MATH 370: PRECALCULUS



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Cosumnes River College

Precalculus

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Licensing

*A detailed breakdown of this resource's licensing can be found in **Back Matter/Detailed Licensing**.*

Foreword to the Student

Assumed Prerequisite Knowledge

This course is designed for the college student who has successfully completed Arithmetic, Prealgebra, Elementary Algebra, Intermediate Algebra, and Trigonometry. While mastery of all of these topics is *highly* predictive of success in Precalculus, it's understandable if you forgot a handful of things from each of these courses. There is *some* review embedded within this text *if* the topic is something that came from your most recent course (which was likely Trigonometry, but could have been Intermediate Algebra); however, the instruction is more terse for these topics and assumes that you just need a reminder. If you need a more thorough instruction of the prerequisite material, I suggest you crack open your old Algebra textbooks.

Pace

This course covers between 50 and 55 sections in a single semester. If your class meets twice per week, you can assume that you will be going through approximately two sections per day. If your class meets three days per week, you will cover roughly one-and-a-half sections per class session.[1] The point of these statements is that a Precalculus course is packed with material. It covers in one semester what most high school math courses cover in one to two full years. You must keep this in mind when planning your schedule. For each hour of in-class (or online) lecture, you can assume you will spend two hours outside of class reading, conceptualizing, and doing homework.

Assumed Mastery (i.e., Topics That Will Not Be Reviewed)

As opposed to the "assumed prerequisite knowledge" mentioned earlier, there are some things that are so low-level that we don't have time to review them in this text. When writing a textbook for Mathematics, the author must make a few realistic assumptions about the skill level of the reader. In this course, it is assumed the reader has **mastery**[2] of the following skills, concepts, definitions, and theorems.

The reader should be able to...

- use arithmetic operations including addition, subtraction, multiplication, division, simple roots, and simple powers,
- perform all of the operations listed above on real numbers (yes, including fractions) without the aid of technology (i.e., a calculator),
- use the fundamental axioms of arithmetic, which are
  - the Commutative Properties of Addition and Multiplication,
  - the Associative Properties of Addition and Multiplication,
  - the Additive and Multiplicative Identities, and
  - the Distributive Properties
- understand like and unlike terms and the arithmetic involved in combining like terms,
- properly use the Order of Operations,
- order numbers (e.g., knowing that $-\pi > -3$ and $\frac{3}{4} < \frac{7}{8}$) and understand where these fit on the number line,
- simplify compound rational expressions (a.k.a., compound fractions or complex fractions),
- perform substitution (into expressions and functions),
- know when and how to apply operations (e.g., addition, powers, etc.) to *both* sides of an equation simultaneously,
- solve linear equations,
- solve linear inequalities,
- perform basic polynomial arithmetic (i.e., add, subtraction, multiply, and divide polynomials),
- simplify radical expressions,
- compute an average,
- factor out the GCF from an expression,
- factor trinomials (using a method *other than* factoring by grouping),
- factor binomials (using the difference of squares or sum/difference of cubes formulas),
- solve an equation involving several variables for one of the variables,
- apply the Laws of Exponents when simplifying expressions,
- understand the subtleties of finding the domain of square root functions and rational functions,
- graph the base graphs for $y = x$, $y = x^2$, $y = x^3$, $y = \sqrt{x}$, $y = \sqrt[3]{x}$, $y = |x|$, $y = \frac{1}{x}$, and $y = \frac{1}{x^2}$, and

- use the Zero Factor Property to solve quadratic and polynomial equations.

The reader is also assumed to have total understanding (without any need for exposition) of...

- the magnitude or "size" of a number,
- infinity (from a conceptual, not rigorous, point-of-view),
- the difference between an expression and an equation,
- the fact that $|x^2| = x^2$ (i.e., the absolute value of a non-negative number is the number itself),
- the possibility of introducing extraneous solutions when applying even powers to both sides of an equation (therefore, always check answers when raising both sides of an equation to an even power), and
- the difference between an implication, $\implies$, and an equality, $=$.

Furthermore, the reader is assumed to know (without need for exposition) the definitions of...

- average,
- dividend,
- equality,
- equation,
- exclusive (with regard to endpoints of intervals),
- expression,
- finite number,
- horizontal,
- inclusive (with regard to endpoints of intervals),
- inequality (and the inequality symbols),
- line segment,
- number line,
- radical,
- radicand,
- rational,
- strict inequality,
- triangle,
- variable, and
- vertical.

Finally, it is assumed the reader has complete understanding (without any need for review) of the following theorems:

- Pythagorean Theorem
- Extraction of Roots. Since this is known by other names, I will be explicit here - you need to know that $x^2 = k \implies x = \pm\sqrt{k}$.
- Quadratic Formula
- Laws of Exponents
- Zero Factor Property

Subsection Footnotes

[1] These assumptions are for a 16-week semester.

[2] "Mastery" truly means that the reader innately knows these topics without any need for review or instruction. These topics will **not** be reviewed in this textbook and professors should not spend any time in or out of class reviewing these topics.

CHAPTER OVERVIEW

1: Relations and Functions

1.1: Sets of Real Numbers and the Cartesian Coordinate Plane

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1.1: Sets of Real Numbers and the Cartesian Coordinate Plane

Note to the Instructor (at Cosumnes River College)

This section's material is considered a prerequisite for this course and is not in the curriculum. As such, it is only provided for interested students to read independently. It is not to be covered during lectures (unless you have an immense amount of extra time or if you have a corequisite with this course).

Corequisite and Prerequisite Topics

Corequisite Topics

The following (prerequisite) topics related to the material in this section are only to be covered in a class with corequisite support. Students in a class without corequisite support are assumed to have already mastered these topics.

- Simplifying radical expressions
- Solving radical equations
- Using Extraction of Roots to solve a quadratic equation

Prerequisite Topics

The following (prerequisite) topics related to the material in this section must be assumed to have already been mastered by the student. Due to time constraints and the basic level of the material, these topics will not be covered in this course (even if your class has corequisite support).

- Understanding and correctly using the Order of Operations

Learning Objectives

- Review sets of numbers and their notations.
- Review interval notation and its notations.
- Review intersections and unions of sets, as well as their notations.
- Express sets of numbers as intervals using interval notation.
- Review the Cartesian Coordinate Plane.
- Plot points on the Cartesian Coordinate Plane.
- Understand and use properties of symmetry on the Cartesian Coordinate Plane.
- Use the Distance Formula to compute the distance between two points on the Cartesian Coordinate Plane.
- Use the Midpoint Formula to determine the coordinates of the midpoint between two given points.

Sets of Numbers

While we would like nothing more than to delve quickly into the sheer excitement that is College Algebra, experience has taught us that a brief refresher on some basic notions is welcome, if not completely necessary, at this stage. To that end, we summarize of Set Theory and some associated vocabulary and notations we use in the text. Like all good textbooks in Mathematics, we begin with a definition.

Definition: Set

A **set** is a well-defined collection of objects called the set's **elements**.

Here, "well-defined" means that it is possible to determine whether something belongs to the collection without prejudice. For example, the collection of letters that make up the word "smolko" is well-defined and is a set, but the collection of the worst math teachers in the world is *not* well-defined, and so is *not* a set. In general, there are three ways to describe sets.

Ways to Describe Sets

1. **The Verbal Method:** Use a sentence to define a set.
2. **The Roster Method:** Begin with a left brace, $\{$, list each element of the set *only once*, and then end with a right brace, $\}$.
3. **The Set-Builder Method:** A combination of the verbal and roster methods using a **dummy variable** such as x.

For example, let S be the set described *verbally* as the set of letters that make up the word "smolko". A description of S using **roster notation** would be $\{s, m, o, l, k\}$. We listed "o" only once, even though it appears twice in "smolko". Also, the order of the elements doesn't matter, so $\{k, l, m, o, s\}$ is also a roster description of S. A description of S using **set-builder notation** is:

$$\{x \mid x \text{ is a letter in the word "smolko".}\}.$$

The way to read this is: "The set of elements x such that x is a letter in the word 'smolko'." In each of the above cases, we may use the familiar equals sign, $=$, and write $S = \{s, m, o, l, k\}$ or $S = \{x \mid x \text{ is a letter in the word "smolko".}\}$. Clearly m is in S and q is not in S. We express these sentiments mathematically by writing $m \in S$ and $q \notin S$. The symbol $\in$ is read as "belongs to." The symbol $\notin$ is read as "does not belong to." Throughout your mathematical upbringing, you have encountered several famous sets of numbers. They are listed below.

Definition: Sets of Numbers

1. The **Empty Set**: $\emptyset = \{\} = \{x \mid x \neq x\}$.
   This is the set with no elements, and it plays a vital role in mathematics,[1]
2. The **Natural Numbers**: $\mathbb{N} = \{1, 2, 3, \ldots\}$.
   The periods of ellipsis here indicate that the natural numbers contain 1, 2, 3, and so forth.
3. The **Whole Numbers**: $\mathbb{W} = \{0, 1, 2, \ldots\}$
4. The **Integers**: $\mathbb{Z} = \{\ldots, -3, -2, -1, 0, 1, 2, 3, \ldots\}$
5. The **Rational Numbers**: $\mathbb{Q} = \left\{\frac{a}{b} \mid a \in \mathbb{Z} \text{ and } b \in \mathbb{Z}\right\}$.
   Rational numbers are the ratios of integers (provided the denominator is not zero). It turns out that another way to describe the rational numbers is:
   $$\mathbb{Q} = \{x \mid x \text{ possesses a repeating or terminating decimal representation.}\}$$
6. The **Irrational Numbers**:
   $\mathbb{P} = \{x \mid x \text{ does not have a repeating or terminating decimal representation, and } x \text{ does not have an imaginary part}\}$.[2]
7. The **Real Numbers**: $\mathbb{R} = \mathbb{Q} \cup \mathbb{P}$.
   The symbol $\cup$ is the **union** of both sets. That is, the set of real numbers is the set comprised of joining the set of rational numbers with the set of irrational numbers.
8. The **Complex Numbers**: $\mathbb{C} = \{a + bi \mid a, b \in \mathbb{R} \text{ and } i = \sqrt{-1}\}$.
   a is called the **real part** and b is called the **imaginary part** of the complex number. Despite their importance, the complex numbers play only a minor role in the text.[3]

Get used to set notations like $\mathbb{Z}$ and $\mathbb{R}$ as we will use them extensively throughout this text. It is important to note that every natural number is a whole number, which, in turn, is an integer. Each integer is a rational number (take $b = 1$ in the above definition for $\mathbb{Q}$). The rational numbers are all real numbers since they possess decimal representations. If we take $b = 0$ in the above definition of $\mathbb{C}$, we see that every real number is a complex number. In this sense, the sets $\mathbb{N}$, $\mathbb{W}$, $\mathbb{Z}$, $\mathbb{Q}$, $\mathbb{R}$, and $\mathbb{C}$ are nested like Matryoshka dolls (see Figure 1.1.1.

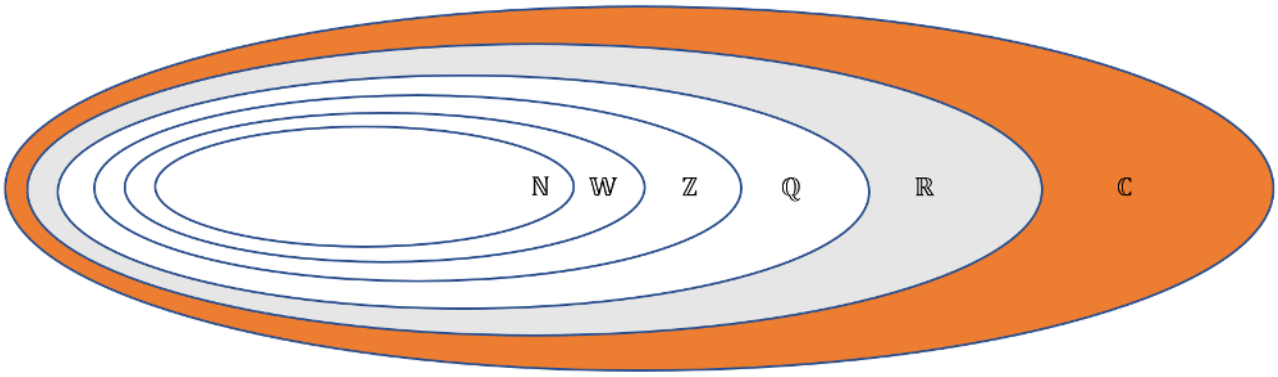


Figure 1.1.1

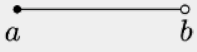
In Figure 1.1.1, the grey-shaded area of $\mathbb{R}$ represents the irrational numbers $\mathbb{P}$ and the orange-shaded area in $\mathbb{C}$ represents complex numbers with nonzero imaginary parts.

Interval Notation

For the most part, this textbook focuses on sets whose elements come from the real numbers, $\mathbb{R}$. Recall that we may visualize $\mathbb{R}$ as a line. Segments of this line are called **intervals** of numbers. Below is a summary of **interval notations** associated with given sets of numbers. For intervals with finite endpoints, we list the left endpoint and then the right endpoint. We use square brackets, $[$ or $]$, if the endpoint is included in the interval and use a closed dot to indicate membership in the interval. Otherwise, we use parentheses, $($ or $)$, and an open circle to indicate that the endpoint is not part of the set. Suppose the interval does not have finite endpoints. In that case, we use the symbols $-\infty$ to indicate that the interval extends indefinitely to the left and ∞ to indicate that the interval extends indefinitely to the right. Since infinity is a concept,[4] and not a number, we use parentheses when using these symbols in interval notation. We use an appropriate arrow to indicate that the interval extends indefinitely in one (or both) directions. Finally, the notations $a < b$, $a \leq b$, $a > b$, and $a \geq b$ are called **inequality notation**.

Definition: Interval Notation

Let a and b be real numbers with $a < b$.

Set of Real Numbers	Inequality Notation	Interval Notation	Region on the Real Number Line
$\{x \mid a < x < b\}$	$a < x < b$	(a, b)	
$\{x \mid a \leq x < b\}$	$a \leq x < b$	$[a, b)$	
$\{x \mid a < x \leq b\}$	$a < x \leq b$	$(a, b]$	
$\{x \mid a \leq x \leq b\}$	$a \leq x \leq b$	$[a, b]$	
$\{x \mid x < b\}$	$x < b$	$(-\infty, b)$	
$\{x \mid x \leq b\}$	$x \leq b$	$(-\infty, b]$	
$\{x \mid x > a\}$	$x > a$	(a, ∞)	
$\{x \mid x \geq a\}$	$x \geq a$	$[a, \infty)$	
$\mathbb{R}$		$(-\infty, \infty)$	

Caution: Interval Notation is Listed from Lowest to Highest Value

One of the most common mistakes made by students when it comes to interval notation is writing the interval in the wrong order. Remember, an interval written in interval notation is always listed from lowest (or most negative) to highest number.

For an example, consider the sets of real numbers described below.

Set of Real Numbers	Inequality Notation	Interval Notation	Region on the Real Number Line
$\{x \mid 1 \leq x < 3\}$	$1 \leq x < 3$	$[1, 3)$	
$\{x \mid -1 \leq x \leq 4\}$	$-1 \leq x \leq 4$	$[-1, 4]$	
$\{x \mid x \leq 5\}$	$x \leq 5$	$(-\infty, 5]$	
$\{x \mid x > -2\}$	$x > -2$	$(-2, \infty)$	

Intersections and Unions of Sets

We will often have occasion to combine sets. There are two basic ways to combine sets: **intersection** and **union**. We define both of these concepts below.

Definition: Intersection and Union

Suppose A and B are two sets.

- The **intersection** of A and B: $A \cap B = \{x \mid x \in A \text{ and } x \in B\}$
- The **union** of A and B: $A \cup B = \{x \mid x \in A \text{ or } x \in B \text{ (or both)}\}$

Said differently, the intersection of two sets is the overlap of the two sets – the elements that the sets have in common. The union of two sets consists of the totality of the elements in each set collected together. See Figure 1.1.2 below.

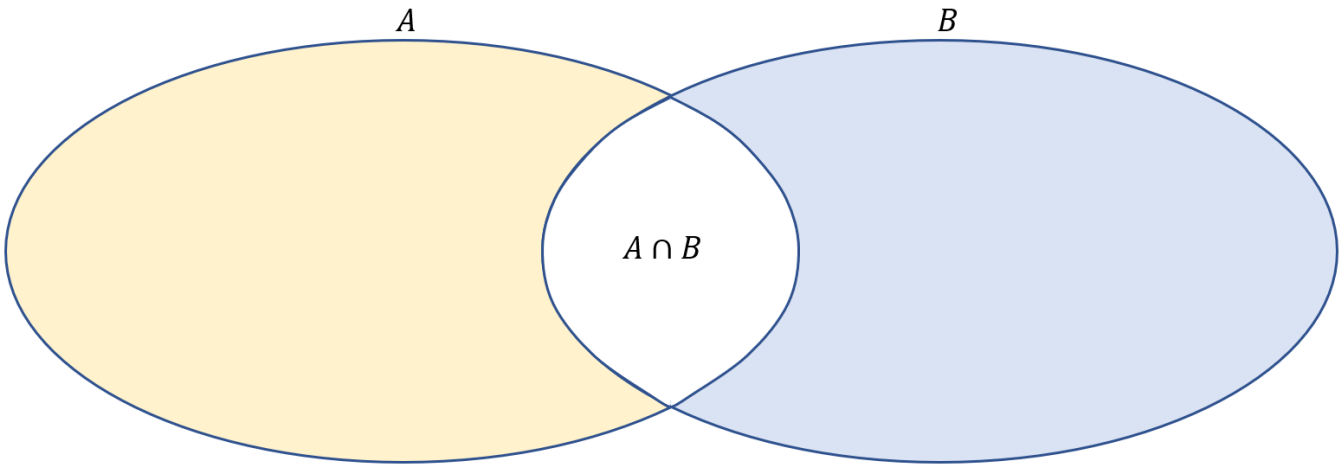
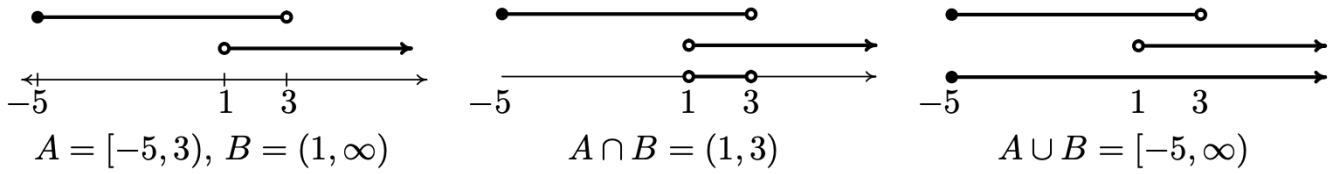


Figure 1.1.2: A Venn Diagram of the sets A (the leftmost ellipse) and B (the rightmost ellipse).[5] The intersection, $A \cap B$, is the white region. The union, $A \cup B$, is the combination of the yellow, white, and blue regions.

For example, if $A = \{1, 2, 3\}$ and $B = \{2, 4, 6\}$, then $A \cap B = \{2\}$ and $A \cup B = \{1, 2, 3, 4, 6\}$. If $A = [-5, 3)$ and $B = (1, \infty)$, then we can find $A \cap B$ and $A \cup B$ graphically. To find $A \cap B$, we shade the overlap of the two and obtain $A \cap B = (1, 3)$. To find $A \cup B$, we shade each of A and B and describe the resulting shaded region to find $A \cup B = [-5, \infty)$.



While both intersection and union are important, we have more occasions to use union in this text than intersection simply because most of the sets of real numbers we will be working with are either intervals or unions of intervals, as the following example illustrates.

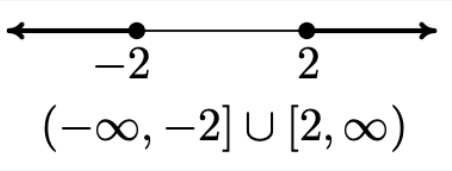
Example 1.1.1

Express the following sets of numbers using interval notation.

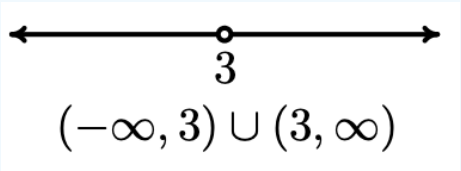
a. $\{x \mid x \leq -2 \text{ or } x \geq 2\}$
b. $\{x \mid x \neq 3\}$
c. $\{x \mid x \neq \pm 3\}$
d. $\{x \mid -1 < x \leq 3 \text{ or } x = 5\}$

Solutions

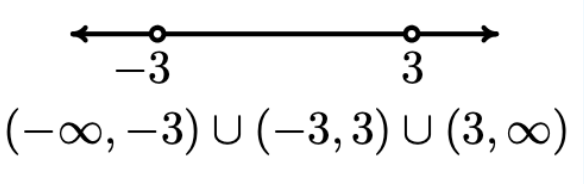
a. The best way to proceed here is to graph the set of numbers on the number line and glean the answer from it. The inequality $x \leq -2$ corresponds to the interval $(-\infty, -2]$ and the inequality $x \geq 2$ corresponds to the interval $[2, \infty)$. Since we are looking to describe the real numbers x in one of these *or* the other, we have $\{x \mid x \leq -2 \text{ or } x \geq 2\} = (-\infty, -2] \cup [2, \infty)$.



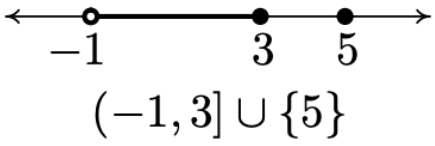
b. For the set $\{x \mid x \neq 3\}$, we shade the entire real number line except $x = 3$, where we leave an open circle. This divides the real number line into two intervals, $(-\infty, 3)$ and $(3, \infty)$. Since the values of x could be in either one of these intervals *or* the other, we have that $\{x \mid x \neq 3\} = (-\infty, 3) \cup (3, \infty)$.



c. For the set $\{x \mid x \neq \pm 3\}$, we proceed as before and exclude both $x = 3$ and $x = -3$ from our set. This breaks the number line into *three* intervals, $(-\infty, -3)$, $(-3, 3)$ and $(3, \infty)$. Since the set describes real numbers which come from the first, second, *or* third interval, we have $\{x \mid x \neq \pm 3\} = (-\infty, -3) \cup (-3, 3) \cup (3, \infty)$.



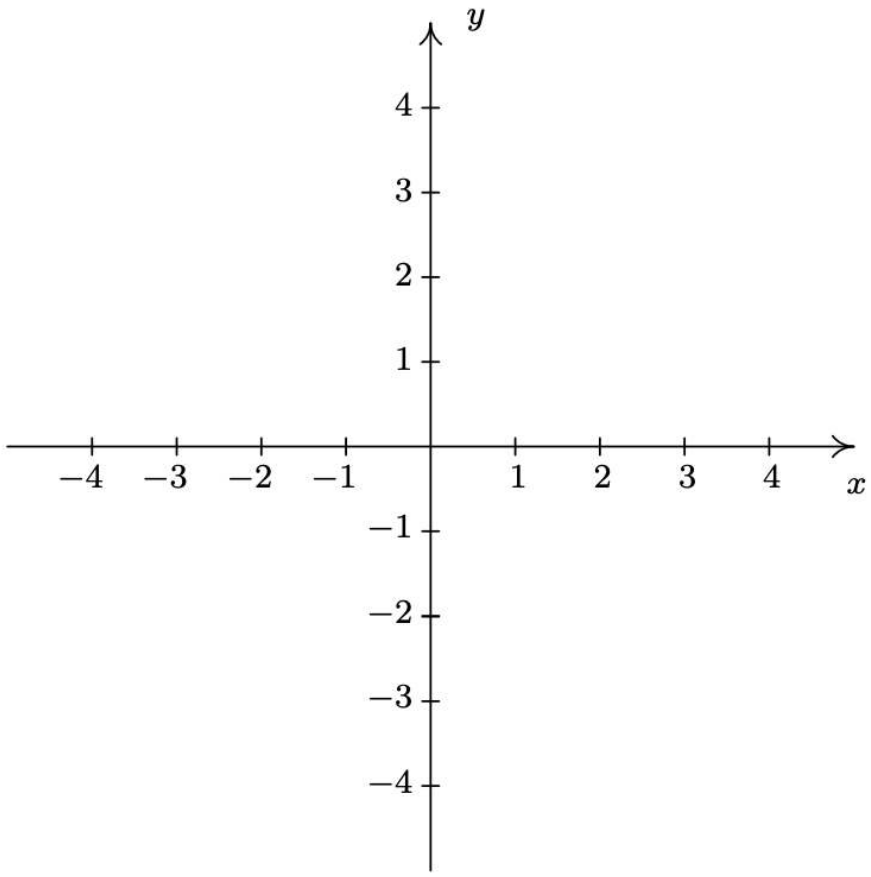
d. Graphing the set $\{x \mid -1 < x \leq 3 \text{ or } x = 5\}$, we get one interval, $(-1, 3]$ along with a single number, or point, $\{5\}$. While we *could* express the latter as $[5, 5]$, we choose to write our answer as $\{x \mid -1 < x \leq 3 \text{ or } x = 5\} = (-1, 3] \cup \{5\}$.



$$(-1, 3] \cup \{5\}$$

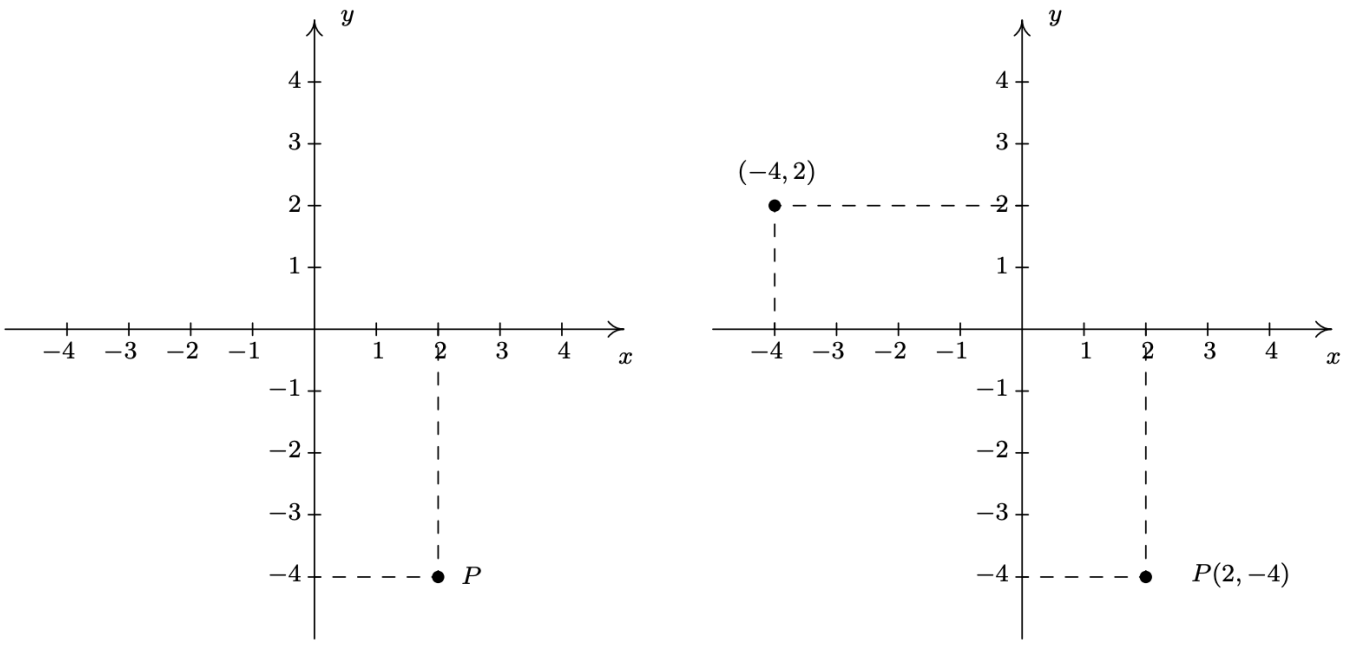
The Cartesian Coordinate Plane

In order to visualize the pure excitement of College Algebra, we need to unite Algebra and Geometry. Simply put, we must find a way to draw algebraic things. Let's start with possibly the greatest mathematical achievement of all time: the **Cartesian Coordinate Plane** (named in honor of René Descartes). Imagine two real number lines crossing at a right angle at 0 as drawn below.



The horizontal number line is usually called the ***x*-axis** while the vertical number line is generally called the ***y*-axis** (these labels can vary depending on the context of application). As with the usual number line, we imagine these axes extending off indefinitely in both directions. Having two number lines allows us to locate the positions of points off of the number lines as well as points on the lines themselves.

For example, consider the point P in Figure $1.1.3A$. To use the numbers on the axes to label this point, we imagine dropping a vertical line from the x-axis to P and extending a horizontal line from the y-axis to P. This process is sometimes called "projecting" the point P to the x- and y-axis, respectively. We then describe the point P using the **ordered pair** $(2, -4)$ (Figure $1.1.3B$). The first number in the ordered pair is called the **abscissa** or ***x*-coordinate**, and the second is called the **ordinate** or ***y*-coordinate**. Taken together, the ordered pair $(2, -4)$ comprise the **Cartesian coordinates**, or **rectangular coordinates**,[6] of the point P.



Figures 1.1.3A(left) and 1.1.3B(right)

In practice, the distinction between a point and its coordinates is blurred; for example, we often speak of "the point" $(2, -4)$. We can think of $(2, -4)$ as instructions on how to reach P from $(0, 0)$ (also known as the **origin**) by moving 2 units to the right and 4 units downwards. Notice that the order in the pair is important - if we wish to plot the point $(-4, 2)$, we would move to the left 4 units from the origin and then move upwards 2 units (refer back to Figure 1.1.1B).

When we speak of the Cartesian Coordinate Plane, we mean the set of all possible ordered pairs (x, y) as x and y take values from the real numbers. Below is a summary of important facts about Cartesian coordinates.

Important Facts about the Cartesian Coordinate Plane

- (a, b) and (c, d) represent the same point in the plane if and only if $a = c$ and $b = d$.
- (x, y) lies on the x-axis if and only if $y = 0$.
- (x, y) lies on the y-axis if and only if $x = 0$.
- The origin is the point $(0, 0)$. It is the only point common to both axes.

Example 1.1.2

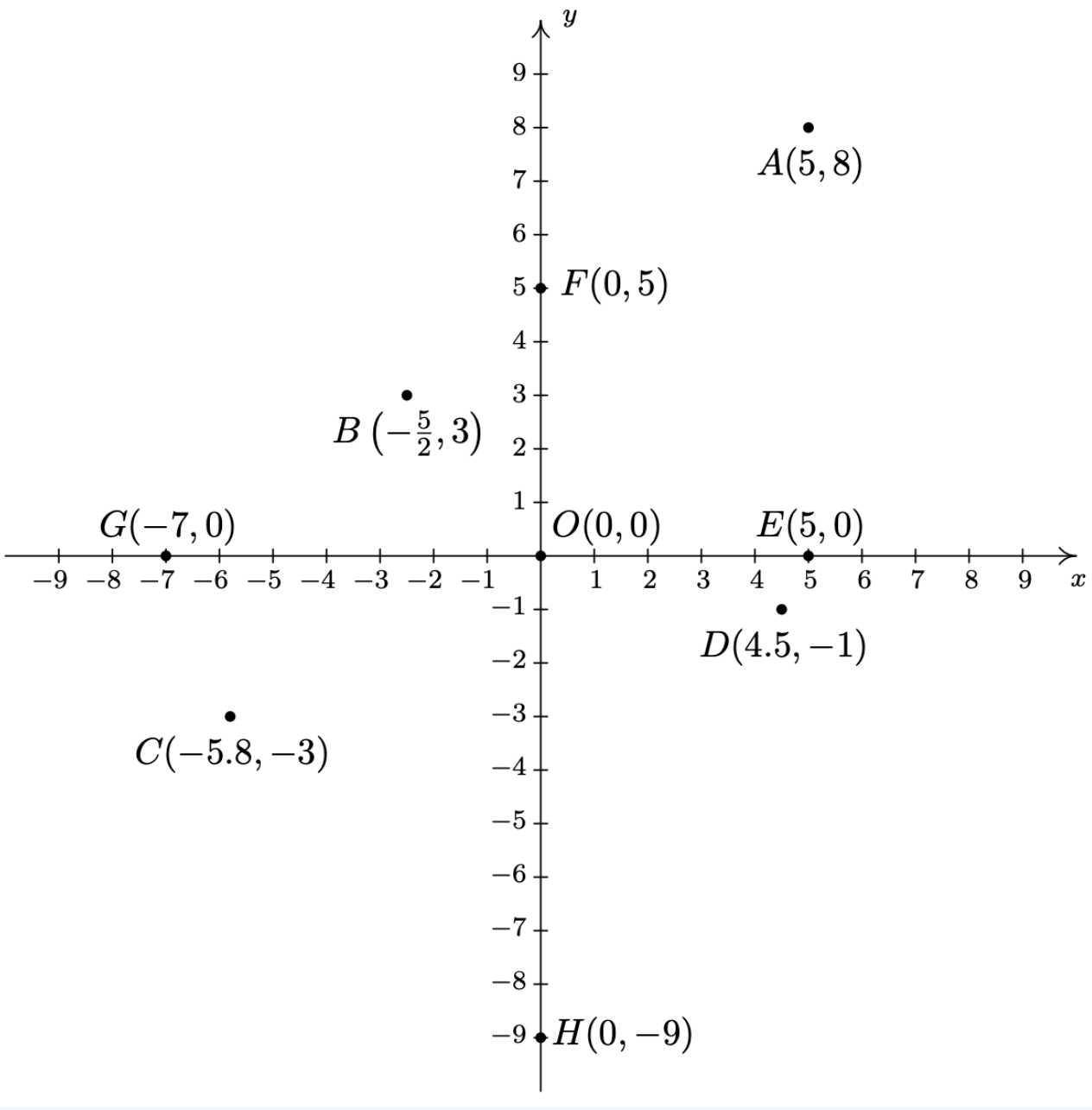
Plot the following points: $A(5, 8)$, $B\left(-\frac{5}{2}, 3\right)$, $C(-5.8, -3)$, $D(4.5, -1)$, $E(5, 0)$, $F(0, 5)$, $G(-7, 0)$, $H(0, -9)$, $O(0, 0)$.

Note

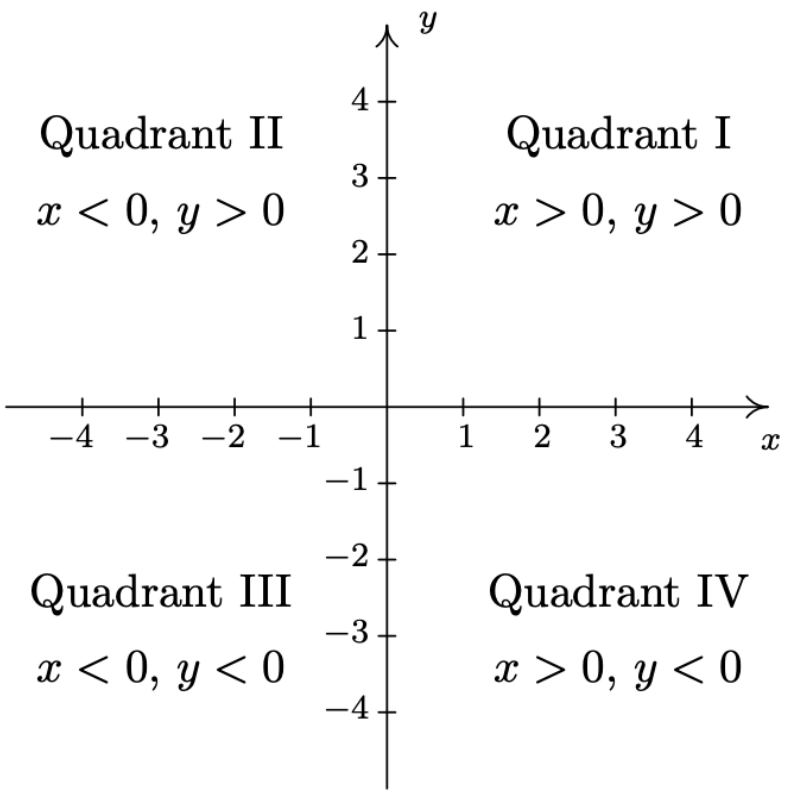
The letter O is almost always reserved for the origin.

Solution

To plot these points, we start at the origin and move to the right if the x-coordinate is positive and to the left if it is negative. Next, we move up if the y-coordinate is positive or down if it is negative. If the x-coordinate is 0, we start at the origin and move along the y-axis only. If the y-coordinate is 0 we move along the x-axis only.



The axes divide the plane into four regions called **quadrants**. They are labeled with Roman numerals and proceed counterclockwise around the plane.



For example, $(1, 2)$ lies in Quadrant I, $(-1, 2)$ in Quadrant II, $(-1, -2)$ in Quadrant III and $(1, -2)$ in Quadrant IV. If a point other than the origin happens to lie on the axes, we typically refer to that point as lying on the positive or negative x-axis (if $y = 0$) or on the positive or negative y-axis (if $x = 0$). For example, $(0, 4)$ lies on the positive y-axis whereas $(-117, 0)$ lies on the negative x-axis. Such points do not belong to any of the four quadrants. The four quadrants are referenced extensively in Trigonometry.

Symmetry

One of the most important concepts in all of mathematics is symmetry. There are many types of symmetry in mathematics, but three of them can be discussed easily using Cartesian Coordinates.

Definition: Symmetry

Two points (a, b) and (c, d) in the plane are said to be

- **symmetric about the x-axis** if $a = c$ and $b = -d$
- **symmetric about the y-axis** if $a = -c$ and $b = d$
- **symmetric about the origin** if $a = -c$ and $b = -d$

Schematically,

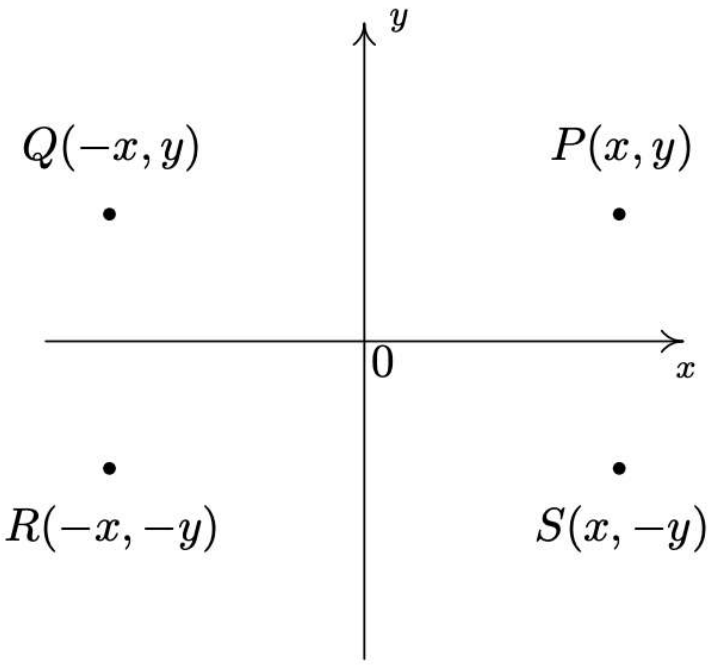


Figure 1.1.4

In Figure 1.1.4, P and S are symmetric about the x-axis, as are Q and R; P and Q are symmetric about the y-axis, as are R and S; and P and R are symmetric about the origin, as are Q and S.

Example 1.1.3

Let P be the point $(-2, 3)$. Find the points which are symmetric to P about the:

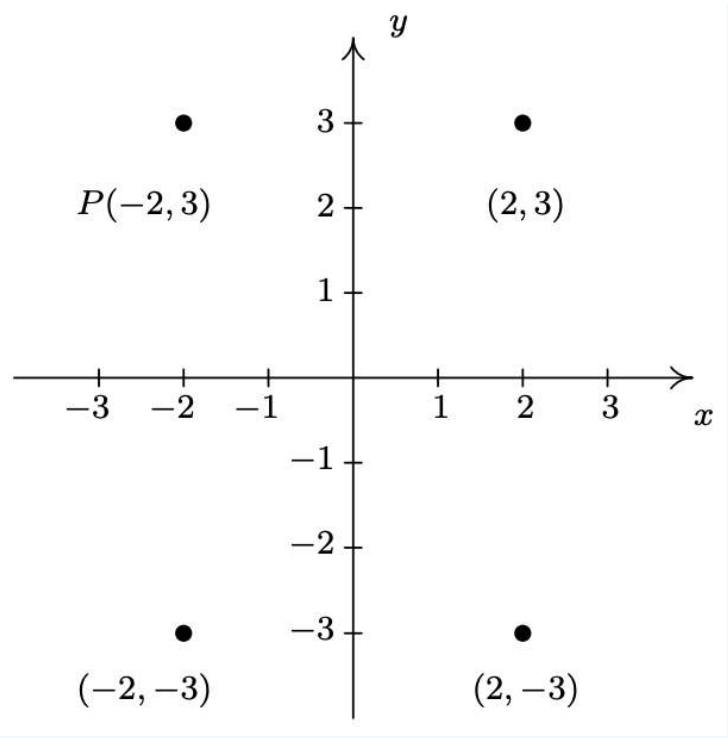
a. x-axis
b. y-axis
c. origin

Check your answer by plotting the points.

Solutions

Figure 1.1.4gives us an excellent way to think about finding symmetric points in terms of taking the opposites of the x- and y-coordinates of $P(-2, 3)$.

a. To find the point symmetric about the x-axis, we replace the y-coordinate with its opposite to get $(-2, -3)$.
b. To find the point symmetric about the y-axis, we replace the x-coordinate with its opposite to get $(2, 3)$.
c. To find the point symmetric about the origin, we replace the x- and y-coordinates with their opposites to get $(2, -3)$.



One way to visualize the processes in the previous example is with the concept of a **reflection**. If we start with our point $(-2, 3)$ and pretend that the x-axis is a mirror, then the reflection of $(-2, 3)$ across the x-axis would lie at $(-2, -3)$. If we pretend that the y-axis is a mirror, the reflection of $(-2, 3)$ across that axis would be $(2, 3)$. If we reflect across the x-axis and then the y-axis, we would go from $(-2, 3)$ to $(-2, -3)$ then to $(2, -3)$, and so we would end up at the point symmetric to $(-2, 3)$ about the origin. We summarize and generalize this process below.

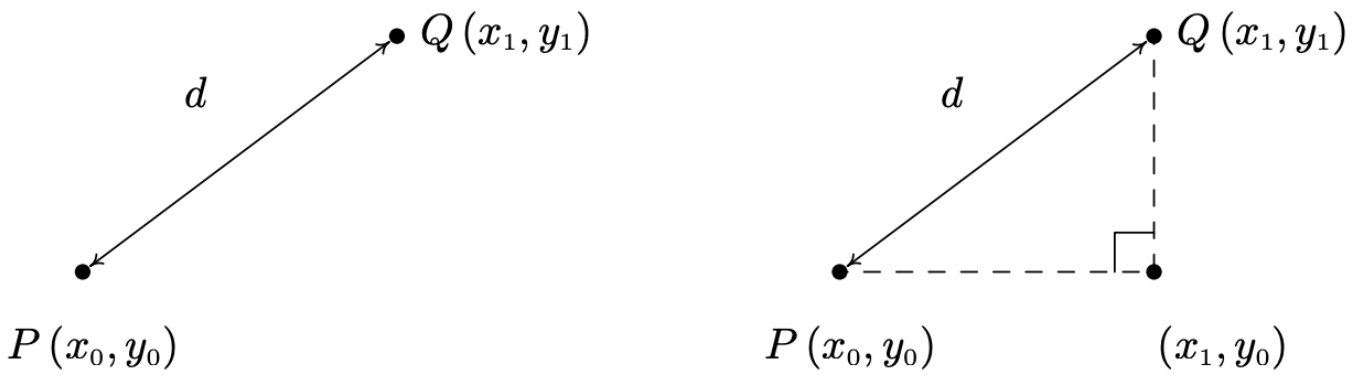
Reflections

To reflect a point (x, y) about the:

- x-axis, replace y with $-y$.
- y-axis, replace x with $-x$.
- origin, replace x with $-x$ and y with $-y$.

Distance in the Plane

Another important concept in Geometry is the notion of length. If we are going to unite Algebra and Geometry using the Cartesian Plane, then we need to develop an algebraic understanding of what distance in the plane means. Suppose we have two points, $P(x_0, y_0)$ and $Q(x_1, y_1)$, in the plane. By the **distance** d between P and Q, we mean the length of the line segment joining P with Q.[7] Our goal now is to create an algebraic formula to compute the distance between these two points. Consider Figure 1.1.5A.



Figures $1.1.5A$ (left) and $1.1.5B$ (right)

With a little more imagination, we can envision a right triangle whose hypotenuse has length d as drawn in Figure $1.1.5B$. We see that the lengths of the legs of the triangle are $|x_1 - x_0|$ and $|y_1 - y_0|$ so the Pythagorean Theorem gives us

$$|x_1 - x_0|^2 + |y_1 - y_0|^2 = d^2$$

$$(x_1 - x_0)^2 + (y_1 - y_0)^2 = d^2$$

Using Extraction of Roots on the second equation and the fact that distance is never negative, we get the Distance Formula.

Theorem: Distance Formula

The distance d between the points $P\,(x_0, y_0)$ and $Q\,(x_1, y_1)$ is

$$d = \sqrt{(x_1 - x_0)^2 + (y_1 - y_0)^2}.$$

It is not always the case that the points P and Q lend themselves to constructing such a triangle. If the points P and Q are arranged vertically, horizontally, or describe the exact same point, we cannot use the above geometric argument to derive the Distance Formula. It is left to the reader to verify the Distance Formula for these cases in the homework.

