



ALGEBRA AND TRIGONOMETRY

BUTLER

seventh
edition



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A Brief Guide to Getting the Most from This Book

1 Read the Book

Feature	Description	Benefit
Section-Opening Scenarios	Every section opens with a scenario presenting a unique application of algebra or trigonometry in your life outside the classroom.	Realizing that algebra and trigonometry are everywhere will help motivate your learning. (See page 108.)
EXAMPLE	Examples are clearly written and provide step-by-step solutions. No steps are omitted, and each step is thoroughly explained to the right of the mathematics.	The blue annotations will help you understand the solutions by providing the reason why every algebraic or trigonometric step is true. (See page 110.)
Applications Using Real-World Data	Interesting applications from nearly every discipline, supported by up-to-date real-world data, are included in every section.	Ever wondered how you'll use algebra and trigonometry? This feature will show you how they can solve real problems. (See pages 266–268.)
> GREAT QUESTION !	Answers to students' questions offer suggestions for problem solving, point out common errors to avoid, and provide informal hints and suggestions.	By seeing common mistakes, you'll be able to avoid them. This feature should help you not to feel anxious or threatened when asking questions in class. (See page 111.)
BRIEF REVIEW	Brief Reviews cover skills you already learned but may have forgotten.	Having these refresher boxes easily accessible will help ease anxiety about skills you may have forgotten. (See page 480.)
BLITZER BONUS	These enrichment essays provide historical, interdisciplinary, and otherwise interesting connections to the algebra or trigonometry under study.	Yet even more proof that math is an interesting and dynamic discipline! (See page 167.)
Explanatory Voice Balloons	Voice balloons help to demystify algebra and trigonometry. They translate math into plain English, clarify problem-solving procedures, and present alternative ways of understanding.	Does math ever look foreign to you? This feature often translates math into everyday English. (See page 165.)
WHAT YOU'LL LEARN	Every section begins with a list of objectives. Each objective is restated in the margin where the objective is covered.	The objectives focus your reading by emphasizing what is most important and where to find it. (See page 150.)
1 Learning Objective		
> TECHNOLOGY	The screens displayed in the technology boxes show how graphing utilities verify and visualize algebraic or trigonometric results.	Even if you are not using a graphing utility in the course, this feature will help you understand different approaches to problem solving. (See page 112.)

2 Work the Problems

Feature	Description	Benefit
 CHECK POINT	Each example is followed by a matched problem, called a Check Point, that offers you the opportunity to work a similar exercise. The answers to the Check Points are provided in the answer section.	You learn best by doing. You'll solidify your understanding of worked examples if you try a similar problem right away to be sure you understand what you've just read. (See page 110.)
 ACHIEVING SUCCESS	Achieving Success boxes offer strategies for persistence and success in college mathematics courses.	Follow these suggestions to help achieve your full academic potential in college mathematics. (See page 121.)
CONCEPT AND VOCABULARY CHECK	These short-answer questions, mainly fill-in-the-blank and true/false items, assess your understanding of the definitions and concepts presented in each section.	It is difficult to learn algebra and trigonometry without knowing their special language. These exercises test your understanding of the vocabulary and concepts. (See page 121.)
EXERCISE SET	An abundant collection of exercises is included in an Exercise Set at the end of each section. Exercises are organized within several categories. Your instructor will usually provide guidance on which exercises to work. The exercises in the first category, Practice Exercises, follow the same order as the section's worked examples.	The parallel order of the Practice Exercises lets you refer to the worked examples and use them as models for solving these problems. (See page 122.)
Practice PLUS	This category of exercises contains more challenging problems that often require you to combine several skills or concepts.	It is important to dig in and develop your problem-solving skills. Practice PLUS Exercises provide you with ample opportunity to do so. (See page 409.)
Retaining the Concepts	Beginning with Chapter 2, each Exercise Set contains review exercises under the header "Retaining the Concepts."	These exercises improve your understanding of the topics and help maintain mastery of the material. (See page 256.)
Preview Exercises	Each Exercise Set concludes with three problems to help you prepare for the next section.	These exercises let you review previously covered material that you'll need to be successful for the forthcoming section. Some of these problems will get you thinking about concepts you'll soon encounter. (See page 125.)

3 Review for Quizzes and Tests

Feature	Description	Benefit
Mid-Chapter Check Point	At approximately the midway point in the chapter, an integrated set of review exercises allows you to review the skills and concepts you learned separately over several sections.	By combining exercises from the first half of the chapter, the Mid-Chapter Check Points give a comprehensive review before you move on to the material in the remainder of the chapter. (See page 283.)
Chapter Review Chart	Each chapter contains a review chart that summarizes the definitions and concepts in every section of the chapter. Examples that illustrate these key concepts are also referenced in the chart.	Review this chart and you'll know the most important material in the chapter! (See page 208.)
Chapter Review Exercise Set	A comprehensive collection of review exercises for each of the chapter's sections follows the review chart.	Practice makes perfect. These exercises contain the most significant problems for each of the chapter's sections. (See page 211.)
Chapter Test	Each chapter contains a practice test with approximately 25 problems that cover the important concepts in the chapter. Take the practice test, check your answers, and then watch the Chapter Test Prep Videos to see worked-out solutions for any exercises you miss.	You can use the chapter test to determine whether you have mastered the material covered in the chapter. (See page 215.)
Chapter Test Prep Videos	These videos contain worked-out solutions to every exercise in each chapter test and can be found in MyLab Math and on YouTube at youtube.com/user/pearsonmathstats (playlist "Blitzer Algebra and Trigonometry 7e").	The videos let you review any exercises you miss on the chapter test.
Objective Videos	These fresh, interactive videos walk you through the concepts from every objective of the text.	The videos provide you with active learning at your own pace.
Cumulative Review	Beginning with Chapter 2, each chapter concludes with a comprehensive collection of mixed cumulative review exercises. These exercises combine problems from previous chapters and the present chapter, providing an ongoing cumulative review.	Ever forget what you've learned? These exercises ensure that you are not forgetting anything as you move forward. (See page 345.)

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Algebra and Trigonometry

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7th EDITION

Algebra and Trigonometry

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Miami Dade College

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Cover Image: Annie Brace; Cover Design: Jerilyn DiCarlo

About the Cover: Bob Blitzer's signature chili pepper provides a window into a vibrant nature scene rendered by Alaska-based artist Annie Brace. The cover is a metaphor for Bob's book, which provides insight into a world that is profoundly mathematical.

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Library of Congress Control Number: 2020923489

ScoutAutomatedPrintCode



Rental

ISBN-10: 0-13-692217-1

ISBN-13: 978-0-13-692217-9

Annotated Instructor's Edition

ISBN-10: 0-13-739396-2

ISBN-13: 978-0-13-739396-1

Contents

Preface ix
To the Student xix
About the Author xx
Applications Index xxi

P Fundamental Concepts of Algebra 1

- P.1** Algebraic Expressions, Mathematical Models, and Real Numbers 2
- P.2** Exponents and Scientific Notation 20
- P.3** Radicals and Rational Exponents 35
- P.4** Polynomials 51
- Mid-Chapter Check Point** 62
- P.5** Factoring Polynomials 63
- P.6** Rational Expressions 75
- Summary, Review, and Test** 90
- Review Exercises** 91
- Chapter P Test** 93

1 Equations and Inequalities 95

- 1.1** Graphs and Graphing Utilities 96
- 1.2** Linear Equations and Rational Equations 108
- 1.3** Models and Applications 126
- 1.4** Complex Numbers 140
- 1.5** Quadratic Equations 150
- Mid-Chapter Check Point** 173
- 1.6** Other Types of Equations 175
- 1.7** Linear Inequalities and Absolute Value Inequalities 191
- Summary, Review, and Test** 208
- Review Exercises** 211
- Chapter 1 Test** 215





2 Functions and Graphs 217

- 2.1** Basics of Functions and Their Graphs 218
- 2.2** More on Functions and Their Graphs 237
- 2.3** Linear Functions and Slope 257
- 2.4** More on Slope 273
- Mid-Chapter Check Point** 283
- 2.5** Transformations of Functions 284
- 2.6** Combinations of Functions; Composite Functions 300
- 2.7** Inverse Functions 315
- 2.8** Distance and Midpoint Formulas; Circles 326
- Summary, Review, and Test** 336
- Review Exercises** 339
- Chapter 2 Test** 343
- Cumulative Review Exercises (Chapters 1–2)** 345

3 Polynomial and Rational Functions 347

- 3.1** Quadratic Functions 348
- 3.2** Polynomial Functions and Their Graphs 366
- 3.3** Dividing Polynomials; Remainder and Factor Theorems 384
- 3.4** Zeros of Polynomial Functions 397

- Mid-Chapter Check Point** 412
- 3.5** Rational Functions and Their Graphs 413
- 3.6** Polynomial and Rational Inequalities 433
- 3.7** Modeling Using Variation 446
- Summary, Review, and Test** 456
- Review Exercises** 459
- Chapter 3 Test** 462
- Cumulative Review Exercises (Chapters 1–3)** 464

4 Exponential and Logarithmic Functions 465

- 4.1** Exponential Functions 466
- 4.2** Logarithmic Functions 480
- 4.3** Properties of Logarithms 495
- Mid-Chapter Check Point** 505
- 4.4** Exponential and Logarithmic Equations 506
- 4.5** Exponential Growth and Decay; Modeling Data 521
- Summary, Review, and Test** 535
- Review Exercises** 537
- Chapter 4 Test** 541
- Cumulative Review Exercises (Chapters 1–4)** 542



5 Trigonometric Functions 543

- 5.1 Angles and Radian Measure 544
- 5.2 Right Triangle Trigonometry 561
- 5.3 Trigonometric Functions of Any Angle 578
- 5.4 Trigonometric Functions of Real Numbers; Periodic Functions 591
- Mid-Chapter Check Point** 600
- 5.5 Graphs of Sine and Cosine Functions 601
- 5.6 Graphs of Other Trigonometric Functions 622
- 5.7 Inverse Trigonometric Functions 636
- 5.8 Applications of Trigonometric Functions 654
- Summary, Review, and Test** 665
- Review Exercises** 669
- Chapter 5 Test** 671
- Cumulative Review Exercises (Chapters 1–5)** 672

6 Analytic Trigonometry 673

- 6.1 Verifying Trigonometric Identities 674
- 6.2 Sum and Difference Formulas 686
- 6.3 Double-Angle, Power-Reducing, and Half-Angle Formulas 697
- Mid-Chapter Check Point** 708
- 6.4 Product-to-Sum and Sum-to-Product Formulas 709
- 6.5 Trigonometric Equations 718
- Summary, Review, and Test** 733
- Review Exercises** 734
- Chapter 6 Test** 736
- Cumulative Review Exercises (Chapters 1–6)** 737

7 Additional Topics in Trigonometry 739

- 7.1 The Law of Sines 740
- 7.2 The Law of Cosines 752
- 7.3 Polar Coordinates 761
- 7.4 Graphs of Polar Equations 773
- Mid-Chapter Check Point** 784

- 7.5 Complex Numbers in Polar Form; DeMoivre's Theorem 785
- 7.6 Vectors 798
- 7.7 The Dot Product 813
- Summary, Review, and Test** 823
- Review Exercises** 826
- Chapter 7 Test** 828
- Cumulative Review Exercises (Chapters 1–7)** 829



8 Systems of Equations and Inequalities 831

- 8.1 Systems of Linear Equations in Two Variables 832
- 8.2 Systems of Linear Equations in Three Variables 851
- 8.3 Partial Fractions 859
- 8.4 Systems of Nonlinear Equations in Two Variables 870
- Mid-Chapter Check Point** 880
- 8.5 Systems of Inequalities 881
- 8.6 Linear Programming 894
- Summary, Review, and Test** 901
- Review Exercises** 903
- Chapter 8 Test** 906
- Cumulative Review Exercises (Chapters 1–8)** 906

9 Matrices and Determinants 909

- 9.1** Matrix Solutions to Linear Systems 910
- 9.2** Inconsistent and Dependent Systems and Their Applications 924
- 9.3** Matrix Operations and Their Applications 933
- Mid-Chapter Check Point** 948
- 9.4** Multiplicative Inverses of Matrices and Matrix Equations 949
- 9.5** Determinants and Cramer's Rule 963
- Summary, Review, and Test** 976
- Review Exercises** 978
- Chapter 9 Test** 980
- Cumulative Review Exercises (Chapters 1–9)** 981

10 Conic Sections and Analytic Geometry 983

- 10.1** The Ellipse 984
- 10.2** The Hyperbola 999
- 10.3** The Parabola 1014
- Mid-Chapter Check Point** 1028
- 10.4** Rotation of Axes 1030
- 10.5** Parametric Equations 1041
- 10.6** Conic Sections in Polar Coordinates 1051
- Summary, Review, and Test** 1061
- Review Exercises** 1064
- Chapter 10 Test** 1066
- Cumulative Review Exercises (Chapters 1–10)** 1067

11 Sequences, Induction, and Probability 1069

- 11.1** Sequences and Summation Notation 1070
- 11.2** Arithmetic Sequences 1081
- 11.3** Geometric Sequences and Series 1092
- Mid-Chapter Check Point** 1107

- 11.4** Mathematical Induction 1108
- 11.5** The Binomial Theorem 1117
- 11.6** Counting Principles, Permutations, and Combinations 1125
- 11.7** Probability 1136
- Summary, Review, and Test** 1151
- Review Exercises** 1153
- Chapter 11 Test** 1156
- Cumulative Review Exercises (Chapters 1–11)** 1157

Appendix: Where Did That Come From? Selected Proofs 1159
 Answers to Selected Exercises AA1
 Subject Index I1
 Credits C1



Preface

I've written *Algebra and Trigonometry, Seventh Edition*, to help diverse students, with different backgrounds and future goals, to succeed. The book has three fundamental goals:

1. To help students acquire a solid foundation in algebra and trigonometry, preparing them for other courses such as calculus, business calculus, and finite mathematics.
2. To show students how algebra and trigonometry can model and solve authentic real-world problems.
3. To enable students to develop problem-solving skills, while fostering critical thinking, within an interesting setting.

One major obstacle in the way of achieving these goals is the fact that very few students actually read their

textbook. This has been a regular source of frustration for me and for my colleagues in the classroom. Anecdotal evidence gathered over years highlights two basic reasons that students do not take advantage of their textbook:

- “I’ll never use this information.”
- “I can’t follow the explanations.”

I’ve written every page of the Seventh Edition with the intent of eliminating these two objections. The ideas and tools I’ve used to do so are described for the student in “A Brief Guide to Getting the Most from This Book,” which appears on the endpapers of the book.

What’s New in the Seventh Edition?

The Seventh Edition contains 97 worked-out examples and exercises based on new data sets and 168 updated examples and exercises. Many of the new and updated applications involve topics relevant to college students.

New Applications

- Cost and Enrollment for Federal Social Programs (Section P.2, Exercises 115–117)
- Educational Attainment and Probability of Divorce (Section 1.1, Example 6)
- Number of Smartphone Users in the U.S. (Section 2.1, Figure 2.2)
- Spending on Pre-Primary Education and Child Care (Section 2.1, Exercises 99–100)
- Internet Plans (Section 2.2, Example 6 and Exercises 95–96)
- Trust in Government and the Media (Section 2.3, Exercises 87–88)
- Accelerating Climate Change (Blitzer Bonus in Section 2.3, p. 268)
- Living Arrangements of Young Adults (Section 2.4 opener and Example 3)
- U.S. Population Projections by Age (Section 2.6, Exercises 97–98)
- Time Spent Online (Cumulative Review for Chapters 1–2, Exercise 21)
- Rumbling Back: Steven Spielberg’s New *West Side Story* (Blitzer Bonus in Section 2.7, p. 315)
- Addressing Leisure Time Parabolically (Blitzer Bonus in Section 3.1, p. 361)
- COVID-19 Pandemic (Section 3.2 opener; Cumulative Review for Chapters 1–3, Exercise 21; Section 4.5, Example 3; Cumulative Review for Chapters 1–8, Exercise 36)
- AIDS: A Global Perspective (Blitzer Bonus in Section 3.2, p. 370)
- Area Burned by Wildfires in the U.S. (Section 3.2, Exercise 76)
- Costco Paid Membership (Chapter 3 Review, Exercise 68)
- Mumps (Chapter 3 Mid-Chapter Check Point, Exercise 28)
- Putting Off Medical Treatment Because of Expenses (Section 4.2, Exercises 115–116)
- E-commerce Sales (Cumulative Review for Chapters 1–4, Exercise 81)
- The Electromagnetic Spectrum (Blitzer Bonus in Section 5.5, p. 618)
- Modeling Body Temperature, Heart Rate, and Respiratory Rate (Chapter 8 opener; Section 8.5 opener, Example 5, and Exercises 77–82)
- Number of Men and Women in the U.S. House of Representatives (Section 8.1, Exercise 70)

- Share of U.S. Income by Top 10% and Bottom 90% of Americans (Section 8.1, Exercise 72)
- The Late Elvis Presley's Business Machine (Section 8.2, Exercise 45)
- Use of Social Media by Age (Chapter 8 Review, Exercise 8)
- Online Classes vs. Face-to-Face Classroom Experiences (Chapter 9 opener)
- Political Party Affiliation by Generation (Section 9.1 opener)
- Interracial Married Couples in the U.S. (Cumulative Review for Chapters 1–10, Exercise 21)
- Probable Majors of College Freshmen (Section 11.2, Exercises 61–62)
- Nonbinary Gender Options (Blitzer Bonus in Section 11.7, p. 1146)
- Electrical Charging Stations (Chapter 11 Review, Exercise 28)
- Regular Marijuana Use among 18- to 25-Year-Olds (Cumulative Review for Chapters 1–11, Exercise 43)

Updated Applications

- Cost of Tuition and Fees at Public and Private Colleges (Section P.1, Example 2 and Exercises 131–132)
- The National Debt (Section P.2 opener, Example 12, and Exercises 118–120)
- Student Loan Debt (Chapter P Mid-Chapter Check Point, Exercise 31)
- Different Race or Ethnicity for Two Randomly Selected Americans (Chapter P Review, Exercise 23)
- Alcohol and Marijuana Use by High School Seniors (Section 1.1, Exercises 55–56)
- Inflation (Section 1.2, Exercises 109–112)
- Median Earnings by Educational Attainment (Section 1.3, Example 1)
- Attitudes of College Freshmen (Section 1.3, Example 2)
- Interest Rates (Section 1.3, Example 5; Section 4.1, Example 7; Section 4.4, Example 10; Section 11.3, Example 7 and Exercises 79–82)
- Car Prices and Age of Cars on U.S. Roads (Section 1.3, Exercises 5–6)
- Average Price of a Movie Ticket (Chapter 1 Review, Exercise 37)
- Toll Options (Section 1.3 opener, Example 3, and Exercises 11–12)
- Highest-Paid TV Actors and Actresses (Section 2.1, Figure 2.1)
- The Wage Gap between Men and Women (Section 2.1, Exercises 103–104)
- Fuel Efficiency of New U.S. Cars (Section 2.2 opener)
- Number of Births and Deaths in the U.S. (Section 2.6 opener and Example 4)

- Political Orientation of U.S. College Freshmen (Chapter 2 Review, Exercise 53)
- One-Person Households as a Percentage of the U.S. Total (Chapter 2 Test, Exercise 28)
- AIDS Cases in the U.S. (Section 3.2, Example 3)
- World Tiger Population (Section 3.2, Exercises 73–74)
- Federal Budget Expenditures on Human Resources (Section 3.5, Exercise 107)
- Amazon Deforestation (Chapter 3 Review, Exercise 14)
- Gray Wolf Population (Section 4.1, Example 6)
- Percentage of High School Seniors Applying to More Than Three Colleges (Section 4.1, Exercises 71–72)
- Number of Pages in the Federal Tax Code (Section 4.1, Exercise 85)
- Percentage of GDP Going Toward Health Care (Section 4.4, Exercises 115–116)
- U.S. Population (Section 4.5, Example 1; Section 11.3, Example 3)
- World Population (Section 4.5, Examples 5 and 6)
- Populations of Various Countries (Section 4.5, Exercises 1–14)
- Marital Status of U.S. Adults (Section 8.1, Exercise 67; Section 11.7, Example 9 and Exercises 1–10)
- Rate of Violent Crime and Imprisonment in the U.S. (Section 8.4, Exercise 63)
- Percentage of Men and Women Completing the Transition to Adulthood (Section 9.3, Exercise 61)
- Hours per Day Spent on Digital Media (Section 11.1, Exercise 69)
- Giving Up U.S. Citizenship (Section 11.1, Exercise 70)
- Dormitory Charges (Section 11.2, Exercises 65–66)

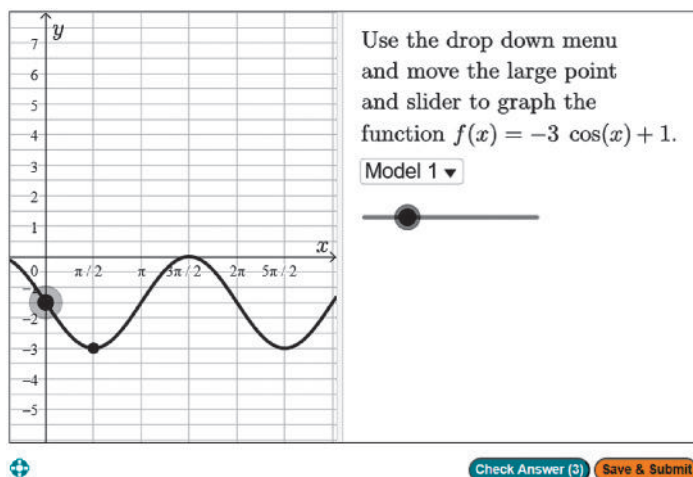
Other Textbook Changes

- Prior to the exercises in each section, the Annotated Instructor's Edition provides a list of resources available for that section in MyLab Math.
- The list of each section's objectives, previously headed "What am I supposed to learn?" (which annoyed some reviewers) has been renamed "What You'll Learn."
- Section P.6 includes new examples and exercises involving adding and subtracting rational expressions with different monomial denominators. (Section P.6, Example 8 and Exercises 43–50)
- Section 1.4 contains a new objective involving simplifying powers of i . (Section 1.4, Example 7 and Exercises 55–60)
- In Chapter 3, the standard form of a quadratic function, $f(x) = a(x - h)^2 + k$, has been renamed the *vertex form*.
- Section 5.7 includes a new objective covering the definitions, properties, and graphs of the inverse cotangent, inverse cosecant, and inverse secant functions. (Section 5.7, Example 5 and Exercises 19–26, 57–62)

- Section 6.1 has a new objective on rewriting expressions that contain both trigonometric and logarithmic expressions as equivalent expressions using trigonometric identities and properties of logarithms. (Section 6.1, Example 9 and Exercises 61–66)
- Section 6.5 builds on the new material in Section 6.1 with a new objective on solving equations that contain both trigonometric and logarithmic expressions. (Section 6.5, Example 13 and Exercises 117–128)
- Section 7.5 introduces the notation $r \operatorname{cis} \theta$ as an abbreviation for $r(\cos \theta + i \sin \theta)$. (Section 7.5, Great Question! on p. 788)
- Section 7.5 provides a second explanation of finding complex roots using DeMoivre's Theorem. The new approach relies more on the relationships among the roots and less on the use of a formula. (Section 7.5, Great Question! on p. 792 and Example 9)
- Section 9.5 presents an alternative to expansion by minors for evaluating a third-order determinant. (Section 9.5, pp. 969–970)

New in MyLab Math

- **Corequisite Support Resources** provide all the content and assessment resources necessary for students and instructors. MyLab Math supports various corequisite course models, including Concurrent (aka just-in-time) and Consecutive (aka front-loaded) models. For more details, see page xiii or the Corequisite Implementation Guide at bit.ly/3lrza1Z.
- **Integrated Review Activities** for selected topics provide hands-on work with important prerequisites.



