother, Thelma,  
and to my loyal home supporters:  
my wife Margo, and my children,  
Amy, Karen, and Christopher (CFK).*

# Preface

This text is written for college students who are taking a first course in algebra. In writing this text, we have assumed that students using the book have little or no algebraic background.

Specifically, the distinctive pedagogical features and organization of the text include the following:

**Introductions:** Every topic or concept of each section is first introduced through either a diagram or logic to motivate the student and present rationale for method.

**Procedures:** A step-by-step algorithm, developed naturally from the introduction and summarizing the necessary steps for the solution to a problem, is provided for nearly every section. All procedures are boxed off from the text and are highlighted in a second color for easy reference.

**Examples:** A large number of graded examples follow each procedure. The development of the examples are telescopic in nature. The first example, for instance, is completely worked out using the procedure as a directional guide. Successive examples, however, show less detail, encouraging students to gradually build their problem-solving skills.

**Practice Exercises:** At strategic points in the discussion practice exercises consisting of problems dealing with a specific concept are provided. These practice exercises afford students the opportunity to test their understanding of a given topic before doing the section exercises. Typically, practice exercises immediately follow the examples of a section, with the problems keyed directly to the previously completed examples. Answers to the practice exercises are provided in the right-hand margin for immediate reinforcement.

**Section Exercises:** A substantial number of graded exercises are provided at the end of each section. In addition to providing the necessary practice needed to master the material of each section, certain exercises also offer some thought-provoking problems designed to further enhance specific concepts. Answers to all odd-numbered problems for section exercises are provided in the back of the text.

**Chapter Review Exercises:** A separate set of chapter review exercises that provides a mix of problems discussed in the chapter can be found at the end of each chapter. Exercises in color represent typical problems that might be included on a chapter test. Answers to all chapter review exercises are provided in the back of the text.

**Notes:** Special notes in boxes provide added depth to a particular concept. In most cases the notes reinforce a previously learned idea. In other instances students are alerted to typical errors to be avoided.

**Verbal Problems:** Chapter 5 is devoted entirely to the development of problem-solving techniques for solving verbal problems. The problems presented in this chapter are of the traditional type (number, coin, mixture, investment, and motion), and are carefully developed with highly detailed examples. This technique is further applied in subsequent chapters (e.g., Chapter 8—work problems; Chapter 11—using systems of equations to solve verbal problems). Each type of problem is treated separately, with matching exercise sets. The chapter review exercises do, however, provide a mix of problem types.

**Graphics:** In addition to enhancing the overall physical attraction of the text, the use of a second color and shading have been thoughtfully and carefully incorporated within the examples to aid in visualizing the solution of a problem. For the most part, shaded items represent a quantity that is being manipulated in a particular step of the process, and a second color is used to represent the result or answer of this manipulation. Such use of graphics is both effective and complements the learning process.

**Basic Arithmetic Review:** Chapter 1 provides a complete and thorough review of basic arithmetic.

**Sets:** A separate discussion of sets is provided in the Appendix.

## INSTRUCTIONAL RESOURCES

In addition to the main text, an instructor's manual, student study guide, and computer-assisted instruction disks are available.

The instructor's manual contains six different but parallel chapter tests for each chapter in the textbook, two comprehensive final examinations, answers to the chapter tests included in the manual, answers to the final examinations included in the manual, and answers to all exercises found in the text.

The student study guide briefly reviews key concepts and all procedures for students. It also contains examples taken from the odd-numbered problems in the text to illustrate procedures. Additional drill exercises with answers and additional chapter tests with answers are included in the study guide.

The computer-assisted instruction disks provide students with additional drill, practice, and review in areas of difficulty.

## ACKNOWLEDGMENTS

As it is with any work of this magnitude, there are many behind-the-scene individuals who either have assisted us or have provided us with guidance, direction, and encouragement. It is here that we acknowledge their tangible, and, in some cases, intangible effect.