Example 1.1.4

Find and simplify the distance between $P(-2, 3)$ and $Q(1, -3)$.

Solution

$$\begin{aligned} d &= \sqrt{(x_1 - x_0)^2 + (y_1 - y_0)^2} \quad \text{(Distance Formula)} \\ &= \sqrt{(1-(-2))^2 + (-3-3)^2} \\ &= \sqrt{(3)^2 + (-6)^2} \\ &= \sqrt{9 + 36} \\ &= \sqrt{45} \\ &= 3\sqrt{5} \end{aligned}$$

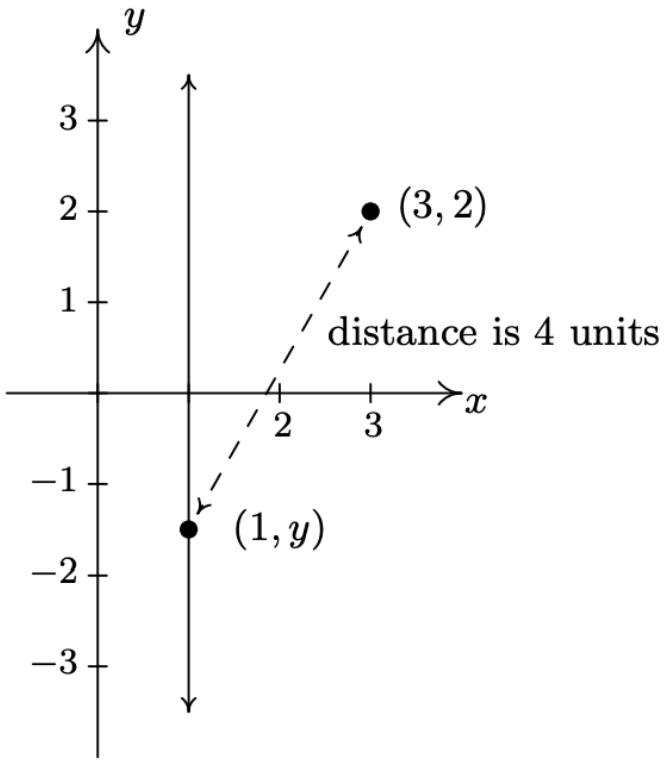
Therefore, the distance between P and Q is $3\sqrt{5}$.

Example 1.1.5

Find all the points with x-coordinate 1 which are 4 units from the point $(3, 2)$.

Solution

We shall soon see that the points we wish to find are on the line $x = 1$, but for now, we'll view them as points of the form $(1, y)$. Visually,

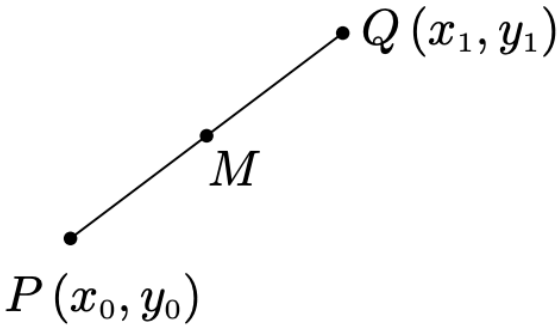


We require that the distance from $(3,2)$ to $(1,y)$ be 4. The Distance Formula yields

$$\begin{aligned}
& d &=& \sqrt{(x_1-x_0)^2+(y_1-y_0)^2} \quad \text{(Distance Formula)} \\
\Longrightarrow \quad & 4 &=& \sqrt{(1-3)^2+(y-2)^2} \\
\Longrightarrow \quad & 4 &=& \sqrt{(-2)^2+(y-2)^2} \\
\Longrightarrow \quad & 4 &=& \sqrt{4+(y-2)^2} \\
\Longrightarrow \quad & 4^2 &=& \left(\sqrt{4+(y-2)^2}\right)^2 \\
\Longrightarrow \quad & 16 &=& 4+(y-2)^2 \\
\Longrightarrow \quad & 12 &=& (y-2)^2 \\
\Longrightarrow \quad & \pm\sqrt{12} &=& y-2 \\
\Longrightarrow \quad & \pm 2\sqrt{3} &=& y-2 \\
\Longrightarrow \quad & 2\pm 2\sqrt{3} &=& y
\end{aligned}$$

We obtain two answers: $(1, 2+2\sqrt{3})$ and $(1, 2-2\sqrt{3})$. The reader is encouraged to think about why there are two answers.

Related to finding the distance between two points is the problem of finding the midpoint of the line segment connecting two points. Given two points, $P(x_0, y_0)$ and $Q(x_1, y_1)$, the **midpoint** M of P and Q is defined to be the point on the line segment connecting P and Q whose distance from P is equal to its distance from Q.



If we think of reaching M by going "halfway over" and "halfway up," we get the following formula.

Theorem: Midpoint Formula

The midpoint M of the line segment connecting $P\,(x_0, y_0)$ and $Q\,(x_1, y_1)$ is

$$M = \left(\frac{x_0 + x_1}{2}, \frac{y_0 + y_1}{2}\right).$$

If we let d denote the distance between P and Q, we leave it as a homework exercise to show that the distance between P and M is $\frac{d}{2}$ which is the same as the distance between M and Q. This suffices to show that the Midpoint Formula gives the coordinates of the midpoint.

Example 1.1.6

Find the midpoint of the line segment connecting $P(-2, 3)$ and $Q(1, -3)$.

Solution

$$\begin{aligned} M &= \left(\frac{x_0 + x_1}{2}, \frac{y_0 + y_1}{2}\right) \qquad \text{(Midpoint Formula)} \\ &= \left(\frac{(-2) + 1}{2}, \frac{3 + (-3)}{2}\right) \\ &= \left(\frac{-1}{2}, \frac{0}{2}\right) \\ &= \left(-\frac{1}{2}, 0\right) \end{aligned}$$

The midpoint is $\left(-\frac{1}{2}, 0\right)$.

We close with a more abstract application of the Midpoint Formula. We will revisit the following example in the homework for Section 2.1.

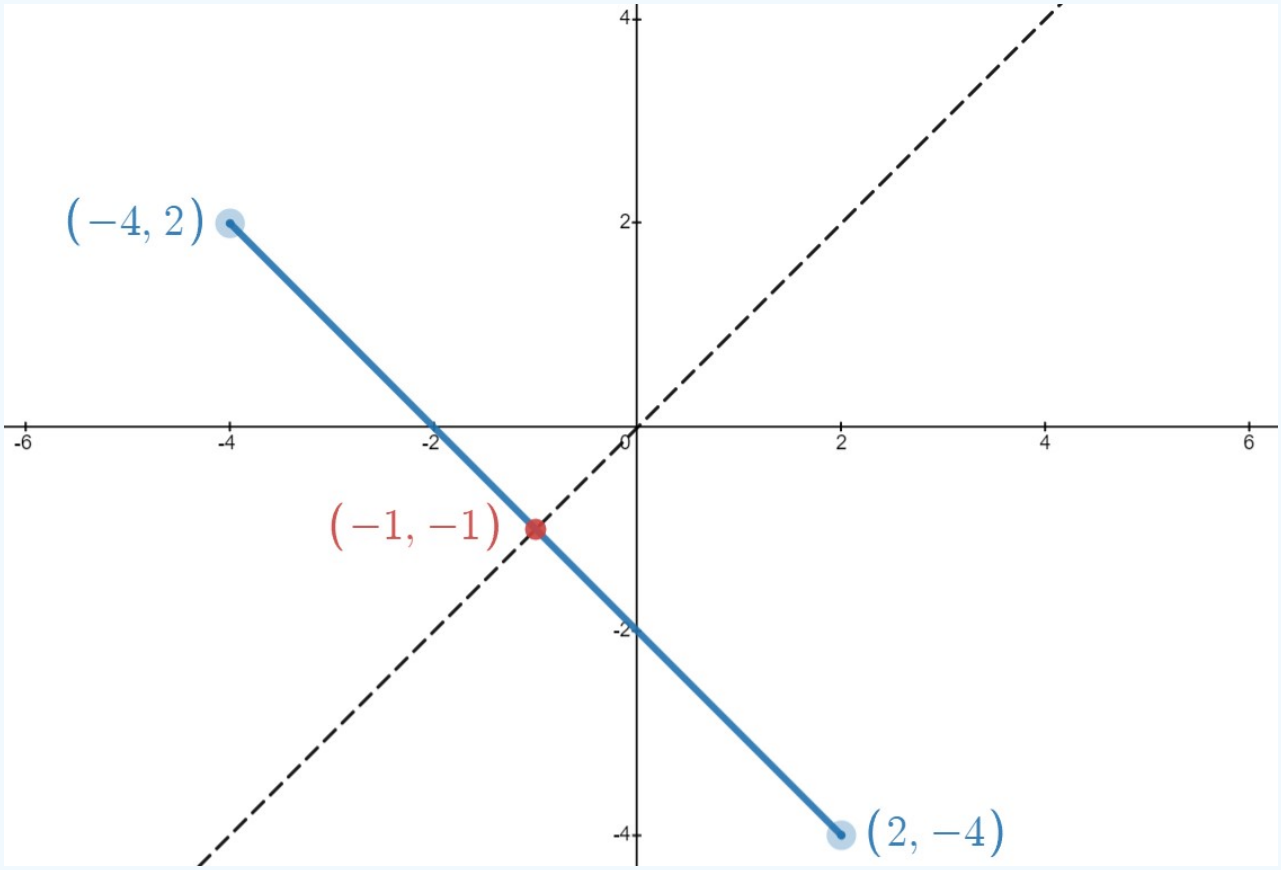
Example 1.1.7

If $a \neq b$, prove that the line $y = x$ equally divides the line segment with endpoints (a, b) and (b, a).

Solution

As with most claims we want to prove, the first step is to *understand* what is being stated. As written, this claim needs to be clarified. However, if we draw an example, it might help us understand what is being stated. If we let $a = -4$ and $b = 2$, we

get



This single visualization helps us better understand the claim. We want to prove the following statement:

If $a \neq b$, then the midpoint of the line segment connecting (a, b) and (b, a) must be on the line $y = x$.

Proof

To prove the claim, we use the Midpoint Formula.

$$M = \left(\frac{a+b}{2}, \frac{b+a}{2}\right) \quad \text{(Midpoint Formula)}$$

$$= \left(\frac{a+b}{2}, \frac{a+b}{2}\right)$$

Since the x and y coordinates of this point are the same, we find that the midpoint lies on the line $y = x$, as required.

Footnotes

[1] Which, sadly, we will not explore in this text.

[2] The classic example is the number π, but numbers like $\sqrt{2}$ and $0.101001000100001\ldots$ are other fine representatives.

[3] We will encounter these later in this textbook.

[4] While we will talk about infinity in this course, the true study of infinity and the infinitesimal occurs in Calculus. For now, it is important to understand that infinity does not play well with our general understanding of Arithmetic. For example, most people would agree that

$$1 + 5 = 6,$$

and so, subtracting 5 from both sides, we get

$$1 = 1.$$

However, while it is true that

$$1 + \infty = \infty,$$

if we try to abuse arithmetic and subtract ∞ from both sides, we get the contradiction

$$1 = 0.$$

[5] The reader is encouraged to research Venn Diagrams.

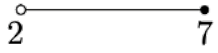
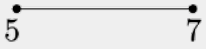
[6] You learn a different way to reference a point on a plane in Trigonometry.

[7] Remember, given any two distinct points in the plane, there is a unique line containing both points.

1.1E: Exercises

Exercises

1. Fill in the chart below:

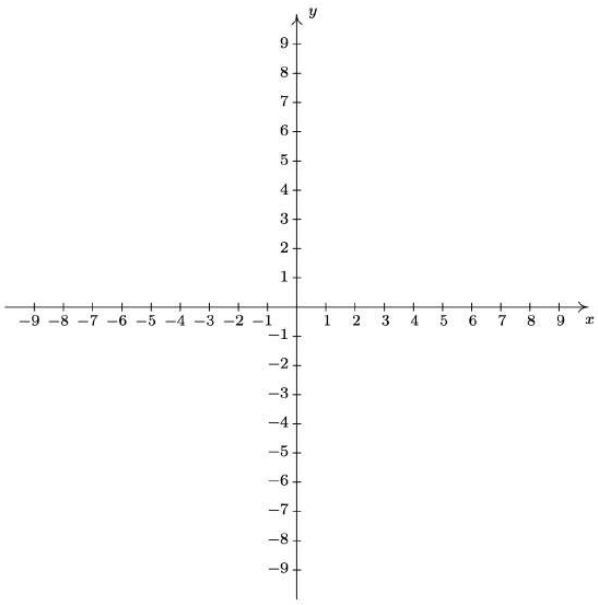
Set of Real Numbers	Interval Notation	Region on the Real Number Line
$\{x \mid -1 \leq x < 5\}$		
	$[0, 3)$	
		
$\{x \mid -5 < x \leq 0\}$		
	$(-3, 3)$	
		
$\{x \mid x \leq 3\}$		
	$(-\infty, 9)$	
		
$\{x \mid x \geq -3\}$		

In Exercises 2 -7, find the indicated intersection or union and simplify if possible. Express your answers in interval notation.

2. $(-1, 5] \cap [0, 8)$
3. $(-1, 1) \cup [0, 6]$
4. $(-\infty, 4] \cap (0, \infty)$
5. $(-\infty, 0) \cap [1, 5]$
6. $(-\infty, 0) \cup [1, 5]$
7. $(-\infty, 5] \cap [5, 8)$

In Exercises 8 - 9, write the set using interval notation.

8. $\{x \mid x \neq 5\}$
9. $\{x \mid x \neq -1\}$
10. $\{x \mid x \neq -3,\ 4\}$
11. $\{x \mid x \neq 0,\ 2\}$
12. $\{x \mid x \neq 2,\ -2\}$
13. $\{x \mid x \neq 0,\ \pm 4\}$
14. $\{x \mid x \leq -1 \text{ or } x \geq 1\}$
15. $\{x \mid x < 3 \text{ or } x \geq 2\}$
16. $\{x \mid x \leq -3 \text{ or } x > 0\}$
17. $\{x \mid x \leq 5 \text{ or } x = 6\}$
18. $\{x \mid x > 2 \text{ or } x = \pm 1\}$
19. $\{x \mid -3 < x < 3 \text{ or } x = 4\}$
20. Plot and label the points $A(-3, -7)$, $B(1.3, -2)$, $C(\pi, \sqrt{10})$, $D(0, 8)$, $E(-5.5, 0)$, $F(-8, 4)$, $G(9.2, -7.8)$ and $H(7, 5)$ in the Cartesian Coordinate Plane given below.



21. For each point given in Exercise 20 above
    - Identify the quadrant or axis in/on which the point lies.
    - Find the point symmetric to the given point about the x-axis.
    - Find the point symmetric to the given point about the y-axis.
    - Find the point symmetric to the given point about the origin.

In Exercises 22 - 29, find the distance d between the points and the midpoint M of the line segment which connects them.

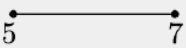
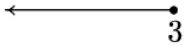
22. $(1,2)$, $(-3,5)$
23. $(3,-10)$, $(-1,2)$
24. $\left(\frac{1}{2},4\right)$, $\left(\frac{3}{2},-1\right)$
25. $\left(-\frac{2}{3},\frac{3}{2}\right)$, $\left(\frac{7}{3},2\right)$
26. $\left(\frac{24}{5},\frac{6}{5}\right)$, $\left(-\frac{11}{5},-\frac{19}{5}\right)$.
27. $\left(\sqrt{2},\sqrt{3}\right)$, $\left(-\sqrt{8},-\sqrt{12}\right)$
28. $\left(2\sqrt{45},\sqrt{12}\right)$, $\left(\sqrt{20},\sqrt{27}\right)$.
29. $(0,0)$, (x,y)
30. Find all of the points of the form $(x,-1)$ which are 4 units from the point $(3,2)$.
31. Find all of the points on the y-axis which are 5 units from the point $(-5,3)$.
32. Find all of the points on the x-axis which are 2 units from the point $(-1,1)$.
33. Find all of the points of the form $(x,-x)$ which are 1 unit from the origin.
34. Let's assume for a moment that we are standing at the origin and the positive y-axis points due North while the positive x-axis points due East. Our Sasquatch-o-meter tells us that Sasquatch is 3 miles West and 4 miles South of our current position. What are the coordinates of his position? How far away is he from us? If he runs 7 miles due East what would his new position be?
35. Verify the Distance Formula for the cases when:
    1. The points are arranged vertically. (Hint: Use $P(a,y_0)$ and $Q(a,y_1)$.)
    2. The points are arranged horizontally. (Hint: Use $P(x_0,b)$ and $Q(x_1,b)$.)
    3. The points are actually the same point. (You shouldn't need a hint for this one.)
36. Verify the Midpoint Formula by showing the distance between $P(x_1,y_1)$ and M and the distance between M and $Q(x_2,y_2)$ are both half of the distance between P and Q.
37. Show that the points A, B and C below are the vertices of a right triangle.
    a. $A(-3,2)$, $B(-6,4)$, and $C(1,8)$

b. $A(-3,1)$, $B(4,0)$ and $C(0,-3)$

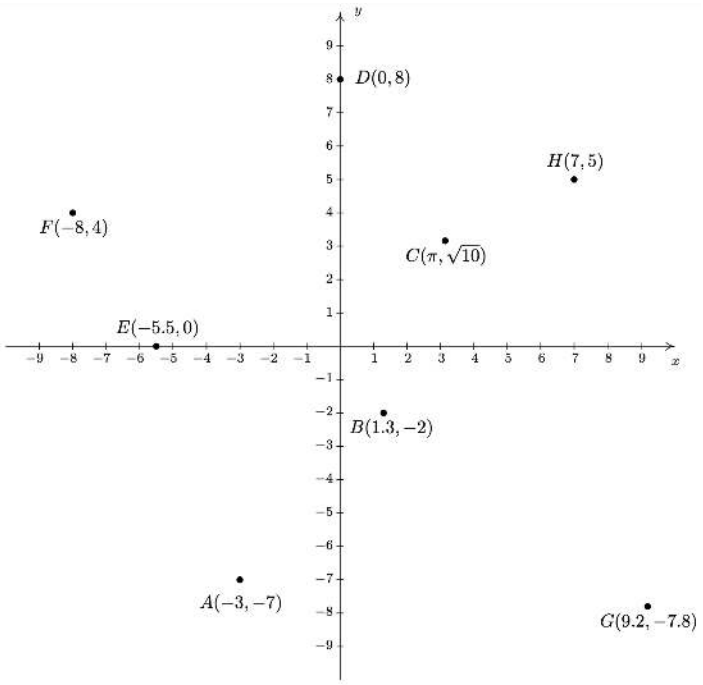
38. Find a point $D(x,y)$ such that the points $A(-3,1)$, $B(4,0)$, $C(0,-3)$ and D are the corners of a square. Justify your answer.
39. Discuss with your classmates how many numbers are in the interval $(0,1)$.
40. The world is not flat. Thus the Cartesian Plane cannot possibly be the end of the story. Discuss with your classmates how you would extend Cartesian Coordinates to represent the three dimensional world. What would the Distance and Midpoint formulas look like, assuming those concepts make sense at all?

Answers

1.

Set of Real Numbers	Interval Notation	Region on the Real Number Line
$\{x \mid -1 \le x < 5\}$	$[-1,5)$	
$\{x \mid 0 \le x < 3\}$	$[0,3)$	
$\{x \mid 2 < x \le 7\}$	$(2,7]$	
$\{x \mid -5 < x \le 0\}$	$(-5,0]$	
$\{x \mid -3 < x < 3\}$	$(-3,3)$	
$\{x \mid 5 \le x \le 7\}$	$[5,7]$	
$\{x \mid x \le 3\}$	$(-\infty,3]$	
$\{x \mid x < 9\}$	$(-\infty,9)$	
$\{x \mid x > 4\}$	$(4,\infty)$	
$\{x \mid x \ge -3\}$	$[-3,\infty)$	

2. $(-1,5] \cap [0,8) = [0,5]$
3. $(-1,1) \cup [0,6] = (-1,6]$
4. $(-\infty,4] \cap (0,\infty) = (0,4]$
5. $(-\infty,0) \cap [1,5] = \emptyset$
6. $(-\infty,0) \cup [1,5] = (-\infty,0) \cup [1,5]$
7. $(-\infty,5] \cap [5,8) = \{5\}$
8. $(-\infty,5) \cup (5,\infty)$
9. $(-\infty,-1) \cup (-1,\infty)$
10. $(-\infty,-3) \cup (-3,4) \cup (4,\infty)$
11. $(-\infty,0) \cup (0,2) \cup (2,\infty)$
12. $(-\infty,-2) \cup (-2,2) \cup (2,\infty)$
13. $(-\infty,-4) \cup (-4,0) \cup (0,4) \cup (4,\infty)$
14. $(-\infty,-1] \cup [1,\infty)$
15. $(-\infty,\infty)$
16. $(-\infty,-3] \cup (0,\infty)$
17. $(-\infty,5] \cup \{6\}$
18. $\{-1\} \cup \{1\} \cup (2,\infty)$
19. $(-3,3) \cup \{4\}$
20. The required points $A(-3,-7)$, $B(1.3,-2)$, $C(\pi,\sqrt{10})$, $D(0,8)$, $E(-5.5,0)$, $F(-8,4)$, $G(9.2,-7.8)$, and $H(7,5)$ are plotted in the Cartesian Coordinate Plane below.



21. a. The point $A(-3,-7)$ is
    - in Quadrant III
    - symmetric about x-axis with $(-3,7)$
    - symmetric about y-axis with $(3,-7)$
    - symmetric about origin with $(3,7)$

    b. The point $B(1.3,-2)$ is
    - in Quadrant IV
    - symmetric about x-axis with $(1.3,2)$
    - symmetric about y-axis with $(-1.3,-2)$
    - symmetric about origin with $(-1.3,2)$

    c. The point $C(\pi,\sqrt{10})$ is
    - in Quadrant I
    - symmetric about x-axis with $(\pi,-\sqrt{10})$
    - symmetric about y-axis with $(-\pi,\sqrt{10})$
    - symmetric about origin with $(-\pi,-\sqrt{10})$

    d. The point $D(0,8)$ is
    - on the positive y-axis
    - symmetric about x-axis with $(0,-8)$
    - symmetric about y-axis with $(0,8)$
    - symmetric about origin with $(0,-8)$

    e. The point $E(-5.5,0)$ is
    - on the negative x-axis
    - symmetric about x-axis with $(-5.5,0)$
    - symmetric about y-axis with $(5.5,0)$
    - symmetric about origin with $(5.5,0)$

    f. The point $F(-8,4)$ is
    - in Quadrant II
    - symmetric about x-axis with $(-8,-4)$
    - symmetric about y-axis with $(8,4)$
    - symmetric about origin with $(8,-4)$

g. The point $G(9.2, -7.8)$ is
- in Quadrant IV
- symmetric about x-axis with $(9.2, 7.8)$
- symmetric about y-axis with $(-9.2, -7.8)$
- symmetric about origin with $(-9.2, 7.8)$

h. The point $H(7, 5)$ is
- in Quadrant I
- symmetric about x-axis with $(7, -5)$
- symmetric about y-axis with $(-7, 5)$
- symmetric about origin with $(-7, -5)$

22. $d = 5$, $M = \left(-1, \frac{7}{2}\right)$
23. $d = 4\sqrt{10}$, $M = (1, -4)$
24. $d = \sqrt{26}$, $M = \left(1, \frac{3}{2}\right)$
25. $d = \frac{\sqrt{37}}{2}$, $M = \left(\frac{5}{6}, \frac{7}{4}\right)$
26. $d = \sqrt{74}$, $M = \left(\frac{13}{10}, -\frac{13}{10}\right)$
27. $d = 3\sqrt{5}$, $M = \left(-\frac{\sqrt{2}}{2}, -\frac{\sqrt{3}}{2}\right)$
28. $d = \sqrt{83}$, $M = \left(4\sqrt{5}, \frac{5\sqrt{3}}{2}\right)$
29. $d = \sqrt{x^2 + y^2}$, $M = \left(\frac{x}{2}, \frac{y}{2}\right)$
30. $(3 + \sqrt{7}, -1)$, $(3 - \sqrt{7}, -1)$
31. $(0, 3)$
32. $(-1 + \sqrt{3}, 0)$, $(-1 - \sqrt{3}, 0)$
33. $\left(\frac{\sqrt{2}}{2}, -\frac{\sqrt{2}}{2}\right)$, $\left(-\frac{\sqrt{2}}{2}, \frac{\sqrt{2}}{2}\right)$
34. $(-3, -4)$, 5 miles, $(4, -4)$

37. a. The distance from A to B is $|AB| = \sqrt{13}$, the distance from A to C is $|AC| = \sqrt{52}$, and the distance from B to C is $|BC| = \sqrt{65}$. Since $\left(\sqrt{13}\right)^2 + \left(\sqrt{52}\right)^2 = \left(\sqrt{65}\right)^2$, we are guaranteed by the that the triangle is a right triangle.

b. Show that $|AC|^2 + |BC|^2 = |AB|^2$

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- **1.1: Sets of Real Numbers and the Cartesian Coordinate Plane** by Carl Stitz & Jeff Zeager is licensed CC BY-NC-SA 3.0. Original source: https://www.stitz-zeager.com/latex-source-code.html.

1.2: Relations

Note to the Instructor (at Cosumnes River College)

This section's material is considered a prerequisite for this course and is not in the curriculum. As such, it is only provided for interested students to read independently. It is not to be covered during lectures (unless you have an immense amount of extra time or if you have a corequisite with this course).

Learning Objectives

- Graph relations on the Cartesian plane.
- Graph equations using the Fundamental Graphing Principle.
- Determine the intercepts of a graph.

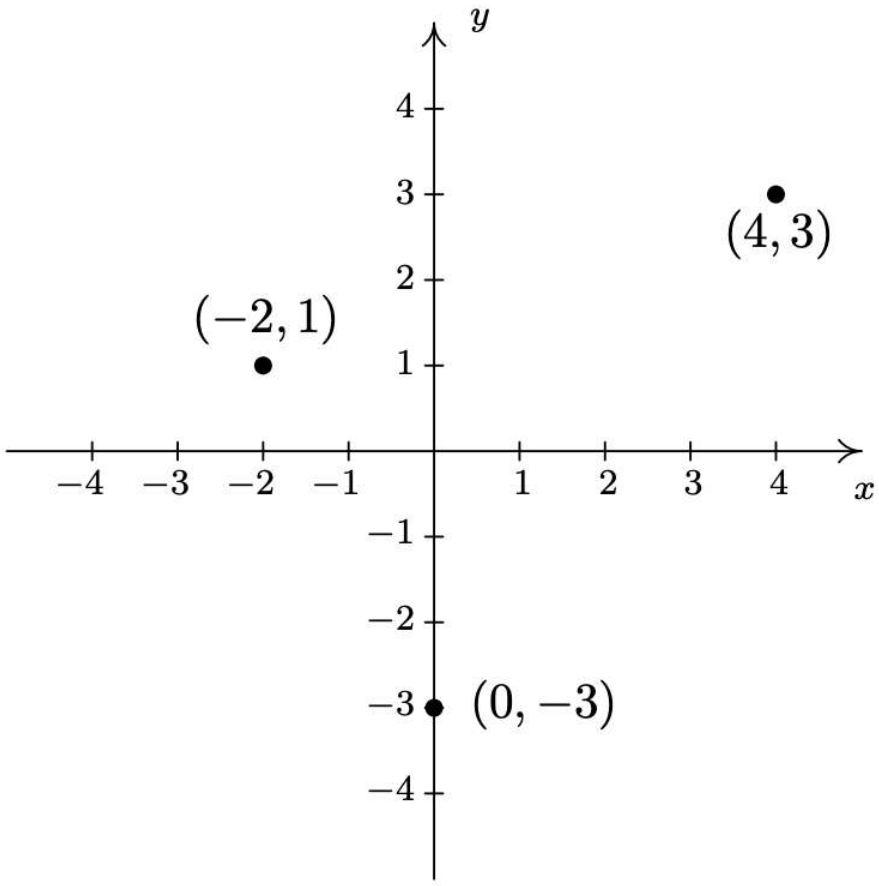
Graphing Relations

From one point of view, all of College Algebra can be thought of as studying sets of points in the plane. We can discuss those sets in more detail with the Cartesian Plane now fresh in our memory. As usual, we begin with a definition.

Definition: Relation

A **relation** is a set of points in the plane.

Since relations are sets, we can describe them using the techniques presented in our previous work. That is, we can verbally describe a relation using the roster method or set-builder notation. Since the elements in a relation are points in the plane, we often describe the relation graphically or algebraically as well. Depending on the situation, one method may be easier or more convenient to use than another. As an example, consider the relation $R = \{(-2, 1), (4, 3), (0, -3)\}$. As written, R is described using the roster method. Since R consists of points in the plane, we follow our instinct and plot the points. Doing so produces the **graph** of R.



The graph of R.

In the following example, we graph a variety of relations.

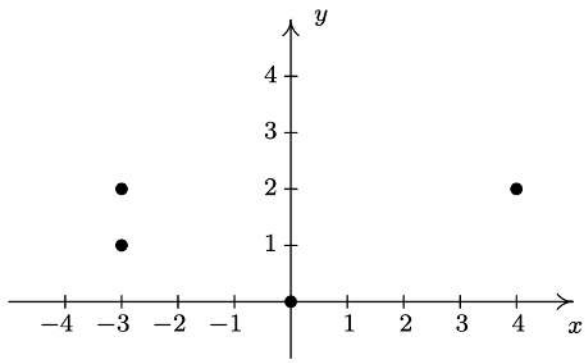
Example 1.2.1

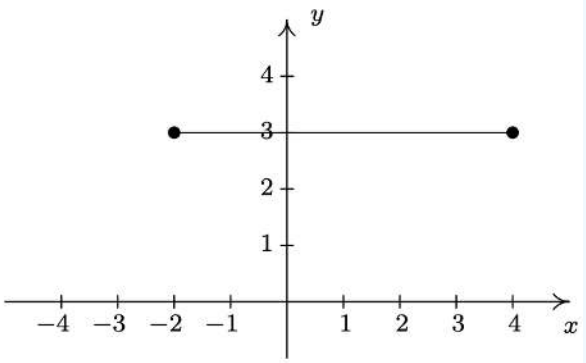
Graph the following relations.

a. $A = \{(0,0), (-3,1), (4,2), (-3,2)\}$
b. $HLS_1 = \{(x,3) \mid -2 \leq x \leq 4\}$
c. $HLS_2 = \{(x,3) \mid -2 \leq x < 4\}$
d. $V = \{(3,y) \mid y \text{ is a real number }\}$
e. $H = \{(x,y) \mid y = -2\}$
f. $R = \{(x,y) \mid 1 < y \leq 3\}$

Solutions

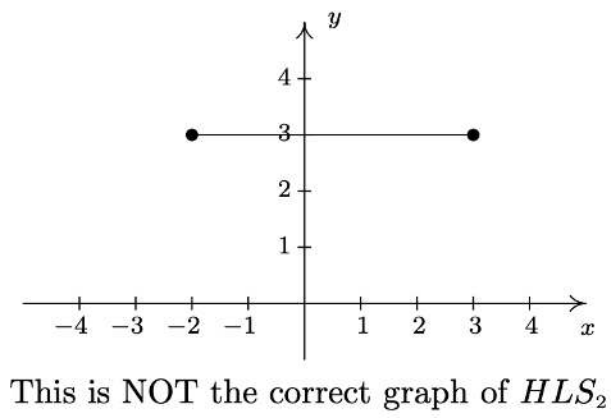
a. To graph A, we plot all of the points that belong to A, as shown in Figure 1.2.1A
b. Don't let the notation in this part fool you. The name of this relation is HLS_1, just like the name of the relation in number 1 was A. The letters and numbers are just part of its name, just like the numbers and letters of the phrase "King George III" were part of George's name. In words, $\{(x,3) \mid -2 \leq x \leq 4\}$ reads "the set of points $(x,3)$ such that $-2 \leq x \leq 4$." All of these points have the same y-coordinate, 3, but the x-coordinate is allowed to vary between -2 and 4, inclusive. Some of the points which belong to HLS_1 include some friendly points like: $(-2,3), (-1,3), (0,3), (1,3), (2,3), (3,3)$, and $(4,3)$. However, HLS_1 also contains the points $(0.829, 3)$, $\left(-\frac{5}{6}, 3\right)$, $(\sqrt{\pi}, 3)$, and so on. It is impossible to list all of these points, which is why the variable x is used.[1] Plotting several friendly representative points should convince you that HLS_1 describes the horizontal line segment from the point $(-2,3)$ up to and including the point $(4,3)$.

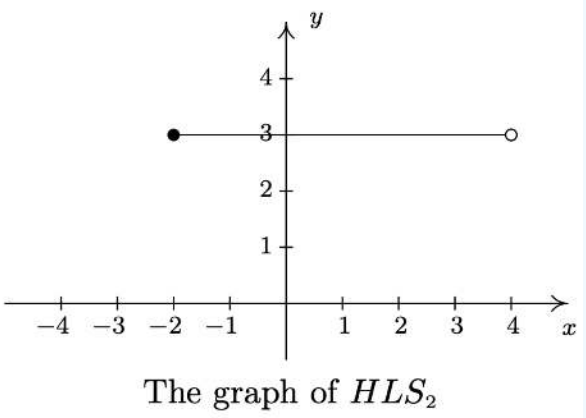




Figures 1.2.1A(left) and 1.2.1B(right)

c. HLS_2 is hauntingly similar to HLS_1. The only difference between the two is that we have $-2 \leq x < 4$ instead of $-2 \leq x \leq 4$. This means that we still get a horizontal line segment that includes $(-2, 3)$ and extends to $(4, 3)$, but we do not include $(4, 3)$ because of the strict inequality $x < 4$. How do we denote this on our graph? It is a common mistake to make the graph start at $(-2, 3)$ and end at $(3, 3)$ (see Figure 1.2.2A). The problem with this graph is that we are forgetting about the points like $(3.1, 3)$, $(3.5, 3)$, $(3.9, 3)$, $(3.99, 3)$, and so forth. There is no real number that comes "immediately before" 4, so to describe the set of points we want, we draw the horizontal line segment starting at $(-2, 3)$ and draw an open circle at $(4, 3)$ as depicted in Figure 1.2.2B

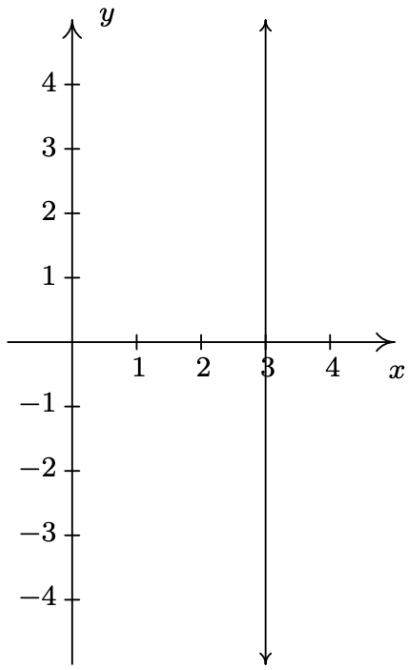




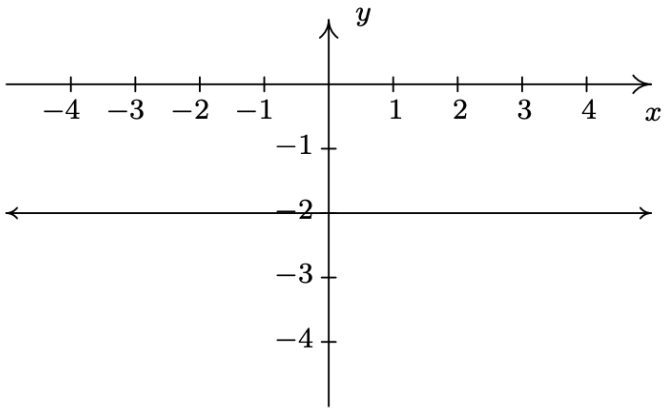
Figures 1.2.2A(left) and 1.2.2B(right)

d. Next, we come to the relation V, described as the set of points $(3, y)$ such that y is a real number. All of these points have an x-coordinate of 3, but the y-coordinate is free to be whatever it wants to be, without restriction. Plotting a few "friendly" points of V should convince you that all the points of V lie on the vertical line $x = 3$. Since there is no restriction on the y-coordinate, we put arrows on the end of the portion of the line we draw to indicate it extends indefinitely in both directions. The graph of V is shown in Figure 1.2.3A

e. Though written slightly differently, the relation $H = \{(x, y) \mid y = -2\}$ is similar to the relation V above in that only one of the coordinates, in this case the y-coordinate, is specified, leaving x to be "free." Plotting some representative points gives us the horizontal line $y = -2$ (see Figure 1.2.3B).



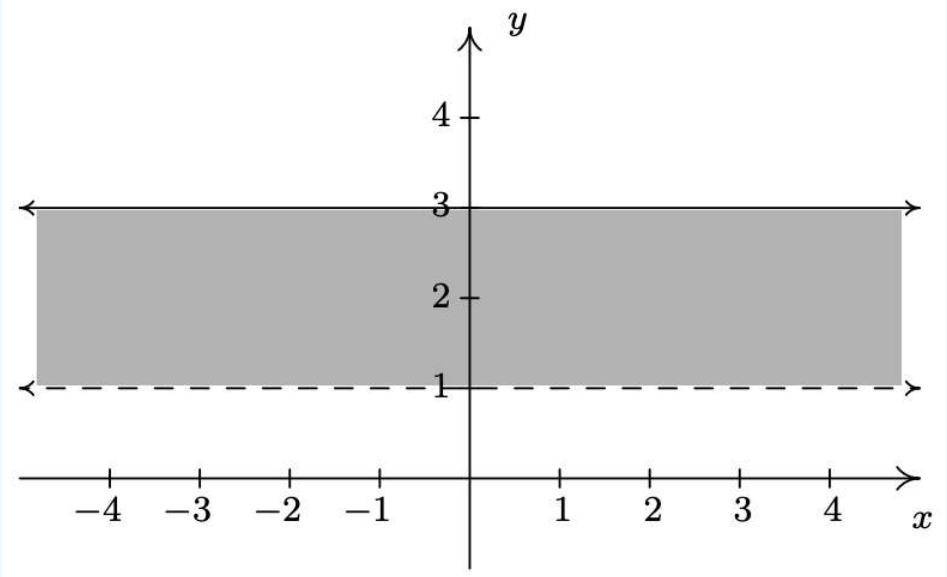
The graph of V



The graph of H

Figures 1.2.3A(left) and 1.2.3B(right)

f. For our last example, we turn to $R = \{(x, y) \mid 1 < y \leq 3\}$. As in the previous example, x is free to be whatever it likes. The value of y, on the other hand, while not completely free, is permitted to roam between 1 and 3 excluding 1, but including 3. After plotting some friendly elements of R, it should become clear that R consists of the region between the horizontal lines $y = 1$ and $y = 3$. Since R requires that the y-coordinates be greater than 1, but not equal to 1, we dash the line $y = 1$ to indicate that those points do not belong to R (see Figure 1.2.4



The graph of R

Figure 1.2.4

The relations V and H in the previous example lead us to our final way to describe relations: **algebraically**. We can more succinctly describe the points in V as those points which satisfy the equation $x = 3$. You have seen equations like this before.

Depending on the context, $x = 3$ could mean we have solved an equation for x and arrived at the solution $x = 3$. In this case, however, $x = 3$ describes a set of points in the plane whose x-coordinate is 3. Similarly, the relation H above can be described by the equation $y = -2$. At some point in your mathematical upbringing, you learned the following.

Theorem: Equations of Vertical and Horizontal Lines

The graph of the equation $x = a$ is a vertical line through $(a, 0)$, and the graph of the equation $y = b$ is a horizontal line through $(0, b)$.

Given that the elementary equations $x = a$ and $y = b$ produced lines, it's natural to wonder what shapes other equations might yield. Thus, our next objective is to study the graphs of equations in a more general setting as we continue to unite Algebra and Geometry.

Graphs of Equations

In this section, we delve more deeply into the connection between Algebra and Geometry by focusing on graphing relations described by equations. The main idea of this section is the following.

Theorem: Fundamental Graphing Principle

The graph of an equation is the set of points that satisfy the equation. That is, a point (a, b) is on the graph of an equation if and only if a and b satisfy the equation.

Here, "a and b satisfy the equation" means "a and b make the equation true." At this point, we gain some insight into the word "relation." If the equation to be graphed contains both x and y, then the equation relates the two variables. More specifically, in the next two examples, we consider the graph of the equation $x^2 + y^3 = 1$. Even though it is not specifically spelled out, what we are doing is graphing the relation $R = \{(x, y) \mid x^2 + y^3 = 1\}$. The points (x, y) we graph belong to the relation R and are necessarily related by the equation $x^2 + y^3 = 1$, since it is those pairs of x and y which make the equation true.

Example 1.2.2

Determine whether or not $(2, -1)$ is on the graph of $x^2 + y^3 = 1$.

Solution

We substitute $x = 2$ and $y = -1$ into the equation to see if the equation is satisfied.

$$\begin{aligned} & (2)^2 + (-1)^3 \stackrel{?}{=} 1 \\ \Longrightarrow \quad & 3 \neq 1 \end{aligned}$$

Hence, $(2, -1)$ is **not** on the graph of $x^2 + y^3 = 1$.

We could spend hours randomly guessing and checking to see if points are on the graph of the equation. A more systematic approach is outlined in the following example.

Example 1.2.3

Graph $x^2 + y^3 = 1$.

Solution

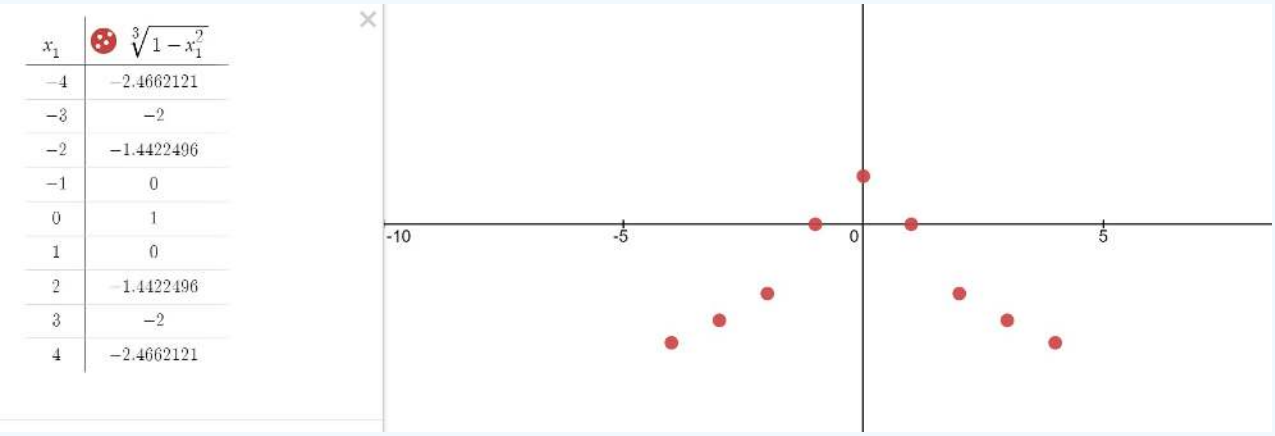
To efficiently generate points on the graph of this equation, we first solve for y.

$$\begin{aligned} & x^2 + y^3 = 1 \\ \Longrightarrow \quad & y^3 = 1 - x^2 \\ \Longrightarrow \quad & \sqrt[3]{y^3} = \sqrt[3]{1 - x^2} \\ \Longrightarrow \quad & y = \sqrt[3]{1 - x^2} \end{aligned}$$

We now substitute a value in for x, determine the corresponding value y, and plot the resulting point (x, y). For example, substituting $x = -3$ into the equation yields

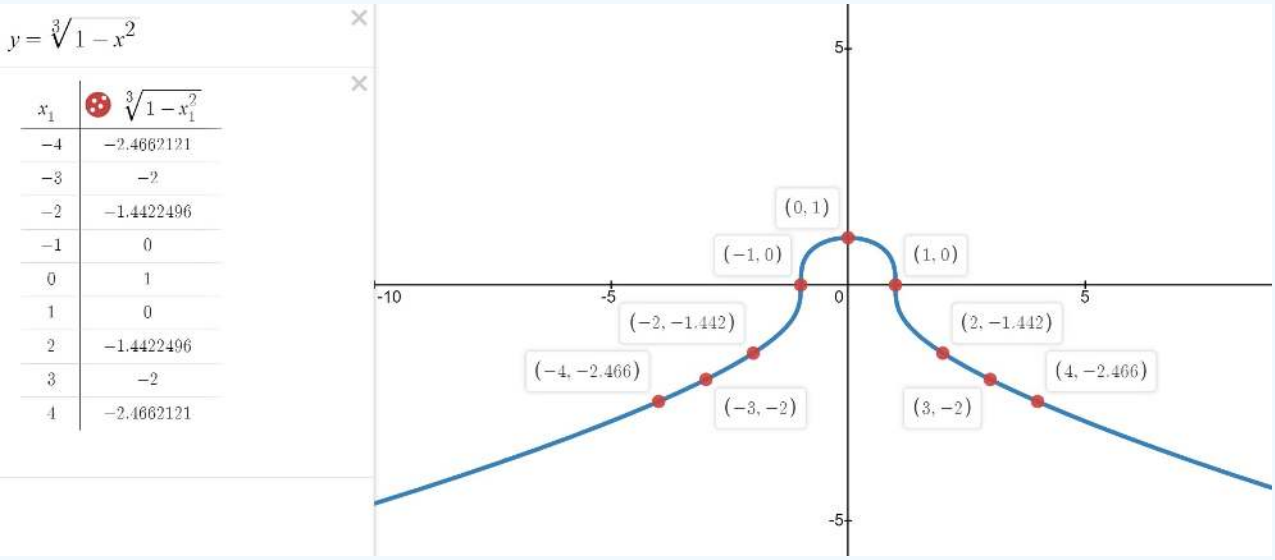
$$y = \sqrt[3]{1 - x^2} = \sqrt[3]{1 - (-3)^2} = \sqrt[3]{-8} = -2,$$

so the point $(-3, -2)$ is on the graph. Continuing in this manner, we generate a table of points on the equation's graph. These points are then plotted in the plane as shown below.



x_1	$\sqrt[3]{1-x_1^2}$
−4	−2.4662121
−3	−2
−2	−1.4422496
−1	0
0	1
1	0
2	−1.4422496
3	−2
4	−2.4662121

Remember, these points constitute only a small sampling of the points on this equation's graph. To get a better idea of the graph's shape, we could plot more points until we feel comfortable "connecting the dots." Doing so would result in a curve similar to the one pictured below.