▲ **GeoGebra Graphing Exercises** are gradable graphing exercises that help students demonstrate their

understanding. They enable students to interact directly with the graph in a manner that reflects how students would graph on paper.

- **Setup & Solve Exercises** – We added more of these popular exercises, which require students to first describe how they will set up and approach the problem. This mirrors what students will be expected to do on a test.
- **Interactive Figures** – For this revision, we added many more interactive figures (in editable GeoGebra format) to the Video & Resource Library.
- **Enhanced Assignments** – These section-level assignments have three unique properties (and are fully editable):
 1. They help keep skills fresh with *spaced practice* of previously learned concepts.
 2. They have learning aids strategically turned off for some exercises to ensure that students understand how to work the exercises independently.
 3. They contain personalized prerequisite skills exercises for gaps identified in the chapter-level Skills Check Quiz.
- **Video Assignments** – These section-level assignments are especially helpful for online classes or “flipped” classes, where some or all learning takes place independently.
- **PowerPoint slides** are now animated. They also utilize Microsoft’s Equation Editor, making them more easily editable.
- **Personal Inventory Assessments** are a collection of online exercises designed to promote self-reflection and engagement in students. These 33 assessments include topics such as a Stress Management Assessment, Diagnosing Poor Performance and Enhancing Motivation, and Time Management Assessment.

What Familiar Features Have Been Retained in the Seventh Edition?

- **Graphing and Functions.** Graphing is introduced in Chapter 1 and functions are introduced in Chapter 2, with an integrated graphing functional approach emphasized throughout the book. Graphs and functions that model data appear in nearly every section and Exercise Set. Examples and exercises use graphs of functions to explore relationships between data and to provide ways of visualizing a problem's solution. Because functions are the core of this course, students are repeatedly shown how functions relate to equations and graphs.
- **Learning Objectives.** Learning objectives are clearly stated at the beginning of each section under the heading "What You'll Learn." These objectives help students recognize and focus on the section's most important ideas. The objectives are restated in the margin at their point of use.
- **Chapter-Opening and Section-Opening Scenarios.** Every chapter and every section open with a scenario presenting a unique application of mathematics in students' lives outside the classroom. These scenarios are revisited in the course of the chapter or section in an example, discussion, or exercise.
- **Innovative Applications.** A wide variety of interesting applications, supported by up-to-date, real-world data, are included in every section.

Explanatory Voice Balloons

- **Explanatory Voice Balloons.** Voice balloons are used in a variety of ways to demystify mathematics. They translate algebraic and trigonometric ideas into everyday English, help clarify problem-solving procedures, present alternative ways of understanding concepts, and connect problem solving to concepts students have already learned.
- **Detailed Worked-Out Examples.** Each example is titled, making the purpose of the example clear. Examples are clearly written and provide students with detailed step-by-step solutions. No steps are omitted and each step is thoroughly explained to the right of the mathematics.

✓ CHECK POINT

- **Check Point Examples.** Each example is followed by a similar matched problem, called a Check Point, offering students the opportunity to test their understanding of the example by working a similar exercise. The answers to the Check Points are provided in the answer section.

- **Great Question!** This feature presents a variety of study tips in the context of students' questions. Answers to questions offer suggestions for problem solving, point out common errors to avoid, and provide informal hints and suggestions. As a secondary benefit, this feature should help students not to feel anxious or threatened when asking questions in class.

BLITZER BONUS

- **Blitzer Bonuses.** These enrichment essays provide historical, interdisciplinary, and otherwise interesting connections to the algebra and trigonometry under study, showing students that math is an interesting and dynamic discipline.
- **Concept and Vocabulary Checks.** This feature offers short-answer exercises, mainly fill-in-the-blank and true/false items, that assess students' understanding of the definitions and concepts presented in each section. The Concept and Vocabulary Checks precede the section Exercise Sets and have the prefix "C."
- **Extensive and Varied Exercise Sets.** An abundant collection of exercises is included in an Exercise Set at the end of each section. Exercises are organized within nine category types: Practice Exercises, Practice PLUS Exercises, Application Exercises, Explaining the Concepts, Technology Exercises, Critical Thinking Exercises, Group Exercises, Retaining the Concepts, and Preview Exercises. This format makes it easy to create well-rounded homework assignments. The order of the Practice Exercises is exactly the same as the order of the section's worked examples. This parallel order enables students to refer to the titled examples and their detailed explanations to achieve success working the Practice Exercises.
- **Practice PLUS Problems.** This category of exercises contains more challenging practice problems that often require students to combine several skills or concepts. With an average of ten Practice PLUS problems per Exercise Set, instructors are provided with the option of creating assignments that take Practice Exercises to a more challenging level.
- **Retaining the Concepts.** Beginning with Chapter 2 each Exercise Set contains three or four review exercises under the header "Retaining the Concepts." These exercises are intended for students to review previously covered objectives in order to improve their understanding of the topics and to help maintain their mastery of the material. If students are not certain how to solve a review exercise, they can turn to the section and worked example given in parentheses at the end of each exercise.

- **Mid-Chapter Check Points.** At approximately the midway point in each chapter, an integrated set of Review Exercises allows students to review and assimilate the skills and concepts they learned separately over several sections.
- **Integration of Technology Using Graphic and Numerical Approaches to Problems.** Side-by-side features in the technology boxes connect algebraic and trigonometric solutions to graphic and numerical approaches to problems. Although the use of graphing utilities is optional, students can use the explanatory voice balloons to understand different approaches to problems even if they are not using a graphing utility in the course.
- **Brief Reviews.** Beginning with Chapter 1, the Brief Review boxes that appear throughout the book summarize mathematical skills, many of which are course prerequisites that students have learned but which many students need to review. This feature appears whenever a particular skill is first needed and eliminates the need for you to reteach that skill. For more detail, students are referred to the appropriate section and objective in a previous chapter where the topic is fully developed.

> ACHIEVING SUCCESS

- **Achieving Success.** The Achieving Success boxes, appearing at the end of many sections in Chapters 1 through 8, offer strategies for persistence and success in college mathematics courses.
- **Discovery.** Discovery boxes, found throughout the text, encourage students to further explore algebraic and trigonometric concepts. These explorations are optional and their omission does not interfere with the continuity of the topic under consideration.
- **Chapter Summaries.** Each chapter contains a review chart that summarizes the definitions and concepts in every section of the chapter. Examples that illustrate these key concepts are also referenced in the chart.
- **End-of-Chapter Materials.** A comprehensive collection of Review Exercises for each of the chapter's sections follows the Summary. This is followed by a Chapter Test that enables students to test their understanding of the material covered in the chapter. Beginning with Chapter 2, each chapter concludes with a comprehensive collection of mixed Cumulative Review Exercises.

MyLab™ Math Resources for Success

MyLab Math (pearson.com/mylab/math) is available to accompany Pearson's market-leading text options, including this text (access code required). MyLab Math is the teaching and learning platform that empowers you to reach every student. It combines trusted author content—including full eText and online homework with immediate feedback—with digital tools and a flexible platform to personalize the learning experience and improve results for each student.

NEW! Corequisite Course Support

MyLab Math supports various corequisite course models, including Concurrent (aka just-in-time) and Consecutive (aka front-loaded) models. MyLab Math for this text contains all of these learning and assessment resources to support corequisite courses:

1. **Complete Corequisite eText** built from Bob Blitzer's developmental mathematics texts so that it matches the features and pedagogy of this text.
2. **Instructional videos** for each corequisite objective.
3. **Assignable algorithmic exercises** for each corequisite objective.
4. **Worksheets** with instruction and exercises for each corequisite objective (also available in print).
5. **Activities** for selected corequisite objectives.
6. **Study Skills** support with self-help materials for time management, mindset, stress management, college transition, and more.

7. **Corequisite Implementation Guide** with specific guidelines for using the materials to teach various corequisite models. (Download at bit.ly/3lrza1Z.)

To help target instruction on corequisite objectives, MyLab includes these pre-made assessments:

- **Readiness Quiz 1** addresses key arithmetic topics and is designed to be administered prior to beginning College Algebra topics.
- **Readiness Quiz 2** addresses basic Introductory Algebra topics and is designed to be administered prior to beginning College Algebra topics.
- **Skills Check Quiz for Each Chapter** addresses the prerequisite skills needed for each chapter in *Algebra and Trigonometry*.
- Based on the results of these quizzes, students can receive *personalized assignments* to address objectives that are not mastered. This way, students can focus on just the topics they need help with.

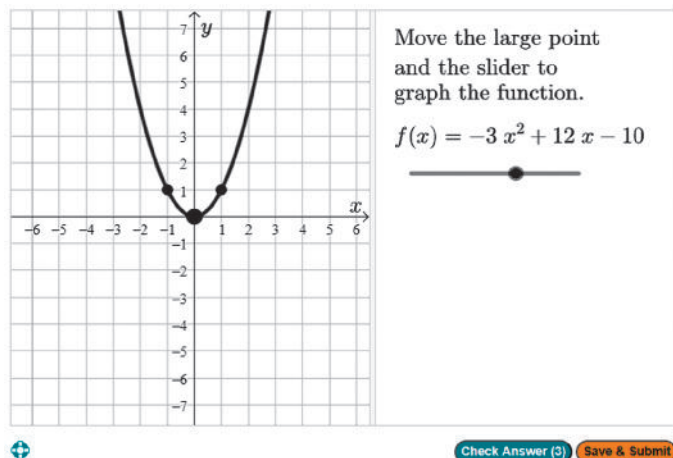
Note that the above resources are also designed to provide just-in-time help for students in your regular (non-corequisite) courses. (We understand that almost all students at some point need targeted refreshers on specific prerequisite skills.)

MyLab Math Student Resources

Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student

needs practice, giving all students the support they need—when and where they need it—to be successful.

Exercises with Immediate Feedback – The exercises in MyLab Math reflect the approach and learning style of this text and regenerate algorithmically to give students unlimited opportunity for practice and mastery. Most exercises include learning aids, such as guided solutions and sample problems, and they offer helpful feedback when students enter incorrect answers.

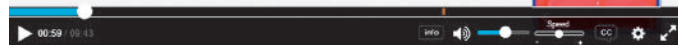


▲ **NEW! GeoGebra Exercises** are gradable graphing exercises that help students demonstrate their understanding. They enable students to interact directly with the graph in a manner that reflects how students would graph on paper.

- **Setup & Solve** exercises require students to first describe how they will set up and approach a problem. This reinforces conceptual understanding of the process applied in approaching the problem, promotes long-term retention of the skill, and mirrors what students will be expected to do on a test.
- **Concept & Vocabulary** exercises require students to demonstrate understanding of key ideas.

Solve. Find each solution set and then use a calculator to obtain a decimal approximation to two decimal places for the solution.

a. $5^x = 134$

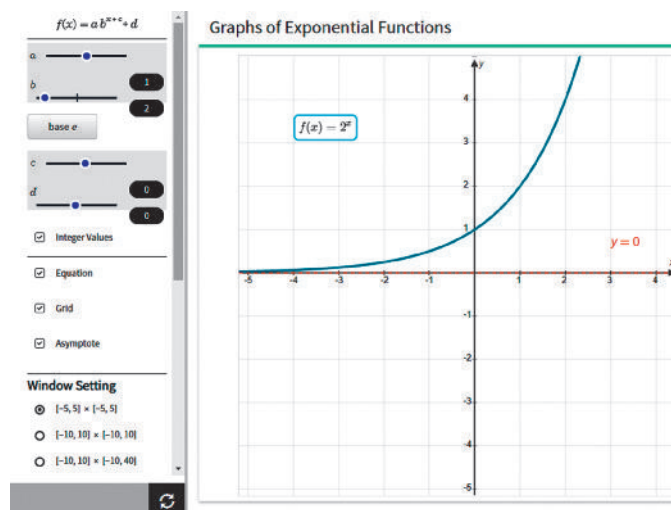


▲ **Instructional Videos** – High-quality instructional videos are included for every objective in the text. Many of these feature built-in interactive quizzes.

Chapter Test Prep Videos correspond to each exercise in the Chapter Test in the textbook, enabling students to effectively prepare for high-stakes testing. These are available in MyLab Math and www.youtube.com/user/pearsonmathstats (playlist “Blitzer Algebra & Trigonometry 7e”).

Learning Guide (also available in print format) consists of four parts:

1. **Learning Guide worksheets** for each section of the text. These worksheets start with a catchy headline and motivating real-world connection followed by numerous “Solved Problems” and accompanying “Pencil Problems.”
2. **Classroom Activities** for selected sections contain recommended group size, material needed, and time to complete.
3. **Integrated Review worksheets** for every prerequisite objective. These feature both instruction and practice.
4. **NEW! Integrated Review Activities** for selected topics provide hands-on work with important prerequisites.



▲ **Interactive Figures** bring mathematical concepts to life, helping students see the concepts through directed explorations and purposeful manipulation. These figures are assignable in MyLab Math and encourage active learning, critical thinking, and conceptual understanding.

NEW! For this revision, we added many more interactive figures (in editable GeoGebra format) to the Video & Resource Library.



▲ **Mindset videos** and assignable, open-ended exercises foster a growth mindset in students. This material encourages them to maintain a positive attitude about learning, value their own ability to grow, and view mistakes as learning opportunities—so often a hurdle for math students. These videos are one of many **Study Skills and Career-Readiness Resources** that address the non-math-related issues that can affect student success.

NEW! **Personal Inventory Assessments** are a collection of online exercises designed to promote self-reflection and engagement in students. These 33 assessments include topics such as a Stress Management Assessment, Diagnosing Poor Performance and Enhancing Motivation, and Time Management Assessment.

eText – Available in two formats: one that matches the textbook page-for-page and another that is “reflowable” for use on tablets and smartphones. The latter eText is also fully accessible using screen-readers.

Student Solutions Manual – Fully worked solutions to odd-numbered exercises. Available for download from within MyLab Math.

MyLab Math Instructor Resources

Your course is unique. So whether you’d like to build your own assignments, teach multiple sections, or set prerequisites, MyLab gives you the flexibility to easily create your course to fit your needs.

Pre-Built Assignments are designed to make the homework experience as effective as possible for students. All of these assignments are *fully editable*.

- **NEW!** **Enhanced Assignments** – These section-level assignments have three unique properties:
 1. They help keep skills fresh with *spaced practice* of previously learned concepts.

2. They have learning aids strategically turned off for some exercises to ensure that students understand how to work the exercises independently.
 3. They contain personalized prerequisite skills exercises for gaps identified in the chapter-level Skills Check Quiz.
- **NEW!** **Video Assignments** – These section-level assignments are especially helpful for online classes or “flipped” classes, where some or all learning takes place independently.

Learning Catalytics – With Learning Catalytics™, you’ll hear from every student when it matters most. You pose a variety of questions in class (choosing from pre-loaded questions or questions of your own making) that help students recall ideas, apply concepts, and develop critical-thinking skills. Your students respond using their own smartphones, tablets, or laptops.

Accessibility – Pearson works continuously to ensure our products are as accessible as possible to all students. Currently we work toward achieving WCAG 2.0 AA for our existing products (2.1 AA for future products) and Section 508 standards, as expressed in the Pearson Guidelines for Accessible Educational Web Media (<https://www.pearson.com/us/accessibility.html>).

Other instructor resources include:

- **Mini Lecture Notes** contain additional examples and helpful teaching tips for each section of the text.
- **Instructor Solution Manual** contains worked-out solutions for every exercise in the text.
- **PowerPoint Lecture Slides** are fully editable and included for each section of the text. **UPDATED!** Slides are now animated. They also utilize Microsoft’s Equation Editor, making them more easily editable.
- **TestGen®** enables instructors to build, edit, print, and administer tests using a computerized bank of questions developed to cover all the objectives of the text. TestGen is algorithmically based, allowing instructors to create multiple but equivalent versions of the same question or test with the click of a button. Instructors can also modify test bank questions or add new questions. The software and test bank are available for download from Pearson’s online catalog.
- **Test Bank** features printable PDFs containing all of the test exercises available in TestGen.

Acknowledgments

An enormous benefit of authoring a successful series is the broad-based feedback I receive from the students, dedicated users, and reviewers. Every change to this edition is the result of their thoughtful comments and suggestions. I would like to express my appreciation to all the reviewers, whose collective insights form the backbone of this revision. In particular, I would like to thank the following people for reviewing *College Algebra*, *Algebra and Trigonometry*, *Precalculus*, and *Trigonometry*. (An asterisk * indicates reviewers for the current edition.)