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MAG  
CFK



# Contents

## Preface xi

CHAPTER 1	THE STRUCTURE OF ARITHMETIC	1
1-1	The Number Line and the Numbers of Arithmetic	1
1-2	The Rational Numbers	8
1-3	Operations on Rational Numbers	18
1-4	Exponents	27
1-5	Order of Operations	31
	Review Exercises	38
CHAPTER 2	SIGNED NUMBERS AND THEIR OPERATIONS	41
2-1	Introduction	41
2-2	The Absolute Value of a Number	48
2-3	Addition and Subtraction of Signed Numbers	51
2-4	Multiplication of Signed Numbers	62
2-5	Division of Signed Numbers	69
2-6	Mixed Operations	73
2-7	Properties of Signed Numbers	76
	Review Exercises	89
CHAPTER 3	INTRODUCTION TO ALGEBRA	90
3-1	The Language of Algebra	90
3-2	Evaluating Algebraic Expressions and Formulas	98
3-3	Simplifying Algebraic Expressions	106
	Review Exercises	113
CHAPTER 4	SOLVING ALGEBRAIC EQUATIONS AND INEQUALITIES IN ONE VARIABLE	114
4-1	Introduction to Algebraic Equations	114
4-2	Solving Equations with One Operation	115
4-3	Solving Equations with More than One Operation	121
4-4	Solving Equations by Combining Like Terms	126

4-5	Solving Equations in which the Variable Appears on Both Sides of the Equation	129
4-6	Solving Equations Containing Symbols of Grouping	132
4-7	Solving Formulas	137
4-8	Linear Inequalities in One Variable	140
	Review Exercises	150

## CHAPTER 5 USING LINEAR EQUATIONS IN ONE VARIABLE TO SOLVE PROBLEMS 152

5-1	Translating Verbal Expressions and Sentences to the Language of Algebra	152
5-2	Solving Number Problems	158
5-3	Strategies for Solving Word Problems	164
5-4	Solving Coin Problems	164
5-5	Solving Mixture Problems	171
5-6	Solving Investment Problems	177
5-7	Solving Motion Problems	183
	Review Exercises	189

## CHAPTER 6 POLYNOMIALS 192

6-1	Introduction	192
6-2	Addition of Polynomials	194
6-3	Subtraction of Polynomials	199
6-4	Rule of Exponents in Multiplication	204
6-5	Multiplication of Polynomials	210
6-6	Rules of Exponents in Dividing Powers with Like Bases	219
6-7	Division of Polynomials	227
	Review Exercises	237

## CHAPTER 7 SPECIAL PRODUCTS AND FACTORING 239

7-1	Introduction: The Meaning of Factoring	239
7-2	Factoring Polynomials Whose Terms Have a Common Monomial Factor	241
7-3	Multiplying Two Binomials	245
7-4	Factoring Trinomials by the FOIL Method	251
7-5	Factoring Trinomials of the Form $ax^2 + bx + c$	258
7-6	Factoring Completely	264
7-7	Solving Quadratic Equations by Factoring	267
	Review Exercises	272

## CHAPTER 8 ALGEBRAIC FRACTIONS 274

8-1	Introduction to Algebraic Fractions	274
8-2	Reducing Fractions to Lowest Terms	279
8-3	Multiplication of Fractions	285
8-4	Division of Fractions	291
8-5	Addition and Subtraction of Fractions Having the Same Denominator	294
8-6	Combining Unlike Fractions	298
8-7	Complex Fractions	312

8-8	Equations Having Fractions	316
8-9	Solving Problems that Lead to Equations Involving Fractions	323
	Review Exercises	329
CHAPTER 9	SQUARE ROOTS AND RADICALS	331
9-1	Introduction to Radicals	331
9-2	Simplifying Radicals	335
9-3	Addition and Subtraction of Radicals	342
9-4	Multiplication of Radicals	346
9-5	Division of Radicals	351
9-6	Radical Equations	360
	Review Exercises	366
CHAPTER 10	LINEAR EQUATIONS AND INEQUALITIES IN TWO VARIABLES	367
10-1	The Rectangular Coordinate System	367
10-2	Finding Ordered Pairs that Satisfy Equations in Two Variables	378
10-3	Graphing Straight Lines	381
10-4	The Slope of a Line	391
10-5	Writing Equations of Straight Lines	406
10-6	Solving Linear Inequalities in Two Variables	410
	Review Exercises	418
CHAPTER 11	SOLVING SYSTEMS OF EQUATIONS IN TWO VARIABLES	420
11-1	Introduction	420
11-2	Solution by Graphing	422
11-3	Solution by Elimination	429
11-4	Solution by Substitution	438
11-5	Using Systems of Equations in Two Variables to Solve Verbal Problems	443
	Review Exercises	457
CHAPTER 12	QUADRATIC EQUATIONS	459
12-1	Standard Form of Quadratic Equations	459
12-2	Solving Quadratic Equations by Factoring	462
12-3	Solving Incomplete Quadratic Equations by the Square Root Method	467
12-4	Solving Quadratic Equations by Completing the Square	471
12-5	Solving Quadratic Equations by the Quadratic Formula	476
12-6	Graphing Quadratic Equations	483
12-7	Solving Quadratic Equations by Graphing	490
	Review Exercises	494
<b>Appendix: Sets</b>		<b>497</b>
<b>Answers to Odd-Numbered Exercises</b>		<b>A-1</b>
<b>Index</b>		<b>I-1</b>