$y = \sqrt[3]{1 - x^2}$

x_1	$\sqrt[3]{1-x_1^2}$
−4	−2.4662121
−3	−2
−2	−1.4422496
−1	0
0	1
1	0
2	−1.4422496
3	−2
4	−2.4662121

Don't worry if you don't get all of the little bends and curves just right − Calculus is where the art of precise graphing takes center stage. For now, we will settle with our naive "plug and plot" approach to graphing (until we start talking about transformations later on). If you feel like all of this tedious computation and plotting is beneath you, then you can use graphing technology, input the formula as shown above, and graph; however, while this is fine for *some* graphs, for others, you will be expected to graph by hand (without using technology).

Caution: Plotting Points to Obtain a Graph is NOT Reliable

While we allowed ourselves the opportunity to make a table of values and plot points to graph the relation in Example 1.2.3, we will quickly shed this approach for a more sophisticated approach. Outside of this chapter, the reader should not rely on building a table of values to graph relations.

Of all of the points on the graph of an equation, the places where the graph crosses or touches the axes hold special significance. These are called the **intercepts** of the graph. Intercepts come in two distinct varieties: x-intercepts and y-intercepts. They are defined below.

Definition: Intercepts of a Graph

Suppose the graph of an equation is given.

- A point on a graph also on the x-axis is called an ***x*-intercept** of the graph.
- A point on a graph also on the y-axis is called a ***y*-intercept** of the graph.

In our previous example the graph had two x-intercepts, $(-1,0)$ and $(1,0)$, and one y-intercept, $(0,1)$. The graph of an equation can have any number of intercepts, including none at all! Since x-intercepts lie on the x-axis, we can find them by setting $y=0$ in the equation. Similarly, since y-intercepts lie on the y-axis, we can find them by setting $x=0$ in the equation.

> Remember that intercepts are points and must be written as ordered pairs.

Another fact you may have noticed about the graph in the previous example is that it seems symmetric about the y-axis. To prove this analytically, we assume (x,y) is a generic point on the graph of the equation. That is, we assume $x^2+y^3=1$ is true. In Section 1.1, we learned the point symmetric to (x,y) about the y-axis is $(-x,y)$. To show that the graph is symmetric about the y-axis, we need to show that $(-x,y)$ satisfies the equation $x^2+y^3=1$, too. Substituting $(-x,y)$ into the equation gives

$$\begin{aligned} & (-x)^2+(y)^3 \stackrel{?}{=} 1 \\ \Longrightarrow \quad & x^2+y^3 \stackrel{\checkmark}{=} 1 \end{aligned}$$

Since we are assuming the original equation $x^2+y^3=1$ is true, we have shown that $(-x,y)$ satisfies the equation (since it leads to a true result) and hence is on the graph. In this way, we can check whether the graph of a given equation possesses any of the symmetries discussed in Section 1.1. We summarize the procedure in the following result.

Testing the Graph of an Equation for Symmetry

To test the graph of an equation for symmetry

- about the y-axis − substitute $(-x,y)$ into the equation and simplify. If the result is equivalent to the original equation, the graph is symmetric about the y-axis.
- about the x-axis – substitute $(x,-y)$ into the equation and simplify. If the result is equivalent to the original equation, the graph is symmetric about the x-axis.
- about the origin - substitute $(-x,-y)$ into the equation and simplify. If the result is equivalent to the original equation, the graph is symmetric about the origin.

Intercepts and symmetry are two tools that can help us sketch the graph of an equation analytically, as demonstrated in the following example.

Example 1.2.4

Find the x- and y-intercepts (if any) of the graph of $(x-2)^2+y^2=1$. Test for symmetry. Plot additional points as needed to complete the graph.

Solution

To look for x-intercepts, we set $y=0$ and solve

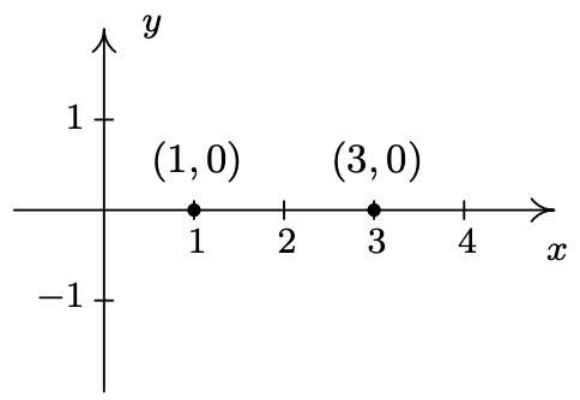
$$\begin{aligned} & (x-2)^2+y^2 &=& 1 \\ \Longrightarrow\quad & (x-2)^2+0^2 &=& 1 \\ \Longrightarrow\quad & (x-2)^2 &=& 1 \\ \Longrightarrow\quad & \sqrt{(x-2)^2} &=& \sqrt{1} \\ \Longrightarrow\quad & x-2 &=& \pm 1 \\ \Longrightarrow\quad & x &=& 2\pm 1 \\ \Longrightarrow\quad & x &=& 3,1 \end{aligned}$$

We get two answers for x which correspond to two x-intercepts: $(1,0)$ and $(3,0)$. Turning our attention to y-intercepts, we set $x=0$ and solve

$$\begin{aligned} & (x-2)^2+y^2 &=& 1 \\ \Longrightarrow\quad & (0-2)^2+y^2 &=& 1 \\ \Longrightarrow\quad & 4+y^2 &=& 1 \\ \Longrightarrow\quad & y^2 &=& -3 \end{aligned}$$

Since there is no real number that squares to a negative number, we are forced to conclude that the graph has no y-intercepts.[2]

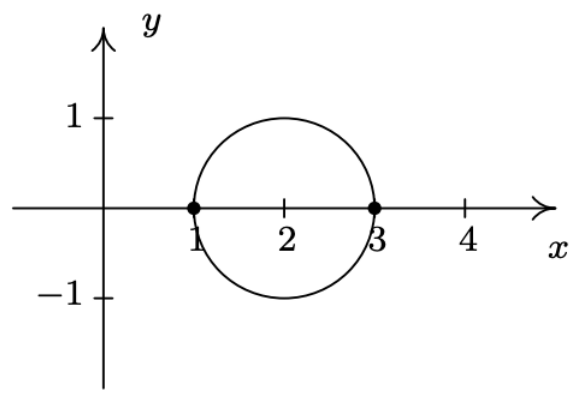
Plotting the data we have so far, we get



Moving along to symmetry, we can immediately dismiss the possibility that the graph is symmetric about the y-axis or the origin. If the graph possessed either of these symmetries, then the fact that $(1,0)$ is on the graph would mean $(-1,0)$ would have to be on the graph. Since $(-1,0)$ would be another x-intercept (and we've found all of these), the graph can't have y-axis or origin symmetry. The only symmetry left to test is symmetry about the x-axis. To that end, we substitute $(x,-y)$ into the equation and simplify

$$\begin{aligned} & (x-2)^2+y^2 &=& 1 \\ \Longrightarrow\quad & (x-2)^2+(-y)^2 &\stackrel{?}{=}& 1 \\ \Longrightarrow\quad & (x-2)^2+y^2 &\stackrel{\checkmark}{=}& 1 \end{aligned}$$

Since we have obtained our original equation, we know the graph is symmetric about the x-axis. This means we can cut our "plug and plot" time in half: whatever happens below the x-axis is reflected above the x-axis, and vice-versa. Proceeding as we did in the previous example, we obtain



A couple of remarks are in order. First, it is possible to choose a value for x that does not correspond to a point on the graph. For example, in the previous example, if we solve for y (as is our custom), we get

$$y = \pm\sqrt{1-(x-2)^2}\,.$$

Upon substituting $x = 0$ into the equation, we would obtain

$$y = \pm\sqrt{1-(0-2)^2} = \pm\sqrt{1-4} = \pm\sqrt{-3},$$

which is not a real number. This means there are no points on the graph with an x-coordinate of 0. When this happens, we move on and try another point. This is another drawback of the "plug-and-plot" approach to graphing equations. Luckily, we will devote much of this book to developing techniques that allow us to graph entire families of equations quickly.

Second, it is instructive to show what would have happened had we tested the equation in the last example for symmetry about the y-axis. Substituting $(-x, y)$ into the equation yields

$$\begin{aligned} & (x-2)^2+y^2 &&= 1 \\ \Longrightarrow\quad & (-x-2)^2+y^2 &&\stackrel{?}{=} 1 \\ \Longrightarrow\quad & ((-1)(x+2))^2+y^2 &&\stackrel{?}{=} 1 \\ \Longrightarrow\quad & (x+2)^2+y^2 &&\stackrel{?}{=} 1 \end{aligned}$$

This last equation does not appear to be equivalent to our original equation. However, to actually *prove* that the graph is not symmetric about the y-axis, we need to find a point (x, y) on the graph whose reflection $(-x, y)$ is not. Our x-intercept $(1, 0)$ fits this bill nicely, since if we substitute $(-1, 0)$ into the equation we get

$$\begin{aligned} & (x-2)^2+y^2 &&\stackrel{?}{=} 1 \\ \Longrightarrow\quad & (-1-2)^2+0^2 &&\stackrel{?}{=} 1 \\ \Longrightarrow\quad & 9 &&\neq 1 \end{aligned}$$

This proves that $(-1, 0)$ is not on the graph.

Footnotes

[1] Literally impossible! The interested reader is encouraged to research countable versus uncountable sets.

[2] It is worthwhile here to mention that the x- and y-axes represent *real* number lines. Thus, you will *never* be able to plot a coordinate involving imaginary numbers (unless you are working with the **complex plane**).

1.2E: Exercises

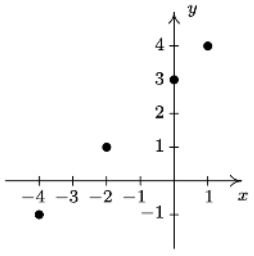
Exercises

In Exercises 1 - 20, graph the given relation.

1. $\{(-3,9),(-2,4),(-1,1),(0,0),(1,1),(2,4),(3,9)\}$
2. $\{(-2,0),(-1,1),(-1,-1),(0,2),(0,-2),(1,3),(1,-3)\}$
3. [MOM] $\{(m,2m) \mid m=0,\pm 1,\pm 2\}$
4. $\left\{\left(\frac{6}{k},k\right) \mid k=\pm 1,\pm 2,\pm 3,\pm 4,\pm 5,\pm 6\right\}$
5. $\left\{\left(n,4-n^2\right) \mid n=0,\pm 1,\pm 2\right\}$
6. $\{(\sqrt{j},j) \mid j=0,1,4,9\}$
7. [MOM] $\{(x,-2) \mid x>-4\}$
8. [MOM] $\{(x,3) \mid x\leq 4\}$
9. $\{(-1,y) \mid y>1\}$
10. $\{(2,y) \mid y\leq 5\}$
11. [MOM] $\{(-2,y) \mid -3<y\leq 4\}$
12. [MOM] $\{(3,y) \mid -4\leq y<3\}$
13. $\{(x,2) \mid -2\leq x<3\}$
14. $\{(x,-3) \mid -4<x\leq 4\}$
15. [MOM] $\{(x,y) \mid x>-2\}$
16. [MOM] $\{(x,y) \mid x\leq 3\}$
17. $\{(x,y) \mid y<4\}$
18. [MOM] $\{(x,y) \mid x\leq 3, y<2\}$
19. [MOM] $\{(x,y) \mid x>0, y<4\}$
20. $\left\{(x,y) \mid -\sqrt{2}\leq x\leq \frac{2}{3}, \pi<y\leq \frac{9}{2}\right\}$

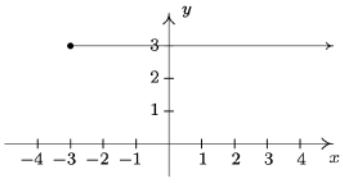
In Exercises 21 - 30, describe the given relation using either the roster or set-builder method.

21.

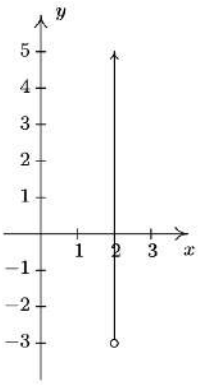


Relation A

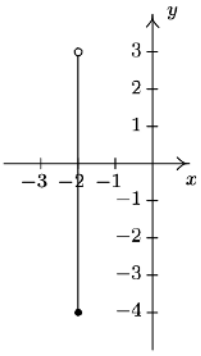
22. [MOM]



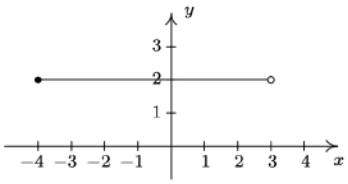
Relation B



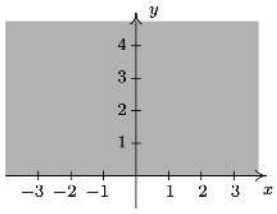
23. Relation C



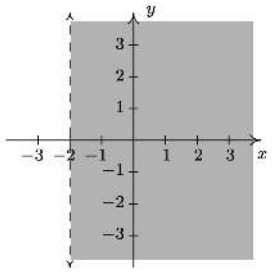
24. Relation D



25. Relation E

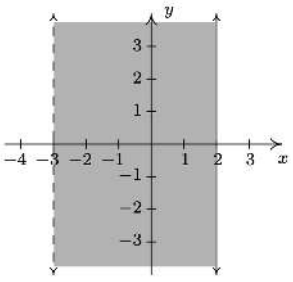


26. Relation F

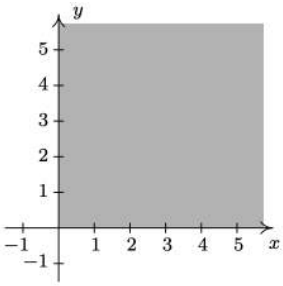


27. Relation G

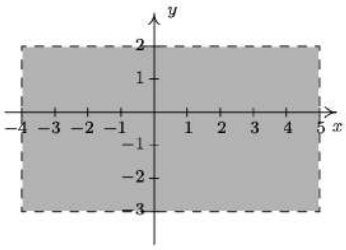
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28. 

Relation H

29. 

Relation I

30. 

Relation J

In Exercises 31 - 36, graph the given line.

31. $x = -2$
32. $x = 3$
33. $y = 3$
34. $y = -2$
35. $x = 0$
36. $y = 0$

Some relations are fairly easy to describe in words or with the roster method but are rather difficult, if not impossible, to graph. Discuss with your classmates how you might graph the relations given in Exercises 37 - 40. Please note that in the notation below we are using the ellipsis, . . . , to denote that the list does not end, but rather, continues to follow the established pattern indefinitely. For the relations in Exercises 37 and 38, give two examples of points which belong to the relation and two points which do not belong to the relation.

37. $\{(x, y) \mid x \text{ is an odd integer, and } y \text{ is an even integer. }\}$
38. $\{(x, 1) \mid x \text{ is an irrational number }\}$
39. $\{(1, 0), (2, 1), (4, 2), (8, 3), (16, 4), (32, 5), \ldots\}$
40. $\{\ldots, (-3, 9), (-2, 4), (-1, 1), (0, 0), (1, 1), (2, 4), (3, 9), \ldots\}$

For each equation given in Exercises 41 - 52:

- Find the x- and y-intercept(s) of the graph, if any exist.
- Create a table of sample points on the graph of the equation.
- Plot the sample points and create a rough sketch of the graph of the equation.
- Test for symmetry. If the equation appears to fail any of the symmetry tests, find a point on the graph of the equation whose reflection fails to be on the graph.

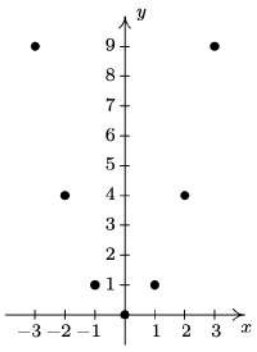
41. $y = x^2 + 1$
42. $y = x^2 - 2x - 8$
43. $y = x^3 - x$
44. $y = \frac{x^3}{4} - 3x$
45. $y = \sqrt{x-2}$
46. $y = 2\sqrt{x+4} - 2$
47. [MOM] $3x - y = 7$
48. [MOM] $3x - 2y = 10$
49. $(x+2)^2 + y^2 = 16$
50. $x^2 - y^2 = 1$
51. $4y^2 - 9x^2 = 36$
52. [MOM] $x^3 y = -4$

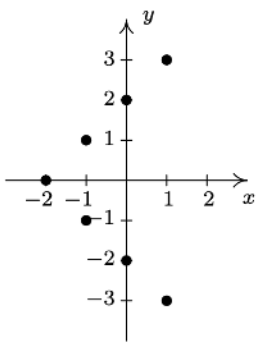
The procedures which we have outlined in the Examples of this section and used in Exercises 41 - 52 all rely on the fact that the equations were "well-behaved". Not everything in Mathematics is quite so tame, as the following equations will show you. Discuss with your classmates how you might approach graphing the equations given in Exercises 53 - 56. What difficulties arise when trying to apply the various tests and procedures given in this section? For more information, including pictures of the curves, each curve name is a link to its page at www.Wikipedia.org. For a much longer list of fascinating curves, click here.

53. $x^3 + y^3 - 3xy = 0$ Folium of Descartes
54. $x^4 = x^2 + y^2$ Kampyle of Eudoxus
55. $y^2 = x^3 + 3x^2$ Tschirnhausen cubic
56. $\left(x^2 + y^2\right)^2 = x^3 + y^3$ Crooked egg
57. With the help of your classmates, find examples of equations whose graphs possess
    - symmetry about the x-axis only
    - symmetry about the y-axis only
    - symmetry about the origin only
    - symmetry about the x-axis, y-axis, and origin

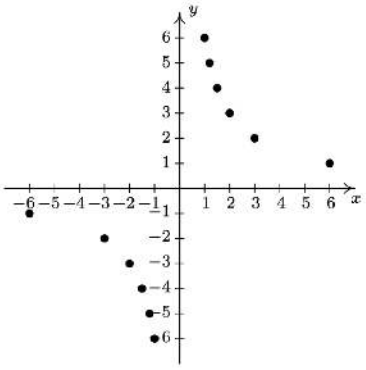
    Can you find an example of an equation whose graph possesses exactly two of the symmetries listed above? Why or why not?

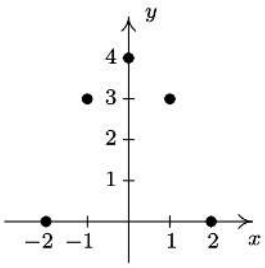
Answers

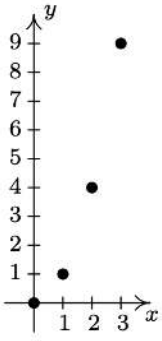
1. 

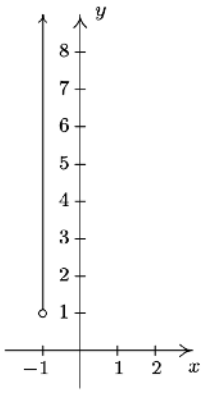
2. 

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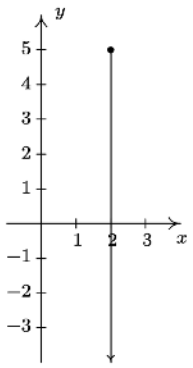
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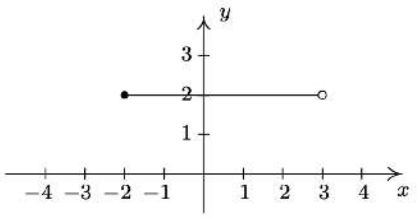
5. 

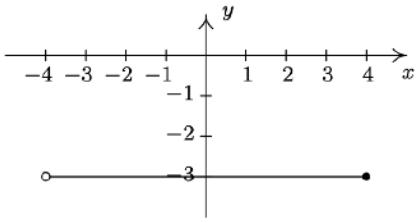
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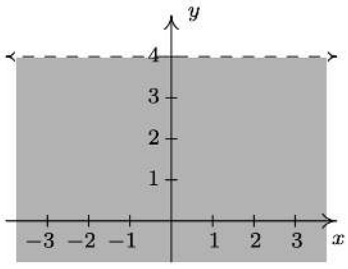
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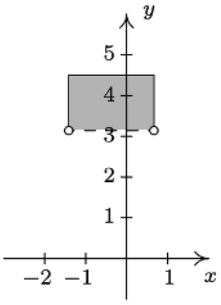
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10. 

13. 

14. 

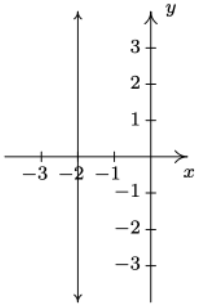
17. 

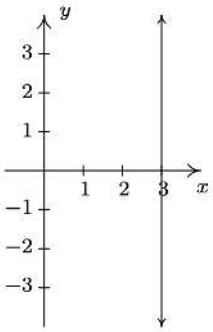
20. 

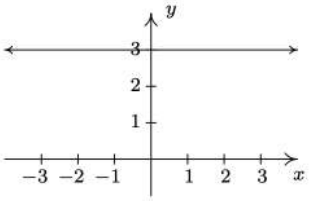
21. $A = \{(-4, -1), (-2, 1), (0, 3), (1, 4)\}$

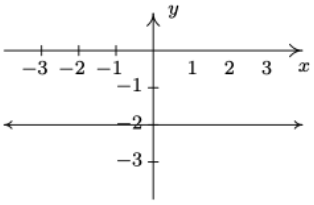
23. $C = \{(2, y) \mid y > -3\}$

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24. $D = \{(-2, y) \mid -4 \leq y < 3\}$
25. $E = \{(x, 2) \mid -4 \leq x < 3\}$
26. $F = \{(x, y) \mid y \geq 0\}$
27. $G = \{(x, y) \mid x > -2\}$
28. $H = \{(x, y) \mid -3 < x \leq 2\}$
29. $I = \{(x, y) \mid x \geq 0, y \geq 0\}$
30. $J = \{(x, y) \mid -4 < x < 5, -3 < y < 2\}$
31. 

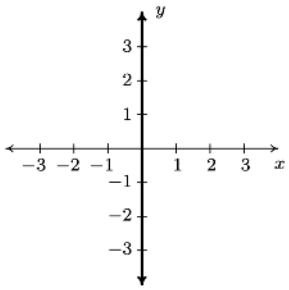
The line $x = -2$
32. 

The line $x = 3$
33. 

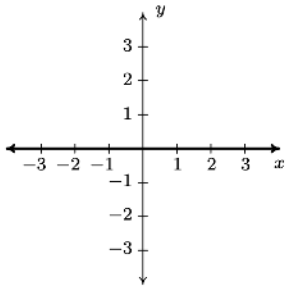
The line $y = 3$
34. 

The line $y = -2$

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35. The line $x = 0$ is the y-axis



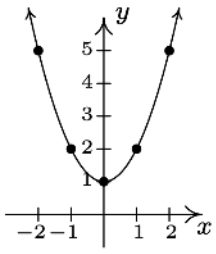
36. The line $y = 0$ is the x-axis

41. $y = x^2 + 1$

The graph has no x-intercepts

y-intercept: (0, 1)

x	y	(x, y)
−2	5	(−2, 5)
−1	2	(−1, 2)
0	1	(0, 1)
1	2	(1, 2)
2	5	(2, 5)



The graph is not symmetric about the x-axis (e.g. (2, 5) is on the graph but (2, −5) is not)

The graph is symmetric about the y-axis

The graph is not symmetric about the origin (e.g. (2, 5) is on the graph but (−2, −5) is not)

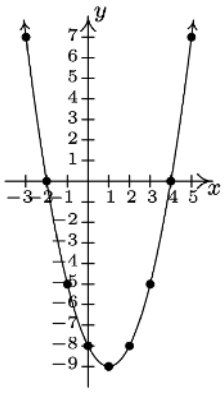
42. $y = x^2 - 2x - 8$

x-intercepts: (4, 0), (−2, 0)

y-intercept: (0, −8)

x	y	(x, y)

−3	7	(−3, 7)
−2	0	(−2, 0)
−1	−5	(−1, −5)
0	−8	(0, −8)
1	−9	(1, −9)
2	−8	(2, −8)
3	−5	(3, −5)
4	0	(4, 0)
5	7	(5, 7)



The graph is not symmetric about the x-axis (e.g. (−3, 7) is on the graph but (−3, −7) is not)

The graph is not symmetric about the y-axis (e.g. (−3, 7) is on the graph but (3, 7) is not)

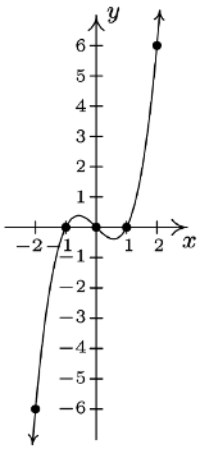
The graph is not symmetric about the origin (e.g. (−3, 7) is on the graph but (3, −7) is not)

43. $y = x^3 - x$

x-intercepts: (−1, 0),(0, 0),(1, 0)

y-intercept: (0, 0)

x	y	(x, y)
−2	−6	(−2, −6)
−1	0	(−1, 0)
0	0	(0, 0)
1	0	(1, 0)
2	6	(2, 6)



The graph is not symmetric about the x-axis. (e.g. (2, 6) is on the graph but (2, −6) is not)

The graph is not symmetric about the y-axis. (e.g. (2, 6) is on the graph but (−2, 6) is not)

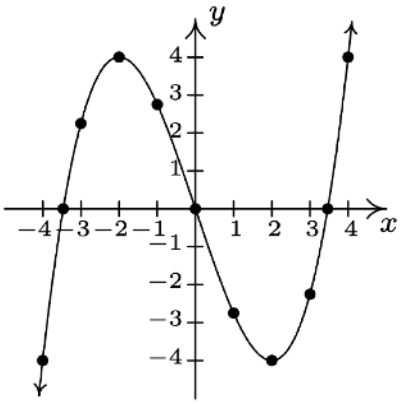
The graph is symmetric about the origin.

44. $y = \frac{x^3}{4} - 3x$

x-intercepts: $(\pm 2\sqrt{3}, 0), (0, 0)$

y-intercept: $(0, 0)$

x	y	(x, y)
−4	−4	$(-4, -4)$
−3	$\frac{9}{4}$	$\left(-3, \frac{9}{4}\right)$
−2	4	(−2, 4)
−1	$\frac{11}{4}$	$\left(-1, \frac{11}{4}\right)$
0	0	(0, 0)
1	$-\frac{11}{4}$	$\left(1, -\frac{11}{4}\right)$
2	−4	(2,-4)
3	$-\frac{9}{4}$	$\left(3, -\frac{9}{4}\right)$
4	4	(4, 4)



The graph is not symmetric about the x-axis (e.g. (−4, −4) is on the graph but (−4, 4) is not)

The graph is not symmetric about the y-axis (e.g. (−4, −4) is on the graph but (4, −4) is not)

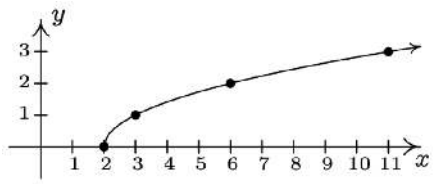
The graph is symmetric about the origin

45. $y = \sqrt{x-2}$

x-intercept: (2, 0)

The graph has no y-intercepts

x	y	(x, y)
2	0	(2, 0)
3	1	(3, 1)
6	2	(6, 2)
11	3	(11, 3)



The graph is not symmetric about the x-axis (e.g. (3, 1) is on the graph but (3, −1) is not)

The graph is not symmetric about the y-axis (e.g. (3, 1) is on the graph but (−3, 1) is not)

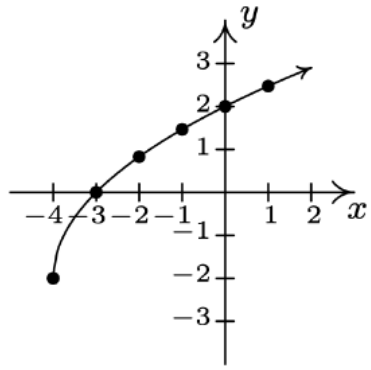
The graph is not symmetric about the origin (e.g. (3, 1) is on the graph but (−3, −1) is not)

46. $y = 2\sqrt{x+4} - 2$

x-intercept: (−3, 0)

y-intercept: (0, 2)

x	y	(x, y)
−4	−2	(−4, −2)
−3	0	(−3, 0)
−2	$2\sqrt{2}-2$	$(-2, \sqrt{2}-2)$
−1	$2\sqrt{3}-2$	$(-2, \sqrt{3}-2)$
0	2	(0, 2)
1	$2\sqrt{5}-2$	\(\ (-2, \sqrt{5}-2)



The graph is not symmetric about the x-axis (e.g. $(-4, -2)$ is on the graph but $(-4, 2)$ is not)

The graph is not symmetric about the y-axis (e.g. $(-4, -2)$ is on the graph but $(4, -2)$ is not)

The graph is not symmetric about the origin (e.g. $(-4, -2)$ is on the graph but $(4, 2)$ is not)

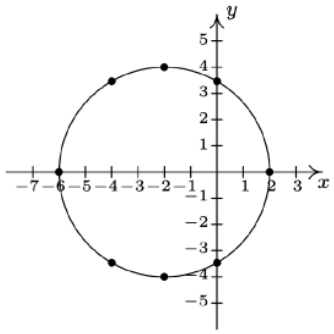
49. $(x+2)^2+y^2=16$

Re-write as $y=\pm\sqrt{16-(x+2)^2}$.

x-intercepts: $(-6,0),(2,0)$

y-intercepts: $(0,\pm 2\sqrt{3})$

x	y	(x,y)
-6	0	$(-6, 0)$
-4	$\pm 2\sqrt{3}$	$(-4, \pm 2\sqrt{3})$
-2	± 4	$(-2, \pm 4)$
0	$\pm 2\sqrt{3}$	$(0, \pm 2\sqrt{3})$
2	0	$(2, 0)$



The graph is symmetric about the x-axis

The graph is not symmetric about the y-axis (e.g. $(-6, 0)$ is on the graph but $(6, 0)$ is not)

The graph is not symmetric about the origin (e.g. $(-6, 0)$ is on the graph but $(6, 0)$ is not)

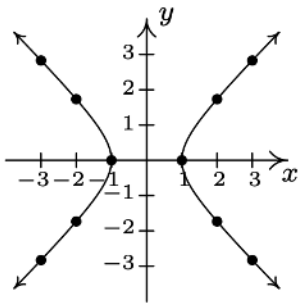
50. $x^2-y^2=1$

Re-write as: $y=\pm\sqrt{x^2-1}$.

x-intercep: $(-1, 0), (1, 0)$

The graph has no y-intercepts

x	y	(x,y)
-3	$\pm\sqrt{8}$	$(-3, \pm\sqrt{8})$
-2	$\pm\sqrt{3}$	$(-2, \pm\sqrt{3})$
-1	0	$(-1, 0)$
1	0	$(1, 0)$
2	$\pm\sqrt{3}$	$(2, \pm\sqrt{3})$
3	$\pm\sqrt{8}$	$(3, \pm\sqrt{8})$



The graph is symmetric about the x-axis

The graph is symmetric about the y-axis

The graph is symmetric about the origin

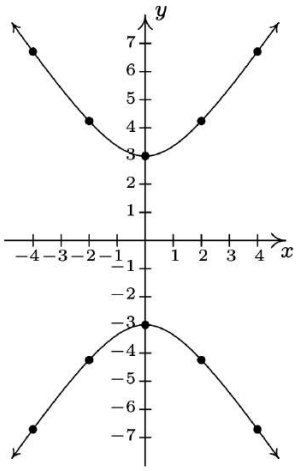
51. $4y^2 - 9x^2 = 36$

Re-write as: $y = \pm\frac{\sqrt{9x^2+36}}{2}$.

The graph has no x-intercepts

y-intercepts: $(0, \pm 3)$

x	y	(x, y)
-4	$\pm 3\sqrt{5}$	$(-4, \pm 3\sqrt{5})$
-2	$\pm 3\sqrt{2}$	$(-2, \pm 3\sqrt{2})$
0	± 3	$(0, \pm 3)$
2	$\pm 3\sqrt{2}$	$(2, \pm 3\sqrt{2})$
4	$\pm 3\sqrt{5}$	$(4, \pm 3\sqrt{5})$



The graph is symmetric about the x-axis

The graph is symmetric about the y-axis

The graph is symmetric about the origin

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1.3: Introduction to Functions

Note to the Instructor (at Cosumnes River College)

This section's material is considered a prerequisite for this course and is not in the curriculum; **however**, it is fundamental for the student's success in the rest of the course. If you have time or if the students struggle with the idea of a function, it is beneficial to cover this section.

Topics Reviewed in a Typical Corequisite Course

Topics that must be assumed prerequisites (even for a class with corequisite support) are:

- Factoring out the GCF

Learning Objectives

- Determine if a given relation represents a function.
- Use the Vertical Line Test to determine if a graph represents a function.
- Determine the domain and range of a function given as a set of points.

Functions

One of the core concepts in College Algebra is the **function**. There are many ways to describe a function, but we begin by defining it as a special kind of relation.

Definition: Function

A relation in which each x-coordinate is matched with only one y-coordinate is said to describe y as a **function** of x.

Example 1.3.1

Which of the following relations describe y as a function of x?

a. $R_1 = \{(-2, 1), (1, 3), (1, 4), (3, -1)\}$
b. $R_2 = \{(-2, 1), (1, 3), (2, 3), (3, -1)\}$

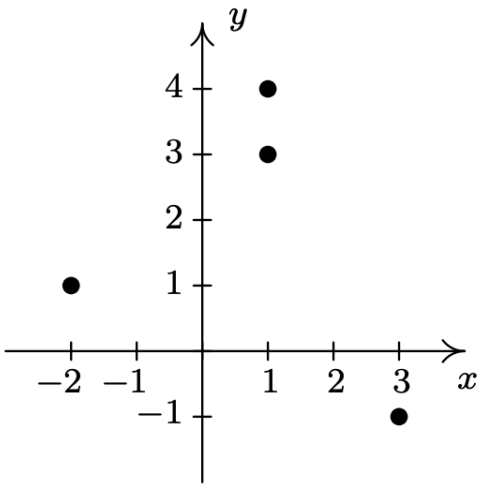
Solutions

a. A quick scan of the points in R_1 reveals that the x-coordinate 1 is matched with two *different* y-coordinates: namely 3 and 4. Hence in R_1, y is not a function of x.
b. On the other hand, every x-coordinate in R_2 occurs only once which means each x-coordinate has only one corresponding y-coordinate. So, R_2 does represent y as a function of x.

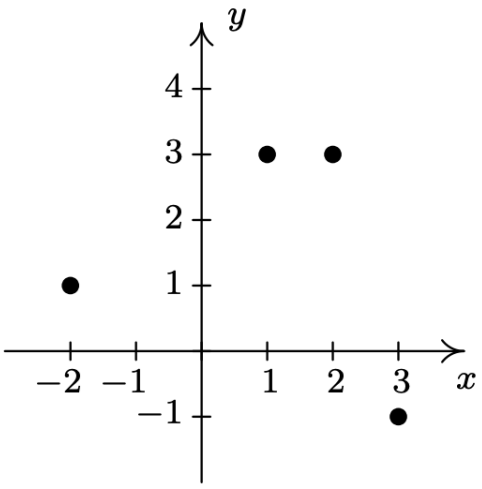
Note that in the previous example, the relation R_2 contained two different points with the same y-coordinates, namely $(1, 3)$ and $(2, 3)$. Remember, in order to say y is a function of x, we need to ensure the same ***x*-coordinate** isn't used in more than one point.[1]

The Vertical Line Test

To see what the function concept means geometrically, we graph R_1 and R_2 in the plane.



The graph of R_1



The graph of R_2

The fact that the x-coordinate, 1, is matched with two different y-coordinates in R_1 presents itself graphically as the points $(1, 3)$ and $(1, 4)$ lying on the same vertical line, $x = 1$. If we turn our attention to the graph of R_2, we see that no two points of the relation lie on the same vertical line. We can generalize this idea as follows:

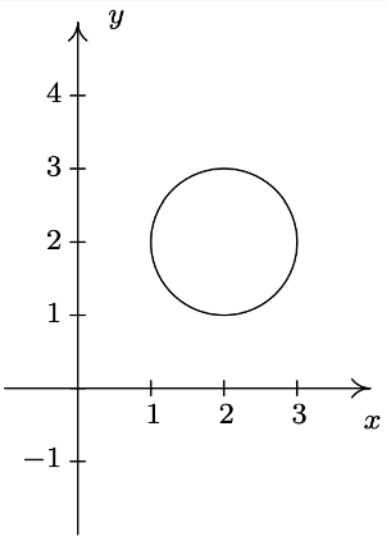
Theorem: Vertical Line Test

A set of points in the plane represents y as a function of x if and only if no two points lie on the same vertical line.

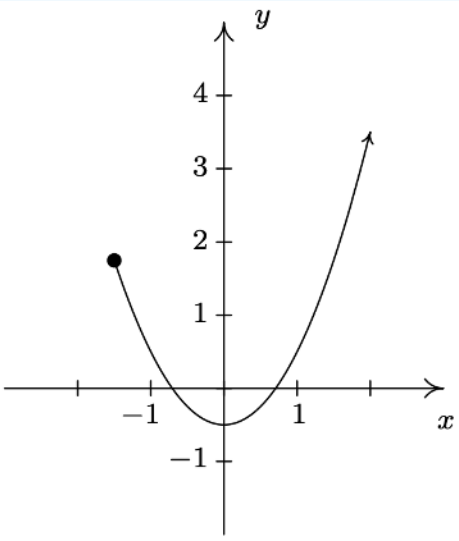
It is worth taking some time to meditate on the Vertical Line Test; it will test your understanding of "function" and "graph."

Example 1.3.2

Use the Vertical Line Test to determine which of the following relations describes y as a function of x.



The graph of R



The graph of S

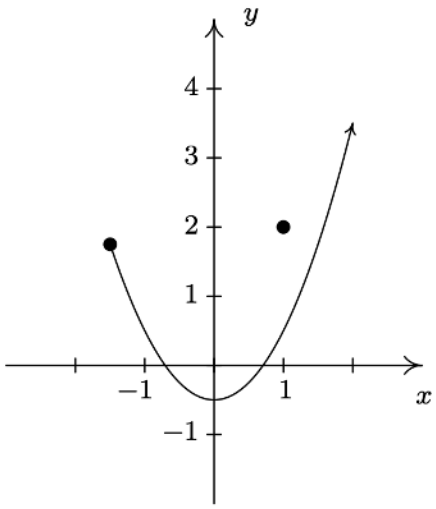
Solution

Looking at the graph of R, we can easily imagine a vertical line crossing the graph more than once. Hence, R does not represent y as a function of x. However, in the graph of S, every vertical line crosses the graph at most once, so S does represent y as a function of x.

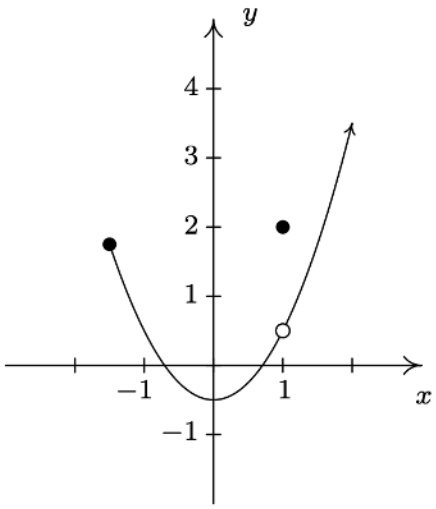
In the previous test, we say that the graph of the relation R **fails** the Vertical Line Test. In contrast, the graph of S **passes** the Vertical Line Test. Note that in the graph of R, infinitely many vertical lines cross the graph more than once. However, to fail the Vertical Line Test, all you need is one vertical line that fits the bill, as the following example illustrates.

Example 1.3.3

Use the Vertical Line Test to determine which of the following relations describes y as a function of x.



The graph of S_1

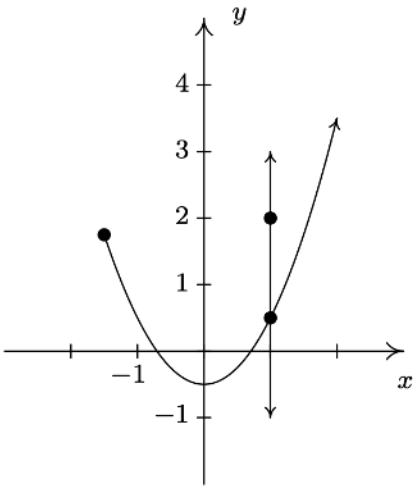


The graph of S_2

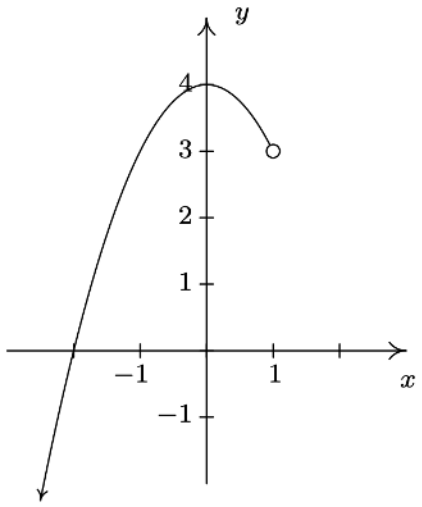
Solution

Both S_1 and S_2 are slight modifications to the relation S in the previous example whose graph we determined passed the Vertical Line Test. In both S_1 and S_2, it is the addition of the point $(1, 2)$ which threatens to cause trouble.

In S_1, there is a point on the curve with x-coordinate 1 just below $(1, 2)$, which means that both $(1, 2)$ and this point on the curve lie on the vertical line $x = 1$ (see Figure 1.3.1A). Hence, the graph of S_1 fails the Vertical Line Test, so y is not a function of x here. However, in S_2 notice that the point with x-coordinate 1 on the curve has been omitted, leaving an open circle there. Hence, the vertical line $x = 1$ crosses the graph of S_2 only at the point $(1, 2)$. Indeed, any vertical line will cross the graph at most once, so the graph of S_2 passes the Vertical Line Test. Thus, it describes y as a function of x.



S_1 and the line $x = 1$



The graph of G for Ex. 1.3.4

Figures $1.3.1A$(left) and $1.3.1B$(right)

The Domain and Range of a Function

Suppose a relation F describes y as a function of x. The sets of x- and y-coordinates are given special names which we define below.

Definition: Domain and Range

Suppose F is a relation that describes y as a function of x.

- The set of the x-coordinates of the points in F is called the **domain** of F.
- The set of the y-coordinates of the points in F is called the **range** of F.

In the following example, we demonstrate finding the domain and range of functions given to us graphically or via the roster method.

Example 1.3.4

Find the domain and range of the function $F = \{(-3, 2), (0, 1), (4, 2), (5, 2)\}$and of the function G whose graph is Figure $1.3.1B$.

Solution

The domain of F is the set of the x-coordinates of the points in F, namely $\{-3, 0, 4, 5\}$and the range of F is the set of the y-coordinates, namely $\{1, 2\}$.

To determine the domain and range of G, we need to decide which x and y values occur as coordinates of points on the given graph. To find the domain, imagine collapsing the curve to the x-axis and determining the portion of the x-axis that gets covered. This is called **projecting** the curve to the x-axis. Before we start projecting, we need to pay attention to two subtle notations on the graph: the arrowhead on the lower left corner of the graph indicates that the graph continues to curve downwards to the left forever, and the open circle at $(1, 3)$ indicates that the point $(1, 3)$ isn't on the graph. Still, all points on the curve leading up to that point are.