*Margaret Adams, *South Georgia South College*
 Karol Albus, *South Plains College*
 *Alvina Atkinson, *Georgia Gwinnett College*
 Kayoko Yates Barnhill, *Clark College*
 *Melissa Battis, *Greenhill School*
 Timothy Beaver, *Isothermal Community College*
 Jaromir Becan, *University of Texas, San Antonio*
 Imad Benjelloun, *Delaware Valley College*
 Lloyd Best, *Pacific Union College*
 *Joseph Bittner, *Fort Wayne North Side High School*
 *Elisa Bolotin, *Saint Stephen's Episcopal School*
 *Marie Borrazzo, *College Academy*
 David Bramlett, *Jackson State University*
 Natasha Brewley-Corbin, *Georgia Gwinnett College*
 Denise Brown, *Collin College, Spring Creek Campus*
 *Julie Brown, *University of Texas of the Permian Basin*
 David Britz, *Raritan Valley Community College*
 Bill Burgin, *Gaston College*
 Jennifer Cabaniss, *Central Texas College*
 *Ryan Caimano, *Oklahoma Bible Academy*
 *Kate Calendrillo, *Northwest Catholic High School*
 *Jaime Castrataro, *Tri-West High School*
 Jimmy Chang, *St. Petersburg College*
 Teresa Chasing Hawk, *University of South Dakota*
 *Janie Coker Pritchard, *Tyler Junior College*
 Diana Colt, *University of Minnesota, Duluth*
 Shannon Cornell, *Amarillo College*
 Wendy Davidson, *Georgia Perimeter College, Newton*
 Donna Densmore, *Bossier Parish Community College*
 *Kevin Dibert, *NSU University School*
 *Barbara Dobbs, *Academy of the Holy Cross*
 *Juan Du, *Broward College*
 *Marcial Echenique, *College of the Florida Keys*
 Disa Enegren, *Rose State College*
 Keith A. Erickson, *Georgia Gwinnett College*

*Deanna Ettore, *Washington Township High School*
 *Rafat Ewais, *Clifton High School*
 *Rebecca Faber, *Notre Dame High School*
 *Ed Fischer, *Northern Nash High School*
 Nancy Fisher, *University of Alabama*
 *Vickie Flanders, *Baton Rouge Community College*
 *Sheila Fleming, *Marble Falls High School*
 Donna Gerken, *Miami Dade College*
 *David Ghazvini, *Lee College*
 Cynthia Glickman, *Community College of Southern Nevada*
 Sudhir Kumar Goel, *Valdosta State University*
 Donald Gordon, *Manatee Community College*
 David L. Gross, *University of Connecticut*
 Jason W. Groves, *South Plains College*
 Joel K. Haack, *University of Northern Iowa*
 Jeremy Haefner, *University of Colorado*
 Joyce Hague, *University of Wisconsin at River Falls*
 *Tawfik Haj, *San Jacinto College*
 Mike Hall, *University of Mississippi*
 *Leo Hartsock, *Northland Preparatory Academy*
 Mahshid Hassani, *Hillsborough Community College*
 Tom Hayes, *Montana State University*
 Christopher N. Hay-Jahans, *University of South Dakota*
 Angela Heiden, *St. Clair Community College*
 *Baron Heinemann, *Episcopal High School*
 Celeste Hernandez, *Richland College*
 *Ann Ho, *Taipei American School*
 Alysmae Hodges, *Eastfield College*
 Amanda Hood, *Copiah-Lincoln Community College*
 Jo Beth Horney, *South Plains College*
 Heidi Howard, *Florida State College at Jacksonville, South Campus*
 *S. Larue Huckaby, *Shorter University*
 Winfield A. Ihlow, *SUNY College at Oswego*
 *Dale Johanson, *Northeast Community College*
 Nancy Raye Johnson, *Manatee Community College*
 *Kimberly Jones, *Dakota State University*
 *Kevin Jones, Jr., *McCluer High School*
 *Cheryl Kerns, *Blue Valley West High School*
 *Clayton Kitchings, *University of North Georgia*
 *Theo Koupelis, *Broward College*
 *Anthony Lamanna, *St. John's Preparatory*
 Dennine Larue, *Fairmont State University*

*Tina Lee, *Haywood Community College*
 Mary Leesburg, *Manatee Community College*
 Christine Heinecke Lehman, *Purdue University North Central*
 Alexander Levichev, *Boston University*
 *Qingxia Li, *Fisk University*
 *Ethan Lightfoot, *Gateway STEM High School*
 Zongzhu Lin, *Kansas State University*
 Benjamin Marlin, *Northwestern Oklahoma State University*
 Marilyn Massey, *Collin County Community College*
 Yvelyne McCarthy-Germaine, *University of New Orleans*
 *Kayri McCartin, *Grafton High School*
 David McMann, *Eastfield College*
 Owen Mertens, *Missouri State University, Springfield*
 James Miller, *West Virginia University*
 Martha Nega, *Georgia Perimeter College, Decatur*
 *Youssef Oumanar, *Greenhill School*
 Shahla Peterman, *University of Missouri, St. Louis*
 Debra A. Pharo, *Northwestern Michigan College*
 *Janice Phillipp, *Texas Southmost College*
 Gloria Phoenix, *North Carolina Agricultural and Technical State University*
 Katherine Pinzon, *Georgia Gwinnett College*
 David Platt, *Front Range Community College*
 Juha Pohjanpelto, *Oregon State University*
 *David Quesnell, *Immaculate High School*
 Brooke Quinlan, *Hillsborough Community College*
 *Corrie Ramage, *Kosciusko High School*
 Janice Rech, *University of Nebraska at Omaha*
 Joseph W. Rody, *Arizona State University*
 *Lee Ann Roberts, *Georgia Gwinnett College*
 Behnaz Rouhani, *Georgia Perimeter College, Dunwoody*
 Judith Salmon, *Fitchburg State University*
 *Ryan Sasaki, *Iolani School*
 Michael Schramm, *Indian River State College*
 Cynthia Schultz, *Illinois Valley Community College*
 *Brittney Seale, *Colorado Mountain College*
 *Juanita Self, *Central Texas College*
 *Patricia Senn, *Lurleen B. Wallace Community College*
 *Olimpia Simeón Monet, *Miami Dade College*
 *Muhammad Naeem Sharif, *Kuwait Technical College*
 Pat Shelton, *North Carolina Agricultural and Technical State University*
 Jed Soifer, *Atlantic Cape Community College*

*Brian Southworth, *Independence Community College*
 Caroline Spillman, *Georgia Perimeter College, Clarkston*
 *Laura Spunt, *Posnack School*
 Jonathan Stadler, *Capital University*
 Franotis R. Stallworth, *Gwinnett Technical College*
 John David Stark, *Central Alabama Community College*
 Chris Stump, *Bethel College*
 *Cynthia Lee Suplizio, *Colorado Mountain College*
 Scott Sykes, *University of West Georgia*
 Richard Townsend, *North Carolina Central University*
 Pamela Trim, *Southwest Tennessee Community College*
 *Ruth Trubnik, *Delaware Valley University*
 Chris Turner, *Arkansas State University*
 Richard E. Van Lommel, *California State University, Sacramento*
 Dan Van Peursem, *University of South Dakota*
 Philip Van Veldhuizen, *University of Nevada at Reno*
 Jeffrey Weaver, *Baton Rouge Community College*
 *Felice Weiner, *South Mountain Community College*
 *Aaron Wernet, *McLennan Community College*
 Amanda Wheeler, *Amarillo College*
 David White, *The Victoria College*
 *Molly Whittington, *Holy Cross School*
 Tracy Wienckowski, *University of Buffalo*
 *Stacy Yarnell, *Colorado Mountain College*

Additional acknowledgments are extended to:

- Brad Davis, for contributing new and updated data, providing the book's annos and answer section, and serving as (an amazing!) answer checker.
- Dan Miller for preparing the solution manuals and the Learning Guide.
- Brian Morris at Scientific Illustrators for superbly illustrating the book.
- Jerilyn DiCarlo and Annie Brace for their brilliant design work.
- Francesca Monaco, project manager, and Tamela Ambush, production editor, whose collective talents kept every aspect of this complex project moving through its many stages. (Special thanks to Sharon Cahill for seamlessly stepping in during Francesca's absence.)
- Dawn Murrin, Jeff Weidenaar, and Jon Krebs, my editors at Pearson, who guided and coordinated the book from manuscript through production.
- Chelsea Kharakozova, product manager, for the steady financial guidance for the project.

- Stacey Sveum and Peggy Lucas, marketing managers, for their innovative marketing efforts.
- Shana Siegmund, MyLab producer, for coordinating the many digital aspects of the project.
- Eric Gregg and Dominick Frank for splendid work on the MyLab exercises that support the texts.
- Finally, thanks to the Pearson sales force, for their confidence and enthusiasm about the book.

I hope that my passion for teaching, as well as my respect for the diversity of students I have taught and learned from over the years, is apparent throughout this new edition. By connecting algebra and trigonometry to the whole spectrum of learning, it is my intent to show students that their world is profoundly mathematical, and indeed, π is in the sky.

Bob Blitzer

The bar graph shows some of the qualities that students say make a great teacher. It was my goal to incorporate each of these qualities throughout the pages of this book.

Explains Things Clearly

I understand that your primary purpose in reading *Algebra and Trigonometry* is to acquire a solid understanding of the required topics in this course. In order to achieve this goal, I've carefully explained each topic. Important definitions and procedures are set off in boxes, and worked-out examples that present solutions in a step-by-step manner appear in every section. Each example is followed by a similar matched problem, called a Check Point, for you to try so that you can actively participate in the learning process as you read the book. (Answers to all Check Points appear in the back of the book.)

Funny & Entertaining

Who says that an algebra and trigonometry textbook can't be entertaining? From our unusual cover to the photos in the chapter and section openers, prepare to expect the unexpected. I hope some of the book's enrichment essays, called Blitzer Bonuses, will put a smile on your face from time to time.

Helpful

I designed the book's features to help you acquire knowledge of algebra and trigonometry, as well as to show you how algebra and trigonometry can solve authentic problems that apply to your life. These helpful features include:

- **Explanatory Voice Balloons:** Voice balloons are used in a variety of ways to make math less intimidating. They translate algebraic and trigonometric language into everyday English, help clarify problem-solving procedures, present alternative ways of understanding concepts, and connect new concepts to concepts you have already learned.
- **Great Question!:** The book's Great Question! boxes are based on questions students ask in class. The answers to these questions give suggestions for problem solving, point out common errors to avoid, and provide informal hints and suggestions.
- **Achieving Success:** The book's Achieving Success boxes give you helpful strategies for success in learning algebra and trigonometry, as well as suggestions that can be applied for achieving your full academic potential in future college coursework.
- **Chapter Summaries:** Each chapter contains a review chart that summarizes the definitions and concepts in every section of the chapter. Examples from the chapter that illustrate these key concepts are also referenced in the chart. Review these summaries and you'll know the most important material in the chapter!

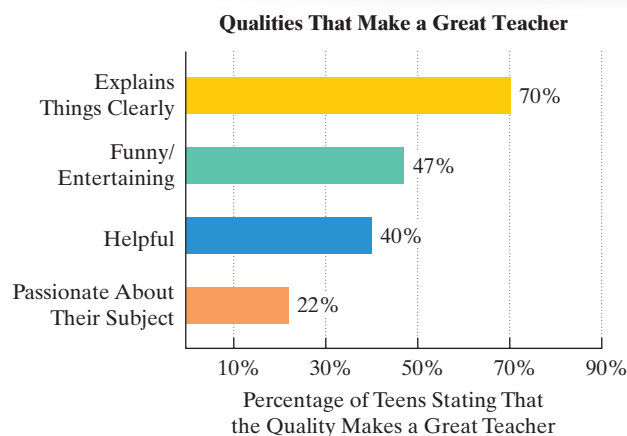
Passionate about the Subject

I passionately believe that no other discipline comes close to math in offering a more extensive set of tools for application and development of your mind. I wrote the book in Point Reyes National Seashore, 40 miles north of San Francisco. The park consists of 75,000 acres with miles of pristine surf-washed beaches, forested ridges, and bays bordered by white cliffs. It was my hope to convey the beauty and excitement of mathematics using nature's unspoiled beauty as a source of inspiration and creativity. Enjoy the pages that follow as you empower yourself with the algebra and trigonometry needed to succeed in college, your career, and your life.

Regards,

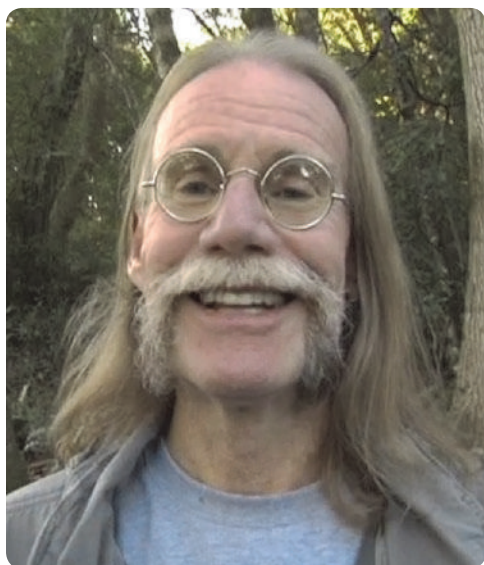
Bob Blitzer

To the Student



Source: Avanta Learning System

ABOUT THE AUTHOR



Bob Blitzler is a native of Manhattan and received a Bachelor of Arts degree with dual majors in mathematics and psychology (minor: English literature) from the City College of New York. His unusual combination of academic interests led him toward a Master of Arts in mathematics from the University of Miami and a doctorate in behavioral sciences from Nova University. Bob's love for teaching mathematics was nourished for nearly 30 years at Miami Dade College, where he received numerous teaching awards, including Innovator of the Year from the League for Innovations in the Community College and an endowed chair based on excellence in the classroom. In addition to *Algebra and Trigonometry*, Bob has written textbooks covering developmental mathematics, introductory algebra, intermediate algebra, trigonometry, precalculus, and liberal arts mathematics, all published by Pearson. When not secluded in his Northern California writer's cabin, Bob can be found hiking the beaches and trails of Point Reyes National Seashore and tending to the chores required by his beloved entourage of horses, chickens, and irritable roosters.

APPLICATIONS INDEX

A

- Accidents, automobile
 - accidents per day, age of driver and, 980
 - age of driver and, 171
 - alcohol use and, 513–514, 519
 - probability of accident while intoxicated, 1151
- Acid rain, 519
- Actors, highest-paid, on television, 218–221
- Actors, selection of, 1134, 1155
- Adulthood, transition to, 947
- Adult residential community costs, 1081, 1088
- Advertising, 451–452, 456
- African Americans, with high school diploma, 540
- African life span, AIDS and, 858
- Age(s)
 - arrests and drunk driving as function of, 432
 - average number of awakenings during night by, 106
 - body-mass index and, 892
 - body temperature variation and, 893
 - calories needed to maintain energy by, 89
 - chances of surviving to various, 235
 - of driver, accidents per day and, 980
 - fatal crashes and, 171
 - height as function of, 277, 280, 298
 - perceived length of time period and, 455
 - percent body fat in adults by, 255
 - racial prejudice and, 61
 - social media use by, 903
 - systolic blood pressure and, 165–166
 - tax refund likelihood and, 49
 - U.S. population projection by, 313
 - weight of human fetus and, 214
- Aging rate, space travel and, 35, 47, 50
- AIDS/HIV
 - African life span and, 858
 - cases diagnosed (U.S.), 370
 - global perspective on, 370
- Aircraft/airplanes
 - approaching runway, vector describing, 810
 - direction angle of, given speed, 812
 - distance and angle of elevation of, 631
 - distance flown by, 574
 - ground speed of, 812
 - height of, 598
 - leaving airport at same time, distance between, 751, 755–756, 826
 - linear speed of propeller, 664
 - Mach speed of, 707
 - runway departure lineup, 1155
 - speed with/against the wind, 849
 - true bearing of, 811–812
 - vector describing flight of, 810
 - velocity vector of, 808
 - weight/volume constraints, 895–897
 - wind speed and direction angle exerted on, 811–812
- Airports, distance between, 758
- Alcohol use
 - and accident risk, 513–514, 519
 - drunk driving arrests, 432
 - moderate wine consumption and heart disease, 271–272
 - number of moderate users in U.S., 540
 - by U.S. high school seniors, 106
- Alligator(s)
 - population of, 174
 - tail length given body length, 454
- Altitude
 - gained by hiker climbing incline, 664
 - increase on inclined road of, 574
- Altitude and atmospheric pressure, 539
- Amazon deforestation, 459–460
- American Idol, ratings of, 364–365
- Amusia (tone deafness), sound quality and, 686, 688
- Angle(s)
 - in architecture, 542
 - clock hands forming, 542, 543
 - of elevation, 569–571, 573, 575, 598, 631, 658, 659, 664, 667, 749–750
- Angular speed
 - of audio records, 555
 - of carousel, 554
 - of hard drive in computer, 554
 - of propeller on wind generator, 664
- Annuities
 - compound interest on, 1098–1099, 1105
 - value of, 1105, 1154
- Antenna, height on top of building, 666
- Apartment, rent, 213
- Apogee/perigee of satellite's orbit, 998
- Applause, decibel level of, 259
- Arch bridge, 1064
- Archer's arrow, path of, 358
- Architecture
 - angles in, 542
 - conic sections in, 999, 1009
- Archway. *See* Semielliptical archway and truck clearance
- Area
 - maximum, 360, 363, 412, 459
 - of oblique triangle, 741
 - of plane figure, 62
 - of region under curve, 648
 - of shaded region, 61, 74
 - of triangle, 756, 975
- Area code possibilities, 1134
- Arrests, drunk driving, 432
- Artists, in documentary, 1129–1130
- Aspirin, half-life of, 532, 1013
- Asteroid detection, 870
- Atmospheric pressure and altitude, 539
- Audio records, angular speed and linear speed of, 555
- Autism cases diagnosed, 1079
- Automobiles
 - accidents per day, age of driver and, 980
 - alcohol use and accident risk, 513–514, 519
 - annual price increases of, 137
 - average age, on U.S. roads, 137
 - computing work of pushing, 819, 821
 - depreciation, 137, 235
 - drunk driving arrests as function of age, 432
 - electric, 1154
 - fatal accidents and driver's age, 171
 - leaving city at same time, distance between, 826
 - possible race finishes, 1134
 - probability of accident while intoxicated, 1151
 - purchase options, 1134
 - rentals, 191–192, 215
 - repair estimates for, 207
 - required stopping distance, 443–444
 - travel by bicycle vs., 324–325
 - value over time, 1080
- Average cost function, 426–427, 430, 461, 463
- Average rate of change, 277–278, 298
- B**
- Backpack, price before reduction, 535
- Ball
 - angle of elevation and throwing distance of, 736
 - location of thrown, 1041
 - maximum height and throwing distance of, 859
 - thrown upward and outward, 363
- Ball (attached to spring)
 - finding amplitude and period of motion of, 695
 - simple harmonic motion of, 653–654, 732, 736
- Ball (height above ground), 857, 859, 922, 1158
 - baseball, 542
 - bounce height, 454
 - football, 17, 356–358, 459, 922
 - maximum height, 459, 829, 859
 - when thrown from rooftop, 443
 - when thrown from top of Leaning Tower of Pisa, 441
- Ballots, 1134
- Banking angle and turning radius of bicycle, 454
- Baseball
 - angle of elevation and throwing distance of, 732
 - diamond diagonal length, 171
 - height of ball above ground, 542
 - path of, 1041, 1049–1050
 - pitcher's angle of turn to throw ball, 760
 - position as function of time, 1049–1050
- Baseball contract, 1069, 1104
- Baseball diamond, distance from pitcher's mound to bases on, 759
- Basketball, hang time in air when shooting, 189
- Basketball court, dimensions of, 134
- Bass in lake over time, 461
- Bearings, 652–653, 667
 - of boat, 653, 659, 759
 - distance at certain, 659, 666
 - to fire from two fire stations, 747, 749, 1061
 - of jet from control tower, 659
 - true, of plane, 811–812
 - between two cities, 666
- Beauty, symmetry and, 240
- Benefit concert lineup possibilities, 1134
- Berlin Airlift, 894, 900
- Bias, Implicit Association Test for, 51, 61
- Bicycle(s)
 - banking angle, 454
 - manufacturing, 235, 430, 846, 900
 - travel by car vs., 324–325
- Biorhythms, 541, 576, 596, 617–619
- Bird species population decline, 532
- Birth(s), in U.S. from 2000 through 2009, 300, 305–306
- Birthday, probability of same, 325, 1151
- Birthday cake, 50
- Birthday date sharing, 709
- Blood-alcohol concentration, 15–16, 19, 513–514, 519
- Blood pressure, systolic, age and, 165–166
- Blood volume and body weight, 93, 447–448
- Boats/ships
 - bearing of, 653, 659
 - changing, 759
 - distance traveled at certain, 659
 - to sail into harbor, 659
 - direction angle of, 828
 - distance from lighthouse, 666, 751
 - distance from pier, 759
 - ground speed, 828
 - leaving harbor at same time, distance between after three hours, 758
 - location between two radio towers, 1064
 - on tilted ramp, vector components of force on, 817, 821
 - velocity of, 828
 - velocity vector of, 808

Body fat in adults by age and gender, percent, 255
 Body-mass index, 454, 892
 Body temperature, variation in, 665, 893
 Books
 arranging on shelf, 1129
 selections, 1134, 1157
 Bouquet, mixture of flowers in, 880
 Box dimensions, 395
 Brain
 growth of the human, 527
 modeling brain activity, 631
 Break-even analysis, 667, 840–841, 846, 880. *See also*
 Cost and revenue functions/break-even points
 Breathing cycle, 599
 modeling, 613–614
 velocity of air flow in, 731
 Bridge
 arch, 1064
 George Washington Bridge, 1065
 suspension, parabolas formed by, 1065
 Bridge coupon book/toll passes, 126, 129–131, 137,
 174, 202–203, 207, 314, 632
 Budgeting, groceries vs. health care, 281
 Building
 height of, 569–570, 658, 659, 666, 667, 751
 shadow cast by, 732
 Building's shadow, 214
 Business ventures, 846
 Butterflies, symmetry of, 761