## CHAPTER 1

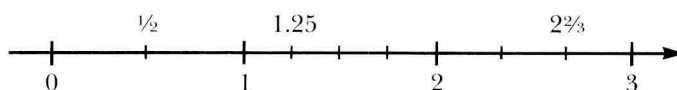
# The Structure of Arithmetic

### 1-1 THE NUMBER LINE AND THE NUMBERS OF ARITHMETIC

In studying arithmetic, we operate with many different types of numbers—counting numbers, whole numbers, decimal numbers, fractional numbers, and so on. In this section, we will review these *numbers of arithmetic*.

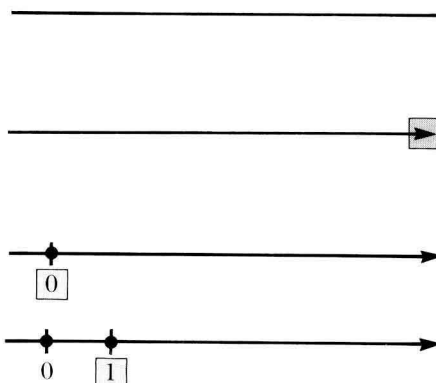
#### A. The Number Line

Before we begin our review of the numbers of arithmetic, we introduce the *number line*. A number line is simply a line whose points are named by numbers. By way of an example, a number line with some of the numbers of arithmetic is pictured here.



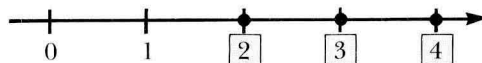
To construct a number line:

1. Draw a straight line.
2. Place an arrowhead at the right end of the line. (This means the line may be extended without ever ending.) The number line also extends to the left, but this will not be discussed now.
3. Pick a point on the line and label it “0.”
4. To the right of 0, pick another point and label it “1.”



## 2 □ The Structure of Arithmetic

5. Mark off more points to the right of 1, using the length between 0 and 1 as a unit of measure. Label these points 2, 3, 4, and so on.



We now use the number line as an aid in our review of the numbers of arithmetic.

### B. Counting Numbers or Natural Numbers

Whenever we count anything we begin with a first number [which we call *one* (1)], followed by a second number [which we call *two* (2)], followed by a third number [which we call *three* (3)], and so on. Each of these numbers is one more than the number it follows (e.g., 2 is *one more* than 1; 3 is *one more* than 2; etc.).

These *counting numbers* are also consecutive in nature. That is, each number follows one after the other, in order, without any interruptions. As a result, the method of counting has no end; that is, there is no last counting number. (The counting numbers are also commonly referred to as the *natural numbers*.)

The counting numbers are easily pictured on a number line.



The counting numbers may also be represented as

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, . . .

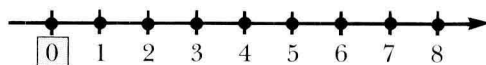
NOTE:

The three dots after the 10 have the same meaning as the arrowhead on the number line; these numbers continue in the exact same pattern without ever ending.

### C. Whole Numbers

As previously mentioned, whenever we count something we start counting with the number 1, followed by 2, 3, and so on. We never begin counting with zero (0). Thus, zero is not a counting number. However, if we include zero with the counting numbers, we have a new collection of numbers which we call the *whole numbers*.

The whole numbers are easily pictured on a number line.