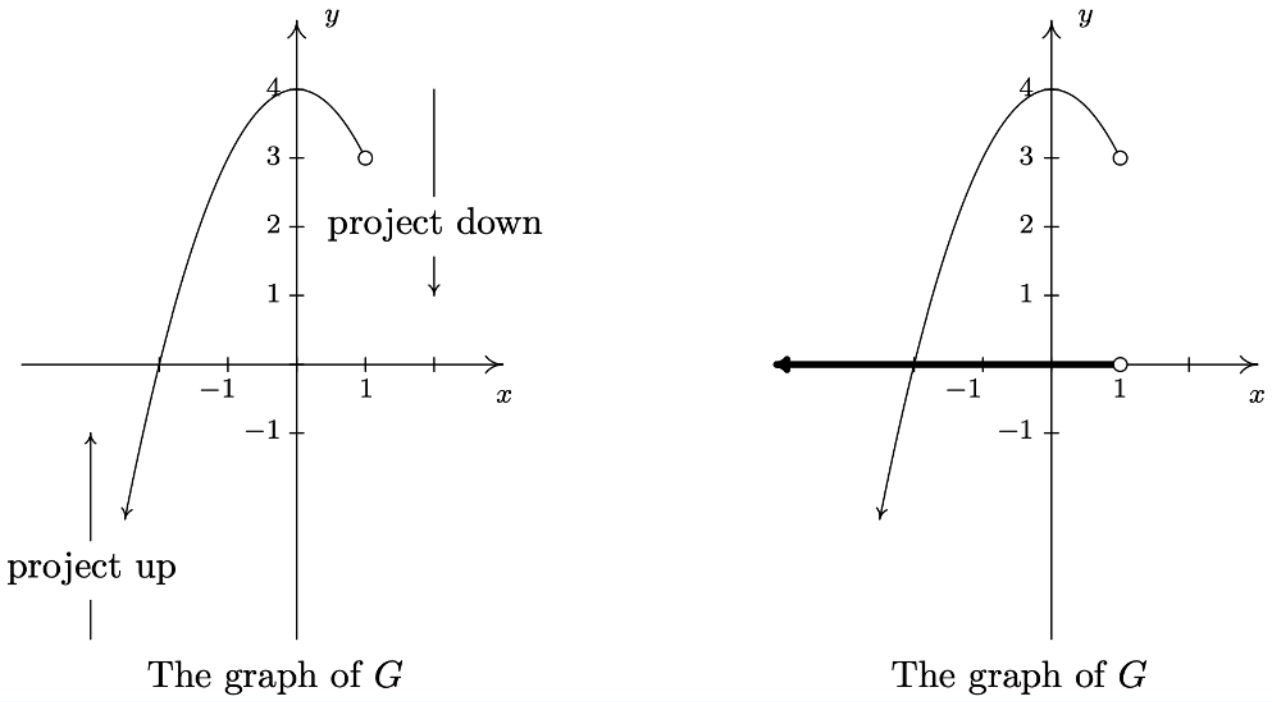


Figure 1.3.2

We see from Figure 1.3.2that if we project the graph of G to the x-axis, we get all real numbers less than 1. Using interval notation, we write the domain of G as $(-\infty, 1)$. To determine the range of G, we project the curve to the y-axis as follows:

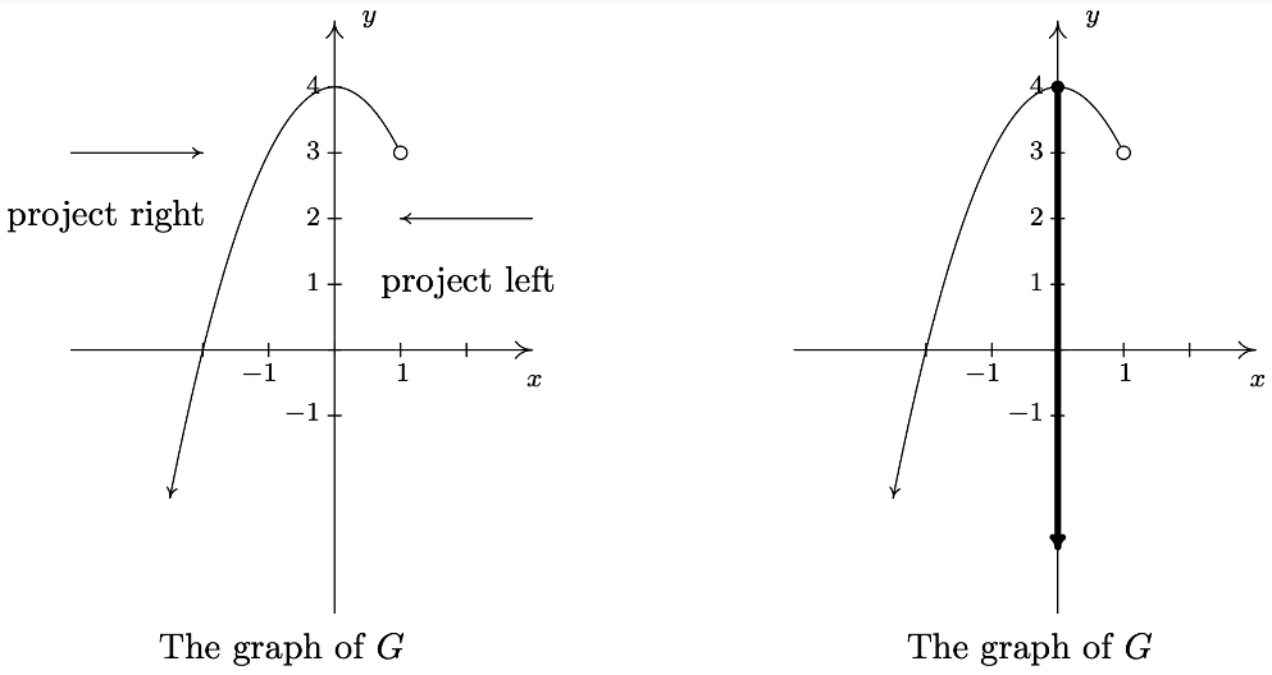


Figure 1.3.3

Note that even though there is an open circle at $(1, 3)$, we still include the y value of 3 in our range, since the point $(-1, 3)$ is on the graph of G. We see that the range of G is all real numbers less than or equal to 4, or, in interval notation, $(-\infty, 4]$.

All functions are relations, but as we have seen, not all relations are functions. Thus, the equations that described the relations in Section 1.2 may or may not describe y as a function of x. The algebraic representation of functions is possibly the most

fundamental way to view them, so we need a process to determine whether or not an equation of a relation represents a function. We delay the discussion of finding the domain of a function given algebraically for a future section.

Example 1.3.5

Determine which equations represent y as a function of x.

a. $x^3+y^2=1$
b. $x^2+y^3=1$
c. $x^2y=1-3y$

Solutions

For each of these equations, we solve for y and determine whether each choice of x will determine only one corresponding value of y.

a.

$$\begin{aligned} & x^3+y^2 &=& \ 1 \\ \Longrightarrow \quad & y^2 &=& \ 1-x^3 \\ \Longrightarrow \quad & \sqrt{y^2} &=& \ \sqrt{1-x^3} \\ \Longrightarrow \quad & y &=& \ \pm\sqrt{1-x^3} \end{aligned}$$

If we allow $x=0$, we see this relation has *two* values for y: $+1$ and -1. Thus, y is *not* a function of x.

b.

$$\begin{aligned} & x^2+y^3 &=& \ 1 \\ \Longrightarrow \quad & y^3 &=& \ 1-x^2 \\ \Longrightarrow \quad & \sqrt[3]{y^3} &=& \ \sqrt[3]{1-x^3} \\ \Longrightarrow \quad & y &=& \ \sqrt[3]{1-x^2} \end{aligned}$$

The defining difference between this example and the previous one is that the previous example resulted in $y=\pm\ldots$. This can be read as y can be *either* positive ... or its opposite. That is the primary reason the previous example was not a function of x; however, we have no such issue in this case. No matter what choice is made for x, there is only one possible value for y. Thus, y is a function of x.

c.

$$\begin{aligned} & x^2y &=& \ 1-3y \\ \Longrightarrow \quad & x^2y+3y &=& \ 1 \\ \Longrightarrow \quad & y\left(x^2+3\right) &=& \ 1 \\ \Longrightarrow \quad & y &=& \ \frac{1}{x^2+3} \end{aligned} \qquad \text{(Dividing both sides by the same non-zero value)}$$

For each choice of x, there is only one value for y, so this equation describes y as a function of x.

In Example 1.3.5c, we ended up dividing both sides of the equation by x^2+3. It is vital to note that you should try to avoid doing this in most cases. Why? Suppose you were given $y\left(x+3\right)=1$. Dividing both sides by the variable expression $\left(x+3\right)$ leads to $y=\frac{1}{x+3}$; however, if x is ever -3, we have a *major* issue. In that case, we would have been dividing by zero! The only reason we got away with the division by a variable expression in Example 1.3.5 is that we divided by $\left(x^2+3\right)$. Since $x^2\geq 0$, we can add 3 to both sides to find that $x^3+3\geq 3>0$. Hence, there is no possibility for the variable expression $\left(x^2+3\right)$ ever to be zero.

If you think that last paragraph was too much detail for you, I have some bad news - the rest of this course, Calculus, and all of your Science classes will require that level of thought process and meticulousness.

Footnotes

[1] We will have occasion later in the text to concern ourselves with the concept of x being a function of y. In this case, R_1 represents x as a function of y; R_2 does not.

1.3E: Exercises

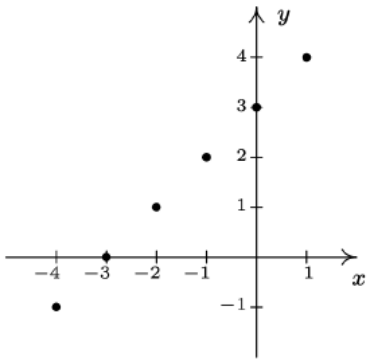
Exercises

In Exercises 1-12, determine whether or not the relation represents y as a function of x. Find the domain and range of those relations which are functions.

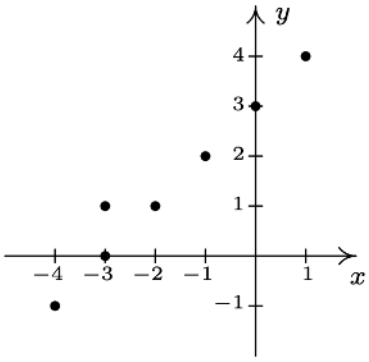
1. [MOM] $\{(-3,9),\ (-2,4),\ (-1,1),\ (0,0),\ (1,1),\ (2,4),\ (3,9)\}$
2. [MOM] $\{(-3,0),(1,6),(2,-3),(4,2),(-5,6),(4,-9),(6,2)\}$
3. $\{(-3,0),(-7,6),(5,5),(6,4),(4,9),(3,0)\}$
4. $\{(1,2),(4,4),(9,6),(16,8),(25,10),(36,12),\ldots\}$
5. $\{(x,y)\,|\,x$ is an odd integer, and y is an even integer$\}$
6. $\{(x,1)\,|\,x$ is an irrational number$\}$
7. $\{(1,0),\ (2,1),\ (4,2),\ (8,3),\ (16,4),\ (32,5),\ \ldots\}$
8. $\{\ldots,\ (-3,9),\ (-2,4),\ (-1,1),\ (0,0),\ (1,1),\ (2,4),\ (3,9),\ \ldots\}$
9. $\{(-2,y)\,|\,-3<y<4\}$
10. $\{(x,3)\,|\,-2\le x<4\}$
11. $\left\{\left(x,x^2\right)\,|\,x \text{ is a real number}\right\}$
12. $\left\{\left(x^2,x\right)\,|\,x \text{ is a real number}\right\}$

In Exercises 13-32, determine whether or not the relation represents y as a function of x. Find the domain and range of those relations which are functions.

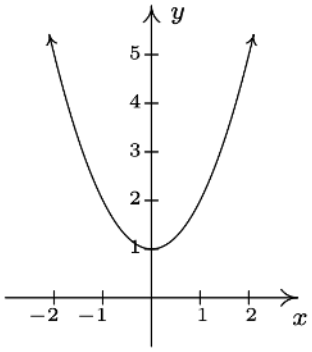
13. [MOM]



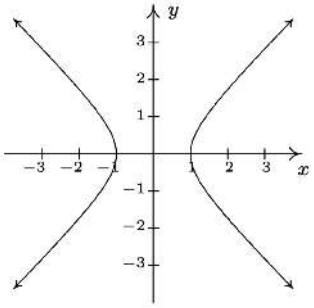
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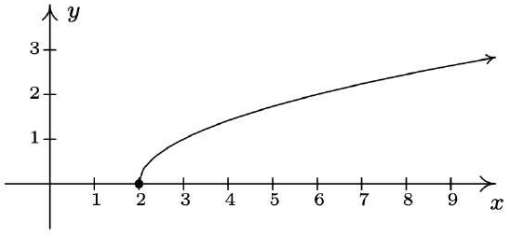
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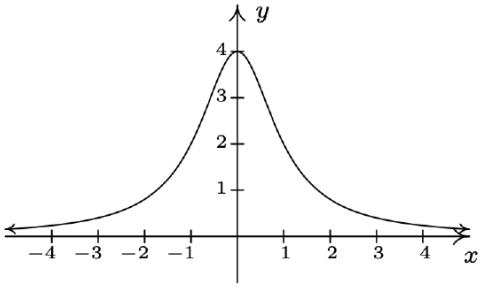
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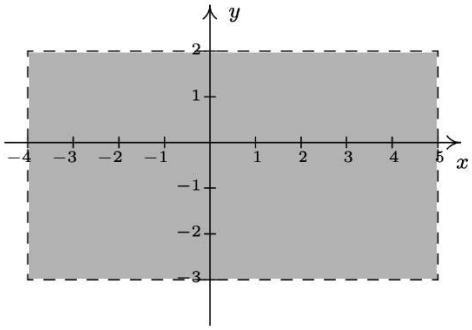
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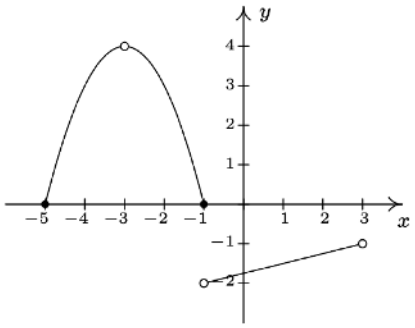


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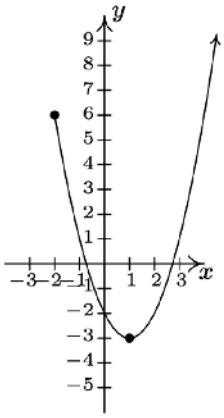


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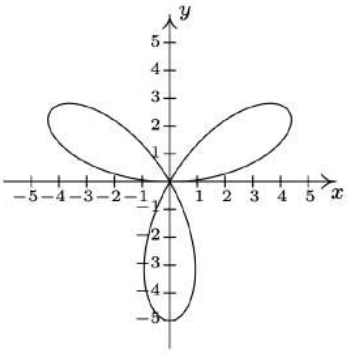
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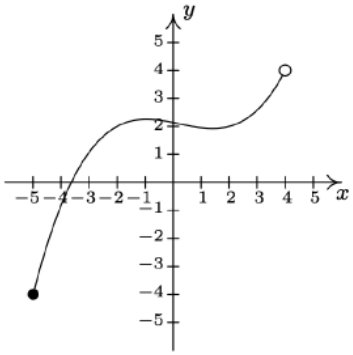
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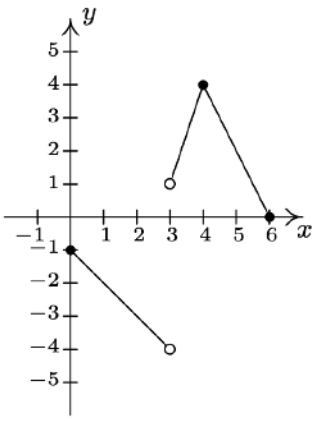
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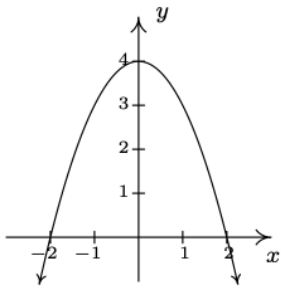


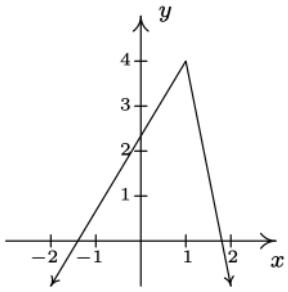
23. [MOM]

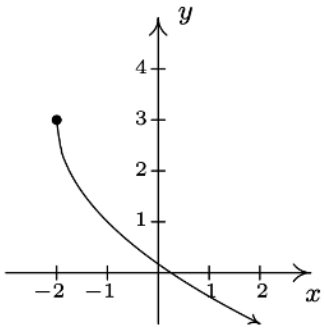


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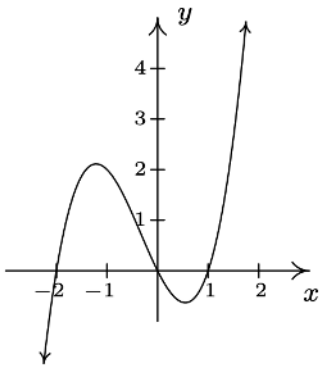
25. 

26. 

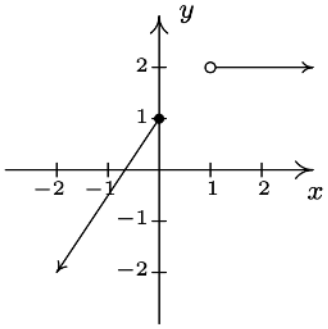
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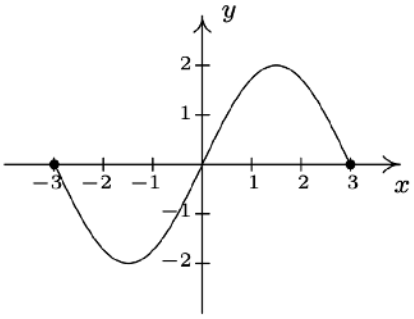
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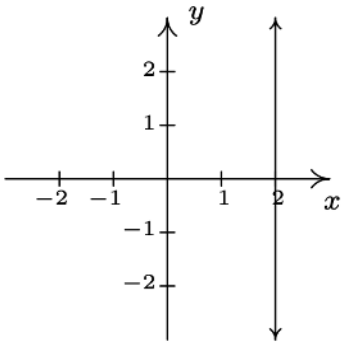
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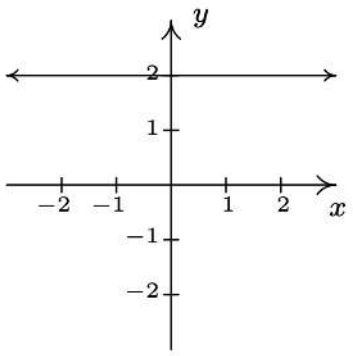
30. [MOM]



31.



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32. [MOM]

In Exercises 33-47, determine whether or not the equation represents y as a function of x.

33. $y = x^3 - x$
34. $y = \sqrt{x-2}$
35. $x^3 y = -4$
36. $x^2 - y^2 = 1$
37. $y = \dfrac{x}{x^2 - 9}$
38. $x = -6$
39. $x = y^2 + 4$
40. $y = x^2 + 4$
41. $x^2 + y^2 = 4$
42. $y = \sqrt{4 - x^2}$
43. $x^2 - y^2 = 4$
44. $x^3 + y^3 = 4$
45. $2x + 3y = 4$
46. $2xy = 4$
47. $x^2 = y^2$
48. Explain why the population P of Sasquatch in a given area is a function of time t. What would be the range of this function?
49. Explain why the relation between your classmates and their email addresses may not be a function. What about phone numbers and Social Security Numbers?

The process given in Section 1.3 for determining whether an equation of a relation represents y as a function of x breaks down if we cannot solve the equation for y in terms of x. However, that does not prevent us from proving that an equation fails to represent y as a function of x. What we really need is two points with the same x-coordinate and different y-coordinates which both satisfy the equation so that the graph of the relation would fail the Vertical Line Test. Discuss with your classmates how you might find such points for the relations given in Exercises 50-53.

50. $x^3 + y^3 - 3xy = 0$
51. $x^4 = x^2 + y^2$
52. $y^2 = x^3 + 3x^2$
53. $(x^2 + y^2)^2 = x^3 + y^3$

Answers

3. Function
   domain = $\{-7, -3, 3, 4, 5, 6\}$
   range = $\{0, 4, 5, 6, 9\}$
4. Function
   domain = $\{1, 4, 9, 16, 25, 36, \ldots\} = \{x \mid x \text{ is a perfect square }\}$
   range= $\{2, 4, 6, 8, 10, 12, \ldots\} = \{y \mid y \text{ is a positive even integer }\}$
5. Not a function

6. Function
   domain= $\{x \mid x \text{ is irrational }\}$
   range = $\{1\}$
7. Function
   domain = $\{x \mid x = 2^n \text{ for some whole number } n\}$
   range = $\{y \mid y \text{ is any whole number }\}$
8. Function
   domain = $\{x \mid x \text{ is any integer }\}$
   range = $\{y \mid y = n^2 \text{ for some integer } n\}$
9. Not a function
10. Function
    domain = $[-2, 4)$, range = $\{3\}$
11. Function
    domain = $(-\infty, \infty)$
    range = $[0, \infty)$
12. Not a function

14. Not a function
15. Function
    domain = $(-\infty, \infty)$
    range = $[1, \infty)$
16. Not a function
17. Function
    domain = $[2, \infty)$
    range = $[0, \infty)$
18. Function
    domain = $(-\infty, \infty)$
    range = $(0, 4]$
19. Not a function
20. Function
    domain = $[-5, -3) \cup (-3, 3)$
    range = $(-2, -1) \cup [0, 4)$
21. Function
    domain = $[-2, \infty)$
    range = $[-3, \infty)$
22. Not a function

24. Function
    domain = $[0, 3) \cup (3, 6]$
    range = $(-4, -1] \cup [0, 4]$
25. Function
    domain = $(-\infty, \infty)$
    range = $(-\infty, 4]$
26. Function
    domain = $(-\infty, \infty)$

range = $(-\infty, 4]$

27. Function
    domain = $[-2, \infty)$
    range = $(-\infty, 3]$

31. Not a function

33. Function
34. Function
35. Function
36. Not a function
37. Function
38. Not a function
39. Not a function
40. Function
41. Not a function
42. Function
43. Not a function
44. Function
45. Function
46. Function
47. Not a function

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1.4: Function Notation

Topics Reviewed in a Typical Corequiste Course

The following topics related to the material in this section are assumed prerequisites for this course. They are only covered if you are enrolled in a class with corequisite support:

- Simplifying expressions using the Laws of Exponents
- Finding the domains of radical functions (both even and odd roots, specifically)

Topics that must be assumed prerequisites (even for a class with corequisite support) are:

- Distributing and squaring polynomials
- Solving "simple" rational equations (equations involving a single rational expression)

Learning Objectives

- Understand and use function notation.
- Identify independent and dependent variables.
- Find the implicit domain of a given function.
- State the explicit domain of a function.
- Use a piecewise-defined function to model a real-world situation.

Function Notation and Evaluation

In Section 1.3, we described a function as a special relation in which each x-coordinate is matched with only one y-coordinate. This section focuses more on the process by which the x is matched with the y. Let's think of the domain of a function as a set of **inputs** and the range as a set of **outputs**. We can think of a function f as a process by which each input x is matched with only one output y. Since the output is completely determined by the input x and the process f, we symbolize the output with **function notation**: "$f(x)$," read "f **of** x." In other words, $f(x)$ is the output which results by applying the process f to the input x. In this case, the parentheses here do not indicate multiplication, as they do elsewhere in Algebra. This can confuse you if the context is unclear, so you must read carefully. This relationship is typically visualized using a diagram similar to Figure 1.4.1.

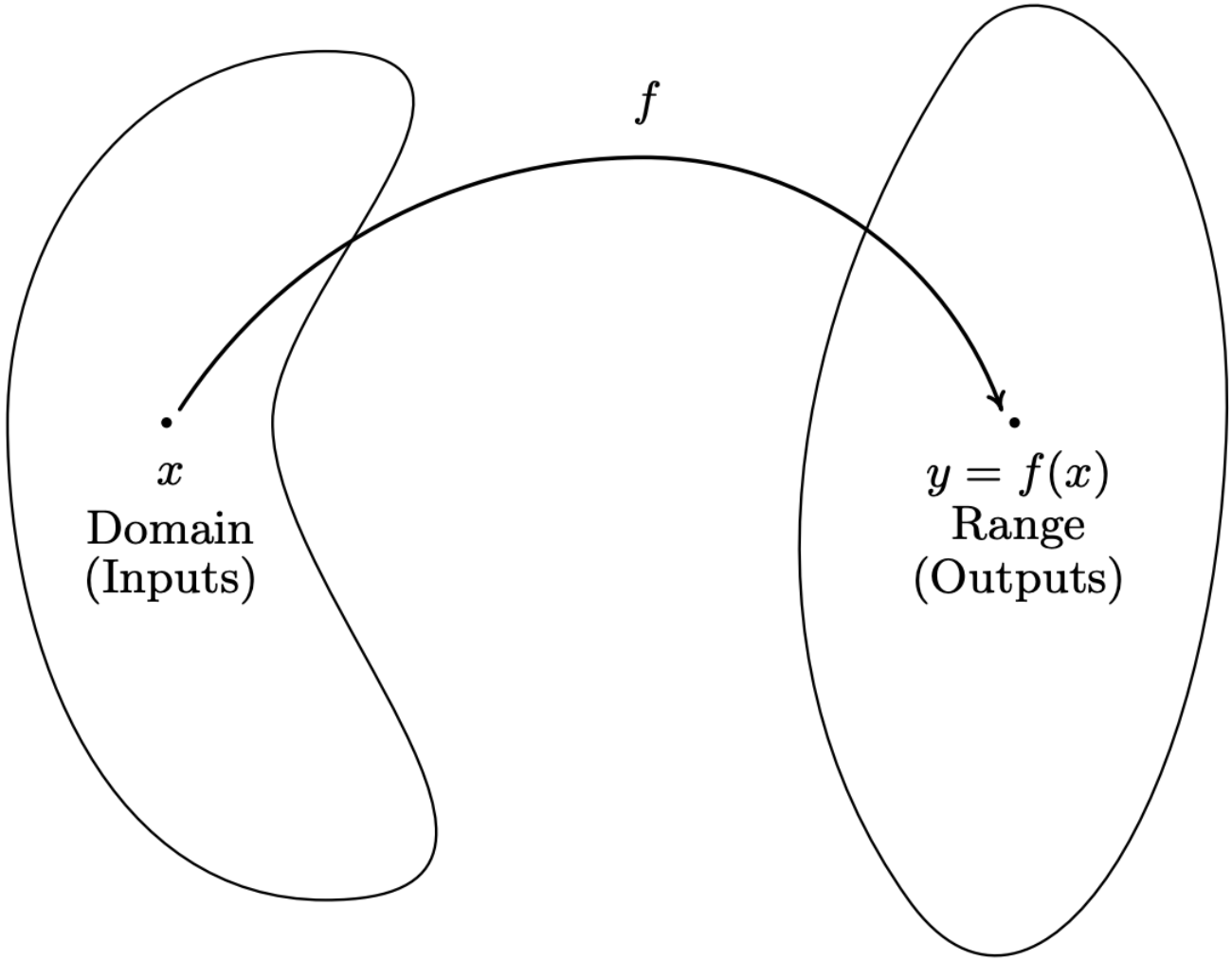


Figure 1.4.1

The value of y depends entirely on the choice of x. For this reason, x is often called the **independent variable** or **argument** of f, whereas y is often called the **dependent variable**.

As we shall see, the process of a function f is usually described using an algebraic formula. For example, suppose a function f takes a real number and performs the following two steps, in sequence

1. multiply by 3
2. add 4

If we choose 5 as our input, in step 1 we multiply by 3 to get $(5)(3) = 15$. In step 2, we add 4 to our result from step 1 which yields $15 + 4 = 19$.

Using function notation, we would write $f(5) = 19$ to indicate that the result of applying the process f to the input 5 gives the output 19. In general, if we use x for the input, applying step 1 produces $3x$. Following with step 2 produces $3x + 4$ as our final output. Hence for an input x, we get the output $f(x) = 3x + 4$. Notice that to check our formula for the case $x = 5$, we replace the occurrence of x in the formula for $f(x)$ with 5 to get $f(5) = 3(5) + 4 = 15 + 4 = 19$, as required.

Example 1.4.1

Suppose a function g is described by applying the following steps, in sequence

a. add 4
b. multiply by 3

Determine $g(5)$ and find an expression for $g(x)$.

Solution

Starting with 5, step (a) gives $5+4=9$. Continuing with step (b), we get $(3)(9)=27$. To find a formula for $g(x)$, we start with our input x. Step (a) produces $x+4$. We now wish to multiply this entire quantity by 3, so we use a parentheses: $3(x+4)=3x+12$. Hence, $g(x)=3x+12$. We can check our formula by replacing x with 5 to get $g(5)=3(5)+12=15+12=27$ ✓ .

Most of the functions we will encounter in this text will be described using formulas like the ones we developed for $f(x)$ and $g(x)$ above. Evaluating formulas using this function notation is critical for success in this and many other Mathematics courses.

Example 1.4.2

Let $f(x)=-x^2+3x+4$

a. Find and simplify the following.
   i. $f(-1)$, $f(0)$, $f(2)$
   ii. $f(2x)$, $2f(x)$
   iii. $f(x+2)$, $f(x)+2$, $f(x)+f(2)$

b. Solve $f(x)=4$.

Solutions

a.

i. To find $f(-1)$, we replace every occurrence of x in the expression $f(x)$ with -1.

$$\begin{aligned} f(-1) &= -(-1)^2+3(-1)+4 \\ &= -(1)+(-3)+4 \\ &= 0 \end{aligned}$$

Similarly, $f(0)=-(0)^2+3(0)+4=4$, and $f(2)=-(2)^2+3(2)+4=-4+6+4=6$.

ii. To find $f(2x)$, we replace every occurrence of x with the quantity $2x$.

$$\begin{aligned} f(2x) &= -(2x)^2+3(2x)+4 \\ &= -(4x^2)+3(2x)+4 \\ &= -4x^2+6x+4 \end{aligned}$$

The expression $2f(x)$ means we multiply the expression $f(x)$ by 2.

$$\begin{aligned} 2f(x) &= 2\left(-x^2+3x+4\right) \\ &= -2x^2+6x+8 \end{aligned}$$

iii. To find $f(x+2)$, we replace every occurrence of x with the quantity $x+2$.

$$\begin{aligned} f(x+2) &= -(x+2)^2+3(x+2)+4 \\ &= -\left(x^2+4x+4\right)+(3x+6)+4 \\ &= -x^2-4x-4+3x+6+4 \\ &= -x^2-x+6 \end{aligned}$$

To find $f(x)+2$, we add 2 to the expression for $f(x)$.

$$\begin{aligned} f(x)+2 &= \left(-x^2+3x+4\right)+2 \\ &= -x^2+3x+6 \end{aligned}$$

From our work above, we see $f(2)=6$ so that

$$\begin{aligned} f(x)+f(2) &= \left(-x^2+3x+4\right)+6 \\ &= -x^2+3x+10 \end{aligned}$$

b. Since $f(x) = -x^2 + 3x + 4$, the equation $f(x) = 4$ is equivalent to $-x^2 + 3x + 4 = 4$. Solving we get $-x^2 + 3x = 0$, or $x(-x + 3) = 0$. We get $x = 0$ or $x = 3$, and we can verify these answers by checking that $f(0) = 4$ and $f(3) = 4$.

A few notes about Example 1.4.2 are in order. First, note the difference between the answers for $f(2x)$ and $2f(x)$. For $f(2x)$, we are multiplying the *input* by 2; for $2f(x)$, we are multiplying the *output* by 2. As we see, we get entirely different results. Along these lines, note that $f(x + 2)$, $f(x) + 2$ and $f(x) + f(2)$ are three *different* expressions as well. Even though function notation uses parentheses, as does multiplication, there is *no* general "distributive property" of function notation. This is such a common mistake that it merits some highlighting.

Caution: Function Notation is *NOT* Multiplication!

$f(x)$ is *not* multiplication. Therefore, generally speaking,

$$f(Bx) \neq Bf(x)$$

and

$$f(x + C) \neq f(x) + f(C).$$

Additionally,

$$f(x^n) \neq [f(x)]^n.$$

Finally, referring back to Example 1.4.2, note the practice of using parentheses when substituting one algebraic expression into another; we highly recommend this practice as it will reduce careless errors.

Finding the Domain of a Function

Suppose now we wish to find $r(3)$ for $r(x) = \frac{2x}{x^2 - 9}$. Substitution gives

$$r(3) = \frac{2(3)}{(3)^2 - 9} = \frac{6}{0},$$

which is undefined. The number 3 is not an allowable input to the function r; in other words, 3 is not in the domain of r. Which other real numbers are forbidden in this formula? We think back to Arithmetic. The reason $r(3)$ is undefined is because substitution results in a division by 0. To determine which other numbers result in such a transgression, we set the denominator equal to 0 and solve.

$$\begin{aligned} x^2 - 9 &= 0 \\ \implies x^2 &= 9 \\ \implies \sqrt{x^2} &= \sqrt{9} \\ \implies x &= \pm 3 \end{aligned}$$

As long as we substitute numbers other than 3 and -3, the expression $r(x)$ is a real number. Hence, we write our domain in interval notation as $(-\infty, -3) \cup (-3, 3) \cup (3, \infty)$.

When a formula for a function is given, we assume that the function is valid for all real numbers which make arithmetic sense when substituted into the formula. This set of numbers is often called the function's **implied** (or **implicit**) **domain**. At this stage, we need to avoid only two mathematical sins: division by 0 and extracting even roots of negative numbers. The following example illustrates these concepts.

Example 1.4.3

Find the domain of the following functions.

a. $g(x) = \sqrt{4 - 3x}$
b. $h(x) = \sqrt[5]{4 - 3x}$

c. $f(x) = \dfrac{2}{1 - \dfrac{4x}{x-3}}$

d. $F(x) = \dfrac{\sqrt[4]{2x+1}}{x^2-1}$

e. $r(t) = \dfrac{4}{6-\sqrt{t+3}}$

f. $I(x) = \dfrac{3x^2}{x}$

Solutions

a. The potential disaster for g is if the radicand (the expression inside the radical) is negative. To avoid this, we set $4-3x \geq 0$. From this, we get $3x \leq 4$ or $x \leq \frac{4}{3}$. What this shows is that as long as $x \leq \frac{4}{3}$, the expression $4-3x \geq 0$, and the formula $g(x)$ returns a real number. Our domain is $\left(-\infty, \frac{4}{3}\right]$.

b. The formula for $h(x)$ is hauntingly close to that of $g(x)$ with one key difference - whereas the expression for $g(x)$ includes an even-indexed root (namely a square root), the formula for $h(x)$ involves an odd-indexed root (the fifth root). Since odd roots of real numbers (even negative real numbers) are real numbers, there is no restriction on the inputs to h. Hence, the domain is $(-\infty, \infty)$.

c. There are two denominators in the expression for f. We need to ensure neither is 0. To that end, we set each denominator equal to 0 and solve. For the "small" denominator, we get $x-3=0$ or $x=3$. For the "large" denominator, we get

$$\begin{aligned} 1 - \frac{4x}{x-3} &= 0 \\ \implies 1 &= \frac{4x}{x-3} \\ \implies (1)(x-3) &= \left(\frac{4x}{\cancel{x-3}}\right)\cancel{(x-3)} \\ \implies x-3 &= 4x \\ \implies -3 &= 3x \\ \implies -1 &= x \end{aligned}$$

So we get two real numbers which make denominators 0, namely $x=-1$ and $x=3$. Our domain is all real numbers except -1 and 3: $(-\infty,-1)\cup(-1,3)\cup(3,\infty)$.

d. In finding the domain of F, we notice that we have two potentially hazardous issues: not only do we have a denominator, but we also have a fourth (even-indexed) root. Our strategy is to determine each part's restrictions and select the real numbers that satisfy both conditions. To satisfy the fourth root, we require $2x+1 \geq 0$. From this we get

$$2x \geq -1 \implies x \geq -\frac{1}{2}.$$

Next, we round up the values of x which could cause trouble in the denominator by setting the denominator equal to 0. We get $x^2-1=0$, or $x=\pm 1$. Hence, in order for a real number x to be in the domain of F, $x \geq -\frac{1}{2}$ but $x \neq \pm 1$. In interval notation, this set is $\left[-\frac{1}{2}, 1\right)\cup(1,\infty)$.

e. Don't be put off by the t here. It is an independent variable representing a real number, just like x does, and is subject to the same restrictions. As in the previous problem, we have a double-danger: a square root and a denominator. We need a non-negative radicand to satisfy the square root, so we set

$$t+3 \geq 0 \implies t \geq -3.$$

Setting the denominator equal to zero gives $6-\sqrt{t+3}=0$, or $\sqrt{t+3}=6$. Squaring both sides gives $t+3=36$, or $t=33$. Since we squared both sides in the course of solving this equation, we need to check our answer. Sure enough, when $t=33$, $6-\sqrt{t+3}=6-\sqrt{36}=0$, so $t=33$ will cause problems in the denominator. At last we can find the domain of r: we need $t\geq -3$, but $t\neq 33$. Our final answer is $[-3,33)\cup(33,\infty)$.

f. It's tempting to simplify $I(x)=\frac{3x^2}{x}=3x$, and, since there are no longer any denominators, claim that there are no longer any restrictions. However, in simplifying $I(x)$, we are assuming $x\neq 0$, since $\frac{0}{0}$ is undefined.[1] Proceeding as before, we find the domain of I to be all real numbers except 0: $(-\infty,0)\cup(0,\infty)$.

It is worth reiterating the importance of finding the domain of a function *before* simplifying, as evidenced by the function I in the previous example. Even though the formula $I(x)$ simplifies to $3x$, it would be inaccurate to write $I(x)=3x$ without adding the stipulation that $x\neq 0$. It would be analogous to not reporting taxable income or some other sin of omission.

Caution: Check for Extraneous Solutions!

In Example 1.4.3e, I stated that we needed to check our solution after squaring both sides of $\sqrt{t+3}=6$. You must check your solutions whenever you raise both sides of an equation to an even power or multiply both sides of an equation by an expression involving a variable!

Modeling with Functions

The importance of Mathematics to our society lies in its value in approximating or **modeling** real-world phenomena. Whether it be used to predict the high temperature on a given day, determine the hours of daylight on a given day, or predict population trends of various and sundry real and mythical beasts, Mathematics is second only to literacy in the importance of humanity's development.

It is important to remember that whenever Mathematics is used to approximate reality, there are always limitations to the model. For example, suppose grapes are on sale at the local market for $\$1.50$ per pound. Then one pound of grapes costs $\$1.50$, two pounds of grapes cost $\$3.00$, and so forth. Suppose we want to develop a formula that relates the cost of buying grapes to the amount purchased. Since these two quantities vary from situation to situation, we assign them variables. Let c denote the cost of the grapes and let g denote the amount of grapes purchased. To find the cost c of the grapes, we multiply the amount of grapes g by the price $\$1.50$ dollars per pound to get

$$c=1.5g.$$

For the units to be correct in the formula, g must be measured in *pounds* of grapes, and the computed value of c must be measured in *dollars*. Since we're interested in finding the cost c given an amount g, we think of g as the independent variable and c as the dependent variable. Using the language of function notation, we write

$$c(g)=1.5g,$$

where g is the amount of grapes purchased (in pounds) and $c(g)$ is the cost (in dollars). For example, $c(5)$ represents the cost, in dollars, to purchase 5 pounds of grapes. In this case, $c(5)=1.5(5)=7.5$, so it would cost $\$7.50$. If, on the other hand, we wanted to find the *amount* of grapes we can purchase for $\$5$, we would need to set $c(g)=5$ and solve for g. In this case, $c(g)=1.5g$, so solving $c(g)=5$ is equivalent to solving $1.5g=5$ Doing so gives $g=\frac{5}{1.5}=3.\overline{3}$. This means we can purchase exactly $3.\overline{3}$ pounds of grapes for $\$5$. Of course, you would be hard-pressed to buy exactly $3.\overline{3}$ pounds of grapes, and this leads us to our next topic of discussion, the **applied domain** (or **explicit domain**) of a function.

Even though, mathematically, $c(g)=1.5g$ has no domain restrictions (there are no denominators and no even-indexed radicals), there are certain values of g that don't make any physical sense. For example, $g=-1$ corresponds to "purchasing" -1 pounds of grapes. Also, unless the "local market" mentioned is the State of California (or some other exporter of grapes), it doesn't make much sense for $g=500,000,000$ either. So, the reality of the situation limits what g can be, and these limits determine the applied domain of g. Typically, an applied domain is stated explicitly. In this case, it would be common to see something like

$$c(g)=1.5g,\quad 0\leq g\leq 100,$$

meaning the number of pounds of grapes purchased is limited from 0 up to 100. The upper bound here, 100, may represent the inventory of the market or some other limit as set by local policy or law. Even with this restriction, our model has its limitations. As

we saw above, it is virtually impossible to buy exactly $3.\overline{3}$ pounds of grapes so that our cost is exactly $\$5$. In this case, being sensible shoppers, we would most likely "round down" and purchase 3 pounds of grapes or however close the market scale can read to $3.\overline{3}$ without being over. It is time for a more sophisticated example.

Example 1.4.4

The height h in feet of a model rocket above the ground t seconds after lift-off is given by

$$h(t) = \begin{cases} -5t^2 + 100t, & \text{if} \quad 0 \leq t \leq 20 \\ 0, & \text{if} \quad t > 20 \end{cases}$$

a. Find and interpret $h(10)$ and $h(60)$.
b. Solve $h(t) = 375$ and interpret your answers.

Solutions

a. We first note that the independent variable here is t, chosen because it represents time. Secondly, the function is broken up into two rules: one formula for values of t between 0 and 20 inclusive, and another for values of t greater than 20. Since $t = 10$ satisfies the inequality $0 \leq t \leq 20$, we use the first formula listed, $h(t) = -5t^2 + 100t$, to find $h(10)$. We get

$$h(10) = -5(10)^2 + 100(10) = 500.$$

Since t represents the number of seconds since lift-off and $h(t)$ is the height above the ground in feet, the equation $h(10) = 500$ means that 10 seconds after lift-off, the model rocket is 500 feet above the ground. To find $h(60)$, we note that $t = 60$ satisfies $t > 20$, so we use the rule $h(t) = 0$. This function returns a value of 0 regardless of what value is substituted in for t, so $h(60) = 0$. This means that 60 seconds after lift-off, the rocket is 0 feet above the ground; in other words, a minute after lift-off, the rocket has already returned to Earth.

b. Since the function h is defined in pieces, we need to solve $h(t) = 375$ in pieces. For $0 \leq t \leq 20$, $h(t) = -5t^2 + 100t$, so for these values of t, we solve $-5t^2 + 100t = 375$. Rearranging terms, we get $5t^2 - 100t + 375 = 0$, and factoring gives $5(t-5)(t-15) = 0$. Our answers are $t = 5$ and $t = 15$, and since both of these values of t lie between 0 and 20, we keep both solutions. For $t > 20$, $h(t) = 0$, and in this case, there are no solutions to $0 = 375$. In terms of the model rocket, solving $h(t) = 375$ corresponds to finding when, if ever, the rocket reaches 375 feet above the ground. Our two answers, $t = 5$ and $t = 15$ correspond to the rocket reaching this altitude *twice* – once 5 seconds after launch, and again 15 seconds after launch.

The type of function in the previous example is called a **piecewise-defined** function, or "piecewise" function for short. Many real-world phenomena, such as income tax formulas (see the Internal Revenue Service's website), are modeled by such functions.

By the way, if we wanted to avoid using a piecewise function in Example $1.4.4$, we could have used $h(t) = -5t^2 + 100t$ on the explicit domain $0 \leq t \leq 20$ because, after 20 seconds, the rocket is on the ground and stops moving. In many cases, piecewise functions are your only choice, so it's best to understand them well.

Mathematical modeling is not a one-section topic. It's not even a *one-course* topic, as is evidenced by undergraduate and graduate courses in mathematical modeling offered at many universities. Thus, our goal in this section cannot possibly be to tell you the whole story. What we can do is get you started. As we study new classes of functions, we will see what phenomena they can be used to model. In that respect, mathematical modeling cannot be a topic in a book, but rather, must be a theme of the book. For now, we have you explore some fundamental models in the exercises because you need to crawl before you walk, and walk before you run. As we learn more about functions, we'll help you build your own models and get you on your way to applying Mathematics to your world.

Footnotes

[1] More precisely, the fraction $\frac{0}{0}$ is an "indeterminate form," and Calculus is required to tame such beasts.

1.4E: Exercises

Exercises

In Exercises 1-10, find an expression for $f(x)$ and state its domain.

1. f is a function that takes a real number x and performs the following three steps in the order given: (1) multiply by 2; (2) add 3; (3) divide by 4.
2. f is a function that takes a real number x and performs the following three steps in the order given: (1) add 3; (2) multiply by 2; (3) divide by 4.
3. f is a function that takes a real number x and performs the following three steps in the order given: (1) divide by 4; (2) add 3; (3) multiply by 2.
4. f is a function that takes a real number x and performs the following three steps in the order given: (1) multiply by 2; (2) add 3; (3) take the square root.
5. f is a function that takes a real number x and performs the following three steps in the order given: (1) add 3; (2) multiply by 2; (3) take the square root.
6. f is a function that takes a real number x and performs the following three steps in the order given: (1) add 3; (2) take the square root; (3) multiply by 2.
7. f is a function that takes a real number x and performs the following three steps in the order given: (1) take the square root; (2) subtract 13; (3) make the quantity the denominator of a fraction with numerator 4.
8. f is a function that takes a real number x and performs the following three steps in the order given: (1) subtract 13; (2) take the square root; (3) make the quantity the denominator of a fraction with numerator 4.
9. f is a function that takes a real number x and performs the following three steps in the order given: (1) take the square root; (2) make the quantity the denominator of a fraction with numerator 4; (3) subtract 13.
10. f is a function that takes a real number x and performs the following three steps in the order given: (1) make the quantity the denominator of a fraction with numerator 4; (2) take the square root; (3) subtract 13.