C

Cable car, distance covered by, 750–751
 Cable lengths between vertical poles, 190
 Cable service, 1067
 Cable television deals, 1067
 Calculator manufacturing costs, 461
Call of Duty video game, retail sales of, 520
 Calorie-nutrient information, 904
 Calories
 needed by age groups and activity levels, 947
 needed to maintain energy balance, 89
 Camera
 price reductions, 1151
 viewing angle for, 647
 Camera, price before reduction, 131
 Canoe manufacturing, 846
 Car(s). *See* Automobiles
 Carbon-14 dating, 524, 531–532
 Carbon dioxide, atmospheric global warming and,
 217, 266–268, 620, 632
 Carbon dioxide, atmospheric levels of, 268
 Cardboard, length/width for box, 879
 Cards. *See* Deck of 52 cards, probability and
 Carousel, linear speed and angular speed of
 animals on, 554, 558
 Cave paintings, prehistoric, 532
 CD selection for vacation trip, 1155
 Celebrity earnings, 218–221
 Cell phones, 236, 847
 Celsius/Fahrenheit temperature interconversions,
 17, 206, 341
 Centrifugal force, 452–453
 Chaos, patterns of, 739, 785
 Charging stations, for electric vehicles, 1154
 Checking accounts, 207
 Chernobyl nuclear power plant accident, 477
 Chess moves, 1126
 Chess tournament, round-robin, 170
 Child care, spending on, 234
 Children
 modeling height of, 487, 494, 515
 respiratory rates of, 891
 Cholesterol
 and dietary restrictions, 891
 intake, 891
 Cigarette consumption. *See* Smoking
 Cigarette tax, 1079
 Circle, finding length of arc on, 666, 716
 Class structure of the United States, 978–979
 Cliff, distance of ship from base of, 658
 Climate change, 268
 Clock(s)
 angles formed by hands of, 542, 543
 degrees moved by minute hand on, 557
 distance between tip of hour hand and ceiling,
 618
 distance between tips of hands at 10:00, 760
 minute hand movement in terms of π , 557
 Club membership fees, 933
 Club officers, choosing, 1134, 1155
 Coding, 949, 958–959, 961, 962
 Coffee consumption, sleep and, 542
 Coin tosses, 206, 1139, 1146–1147, 1149, 1150
 College(s)
 attendance, 1155
 average dormitory changes at, 1090–1091
 majors of freshmen in, 1090
 percentage of U.S. high school seniors applying
 to more than three, 478
 projected enrollment, 137, 213, 214
 salary after, 212
 College education
 availability of, to qualified students, 137
 average yearly earnings and, 136–137
 cost of, 2, 4–5, 19–20, 365
 excuses for not meeting assignment deadlines,
 212
 government aid decreases, 214
 women vs. men, 93
 College graduates
 among people ages 25 and older, in U.S.,
 1090–1091
 median starting salaries for, 127–128
 College majors
 campus mergers and, 139
 of freshmen, 1090
 College students
 excuses for not meeting assignment deadlines,
 212
 freshmen
 attitudes about life goals, 128–129
 with A average in high school, 125
 claiming no religious affiliation, 221–222
 grade inflation, 124
 majors of, 1090
 political orientation, 341
 gender ratios and campus mergers, 849
 hours of study per week, by major, 857–858
 interactive online games played by, 849
 loan debt, 63
 majors and campus mergers, 849
 procrastination and symptoms of physical illness
 among, 832, 848
 sleep and, 849
 study abroad destinations, 1013
 College tuition
 government aid decreases, 214
 student loan debt, 63
 Collinear points, 975
 Comedians, net worth of, 494
 Comedy act schedule, 1134
 Comets
 Halley's Comet, 994, 1009, 1060
 intersection of planet paths and, 878, 1009
 Committee formation, 1130, 1132, 1134
 Commuters, toll discount passes, 129–131, 137, 207,
 632
 Compound interest, 1080, 1105, 1154
 on annuity, 1098–1099, 1105
 choosing between investments, 475
 compounding periods, 479

continuously compounded, 514, 518, 540, 541,
 737, 907
 formula for, 514
 investments, 538, 660
 savings accounts, 517–518
 value of Manhattan Island and, 478
 Computer(s)
 angular speed of hard drive in, 554
 assembly, time required for, 462
 computer-generated animation, 284
 discounts, 306–307, 314
 prices, 316
 ratio of students to computers in U.S. public
 schools, 370
 sale price, 74
 Computer graphics, 909, 933, 942, 943
 Concentration of mixture, 125. *See also* Mixture
 problems
 Cone volume, 453
 Conference attendees, choosing, 1132, 1134
 Constraints, 895–899, 905
 Continuously compounded interest, 514, 518, 540,
 541, 737, 907
 Cookies, supply and demand for, 847
 Coronary heart disease, 533
 Coronavirus cases
 modeling, in U.S., 525–526
 in New York, 907
 in U.S., 366–368
 worldwide, 464
 Corporate income tax, 174
 Corporation officers, choosing, 1129, 1134
 Cost(s). *See also* Manufacturing costs
 of college education, 2, 4–5, 19–20, 365
 of federal social programs, 34
 of industrial cleanup, 75–76
 of medical treatment, 493
 minimizing, 900
 of public transportation infrastructure
 maintenance, 272
 of raising child born in U.S., 1074–1075
 truck rental, 1067
 Cost and revenue functions/break-even points,
 840–841, 846, 880, 906
 average, 426–427, 430, 461, 463
 bike manufacturing, 430
 break-even points, 846, 906
 graphing calculator manufacturing, 461
 for PDA manufacturing, 880
 roast beef sandwiches, 364
 running shoe manufacturing, 430, 841
 tablet case manufacturing, 313
 virtual reality headset manufacturing,
 426–427
 wheelchair manufacturing, 427
 Costco memberships, 461
 Course schedule, options in planning, 1126
 Cove, distance across, 759
 Crane lifting boulder, computing work
 of, 821
 Crate, computing work of dragging, 828
 Credit card balances, 213
 Crew (rowing), 849
 Crime, 879
 Cryptograms, 958–959, 962. *See also* Coding
 Cycloid, 1050

D

Daylight, number of hours of, 576, 596, 616, 618,
 631, 731
 Deadlines, excuses for not meeting, 212
 Dead Sea Scrolls, carbon-14 dating of, 524
 Death penalty, sentences rendered by U.S. juries,
 383
 Death rate, hours of sleep and, 851, 855

Deaths
 in the 20th century, 904
 from 2000 through 2009, 300, 305–306
 by snakes, mosquitoes, and snails, 236

Debt
 national, 20, 31–32, 34, 35, 92
 student loan, 63

Decay model for carbon-14, 531–532

Decibels. *See* Sound intensity

Deck of 52 cards, probability and, 1140–1141, 1143–1144, 1149, 1155, 1157

Decoding a word or message, 959, 961, 962

Deforestation, Amazon, 459–460

Degree-days, 1092

Delicate Arch, angle of elevation to determine height of, 575

Depreciation, 137, 235

Depression
 exercise and, 284
 sense of humor and, 108–109, 120–121

Desk manufacturing, 922

Die rolling outcomes, 1139–1140, 1149, 1150, 1155

Digital camera, price reduction for, 1151

Digital photography, 933, 942–943, 946, 947, 979

Dinosaur bones, potassium-40 dating of, 532

Dinosaur footprints, pace angle and stride indicated by, 752, 758

Direction, 798–799

Disposable cups, reusable vs., 635

Distance
 across cove, 759
 across lake, 570, 573, 664, 758, 759
 from base to top of Leaning Tower of Pisa, 749
 braking, 857
 between cars leaving city at same time, 826
 of forest ranger from fire, 659
 between houses at closest point, 1012
 of island from coast, 658
 of marching band from person filming it, 631
 of oil platform from ends of beach, 749
 between pairs of cities, 334–335
 of rotating beam of light from point, 630, 631
 safe, expressway speed and, 91
 of ship from base of cliff, 658
 of ship from base of Statue of Liberty, 658
 of ship from lighthouse, 666
 of ship from radio towers on coast, 1012
 of stolen car from point directly below helicopter, 658
 that skydiver falls in given time, 1107
 traveled by plane, 574
 traveled by walking and bus travel, 19
 between two points on Earth, 557
 between two points on opposite banks of river, 749
 time, 784

Diver's height above water, 443

Diversity index, 91

Diving board motion, modeling, 631

Divorce, educational attainment and probability of, 102–104

DNA, structure of, 559

Domed ceiling, light reflectance and parabolic surface of, 1029

“Don’t ask, don’t tell” policy, 281–282

Drinks, order possibilities for, 1134

Drivers, age of. *See* Age(s)

Driving accidents. *See* Accidents, automobile

Driving rate and time for trip, 449

Drug concentration, 279, 430

Drug dosage, child vs. adult, 737

Drug experiment volunteer selection, 1134

Drug tests, mandatory, probability of accurate results, 1150

Drug use among teenagers, 533

Drunk driving, probability of accidents, 1151

Drunk driving arrests, age as function of, 432

Dual investments, 19, 132, 138, 174, 256, 345, 456, 907

E

Eagle, height and time in flight, 341

Earnings. *See* Salary(-ies)

Earth
 angular velocity of point on, 558
 distance between two points on, 557
 finding radius of, 660
 motion of Moon relative to, 559

Earth, age of, 28

Earthquake
 epicenter, 334–335
 intensity, 480, 488, 538
 relief from, 894–897
 simple harmonic motion from, 656

E-commerce sales, 539

Economic impact of factory on town, 1106, 1155

Education. *See also* College education
 level of, U.S. population, 1149
 online, 909
 percentage of U.S. adults completing high school, 540
 spending on pre-primary, 234
 unemployment and years of, 461

Educational attainment, divorce and, 102–104

Election ballots, 1134

Electrical resistance, 149, 455, 1158

Electric vehicles, 1154

Electromagnetic spectrum, 618

Elephant's weight, 519

Elevation, angle of, 569–571, 573, 575, 598, 631, 658–659, 664, 667, 749–750

Elevator capacity, 207, 891

Elk population, 541–542

Elliptical ceiling, 996

Ellipticpool, 996

Encoding a message, 949, 958–959, 961, 962

Endangered species, 532

Equator, linear velocity of point on, 557

Equilibrium, forces in, 811

Ethnic diversity, 91

Exam grades, 207, 215, 947

Excuses, for not meeting college assignment deadlines, 212

Exercise
 depression and, 284
 heart rate and, 3
 target heart rate ranges for, 18

Explosions, location of, 1009–1010, 1012, 1029

Exponential decay model, 532, 540, 541, 981

Exponential growth, 667

Expressway speeds and safe distances, 91

Eye color and gender, 1157

F

Factory, economic impact on town, 1106

Fahrenheit/Celsius temperature interconversions, 17, 206, 341

Family, independent events in, 1147, 1149, 1156

Federal budget
 deficit, 92 (*See also* National debt)
 expenditures on human resources, 431

Federal Express, aircraft purchase decisions by, 900

Federal income tax, 236

Federal social programs, cost and enrollment, 34

Fencing
 for enclosure, 875–876
 maximum area inside, 360, 363, 365
 for plot of land, 906

Ferris wheel, 335
 height above ground when riding, 597
 linear speed of, 558

Fetal weight, age and, 214

Field, dimensions of, 905, 1158

Field's dimensions, 213

Films. *See* Movies

Films, Oscar-winning, 315

Financial aid, college student, 214

Fire
 distance of fire station from, 1061
 distance of forest ranger from, 659
 locating, from tower, 740, 747, 749, 784, 828, 1061

Flagpole
 height of, finding, 737
 leaning, angle made with ground, 751
 on top of building, height of, 659

Flood, probability of, 1156

Floor dimensions, 878

Floor space, length and width of, 214

Flu
 epidemic, 478
 inoculation costs, 89
 outbreak on campus, 1106
 time-temperature scenario, 237–238
 vaccine mixture, 235

Food cost per item, 281, 858

Food stamps program, 34

Food truck vendor, profit and cost for, 364

Football
 height above ground, 922
 maximum height of, 1065
 position as function of time, 1065
 vector describing thrown, 810

Football field dimensions, 133–134

Football's height above ground, 17, 356–358

Force(s)
 on body leaning against wall, 798, 801
 in equilibrium, 811
 pulling cart up incline, 798
 resultant, 811, 827, 828

Foreign-born population in U.S., 174

Frame dimensions, 138

Freedom 7 spacecraft flight, 326

Free-falling object's position, 440–441, 443, 462

Frequency, length of violin string and, 451

Freshmen. *See under* College students

Friendship 7, distance from Earth's center, 1060

Fuel efficiency, 237

G

Galaxies, elliptical, 1117

Games, online, college students and, 849

Garbage, daily per-pound production of, 63

Garden, width of path around, 172

Gasoline
 gallons of premium sold, 821, 846–847
 gallons of regular sold, 821

Gas pressure in can, 450

Gay marriage, U.S. public opinion on, 533

Gay service members discharged from military, 281–282

Gender
 average number of awakenings during night by, 106
 bachelor's degrees awarded and, 93
 calories needed to maintain energy by, 89
 college gender ratios and campus mergers, 849
 eye color and, 1157
 first-year U.S. college students claiming no religious affiliation by, 221–222
 of House of Representatives members, 848
 labor force participation by, 189
 life expectancy by year of birth and, 270
 percent body fat in adults by, 255
 wage gap by, 235

George Washington Bridge, height of cable
between towers of, 1065
Global warming, 217, 266–268
Golden rectangles, 49
Government, trust in, 270
Government financial aid, college tuition, 214
Grade inflation, 124
Gravitational force, 452
Gravity model, 455
Groceries, budgeting for, 281
Ground speed, 812
Groups fitting into van, 1134
Gutter cross-sectional area, 172, 363
Guy wire attached to pole, angle made with ground
and, 651
Gym membership fees, 216

H

Half-life
aspirin, 532, 1013
radioactive elements, 532, 540, 981
Xanax, 532, 1051
Halley's Comet, 994, 1009, 1060
Hamachiphobia, 533
Happiness
average level of, at different times of day, 325
per capita income and national, 271
Harmonic motion, simple. *See* Simple harmonic
motion
HDTV screen dimensions, 166–167, 445
Headlight
parabolic surface of, 1065, 1066
unit design, 1065, 1066
Health care
budgeting for, 281
gross domestic product (GDP) spent on, 518
savings needed for expenses during retirement, 533
Health club membership fees, 137
Heart beats over lifetime, 35
Heart disease
coronary, 533
moderate wine consumption and, 271–272
smoking and, 432
Heart rate
exercise and, 3, 18
life span and, 462
before and during panic attack, 382
Heat generated by stove, 455
Heating and cooling systems, 772
Heat loss of a glass window, 455
Height
above ground of building, shadow cast and, 214
of antenna on top of building, 666
of ball above ground (*See* Ball [height above
ground])
of building, 569–570, 658, 659, 666, 667, 751
child's height modeled, 487, 494, 515
diver's height above water, 443
of eagle, in terms of time in flight, 341
on Ferris wheel while riding, 597
of flagpole, 659, 737
as function of age, 277, 280, 298
healthy weight region for, 892
of leaning wall, finding, 750
maximum, 829, 1066, 1158
of Mt. Rushmore sculpture, 652
percentage of adult height attained by girl of
given age, 493, 515
of plane, 598
of tower, finding, 650, 658, 797
of tree, finding, 784
weight and height recommendations/
calculations, 138, 454
Higher education costs, 1091
High school education, percentage of U.S. adults
completing, 540

Hiking trails, finding bearings on, 653
Hill, magnitude of force required to keep car from
sliding down, 811
Hispanic Americans, population growth, 540
HIV/AIDS
African life span and, 858
cases diagnosed (U.S.), 370
global perspective on, 370
HIV infection
number of Americans living with, 370
T cell count and, 218, 227–228
Home ownership, 273, 276–277
Hot-air balloon, distance traveled by ascending,
651, 659, 696
Hotel room types, 849
Households, mixed religious beliefs in, 206
House of Representatives, gender of members, 848
House sales prices, 236, 1107
House value, inflation rate and, 478
Housework, 1154
Hubble Space Telescope, 456
Human resources, federal budget expenditures on, 431
Humor, sense of, depression and, 108–109, 120–121
Hurricanes
barometric air pressure and, 519
probability, 1150
Hydrogen ion concentration, 518–519

I

Ice cream flavor combinations, 1130, 1134
Identical twins, distinguishing between, 850
Illumination intensity, 454, 455
Imaginary number joke, 149
Implicit Association Test, 51, 61
Imprisonment, crime rate and, 879
Income
of Americans, 848
highest-paid TV celebrities, 218–221
median yearly income of full-time workers, 32
Income tax, federal, 236
Individual Retirement Account (IRA), 1098–1099,
1105, 1106, 1154
Industrial accidents, cost of cleaning up, 75–76
Inflation, cost of, 124
Inflation rate, 478
Influenza. *See* Flu
Inn charges, before tax, 138
Inoculation costs for flu, 89
Insulation, rate of heat lost through, 667
Insurance, pet, 255
Intelligence quotient (IQ) and mental/
chronological age, 454
Interactive online games, college students
and, 849
Internet service providers, 213
Internet streaming services, 175
Interracial marriage
percentage of Americans in favor of laws
prohibiting, 214–215
rates of, 1067–1068
Investment(s)
accumulated value of, 474–475, 478, 514
amounts invested per rate, 858
choosing between, 475
compound interest, 474–475, 478, 479, 514, 518,
519, 538, 540, 541, 660, 737, 907, 1105
for desired return, 215
dual, 19, 132, 138, 174, 256, 345, 456, 907
in greeting cards, 846
and interest rates, 19, 213
maximizing expected returns, 901
money divided between high- and low-risk, 891
in play, 846
possibility of stock changes, 1155
IQ (intelligence quotient) and mental/
chronological age, 454

IRA. *See* Individual Retirement Account
Island, distance from coast of, 658

J

Jeans, price of, 314
Jet ski manufacturing, 906
Job applicants, filling positions with, 1156
Job offers, 1091, 1092, 1104
Jokes about books, 1135

K

Kidney stone disintegration, 994, 1029
Kinetic energy, 455
Kite, angle made with ground of flying, 651, 1040

L

Labor force, participation by gender, 189
Labrador retrievers, color of, 59
Ladder's reach, 171
Lake, distance across, 570, 573, 664, 758, 759
Land
fencing for (*See* Fencing)
rectangular plot, 906
triangular plot, 760, 826
Lead, half-life of, 532
Leaning Tower of Pisa, distance from base to top
of, 749
Leaning wall, finding height of, 750
Learning curve, 124
Learning rate and amount learned, measuring, 829
Learning theory project, 526
Lemon tree, maximum yield, 365
Length of violin string and frequency, 451
Letter arrangements, 1134
LGBTQ marriage, U.S. public opinion on, 848
LGBTQ representation, in books, 540
License plates, 1127
Life, most time-consuming activities during, 136
Life events, sense of humor and response to,
108–109, 120–121
Life expectancy, 136, 270
Life span, heart rate and, 462
Light intensity, 463, 517
Light reflectance and parabolic surface, 1029, 1065,
1066
Light waves, modeling, 665
Linear speed, 558
of airplane propeller, 664
of animals on carousel, 554, 558
of wind machine propeller, 555
Line formation, 1135
Literacy and child mortality, 257, 271
Little League baseball team batting order,
1127–1128
Living alone, number of Americans, 344
Living arrangements, of young adults, 273,
276–277
Long-distance telephone charges, 138
Lottery
numbers selection, 1134, 1141–1142
probability of winning, 1125, 1141–1142, 1149,
1150, 1156, 1157
LOTTO
numbers selection, 1134
probability of winning, 1150
Loudness, 259, 455, 462, 493, 504, 533, 541
Love, course of over time, 206
Luggage, volume of carry-on, 409–410
Lunch menus, 900, 1134

M

Mach speed of aircraft, 707
Mailing costs, 255

Mall browsing time and average amount spent, 466, 467
 Mammography screening data, 1137
 Mandatory drug testing, probability of accurate results, 1150
 Mandelbrot set, 785, 795, 797
 Manufacturing and testing, hours needed for, 932
 Manufacturing constraints, 894, 896, 897
 Manufacturing costs. *See also* Cost and revenue functions/break-even points
 bicycles, 235
 calculator, 461
 PDAs, 880
 portable satellite radio players, 463
 tents, 905
 virtual reality headsets, 413, 426–427
 wheelchair, 427
 Maps, making, 571
 Marching band, 850
 Marijuana use
 by U.S. high school seniors, 106
 in U.S., 1158
 Marital status
 U.S. adults (1970–2013), 847
 U.S. population, ages 15 or older (2010), 1047, 1145–1146
 Markup, 138
 Marriage, interracial
 percentage of Americans in favor of laws prohibiting, 214–215
 rates of, 1067–1068
 Marriage equality, U.S. public opinion on, 533, 848
 Mass attached to spring, simple harmonic motion of, 655–656
 Mathematics department personnel, random selection from, 1150
 Mathematics exam problems, 1135
 Mauna Loa Observatory, 268
 Maximum area, 360, 363, 412, 459
 Maximum height, 829, 1066, 1158
 Maximum product, 363, 412, 462–463
 Maximum profit, 412, 462–463, 897, 906
 Maximum scores, 900
 Maximum yield, 365
 Media, trust in, 270
 Median age. *See* Age(s)
 Median yearly income, 32
 Medicaid, 34
 Medical treatment, delaying, 493
 Medicare, 34
 Medication dosage, adult vs. child/infant, 737
 Memory retention, 478, 494, 495, 518, 539
 Men, in House of Representatives, 848
 Merry-go-round
 linear speed of horse on, 598
 polar coordinates of horses on, 771
 Miles per gallon, 237
 Military, gay service members discharged from, 281–282
 Minimum product, 359, 459
 Miscarriages, by age, 533
 Mixture problems, 125, 235, 842–844, 849, 906, 933
 Modernistic painting consisting of geometric figures, 859
 Moiré patterns, 1013
 Moon weight of person given Earth weight, 454
 Moth eggs and abdominal width, 395
 Mountain, measuring height of, 559, 571, 750–751
 Movies
 ranking, 1134
 ticket price of, 213
 top ten Oscar-winning, 315
 Movie theater, finding best viewing angle in, 633, 647, 648
 Mt. Rushmore sculpture, height of, 652
 Multiple-choice test, 1126–1127, 1134, 1157
 Multiplier effect, 1102

Mumps, U.S. cases of, 412
 Music
 amplitude and frequency of note's sine wave, 713
 amusia and, 686, 688
 modeling musical sounds, 655, 660

N

National debt, 20, 31–32, 34, 35, 92
 National diversity index, 91
 Natural disaster relief, 900
 Nature, Fibonacci numbers found in, 1070
 Navigation, 559. *See also* Bearings
 Negative life events, sense of humor and response to, 108–109, 120–121
 Negative numbers, square roots of, 140
 Negative square roots, 149
 Net worth, of wealthiest Americans, 20
 Neurons in human vs. gorilla brain, 63
 Newton's Law of Cooling, 535
 New York, coronavirus cases in, 907
 Nutritional content, 922, 932

O

Oculus Rift headset manufacturing costs, 413, 426–427
 Officers for Internet marketing consulting firm, choosing, 1128
 Ohm's law, 149
 One-person households. *See* Living alone, number of Americans
 Online, time spent, 345
 Online education, 909
 Online games, college students and, 849
 Open box lengths and widths, 172
 Orbit(s)
 of comets, 878, 994, 1009, 1013, 1060
 modeling, 1051
 perigee/apogee of satellite's orbit, 998
 of planets, 878, 993, 998
 Oscar-winning films, top ten, 315