The whole numbers may also be represented as

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, . . .

### D. Decimal Numbers

Decimal numbers (or just *decimals*) represent a subdivision of whole numbers. This subdivision is regarded as a special subdivision because decimal values are always expressed in *powers of ten*.

Decimal numbers contain three parts: whole number(s), decimal point, and decimal digit(s). For example, in the decimal 12.06:

The whole number part is 12. 12.06

The decimal digits are 0 and 6. 12.0 6

The decimal point separates the whole number part and decimal number part. 12.06

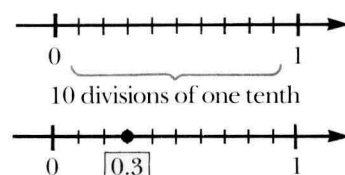
The term *decimal places* means the number of decimal digits (or the number of places to the right of the decimal point). Thus,

12.06 contains two decimal places 12.06  
2 PLACES

Decimals may also be represented on a number line. For example, to represent the decimal three tenths (0.3):

Divide the interval between the whole numbers into ten equal parts—each part represents one tenth (0.1) of the whole.

The decimal, 0.3, is the point that represents three tenths of the whole.



If we want to represent the point three hundredths (0.03) or three thousandths (0.003), we would divide the interval between the whole numbers into one hundred parts (where each part represents one hundredth [0.01] of the whole) or into one thousand parts (where each part represents one thousandth [0.001] of the whole).

## E. Fractional Numbers

Fractional numbers (or just *fractions*) also represent a part of a whole. Fractions are written in the form of  $a/b$  where  $a$  is a whole number (0, 1, 2, 3, ...) and  $b$  is a natural number (1, 2, 3, ...).

### NOTE:

The top number,  $a$ , is called the *numerator*, and the bottom number,  $b$ , is called the *denominator*. The line separating the top and bottom numbers is called a *fraction bar* and represents a division.

Fraction bar  $\curvearrowright \frac{a}{b}$   $\leftarrow$  numerator  
 $\leftarrow$  denominator

Some examples of fractions are

$\frac{0}{5}, \frac{1}{3}, \frac{2}{8}, \frac{3}{7}, \frac{5}{9}, \frac{12}{16}, \frac{99}{100}, \frac{8}{5}$ , etc.

## 4 □ The Structure of Arithmetic

In arithmetic, we learned that there are many different classifications of fractions. We briefly review them here.

- *Proper fractions* are fractions in which the numerator is smaller in value than the denominator.  $\frac{1}{5}, \frac{2}{3}, \frac{7}{10}, \frac{99}{100}$ , etc.  
proper fractions
- *Improper fractions* are fractions in which the numerator is equal to or greater in value than the denominator.  $\frac{4}{3}, \frac{5}{2}, \frac{7}{2}, \frac{99}{80}$ , etc.  
improper fractions
- *Like fractions* are fractions that contain the same denominator.  $\frac{1}{7}, \frac{2}{7}, \frac{3}{7}, \frac{4}{7}, \frac{5}{7}$ , etc.  
like fractions
- *Unlike fractions* are fractions that contain different denominators.  $\frac{1}{7}, \frac{3}{6}, \frac{5}{4}, \frac{7}{8}, \frac{9}{10}$ , etc.  
unlike fractions

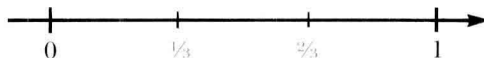
Fractions may easily be illustrated by using a number line. We simply divide the interval between the whole numbers into the number of equal parts indicated by the denominator.

For example, we can divide the interval into

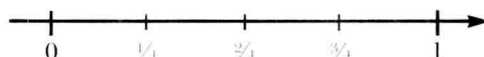
- *Halves:*



- *Thirds:*



- *Fourths:*



- etc.

## F. Mixed Numbers

A mixed number is considered a fractional number. However, it is a special fractional number. Mixed numbers represent fractional parts greater than one.

Mixed numbers are usually written in the form of: whole number + fraction. Some examples follow.