In Exercises 11-18, use the given function f to find and simplify the following:

- $f(3)$
- $f(-1)$
- $f\left(\frac{3}{2}\right)$
- $f(4x)$
- $4f(x)$
- $f(-x)$
- $f(x-4)$
- $f(x)-4$
- $f\left(x^2\right)$

11. $f(x)=2x+1$
12. $f(x)=3-4x$
13. $f(x)=2-x^2$
14. [MOM] $f(x)=x^2-3x+2$
15. [MOM] $f(x)=\dfrac{x}{x-1}$
16. $f(x)=\dfrac{2}{x^3}$
17. $f(x)=6$
18. $f(x)=0$

In Exercises 19-26, use the given function f to find and simplify the following:

- $f(2)$
- $f(-2)$
- $f(2a)$
- $2f(a)$
- $f(a+2)$

- $f(a)+f(2)$
- $f\left(\frac{2}{a}\right)$
- $\frac{f(a)}{2}$
- $f(a+h)$

19. $f(x)=2x-5$
20. $f(x)=5-2x$
21. $f(x)=2x^2-1$
22. [MOM] $f(x)=3x^2+3x-2$
23. $f(x)=\sqrt{2x+1}$
24. $f(x)=117$
25. $f(x)=\dfrac{x}{2}$
26. $f(x)=\dfrac{2}{x}$

In Exercises 27-34, use the given function f to find $f(0)$ and solve $f(x)=0$

27. $f(x)=2x-1$
28. [MOM] $f(x)=3-\frac{2}{5}x$
29. $f(x)=2x^2-6$
30. [MOM] $f(x)=x^2-x-12$
31. [MOM] $f(x)=\sqrt{x+4}$
32. $f(x)=\sqrt{1-2x}$
33. $f(x)=\dfrac{3}{4-x}$
34. $f(x)=\dfrac{3x^2-12x}{4-x^2}$
35. Let $f(x)=\begin{cases} x+5 & \text{if} \quad x\le -3 \\ \sqrt{9-x^2} & \text{if} \quad -3<x\le 3 \\ -x+5 & \text{if} \quad x>3 \end{cases}$ Compute the following function values.
    a. $f(-4)$
    b. $f(-3)$
    c. $f(3)$
    d. $f(3.001)$
    e. $f(-3.001)$
    f. $f(2)$
36. Let $f(x)=\begin{cases} x^2 & \text{if} \quad x\le -1 \\ \sqrt{1-x^2} & \text{if} \quad -1<x\le 1 \\ x & \text{if} \quad x>1 \end{cases}$ Compute the following function values.
    a. $f(4)$
    b. $f(-3)$
    c. $f(1)$
    d. $f(0)$
    e. $f(-1)$
    f. $f(-0.999)$

In Exercises 37-62, find the (implied) domain of the function.

37. $f(x)=x^4-13x^3+56x^2-19$
38. $f(x)=x^2+4$
39. $f(x)=\dfrac{x-2}{x+1}$
40. [MOM] $f(x)=\dfrac{3x}{x^2+x-2}$

41. $f(x)=\dfrac{2x}{x^2+3}$
42. $f(x)=\dfrac{2x}{x^2-3}$
43. $f(x)=\dfrac{x+4}{x^2-36}$
44. $f(x)=\dfrac{x-2}{x-2}$
45. $f(x)=\sqrt{3-x}$
46. [MOM] $f(x)=\sqrt{2x+5}$
47. $f(x)=9x\sqrt{x+3}$
48. $f(x)=\dfrac{\sqrt{7-x}}{x^2+1}$
49. [MOM] $f(x)=\sqrt{6x-2}$
50. $f(x)=\dfrac{6}{\sqrt{6x-2}}$
51. $f(x)=\sqrt[3]{6x-2}$
52. [MOM] $f(x)=\dfrac{6}{4-\sqrt{6x-2}}$
53. [MOM] $f(x)=\dfrac{\sqrt{6x-2}}{x^2-36}$
54. $f(x)=\dfrac{\sqrt[3]{6x-2}}{x^2+36}$
55. $s(t)=\dfrac{t}{t-8}$
56. $Q(r)=\dfrac{\sqrt{r}}{r-8}$
57. $b(\theta)=\dfrac{\theta}{\sqrt{\theta-8}}$
58. $A(x)=\sqrt{x-7}+\sqrt{9-x}$
59. $\alpha(y)=\sqrt[3]{\dfrac{y}{y-8}}$
60. $g(v)=\dfrac{1}{4-\dfrac{1}{v^2}}$
61. $T(t)=\dfrac{\sqrt{t}-8}{5-t}$
62. $u(w)=\dfrac{w-8}{5-\sqrt{w}}$
63. The area A enclosed by a square, in square inches, is a function of the length of one of its sides x, when measured in inches. This relation is expressed by the formula $A(x)=x^2$ for $x>0$. Find $A(3)$ and solve $A(x)=36$. Interpret your answers to each. Why is x restricted to $x>0$?
64. The area A enclosed by a circle, in square meters, is a function of its radius r, when measured in meters. This relation is expressed by the formula $A(r)=\pi r^2$ for $r>0$. Find $A(2)$ and solve $A(r)=16\pi$. Interpret your answers to each. Why is r restricted to $r>0$?
65. The volume V enclosed by a cube, in cubic centimeters, is a function of the length of one of its sides x, when measured in centimeters. This relation is expressed by the formula $V(x)=x^3$ for $x>0$. Find $V(5)$ and solve $V(x)=27$. Interpret your answers to each. Why is x restricted to $x>0$?
66. The volume V enclosed by a sphere, in cubic feet, is a function of the radius of the sphere r, when measured in feet. This relation is expressed by the formula $V(r)=\frac{4\pi}{3}r^3$ for $r>0$. Find $V(3)$ and solve $V(r)=\frac{32\pi}{3}$. Interpret your answers to each. Why is r restricted to $r>0$?
67. The height of an object dropped from the roof of an eight story building is modeled by: $h(t)=-16t^2+64$, $0\le t\le 2$. Here, h is the height of the object off the ground, in feet, t seconds after the object is dropped. Find $h(0)$ and solve $h(t)=0$. Interpret your answers to each. Why is t restricted to $0\le t\le 2$?

68. The temperature T in degrees Fahrenheit t hours after 6 AM is given by $T(t) = -\frac{1}{2}t^2 + 8t + 3$ for $0 \le t \le 12$. Find and interpret $T(0)$, $T(6)$ and $T(12)$.
69. The function $C(x) = x^2 - 10x + 27$ models the cost, in *hundreds* of dollars, to produce x *thousand* pens. Find and interpret $C(0)$, $C(2)$ and $C(5)$.
70. Using data from the Bureau of Transportation Statistics, , the average fuel economy F in miles per gallon for passenger cars in the US can be modeled by $F(t) = -0.0076t^2 + 0.45t + 16$, $0 \le t \le 28$, where t is the number of years since 1980. Use your calculator to find $F(0)$, $F(14)$ and $F(28)$. Round your answers to two decimal places and interpret your answers to each.
71. The population of Sasquatch in Portage County can be modeled by the function $P(t) = \frac{150t}{t+15}$, where t represents the number of years since 1803. Find and interpret $P(0)$ and $P(205)$. Discuss with your classmates what the applied domain and range of P should be.
72. For n copies of the book *Me and my Sasquatch*, a print on-demand company charges $C(n)$ dollars, where $C(n)$ is determined by the formula

$$C(n) = \begin{cases} 15n & \text{if} \quad 1 \le n \le 25 \\ 13.50n & \text{if} \quad 25 < n \le 50 \\ 12n & \text{if} \quad n > 50 \end{cases} \tag{1.4E.1}$$

    a. Find and interpret $C(20)$.
    b. How much does it cost to order 50 copies of the book? What about 51 copies?
    c. Your answer to 72b should get you thinking. Suppose a bookstore estimates it will sell 50 copies of the book. How many books can, in fact, be ordered for the same price as those 50 copies? (Round your answer to a whole number of books.)
73. An on-line comic book retailer charges shipping costs according to the following formula

$$S(n) = \begin{cases} 1.5n + 2.5 & \text{if} \quad 1 \le n \le 14 \\ 0 & \text{if} \quad n \ge 15 \end{cases} \tag{1.4E.2}$$

    a. What is the cost to ship 10 comic books?
    b. What is the significance of the formula $S(n) = 0$ for $n \ge 15$?
74. The cost C (in dollars) to talk m minutes a month on a mobile phone plan is modeled by

$$C(m) = \begin{cases} 25 & \text{if} \quad 0 \le m \le 1000 \\ 25 + 0.1(m - 1000) & \text{if} \quad m > 1000 \end{cases} \tag{1.4E.3}$$

    a. How much does it cost to talk 750 minutes per month with this plan?
    b. How much does it cost to talk 20 hours a month with this plan?
    c. Explain the terms of the plan verbally.
75. In Section 1.1 we defined the set of **integers** as $\mathbb{Z} = \{\ldots, -3, -2, -1, 0, 1, 2, 3, \ldots\}$ The **greatest integer function**, denoted by $\lfloor x \rfloor$, is defined to be the largest integer k with $k \le x$.
    a. Find $\lfloor 0.785 \rfloor$, $\lfloor 117 \rfloor$, $\lfloor -2.001 \rfloor$, and $\lfloor \pi + 6 \rfloor$
    b. Discuss with your classmates how $\lfloor x \rfloor$ may be described as a piecewise defined function.

       HINT: There are infinitely many pieces!

    c. Is $\lfloor a + b \rfloor = \lfloor a \rfloor + \lfloor b \rfloor$ always true? What if a or b is an integer? Test some values, make a conjecture, and explain your result.
76. We have, through our examples, tried to convince you that, in general, $f(a + b) \ne f(a) + f(b)$. It has been our experience that students refuse to believe us so we'll try again with a different approach. With the help of your classmates, find a function f for which the following properties are always true.
    a. $f(0) = f(-1 + 1) = f(-1) + f(1)$
    b. $f(5) = f(2 + 3) = f(2) + f(3)$
    c. $f(-6) = f(0 - 6) = f(0) - f(6)$
    d. $f(a + b) = f(a) + f(b)$ regardless of what two numbers we give you for a and b.

    How many functions did you find that failed to satisfy the conditions above? Did $f(x) = x^2$ work? What about $f(x) = \sqrt{x}$ or $f(x) = 3x + 7$ or $f(x) = \dfrac{1}{x}$? Did you find an attribute common to those functions that did succeed? You should have, because

there is only one extremely special family of functions that actually works here. Thus we return to our previous statement, **in general**, $f(a+b) \neq f(a)+f(b)$.

Answers

1. $f(x)=\frac{2x+3}{4}$
   Domain: $(-\infty, \infty)$
2. $f(x)=\frac{2(x+3)}{4}=\frac{x+3}{2}$
   Domain: $(-\infty, \infty)$
3. $f(x)=2\left(\frac{x}{4}+3\right)=\frac{1}{2}x+6$
   Domain: $(-\infty, \infty)$
4. $f(x)=\sqrt{2x+3}$
   Domain: $\left[-\frac{3}{2}, \infty\right)$
5. $f(x)=\sqrt{2(x+3)}=\sqrt{2x+6}$
   Domain: $[-3, \infty)$
6. $f(x)=2\sqrt{x+3}$
   Domain: $[-3, \infty)$
7. $f(x)=\frac{4}{\sqrt{x}-13}$
   Domain: $[0,169) \cup (169, \infty)$
8. $f(x)=\frac{4}{\sqrt{x-13}}$
   Domain: $(13, \infty)$
9. $f(x)=\frac{4}{\sqrt{x}}-13$
   Domain: $(0, \infty)$
10. $f(x)=\sqrt{\frac{4}{x}}-13=\frac{2}{\sqrt{x}}-13$
    Domain: $(0, \infty)$
11. For $f(x)=2x+1$
    - $f(3)=7$
    - $f(-1)=-1$
    - $f\left(\frac{3}{2}\right)=4$
    - $f(x-4)=2x-7$
    - $f(x)-4=2x-3$
    - $f\left(x^2\right)=2x^2+1$
    - $f(4x)=8x+1$
    - $4f(x)=8x+4$
    - $f(-x)=-2x+1$
12. For $f(x)=3-4x$
    - $f(3)=-9$
    - $f(-1)=7$
    - $f\left(\frac{3}{2}\right)=-3$
    - $f(x-4)=19-4x$
    - $f(x)-4=-4x-1$
    - $f\left(x^2\right)=3-4x^2$
    - $f(4x)=3-16x$
    - $4f(x)=12-16x$
    - $f(-x)=4x+3$
13. For $f(x)=2-x^2$
    - $f(3)=-7$

- $f(-1)=1$
- $f\left(\frac{3}{2}\right)=-\frac{1}{4}$
- $f(x-4)=-x^2+8x-14$
- $f(x)-4=-x^2-2$
- $f\left(x^2\right)=2-x^4$
- $f(4x)=2-16x^2$
- $4f(x)=8-4x^2$
- $f(-x)=2-x^2$

14. [MOM]
15. [MOM]
16. For $f(x)=\frac{2}{x^3}$
    - $f(3)=\frac{2}{27}$
    - $f(-1)=-2$
    - $f\left(\frac{3}{2}\right)=\frac{16}{27}$
    - $f(x-4)=\frac{2}{(x-4)^3}$
    - $=\frac{2}{x^3-12x^2+48x-64}$
    - $f(x)-4=\frac{2}{x^3}-4$
    - $=\frac{2-4x^3}{x^3}$
    - $f\left(x^2\right)=\frac{2}{x^6}$
    - $f(4x)=\frac{1}{32x^3}$
    - $4f(x)=\frac{8}{x^3}$
    - $f(-x)=-\frac{2}{x^3}$
17. For $f(x)=6$
    - $f(3)=6$
    - $f(-1)=6$
    - $f\left(\frac{3}{2}\right)=6$
    - $f(x-4)=6$
    - $f(x)-4=2$
    - $f\left(x^2\right)=6$
    - $f(4x)=6$
    - $4f(x)=24$
    - $f(-x)=6$
18. For $f(x)=0$
    - $f(3)=0$
    - $f(-1)=0$
    - $f\left(\frac{3}{2}\right)=0$
    - $f(x-4)=0$
    - $f(x)-4=-4$
    - $f\left(x^2\right)=0$
    - $f(4x)=0$
    - $4f(x)=0$
    - $f(-x)=0$
19. For $f(x)=2x-5$
    - $f(2)=-1$
    - $f(-2)=-9$
    - $f(2a)=4a-5$
    - $f\left(\frac{2}{a}\right)=\frac{4}{a}-5$
    - $=\frac{4-5a}{a}$

- $\frac{f(a)}{2} = \frac{2a-5}{2}$
- $f(a+h) = 2a+2h-5$
- $2f(a) = 4a-10$
- $f(a+2) = 2a-1$
- $f(a)+f(2) = 2a-6$

20. For $f(x) = 5-2x$
    - $f(2) = 1$
    - $f(-2) = 9$
    - $f(2a) = 5-4a$
    - $f\left(\frac{2}{a}\right) = 5-\frac{4}{a}$
    - $= \frac{5a-4}{a}$
    - $\frac{f(a)}{2} = \frac{5-2a}{2}$
    - $f(a+h) = 5-2a-2h$
    - $2f(a) = 10-4a$
    - $f(a+2) = 1-2a$
    - $f(a)+f(2) = 6-2a$
21. For $f(x) = 2x^2-1$
    - $f(2) = 7$
    - $f(-2) = 7$
    - $f(2a) = 8a^2-1$
    - $f\left(\frac{2}{a}\right) = \frac{8}{a^2}-1$
    - $= \frac{8-a^2}{a^2}$
    - $\frac{f(a)}{2} = \frac{2a^2-1}{2}$
    - $f(a+h) = 2a^2+4ah+2h^2-1$
    - $2f(a) = 4a^2-2$
    - $f(a+2) = 2a^2+8a+7$
    - $f(a)+f(2) = 2a^2+6$
22. [MOM]
23. For $f(x) = \sqrt{2x+1}$
    - $f(2) = \sqrt{5}$
    - $f(-2)$ is not real
    - $f(2a) = \sqrt{4a+1}$
    - $f\left(\frac{2}{a}\right) = \sqrt{\frac{4}{a}+1}$
    - $= \sqrt{\frac{a+4}{a}}$
    - $\frac{f(a)}{2} = \frac{\sqrt{2a+1}}{2}$
    - $f(a+h) = \sqrt{2a+2h+1}$
    - $2f(a) = 2\sqrt{2a+1}$
    - $f(a+2) = \sqrt{2a+5}$
    - $f(a)+f(2) = \sqrt{2a+1}+\sqrt{5}$
24. For $f(x) = 117$
    - $f(2) = 117$
    - $f(-2) = 117$
    - $f(2a) = 117$
    - $f\left(\frac{2}{a}\right) = 117$
    - $\frac{f(a)}{2} = \frac{117}{2}$
    - $f(a+h) = 117$
    - $2f(a) = 234$
    - $f(a+2) = 117$

- $f(a)+f(2)=234$

25. For $f(x)=\frac{x}{2}$
    - $f(2)=1$
    - $f(-2)=-1$
    - $f(2a)=a$
    - $f\left(\frac{2}{a}\right)=\frac{1}{a}$
    - $\frac{f(a)}{2}=\frac{a}{4}$
    - $f(a+h)=\frac{a+h}{2}$
    - $2f(a)=a$
    - $f(a+2)=\frac{a+2}{2}$
    - $f(a)+f(2)=\frac{a}{2}+1$
      $=\frac{a+2}{2}$
26. For $f(x)=\frac{2}{x}$
    - $f(2)=1$
    - $f(-2)=-1$
    - $f(2a)=\frac{1}{a}$
    - $f\left(\frac{2}{a}\right)=a$
    - $\frac{f(a)}{2}=\frac{1}{a}$
    - $f(a+h)=\frac{2}{a+h}$
    - $2f(a)=\frac{4}{a}$
    - $f(a+2)=\frac{2}{a+2}$
    - $f(a)+f(2)=\frac{2}{a}+1$
      $=\frac{a+2}{2}$
27. For $f(x)=2x-1$, $f(0)=-1$ and $f(x)=0$ when $x=\frac{1}{2}$
28. [MOM]
29. For $f(x)=2x^2-6$, $f(0)=-6$ and $f(x)=0$ when $x=\pm\sqrt{3}$
30. [MOM]
31. [MOM]
32. For $f(x)=\sqrt{1-2x}$, $f(0)=1$ and $f(x)=0$ when $x=\frac{1}{2}$
33. For $f(x)=\frac{3}{4-x}$, $f(0)=\frac{3}{4}$ an $f(x)$) is never equal to 0
34. For $f(x)=\frac{3x^2-12x}{4-x^2}$, $f(0)=0$ an $f(x)=0$ when $x=0$ or $x=4$
35. a. $f(-4)=1$
    b. $f(-3)=2$
    c. $f(3)=0$
    d. $f(3.001)=1.999$
    e. $f(-3.001)=1.999$
    f. $f(2)=\sqrt{5}$
36. a. $f(4)=4$
    b. $f(-3)=9$
    c. $f(1)=0$
    d. $f(0)=1$
    e. $f(-1)=1$
    f. $f(-0.999)\approx 0.0447$
37. $(-\infty,\infty)$
38. $(-\infty,\infty)$
39. $(-\infty,-1)\cup(-1,\infty)$
40. [MOM]

41. $(-\infty, \infty)$
42. $(-\infty, -\sqrt{3}) \cup (-\sqrt{3}, \sqrt{3}) \cup (\sqrt{3}, \infty)$
43. $(-\infty, -6) \cup (-6, 6) \cup (6, \infty)$
44. $(-\infty, 2) \cup (2, \infty)$
45. $(-\infty, 3]$
46. [MOM]
47. $[-3, \infty)$
48. $(-\infty, 7]$
49. [MOM]
50. $\left(\frac{1}{3}, \infty\right)$
51. $(-\infty, \infty)$
52. [MOM]
53. [MOM]
54. $(-\infty, \infty)$
55. $(-\infty, 8) \cup (8, \infty)$
56. $[0, 8) \cup (8, \infty)$
57. $(8, \infty)$
58. $[7, 9]$
59. $(-\infty, 8) \cup (8, \infty)$
60. $\left(-\infty, -\frac{1}{2}\right) \cup \left(-\frac{1}{2}, 0\right) \cup \left(0, \frac{1}{2}\right) \cup \left(\frac{1}{2}, \infty\right)$
61. $[0, 5) \cup (5, \infty)$
62. $[0, 25) \cup (25, \infty)$
63. $A(3) = 9$, so the area enclosed by a square with a side of length 3 inches is 9 square inches. The solutions to $A(x) = 36$ are $x = \pm 6$. Since x is restricted to $x > 0$, we only keep $x = 6$. This means for the area enclosed by the square to be 36 square inches, the length of the side needs to be 6 inches. Since x represents a length, $x > 0$.
64. $A(2) = 4\pi$, so the area enclosed by a circle with radius 2 is 4π square meters. The solution to $A(r) = 16\pi$ are $r = \pm 4$. Since r is restricted to $r > 0$, we only keep $r = 4$. This means for the area enclosed by the circle to be 16π square meters, the radius needs to be 4 meters. Since r represents a radius (length), $r > 0$.
65. $V(5) = 125$, so the volume enclosed by a cube with a side of length 5 centimeters is 125 cubic centimeters. The solutio to $V(x) = 27$ is $x = 3$. This means for the volume enclosed by the cube to be 27 cubic centimeters, the length of the side needs to 3 centimeters. Since x represents a length, $x > 0$.
66. $V(3) = 36\pi$, so the volume enclosed by a sphere with radius 3 is 36π cubic feet. The solution to $V(r) = \frac{32\pi}{3}$ is $r = 2$. This means for the volume enclosed by the sphere $\frac{32\pi}{3}$ cubic feet, the radius needs to 2 feet. Since r represents a radius (length), $r > 0$.
67. $h(0) = 64$, so at the moment the object is dropped off the building, the object is 64 feet off of the ground. The solutio to $h(t) = 0$ are $t = \pm 2$. Since we restrict $0 \le t \le 2$, we only keep $t = 2$. This means 2 seconds after the object is dropped off the building, it is 0 feet off the ground. Said differently, the object hits the ground after 2 seconds. The restriction $0 \le t \le 2$ restricts the time to be between the moment the object is released and the moment it hits the ground.
68. $T(0) = 3$, so at 6 AM (0 hours after 6 AM), it is 3° Fahrenheit. $T(6) = 33$, so at noon (6 hours after 6 AM), the temperature is 33° Fahrenheit. $T(12) = 27$, so at 6 PM (12 hours after 6 AM), it is 27° Fahrenheit.
69. $C(0) = 27$, so to make 0 pens, it costs[15] \$2700. $C(2) = 11$, so to make 2000 pens, it costs \$1100. $C(5) = 2$, so to make 5000 pens, it costs \$2000.
70. $F(0) = 16.00$, so in 1980 (0 years after 1980), the average fuel economy of passenger cars in the US was 16.00 miles per gallon. $F(14) = 20.81$, so in 1994 (14 years after 1980), the average fuel economy of passenger cars in the US was 20.81 miles per gallon. $F(28) = 22.64$, so in 2008 (28 years after 1980), the average fuel economy of passenger cars in the US was 22.64 miles per gallon.
71. $P(0) = 0$ which means in 1803 (0 years after 1803), there are no Sasquatch in Portage County. $P(205) = \frac{3075}{22} \approx 139.77$, so in 2008 (205 years after 1803), there were between 139 and 140 Sasquatch in Portage County.
72. a. $C(20) = 300$. It costs \$300 for 20 copies of the book.
    b. $C(50) = 675$, so it costs \$675 for 50 copies of the book. $C(51) = 612$, so it costs \$612 for 51 copies of the book.
    c. 56 books.

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73. a. $S(10) = 17.5$, so it costs \$17.50 to ship 10 comic books.
    b. There is free shipping on orders of 15 or more comic books.
74. a. $C(750) = 25$, so it costs \$25 to talk 750 minutes per month with this plan.
    b. Since 20 hours = 1200 minutes, we substitute m = 1200 and get $C(1200) = 45$. It costs \$45 to talk 20 hours per month with this plan.
    c. It costs \$25 for up to 1000 minutes and 10 cents per minute for each minute over 1000 minutes.
75. a. $\lfloor 0.785 \rfloor = 0, \lfloor 117 \rfloor = 117, \lfloor -2.001 \rfloor = -3, \text{ and } \lfloor \pi + 6 \rfloor = 9$

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1.5: Function Arithmetic

Topics Reviewed in a Typical Corequisite Course

The following topics related to the material in this section are assumed prerequisites for this course. They are only covered if you are enrolled in a class with corequisite support:

- Rationalizing numerators and denominators
- Solving quadratic equations using factoring

Topics that must be assumed prerequisites (even for a class with corequisite support) are:

- Adding, subtracting, multiplying, and dividing polynomial and rational functions

Learning Objectives

- Perform functional arithmetic.
- Find the difference quotient for a given function.
- Continue the theme of using your mathematical knowledge by using function notation and combinations of functions in an applied model.

Combinations of Functions

In Section 1.4, we used function notation to make sense of expressions such as $f(x)+2$ and $2f(x)$ for a given function f. It would seem natural, then, that functions should have their own arithmetic consistent with the arithmetic of real numbers. The following definitions allow us to add, subtract, multiply, and divide functions using the arithmetic we already know for real numbers.

Theorem: Functional Arithmetic

Suppose f and g are functions and x is in both the domain of f and the domain of g.[1]

- The **sum** of f and g, denoted $f+g$, is the function defined by the formula
$$(f+g)(x)=f(x)+g(x).$$
- The **difference** of f and g, denoted $f-g$, is the function defined by the formula
$$(f-g)(x)=f(x)-g(x).$$
- The **product** of f and g, denoted fg, is the function defined by the formula
$$(fg)(x)=f(x)g(x).$$
- The **quotient** of f and g, denoted $\frac{f}{g}$, is the function defined by the formula
$$\left(\frac{f}{g}\right)(x)=\frac{f(x)}{g(x)},$$
provided $g(x)\neq 0$.

In other words, to add two functions, we add their outputs; to subtract two functions, we subtract their outputs, and so on. Note that while the formula $(f+g)(x)=f(x)+g(x)$ looks suspiciously like some distributive property, it is nothing of the sort; the addition on the left-hand side of the equation is function addition, and we are using this equation to define the output of the new function $f+g$ as the sum of the real number outputs from f and g.

Example 1.5.1

Let $f(x)=6x^2-2x$ and $g(x)=3-\frac{1}{x}$.

a. Find $(f+g)(-1)$
b. Find $(fg)(2)$
c. Find the domain of $g-f$ then find and simplify a formula for $(g-f)(x)$.
d. Find the domain of $\left(\frac{g}{f}\right)$ then find and simplify a formula for $\left(\frac{g}{f}\right)(x)$.

Solutions

a. To find $(f+g)(-1)$ we first find $f(-1)=8$ and $g(-1)=4$. By definition, we have that

$$(f+g)(-1)=f(-1)+g(-1)=8+4=12.$$

b. To find $(fg)(2)$, we first need $f(2)$ and $g(2)$. Since $f(2)=20$ and $g(2)=\frac{5}{2}$, our formula yields

$$(fg)(2)=f(2)g(2)=(20)\left(\frac{5}{2}\right)=50.$$

c. One method to find the domain of $g-f$ is to find the domain of g and of f separately, then find the intersection of these two sets. Owing to the denominator in the expression $g(x)=3-\frac{1}{x}$, we get that the domain of g is $(-\infty,0)\cup(0,\infty)$. Since $f(x)=6x^2-2x$ is valid for all real numbers, we have no further restrictions. Thus the domain of $g-f$ matches the domain of g, namely, $(-\infty,0)\cup(0,\infty)$.

A second method is to analyze the formula for $(g-f)(x)$ *before simplifying* looking for the usual domain issues. In this case

$$(g-f)(x)=g(x)-f(x)=\left(3-\frac{1}{x}\right)-\left(6x^2-2x\right),$$

so we find, as before, the domain $(-\infty,0)\cup(0,\infty)$.

Moving along, we need to simplify a formula for $(g-f)(x)$. In this case, we get common denominators and attempt to reduce the resulting fraction. Doing so, we get

$$\begin{aligned}(g-f)(x) &= g(x)-f(x)\\ &= \left(3-\frac{1}{x}\right)-\left(6x^2-2x\right)\\ &= 3-\frac{1}{x}-6x^2+2x\\ &= \frac{3x}{x}-\frac{1}{x}-\frac{6x^3}{x}+\frac{2x^2}{x}\\ &= \frac{3x-1-6x^3-2x^2}{x}\\ &= \frac{-6x^3-2x^2+3x-1}{x}\end{aligned}$$

d. As in the previous example, we have two ways to approach finding the domain $\frac{g}{f}$. First, we can find the domain of g and f separately, and find the intersection of these two sets. In addition, since $\left(\frac{g}{f}\right)(x)=\frac{g(x)}{f(x)}$, we are introducing a new denominator, namely $f(x)$, so we need to guard against this being 0 as well. Our previous work tells us that the domain of g is $(-\infty,0)\cup(0,\infty)$ and the domain of f is $(-\infty,\infty)$. Setting $f(x)=0$ gives $6x^2-2x=0$ or $x=0,\frac{1}{3}$. As a result, the domain of $\frac{g}{f}$ is all real numbers except $x=0$ and $x=\frac{1}{3}$, or

$$(-\infty,0)\cup\left(0,\frac{1}{3}\right)\cup\left(\frac{1}{3},\infty\right).$$

Alternatively, we may proceed as above and analyze the expression $\left(\frac{g}{f}\right)(x)=\frac{g(x)}{f(x)}$ before simplifying. In this case,

$$\left(\frac{g}{f}\right)(x)=\frac{g(x)}{f(x)}=\frac{3-\frac{1}{x}}{6x^2-2x}.$$

We see immediately from the "little" denominator that $x\neq 0$. To keep the "big" denominator away from 0, we solve $6x^2-2x=0$ and get $x=0$ or $x=\frac{1}{3}$. Hence, as before, we find the domain of $\frac{g}{f}$ to be

$$(-\infty, 0) \cup \left(0, \frac{1}{3}\right) \cup \left(\frac{1}{3}, \infty\right).$$

Next, we find and simplify a formula for $\left(\frac{g}{f}\right)(x)$.

$$\begin{aligned}
\left(\frac{g}{f}\right)(x) &= \frac{g(x)}{f(x)} \\
&= \frac{3 - \frac{1}{x}}{6x^2 - 2x} \\
&= \frac{3 - \frac{1}{x}}{6x^2 - 2x} \cdot \frac{x}{x} \\
&= \frac{3x - 1}{(6x^2 - 2x)\, x} \\
&= \frac{3x - 1}{2x^2(3x - 1)} \\
&= \frac{1 \cancel{(3x - 1)}}{2x^2 \cancel{(3x - 1)}} \\
&= \frac{1}{2x^2}
\end{aligned}$$

Note the importance of finding the domain of a function *before* simplifying its expression. In Example 1.5.1*d*, had we waited to find the domain of $\frac{g}{f}$ until after simplifying, we'd have the formula $\frac{1}{2x^2}$ to go by, and we would (incorrectly!) state the domain as $(-\infty, 0) \cup (0, \infty)$, since the other troublesome number, $x = \frac{1}{3}$, was canceled away. We'll see what this means geometrically later in this text. This is so important that it deserves some highlighting.

Caution: Find Domains Before Simplifying

When finding the domain of a function, do so *before* simplifying its expression.

Difference Quotients

Next, we turn our attention to the **difference quotient** of a function.

Definition: Difference Quotient

Given a function f, the **difference quotient** of f is the expression

$$\frac{f(x+h) - f(x)}{h}. \tag{1.5.1}$$

We will revisit this concept in the future, but for now, we use it as a way to practice function notation and function arithmetic. For reasons that will become clear in Calculus, "simplifying" a difference quotient means rewriting it in a form where the h in Equation 1.5.1 cancels from the denominator. Once that happens, we consider our work to be done.

Example 1.5.2

Find and simplify the difference quotients for the following functions

a. $f(x) = x^2 - x - 2$
b. $g(x) = \frac{3}{2x+1}$

c. $r(x)=\sqrt{x}$

Solutions

a. To find $f(x+h)$, we replace every occurrence of x in the formula $f(x)=x^2-x-2$ with the quantity $(x+h)$ to get

$$\begin{aligned} f(x+h) &= (x+h)^2-(x+h)-2 \\ &= x^2+2xh+h^2-x-h-2 \end{aligned}$$

So the difference quotient is

$$\begin{aligned} \frac{f(x+h)-f(x)}{h} &= \frac{\left(x^2+2xh+h^2-x-h-2\right)-\left(x^2-x-2\right)}{h} \\ &= \frac{x^2+2xh+h^2-x-h-2-x^2+x+2}{h} \\ &= \frac{2xh+h^2-h}{h} \\ &= \frac{h(2x+h-1)}{h} \\ &= \frac{\cancel{h}(2x+h-1)}{\cancel{h}} \\ &= 2x+h-1. \end{aligned}$$

b. To find $g(x+h)$, we replace every occurrence of x in the formula $g(x)=\frac{3}{2x+1}$ with the quantity $(x+h)$ to get

$$\begin{aligned} g(x+h) &= \frac{3}{2(x+h)+1} \\ &= \frac{3}{2x+2h+1}, \end{aligned}$$

which yields

$$\frac{g(x+h)-g(x)}{h} = \frac{\frac{3}{2x+2h+1}-\frac{3}{2x+1}}{h}$$

$$= \frac{\frac{3}{2x+2h+1}-\frac{3}{2x+1}}{h}\cdot\frac{(2x+2h+1)(2x+1)}{(2x+2h+1)(2x+1)}$$

$$= \frac{3(2x+1)-3(2x+2h+1)}{h(2x+2h+1)(2x+1)}$$ (distributing the numerator only - see Caution below)

$$= \frac{6x+3-6x-6h-3}{h(2x+2h+1)(2x+1)}$$

$$= \frac{-6h}{h(2x+2h+1)(2x+1)}$$

$$= \frac{-6\cancel{h}}{\cancel{h}(2x+2h+1)(2x+1)}$$

$$= \frac{-6}{(2x+2h+1)(2x+1)}$$

Since we have managed to cancel the original h from the denominator, we are done.

c. For $r(x)=\sqrt{x}$, we get $r(x+h)=\sqrt{x+h}$ so the difference quotient is

$$\frac{r(x+h)-r(x)}{h} = \frac{\sqrt{x+h}-\sqrt{x}}{h}.$$

In order to cancel the h from the denominator, we rationalize the numerator by multiplying both the numerator and denominator by its conjugate.

$$\frac{r(x+h)-r(x)}{h} = \frac{\sqrt{x+h}-\sqrt{x}}{h}$$

$$= \frac{(\sqrt{x+h}-\sqrt{x})}{h}\cdot\frac{(\sqrt{x+h}+\sqrt{x})}{(\sqrt{x+h}+\sqrt{x})}$$

$$= \frac{(\sqrt{x+h})^2-(\sqrt{x})^2}{h(\sqrt{x+h}+\sqrt{x})}$$ (distributing the numerator only - see Caution below)

$$= \frac{(x+h)-x}{h(\sqrt{x+h}+\sqrt{x})}$$

$$= \frac{h}{h(\sqrt{x+h}+\sqrt{x})}$$

$$= \frac{\cancel{h}^{1}}{\cancel{h}(\sqrt{x+h}+\sqrt{x})}$$

$$= \frac{1}{\sqrt{x+h}+\sqrt{x}}$$

Since we have removed the original h from the denominator, we are done.

Caution: Know When Not to Distribute

With difference quotients, you will commonly need to multiply the numerator **and** denominator of an expression by either

a. the LCD of all fractions within a compound fraction (a.k.a. simplifying compound fractions), or
b. the conjugate of either the numerator *or* the denominator (a.k.a. rationalizing).

When doing so, knowing what to distribute and what not to distribute is imperative.

Simplifying Compound Fractions

The entire point of multiplying the numerator **and** denominator of your compound fraction by the LCD of all the minor fractions is to "get rid of" denominators in those minor fractions; however, with difference quotients, it is common that the denominator of the entire (major) fraction is only h. In this case, **do not** distribute out the denominator! Doing so will complicate the mathematics, and you will lose visibility of factors that cancel.

Rationalizing

In a difference quotient, the entire point of multiplying the numerator **and** denominator by the conjugate of either the numerator *or* the denominator is to clear radicals. This will only happen with the conjugate pairs. So, definitely distribute the conjugate pairs, but **do not** distribute the non-conjugates.

For example, in Example $1.5.2c$, we multiplied the numerator **and** denominator by the conjugate of the numerator. We then distributed the *numerator* but did not bother with the distribution in the denominator. This is because distribution in the numerator cleared the radicals, but distribution in the denominator would do nothing other than make a mess.

Applications to Economics

As mentioned before, we will revisit difference quotients later in this text and explain them geometrically. For now, we want to move on to some classic applications of function arithmetic from Economics. For that, we need to think like entrepreneurs.

Suppose you are a manufacturer making a certain product. Let n be the **production level**, that is, the number of items produced in a given time period. It is customary to let $C(n)$ denote the function that calculates the total **cost** of producing the n items. The quantity $C(0)$, which represents the cost of producing no items, is the **fixed** cost and represents the money required to begin production. This typically includes supplies, machinery, and other operational costs needed to start the production of the item being sold. Associated with the total cost, $C(n)$, is the cost per item, or **average cost**, denoted $\overline{C}(n)$ and read "C-bar" of n. To compute $\overline{C}(n)$, we take the total cost, $C(n)$, and divide it by the number of items produced, n, to get

$$\overline{C}(n) = \frac{C(n)}{n}.$$

On the retail end, we have the **price** p charged per item. To simplify the dialog and computations in this text, we assume that the number of items sold equals the number of items produced. That is, supply is equal to demand. We regard n as the independent variable and p as the dependent variable and speak of the **price-demand** function, $p(n)$.[2] Hence, $p(n)$ returns the price charged per item when n items are produced and sold.

Our next function to consider is the **revenue** function, $R(n)$. The function $R(n)$ computes the amount of money collected as a result of selling n items. Since $p(n)$ is the price charged per item, we have

$$R(n) = n\,p(n).$$

Finally, the **profit** function, $P(n)$ calculates how much money is earned after the costs are paid. That is,

$$P(n) = (R - C)(n) = R(n) - C(n).$$

We summarize all of these functions below.

Summary of Common Economic Functions

Suppose n represents the quantity of items produced and sold.

- The price-demand function, $p(n)$, calculates the price per item.
- The revenue function, $R(n)$, calculates the total money collected by selling n items at a price $p(n)$,

$$R(n) = n\,p(n).$$

- The cost function, $C(n)$, calculates the cost to produce n items. The value $C(0)$ is called the fixed cost or start-up cost.

- The average cost function,

$$\overline{C}(n) = \frac{C(n)}{n},$$

calculates the cost per item when making n items. Here, we necessarily assume $n > 0$.
- The profit function, $P(n)$, calculates the money earned after costs are paid when n items are produced and sold,

$$P(n) = (R - C)(n) = R(n) - C(n).$$

It is high time for an example.

Example 1.5.3

Let n represent the number of dOpi media players produced and sold in a typical week. Suppose the cost, in dollars, to make n dOpi media players is given by $C(n) = 100n + 2000$, for $n \geq 0$, and the price, in dollars per dOpi, is given by $p(n) = 450 - 15n$ for $0 \leq n \leq 30$.

a. Find and interpret $C(0)$.
b. Find and interpret $\overline{C}(10)$.
c. Find and interpret $p(0)$ and $p(20)$.
d. Solve $p(n) = 0$ and interpret the result.
e. Find and simplify expressions for the revenue function $R(n)$ and the profit function $P(n)$.
f. Find and interpret $R(0)$ and $P(0)$.
g. Solve $P(n) = 0$ and interpret the result.

Solutions

a. We substitute $n = 0$ into the formula for $C(n)$ and get

$$C(0) = 100(0) + 2000 = 2000.$$

This means to produce 0 dOpi media players, it costs $2000. In other words, the fixed (or start-up) costs are $2000. The reader is encouraged to contemplate what sorts of expenses these might be.

b. Since $\overline{C}(n) = \frac{C(n)}{n}$,

$$\overline{C}(10) = \frac{C(10)}{10} = \frac{3000}{10} = 300.$$

This means when 10 dOpi media players are produced, the cost to manufacture them amounts to $300 per dOpi.

c. Plugging $n = 0$ into the expression for $p(n)$ gives

$$p(0) = 450 - 15(0) = 450.$$

This means no dOpi media players are sold if the price is $450 per dOpi. On the other hand,

$$p(20) = 450 - 15(20) = 150$$

means to sell 20 dOpi media players in a typical week, the price should be set at $150 per dOpi.

d. Setting $p(n) = 0$ gives $450 - 15n = 0$. Solving gives $n = 30$. This means that to sell 30 dOpi media players in a typical week, the price must be $0. Moreover, this means that even if dOpi media players were given away for free, the retailer could only move 30 of them.

e. To find the revenue, we compute

$$R(n) = n\,p(n) = n(450 - 15n) = 450n - 15n^2.$$

Since the formula for $p(n)$ is valid only for $0 \leq n \leq 30$, our formula $R(n)$ is also restricted to $0 \leq n \leq 30$. Using the given formula for $C(n)$ and the derived formula for $R(n)$, we get

$$P(n) = \left(450n - 15n^2\right) - (100n + 2000) = -15n^2 + 350n - 2000.$$

As before, the validity of this formula is for $0 \leq n \leq 30$ only.

f. We find $R(0) = 0$ which means if no dOpi media players are sold, we have no revenue, which makes sense. Turning to profit, $P(0) = -2000$ since $P(n) = R(n) - C(n)$ and $P(0) = R(0) - C(0) = -2000$. This means that if no dOpi media players are sold, more money ($2000 to be exact!) was put into producing the dOpi media players than was recouped in sales. In number 1,

we found the fixed costs to be \$2000, so it makes sense that if we sell no dOpi media players, we are out those start-up costs.

g. Setting $P(n) = 0$ gives $-15n^2 + 350n - 2000 = 0$. Factoring gives $-5(n-10)(3n-40) = 0$ so $n = 10$ or $n = \frac{40}{3}$. What do these values mean in the context of the problem?

   Since $P(n) = R(n) - C(n)$, solving $P(n) = 0$ is the same as solving $R(n) = C(n)$. This means that the solutions to $P(n) = 0$ are the production (and sales) figures for which the sales revenue exactly balances the total production costs. These are the so-called **"break-even"** points. The solution $n = 10$ means ten dOpi media players should be produced (and sold) during the week to recoup the cost of production. For $n = \frac{40}{3} = 13.\overline{3}$, things are a bit more complicated. Even though $n = 13.\overline{3}$ satisfies $0 \leq n \leq 30$, and hence is in the domain of P, it doesn't make sense in the context of this problem to produce a fractional part of a dOpi. Evaluating $P(13) = 15$ and $P(14) = -40$, we see that producing and selling 13 dOpi media players per week makes a (slight) profit, whereas producing just one more puts us back into the red. While breaking even is nice, we ultimately would like to find what production level (and price) will result in the largest profit, and we'll do just that in a later section.

Footnotes

[1] Thus, x is an element of the intersection of the two domains.

[2] From a retail perspective, it seems natural to think of the number of items sold, n, as a function of the price charged, p. After all, the retailer can easily adjust the price to sell more products. In the language of functions, n would be the dependent variable, and p would be the independent variable, or, using function notation, we have a function $n(p)$. While we will adopt this convention later in the text, we will hold with tradition at this point and consider the price p as a function of the number of items sold, n.

1.5E: Exercises

Exercises

In Exercises 1 - 10, use the pair of functions f and g to find the following values if they exist.

- $(f+g)(2)$
- $(f-g)(-1)$
- $(g-f)(1)$
- $(fg)\left(\frac{1}{2}\right)$
- $\left(\frac{f}{g}\right)(0)$
- $\left(\frac{g}{f}\right)(-2)$

1. $f(x)=3x+1$ and $g(x)=4-x$
2. $f(x)=x^2$ and $g(x)=-2x+1$
3. $f(x)=x^2-x$ and $g(x)=12-x^2$
4. $f(x)=2x^3$ and $g(x)=-x^2-2x-3$
5. $f(x)=\sqrt{x+3}$ and $g(x)=2x-1$
6. $f(x)=\sqrt{4-x}$ and $g(x)=\sqrt{x+2}$
7. $f(x)=2x$ and $g(x)=\frac{1}{2x+1}$
8. $f(x)=x^2$ and $g(x)=\frac{3}{2x-3}$
9. $f(x)=x^2$ and $g(x)=\frac{1}{x^2}$
10. $f(x)=x^2+1$ and $g(x)=\frac{1}{x^2+1}$

In Exercises 11 - 20, use the pair of functions f and g to find the domain of the indicated function then find and simplify an expression for it.

- $(f+g)(x)$
- $(f-g)(x)$
- $(fg)(x)$
- $\left(\frac{f}{g}\right)(x)$

11. $f(x)=2x+1$ and $g(x)=x-2$
12. $f(x)=1-4x$ and $g(x)=2x-1$
13. $f(x)=x^2$ and $g(x)=3x-1$
14. $f(x)=x^2-x$ and $g(x)=7x$
15. $f(x)=x^2-4$ and $g(x)=3x+6$
16. $f(x)=-x^2+x+6$ and $g(x)=x^2-9$
17. $f(x)=\frac{x}{2}$ and $g(x)=\frac{2}{x}$
18. $f(x)=x-1$ and $g(x)=\frac{1}{x-1}$
19. $f(x)=x$ and $g(x)=\sqrt{x+1}$
20. $f(x)=\sqrt{x-5}$ and $g(x)=f(x)=\sqrt{x-5}$

In Exercises 21 - 45, find and simplify the difference quotient $\frac{f(x+h)-f(x)}{h}$ for the given function.