P

Package, forces exerted on held, 807
 Pads, cost of, 1158
 Palindromic numbers, 1150
 Panic attack, heart rate before and during, 382
 Paragraph formation, 1134
 Park, pedestrian route around, 171
 Parking lot, dimensions of, 171
 Parthenon at Athens, as golden rectangle, 49
 Party affiliation, of voters, 910
 Passwords, 1134, 1135
 Path around swimming pool, dimensions of, 138
 Pay. *See* Salary(-ies)
 Paycheck size, 138
 Payroll spent in town, 1155
 PDA manufacturing costs and revenues, 880
 Pedestrian route around park, 171
 Pendulum swings, 1105
 Pens
 color choices, 1134
 cost of, 1158
 Per capita income and national happiness, 271
 Perceived length of time period and age, 455
 Perigee/apogee of satellite's orbit, 998
 Periodic rhythms, 718
 Pest-eradication program, 1106
 Pets
 insurance for, 255
 spending on, 1082
 pH
 of human mouth after eating sugar, 430
 scale, 518–519
 Phone calls between cities, 446, 455
 Phonograph records, angular speed and linear speed of, 555
 Photography. *See* Digital photography
 Physician visits, 256
 Piano keyboard, Fibonacci numbers on, 1070
 Pier, finding length of, 750
 Pitch of a musical tone, 462
 Plane(s). *See* Aircraft/airplanes
 Planets
 elliptical orbits, 993, 998
 length of years for, 189
 modeling motion of, 1058, 1060
 Playground, dimensions of, 363
 Playing cards. *See* Deck of 52 cards, probability and
 Play production, break-even analysis of, 667
 Pliocene Epoch, 268
 Poker hands, 1132
 Pole, angle made by rope anchoring circus tent and, 667
 Political affiliation, academic major and, 1150
 Political identification, of college freshmen, 141
 Pollution, air, 978
 Pollution removal costs, 76
 Pool. *See* Swimming pool
 Pool dimensions, 138, 171
 Pool table, elliptical, 1064
 Population
 Africa, 523
 alligator, 174
 Asia, 541
 bird species in danger of extinction, 532
 Bulgaria, 531
 California, 517, 1104
 Canada, 535
 Colombia, 531
 elk, 541–542
 Europe, 880
 exponential growth modeling, 531, 532
 Florida, 893, 1155
 foreign-born (U.S.), 174, 859
 geometric growth in, 1094
 Germany, 531, 541
 gray wolf, 472–473
 Hispanic, 540
 Hungary, 520
 India, 477, 531
 Iraq, 531
 Israel, 531
 Japan, 531
 Madagascar, 531
 Mexico, 532
 New Zealand, 532
 Nigeria, 534
 over age 65 (U.S.), 534
 Pakistan, 531
 Palestinian, 531
 Philippines, 531
 Russia, 531
 in scientific notation, 30
 single, 276–277
 Texas, 517, 1105
 tigers, worldwide, 381
 Uganda, 535
 United States
 by age, 313
 age 65 and older, 534, 597
 modeling growth of, 523–524
 and national debt, 32
 by race/ethnicity, 1085
 and walking speed, 527
 world, 314, 521, 528–530, 533, 541
 racial and ethnic breakdown of, 922–923
 Population projections, 49, 137, 531
 Potassium-40, 532
 Powerball, probability of winning, 1141–1142
 Pre-primary education spending, 234

Presley, Elvis, 858
 Price(s)
 advertising and, 451–452, 456
 backpack, 535
 computer, 316
 of a house, 236, 1107
 jeans, 314
 of movie ticket, 213
 Price reductions, 131, 138, 139, 174, 216, 316, 1151
 Pricing options, 208
 Prisons, crime rate and, 879
 Problem solving, payments for, 139
 Problem-solving time, 452
 Profit function, 364, 841–842, 846, 880, 894
 Profits
 department store branches, 313
 maximizing, 364, 412, 462–463, 900, 905, 906
 maximum, 462–463
 maximum daily, 897, 923
 maximum monthly, 900
 on newsprint/writing paper, 905
 production and sales for gains in, 207
 total monthly, 900
 Projectiles, paths of, 348, 462, 1049–1050, 1065. *See also* Ball (height above ground); Free-falling object's position
 Propeller
 of airplane, linear speed of, 664
 on wind generator, angular speed of, 664
 Public transportation infrastructure, cost of maintaining, 272
 Pyramid volume, 462

R

Racial diversity, 91
 Racial prejudice, Implicit Association Test for, 51, 61
 Radiation intensity and distance of radiation machine, 454
 Radio(s), production/sales of, 846
 Radio show programming, 1134
 Radio stations
 call letters of, 1134
 locating illegal, 749
 Radio towers on coast, distance of ship from, 1012
 Radio waves, simple harmonic motion of, 659
 Raffle prizes, 1134, 1135
 Railway crossing sign, length of arcs formed by cross on, 557
 Rain gutter cross-sectional area, 172, 363
 Ramp
 computing work of pulling box along, 821
 force and weight of box being pulled along, 811
 magnitude of force required to keep object from sliding down, 811
 vector components of force on boat on tilted, 817, 821
 wheelchair, angle of elevation of, 659
 Rate of travel
 airplane rate, 849
 average rate and time traveled, 235
 average rate on a round-trip commute, 89
 rowing rate, 849
 and time for trip, 449
 Razor blades sold, 858
 Real estate agents, commission for, 213
 Real-estate sales and prices (U.S.), 1107
 Records, angular speed and linear speed of, 555
 Rectangle
 area of, 49
 dimensions of, 171, 174, 214, 299, 444, 850, 875–876, 878, 879, 904, 906, 907, 976, 1107
 dimensions of, maximizing enclosed area, 360
 golden, 49
 perimeter of, 49, 89, 125

Rectangular box dimensions, 395
 Rectangular carpet dimensions, 216
 Rectangular garden
 dimensions of, 345
 width of path around, 172
 Rectangular sign dimensions, 172
 Rectangular solid, volume of, 61
 Redwood trees, finding height of, 750
 Reflections, 289
 Refund, likelihood of tax, 49
 Relativity theory, space exploration and, 35, 47, 50
 Religious affiliation
 first-year U.S. college students claiming no, 221–222
 spouses with different, 206
 Rental
 car, 191–192, 215
 truck, 207, 1067
 Repair bill
 cost of parts and labor on, 138
 estimate, 207
 Residential community costs, adult, 1081, 1088
 Resistance, electrical, 149, 455, 1158
 Respiratory rates, of children, 891
 Restaurant tables and maximum occupancy, 849
 Resultant forces, 811, 812, 827, 828
 Reusable cups, disposable vs., 635
 Revenue functions. *See* Cost and revenue functions/break-even points
 Reversibility of thought, 63
 Right triangle, isosceles, 172
 Roads to expressway, length of, 190
 Rolling motion, 1047
 Roof of A-frame cabin, finding length of, 826
 Rotating beam of light, distance from point, 630, 631
 Roulette wheel, independent events on, 1147
 Rowing, speed with/against current, 849
 Royal flush (poker hand), probability of, 1134
 Rug's length and width, 878
 Runner's pulse, 519

S

Sailing angle to 10-knot wind, sailing speed and, 771, 782
 Salary(-ies)
 after college, 212
 anticipated earnings, 1105
 choosing between pay arrangements, 345
 college education and, 136–137
 college graduates with undergraduate degrees, 127–128
 comparing, 1090
 gross amount per paycheck, 138
 lifetime computation, 1098, 1105
 and paycheck size, 138
 salesperson's earnings/commissions, 1158
 in sixth year, 1154
 summer sales job, 345
 total, 1091, 1105, 1154, 1156
 total weekly earnings, 900
 wage gap in, by gender, 235
 weekly, 125
 Sale prices, 74. *See also* Price reductions
 Sales figures, 451–452, 456
 Salesperson's earnings, 1158
 Sales volume/figures
 real estate, 1107
 theater ticket, 858
 Satellite, perigee/apogee of orbit, 998
 Satellite dish, placement of receiver for, 1065
 Satellite radio players, manufacturing costs of, 463
 Savings
 and compound interest, 517–518
 geometric sequencing, 1104, 1105
 needed for health-care expenses during retirement, 533
 total, 1105
 Scattering experiments, 1012
 Scheduling appearances, ways of, 1134, 1135
 Semielliptical archway and truck clearance, 994, 996, 1029, 1064
 Sense of humor, depression and, 108–109
 Service contract, HVAC company, 432
 Shaded region areas, 61, 74
 Shading process, 1106
 Shadow, length of, 810
 Ship(s). *See* Boats/ships
 Shipping cost, 255
 Ship tracking system, 878
 “Shortest time” problems, 1047
 Shot put
 angle and height of, 362–363
 path of, given angle, 171
 throwing distance, 707, 750
 Shower, water used when taking, 1013
 Simple harmonic motion, 829, 1158
 ball attached to spring, 653–654, 732, 736
 earthquake, 656
 modeling, 653–656, 659, 666, 667
 radio waves, 659
 tuning fork, 659
 Skeletons, carbon-14 dating of, 532
 Skydiver's fall, 448–449, 462, 1107
 Sled, pulling
 computing work of, 820
 forces exerted, 810
 Sleep
 average number of awakenings during night, by age and gender, 106
 coffee consumption and, 542
 college students and, 849
 death rate and hours of, 851, 855
 hours of, on typical night, 1136
 Smoking
 deaths and disease incidence ratios, 431, 1122–1123
 and heart disease, 432
 Soccer field dimension, 138
 Social media use by age, 903
 Social Security benefits/costs, 34, 216
 Sonic boom, hyperbolic shape of, 1009
 Sound
 amplitude and frequency of, 713
 from touching buttons on touch-tone phone, 709, 715
 Sound intensity, 259, 455, 462, 493, 504, 533, 541, 713
 Sound quality, amusia and, 686, 688
 Space exploration and relativity theory, 35, 47, 50
 Space flight/travel
 aging rate and, 35, 47, 50
 Freedom 7 spacecraft, 326
 Hubble Space Telescope, 456
 relativity theory and, 35, 47, 50
 Spaceguard Survey, 1013
 Speaker loudness, 462
 Speed. *See also* Rate of travel
 angular, 554, 664
 linear, 558
 of airplane propeller, 664
 of animals on carousel, 554, 558
 of wind machine propeller, 555
 Mach speed of aircraft, 707
 Spinner, probability of pointer landing in specific way, 1145, 1149, 1156, 1157
 Spouses with different faiths, 206
 Spring(s)
 simple harmonic motion of object attached to, 653–656
 ball, 653–654, 732, 736
 distance from rest position, 657, 666

frequency of, 657
 maximum displacement of, 657
 phase shift of motion, 657
 time required for one cycle, 657
 Spring, force required to stretch, 454
 Square, length of side of, 172
 Stadium seats, 1091
 Standbys for airline seats, 1134
 Statue of Liberty, distance of ship from base of, 658
 Stereo speaker loudness, 462
 Stolen plants, 139
 Stomach acid, pH of, 519
 Stonehenge, raising stones of, 574
 Stopping distances
 for car, 443–444
 for motorcycles at selected speeds, 461–462
 for trucks, 444
 Stories, matching graphs with, 107
 Stress levels, 361
 String length and frequency, 451
 Strontium-90, 524
 Student government elections, 1130
 Student loan debt, 63
 Students, probability of selecting specific, 1157
 Study, hours per week, 857–858
 Sun, finding angle of elevation of, 570–571, 573, 598, 659, 664
 Sunscreen, exposure time without burning and, 2
 Supply and demand, 846–847
 Supply-side economics, 396
 Surface sunlight, intensity beneath ocean's surface, 517
 Surveying
 bearings in, 652–653
 to find distance between two points on opposite banks of river, 749
 Sushi, population who won't try, 533
 Suspension bridges, parabolas formed by, 1065
 Swimming pool
 path around, 138, 172
 tile border, 173
 Synthesizers, musical sounds modeled by, 649, 655
 Systolic blood pressure, age and, 165–166

T

Tablet case manufacturing, 313
 Table tennis table, dimensions of, 904
 Talent contest, picking winner and runner-up in, 1135
 Target, probability of hitting, 1150
 Target heart rate for exercise, 18
 Task mastery, 504, 539
 Taxes
 bills, 207
 cigarette, 1079
 federal tax rate schedule for tax owed, 255
 income
 corporate, 174
 federal, 236
 inn charges before, 138
 rebate and multiplier effect, 1102, 1106
 refund likelihood and age, 49
 tax rate percentage and revenue, 396
 Taxi rates, 137
 Teacher's aide, hourly pay for, 899
 Teenage drug use, 533
 Telephone(s)
 land lines vs. cell phones, 847
 sound from touching buttons on, 709, 715
 Telephone numbers
 seven-digit, 1157
 total possible, in United States, 1127
 Telephone plans
 cellular plans, 236
 texting plans, 136
 Telephone pole
 angle between guy wire and, 574
 tilted, finding length of, 750
 Television
 highest-paid actors and actresses, 218–221
 internet streaming services, 175
 manufacturing profits and constraints, 899
 programming of movies, 1134
 sale prices, 74
 screen area, 167
 screen dimensions, 166–167, 445, 878
 viewing, by annual income, 186
 Temperature
 average monthly, 618, 619
 body, variation in, 665, 893
 of cooling cup of coffee, 538
 degree-days, 1092
 and depth of water, 454
 in enclosed vehicle, increase in, 489–490
 Fahrenheit–Celsius interconversions, 17, 206, 341
 global warming, 217, 266–268
 home temperature as function of time, 298–299
 increase in an enclosed vehicle, 533
 as magnitude, 798
 Newton's Law of Cooling, 535
 time-temperature flu scenario, 237–238
 Tennis club payment options, 139
 Tennis court dimensions, 138
 Texting plans, 136
 Theater attendance, maximizing revenue from, 900
 Theater seats, 1091, 1154
 Theater ticket sales, 858
 Thefts in U.S., 460
 Thorium-229, 532
 Throwing distance, 697, 707
 angle of elevation of, 732, 736
 maximum height of thrown ball, 829
 shot put, 707, 750
 Ticket prices/sales, 858
 movie ticket prices, 213
 Tides, behavior of, 576, 593, 596
 modeling cycle of, 615
 modeling water depth and, 618
 Tigers, worldwide population, 381
 Time, perceived length of, 455
 Time spent online, in U.S., 345
 Time traveled, average rate and, 235
 Tobacco use. *See* Smoking
 Tolls, 126, 129–131, 137, 174, 202–203, 207, 314, 632
 Touch-tone phone, sounds from touching buttons on, 709, 715
 Tower
 angle of elevation between point on ground and top of, 667, 797
 height of, finding, 650, 658, 659, 797
 length of two guy wires anchoring, 759
 Traffic control, 924, 928–933, 979
 Trains leaving station at same time, distance between, 784
 Transformations of an image, 943–944, 946, 979
 Tree, finding height of, 784
 Triangle
 area of, 741, 756, 975
 dimensions of, 948, 962, 998, 1051, 1151
 isosceles, 172, 849
 oblique, 741
 right, 869
 Triangular piece of land
 cost of, 760, 826
 length of sides of, 826
 Trucks
 clearance under semielliptical archway, 994, 996, 1029, 1064
 rental costs, 1067
 stopping distances required for, 444
 Trust, in government and media, 270

Tugboats towing ship, resultant force of two, 811, 812
 Tuition, government aid for, 214
 Tuning fork
 eardrum vibrations from, 696
 simple harmonic motion on, 659
 Tutoring, hourly pay for, 899
 TV. *See* Television

U

Unemployment and years of education, 461

V

Vacation lodgings, 891
 Vacation plan packages, cost of, 904
 Vaccine, mixture for flu, 235
 Value
 of an annuity, 1105, 1154
 of house, inflation rate and, 478
 of investments, 474–475, 478, 514
 Van, groups fitting into, 1134
 Vehicle fatalities, driver's age and, 171
 Velocity vector
 of boat, 808
 of plane, 808
 of wind, 807, 808, 811–812
 Vertical pole supported by wire, 174, 216
 Video games, retail sales of, 520
 Videos rented, number of one-day and three-day, 821
 Violent crime, imprisonment and, 879
 Violin string length and frequency, 451
 Virtual reality headset manufacturing costs, 413, 426–427
 Vitamin content, 922, 932
 Volume (sound). *See* Sound intensity
 Volume (space)
 of carry-on luggage, 409–410
 of cone, 453
 for given regions, 74
 of open box, 61
 of solid, 411
 Voters
 age and gender of, 947
 age and party affiliation of, 910

W

Wage gap, 235, 365
 Wages. *See* Salary(-ies)
 Wagon, computing work of pulling, 819, 821, 828
 Walking speed and city population, 527
 Wardrobe selection, 1125
 Washington Monument, angle of elevation to top of, 574
 Water
 pressure and depth, 446–447
 temperature and depth, 454
 used in a shower, 448
 used when taking a shower, 1013
 Water pipe diameter, number of houses served and size of, 454
 Water supply produced by snowpack, 462
 Water wheel, linear speed of, 558
 Wealthiest Americans, net worth of, 20
 Weight
 blood volume and body, 93, 447–448
 elephant's, age and, 519
 of great white shark, cube of its length and, 449
 healthy, for height and age, 892
 and height recommendations/calculations, 454
 of human fetus, age and, 214
 moon weight of person given Earth weight, 454

- Weightlifting, 534, 813, 822
West Side Story (movie), 315
Wheelchair business
 manufacturing costs, 427
 profit function for, 842
 revenue and cost functions for, 840–842
Wheelchair ramp
 angle of elevation of, 659
 vertical distance of, 171
Wheel rotation, centimeters moved with, 557
Whispering gallery, 993, 998, 1066
White-collar jobs, in U.S., 540
White House, rooms, bathrooms, fireplaces, and
 elevators in, 923
Wildfires, area burned by, 382
Will distribution, 139
Wind, velocity vector of, 807, 808, 811–812
Wind force, 455
Wind generator
 angular speed of propeller on, 664
 linear speed of propeller of, 555
Wind pressure, 455
Wine consumption, heart disease and,
 271–272
Wing span of jet fighter, finding, 751
Wire length, 172
Witch of Agnesi, 1050
Women. *See also* Gender
 average level of happiness at different times of
 day, 325
 college gender ratios and campus
 mergers, 849
 in House of Representatives, 848
 in the labor force, 189
Work, 819–821
 crane lifting boulder, 821
 dragging crate, 828
 pulling box up ramp, 821
 pulling wagon, 819, 821, 828
 pushing car, 819, 821
 of weightlifter, 813, 822
Writing pads, cost of, 1158

X

- Xanax, half-life of, 532, 1051

A baby wearing a black graduation cap and a white gown is the central figure. The baby is holding a one-dollar bill in their right hand and looking upwards. The background is white, and numerous one-dollar bills are floating or falling around the baby, creating a sense of abundance or financial focus.

PREREQUISITES

P

Fundamental Concepts of Algebra

- What can algebra possibly have to tell me about
- the skyrocketing cost of a college education?
 - student-loan debt?
 - my workouts?
 - the effects of alcohol?
 - the meaning of the national debt that is more than \$25 trillion?
 - time dilation on a futuristic high-speed journey to a nearby star?
 - racial bias?
 - ethnic diversity in the United States?
 - the widening imbalance between numbers of women and men on college campuses?

This chapter reviews fundamental concepts of algebra that are prerequisites for the study of college algebra. Throughout the chapter, you will see how the special language of algebra describes your world.

Here's where you'll find these applications:

- College costs: Section P.1, Example 2; Exercise Set P.1, Exercises 131–132
- Student-loan debt: Mid-Chapter Check Point, Exercise 31
- Workouts: Exercise Set P.1, Exercises 129–130
- The effects of alcohol: Blitzer Bonus beginning on page 15
- The national debt: Section P.2, Example 12
- Time dilation: Blitzer Bonus on page 47
- Racial bias: Exercise Set P.4, Exercises 91–92
- U.S. ethnic diversity: Chapter P Review, Exercise 23
- College gender imbalance: Chapter P Test, Exercise 32.

SECTION P.1

Algebraic Expressions, Mathematical Models, and Real Numbers

WHAT YOU'LL LEARN

- 1 Evaluate algebraic expressions.
- 2 Use mathematical models.
- 3 Find the intersection of two sets.
- 4 Find the union of two sets.
- 5 Recognize subsets of the real numbers.
- 6 Use inequality symbols.
- 7 Evaluate absolute value.
- 8 Use absolute value to express distance.
- 9 Identify properties of the real numbers.
- 10 Simplify algebraic expressions.

How would your lifestyle change if a gallon of gas cost \$9.15? Or if the price of a staple such as milk was \$15? That's how much those products would cost if their prices had increased at the same rate college tuition has increased since 1980. (Source: Center for College Affordability and Productivity) In this section, you will learn how the special language of algebra describes your world, including the skyrocketing cost of a college education.



Algebraic Expressions

Algebra uses letters, such as x and y , to represent numbers. If a letter is used to represent various numbers, it is called a **variable**. For example, imagine that you are basking in the sun on the beach. We can let x represent the number of minutes that you can stay in the sun without burning with no sunscreen. With a number 6 sunscreen, exposure time without burning is six times as long, or 6 times x . This can be written $6 \cdot x$, but it is usually expressed as $6x$. Placing a number and a letter next to one another indicates multiplication.

Notice that $6x$ combines the number 6 and the variable x using the operation of multiplication. A combination of variables and numbers using the operations of addition, subtraction, multiplication, or division, as well as powers or roots, is called an **algebraic expression**. Here are some examples of algebraic expressions:

$$x + 6, \quad x - 6, \quad 6x, \quad \frac{x}{6}, \quad 3x + 5, \quad x^2 - 3, \quad \sqrt{x} + 7.$$

Many algebraic expressions involve *exponents*. For example, the algebraic expression

$$-x^2 + 361x + 3193$$

approximates the average cost of tuition and fees at public U.S. colleges for the school year ending x years after 2000. The expression x^2 means $x \cdot x$ and is read “ x to the second power” or “ x squared.” The exponent, 2, indicates that the base, x , appears as a factor two times. The negative sign in front of x^2 indicates that x^2 is multiplied by -1 .