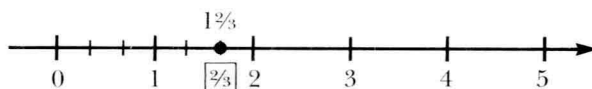
$$1\frac{2}{3}, 2\frac{1}{5}, 3\frac{4}{8}, 5\frac{6}{7}, \text{ etc.}$$

NOTE:

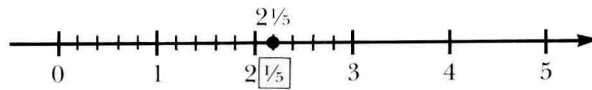
Mixed numbers represent the *sum* of a whole number and a proper fraction. Thus,  $1\frac{2}{3}$  means  $1 + \frac{2}{3}$ .

Mixed numbers are also easily illustrated by using a number line. For example,

$1\frac{2}{3}$  means one (1) whole interval plus an additional  $\frac{2}{3}$  of an interval.



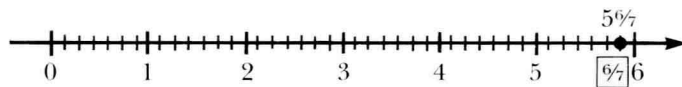
$2\frac{1}{5}$  means two (2) whole intervals plus an additional  $\frac{1}{5}$  of an interval.



$3\frac{4}{8}$  means three (3) whole intervals plus an additional  $\frac{4}{8}$  of an interval.



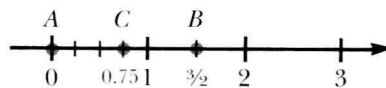
$5\frac{6}{7}$  means five (5) whole intervals plus an additional  $\frac{6}{7}$  of an interval.



etc.

We offer the following examples involving the number line and the numbers of arithmetic.

**EXAMPLE 1:** State the number that represents the points  $A$ ,  $B$ , and  $C$  on the number line shown here.



- SOLUTIONS:**
- Point  $A$  is represented by 0.
  - Point  $B$  is represented by  $\frac{3}{2}$ .
  - Point  $C$  is represented by 0.75.

**NOTE:**

Whenever a number represents a point on the number line the number is commonly referred to as the *coordinate* of that point. Thus, in example 1:

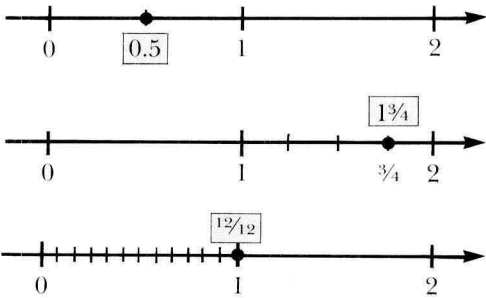
- The *coordinate* of point  $A$  is 0.
- The *coordinate* of point  $B$  is  $\frac{3}{2}$ .
- The *coordinate* of point  $C$  is 0.75.



**EXAMPLE 2:** Graph the following numbers on the number line: 0.5;  $1\frac{3}{4}$ ;  $\frac{12}{12}$ .

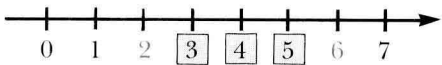
To graph a number on the number line means to locate the point that can be represented by that number.

- SOLUTIONS:**
- 0.5 is located halfway between 0 and 1.
  - $1\frac{3}{4}$  is located three fourths of the interval between 1 and 2.
  - $\frac{12}{12}$  is simply the number 1.



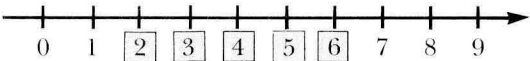
**EXAMPLE 3:** Using a number line, determine how many *whole numbers* there are between 2 and 6.

There are three whole numbers between 2 and 6. They are 3, 4, and 5.



**NOTE:**

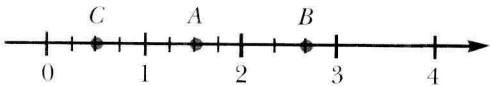
If we want to *include* 2 and 6, we would use the word *inclusive*. For example, “How many whole numbers are there between 2 and 6, *inclusive*?” The answer is now five: 2, 3, 4, 5, and 6.



Do the following practice set. Check your answers with the answers in the right-hand margin.

**PRACTICE SET 1-1**

Using the number line given, state the coordinates of each of the following points (see example 1).



\_\_\_\_\_