21. $f(x)=2x-5$
22. [MOM] $f(x)=-3x+5$
23. [MOM] $f(x)=6$
24. [MOM] $f(x)=3x^2-x$
25. [MOM] $f(x)=-x^2+2x-1$
26. $f(x)=4x^2$
27. $f(x)=x-x^2$
28. $f(x)=x^3+1$
29. $f(x)=mx+b$ where $m\neq 0$

30. $f(x) = ax^2 + bx + c$ where $a \neq 0$
31. $f(x) = \frac{2}{x}$
32. [MOM] $f(x) = \frac{3}{1-x}$
33. $f(x) = \frac{1}{x^2}$
34. [MOM] $f(x) = \frac{2}{x+5}$
35. $f(x) = \frac{1}{4x-3}$
36. [MOM] $f(x) = \frac{3x}{x+1}$
37. $f(x) = \frac{x}{x-9}$
38. $f(x) = \frac{x^2}{2x+1}$
39. [MOM] $f(x) = \sqrt{x-9}$
40. $f(x) = \sqrt{2x+1}$
41. $f(x) = \sqrt{-4x+5}$
42. $f(x) = \sqrt{4-x}$
43. $f(x) = \sqrt{ax+b}$, where $a \neq 0$.
44. $f(x) = x\sqrt{x}$
45. $f(x) = \sqrt[3]{x}$. **HINT**: $(a-b)\left(a^2+ab+b^2\right) = a^3 - b^3$

In Exercises 46 - 50, $C(x)$ denotes the cost to produce x items and $p(x)$ denotes the price-demand function in the given economic scenario. In each Exercise, do the following

- Find and interpret $C(0)$.
- Find and interpret $\overline{C}(10)$.
- Find and interpret $p(5)$.
- Find and simplify $R(x)$.
- Find and simplify $P(x)$.
- Solve $P(x) = 0$ and interpret.

46. The cost, in dollars, to produce x "I'd rather be a Sasquatch" T-Shirts is $C(x) = 2x + 26$, $x \geq 0$ and the price-demand function, in dollars per shirt, is $p(x) = 30 - 2x$, $0 \leq x \leq 15$.
47. The cost, in dollars, to produce x bottles of 100% All-Natural Certified Free-Trade Organic Sasquatch Tonic is $C(x) = 10x + 100$, $x \geq 0$ and the price-demand function, in dollars per bottle, is $p(x) = 35 - x, 0 \leq x \leq 35$.
48. The cost, in cents, to produce x cups of Mountain Thunder Lemonade at Junior's Lemonade Stand is $C(x) = 18x + 240$, $x \geq 0$ and the price-demand function, in cents per cup, is $p(x) = 90 - 3x, 0 \leq x \leq 30$.
49. The daily cost, in dollars, to produce x Sasquatch Berry Pies $C(x) = 3x + 36$, $x \geq 0$ and the price-demand function, in dollars per pie, is $p(x) = 12 - 0.5x$, $0 \leq x \leq 24$.
50. The monthly cost, in hundreds of dollars, to produce x custom built electric scooters is $C(x) = 20x + 1000$, $x \geq 0$ and the price-demand function, in hundreds of dollars per scooter, is $p(x) = 140 - 2x$, $0 \leq x \leq 70$.

In Exercises 51 - 62, let f be the function defined by

$$f = \{(-3,4), (-2,2), (-1,0), (0,1), (1,3), (2,4), (3,-1)\}$$

and let g be the function defined

$$g = \{(-3,-2), (-2,0), (-1,-4), (0,0), (1,-3), (2,1), (3,2)\}$$

Compute the indicated value if it exists.

51. $(f+g)(-3)$
52. $(f-g)(2)$
53. $(fg)(-1)$
54. $(g+f)(1)$
55. $(g-f)(3)$
56. $(gf)(-3)$
57. $\left(\frac{f}{g}\right)(-2)$
58. $\left(\frac{f}{g}\right)(-1)$

59. $\left(\frac{f}{g}\right)(2)$
60. $\left(\frac{g}{f}\right)(-1)$
61. $\left(\frac{g}{f}\right)(3)$
62. $\left(\frac{g}{f}\right)(-3)$

Answers

1. For $f(x)=3x+1$ and $g(x)=4-x$
   - $(f+g)(2)=9$
   - $(f-g)(-1)=-7$
   - $(g-f)(1)=-1$
   - $(fg)\left(\frac{1}{2}\right)=\frac{35}{4}$
   - $\left(\frac{f}{g}\right)(0)=\frac{1}{4}$
   - $\left(\frac{g}{f}\right)(-2)=-\frac{6}{5}$
2. For $f(x)=x^2$ and $g(x)=-2x+1$
   - $(f+g)(2)=1$
   - $(f-g)(-1)=-2$
   - $(g-f)(1)=-2$
   - $(fg)\left(\frac{1}{2}\right)=0$
   - $\left(\frac{f}{g}\right)(0)=0$
   - $\left(\frac{g}{f}\right)(-2)=\frac{5}{4}$
3. For $f(x)=x^2-x$ and $g(x)=12-x^2$
   - $(f+g)(2)=10$
   - $(f-g)(-1)=-9$
   - $(g-f)(1)=11$
   - $(fg)\left(\frac{1}{2}\right)=-\frac{47}{16}$
   - $\left(\frac{f}{g}\right)(0)=0$
   - $\left(\frac{g}{f}\right)(-2)=\frac{4}{3}$
4. For $f(x)=2x^3$ and $g(x)=-x^2-2x-3$
   - $(f+g)(2)=5$
   - $(f-g)(-1)=0$
   - $(g-f)(1)=-8$
   - $(fg)\left(\frac{1}{2}\right)=-\frac{17}{16}$
   - $\left(\frac{f}{g}\right)(0)=0$
   - $\left(\frac{g}{f}\right)(-2)=\frac{3}{16}$
5. For $f(x)=\sqrt{x+3}$ and $g(x)=2x-1$
   - $(f+g)(2)=3+\sqrt{5}$
   - $(f-g)(-1)=3+\sqrt{2}$
   - $(g-f)(1)=-1$
   - $(fg)\left(\frac{1}{2}\right)=0$
   - $\left(\frac{f}{g}\right)(0)=-\sqrt{3}$
   - $\left(\frac{g}{f}\right)(-2)=-5$
6. For $f(x)=\sqrt{4-x}$ and $g(x)=\sqrt{x+2}$
   - $(f+g)(2)=2+\sqrt{2}$

- $(f-g)(-1)=-1+\sqrt{5}$
- $(g-f)(1)=0$
- $(fg)\left(\frac{1}{2}\right)=\frac{\sqrt{35}}{2}$
- $\left(\frac{f}{g}\right)(0)=\sqrt{2}$
- $\left(\frac{g}{f}\right)(-2)=0$

7. For $f(x)=2x$ and $g(x)=\frac{1}{2x+1}$
   - $(f+g)(2)=\frac{21}{5}$
   - $(f-g)(-1)=-1$
   - $(g-f)(1)=-\frac{5}{3}$
   - $(fg)\left(\frac{1}{2}\right)=\frac{1}{2}$
   - $\left(\frac{f}{g}\right)(0)=0$
   - $\left(\frac{g}{f}\right)(-2)=\frac{1}{12}$
8. For $f(x)=x^2$ and $g(x)=\frac{3}{2x-3}$
   - $(f+g)(2)=7$
   - $(f-g)(-1)=\frac{8}{5}$
   - $(g-f)(1)=-4$
   - $(fg)\left(\frac{1}{2}\right)=-\frac{3}{8}$
   - $\left(\frac{f}{g}\right)(0)=0$
   - $\left(\frac{g}{f}\right)(-2)=-\frac{3}{28}$
9. For $f(x)=x^2$ and $g(x)=\frac{1}{x^2}$
   - $(f+g)(2)=\frac{17}{4}$
   - $(f-g)(-1)=0$
   - $(g-f)(1)=0$
   - $(fg)\left(\frac{1}{2}\right)=1$
   - $\left(\frac{f}{g}\right)(0)$ is undefined.
   - $\left(\frac{g}{f}\right)(-2)=\frac{1}{16}$
10. For $f(x)=x^2+1$ and $g(x)=\frac{1}{x^2+1}$
    - $(f+g)(2)=\frac{26}{5}$
    - $(f-g)(-1)=\frac{3}{2}$
    - $(g-f)(1)=-\frac{3}{2}$
    - $(fg)\left(\frac{1}{2}\right)=1$
    - $\left(\frac{f}{g}\right)(0)=1$
    - $\left(\frac{g}{f}\right)(-2)=\frac{1}{25}$
11. For For $f(x)=2x+1$ and $g(x)=x-2$
    - $(f+g)(x)=3x-1$

      Domain: $(-\infty,\infty)$
    - ˆ $(f-g)(x)=x+3$

      Domain: $(-\infty,\infty)$
    - $(fg)(x)=2x^2-3x-2$

      Domain: $(-\infty,\infty)$
    - $\left(\frac{f}{g}\right)(x)=\frac{2x+1}{x-2}$

Domain: $(-\infty, 2) \cup (2, \infty)$

12. For $f(x) = 1 - 4x$ and $g(x) = 2x - 1$
    - ^ (f + g)(x) = -2x

      Domain: $(-\infty, \infty)$
    - ^ $(f - g)(x) = 2 - 6x$

      Domain: $(-\infty, \infty)$
    - $(fg)(x) = -8x^2 + 6x - 1$

      Domain: $(-\infty, \infty)$
    - $\left(\frac{f}{g}\right)(x) = \frac{1-4x}{2x-1}$

      Domain: $\left(-\infty, \frac{1}{2}\right) \cup \left(\frac{1}{2}, \infty\right)$
13. For $f(x) = x^2$ and $g(x) = 3x - 1$
    - $(f + g)(x) = x^2 + 3x - 1$

      Domain: $(-\infty, \infty)$
    - $(f - g)(x) = x^2 - 3x + 1$

      Domain: $(-\infty, \infty)$
    - $(fg)(x) = 3x^3 - x^2$

      Domain: $(-\infty, \infty)$
    - $\left(\frac{f}{g}\right)(x) = \frac{x^2}{3x-1}$

      Domain: $\left(-\infty, \frac{1}{3}\right) \cup \left(\frac{1}{3}, \infty\right)$
14. For $f(x) = x^2 - x$ and $g(x) = 7x$
    - $(f + g)(x) = x^2 + 6x$

      Domain: $(-\infty, \infty)$
    - $(f - g)(x) = x^2 - 8x$

      Domain: $(-\infty, \infty)$
    - $(fg)(x) = 7x^3 - 7x^2$

      Domain: $(-\infty, \infty)$
    - $\left(\frac{f}{g}\right)(x) = \frac{x-1}{7}$

      Domain: $(-\infty, 0) \cup (0, \infty)$
15. For $f(x) = x^2 - 4$ and $g(x) = 3x + 6$
    - $(f + g)(x) = x^2 + 3x + 2$

      Domain: $(-\infty, \infty)$
    - $(f - g)(x) = x^2 - 3x - 10$

      Domain: $(-\infty, \infty)$
    - $(fg)(x) = 3x^3 + 6x^2 - 12x - 24$

      Domain: $(-\infty, \infty)$
    - $\left(\frac{f}{g}\right)(x) = \frac{x-2}{3}$

      Domain: $(-\infty, -2) \cup (-2, \infty)$

16. For $f(x)=-x^2+x+6$ and $g(x)=x^2-9$
    - ˆ $(f+g)(x)=x-3$

      Domain: $(-\infty,\infty)$
    - $(f-g)(x)=-2x^2+x+15$

      Domain: $(-\infty,\infty)$
    - $(fg)(x)=-x^4+x^3+15x^2-9x-54$

      Domain: $(-\infty,\infty)$
    - $\left(\frac{f}{g}\right)(x)=-\frac{x+2}{x+3}$

      Domain: $(-\infty,-3)\cup(-3,3)\cup(3,\infty)$
17. For $f(x)=\frac{x}{2}$ and $g(x)=\frac{2}{x}$
    - $(f+g)(x)=\frac{x^2+4}{2x}$

      Domain: $(-\infty,0)\cup(0,\infty)$
    - $(f-g)(x)=\frac{x^2-4}{2x}$

      Domain: $(-\infty,0)\cup(0,\infty)$
    - ˆ $(fg)(x)=1$

      Domain: $(-\infty,0)\cup(0,\infty)$
    - $\left(\frac{f}{g}\right)(x)=\frac{x^2}{4}$

      Domain: $(-\infty,0)\cup(0,\infty)$
18. For $f(x)=x-1$ and $g(x)=\frac{1}{x-1}$
    - $(f+g)(x)=\frac{x^2-2x+2}{x-1}$

      Domain: $(-\infty,1)\cup(1,\infty)$
    - $(f-g)(x)=\frac{x^2-2x}{x-1}$

      Domain: $(-\infty,1)\cup(1,\infty)$
    - $(fg)(x)=1$

      Domain: $(-\infty,1)\cup(1,\infty)$
    - $\left(\frac{f}{g}\right)(x)=x^2-2x+1$

      Domain: $(-\infty,1)\cup(1,\infty)$
19. For $f(x)=x$ and $g(x)=\sqrt{x+1}$
    - $(f+g)(x)=x+\sqrt{x+1}$

      Domain: $[-1,\infty)$
    - $(f-g)(x)=x-\sqrt{x+1}$

      Domain: $[-1,\infty)$
    - $(fg)(x)=x\sqrt{x+1}$

      Domain: $[-1,\infty)$
    - $\left(\frac{f}{g}\right)(x)=\frac{x}{\sqrt{x+1}}$

      Domain: $(-1,\infty)$

https://math.libretexts.org/@go/page/120108

20. For $f(x)=\sqrt{x-5}$ and $g(x)=f(x)=\sqrt{x-5}$
    - $(f+g)(x)=2\sqrt{x-5}$

      Domain: $[5,\infty)$
    - (f − g)(x) = 0

      Domain: $[5,\infty)$
    - $(fg)(x)=x-5$

      Domain: $[5,\infty)$
    - $\left(\frac{f}{g}\right)(x)=1$

      Domain: $(5,\infty)$
21. 2
22. [MOM]
23. [MOM]
24. [MOM]
25. [MOM]
26. $8x+4h$
27. $-2x-h+1$
28. $3x^2+3xh+h^2$
29. m
30. $2ax+ah+b$
31. $\frac{-2}{x(x+h)}$
32. [MOM]
33. $\frac{-(2x+h)}{x^2(x+h)^2}$
34. [MOM]
35. $\frac{-4}{(4x-3)(4x+4h-3)}$
36. [MOM]
37. $\frac{-9}{(x-9)(x+h-9)}$
38. $\frac{2x^2+2xh+2x+h}{(2x+1)(2x+2h+1)}$
39. [MOM]
40. $\frac{2}{\sqrt{2x+2h+1}+\sqrt{2x+1}}$
41. $\frac{-4}{\sqrt{-4x-4h+5}+\sqrt{-4x+5}}$
42. $\frac{-1}{\sqrt{4-x-h}+\sqrt{4-x}}$
43. $\frac{a}{\sqrt{ax+ah+b}+\sqrt{ax+b}}$
44. $\frac{3x^2+3xh+h^2}{(x+h)^{3/2}+x^{3/2}}$
45. $\frac{1}{(x+h)^{2/3}+(x+h)^{1/3}x^{1/3}+x^{2/3}}$
46. - $C(0)=26$, so the fixed costs are \$26.
    - $\overline{C}(10)=4.6$, so when 10 shirts are produced, the cost per shirt is \$4.60.
    - $p(5)=20$, so to sell 5 shirts, set the price at \$20 per shirt.
    - $R(x)=-2x^2+30x$, $0\le x\le 15$
    - $P(x)=-2x^2+28x-26$, $0\le x\le 15$
    - $P(x)=0$ when $x=1$ and $x=13$. These are the 'break even' points, so selling 1 shirt or 13 shirts will guarantee the revenue earned exactly recoups the cost of production.
47. - $C(0)=100$, so the fixed costs are \$100.
    - $\overline{C}(10)=20$, so when 10 bottles of tonic are produced, the cost per bottle is \$20.
    - $p(5)=30$, so to sell 5 bottles of tonic, set the price at \$30 per bottle.

- $R(x) = -x^2 + 35x, 0 \le x \le 35$
- $P(x) = -x^2 + 25x - 100, 0 \le x \le 35$
- $P(x) = 0$, when $x = 5$ and $x = 20$. These are the 'break even' points, so selling 5 bottles of tonic or 20 bottles of tonic will guarantee the revenue earned exactly recoups the cost of production.

48.
- $C(0) = 240$, so the fixed costs are 240¢ or \$2.40.
- $\overline{C}(10) = 42$, so when 10 cups of lemonade are made, the cost per cup is 42¢.
- $p(5) = 75$, so to sell 5 cups of lemonade, set the price at 75¢ per cup.
- $R(x) = -3x^2 + 90x, 0 \le x \le 30$
- $P(x) = -3x^2 + 72x - 240, 0 \le x \le 30$
- $P(x) = 0$ when $x = 4$ and $x = 20$. These are the 'break even' points, so selling 4 cups of lemonade or 20 cups of lemonade will guarantee the revenue earned exactly recoups the cost of production.

49.
- $C(0) = 36$, so the daily fixed costs are \$36.
- $\overline{C}(10) = 6.6$, so when 10 pies are made, the cost per pie is \$6.60.
- $p(5) = 9.5$, so to sell 5 pies a day, set the price at \$9.50 per pie.
- $R(x) = -0.5x^2 + 12x, 0 \le x \le 24$
- $P(x) = -0.5x^2 + 9x - 36, 0 \le x \le 24$
- $P(x) = 0$ when $x = 6$ and $x = 12$. These are the 'break even' points, so selling 6 pies or 12 pies a day will guarantee the revenue earned exactly recoups the cost of production.

50.
- $C(0) = 1000$, so the monthly fixed costs are 1000 hundred dollars, or \$100,000.
- $\overline{C}(10) = 120$, so when 10 scooters are made, the cost per scooter is 120 hundred dollars, or \$12,000.
- $p(5) = 130$, so to sell 5 scooters a month, set the price at 130 hundred dollars, or \$13,000 per scooter.
- $R(x) = -2x^2 + 140x, 0 \le x \le 70$
- $P(x) = -2x^2 + 120x - 1000, 0 \le x \le 70$
- P(x) = 0 when x = 10 and x = 50. These are the 'break even' points, so selling 10 scooters or 50 scooters a month will guarantee the revenue earned exactly recoups the cost of production.

51. $(f+g)(-3) = 2$
52. $(f-g)(2) = 3$
53. $(fg)(-1) = 0$
54. $(g+f)(1) = 0$
55. $(g-f)(3) = 3$
56. $(gf)(-3) = -8$
57. $\left(\frac{f}{g}\right)(-2)$ does not exist
58. $\left(\frac{f}{g}\right)(-1) = 0$
59. $\left(\frac{f}{g}\right)(2) = 4$
60. $\left(\frac{g}{f}\right)(-1)$ does not exist
61. $\left(\frac{g}{f}\right)(3) = -2$
62. $\left(\frac{g}{f}\right)(-3) = -\frac{1}{2}$

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1.6: Graphs of Functions

Topics Reviewed in a Typical Corequiste Course

The following topics related to the material in this section are assumed prerequisites for this course. They are only covered if you are enrolled in a class with corequisite support:

- Factoring trinomials

Topics that must be assumed prerequisites (even for a class with corequisite support) are:

- Using the Zero Factor Property to solve polynomial equations

Learning Objectives

- Use the Fundamental Graphing Principle for Functions to graph a function by point-plotting.
- Graph a piecewise function using point-plotting.
- Identify the zeros of a function from its graph.
- Determine if a function is odd, even, or neither.
- Use graphing technology to graph a function.
- Identify the interval(s) over which the graph of a function is increasing, decreasing, or constant.
- Given the graph of a function (or given a function that can easily be graphed), state local and absolute extrema.
- Use graphing technology to approximate local and absolute extrema (along with intervals of increase, decrease, and constancy).

Graphing Functions by Point-Plotting

In Section 1.3, we defined a function as a special type of relation; one in which each x-coordinate was matched with only one y-coordinate. We spent most of our time in that section looking at functions graphically because they were, after all, just sets of points in the plane. Then, in Section 1.4, we described a function as a process and defined the notation necessary to work with functions algebraically. So now it's time to look at functions graphically again, only this time we'll do so with the notation defined in Section 1.4. We start with what should not be a surprising connection.

Theorem: Fundamental Graphing Principle for Functions

The graph of a function f is the set of points which satisfy the equation $y = f(x)$. That is, the point (x, y) is on the graph of f if and only if $y = f(x)$.

Example 1.6.1

Graph $f(x) = x^2 - x - 6$.

Solution

To graph f, we graph the equation $y = f(x)$. To this end, we use the techniques outlined previously. Specifically, we check for intercepts, test for symmetry, and plot additional points as needed. To find the x-intercepts, we set $y = 0$. Since $y = f(x)$, this means $f(x) = 0$.

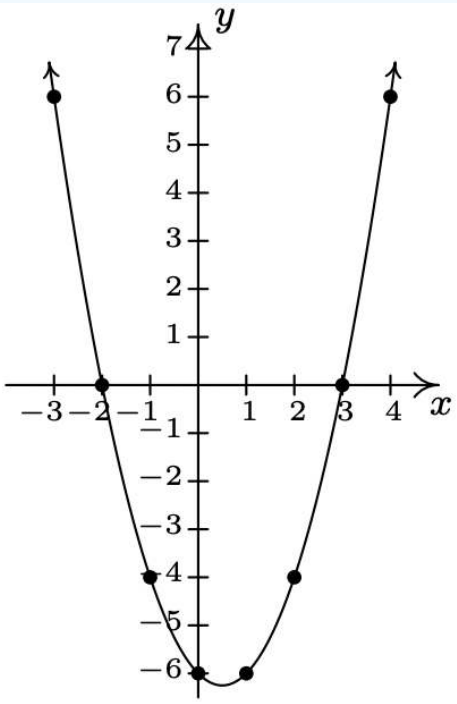
$$\begin{aligned} f(x) &= x^2 - x - 6 \\ \Longrightarrow \quad 0 &= x^2 - x - 6 \\ \Longrightarrow \quad 0 &= (x-3)(x+2) \end{aligned}$$

This implies either $x - 3 = 0$ or $x + 2 = 0$. Therefore, $x = 3$ or $x = -2$. So we get $(-2, 0)$ and $(3, 0)$ as x-intercepts. To find the y-intercept, we set $x = 0$. Using function notation, this is the same as finding $f(0)$ and $f(0) = 0^2 - 0 - 6 = -6$. Thus the y-intercept is $(0, -6)$.

As far as symmetry is concerned, we can tell from the intercepts that the graph possesses none of the three symmetries discussed thus far.[1] We can make a table analogous to the ones we made in Section 1.2, plot the points and connect the dots

in a somewhat pleasing fashion to get the graph below.

x	$f(x)$	$(x, f(x))$
-3	6	$(-3, 6)$
-2	0	$(-2, 0)$
-1	-4	$(-1, -4)$
0	-6	$(0, -6)$
1	-6	$(1, -6)$
2	-4	$(2, -4)$
3	0	$(3, 0)$
4	6	$(4, 6)$



Caution: Point-Plotting Will Inevitably Be Thrown Out as a Method of Graphing

As has been mentioned previously, graphing a function (or relation) by making a table of values and plotting points is only an acceptable method of graphing while we are in the beginning of learning College Algebra. In your Algebra course(s), you learned to graph functions via transformations. This is the method we will review in Section 1.7 and it is the *only* method you will use to graph from that point forward.

We can see that graphing simple quadratic functions is not too bad, but graphing piecewise-defined functions is a bit more of a challenge.

Example 1.6.2

Graph the following (piecewise) function.

$$f(x) = \begin{cases} 4 - x^2 & \text{if} \quad x < 1 \\ x - 3, & \text{if} \quad x \geq 1 \end{cases}$$

Solution

We proceed as before – finding intercepts, testing for symmetry and then plotting additional points as needed.

To find the x-intercepts, as before, we set $f(x) = 0$. The twist is that we have two formulas for $f(x)$. For $x < 1$, we use the formula $f(x) = 4 - x^2$. Setting $f(x) = 0$ gives $0 = 4 - x^2$, so that $x = \pm 2$. However, of these two answers, only $x = -2$ fits in the domain $x < 1$ for this piece. This means the only x-intercept for the $x < 1$ region of the x-axis is $(-2, 0)$. For $x \geq 1$, $f(x) = x - 3$. Setting $f(x) = 0$ gives $0 = x - 3$, or $x = 3$. Since $x = 3$ satisfies the inequality $x \geq 1$, we get $(3, 0)$ as another x-intercept.

Next, we seek the y-intercept. Notice that $x = 0$ falls in the domain $x < 1$. Thus $f(0) = 4 - 0^2 = 4$ yields the y-intercept $(0, 4)$.

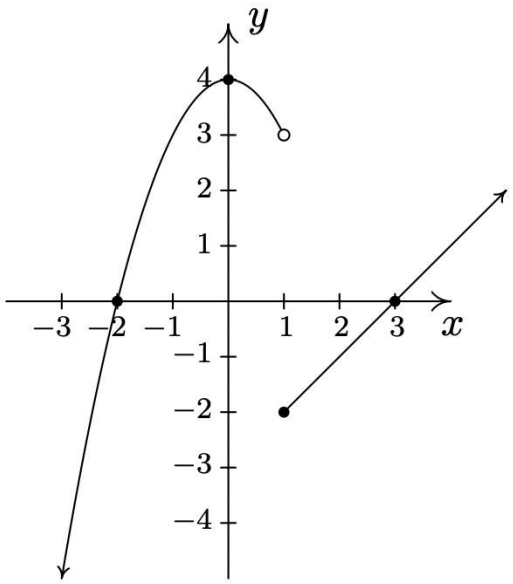
As far as symmetry is concerned, you can check that the equation $y = 4 - x^2$ is symmetric about the y-axis; unfortunately, this equation (and its symmetry) is valid only for $x < 1$. You can also verify $y = x - 3$ possesses none of the symmetries

discussed in the Section 1.2.

When plotting additional points, it is important to keep in mind the restrictions on x for each piece of the function. The sticking point for this function is $x = 1$, since this is where the equations change. When $x = 1$, we use the formula $f(x) = x - 3$, so the point on the graph $(1, f(1))$ is $(1, -2)$. However, for all values less than 1, we use the formula $f(x) = 4 - x^2$. Thus for the values $x = 0.9$, $x = 0.99$, $x = 0.999$, and so on, we find the corresponding y-values using the formula $f(x) = 4 - x^2$. Making a table as before, we see that as the x values sneak up to $x = 1$ in this fashion, the $f(x)$ values inch closer and closer to $4 - 1^2 = 3$. To indicate this graphically, we use an open circle at the point $(1, 3)$.

Putting all of this information together and plotting additional points, we get

x	$f(x)$	$(x, f(x))$
0.9	3.19	$(0.9, 3.19)$
0.99	≈ 3.02	$(0.99, 3.02)$
0.999	≈ 3.002	$(0.999, 3.002)$



In the previous two examples, the x-coordinates of the x-intercepts of the graph of $y = f(x)$ were found by solving $f(x) = 0$. For this reason, they are called the **zeros** of f.

Definition: Zeros of a Function

The **zeros** of a function f are the solutions to the equation $f(x) = 0$.

In other words, x is a zero of f if and only if $(x, 0)$ is an x-intercept of the graph of $y = f(x)$.

Symmetry of Graphs of Functions

Of the three symmetries discussed in Section 1.2, only two are of significance to functions: symmetry about the y-axis and symmetry about the origin.[2] Recall that we can test whether the graph of an equation is symmetric about the y-axis by replacing x with $-x$ and checking to see if an equivalent equation results. If we are graphing the equation $y = f(x)$, substituting $-x$ for x results in the equation $y = f(-x)$. In order for this equation to be equivalent to the original equation $y = f(x)$, we need $f(-x) = f(x)$.

In a similar fashion, we recall that to test an equation's graph for symmetry about the origin, we replace x and y with $-x$ and $-y$, respectively. Doing this substitution in the equation $y = f(x)$ results in $-y = f(-x)$. Solving the latter equation for y gives $y = -f(-x)$. In order for this equation to be equivalent to the original equation $y = f(x)$ we need $-f(-x) = f(x)$, or, equivalently, $f(-x) = -f(x)$.

Theorem: Tests for Symmetry

The graph of a function f is symmetric

- about the y-axis if and only if $f(-x) = f(x)$ for all x in the domain of f.
- about the origin if and only if $f(-x) = -f(x)$ for all x in the domain of f.

For reasons which won't become clear until we study polynomials, we call a function **even** if its graph is symmetric about the y-axis or **odd** if its graph is symmetric about the origin. Apart from a very specialized family of functions which are both even and odd, functions fall into one of three distinct categories: even, odd, or neither even nor odd.

Example 1.6.3

Determine, analytically,[3] if the following functions are even, odd, or neither even nor odd. Verify your result with graphing technology.

a. $f(x) = \dfrac{5}{2-x^2}$

b. $g(x) = \dfrac{5x}{2-x^2}$

c. $h(x) = \dfrac{5x}{2-x^3}$

d. $i(x) = \dfrac{5x}{2x-x^3}$

e. $j(x) = x^2 - \dfrac{x}{100} - 1$

f.

$$p(x) = \begin{cases} x+3 & \text{if} \quad x < 0 \\ -x+3, & \text{if} \quad x \geq 0 \end{cases}$$

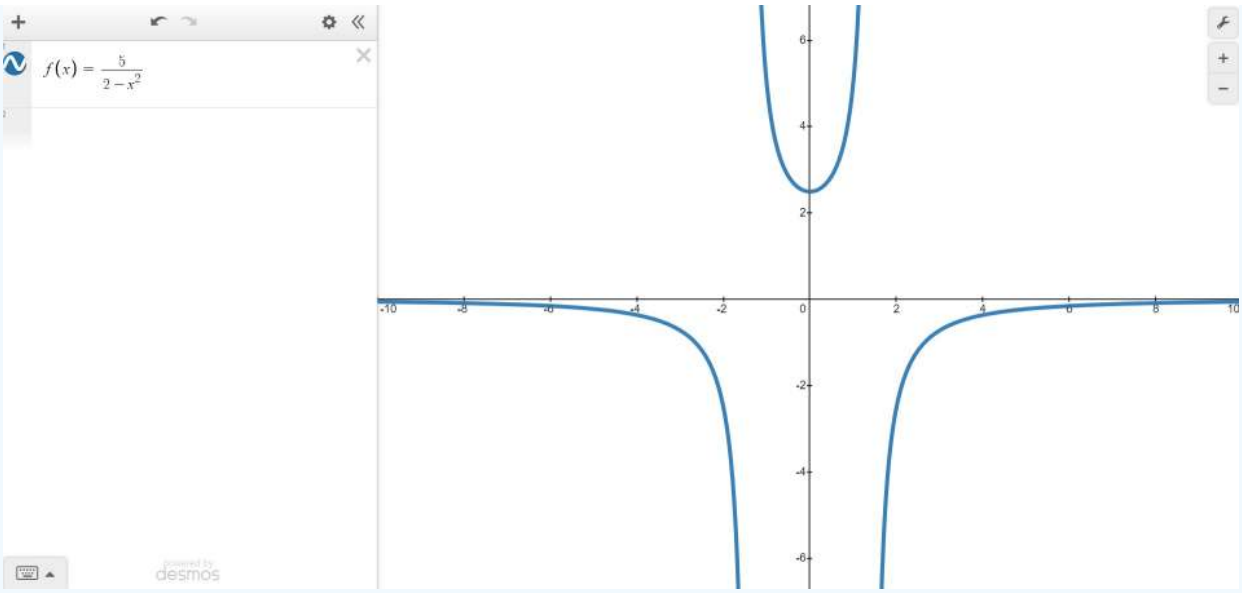
Solutions

The first step in all of these problems is to replace x with $-x$ and simplify.

a. Given $f(x) = \frac{5}{2-x^2}$,

$$\begin{aligned} f(-x) &= \frac{5}{2-(-x)^2} \\ &= \frac{5}{2-x^2} \\ &= f(x) \end{aligned}$$

Hence, f is **even**. Desmos furnishes the following.



This suggests that the graph of f is symmetric about the y-axis, as expected.

b. Given $g(x) = \frac{5x}{2-x^2}$,

$$g(-x) = \frac{5(-x)}{2-(-x)^2}$$

$$= \frac{-5x}{2-x^2}$$

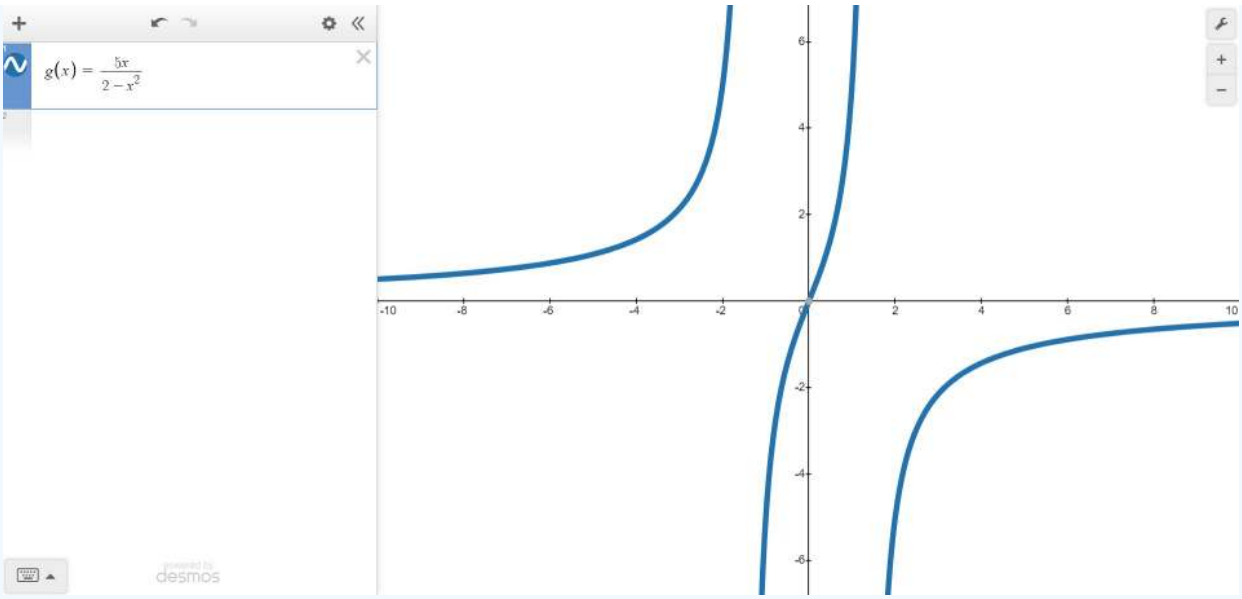
It doesn't appear that $g(-x)$ is equivalent to $g(x)$. To prove this, we check with an x-value. After some trial and error, we see that $g(1) = 5$ whereas $g(-1) = -5$. This proves that g is not even, but it doesn't rule out the possibility that g is odd. (Why not?) To check if g is odd, we compare $g(-x)$ with $-g(x)$

$$-g(x) = -\frac{5x}{2-x^2}$$

$$= \frac{-5x}{2-x^2}$$

$$= g(-x)$$

Hence, g is **odd**. Graphically,



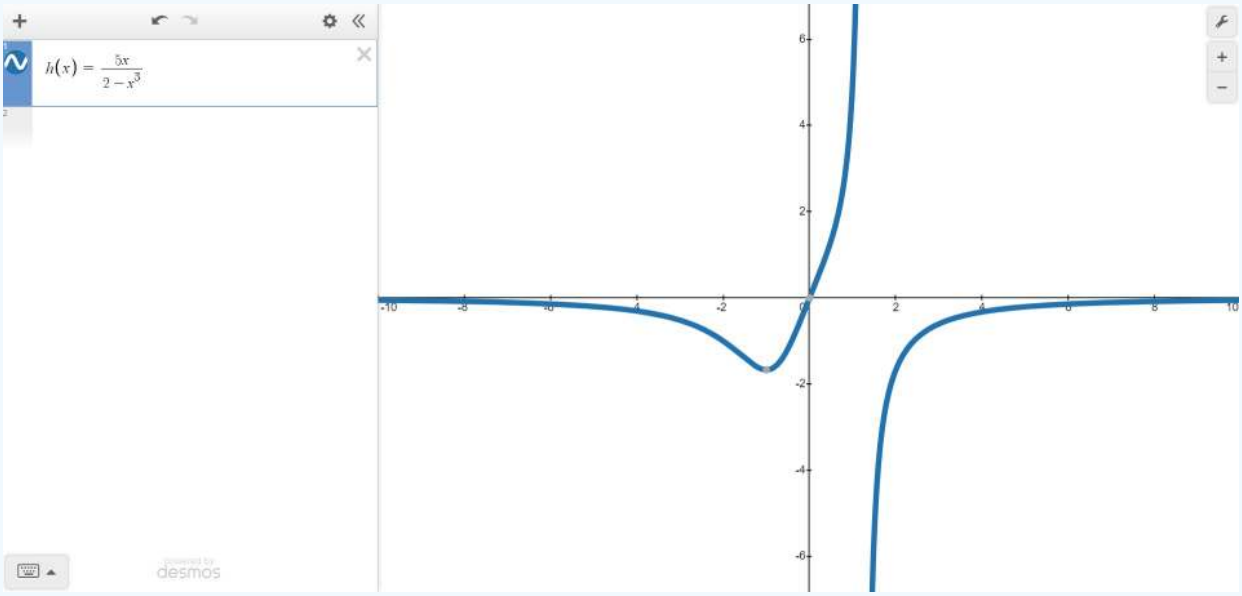
Desmos indicates the graph of g is symmetric about the origin, as expected.

c. Given $h(x) = \frac{5x}{2-x^3}$,

$$h(-x) = \frac{5(-x)}{2-(-x)^3}$$

$$= \frac{-5x}{2+x^3}$$

Once again, $h(-x)$ doesn't appear to be equivalent to $h(x)$. We check with an x value, for example, $h(1) = 5$ but $h(-1) = -\frac{5}{3}$. This proves that h is not even and it also shows h is not odd. (Why?) Graphically,



The graph of h appears to be **neither** symmetric about the y-axis nor the origin.

d. Given $i(x) = \frac{5x}{2x-x^3}$,

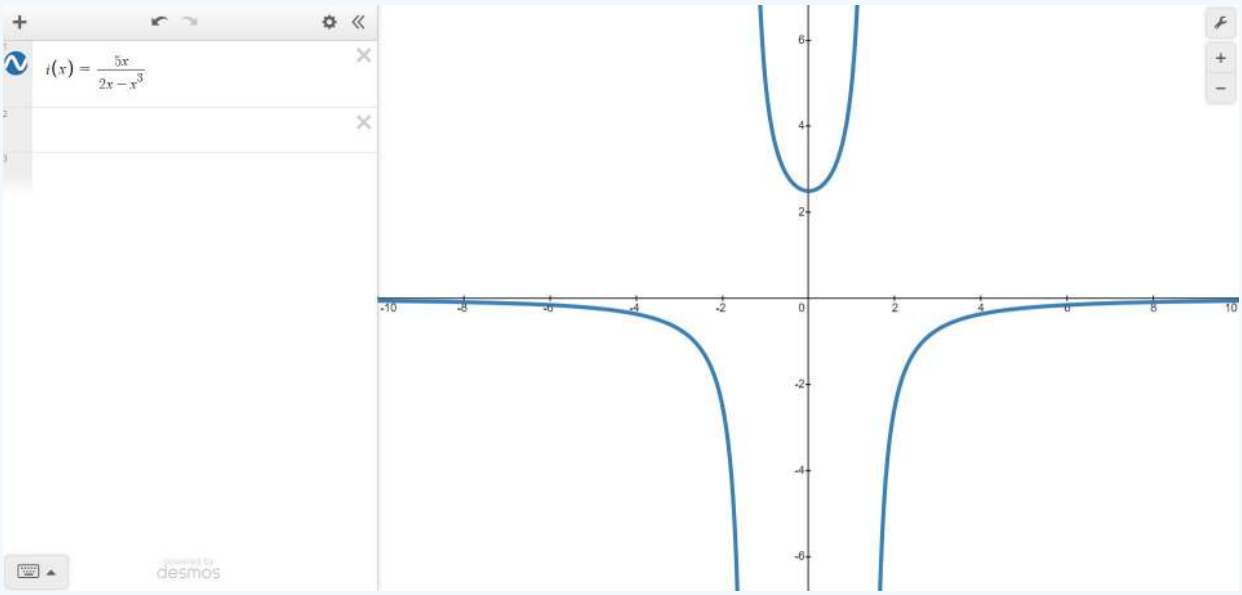
$$\begin{aligned} i(-x) &= \frac{5(-x)}{2(-x)-(-x)^3} \\ &= \frac{-5x}{-2x+x^3} \end{aligned}$$

The expression $i(-x)$ doesn't appear to be equivalent to $i(x)$. However, after checking some x values, for example $x=1$ yields $i(1)=5$ and $i(-1)=5$, it *appears* that $i(-x)$ does, in fact, equal $i(x)$. However, while this suggests i is even, it doesn't prove it. (It does, however, prove i is not odd.)

To prove $i(-x)=i(x)$, we need to manipulate our expressions for $i(x)$ and $i(-x)$ and show that they are equivalent. A clue as to how to proceed is in the numerators: in the formula for $i(x)$, the numerator is $5x$ and in $i(-x)$ the numerator is $-5x$. To re-write $i(x)$ with a numerator of $-5x$, we need to multiply its numerator by -1. To keep the value of the fraction the same, we need to multiply the denominator by -1 as well. Thus

$$\begin{aligned} i(x) &= \frac{5x}{2x-x^3} \\ &= \frac{(-1)5x}{(-1)\left(2x-x^3\right)} \\ &= \frac{-5x}{-2x+x^3} \\ &= i(-x) \end{aligned}$$

Hence, i is **even**. Desmos supports our conclusion.



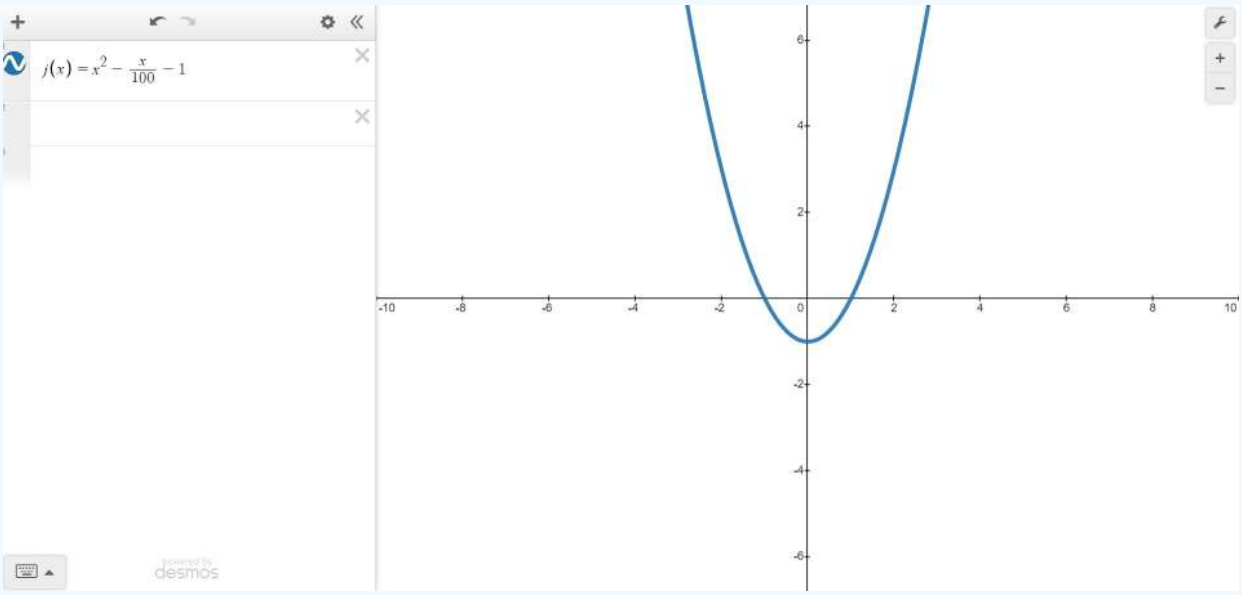
e. Given $j(x)=x^2-\frac{x}{100}-1$,

$$\begin{aligned} j(-x) &= (-x)^2-\frac{-x}{100}-1 \\ &= x^2+\frac{x}{100}-1 \end{aligned}$$

The expression for $j(-x)$ doesn't seem to be equivalent to $j(x)$, so we check using $x=1$ to get $j(1)=-\frac{1}{100}$ and $j(-1)=\frac{1}{100}$. This rules out j being even. However, it doesn't rule out j being odd. Examining $-j(x)$ gives

$$\begin{aligned} -j(x) &= -\left(x^2-\frac{x}{100}-1\right) \\ &= -x^2+\frac{x}{100}+1 \end{aligned}$$

The expression $-j(x)$ doesn't seem to match $j(-x)$ either. Testing $x=2$ gives $j(2)=\frac{149}{50}$ and $j(-2)=\frac{151}{50}$, so j is not odd, either. Desmos gives the following:



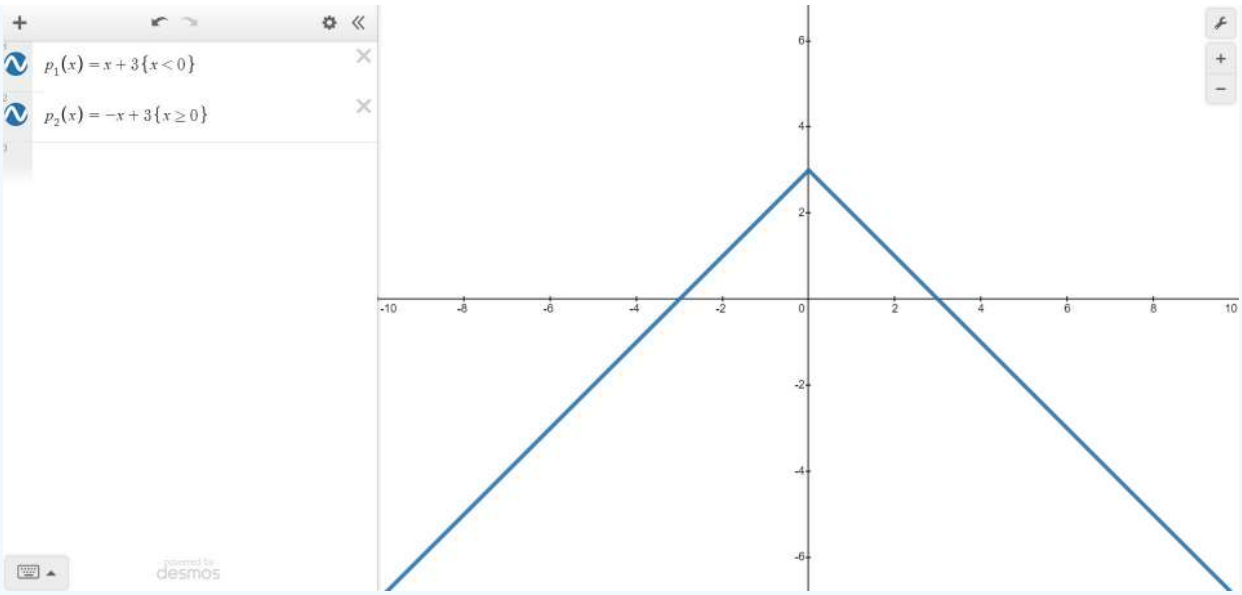
Desmos suggests that the graph of j is symmetric about the y-axis which would imply that j is even. However, we have proven that is not the case. **This is a great example that technology can fail us!**

f. Testing the graph of $y=p(x)$ for symmetry is complicated by the fact $p(x)$ is a piecewise defined function. As always, we handle this by checking the condition for symmetry by checking it on each piece of the domain.