Exponential Notation

If n is a counting number (1, 2, 3, and so on),

$$b^n = \underbrace{b \cdot b \cdot b \cdots b}_{b \text{ appears as a factor } n \text{ times}}.$$

Exponent or Power

Base

b^n is read “the n th power of b ” or “ b to the n th power.” Thus, the n th power of b is defined as the product of n factors of b . The expression b^n is called an **exponential expression**. Furthermore, $b^1 = b$.

For example,

$$8^2 = 8 \cdot 8 = 64, \quad 5^3 = 5 \cdot 5 \cdot 5 = 125, \quad \text{and} \quad 2^4 = 2 \cdot 2 \cdot 2 \cdot 2 = 16.$$

1 Evaluate algebraic expressions.

Evaluating Algebraic Expressions

Evaluating an algebraic expression means to find the value of the expression for a given value of the variable.

Many algebraic expressions involve more than one operation. Evaluating an algebraic expression without a calculator involves carefully applying the following order of operations agreement:

The Order of Operations Agreement

1. Perform operations within the innermost parentheses and work outward. If the algebraic expression involves a fraction, treat the numerator and the denominator as if they were each enclosed in parentheses.
2. Evaluate all exponential expressions.
3. Perform multiplications and divisions **as they occur**, working **from left to right**.
4. Perform additions and subtractions **as they occur**, working **from left to right**.

EXAMPLE 1 Evaluating an Algebraic Expression

Evaluate $7 + 5(x - 4)^3$ for $x = 6$.

Solution

$$\begin{aligned}
 7 + 5(x - 4)^3 &= 7 + 5(6 - 4)^3 && \text{Replace } x \text{ with } 6. \\
 &= 7 + 5(2)^3 && \text{First work inside parentheses: } 6 - 4 = 2. \\
 &= 7 + 5(8) && \text{Evaluate the exponential expression: } 2^3 = 2 \cdot 2 \cdot 2 = 8. \\
 &= 7 + 40 && \text{Multiply: } 5(8) = 40. \\
 &= 47 && \text{Add.}
 \end{aligned}$$

✓ CHECK POINT 1 Evaluate $8 + 6(x - 3)^2$ for $x = 13$.

2 Use mathematical models.

Formulas and Mathematical Models

An **equation** is formed when an equal sign is placed between two algebraic expressions. One aim of algebra is to provide a compact, symbolic description of the world. These descriptions involve the use of *formulas*. A **formula** is an equation that uses variables to express a relationship between two or more quantities.

Here are two examples of formulas related to heart rate and exercise.



Couch-Potato Exercise

$$H = \frac{1}{5}(220 - a)$$

Heart rate, in beats per minute,

is

$\frac{1}{5}$ of

the difference between 220 and your age.



Working It

$$H = \frac{9}{10}(220 - a)$$

Heart rate, in beats per minute,

is

$\frac{9}{10}$ of

the difference between 220 and your age.

The process of finding formulas to describe real-world phenomena is called **mathematical modeling**. Such formulas, together with the meaning assigned to the variables, are called **mathematical models**. We often say that these formulas model, or describe, the relationships among the variables.

EXAMPLE 2 Modeling the Cost of Attending a Public College

The bar graph in **Figure P.1** shows the average cost of tuition and fees for public four-year colleges, adjusted for inflation. The formula

$$T = -x^2 + 361x + 3193$$

models the average cost of tuition and fees, T , for public U.S. colleges for the school year ending x years after 2000.

- Use the formula to find the average cost of tuition and fees at public U.S. colleges for the school year ending in 2020.
- By how much does the formula underestimate or overestimate the actual cost shown in **Figure P.1**?

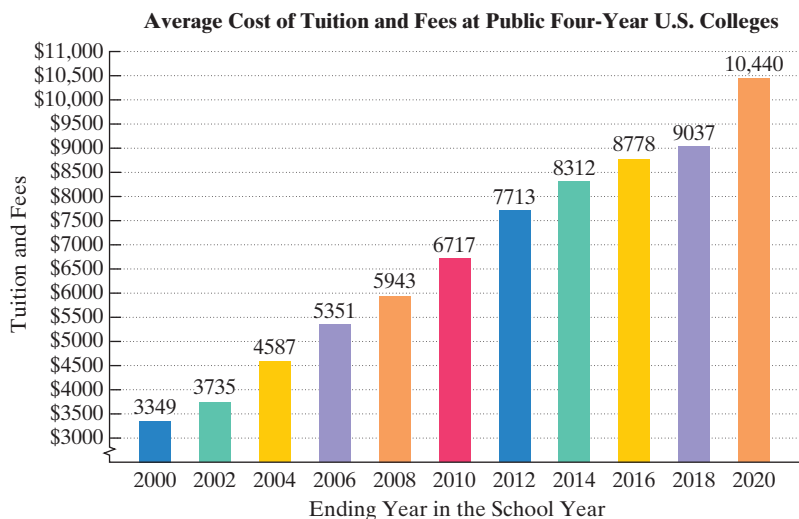


Figure P.1
Source: The College Board

Solution

- Because 2020 is 20 years after 2000, we substitute 20 for x in the given formula. Then we use the order of operations to find T , the average cost of tuition and fees for the school year ending in 2020.

$$T = -x^2 + 361x + 3193$$

This is the given mathematical model.

$$T = -(20)^2 + 361(20) + 3193$$

Replace each occurrence of x with 20.

$$T = -(400) + 361(20) + 3193$$

Evaluate the exponential expression:

$$20^2 = 20 \cdot 20 = 400.$$

$$T = -400 + 7220 + 3193$$

Multiply from left to right: $-(400) = -1(400)$
 $= -400$ and $361(20) = 7220$.

$$T = 10,013$$

Add.

The formula indicates that for the school year ending in 2020, the average cost of tuition and fees at public U.S. colleges was \$10,013.

- Figure P.1** shows that the average cost of tuition and fees for the school year ending in 2020 was \$10,440.

The cost obtained from the formula, \$10,013, underestimates the actual data value by $\$10,440 - \$10,013$, or by \$427.

Only 20 is affected by the exponent. Square 20 and copy the negative.

BLITZER BONUS**Is College Worthwhile?**

“Questions have intensified about whether going to college is worthwhile,” says *Education Pays*, released by the College Board Advocacy & Policy Center. “For the typical student, the investment pays off very well over the course of a lifetime, even considering the expense.”

Among the findings in *Education Pays*:

- Median (middlemost) full-time earnings with a bachelor’s degree in 2018 were \$65,400, which is \$24,900 more than high school graduates.
- Compared with a high school graduate, a four-year college graduate who enrolled in a public university at age 18 will break even by age 33. The college graduate will have earned enough by then to compensate for being out of the labor force for four years and for borrowing enough to pay tuition and fees, shown in **Figure P.1**.

> DISCOVERY

Using the formula from Example 2 and Check Point 2, find T for $x = 100$, $x = 200$, $x = 300$, and $x = 400$. What happens to the values of T over time? Do you see how model breakdown has occurred?

> GREAT QUESTION!

Can I use symbols other than braces when writing sets using the roster method?

No. Grouping symbols such as parentheses, $()$, and square brackets, $[]$, are not used to represent sets in the roster method. Furthermore, only commas are used to separate the elements of a set. Separators such as colons or semicolons are not used.

- 3** Find the intersection of two sets.

✓ CHECK POINT 2

- Use the formula $T = -x^2 + 361x + 3193$, described in Example 2, to find the average cost of tuition and fees at public U.S. colleges for the school year ending in 2016.
- By how much does the formula underestimate or overestimate the actual cost shown in **Figure P.1**?

Sometimes a mathematical model gives an estimate that is not a good approximation or is extended to include values of the variable that do not make sense. In these cases, we say that **model breakdown** has occurred. For example, it is not likely that the formula in Example 2 would give a good estimate of tuition and fees in 2050 because it is too far in the future. Thus, model breakdown would occur.

Sets

Before we describe the set of real numbers, let’s be sure you are familiar with some basic ideas about sets. A **set** is a collection of objects whose contents can be clearly determined. The objects in a set are called the **elements** of the set. For example, the set of numbers used for counting can be represented by

$$\{1, 2, 3, 4, 5, \dots\}.$$

The braces, $\{ \}$, indicate that we are representing a set. This form of representation, called the **roster method**, uses commas to separate the elements of the set. The symbol consisting of three dots after the 5, called an *ellipsis*, indicates that there is no final element and that the listing goes on forever.

A set can also be written in **set-builder notation**. In this notation, the elements of the set are described but not listed. Here is an example:

$$\{x \mid x \text{ is a counting number less than } 6\}.$$

The set of all x

such that

x is a counting number less than 6.

The same set written using the roster method is

$$\{1, 2, 3, 4, 5\}.$$

If A and B are sets, we can form a new set consisting of all elements that are in both A and B . This set is called the *intersection* of the two sets.

Definition of the Intersection of Sets

The **intersection** of sets A and B , written $A \cap B$, is the set of elements common to both set A and set B . This definition can be expressed in set-builder notation as follows:

$$A \cap B = \{x \mid x \text{ is an element of } A \text{ AND } x \text{ is an element of } B\}.$$

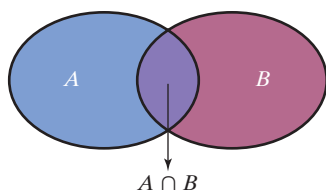


Figure P.2 Picturing the intersection of two sets

Figure P.2 shows a useful way of picturing the intersection of sets A and B . The figure indicates that $A \cap B$ contains those elements that belong to both A and B at the same time.

EXAMPLE 3 Finding the Intersection of Two Sets

Find the intersection: $\{7, 8, 9, 10, 11\} \cap \{6, 8, 10, 12\}$.

Solution The elements common to $\{7, 8, 9, 10, 11\}$ and $\{6, 8, 10, 12\}$ are **8** and **10**. Thus,

$$\{7, 8, 9, 10, 11\} \cap \{6, 8, 10, 12\} = \{8, 10\}.$$

✓ **CHECK POINT 3** Find the intersection: $\{3, 4, 5, 6, 7\} \cap \{3, 7, 8, 9\}$.

If a set has no elements, it is called the **empty set**, or the **null set**, and is represented by the symbol \emptyset . Here is an example that shows how the empty set can result when finding the intersection of two sets:

$$\{2, 4, 6\} \cap \{3, 5, 7\} = \emptyset.$$

These sets have no common elements.

Their intersection has no elements and is the empty set.

4 Find the union of two sets.

Another set that we can form from sets A and B consists of elements that are in A or B or in both sets. This set is called the *union* of the two sets.

Definition of the Union of Sets

The **union** of sets A and B , written $A \cup B$, is the set of elements that are members of set A **or** of set B or of both sets. This definition can be expressed in set-builder notation as follows:

$$A \cup B = \{x | x \text{ is an element of } A \text{ OR } x \text{ is an element of } B\}.$$

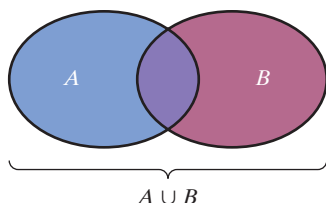


Figure P.3 Picturing the union of two sets

Figure P.3 shows a useful way of picturing the union of sets A and B . The figure indicates that $A \cup B$ is formed by joining the sets together.

We can find the union of set A and set B by listing the elements of set A . Then we include any elements of set B that have not already been listed. Enclose all elements that are listed with braces. This shows that the union of two sets is also a set.

EXAMPLE 4 Finding the Union of Two Sets

Find the union: $\{7, 8, 9, 10, 11\} \cup \{6, 8, 10, 12\}$.

Solution To find $\{7, 8, 9, 10, 11\} \cup \{6, 8, 10, 12\}$, start by listing all the elements from the first set, namely, 7, 8, 9, 10, and 11. Now list all the elements from the second set that are not in the first set, namely, 6 and 12. The union is the set consisting of all these elements. Thus,

$$\{7, 8, 9, 10, 11\} \cup \{6, 8, 10, 12\} = \{6, 7, 8, 9, 10, 11, 12\}.$$

Although 8 and 10 appear in both sets,

do not list 8 and 10 twice.

✓ **CHECK POINT 4** Find the union: $\{3, 4, 5, 6, 7\} \cup \{3, 7, 8, 9\}$.

> GREAT QUESTION !

How can I use the words *union* and *intersection* to help me distinguish between these two operations?

Union, as in a marriage union, suggests joining things or uniting them. Intersection, as in the intersection of two crossing streets, brings to mind the area common to both, suggesting things that overlap.

5 Recognize subsets of the real numbers.

The Set of Real Numbers

The sets that make up the real numbers are summarized in **Table P.1**. We refer to these sets as **subsets** of the real numbers, meaning that all elements in each subset are also elements in the set of real numbers.

Table P.1 Important Subsets of the Real Numbers

Name/Symbol	Description	Examples
Natural numbers \mathbb{N}	$\{1, 2, 3, 4, 5, \dots\}$ These are the numbers that we use for counting.	2, 3, 5, 17
Whole numbers \mathbb{W}	$\{0, 1, 2, 3, 4, 5, \dots\}$ The set of whole numbers includes 0 and the natural numbers.	0, 2, 3, 5, 17
Integers \mathbb{Z}	$\{\dots, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, \dots\}$ The set of integers includes the negatives of the natural numbers and the whole numbers.	-17, -5, -3, -2, 0, 2, 3, 5, 17
Rational numbers \mathbb{Q}	$\left\{\frac{a}{b} \mid a \text{ and } b \text{ are integers and } b \neq 0\right\}$ <div style="border: 1px solid black; padding: 2px; display: inline-block;">This means that b is not equal to zero.</div> The set of rational numbers is the set of all numbers that can be expressed as a quotient of two integers, with the denominator not 0. Rational numbers can be expressed as terminating or repeating decimals.	$-17 = \frac{-17}{1}$, $-5 = \frac{-5}{1}$, -3, -2, 0, 2, 3, 5, 17, $\frac{2}{5} = 0.4$, $\frac{-2}{3} = -0.6666\dots = -0.\overline{6}$
Irrational numbers \mathbb{I}	The set of irrational numbers is the set of all numbers whose decimal representations are neither terminating nor repeating. Irrational numbers cannot be expressed as a quotient of integers.	$\sqrt{2} \approx 1.414214$ $-\sqrt{3} \approx -1.73205$ $\pi \approx 3.142$ $-\frac{\pi}{2} \approx -1.571$

Notice the use of the symbol \approx in the examples of irrational numbers. The symbol means “is approximately equal to.” Thus,

$$\sqrt{2} \approx 1.414214.$$

We can verify that this is only an approximation by multiplying 1.414214 by itself. The product is very close to, but not exactly, 2:

$$1.414214 \times 1.414214 = 2.000001237796.$$

Not all square roots are irrational. For example, $\sqrt{25} = 5$ because $5^2 = 5 \cdot 5 = 25$. Thus, $\sqrt{25}$ is a natural number, a whole number, an integer, and a rational number ($\sqrt{25} = \frac{5}{1}$).

The set of *real numbers* is formed by taking the union of the sets of rational numbers and irrational numbers. Thus, every real number is either rational or irrational, as shown in **Figure P.4**.

TECHNOLOGY

A calculator with a square root key gives a decimal approximation for $\sqrt{2}$, not the exact value.

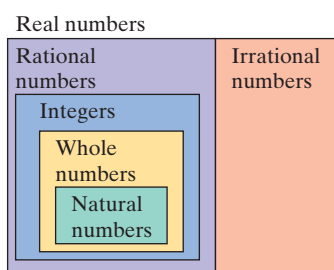


Figure P.4 Every real number is either rational or irrational.

Real Numbers

The set of **real numbers** is the set of numbers that are either rational or irrational:

$$\{x \mid x \text{ is rational or } x \text{ is irrational}\}.$$

The symbol \mathbb{R} is used to represent the set of real numbers. Thus,

$$\mathbb{R} = \{x \mid x \text{ is rational}\} \cup \{x \mid x \text{ is irrational}\}.$$

EXAMPLE 5 Recognizing Subsets of the Real Numbers

Consider the following set of numbers:

$$\left\{-7, -\frac{3}{4}, 0, 0.\overline{6}, \sqrt{5}, \pi, 7.3, \sqrt{81}\right\}.$$

List the numbers in the set that are

- | | | |
|----------------------|------------------------|------------------|
| a. natural numbers. | b. whole numbers. | c. integers. |
| d. rational numbers. | e. irrational numbers. | f. real numbers. |

Solution

- a. Natural numbers: The natural numbers are the numbers used for counting. The only natural number in the set $\{-7, -\frac{3}{4}, 0, 0.\overline{6}, \sqrt{5}, \pi, 7.3, \sqrt{81}\}$ is $\sqrt{81}$ because $\sqrt{81} = 9$. (9 multiplied by itself, or 9^2 , is 81.)
- b. Whole numbers: The whole numbers consist of the natural numbers and 0. The elements of the set $\{-7, -\frac{3}{4}, 0, 0.\overline{6}, \sqrt{5}, \pi, 7.3, \sqrt{81}\}$ that are whole numbers are 0 and $\sqrt{81}$.
- c. Integers: The integers consist of the natural numbers, 0, and the negatives of the natural numbers. The elements of the set $\{-7, -\frac{3}{4}, 0, 0.\overline{6}, \sqrt{5}, \pi, 7.3, \sqrt{81}\}$ that are integers are $\sqrt{81}$, 0, and -7 .
- d. Rational numbers: All numbers in the set $\{-7, -\frac{3}{4}, 0, 0.\overline{6}, \sqrt{5}, \pi, 7.3, \sqrt{81}\}$ that can be expressed as the quotient of integers are rational numbers. These include -7 ($-7 = \frac{-7}{1}$), $-\frac{3}{4}$ ($0 = \frac{0}{1}$), and $\sqrt{81}$ ($\sqrt{81} = \frac{9}{1}$). Furthermore, all numbers in the set that are terminating or repeating decimals are also rational numbers. These include $0.\overline{6}$ and 7.3 .
- e. Irrational numbers: The irrational numbers in the set $\{-7, -\frac{3}{4}, 0, 0.\overline{6}, \sqrt{5}, \pi, 7.3, \sqrt{81}\}$ are $\sqrt{5}$ ($\sqrt{5} \approx 2.236$) and π ($\pi \approx 3.14$). Both $\sqrt{5}$ and π are only approximately equal to 2.236 and 3.14, respectively. In decimal form, $\sqrt{5}$ and π neither terminate nor have blocks of repeating digits.
- f. Real numbers: All the numbers in the given set $\{-7, -\frac{3}{4}, 0, 0.\overline{6}, \sqrt{5}, \pi, 7.3, \sqrt{81}\}$ are real numbers.

**✓ CHECK POINT 5** Consider the following set of numbers:

$$\left\{-9, -1.3, 0, 0.\overline{3}, \frac{\pi}{2}, \sqrt{9}, \sqrt{10}\right\}.$$

List the numbers in the set that are

- | | | |
|----------------------|------------------------|------------------|
| a. natural numbers. | b. whole numbers. | c. integers. |
| d. rational numbers. | e. irrational numbers. | f. real numbers. |

The Real Number Line

The **real number line** is a graph used to represent the set of real numbers. An arbitrary point, called the **origin**, is labeled 0. Select a point to the right of 0 and label it 1. The distance from 0 to 1 is called the **unit distance**. Numbers to the right of the origin are **positive** and numbers to the left of the origin are **negative**. The real number line is shown in **Figure P.5**.

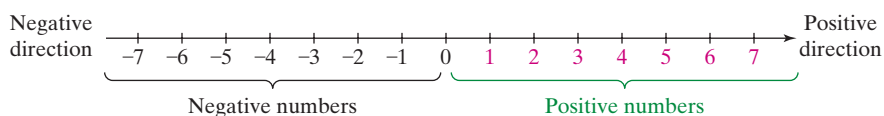
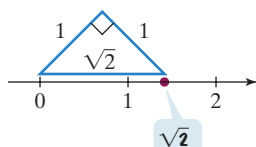


Figure P.5 The real number line

> GREAT QUESTION !

How did you locate $\sqrt{2}$ as a precise point on the number line in Figure P.6?

We used a right triangle with two legs of length 1. The remaining side has a length measuring $\sqrt{2}$.



We'll have lots more to say about right triangles later in the book.

Real numbers are **graphed** on a number line by placing a dot at the correct location for each number. The integers are easiest to locate. In **Figure P.6**, we've graphed six rational numbers and three irrational numbers on a real number line.

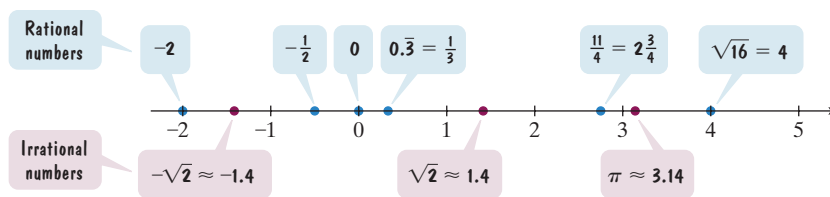


Figure P.6 Graphing numbers on a real number line

Every real number corresponds to a point on the number line and every point on the number line corresponds to a real number. We say that there is a **one-to-one correspondence** between all the real numbers and all points on a real number line.

6 Use inequality symbols.

Ordering the Real Numbers

On the real number line, the real numbers increase from left to right. The lesser of two real numbers is the one farther to the left on a number line. The greater of two real numbers is the one farther to the right on a number line.

Look at the number line in **Figure P.7**. The integers -4 and -1 are graphed.

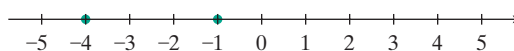


Figure P.7

Observe that -4 is to the left of -1 on the number line. This means that -4 is less than -1 .

$$-4 < -1$$

-4 is less than -1 because -4 is to the left of -1 on the number line.

In **Figure P.7**, we can also observe that -1 is to the right of -4 on the number line. This means that -1 is greater than -4 .

$$-1 > -4$$

-1 is greater than -4 because -1 is to the right of -4 on the number line.

The symbols $<$ and $>$ are called **inequality symbols**. These symbols always point to the lesser of the two real numbers when the inequality statement is true.

-4 is less than -1 .

$$-4 < -1$$

The symbol points to -4 , the lesser number.

-1 is greater than -4 .

$$-1 > -4$$

The symbol still points to -4 , the lesser number.

The symbols $<$ and $>$ may be combined with an equal sign, as shown in the following table:

Symbols	Meaning	Examples	Explanation
$a \leq b$	a is less than or equal to b .	$2 \leq 9$ $9 \leq 9$	Because $2 < 9$ Because $9 = 9$
$b \geq a$	b is greater than or equal to a .	$9 \geq 2$ $2 \geq 2$	Because $9 > 2$ Because $2 = 2$

This inequality is true if either the $<$ part or the $=$ part is true.

This inequality is true if either the $>$ part or the $=$ part is true.

7 Evaluate absolute value.

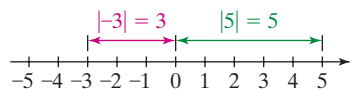


Figure P.8 Absolute value as the distance from 0

Absolute Value

The **absolute value** of a real number a , denoted by $|a|$, is the distance from 0 to a on the number line. **This distance is always taken to be nonnegative.** For example, the real number line in **Figure P.8** shows that

$$|-3| = 3 \quad \text{and} \quad |5| = 5.$$

The absolute value of -3 is 3 because -3 is 3 units from 0 on the number line. The absolute value of 5 is 5 because 5 is 5 units from 0 on the number line. The absolute value of a positive real number or 0 is the number itself. The absolute value of a negative real number, such as -3 , is the number without the negative sign.

We can define the absolute value of the real number x without referring to a number line. The algebraic definition of the absolute value of x is given as follows:

Definition of Absolute Value

$$|x| = \begin{cases} x & \text{if } x \geq 0 \\ -x & \text{if } x < 0 \end{cases}$$

If x is nonnegative (that is, $x \geq 0$), the absolute value of x is the number itself. For example,

$$|5| = 5 \quad |\pi| = \pi \quad \left|\frac{1}{3}\right| = \frac{1}{3} \quad |0| = 0.$$

Zero is the only number whose absolute value is 0.

If x is a negative number (that is, $x < 0$), the absolute value of x is the opposite of x . This makes the absolute value positive. For example,

$$|-3| = -(-3) = 3 \quad |-\pi| = -(-\pi) = \pi \quad \left|-\frac{1}{3}\right| = -\left(-\frac{1}{3}\right) = \frac{1}{3}.$$

This middle step is usually omitted.

Observe that **the absolute value of any nonzero number is always positive.**

EXAMPLE 6 Evaluating Absolute Value

Rewrite each expression without absolute value bars:

a. $|\sqrt{3} - 1|$ b. $|2 - \pi|$ c. $\frac{|x|}{x}$ if $x < 0$.

Solution

- a. Because $\sqrt{3} \approx 1.7$, the number inside the absolute value bars, $\sqrt{3} - 1$, is positive. The absolute value of a positive number is the number itself. Thus,

$$|\sqrt{3} - 1| = \sqrt{3} - 1.$$

- b. Because $\pi \approx 3.14$, the number inside the absolute value bars, $2 - \pi$, is negative. The absolute value of x when $x < 0$ is $-x$. Thus,

$$|2 - \pi| = -(2 - \pi) = \pi - 2.$$

- c. If $x < 0$, then $|x| = -x$. Thus,

$$\frac{|x|}{x} = \frac{-x}{x} = -1.$$

✓ CHECK POINT 6 Rewrite each expression without absolute value bars:

a. $|1 - \sqrt{2}|$ b. $|\pi - 3|$ c. $\frac{|x|}{x}$ if $x > 0$.

DISCOVERY

Verify the triangle inequality if $a = 4$ and $b = 5$. Verify the triangle inequality if $a = 4$ and $b = -5$.

When does equality occur in the triangle inequality and when does inequality occur? Verify your observation with additional number pairs.

8 Use absolute value to express distance.

Listed below are several basic properties of absolute value. Each of these properties can be derived from the definition of absolute value.

Properties of Absolute Value

For all real numbers a and b ,

1. $|a| \geq 0$
2. $|-a| = |a|$
3. $a \leq |a|$
4. $|ab| = |a||b|$
5. $\left|\frac{a}{b}\right| = \frac{|a|}{|b|}, \quad b \neq 0$
6. $|a + b| \leq |a| + |b|$ (called the triangle inequality).

Distance Between Points on a Real Number Line

Absolute value is used to find the distance between two points on a real number line. If a and b are any real numbers, the **distance between a and b** is the absolute value of their difference. For example, the distance between 4 and 10 is 6. Using absolute value, we find this distance in one of two ways:

$$|10 - 4| = |6| = 6 \quad \text{or} \quad |4 - 10| = |-6| = 6.$$

The distance between 4 and 10 on the real number line is 6.

Notice that we obtain the same distance regardless of the order in which we subtract.

Distance Between Two Points on the Real Number Line

If a and b are any two points on a real number line, then the distance between a and b is given by

$$|a - b| \quad \text{or} \quad |b - a|,$$

where $|a - b| = |b - a|$.

EXAMPLE 7 Distance Between Two Points on a Number Line

Find the distance between -5 and 3 on the real number line.

Solution Because the distance between a and b is given by $|a - b|$, the distance between -5 and 3 is

$$|-5 - 3| = |-8| = 8.$$

$$a = -5 \quad b = 3$$

Figure P.9 verifies that there are 8 units between -5 and 3 on the real number line. We obtain the same distance if we reverse the order of the subtraction:

$$|3 - (-5)| = |8| = 8.$$

CHECK POINT 7 Find the distance between -4 and 5 on the real number line.

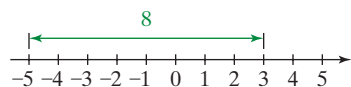


Figure P.9 The distance between -5 and 3 is 8.

9 Identify properties of the real numbers.

Properties of Real Numbers and Algebraic Expressions

When you use your calculator to add two real numbers, you can enter them in any order. The fact that two real numbers can be added in any order is called the **commutative property of addition**. You probably use this property, as well as other

properties of real numbers listed in **Table P.2**, without giving it much thought. The properties of the real numbers are especially useful when working with algebraic expressions. For each property listed in **Table P.2**, a , b , and c represent real numbers, variables, or algebraic expressions.

Table P.2 Properties of the Real Numbers

Name	Meaning	Examples
Commutative Property of Addition	Changing order when adding does not affect the sum. $a + b = b + a$	<ul style="list-style-type: none"> $13 + 7 = 7 + 13$ $13x + 7 = 7 + 13x$
Commutative Property of Multiplication	Changing order when multiplying does not affect the product. $ab = ba$	<ul style="list-style-type: none"> $\sqrt{2} \cdot \sqrt{5} = \sqrt{5} \cdot \sqrt{2}$ $x \cdot 6 = 6x$
Associative Property of Addition	Changing grouping when adding does not affect the sum. $(a + b) + c = a + (b + c)$	<ul style="list-style-type: none"> $3 + (8 + x) = (3 + 8) + x = 11 + x$
Associative Property of Multiplication	Changing grouping when multiplying does not affect the product. $(ab)c = a(bc)$	<ul style="list-style-type: none"> $-2(3x) = (-2 \cdot 3)x = -6x$
Distributive Property of Multiplication over Addition	Multiplication distributes over addition. $a \cdot (b + c) = a \cdot b + a \cdot c$	<ul style="list-style-type: none"> $7(4 + \sqrt{3}) = 7 \cdot 4 + 7 \cdot \sqrt{3} = 28 + 7\sqrt{3}$ $5(3x + 7) = 5 \cdot 3x + 5 \cdot 7 = 15x + 35$
Identity Property of Addition	Zero can be deleted from a sum. $a + 0 = a$ $0 + a = a$	<ul style="list-style-type: none"> $\sqrt{3} + 0 = \sqrt{3}$ $0 + 6x = 6x$
Identity Property of Multiplication	One can be deleted from a product. $a \cdot 1 = a$ $1 \cdot a = a$	<ul style="list-style-type: none"> $1 \cdot \pi = \pi$ $13x \cdot 1 = 13x$
Inverse Property of Addition	The sum of a real number and its additive inverse gives 0, the additive identity. $a + (-a) = 0$ $(-a) + a = 0$	<ul style="list-style-type: none"> $\sqrt{5} + (-\sqrt{5}) = 0$ $-\pi + \pi = 0$ $6x + (-6x) = 0$ $(-4y) + 4y = 0$
Inverse Property of Multiplication	The product of a nonzero real number and its multiplicative inverse gives 1, the multiplicative identity. $a \cdot \frac{1}{a} = 1, a \neq 0$ $\frac{1}{a} \cdot a = 1, a \neq 0$	<ul style="list-style-type: none"> $7 \cdot \frac{1}{7} = 1$ $\left(\frac{1}{x-3}\right)(x-3) = 1, x \neq 3$

The properties of the real numbers in **Table P.2** apply to the operations of addition and multiplication. Subtraction and division are defined in terms of addition and multiplication.

> GREAT QUESTION !

Do the commutative and associative properties work for subtraction and division?

No. Subtraction and division are not commutative operations.

$$a - b \neq b - a \quad \frac{a}{b} \neq \frac{b}{a}$$

Furthermore, subtraction and division are not associative operations.

$$(a - b) - c \neq a - (b - c)$$

$$(a \div b) \div c \neq a \div (b \div c)$$

Verify each of these four statements using $a = 10$, $b = 5$, and $c = 2$.

Definitions of Subtraction and Division

Let a and b represent real numbers.

Subtraction: $a - b = a + (-b)$

We call $-b$ the **additive inverse** or **opposite** of b .

Division: $a \div b = a \cdot \frac{1}{b}$, where $b \neq 0$

We call $\frac{1}{b}$ the **multiplicative inverse** or **reciprocal** of b . The quotient of a and b , $a \div b$, can be written in the form $\frac{a}{b}$, where a is the **numerator** and b is the **denominator** of the fraction.

Because subtraction is defined in terms of adding an inverse, the distributive property can be applied to subtraction:

$$a(b - c) = ab - ac$$

$$(b - c)a = ba - ca$$

For example,

$$4(2x - 5) = 4 \cdot 2x - 4 \cdot 5 = 8x - 20.$$

10 Simplify algebraic expressions.

Simplifying Algebraic Expressions

The **terms** of an algebraic expression are those parts that are separated by addition. For example, consider the algebraic expression

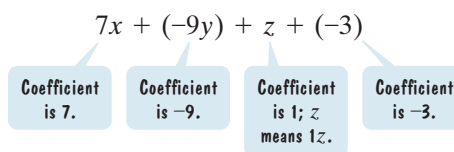
$$7x - 9y + z - 3,$$

which can be expressed as

$$7x + (-9y) + z + (-3).$$

This expression contains four terms, namely, $7x$, $-9y$, z , and -3 .

The numerical part of a term is called its **coefficient**. In the term $7x$, the 7 is the coefficient. If a term containing one or more variables is written without a coefficient, the coefficient is understood to be 1. Thus, z means $1z$. If a term does not contain a variable, it is a **constant** and its coefficient is that constant. Thus, the coefficient of the constant term -3 is -3 .



The parts of each term that are multiplied are called the **factors** of the term. The **factors** of the term $7x$ are 7 and x .

Like terms are terms that have exactly the same variable factors. For example, $3x$ and $7x$ are like terms. The distributive property in the form

$$ba + ca = (b + c)a$$

enables us to add or subtract like terms. For example,

$$3x + 7x = (3 + 7)x = 10x$$

$$7y^2 - y^2 = 7y^2 - 1y^2 = (7 - 1)y^2 = 6y^2.$$

This process is called **combining like terms**.

> GREAT QUESTION !

What is the bottom line for combining like terms?

To combine like terms mentally, add or subtract the coefficients of the terms. Use this result as the coefficient of the terms' variable factor(s).

An algebraic expression is **simplified** when parentheses have been removed and like terms have been combined.

EXAMPLE 8 Simplifying an Algebraic Expression

Simplify: $6(2x^2 + 4x) + 10(4x^2 + 3x)$.

Solution

$$\begin{aligned}
 & 6(2x^2 + 4x) + 10(4x^2 + 3x) \\
 &= 6 \cdot 2x^2 + 6 \cdot 4x + 10 \cdot 4x^2 + 10 \cdot 3x && \text{Use the distributive property to remove the parentheses.} \\
 &= 12x^2 + 24x + 40x^2 + 30x && \text{Multiply.} \\
 &= (12x^2 + 40x^2) + (24x + 30x) && \text{Group like terms.} \\
 &= 52x^2 + 54x && \text{Combine like terms.}
 \end{aligned}$$

$52x^2$ and $54x$ are not like terms. They contain different variable factors, x^2 and x , and cannot be combined.

✓ **CHECK POINT 8** Simplify: $7(4x^2 + 3x) + 2(5x^2 + x)$.

Properties of Negatives

The distributive property can be extended to cover more than two terms within parentheses. For example,

$$\begin{aligned}
 -3(4x - 2y + 6) &= -3 \cdot 4x - (-3) \cdot 2y - 3 \cdot 6 \\
 &= -12x - (-6y) - 18 \\
 &= -12x + 6y - 18.
 \end{aligned}$$

This sign represents subtraction.

This sign tells us that the number is negative.

The voice balloons illustrate that negative signs can appear side by side. They can represent the operation of subtraction or the fact that a real number is negative. Here is a list of properties of negatives and how they are applied to algebraic expressions:

Properties of Negatives

Let a and b represent real numbers, variables, or algebraic expressions.

Property

1. $(-1)a = -a$
2. $-(-a) = a$
3. $(-a)b = -ab$
4. $a(-b) = -ab$
5. $-(a + b) = -a - b$
6. $-(a - b) = -a + b$
 $= b - a$

Examples

$$\begin{aligned}
 (-1)4xy &= -4xy \\
 -(-6y) &= 6y \\
 (-7)4xy &= -7 \cdot 4xy = -28xy \\
 5x(-3y) &= -5x \cdot 3y = -15xy \\
 -(7x + 6y) &= -7x - 6y \\
 -(3x - 7y) &= -3x + 7y \\
 &= 7y - 3x
 \end{aligned}$$

It is not uncommon to see algebraic expressions with parentheses preceded by a negative sign or subtraction. Properties 5 and 6 in the box, $-(a + b) = -a - b$ and $-(a - b) = -a + b$, are related to this situation. An expression of the form $-(a + b)$ can be simplified as follows:

$$-(a + b) = -1(a + b) = (-1)a + (-1)b = -a + (-b) = -a - b.$$

Do you see a fast way to obtain the simplified expression on the right in the preceding equation? **If a negative sign or a subtraction symbol appears outside parentheses, drop the parentheses and change the sign of every term within the parentheses.** For example,

$$-(3x^2 - 7x - 4) = -3x^2 + 7x + 4.$$

EXAMPLE 9 Simplifying an Algebraic Expression

Simplify: $8x + 2[5 - (x - 3)]$.

Solution

$$8x + 2[5 - (x - 3)]$$

$$= 8x + 2[5 - x + 3]$$

Drop parentheses and change the sign of each term in parentheses: $-(x - 3) = -x + 3$.

$$= 8x + 2[8 - x]$$

Simplify inside brackets: $5 + 3 = 8$.

$$= 8x + 16 - 2x$$

Apply the distributive property:

$$= (8x - 2x) + 16$$

$$\begin{array}{c} \curvearrowright \\ 2[8 - x] = 2 \cdot 8 - 2x = 16 - 2x. \end{array}$$

Group like terms.

$$= (8 - 2)x + 16$$

Apply the distributive property.

$$= 6x + 16$$

Simplify.

CHECK POINT 9 Simplify: $6 + 4[7 - (x - 2)]$.

BLITZER BONUS

Using Algebra to Measure Blood-Alcohol Concentration

The amount of alcohol in a person's blood is known as blood-alcohol concentration (BAC), measured in grams of alcohol per deciliter of blood. A BAC of 0.08, meaning 0.08%, indicates that a person has 8 parts alcohol per 10,000 parts blood. In every state in the United States, it is illegal to drive with a BAC of 0.08 or higher.

How Do I Measure My Blood-Alcohol Concentration?

Here's a formula that models BAC for a person who weighs w pounds and who has n drinks* per hour.

$$\text{BAC} = \frac{600n}{w(0.6n + 169)}$$

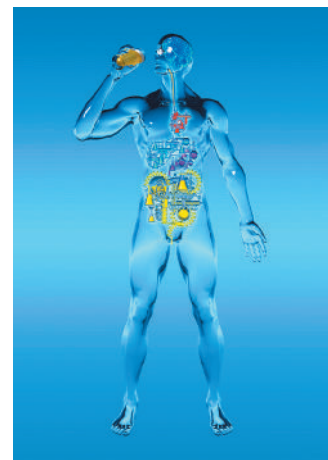
Blood-alcohol concentration
Body weight, in pounds
Number of drinks consumed in an hour

*A drink can be a 12-ounce can of beer, a 5-ounce glass of wine, or a 1.5-ounce shot of liquor. Each contains approximately 14 grams, or $\frac{1}{2}$ ounce, of alcohol.

Blood-alcohol concentration can be used to quantify the meaning of “tipsy.”

BAC	Effects on Behavior
0.05	Feeling of well-being; mild release of inhibitions; absence of observable effects
0.08	Feeling of relaxation; mild sedation; exaggeration of emotions and behavior; slight impairment of motor skills; increase in reaction time
0.12	Muscle control and speech impaired; difficulty performing motor skills; uncoordinated behavior
0.15	Euphoria; major impairment of physical and mental functions; irresponsible behavior; some difficulty standing, walking, and talking
0.35	Surgical anesthesia; lethal dosage for a small percentage of people
0.40	Lethal dosage for 50% of people; severe circulatory and respiratory depression; alcohol poisoning/overdose

Source: National Clearinghouse for Alcohol and Drug Information



(continues on next page)

Keeping in mind the meaning of “tipsy,” we can use our model to compare blood-alcohol concentrations of a 120-pound person and a 200-pound person for various numbers of drinks.

We determined each BAC using a calculator, rounding to three decimal places.

Blood-Alcohol Concentrations of a 120-Pound Person

$$\text{BAC} = \frac{600n}{120(0.6n + 169)}$$

<i>n</i> (number of drinks per hour)	1	2	3	4	5	6	7	8	9	10
BAC (blood-alcohol concentration)	0.029	0.059	0.088	0.117	0.145	0.174	0.202	0.230	0.258	0.286

Illegal to drive

Blood-Alcohol Concentrations of a 200-Pound Person

$$\text{BAC} = \frac{600n}{200(0.6n + 169)}$$

<i>n</i> (number of drinks per hour)	1	2	3	4	5	6	7	8	9	10
BAC (blood-alcohol concentration)	0.018	0.035	0.053	0.070	0.087	0.104	0.121	0.138	0.155	0.171

Illegal to drive

Like all mathematical models, the formula for BAC gives approximate rather than exact values. There are other variables that influence blood-alcohol concentration that are not contained

in the model. These include the rate at which an individual’s body processes alcohol, how quickly one drinks, sex, age, physical condition, and the amount of food eaten prior to drinking.

CONCEPT AND VOCABULARY CHECK

Fill in each blank so that the resulting statement is true.

- C1. A combination of numbers, variables, and operation symbols is called an algebraic _____.

C2. If n is a counting number, b^n , read _____, indicates that there are n factors of b . The number b is called the _____ and the number n is called the _____.

C3. An equation that expresses a relationship between two or more variables, such as $H = \frac{9}{10}(220 - a)$, is called a/an _____. The process of finding such equations to describe real-world phenomena is called mathematical _____. Such equations, together with the meaning assigned to the variables, are called mathematical _____.

C4. The set of elements common to both set A and set B is called the _____ of sets A and B and is symbolized by _____.

C5. The set of elements that are members of set A or set B or of both sets is called the _____ of sets A and B and is symbolized by _____.

C6. The set $\{1, 2, 3, 4, 5, \dots\}$ is called the set of _____ numbers.

C7. The set $\{0, 1, 2, 3, 4, 5, \dots\}$ is called the set of _____ numbers.

C8. The set $\{\dots, -4, -3, -2, -1, 0, 1, 2, 3, 4, \dots\}$ is called the set of _____.
- C9. The set of numbers in the form $\frac{a}{b}$, where a and b belong to the set in Exercise 8 and $b \neq 0$, is called the set of _____ numbers.

C10. The set of numbers whose decimal representations are neither terminating nor repeating is called the set of _____ numbers.

C11. Every real number is either a/an _____ number or a/an _____ number.

C12. The notation $|x|$ is read the _____ of x . If $x \geq 0$, then $|x| = \underline{\hspace{1cm}}$. If $x < 0$, then $|x| = \underline{\hspace{1cm}}$.

C13. The commutative properties state that $a + b = \underline{\hspace{1cm}}$ and $ab = \underline{\hspace{1cm}}$.

C14. The associative properties state that $(a + b) + c = \underline{\hspace{1cm}}$ and $\underline{\hspace{1cm}} = a(bc)$.

C15. The distributive property states that $a(b + c) = \underline{\hspace{1cm}}$.

C16. $a + (-a) = \underline{\hspace{1cm}}$: The sum of a real number and its additive _____ is _____, the additive _____.

C17. $a \cdot \frac{1}{a} = 1, a \neq 0$: The product of a nonzero real number and its multiplicative _____ is _____, the multiplicative _____.

C18. An algebraic expression is _____ when parentheses have been removed and like terms have been combined.

C19. $-(-a) = \underline{\hspace{1cm}}$.