We first consider the case when $x<0$ and set about finding the correct expression for $p(-x)$. Even though $p(x)=x+3$ for $x<0$, $p(-x)\neq -x+3$ here. The reason for this is that since $x<0$, $-x>0$ which means to find $p(-x)$, we need to use the other formula for $p(x)$, namely $p(x)=-x+3$. Hence, for $x<0$, $p(-x)=-(-x)+3=x+3=p(x)$.

For $x\geq 0$, $p(x)=-x+3$ and we have two cases. If $x>0$, then $-x<0$ so $p(-x)=(-x)+3=-x+3=p(x)$. If $x=0$, then $p(0)=3=p(-0)$. Hence, in all cases, $p(-x)=p(x)$, so p is even. Since $p(0)=3$ but $p(-0)=p(0)=3\neq -3$, we also have p is not odd.

While graphing $y=p(x)$ is not onerous to do by hand, it is instructive to see how to enter this into Desmos. By using some of the logical commands (see how I entered the commands in the figure below), we have:



Desmos shows that the graph appears to be symmetric about the y-axis.

There are two lessons to be learned from the last example. The first is that sampling function values at particular x values is not enough to prove that a function is even or odd − despite the fact that $j(-1) = -j(1)$, j turned out *not* to be odd. Secondly, while Desmos (and your graphing calculator) may *suggest* mathematical truths, it is the Algebra which proves mathematical truths.

Increasing, Decreasing, and Constant Behavior

We now wish to address general function behavior. As you shall see in the next several chapters, each family of functions has its own unique attributes and we will study them all in great detail. The purpose of this section's discussion, then, is to lay the foundation for that further study by investigating aspects of function behavior which apply to all functions. To start, we will examine the concepts of when a function is **increasing**, **decreasing**, and **constant**. Before defining the concepts algebraically, it is instructive to look at them graphically. Consider Figure 1.6.1, which is the graph of the function f.

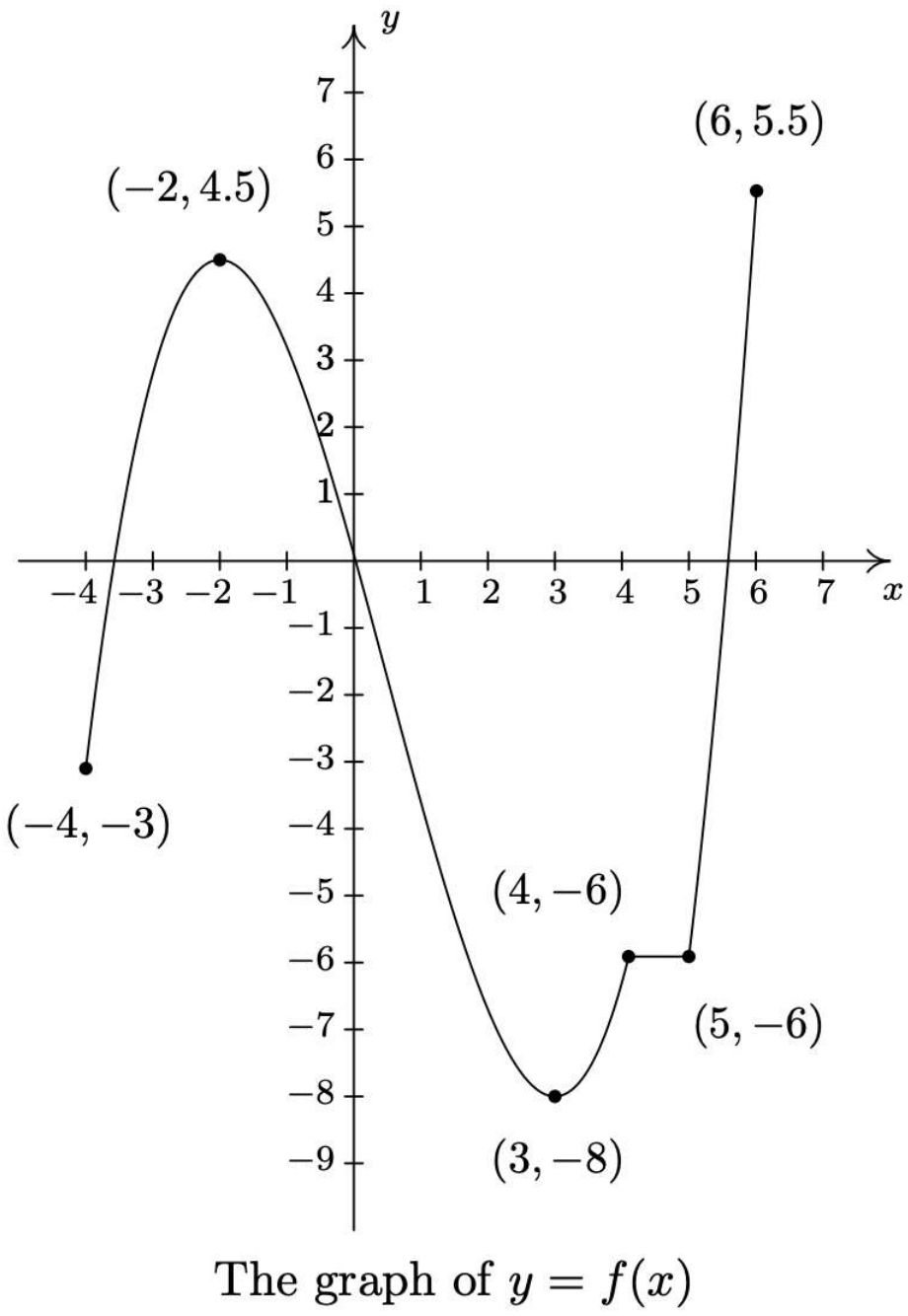


Figure 1.6.1

Reading from left-to-right, the graph "starts" at the point $(-4,-3)$ and "ends" at the point $(6,5.5)$. If we imagine walking from left-to-right on the graph, between $(-4,-3)$ and $(-2,4.5)$, we are walking "uphill"; then between $(-2,4.5)$ and $(3,-8)$, we are walking "downhill"; and between $(3,-8)$ and $(4,-6)$, we are walking "uphill" once more. From $(4,-6)$ to $(5,-6)$, we "level off", and then resume walking "uphill" from $(5,-6)$ to $(6,5.5)$.

In other words, for the x-values between -4 and -2, the y-coordinates on the graph are getting larger, or **increasing**, as we move from left-to-right. Since $y=f(x)$, the y-values on the graph are the function values, and we say that the function f is increasing on the interval $(-4,-2)$. Analogously, we say that f is **decreasing** on the interval $(-2,3)$, increasing once more on the interval $(3,4)$, **constant** on $(4,5)$, and finally increasing once again on $(5,6)$.

It is extremely important to notice that the behavior (increasing, decreasing or constant) occurs on an *open* interval consisting of x values. When we say that the function f is increasing on $(-4,-2)$, we do not mention the actual y values that f attains along the

way. Thus, we report *where* the behavior occurs, not to what extent the behavior occurs.

Also, as a convention, we do *not* include the endpoints of the interval over which a function is increasing, decreasing, or constant.[4] This is because a function technically cannot be increasing or decreasing at a specific point. We can see why in Figure 1.6.1. $x = -2$ is contained in an interval on which f is increasing and one on which it is decreasing. So would it be correct to say that f is increasing on $[-4, -2]$ **and** decreasing on $[-2, 3]$? I would hope you see the issue - if we said this, then we are saying that f is increasing at $x = -2$ **and** decreasing at $x = -2$.

We're now ready for the more formal algebraic definitions of what it means for a function to be increasing, decreasing or constant.

Definition: Increasing, Decreasing, or Constant

Suppose f is a function defined on an open interval I. We say f is:

- **increasing** on I if and only if $f(a) < f(b)$ for all real numbers a, b in I with $a < b$.
- **decreasing** on I if and only if $f(a) > f(b)$ for all real numbers a, b in I with $a < b$.
- **constant** on I if and only if $f(a) = f(b)$ for all real numbers a, b in I.

It is worth taking some time to see that the algebraic descriptions of increasing, decreasing and constant as stated in this definition agree with our graphical descriptions given earlier. You should look back through the examples and exercise sets in previous sections where graphs were given to see if you can determine the intervals on which the functions are increasing, decreasing or constant. Can you find an example of a function for which none of the concepts in this definition apply?

Local and Absolute Extrema

Now let's turn our attention to a few of the points on the graph in Figure 1.6.1. Clearly the point $(-2, 4.5)$ does not have the largest y-value of all of the points on the graph of f – indeed that honor goes to $(6, 5.5)$ – but $(-2, 4.5)$ should get some sort of consolation prize for being "the top of the hill" between $x = -4$ and $x = 3$.

We say that the function f has a **local maximum** (also known as a **relative maximum**) at the point $(-2, 4.5)$, because the y-coordinate, 4.5, is the largest y-value (hence, function value) on the curve "near" $x = -2$. Similarly, we say that the function f has a **local minimum** (also known as a **relative minimum**) at the point $(3, -8)$, since the y-coordinate, -8, is the smallest function value near $x = 3$.

A local maximum or local minimum is also referred to as a **local extremum**. The plural of extremum is **extrema**. Therefore, if you are talking about a group of local maximums and/or minimums, you would call them **local extrema**.

Although it is tempting to say that local extrema occur when the function changes from increasing to decreasing or vice versa, this "definition" is not precise enough for the needs of Calculus. At the risk of being pedantic, we will present the traditional definitions and thoroughly vet the pathologies they induce in the Exercises. We have one last observation to make before we proceed to the algebraic definitions and look at a fairly tame, yet helpful, example.

If we look at the entire graph, we see that the largest y value (the largest function value) is 5.5 at $x = 6$. In this case, we say the **absolute maximum** (also called the **global maximum**, or simply the **maximum**) of f is 5.5; similarly, the **absolute minimum** (again, also called the **global minimum**, or simply the **minimum**) of f is -8.

We formalize these concepts in the following definitions.

Definition: Local and Absolute Extrema

Suppose f is a function with $f(a) = b$.

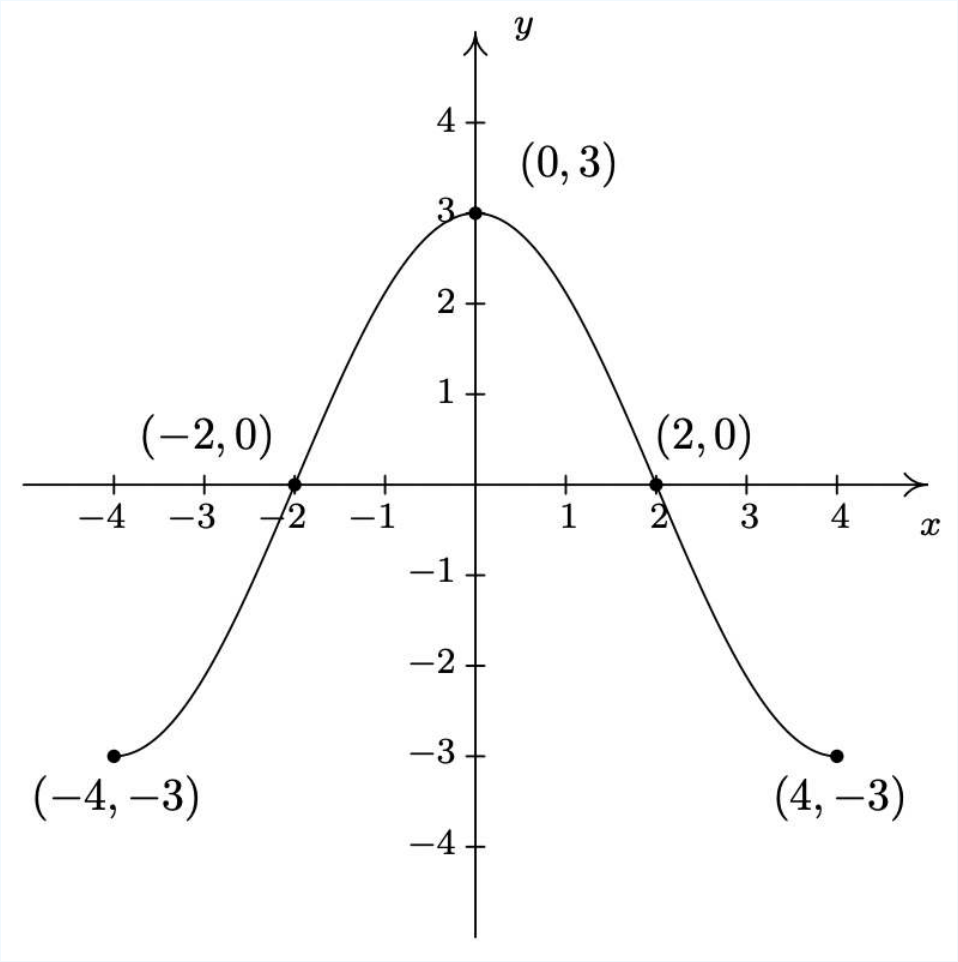
- We say f has a **local maximum** at the point (a, b) if and only if there is an *open interval* I containing a for which $f(a) \geq f(x)$ for all x in I. The value $f(a) = b$ is called a local maximum value of f in this case.
- We say f has a **local minimum** at the point (a, b) if and only if there is an *open interval* I containing a for which $f(a) \leq f(x)$ for all x in I. The value $f(a) = b$ is called a local minimum value of f in this case.
- The value b is called the **absolute maximum** of f if $b \geq f(x)$ for all x in the domain of f.
- The value b is called the **absolute minimum** of f if $b \leq f(x)$ for all x in the domain of f.

It's important to note that not every function will have all of these features. Indeed, it is possible to have a function with no local or absolute extrema at all! (Any ideas of what such a function's graph would have to look like?) We shall see examples of functions in the Exercises which have one or two, but not all, of these features, some that have instances of each type of extremum, and some functions that seem to defy common sense. In all cases, though, we shall adhere to the algebraic definitions above as we explore the wonderful diversity of graphs that functions provide us.

Here is the "tame" example which was promised earlier. It summarizes all of the concepts presented in this section as well as some from previous sections so you should spend some time thinking deeply about it before proceeding to the Exercises.

Example 1.6.4

Given the graph of $y = f(x)$, answer all of the following questions.

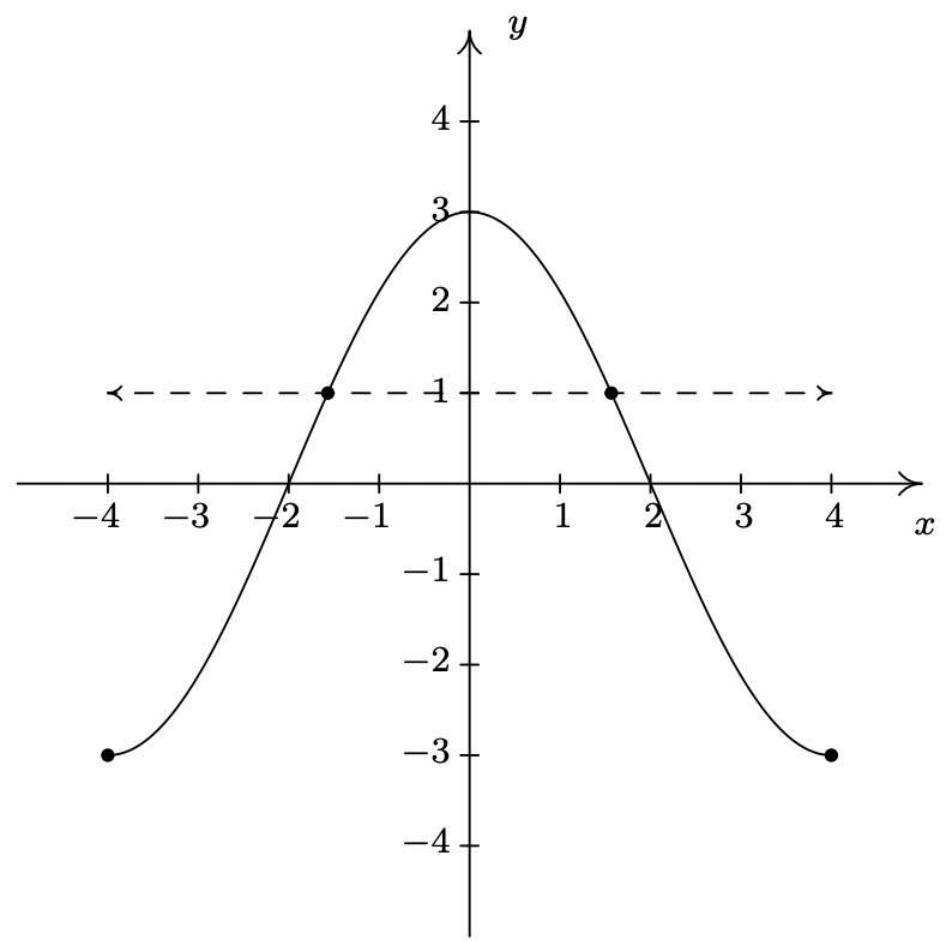


a. Find the domain of f.
b. Find the range of f.
c. List the x-intercepts, if any exist.
d. List the y-intercepts, if any exist.
e. Find the zeros of f.
f. Solve $f(x) < 0$.
g. Determine $f(2)$.
h. Solve $f(x) = -3$.
i. Find the number of solutions to $f(x) = 1$.
j. Does f appear to be even, odd, or neither?
k. List the intervals on which f is increasing.
l. List the intervals on which f is decreasing.

m. List the local maximums, if any exist.
n. List the local minimums, if any exist.
o. Find the maximum, if it exists.
p. Find the minimum, if it exists.

Solutions

a. To find the domain of f, we proceed as in Section 1.3. By projecting the graph to the x-axis, we see that the portion of the x-axis which corresponds to a point on the graph is everything from -4 to 4, inclusive. Hence, the domain is $[-4, 4]$.
b. To find the range, we project the graph to the y-axis. We see that the y-values from -3 to 3, inclusive, constitute the range of f. Hence, our answer is $[-3, 3]$.
c. The x-intercepts are the points on the graph with y-coordinate 0, namely $(-2, 0)$ and $(2, 0)$.
d. The y-intercept is the point on the graph with x-coordinate 0, namely $(0, 3)$.
e. The zeros of f are the x-coordinates of the x-intercepts of the graph of $y = f(x)$ which are $x = -2, 2$.
f. To solve $f(x) < 0$, we look for the x values of the points on the graph where the y-coordinate is less than 0. Graphically, we are looking for where the graph is below the x-axis. This happens for the x values from -4 to -2 and again from 2 to 4. So our answer is $[-4, -2) \cup (2, 4]$. It is important to understand why we did not include ± 2 in those intervals.
g. Since the graph of f is the graph of the equation $y = f(x)$, $f(2)$ is the y-coordinate of the point which corresponds to $x = 2$. Since the point $(2, 0)$ is on the graph, we have $f(2) = 0$.
h. To solve $f(x) = -3$, we look where $y = f(x) = -3$. We find two points with a y-coordinate of -3, namely $(-4, -3)$ and $(4, -3)$. Hence, the solutions to $f(x) = -3$ are $x = \pm 4$.
i. As in the previous problem, to solve $f(x) = 1$, we look for points on the graph where the y-coordinate is 1. Even though these points aren't specified, we see that the curve has two points with a y-value of 1, as seen in the figure below. That means there are two solutions to $f(x) = 1$.



The graph *appears* to be symmetric about the y-axis. This suggests (but does not prove) that f is even.

j. As we move from left-to-right, the graph rises from the point $(-4, -3)$ to the point $(0, 3)$. This means f is increasing on the interval (of x values) $(-4, 0)$. (Remember, the answer here is an ***open*** interval on the x-axis.)

k. As we move from left-to-right, the graph falls from the point $(0, 3)$ to the point $(4, -3)$. This means f is decreasing on the interval $(0, 4)$. (Remember, the answer here is an ***open*** interval on the x-axis.)

l. The function has its only local maximum at $(0, 3)$, so $f(0) = 3$ is the local maximum value.

m. There are no local minimums. Why don't $(-4, -3)$ and $(4, -3)$ count?

Let's consider the point $(-4, -3)$ for a moment. Recall that, in the definition of local minimum, there needs to be an open interval I which contains $x = -4$ such that $f(-4) < f(x)$ for all x in I different from -4. But if we put an open interval around $x = -4$ a portion of that interval will lie outside of the domain of f. Because we are unable to fulfill the requirements of the definition for a local minimum, we cannot claim that f has one at $(-4, -3)$. The point $(4, -3)$ fails for the same reason – no open interval around $x = 4$ stays within the domain of f.

n. The maximum value of f is the largest y-coordinate which is 3.

o. The minimum value of f is the smallest y-coordinate which is -3.

Using Graphing Technology for Approximations

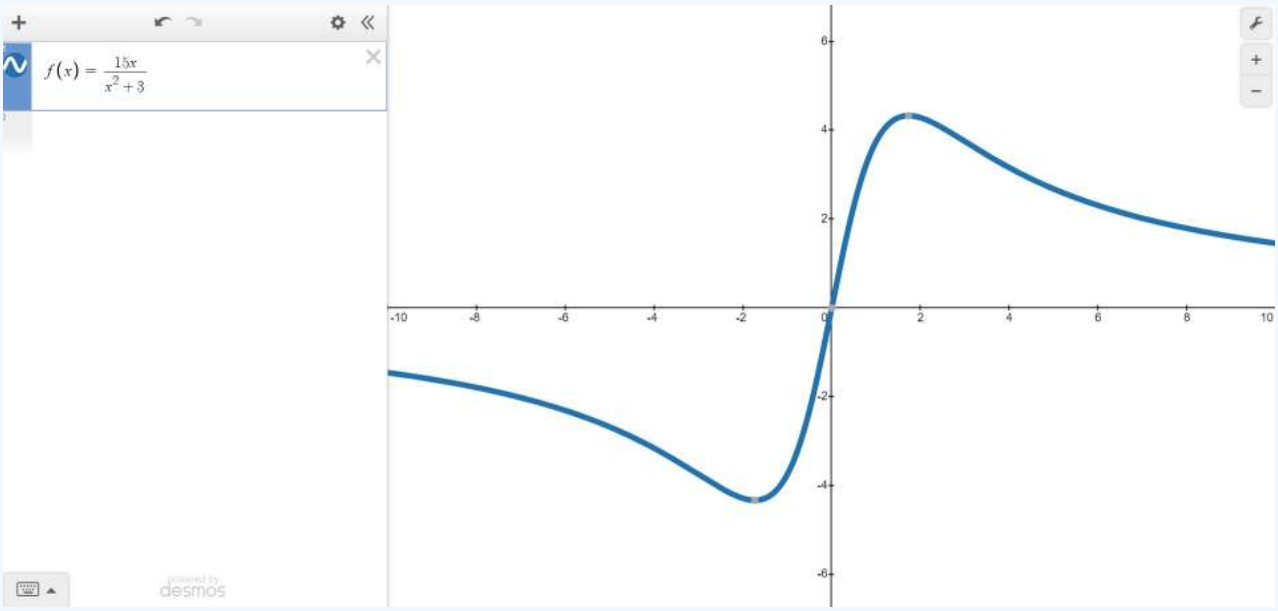
With few exceptions, we will *not* develop techniques in College Algebra which allow us to determine the intervals on which a function is increasing, decreasing, or constant, or to find the local maximums and local minimums analytically; this is the business of Calculus. When we have need to find such beasts, we will resort to graphing technology. Most graphing technologies have "Minimum" and "Maximum" features which can be used to approximate these values, as we now demonstrate using Desmos.

Example 1.6.5

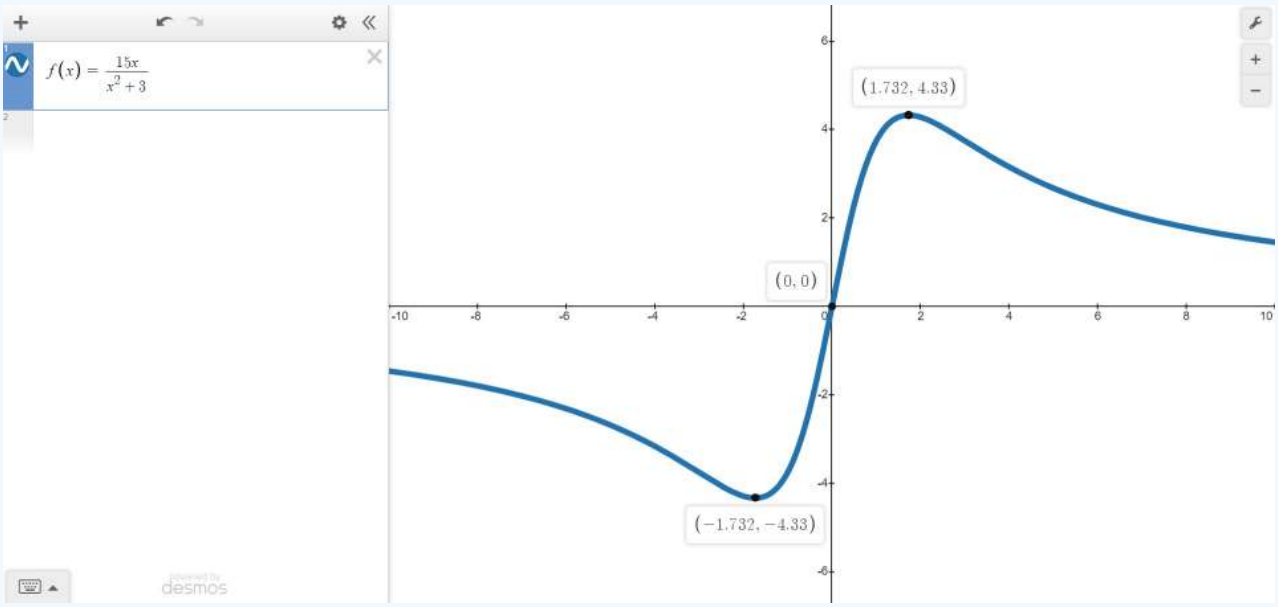
Let $f(x) = \dfrac{15x}{x^2+3}$. Use Desmos to approximate the intervals on which f is increasing and those on which it is decreasing. Approximate all extrema.

Solution

Entering this function into Desmos gives the following:



All we need to do is click anywhere on the graphed curve and Desmos immediately plots points for the extrema and the intercept(s). Clicking on those points, Desmos will give approximations to the x- and y-values (unfortunately, only to a maximum of three decimal places).



Therefore, to three decimal places, f appears to have its only local minimum at the point $(-1.732, -4.33)$and its only local maximum at the point $(1.732, 4.33)$.Given the symmetry about the origin *suggested* by the graph (again, not a proof), the relation between these points shouldn't be too surprising. The function appears to be increasing on the interval

$(-1.732, 1.732)$and decreasing on the interval $(-\infty, -1.732) \cup (1.732, \infty)$. This makes -4.33 the (absolute) minimum and $4.33$the (absolute) maximum.

Our final example is borrowed from Calculus. Since we do not have the mathematical tools at this time to do this any other way, we resort to technology.

Example 1.6.6

Find the points on the graph of $y = (x-3)^2$ which are closest to the origin. Round your answers to two decimal places.

Solution

Suppose a point (x, y) is on the graph of $y = (x-3)^2$. Its distance to the origin (0, 0) is given by

$$\begin{aligned} d &= \sqrt{(x-0)^2 + (y-0)^2} \\ &= \sqrt{x^2 + y^2} \\ &= \sqrt{x^2 + [(x-3)^2]^2} \qquad \text{(substituting)} \\ &= \sqrt{x^2 + (x-3)^4} \end{aligned}$$

Given a value for x, the formula $d = \sqrt{x^2 + (x-3)^4}$ is the distance from $(0, 0)$ to the point (x, y) on the curve $y = (x-3)^2$. What we have defined, then, is a function $d(x)$ which we wish to minimize over all values of x. To accomplish this task analytically would require Calculus. Since we are not quite in Calculus yet, we can use graphing technology to find an *approximate* solution. Using Desmos, we enter the function $d(x)$ as shown in Figure 1.6.4

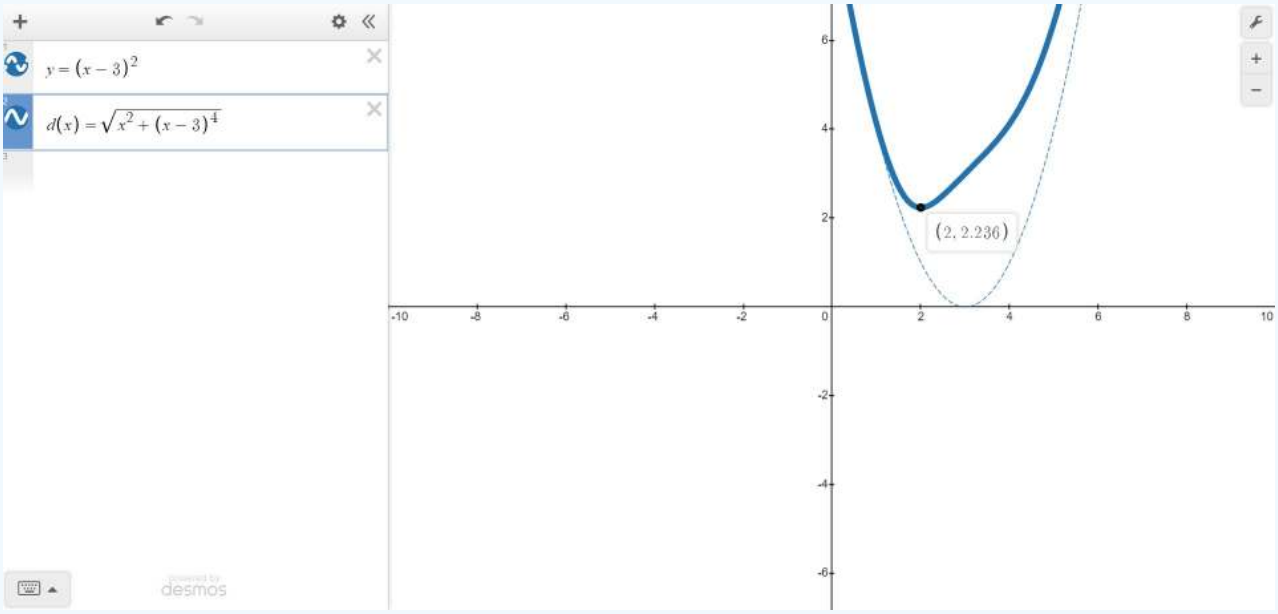


Figure 1.6.4

The solid curve represents the distances from the graph of $y = (x-3)^2$ (the dashed curve) to the origin. We see that the (absolute) minimum occurs *near* $x = 2$ (we cannot be certain that this is exact until we reach Calculus). To find the y value on the parabola associated with $x = 2$, we substitute 2 into the equation to get $y = (x-3)^2 = (2-3)^2 = 1$. So, our final answer is $(2, 1)$.

It's important to note that any result garnered from a calculator in this fashion is an approximation, and should be treated as such. (What does the y-value of 2.236in Figure $1.6.4$mean in this problem?)

Footnotes

[1] You should verify this.

[2] Why do you think we don't concern ourselves with symmetry about the x-axis when speaking of functions?

[3] "Analytically" means "by hand."

[4] It's an unfortunate reality that some authors (and instructors) don't understand the issue with including endpoints on intervals of increase, decrease, or constancy.

1.6E: Exercises

Exercises

In Exercises 1 - 12, sketch the graph of the given function via building a table of values and point-plotting (for now). State the domain of the function, identify any intercepts and test for symmetry.

1. $f(x) = 2 - x$
2. $f(x) = \frac{x-2}{3}$
3. $f(x) = x^2 + 1$
4. $f(x) = 4 - x^2$
5. $f(x) = 2$
6. $f(x) = x^3$
7. $f(x) = x(x-1)(x+2)$
8. $f(x) = \sqrt{x-2}$
9. $f(x) = \sqrt{5-x}$
10. $f(x) = 3 - 2\sqrt{x+2}$
11. $f(x) = \sqrt[3]{x}$
12. $f(x) = \frac{1}{x^2+1}$

In Exercises 13 - 20, sketch the graph of the given piecewise-defined function via building a table of values and point-plotting (for now).

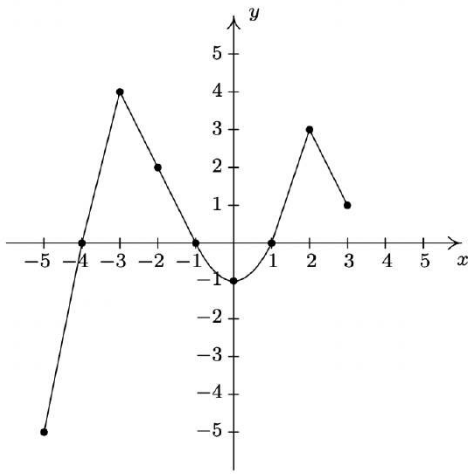
13. $f(x) = \begin{cases} 4-x & \text{if} \quad x \leq 3 \\ 2 & \text{if} \quad x > 3 \end{cases}$
14. $f(x) = \begin{cases} x^2 & \text{if} \quad x \leq 0 \\ 2x & \text{if} \quad x > 0 \end{cases}$
15. $f(x) = \begin{cases} -3 & \text{if} \quad x < 0 \\ 2x-3 & \text{if} \quad 0 \leq x \leq 3 \\ 3 & \text{if} \quad x > 3 \end{cases}$
16. $f(x) = \begin{cases} x^2-4 & \text{if} \quad x \leq -2 \\ 4-x^2 & \text{if} \quad -2 < x < 2 \\ x^2-4 & \text{if} \quad x \geq 2 \end{cases}$
17. $f(x) = \begin{cases} -2x-4 & \text{if} \quad x < 0 \\ 3x & \text{if} \quad x \geq 0 \end{cases}$
18. $f(x) = \begin{cases} \sqrt{x+4} & \text{if} \quad -4 \leq x < 5 \\ \sqrt{x-1} & \text{if} \quad x \geq 5 \end{cases}$
19. $f(x) = \begin{cases} x^2 & \text{if} \quad x \leq -2 \\ 3-x & \text{if} \quad -2 < x < 2 \\ 4 & \text{if} \quad x \geq 2 \end{cases}$
20. $f(x) = \begin{cases} \frac{1}{x} & \text{if} \quad -6 < x < -1 \\ x & \text{if} \quad -1 < x < 1 \\ \sqrt{x} & \text{if} \quad 1 < x < 9 \end{cases}$

In Exercises 21 - 41, determine analytically if the following functions are even, odd or neither.

21. $f(x) = 7x$
22. $f(x) = 7x + 2$
23. $f(x) = 7$
24. $f(x) = 3x^2 - 4$
25. $f(x) = 4 - x^2$
26. $f(x) = x^2 - x - 6$
27. $f(x) = 2x^3 - x$
28. $f(x) = -x^5 + 2x^3 - x$
29. $f(x) = x^6 - x^4 + x^2 + 9$

30. $f(x) = x^3 + x^2 + x + 1$
31. $f(x) = \sqrt{1 - x}$
32. $f(x) = \sqrt{1 - x^2}$
33. $f(x) = 0$
34. $f(x) = \sqrt[3]{x}$
35. $f(x) = \sqrt[3]{x^2}$
36. $f(x) = \frac{3}{x^2}$
37. $f(x) = \frac{2x-1}{x+1}$
38. $f(x) = \frac{3x}{x^2+1}$
39. $f(x) = \frac{x^2-3}{x-4x^3}$
40. $f(x) = \frac{9}{\sqrt{4-x^2}}$
41. $f(x) = \frac{\sqrt[3]{x^3+x}}{5x}$

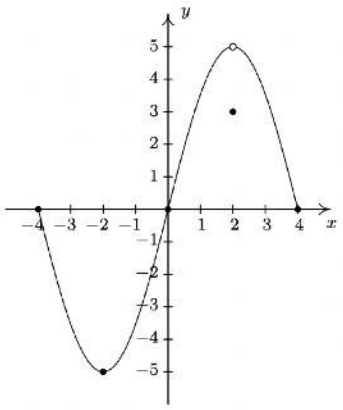
In Exercises 42 - 57, use the graph of $y = f(x)$ given below to answer the question.



42. Find the domain of f.
43. Find the range of f.
44. Determine $f(-2)$.
45. Solve $f(x) = 4$.
46. List the x-intercepts, if any exist.
47. List the y-intercepts, if any exist.
48. Find the zeros of f.
49. Solve $f(x) \geq 0$.
50. Find the number of solutions to $f(x) = 1$.
51. Does f appear to be even, odd, or neither?
52. List the intervals where f is increasing.
53. List the intervals where f is decreasing.
54. List the local maximums, if any exist.
55. List the local minimums, if any exist.
56. Find the maximum, if it exists.
57. Find the minimum, if it exists.

In Exercises 58 - 73, use the graph of $y = f(x)$ given below to answer the question.

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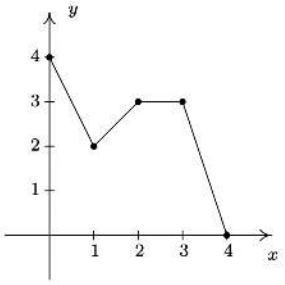


58. Find the domain of f.
59. Find the range of f.
60. Determine $f(2)$.
61. Solve $f(x) = -5$.
62. List the x-intercepts, if any exist.
63. List the y-intercepts, if any exist.
64. Find the zeros of f.
65. Solve $f(x) \leq 0$.
66. Find the number of solutions to $f(x) = 3$.
67. Does f appear to be even, odd, or neither?
68. List the intervals where f is increasing.
69. List the intervals where f is decreasing.
70. List the local maximums, if any exist.
71. List the local minimums, if any exist.
72. Find the maximum, if it exists.
73. Find the minimum, if it exists.

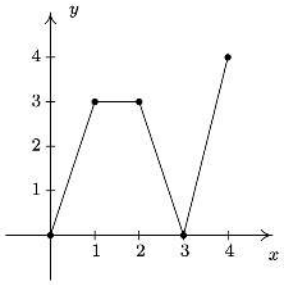
In Exercises 74 - 77, use graphing technology to approximate the local and absolute extrema of the given function. Approximate the intervals on which the function is increasing and those on which it is decreasing. Round your answers to two decimal places.

74. $f(x) = x^4 - 3x^3 - 24x^2 + 28x + 48$
75. $f(x) = x^{2/3}(x - 4)$
76. $f(x) = \sqrt{9 - x^2}$
77. $f(x) = x\sqrt{9 - x^2}$

In Exercises 78 - 85, use the graphs of $y = f(x)$ and $y = g(x)$ below to find the function value.



$y = f(x)$

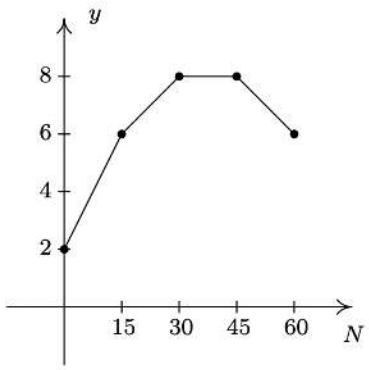


$y = g(x)$

78. $(f + g)(0)$
79. $(f + g)(1)$
80. $(f - g)(1)$
81. $(g - f)(2)$
82. $(fg)(2)$

83. $(fg)(1)$
84. $\left(\frac{f}{g}\right)(4)$
85. $\left(\frac{g}{f}\right)(2)$

The graph below represents the height h of a Sasquatch (in feet) as a function of its age N in years. Use it to answer the questions in Exercises 86 - 90.



$y = h(N)$

86. Find and interpret $h(0)$.
87. How tall is the Sasquatch when she is 15 years old?
88. Solve $h(N) = 6$ and interpret.
89. List the interval over which h is constant and interpret your answer.
90. List the interval over which h is decreasing and interpret your answer.

For Exercises 91 - 93, let $f(x) = \lfloor x \rfloor$ be the greatest integer function as defined in Exercise 75 in Section 1.4.

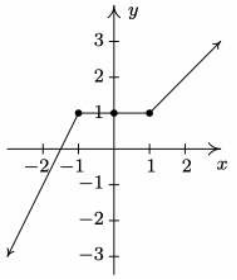
91. Graph $y = f(x)$. Be careful to correctly describe the behavior of the graph near the integers.
92. Is f even, odd, or neither? Explain.
93. Discuss with your classmates which points on the graph are local minimums, local maximums or both. Is f ever increasing? Decreasing? Constant?

In Exercises 94 - 95, use graphing technology to show that the given function does not have any extrema, neither local nor absolute.

94. $f(x) = x^3 + x - 12$
95. $f(x) = -5x + 2$
96. In Exercise 71 in Section 1.4, we saw that the population of Sasquatch in Portage County could be modeled by the function $P(t) = \frac{150t}{t+15}$, where $t = 0$ represents the year 1803. Use graphing technology to analyze the general function behavior of P. Will there ever be a time when 200 Sasquatch roam Portage County?
97. Suppose f and g are both even functions. What can be said about the functions $f+g$, $f-g$, fg and $\frac{f}{g}$? What if f and g are both odd? What if f is even but g is odd?
98. One of the most important aspects of the Cartesian Coordinate Plane is its ability to put Algebra into geometric terms and Geometry into algebraic terms. We've spent most of this chapter looking at this very phenomenon and now you should spend some time with your classmates reviewing what we've done. What major results do we have that tie Algebra and Geometry together? What concepts from Geometry have we not yet described algebraically? What topics from Intermediate Algebra have we not yet discussed geometrically?

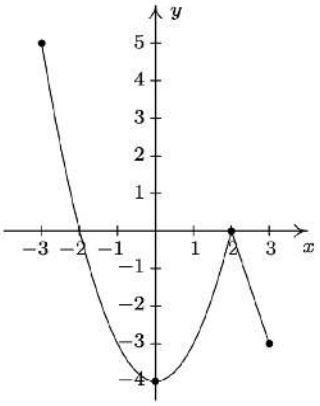
It's now time to "thoroughly vet the pathologies induced" by the precise definitions of local maximum and local minimum. We'll do this by providing you and your classmates a series of Exercises to discuss. You will need to refer back to the definitions of Increasing, Decreasing and Constant and Maximum and Minimum during the discussion.

99. Consider the graph of the function f given below.



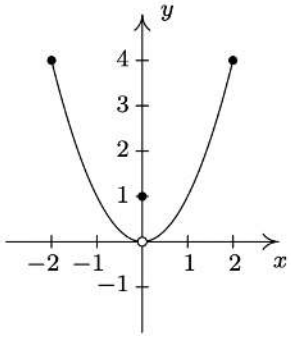
a. Show that f has a local maximum but not a local minimum at the point (−1, 1).
b. Show that f has a local minimum but not a local maximum at the point (1, 1).
c. Show that f has a local maximum AND a local minimum at the point (0, 1).
d. Show that f is constant on the interval [−1, 1] and thus has both a local maximum AND a local minimum at every point $(x, f(x))$ where $-1 < x < 1$.

100. Using Example 1.6.4 as a guide, show that the function g whose graph is given below does not have a local maximum at (−3, 5) nor does it have a local minimum at (3, −3). Find its extrema, both local and absolute. What's unique about the point (0, −4) on this graph? Also find the intervals on which g is increasing and those on which g is decreasing.

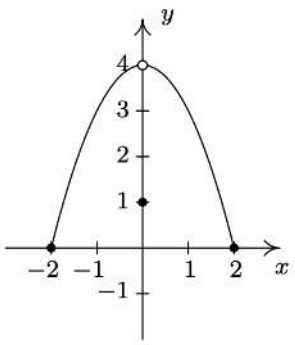


101. We said earlier in the section that it is not good enough to say local extrema exist where a function changes from increasing to decreasing or vice versa. As a previous exercise showed, we could have local extrema when a function is constant so now we need to examine some functions whose graphs do indeed change direction. Consider the functions graphed below. Notice that all four of them change direction at an open circle on the graph. Examine each for local extrema. What is the effect of placing the "dot" on the y-axis above or below the open circle? What could you say if no function value were assigned to $x = 0$?