P.1 EXERCISE SET

Practice Exercises

In Exercises 1–16, evaluate each algebraic expression for the given value or values of the variable(s).

- $7 + 5x$, for $x = 10$
- $8 + 6x$, for $x = 5$
- $6x - y$, for $x = 3$ and $y = 8$
- $8x - y$, for $x = 3$ and $y = 4$
- $x^2 + 3x$, for $x = 8$
- $x^2 + 5x$, for $x = 6$
- $x^2 - 6x + 3$, for $x = 7$
- $x^2 - 7x + 4$, for $x = 8$
- $4 + 5(x - 7)^3$, for $x = 9$
- $6 + 5(x - 6)^3$, for $x = 8$
- $x^2 - 3(x - y)$, for $x = 8$ and $y = 2$
- $x^2 - 4(x - y)$, for $x = 8$ and $y = 3$
- $\frac{5(x + 2)}{2x - 14}$, for $x = 10$
- $\frac{7(x - 3)}{2x - 16}$, for $x = 9$
- $\frac{2x + 3y}{x + 1}$, for $x = -2$ and $y = 4$
- $\frac{2x + y}{xy - 2x}$, for $x = -2$ and $y = 4$

The formula

$$C = \frac{5}{9}(F - 32)$$

expresses the relationship between Fahrenheit temperature, F , and Celsius temperature, C . In Exercises 17–18, use the formula to convert the given Fahrenheit temperature to its equivalent temperature on the Celsius scale.

- 50°F
- 86°F

A football was kicked vertically upward from a height of 4 feet with an initial speed of 60 feet per second. The formula

$$h = 4 + 60t - 16t^2$$

describes the ball's height above the ground, h , in feet, t seconds after it was kicked. Use this formula to solve Exercises 19–20.

- What was the ball's height 2 seconds after it was kicked?
- What was the ball's height 3 seconds after it was kicked?

In Exercises 21–28, find the intersection of the sets.

- $\{1, 2, 3, 4\} \cap \{2, 4, 5\}$
- $\{1, 3, 7\} \cap \{2, 3, 8\}$
- $\{s, e, t\} \cap \{t, e, s\}$
- $\{r, e, a, l\} \cap \{l, e, a, r\}$
- $\{1, 3, 5, 7\} \cap \{2, 4, 6, 8, 10\}$
- $\{0, 1, 3, 5\} \cap \{-5, -3, -1\}$
- $\{a, b, c, d\} \cap \emptyset$
- $\{w, y, z\} \cap \emptyset$

In Exercises 29–34, find the union of the sets.

- $\{1, 2, 3, 4\} \cup \{2, 4, 5\}$
- $\{1, 3, 7, 8\} \cup \{2, 3, 8\}$
- $\{1, 3, 5, 7\} \cup \{2, 4, 6, 8, 10\}$
- $\{0, 1, 3, 5\} \cup \{2, 4, 6\}$
- $\{a, e, i, o, u\} \cup \emptyset$
- $\{e, m, p, t, y\} \cup \emptyset$

In Exercises 35–38, list all numbers from the given set that are **a. natural numbers**, **b. whole numbers**, **c. integers**, **d. rational numbers**, **e. irrational numbers**, **f. real numbers**.

- $\{-9, -\frac{4}{5}, 0, 0.25, \sqrt{3}, 9.2, \sqrt{100}\}$
- $\{-7, -0.\overline{6}, 0, \sqrt{49}, \sqrt{50}\}$
- $\{-11, -\frac{5}{6}, 0, 0.75, \sqrt{5}, \pi, \sqrt{64}\}$
- $\{-5, -0.\overline{3}, 0, \sqrt{2}, \sqrt{4}\}$

- Give an example of a whole number that is not a natural number.
- Give an example of a rational number that is not an integer.
- Give an example of a number that is an integer, a whole number, and a natural number.
- Give an example of a number that is a rational number, an integer, and a real number.

Determine whether each statement in Exercises 43–50 is true or false.

- $-13 \leq -2$
- $-6 > 2$
- $4 \geq -7$
- $-13 < -5$
- $-\pi \geq -\pi$
- $-3 > -13$
- $0 \geq -6$
- $0 \geq -13$

In Exercises 51–60, rewrite each expression without absolute value bars.

- $|300|$
- $|-203|$
- $|12 - \pi|$
- $|7 - \pi|$
- $|\sqrt{2} - 5|$
- $|\sqrt{5} - 13|$
- $\frac{-3}{|-3|}$
- $\frac{-7}{|-7|}$
- $||-3| - |-7||$
- $||-5| - |-13||$

In Exercises 61–66, evaluate each algebraic expression for $x = 2$ and $y = -5$.

- $|x + y|$
- $|x - y|$
- $|x| + |y|$
- $|x| - |y|$
- $\frac{y}{|y|}$
- $\frac{|x|}{x} + \frac{|y|}{y}$

In Exercises 67–74, express the distance between the given numbers using absolute value. Then find the distance by evaluating the absolute value expression.

- 2 and 17
- 4 and 15
- 2 and 5
- 6 and 8
- 19 and -4
- 26 and -3
- 3.6 and -1.4
- 5.4 and -1.2

In Exercises 75–84, state the name of the property illustrated.

- $6 + (-4) = (-4) + 6$
- $11 \cdot (7 + 4) = 11 \cdot 7 + 11 \cdot 4$
- $6 + (2 + 7) = (6 + 2) + 7$
- $6 \cdot (2 \cdot 3) = 6 \cdot (3 \cdot 2)$
- $(2 + 3) + (4 + 5) = (4 + 5) + (2 + 3)$
- $7 \cdot (11 \cdot 8) = (11 \cdot 8) \cdot 7$

81. $2(-8 + 6) = -16 + 12$
 82. $-8(3 + 11) = -24 + (-88)$
 83. $\frac{1}{(x + 3)}(x + 3) = 1, x \neq -3$
 84. $(x + 4) + [-(x + 4)] = 0$

In Exercises 85–96, simplify each algebraic expression.

85. $5(3x + 4) - 4$ 86. $2(5x + 4) - 3$
 87. $5(3x - 2) + 12x$ 88. $2(5x - 1) + 14x$
 89. $7(3y - 5) + 2(4y + 3)$
 90. $4(2y - 6) + 3(5y + 10)$
 91. $5(3y - 2) - (7y + 2)$
 92. $4(5y - 3) - (6y + 3)$
 93. $7 - 4[3 - (4y - 5)]$
 94. $6 - 5[8 - (2y - 4)]$
 95. $18x^2 + 4 - [6(x^2 - 2) + 5]$
 96. $14x^2 + 5 - [7(x^2 - 2) + 4]$

In Exercises 97–102, write each algebraic expression without parentheses.

97. $-(-14x)$ 98. $-(-17y)$
 99. $-(2x - 3y - 6)$ 100. $-(5x - 13y - 1)$
 101. $\frac{1}{3}(3x) + [(4y) + (-4y)]$ 102. $\frac{1}{2}(2y) + [(-7x) + 7x]$

Practice PLUS

In Exercises 103–110, insert either $<$, $>$, or $=$ in the shaded area to make a true statement.

103. $|-6|$ $|-3|$ 104. $|-20|$ $|-50|$
 105. $\left|\frac{3}{5}\right|$ $|-0.6|$ 106. $\left|\frac{5}{2}\right|$ $|-2.5|$
 107. $\frac{30}{40} - \frac{3}{4}$ $\frac{14}{15} \cdot \frac{15}{14}$ 108. $\frac{17}{18} \cdot \frac{18}{17}$ $\frac{50}{60} - \frac{5}{6}$
 109. $\frac{8}{13} \div \frac{8}{13}$ $|-1|$ 110. $|-2|$ $\frac{4}{17} \div \frac{4}{17}$

In Exercises 111–120, use the order of operations to simplify each expression.

111. $8^2 - 16 \div 2^2 \cdot 4 - 3$ 112. $10^2 - 100 \div 5^2 \cdot 2 - 3$
 113. $\frac{5 \cdot 2 - 3^2}{[3^2 - (-2)]^2}$ 114. $\frac{10 \div 2 + 3 \cdot 4}{(12 - 3 \cdot 2)^2}$
 115. $8 - 3[-2(2 - 5) - 4(8 - 6)]$
 116. $8 - 3[-2(5 - 7) - 5(4 - 2)]$
 117. $\frac{2(-2) - 4(-3)}{5 - 8}$ 118. $\frac{6(-4) - 5(-3)}{9 - 10}$
 119. $\frac{(5 - 6)^2 - 2|3 - 7|}{89 - 3 \cdot 5^2}$ 120. $\frac{12 \div 3 \cdot 5|2^2 + 3^2|}{7 + 3 - 6^2}$

In Exercises 121–128, write each English phrase as an algebraic expression. Then simplify the expression. Let x represent the number.

121. A number decreased by the sum of the number and four
 122. A number decreased by the difference between eight and the number
 123. Six times the product of negative five and a number
 124. Ten times the product of negative four and a number
 125. The difference between the product of five and a number and twice the number

126. The difference between the product of six and a number and negative two times the number
 127. The difference between eight times a number and six more than three times the number
 128. Eight decreased by three times the sum of a number and six

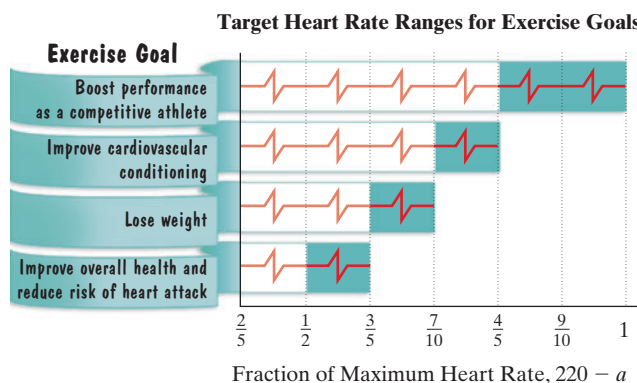
Application Exercises

The maximum heart rate, in beats per minute, that you should achieve during exercise is 220 minus your age:

$$220 - a.$$

This algebraic expression gives maximum heart rate in terms of age, a .

The following graph shows the target heart rate ranges for four types of exercise goals. The lower and upper limits of these ranges are fractions of the maximum heart rate, $220 - a$. Exercises 129–130 are based on the information in the graph.



129. If your exercise goal is to improve cardiovascular conditioning, the graph shows the following range for target heart rate, H , in beats per minute:

Lower limit of range $H = \frac{7}{10}(220 - a)$

Upper limit of range $H = \frac{4}{5}(220 - a).$

- a. What is the lower limit of the heart rate range, in beats per minute, for a 20-year-old with this exercise goal?
 b. What is the upper limit of the heart rate range, in beats per minute, for a 20-year-old with this exercise goal?

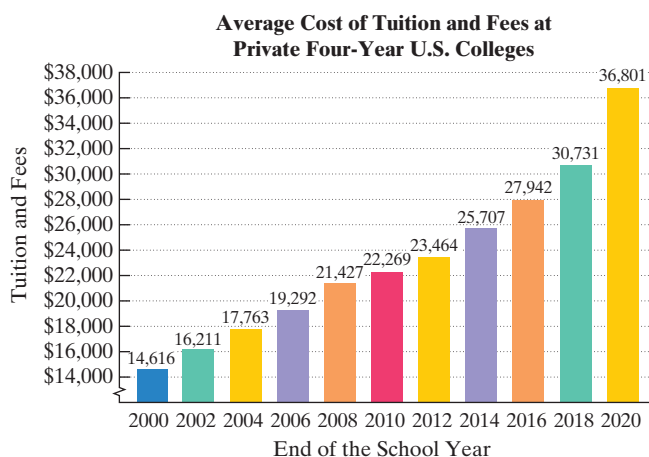
130. If your exercise goal is to improve overall health, the graph shows the following range for target heart rate, H , in beats per minute:

Lower limit of range $H = \frac{1}{2}(220 - a)$

Upper limit of range $H = \frac{3}{5}(220 - a).$

- a. What is the lower limit of the heart rate range, in beats per minute, for a 30-year-old with this exercise goal?
 b. What is the upper limit of the heart rate range, in beats per minute, for a 30-year-old with this exercise goal?

The bar graph shows the average cost of tuition and fees at private four-year colleges in the United States.



Source: The College Board

Here are two formulas that model the data shown in the graph. In each formula, T represents the average cost of tuition and fees at private U.S. colleges for the school year ending x years after 2000.

Model 1 $T = 975x + 13,547$

Model 2 $T = 32x^2 + 331x + 15,479$

Use this information to solve Exercises 131–132.

- 131. a.** Use each formula to find the average cost of tuition and fees at private U.S. colleges for the school year ending in 2018. By how much does each model underestimate or overestimate the actual cost shown for the school year ending in 2018?
- b.** Use model 2 to project the average cost of tuition and fees at private U.S. colleges for the school year ending in 2030.
- 132. a.** Use each formula to find the average cost of tuition and fees at private U.S. colleges for the school year ending in 2010. By how much does each underestimate or overestimate the actual cost shown for the school year ending in 2010?
- b.** Use model 2 to project the average cost of tuition and fees at private U.S. colleges for the school year ending in 2025.
- 133.** This month you have a total of \$6000 in interest-bearing credit card debt, split between a card charging 18% annual interest and a card charging 21% annual interest. If the interest-bearing balance on the card charging 18% is x dollars, then the total interest for the month is given by the algebraic expression

$$0.015x + 0.0175(6000 - x).$$

- a.** Simplify the algebraic expression.
- b.** Use each form of the algebraic expression to determine the total interest for the month if the balance on the card charging 18% is \$4400.
- c.** Use the simplified form of the algebraic expression to determine the total interest for the month if the \$6000 debt is split evenly between the two cards.

- 134.** It takes you 50 minutes to get to campus. You spend t minutes walking to the bus stop and the rest of the time riding the bus. Your walking rate is 0.06 mile per minute and the bus travels at a rate of 0.5 mile per minute. The total distance walking and traveling by bus is given by the algebraic expression

$$0.06t + 0.5(50 - t).$$

- a.** Simplify the algebraic expression.
- b.** Use each form of the algebraic expression to determine the total distance that you travel if you spend 20 minutes walking to the bus stop.
- c.** Use the simplified form of the algebraic expression to determine the total distance you travel if the 50 minutes is split evenly between walking and riding the bus.
- 135.** Read the Blitzer Bonus beginning on page 15. Use the formula

$$\text{BAC} = \frac{600n}{w(0.6n + 169)}$$

and replace w with your body weight. Using this formula and a calculator, compute your BAC for integers from $n = 1$ to $n = 10$. Round to three decimal places. According to this model, how many drinks can you consume in an hour without exceeding the legal measure of drunk driving?

Explaining the Concepts

> ACHIEVING SUCCESS

An effective way to understand something is to explain it to someone else. You can do this by using the Explaining the Concepts exercises that ask you to respond with verbal or written explanations. Speaking or writing about a new concept uses a different part of your brain than thinking about the concept. Explaining new ideas verbally will quickly reveal any gaps in your understanding. It will also help you to remember new concepts for longer periods of time.

- 136.** What is an algebraic expression? Give an example with your explanation.
- 137.** If n is a natural number, what does b^n mean? Give an example with your explanation.
- 138.** What does it mean when we say that a formula models real-world phenomena?
- 139.** What is the intersection of sets A and B ?
- 140.** What is the union of sets A and B ?
- 141.** How do the whole numbers differ from the natural numbers?
- 142.** Can a real number be both rational and irrational? Explain your answer.
- 143.** If you are given two real numbers, explain how to determine which is the lesser.

Critical Thinking Exercises

Make Sense? In Exercises 144–147, determine whether each statement makes sense or does not make sense, and explain your reasoning.

- 144.** My mathematical model describes the data for tuition and fees at public four-year colleges for the past 20 years extremely well, so it will serve as an accurate prediction for the cost of public colleges in 2050.

145. A model that describes the average cost of tuition and fees at private U.S. colleges for the school year ending x years after 2000 cannot be used to estimate the cost of private education for the school year ending in 2000.
146. Regardless of what real numbers I substitute for x and y , I will always obtain zero when evaluating $2x^2y - 2yx^2$.
147. Just as the commutative properties change groupings, the associative properties change order.

In Exercises 148–155, determine whether each statement is true or false. If the statement is false, make the necessary change(s) to produce a true statement.

148. Every rational number is an integer.
149. Some whole numbers are not integers.
150. Some rational numbers are not positive.
151. Irrational numbers cannot be negative.
152. The term x has no coefficient.
153. $5 + 3(x - 4) = 8(x - 4) = 8x - 32$
154. $-x - x = -x + (-x) = 0$
155. $x - 0.02(x + 200) = 0.98x - 4$

In Exercises 156–158, insert either $<$ or $>$ in the shaded area between the numbers to make the statement true.

156. $\sqrt{2}$ 1.5
157. $-\pi$ -3.5
158. $-\frac{3.14}{2}$ $-\frac{\pi}{2}$

Preview Exercises

Exercises 159–161 will help you prepare for the material covered in the next section.

159. In parts (a) and (b), complete each statement.
- a. $b^4 \cdot b^3 = (b \cdot b \cdot b \cdot b)(b \cdot b \cdot b) = b^?$
- b. $b^5 \cdot b^5 = (b \cdot b \cdot b \cdot b \cdot b)(b \cdot b \cdot b \cdot b \cdot b) = b^?$
- c. Generalizing from parts (a) and (b), what should be done with the exponents when multiplying exponential expressions with the same base?
160. In parts (a) and (b), complete each statement.
- a. $\frac{b^7}{b^3} = \frac{b \cdot b \cdot b \cdot b \cdot b \cdot b \cdot b}{b \cdot b \cdot b} = b^?$
- b. $\frac{b^8}{b^2} = \frac{b \cdot b \cdot b \cdot b \cdot b \cdot b \cdot b \cdot b}{b \cdot b} = b^?$
- c. Generalizing from parts (a) and (b), what should be done with the exponents when dividing exponential expressions with the same base?
161. If 6.2 is multiplied by 10^3 , what does this multiplication do to the decimal point in 6.2?

SECTION P.2

Exponents and Scientific Notation

WHAT YOU'LL LEARN

- 1 Use the product rule.
- 2 Use the quotient rule.
- 3 Use the zero-exponent rule.
- 4 Use the negative-exponent rule.
- 5 Use the power rule.
- 6 Find the power of a product.
- 7 Find the power of a quotient.
- 8 Simplify exponential expressions.
- 9 Use scientific notation.

Bigger than the biggest thing ever and then some. Much bigger than that in fact, really amazingly immense, a totally stunning size, real 'wow, that's big', time. . . . Gigantic multiplied by colossal multiplied by staggeringly huge is the sort of concept we're trying to get across here.

Douglas Adams, *The Restaurant at the End of the Universe*

In October 2019, *Forbes* published a list of the 400 wealthiest Americans, who had a total net worth of \$2.96 trillion. Amazon founder and CEO Jeff Bezos topped the list with a net worth of \$114 billion. That sounds like a lot of money, but consider this: At the end of 2019, the national debt was approximately \$22.7 trillion, rising to over \$25.5 trillion by midyear 2020. This \$2.8 trillion increase in the national debt over just a few months is nearly the total net worth of the 400 wealthiest Americans.

One of the best ways to put “staggeringly huge” numbers into perspective is by making comparisons. In this section, we will compare large and small numbers using exponents and scientific notation.



The Product and Quotient Rules

We have seen that exponents are used to indicate repeated multiplication. Now consider the multiplication of two exponential expressions, such as $b^4 \cdot b^3$. We are multiplying four factors of b and three factors of b . We have a total of seven factors of b :

$$b^4 \cdot b^3 = (b \cdot b \cdot b \cdot b)(b \cdot b \cdot b) = b^7.$$

4 factors of b 3 factors of b

Total: 7 factors of b

The product is exactly the same if we add the exponents:

$$b^4 \cdot b^3 = b^{4+3} = b^7.$$

The fact that $b^4 \cdot b^3 = b^7$ suggests the following rule:

1 Use the product rule.

The Product Rule

$$b^m \cdot b^n = b^{m+n}$$

When multiplying exponential expressions with the same base, add the exponents. Use this sum as the exponent of the common base.

EXAMPLE 1 Using the Product Rule

Multiply each expression using the product rule:

a. $2^2 \cdot 2^3$ b. $(6x^4y^3)(5x^2y^7)$.

Solution

a. $2^2 \cdot 2^3 = 2^{2+3} = 2^5$ or 32 $2^5 = 2 \cdot 2 \cdot 2 \cdot 2 \cdot 2 = 32$

b. $(6x^4y^3)(5x^2y^7)$

$$= 6 \cdot 5 \cdot x^4 \cdot x^2 \cdot y^3 \cdot y^7$$

Use the associative and commutative properties. This step can be done mentally.

$$= 30x^{4+2}y^{3+7}$$

$$= 30x^6y^{10}$$

✓ CHECK POINT 1 Multiply each expression using the product rule:

a. $3^3 \cdot 3^2$ b. $(4x^3y^4)(10x^2y^6)$.

2 Use the quotient rule.

Now, consider the division of two exponential expressions, such as the quotient of b^7 and b^3 . We are dividing seven factors of b by three factors of b .

$$\frac{b^7}{b^3} = \frac{b \cdot b \cdot b \cdot b \cdot b \cdot b \cdot b}{b \cdot b \cdot b} = \frac{b \cdot b \cdot b}{b \cdot b \cdot b} \cdot b \cdot b \cdot b \cdot b = 1 \cdot b \cdot b \cdot b \cdot b = b^4$$

This factor is equal to 1.

The quotient is exactly the same if we subtract the exponents:

$$\frac{b^7}{b^3} = b^{7-3} = b^4.$$