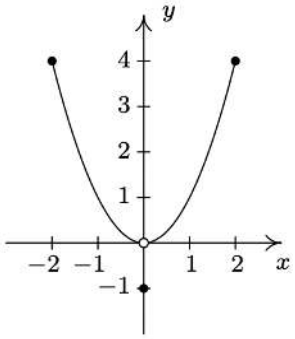
a. Function I



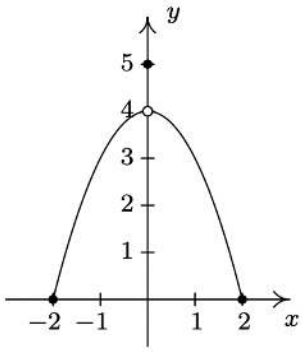
b. Function II



c. Function III



d. Function IV



Answers

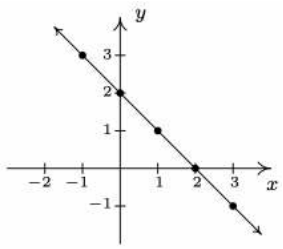
1. $f(x) = 2 - x$

   Domain: \ $(-\infty, \infty)$

   x-intercept: (2, 0)

   y-intercept: (0, 2)

   No symmetry



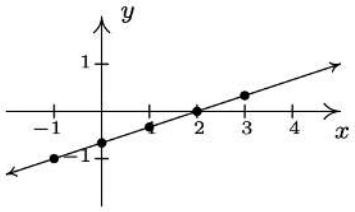
2. $f(x) = \frac{x-2}{3}$

Domain: \ $(-\infty, \infty)$

x-intercept: (2, 0)

y-intercept: $\left(0, -\frac{2}{3}\right)$

No symmetr



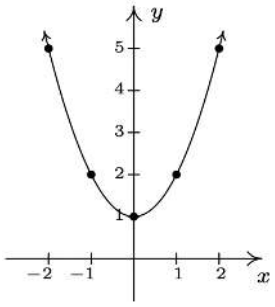
3. $f(x) = x^2 + 1$

Domain: \ $(-\infty, \infty)$

x-intercept: None

y-intercept: (0, 1)

Even



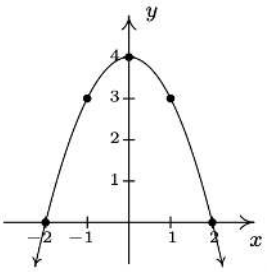
4. $f(x) = 4 - x^2$

Domain: \ $(-\infty, \infty)$

x-intercepts: (−2, 0), (2, 0)

y-intercept: (0, 4)

Even



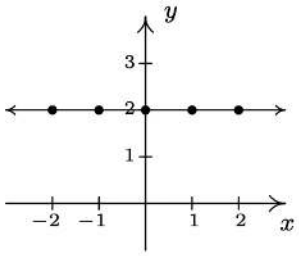
5. $f(x) = 2$

Domain: \ $(-\infty, \infty)$

x-intercept: None

y-intercept: (0, 2)

Even



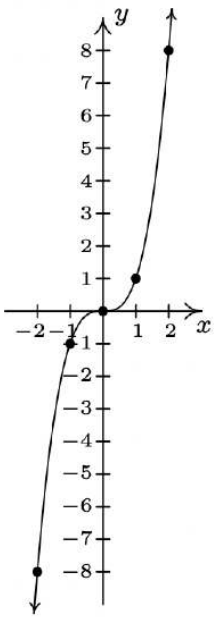
6. $f(x) = x^3$

   Domain: \ $(-\infty, \infty)$

   x-intercept: (0, 0)

   y-intercept: (0, 0)

   Odd



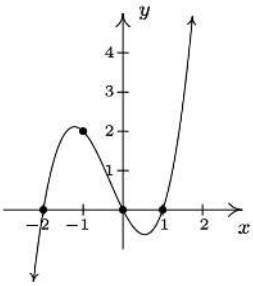
7. $f(x) = x(x-1)(x+2)$

   Domain: \ $(-\infty, \infty)$

   x-intercepts: (−2, 0), (0, 0), (1, 0)

   y-intercept: (0, 0)

   No symmetry



8. $f(x) = \sqrt{x-2}$

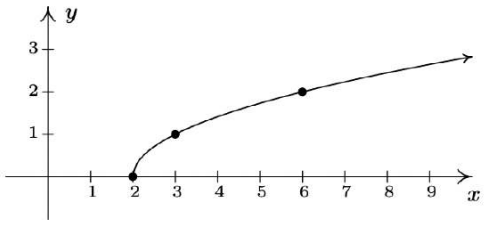
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Domain: $\backslash [2, \infty)$

x-intercept: (2, 0)

y-intercept: None

No symmetry



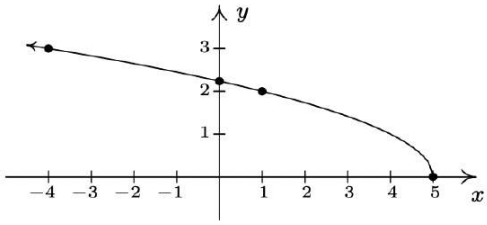
9. $f(x) = \sqrt{x-2}$

Domain: $\backslash [2, \infty)$

x-intercept: (5, 0)

y-intercept: $(0, \sqrt{5})$

No symmetry



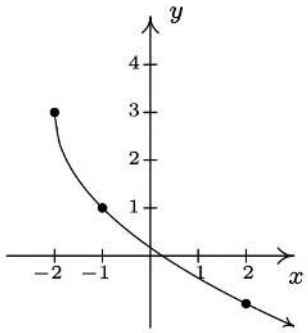
10. $f(x) = 3 - 2\sqrt{x+2}$

Domain: $[-2, \infty)$

x-intercept: $\left(\frac{1}{4}, 0\right)$

y-intercept: $(0, 3 - 2\sqrt{2})$

No symmetry



11. $f(x) = \sqrt[3]{x}$

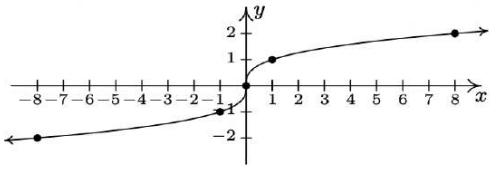
Domain: \ $(-\infty, \infty)$

x-intercept: (0, 0)

y-intercept: (0, 0)

Odd

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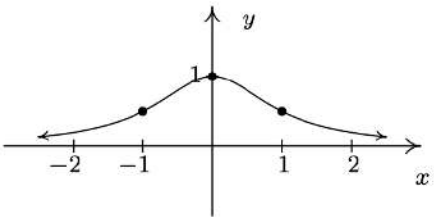
12. $f(x) = \frac{1}{x^2+1}$

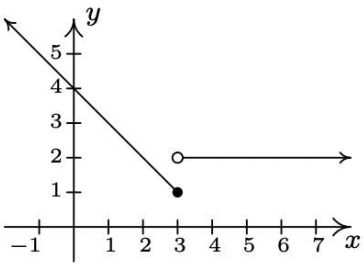
Domain: $\setminus (-\infty, \infty)$

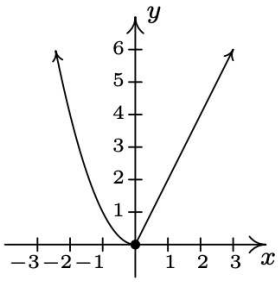
x-intercept: None

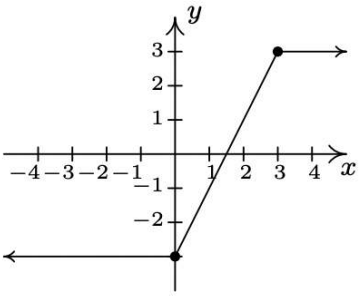
y-intercept: (0, 1)

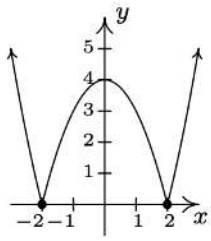
Even

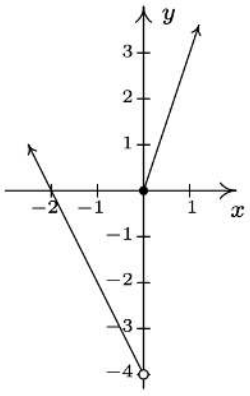


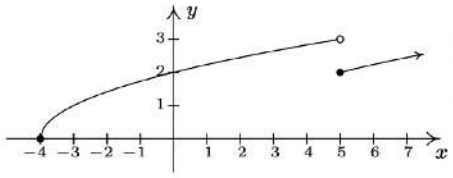
13. 

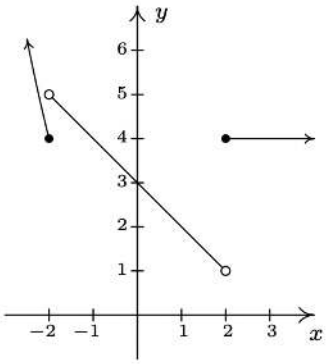
14. 

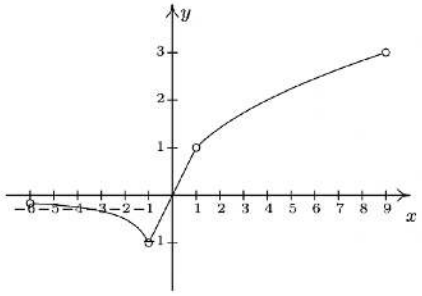
15. 

16. 

17. 

18. 

19. 

20. 

21. odd
22. neither
23. even
24. even
25. even
26. neither

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27. odd
28. odd
29. even
30. neither
31. neither
32. even
33. even **and** odd
34. odd
35. even
36. even
37. neither
38. odd
39. odd
40. even
41. even
42. [−5, 3]
43. [−5, 4]
44. $f(-2) = 2$
45. x = −3
46. (−4, 0), (−1, 0), (1, 0)
47. (0, −1)
48. −4, −1, 1
49. $[-4, -1] \cup [1, 3]$
50. 4
51. neither
52. [−5, −3], [0, 2]
53. [−3, 0], [2, 3]
54. $f(-3) = 4, f(2) = 3$
55. $f(0) = -1$
56. $f(-3) = 4$
57. $f(-5) = -5$
58. [−4, 4]
59. [−5, 5)
60. $f(2) = 3$
61. x = −2
62. (−4, 0), (0, 0), (4, 0)
63. (0, 0)
64. −4, 0, 4
65. $[-4, 0] \cup \{4\}$
66. 3
67. neither
68. [−2, 2)
69. [−4, −2], (2, 4]
70. none
71. $f(-2) = -5, f(2) = 3$
72. none
73. $f(-2) = -5$
74. No absolute maximum

    Absolute minimum $f(4.55) \approx -175.46$

    Local minimum at (−2.84, −91.32)

    Local maximum at (0.54, 55.73)

Local minimum at (4.55, −175.46)

Increasing on [−2.84, 0.54], [4.55, ∞)

Decreasing on (−∞, −2.84], [0.54, 4.55]

75. No absolute maximum

    No absolute minimum

    Local maximum at (0, 0)

    Local minimum at (1.60, −3.28)

    Increasing on (−∞, 0], [1.60, ∞)

    Decreasing on [0, 1.60]

76. Absolute maximum $f(0) = 3$

    Absolute minimum f(±3) = 0

    Local maximum at (0, 3)

    No local minimum

    Increasing on [−3, 0]

    Decreasing on [0, 3]

77. Absolute maximum f(2.12) ≈ 4.50

    Absolute minimum f(−2.12) ≈ −4.50

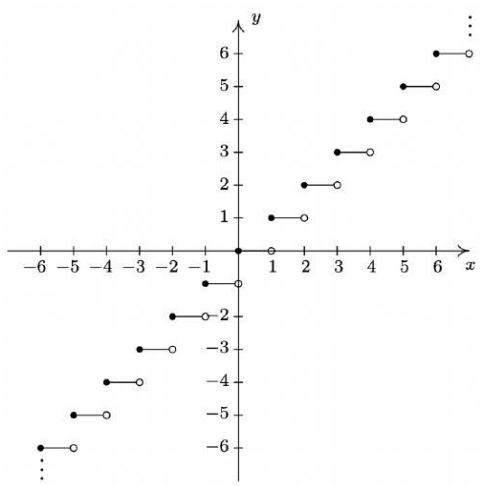
    Local maximum (2.12, 4.50)

    Local minimum (−2.12, −4.50)

    Increasing on [−2.12, 2.12]

    Decreasing on [−3, −2.12], [2.12, 3]

78. $(f+g)(0) = 4$
79. $(f+g)(1) = 5$
80. $(f-g)(1) = -1$
81. $(g-f)(2) = 0$
82. $(fg)(2) = 9$
83. $(fg)(1) = 6$
84. $\left(\frac{f}{g}\right)(4) = 0$
85. $\left(\frac{g}{f}\right)(2) = 1$
86. $h(0) = 2$, so the Sasquatch is 2 feet tall at birth.
87. $h(15) = 6$, so the Saquatch is 6 feet tall when she is 15 years old.
88. $h(N) = 6$ when $N = 15$ and $N = 60$. This means the Sasquatch is 6 feet tall when she is 15 and 60 years old.
89. h is constant on [30, 45]. This means the Sasquatch's height is constant (at 8 feet) for these years.
90. h is decreasing on [45, 60]. This means the Sasquatch is getting shorter from the age of 45 to the age of 60. (Sasquatchteoporosis, perhaps?)

91. 

The graph of $f(x) = \lfloor x \rfloor$.

92. Note that $f(1.1) = 1$, but $f(-1.1) = -2$, so f is neither even nor odd.

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1.7: Transformations

Topics Reviewed in a Typical Corequisite Course

The following topics related to the material in this section are assumed prerequisites for this course. They are only covered if you are enrolled in a class with corequisite support:

- Graphing the eight base functions: $y=x$, $y=x^2$, $y=x^3$, $y=\sqrt{x}$, $y=\sqrt[3]{x}$, $y=|x|$, $y=\frac{1}{x}$, and $y=\frac{1}{x^2}$
- Graphing functions involving rigid transformations (including vertical reflections)
- Graphical functions involving non-rigid transformation that are vertical scalings

Learning Objectives

- Graph functions involving multiple algebraic transformations, including shifts, reflections, and scalings.

General Form of a Transformed Function

In this section, we review how to graph the **transformation** of a function f. Suppose

$$h(x)=Af(Bx+C)+D, \tag{1.7.1}$$

where A, B, C, and D are real numbers, $A\neq 0$ and $B\neq 0$, and where $f(x)$ is a function whose graph we are familiar with or have been given. In this case, the graph of f is called the **base graph** for h as it is the graph we manipulate to eventually arrive at the graph of h. We will refer to the form presented in Equation 1.7.1 as the **general form of the transformed function f**. Throughout this section, we will explore the effects that the constants A, B, C, and D have on the graphing process. Since you have already learned this topic in your previous Algebra courses, we will take a "higher-level" approach here.

While going through this section's theory, we will often refer to the following two graphs.

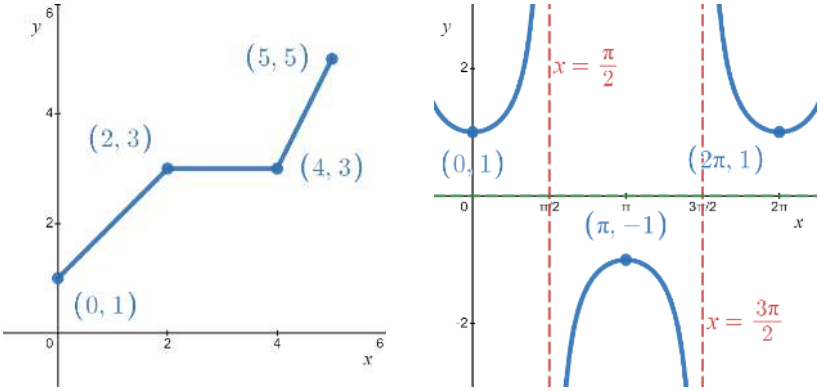


Figure 1.7.1A(left): the base graph $f(x)$
Figure 1.7.1B(right): the base graph $g(x)=\sec(x)$

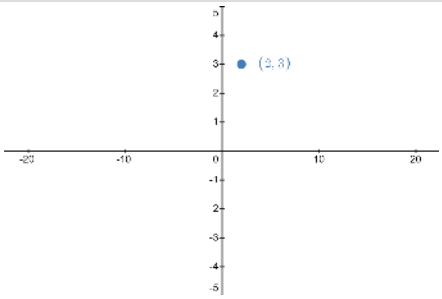
Recall that the Fundamental Graphing Principle for Functions states for a point (x_1,y_1) to be on the graph of the function, $f(x_1)=y_1$.[1] In particular, from Figure 1.7.1A we know $f(0)=1$, $f(2)=3$, $f(4)=3$ and $f(5)=5$. From Figure 1.7.1B, we have three **anchor points**,[2] $g(0)=1$, $g(\pi)=-1$, and $g(2\pi)=1$. The graph of $g(x)=\sec(x)$ also shows two of the secant's (infinitely many) vertical asymptotes, $x=\frac{\pi}{2}$ and $x=\frac{3\pi}{2}$, dashed in red along with the "midline" of $y=0$ dashed in green.[3] With that in mind, we begin our "high-level" review of transformations.

The Order of Transformations

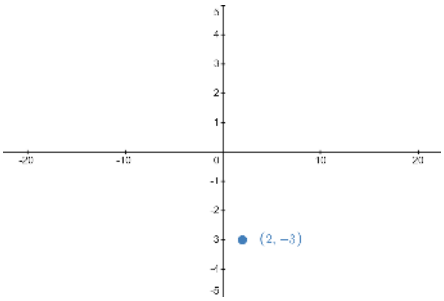
To be honest, there is not one agreed-upon "order" with which to perform transformations; however, every approach presented by mathematicians across the globe takes into consideration the ramifications of the order they have selected. For example, suppose you have the point $(2,3)$ from the graph of $f(x)$ in Figure 1.7.1A and you are asked to perform the following transformations:

1. reflect the point across the x-axis
2. compress the point vertically by a factor of $\frac{1}{3}$
3. reflect the point across the y-axis
4. stretch the point horizontally by a factor of 4
5. shift the point up 3 units
6. shift the point left 5 units

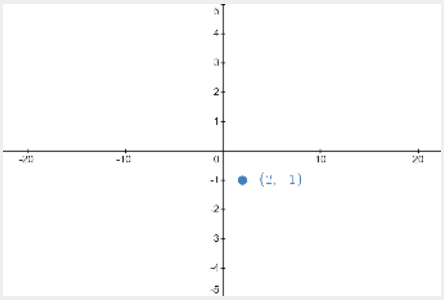
Performing these operations in the order listed gives the following result:



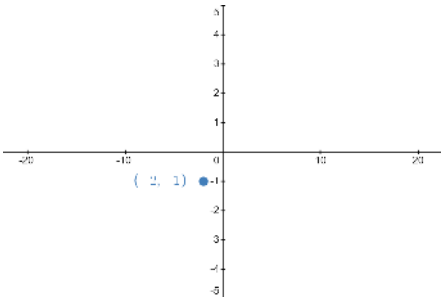
reflect about x-axis



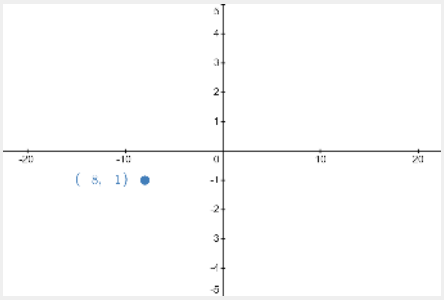
compress vertically by factor of $\frac{1}{3}$



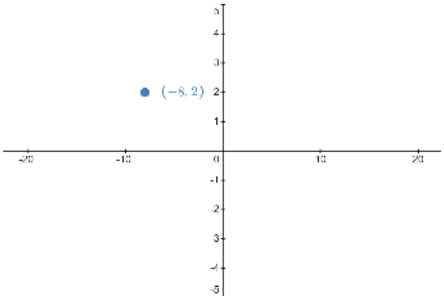
reflect about y-axis



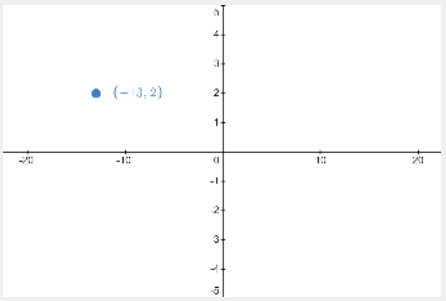
stretch horizontally by factor of 4



shift up 3 units



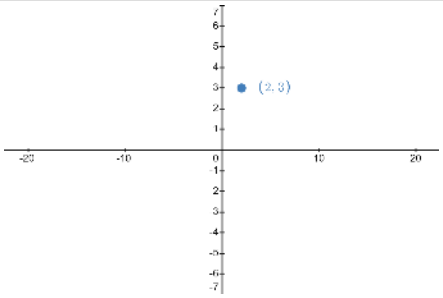
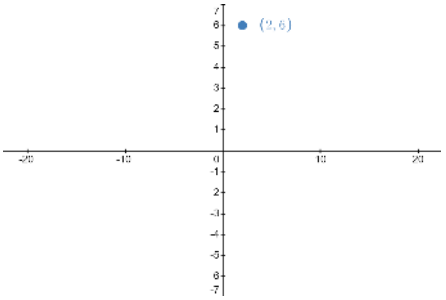
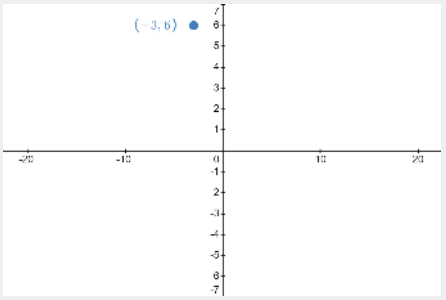
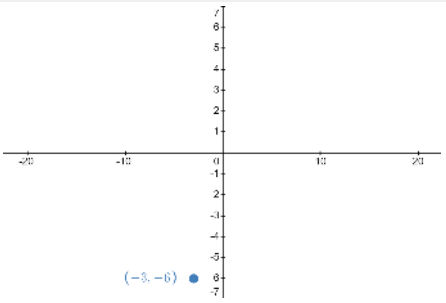
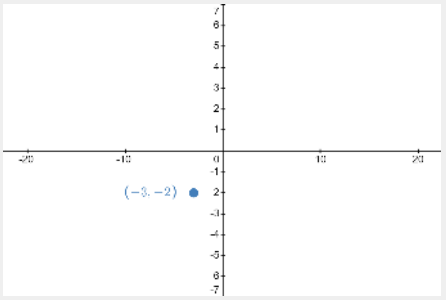
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	shift left 5 units $\longrightarrow$	

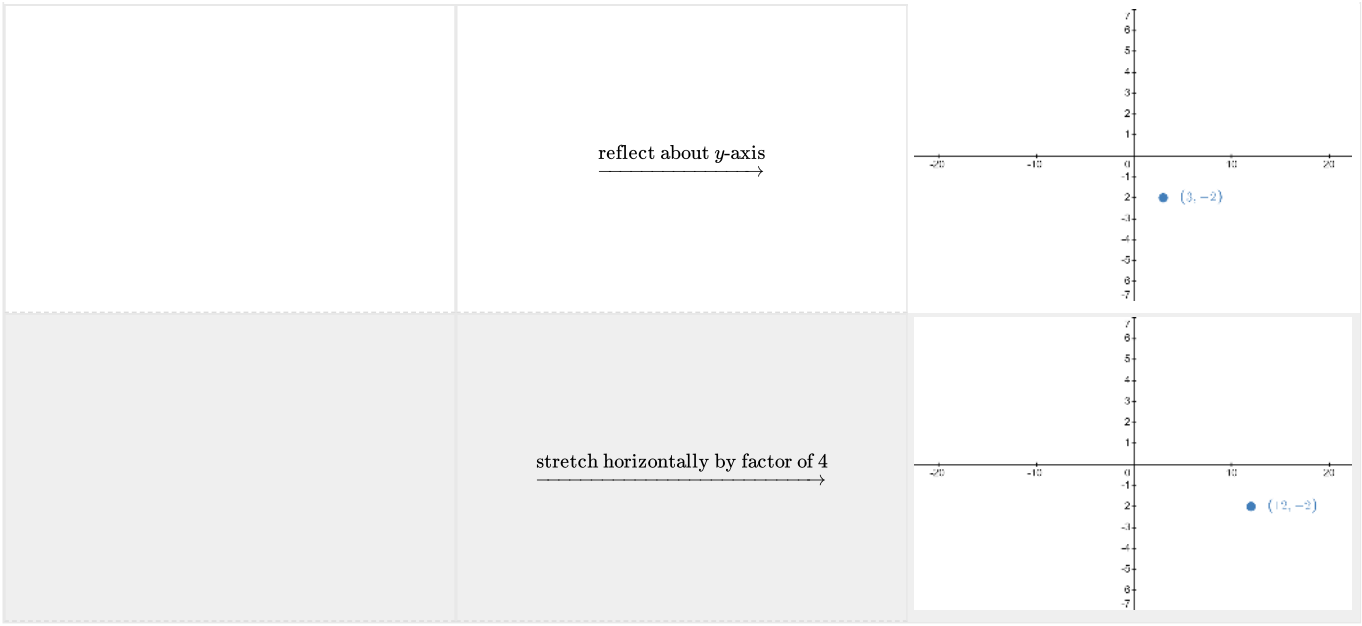
Thus, the result of all of these transformations, in the order listed, is to take the point $(2,3)$ on our graph of f and manipulate it to become $(-13,2)$ on the graph of h.

Before continuing, let's make a critical clarification. When I say "compress vertically by a factor of $\frac{1}{3}$," I mean "squish" the y-values *toward* the x-axis by multiplying them by $\frac{1}{3}$. Likewise, when I say "stretch horizontally by a factor of 4," I mean "pull" the x-values *away* from the y-axis by multiplying them by 4.

Had we done things in a different order, would we have arrived at the same result? Well, there's no better teacher than experience, so let's see by experimenting.

	shift up 3 units $\longrightarrow$	
	shift left 5 units $\longrightarrow$	
	reflect about x-axis $\longrightarrow$	
	compress vertically by factor of $\frac{1}{3}$ $\longrightarrow$	

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As we can see, switching the order changes the resulting point to $(12,-2)$, which is definitely *not* $(-13,2)$.

So, how do we guarantee that we are always performing the transformations in the correct order?

There is something akin to the Order of Operations for transformations. Given the transformation of f in Equation 1.7.1, we focus on x and perform the Order of Operations on x.[4]

$$h(x) = Af\left(B\boxed{x}+C\right)+D$$

According to the Order of Operations, if an exponent or some other function were acting on x, we would apply it, but the only things happening to x inside those parentheses is multiplication by B and an addition by C. Multiplication beats addition, so let's perform the multiplication first.

$$h(x) = Af\left(\boxed{Bx}+C\right)+D$$

Continuing on with the Order of Operations, we add the C.

$$h(x) = Af\left(\boxed{Bx+C}\right)+D$$

Moving outside of the function, we see f is being multiplied by A and added to by D.[5] Again, following the Order of Operations, we apply the multiplication first.

$$h(x) = \boxed{Af\left(Bx+C\right)}+D$$

Finally, there is nothing left but to apply the addition.

$$h(x) = \boxed{Af\left(Bx+C\right)+D}$$

What we have witnessed is *exactly* how we will apply our transformations in this text. I call this the "**Order of Transformations**."

Order of Transformations (Conceptual Version)

Let $h(x)$ be a function that can be written as

$$h(x) = Af(Bx+C)+D,$$

for constants A, B, C, and D, where $A \neq 0$ and $B \neq 0$. The graph of h can be obtained from the graph of f as follows:

1. apply the transformation associated with the multiplication of x by B
2. apply the transformation associated with adding C to Bx
3. apply the transformation associated with the multiplication of $f(Bx+C)$ by A
4. apply the transformation associated with adding D to $Af(Bx+C)$

There are a few items to point out here. First, we have not stated yet, nor have we proved, what effects each of these transformations has on the graphing process. All we "officially" know at this point is that, according to the Order of Transformations (which is based on the Order of Operations), we should apply the transformation associated with B, then C, then A, and finally D - in that order.[6]

Second, in Step 2 of the Order of Transformations, we "apply the transformation associated with adding C to $\boldsymbol{Bx}$" - not to x. As we will see, this is going to necessitate some factoring because working with Bx is more challenging than working with x. Therefore, in practice, we rewrite Equation 1.7.1 in the better[7] form

$$h(x) = Af\left(B\left(x+\frac{C}{B}\right)\right)+D. \tag{1.7.2}$$

We will call this the **standard form of the transformed function f**.[8]

Vertical Shifts

Suppose we wanted to graph the function defined by the formula $h(x) = f(x) + 2$, where f is the function from Figure $1.7.1A$. Let's take a minute to remind ourselves of what h is doing. We start with an input x to the function f and we obtain the output $f(x)$. The function h takes the output $f(x)$ and adds 2 to it. In order to graph h, we need to graph the points $(x, h(x))$. How are we to find the values for $h(x)$ without a formula for $f(x)$? The answer is that we don't need a *formula* for $f(x)$; we need the *values* of $f(x)$. The values of $f(x)$ are the y values on the graph of $y = f(x)$. For example, we can make the following table using the points indicated on the graph of f.

x	$f(x)$	$h(x) = f(x) + 2$
0	1	3
2	3	5
4	3	5
5	5	7

In general, if (x_1, y_1) is on the graph of $y = f(x)$, then $f(x_1) = y_1$, so $g(x_1) = f(x_1) + 2 = y_1 + 2$. Hence, $(x_1, y_1 + 2)$ is on the graph of h.

In other words, to obtain the graph of h, we add 2 to the y-coordinate of each point on the graph of f. Geometrically, adding 2 to the y-coordinate of a point moves the point 2 units above its previous location. Adding 2 to every y-coordinate on a graph *en masse* is usually described as "shifting the graph up 2 units." Notice that the graph retains the same basic shape as before, it is just 2 units above its original location. We see the results in Figure $1.7.2A$.

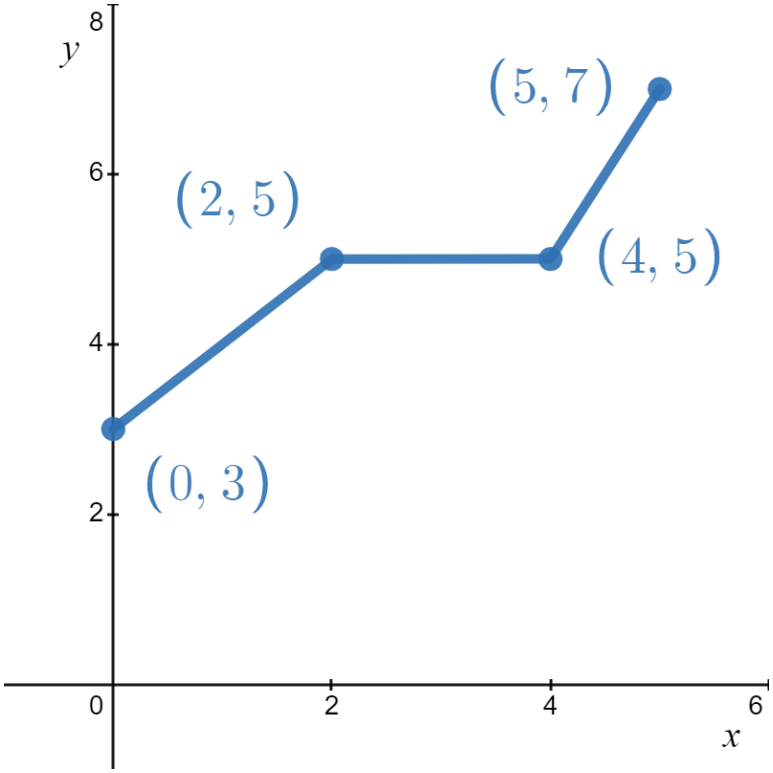


Figure $1.7.2A$: $h(x) = f(x) + 2$

You'll note that the domain of f and the domain of h are the same, namely $[0, 5]$, but that the *range* of f is $[1, 5]$ while the range of h is $[3, 7]$. In general, shifting a function vertically like this will leave the domain unchanged, but could very well affect the range.

Suppose we want to graph the function $j(x) = g(x) - 2$, where g is the secant function in Figure $1.7.1B$. Instead of adding 2 to each of the y-coordinates on the graph of g, we'd subtract 2. Geometrically, we move the graph down 2 units. The domain of j is the same as g, but the range of j is $(-\infty, -3] \cup [-1, \infty)$ (instead of $(-\infty, -1] \cup [1, \infty)$). In this case, since our original graph had a "midline," we also move that down 2 units. We see the results in Figure $1.7.2B$.

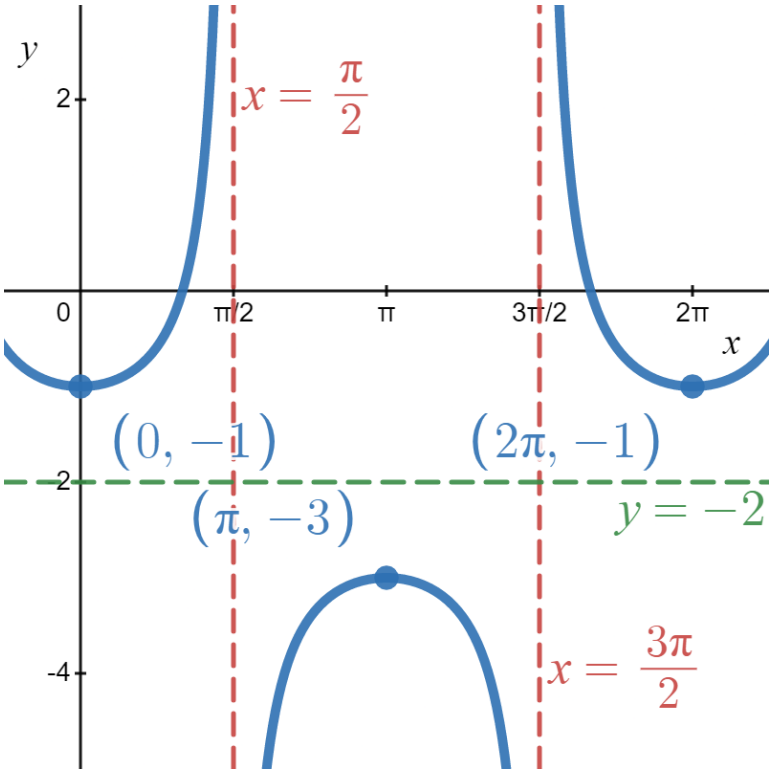


Figure 1.7.2B. $j(x) = g(x) - 2 = \sec(x) - 2$

What we have discussed is generalized in the following theorem.

Theorem: Vertical Shifts

Suppose f is a function and D is a positive number.

- The graph of $y = f(x) + D$ is obtained from shifting the graph of $y = f(x)$ up D units by adding D to the y-coordinates of the points on the graph of f.
- The graph of $y = f(x) - D$ is obtained from shifting the graph of $y = f(x)$ down D units by subtracting D from the y-coordinates of the points on the graph of f.

The key to understanding this theorem and, indeed, all of the theorems in this section comes from an understanding of the Fundamental Graphing Principle for Functions: If (x_1, y_1) is on the graph of f, then $f(x_1) = y_1$.

Substituting x_1 into the equation $y = f(x) + D$ gives $y = f(x_1) + D = y_1 + D$. Hence, $(x_1, y_1 + D)$ is on the graph of $y = f(x) + D$, and we have the result. In the language of "inputs" and "outputs," this theorem can be paraphrased as "Adding to, or subtracting from, the *output* of a function causes the graph to shift up or down, respectively."

Recalling the Order of Transformations, the theorem concerning vertical shifts implies that the vertical shift is the last transformation we perform when graphing the transformation

$$h(x) = Af(Bx + C) + D.$$

Horizontal Shifts

When working on the "outside" of a function, we are concerned with the changes in the y-values corresponding to our static x-values. That is, in the previous discussion, we determined the new y-values for both $h(x)$ and $j(x)$ corresponding to the original, static x-values on the graphs of $f(x)$ and $g(x)$, respectively. As we shall see when working on the "inside" of a function, we are concerned with how we need to change the x-values to arrive at our static y-values. You probably have never thought of transformations this way, so we will take our time here.

Keeping with the graph of $y = f(x)$ in Figure 1.7.1A, suppose we wanted to graph $h(x) = f(x + 2)$. In other words, we are looking to see what happens when we add 2 to the *input* of the function. We have spent a lot of time in this text showing you that $f(x + 2)$ and $f(x) + 2$ are, in general, wildly different algebraic animals. We will see momentarily that their geometry is also dramatically different.

Let's *try* to generate a table of values of h based on those we know for f. We quickly find that we run into some difficulties.

x	$f(x)$	$h(x) = f(x + 2)$
0	1	$f(0 + 2) = f(2) = 3$
2	3	$f(2 + 2) = f(4) = 3$
4	3	$f(4 + 2) = f(6) = ?$
5	5	$f(5 + 2) = f(7) = ?$

When we substitute $x = 4$ into the formula $h(x) = f(x+2)$, we are asked to find $f(4+2) = f(6)$ which doesn't exist because the domain of f is only $[0, 5]$. The same thing happens when we attempt to find $h(5)$. What we need here is a new strategy.

We know, for instance, $f(0) = 1$. To determine the corresponding point on the graph of h, we need to figure out what value of x we must substitute into $h(x) = f(x+2)$ so that the quantity $x+2$, works out to be 0. Solving $x+2 = 0$ gives $x = -2$, and

$$h(-2) = f((-2)+2) = f(0) = 1$$

so $(-2, 1)$ is on the graph of h. To use the fact $f(2) = 3$, we set $x+2 = 2$ to get $x = 0$. Substituting gives

$$h(0) = f(0+2) = f(2) = 3.$$

Continuing in this fashion, we get

x	$x+2$	$h(x) = f(x+2)$
-2	0	$h(-2) = f(0) = 1$
0	2	$h(0) = f(2) = 3$
2	4	$h(2) = f(4) = 3$
3	5	$h(3) = f(5) = 5$

In summary, the points $(0, 1)$, $(2, 3)$, $(4, 3)$ and $(5, 5)$ on the graph of $y = f(x)$ give rise to the points $(-2, 1)$, $(0, 3)$, $(2, 3)$ and $(3, 5)$ on the graph of $y = h(x)$, respectively.

Again, leaning on the Fundamental Graphing Principle for Functions, if (x_1, y_1) is on the graph of $y = f(x)$, then $f(x_1) = y_1$. Solving $x+2 = x_1$ gives $x = x_1 - 2$ so that $h(x_1 - 2) = f((x_1 - 2)+2) = f(x_1) = y_1$. As such, $(x_1 - 2, y_1)$ is on the graph of $y = h(x)$. The point $(x_1 - 2, y_1)$ is exactly 2 units to the *left* of the point (x_1, y_1) so the graph of $y = h(x)$ is obtained by shifting the graph $y = f(x)$ to the left 2 units, as shown in Figure 1.7.3*A*.

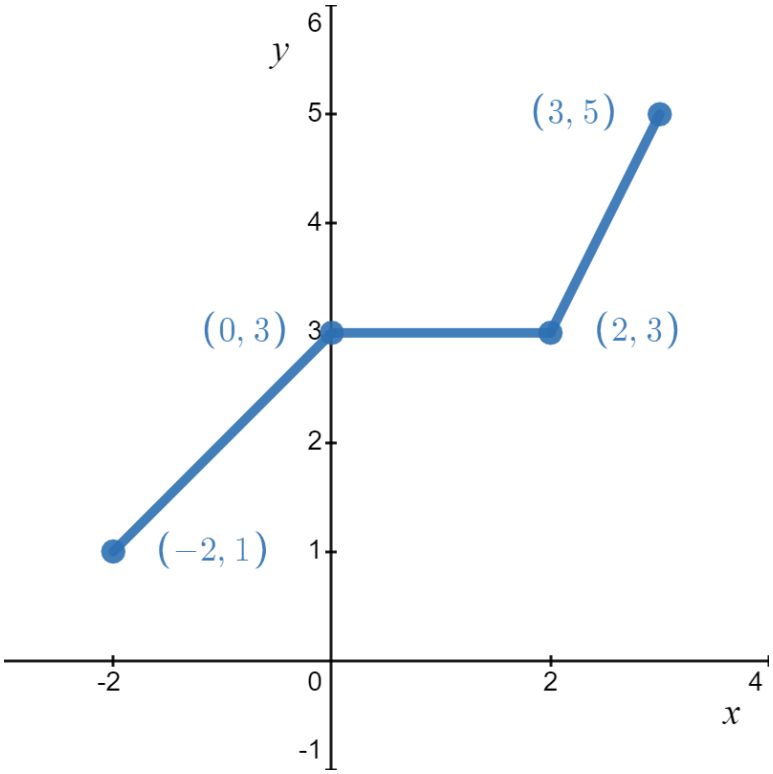


Figure 1.7.3*A*: $h(x) = f(x+2)$

Note that while the ranges of f and h are the same, the domain of h is $[-2, 3]$ whereas the domain of f is $[0, 5]$. In general, when we shift the graph horizontally, the range will remain the same, but the domain could change.

If we graph $j(x) = g\left(x - \frac{\pi}{4}\right)$, we find ourselves *adding* $\frac{\pi}{4}$ to all of the x values of the points on the graph of $y = g(x)$ to effect a shift to the *right* $\frac{\pi}{4}$ units. In this process, we move the vertical asymptotes to the right $\frac{\pi}{4}$ units as well, as shown in Figure 1.7.3*B*.

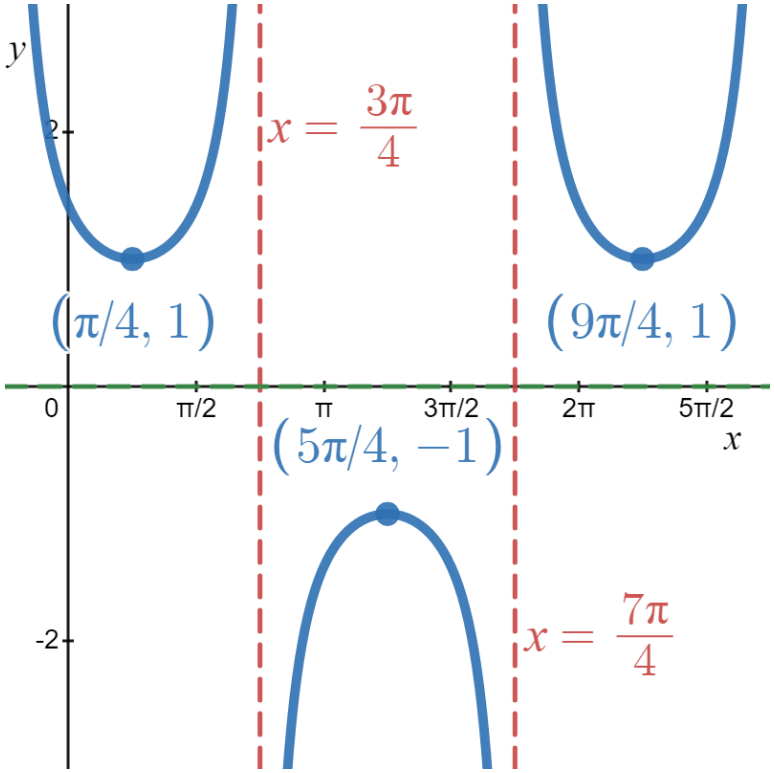


Figure 1.7.3B: $j(x) = g\left(x - \frac{\pi}{4}\right) = \sec\left(x - \frac{\pi}{4}\right)$

Generalizing these notions produces the following result.

Theorem: Horizontal Shifts

Suppose f is a function and C is a positive number.

- The graph of $y = f(x + C)$ is obtained from shifting the graph of $y = f(x)$ left C units by subtracting C from the x-coordinates of the points on the graph of f.
- The graph of $y = f(x - C)$ is obtained from shifting the graph of $y = f(x)$ right C units by adding C to the x-coordinates of the points on the graph of f.

In other words, adding to or subtracting from the *input* to a function amounts to shifting the graph left or right, respectively.

Caution: The Horizontal Shift is $\pm C$ Only When $B = 1$

This theorem states the graph of $y = f(x \pm C)$ is obtained from shifting the graph of $y = f(x)$ left or right C units; **however**, it says nothing about the graph of $y = f(Bx \pm C)$. Suppose the coefficient of x is something other than 1. In that case, you must factor the argument to get the function in the form

$$h(x) = Af\left(B\left(x + \frac{C}{B}\right)\right) + D$$

so that you can see the *true* shift on x (not on Bx). Examples 1.7.2 and 1.7.3 showcase that the true horizontal shift in these cases is $\pm\frac{C}{B}$.

The previous two theorems concerning vertical and horizontal shifts present a theme that will run throughout the section: changes to the outputs from a function affect the y-coordinates of the graph, resulting in some vertical change; changes to the inputs to a function affect the x-coordinates of the graph, resulting in some kind of horizontal change.

Returning to the Order of Transformations, we now know that to graph

$$h(x) = f(x + C) + D,$$

we apply the horizontal shift, C, and *then* the vertical shift, D.[9]

Example 1.7.1

a. Graph $f(x) = \sqrt{x}$. Plot at least three points. State the domain and range of f.
b. Use your graph in 1 to graph $g(x) = \sqrt{x} - 1$. State the domain and range of g.
c. Use your graph in 1 to graph $j(x) = \sqrt{x - 1}$. State the domain and range of j.
d. Use your graph in 1 to graph $m(x) = \sqrt{x + 3} - 2$. State the domain and range of m.

Solutions

a. Owing to the square root, the domain of f is $x \geq 0$, or $[0, \infty)$.

We quickly graph $f(x) = \sqrt{x}$ from our Intermediate Algebra prerequisite knowledgebase (choosing perfect squares to build our anchor points). From the graph (see Figure 1.7.4) we verify the domain of f is $[0, \infty)$ and the range of f is also $[0, \infty)$.

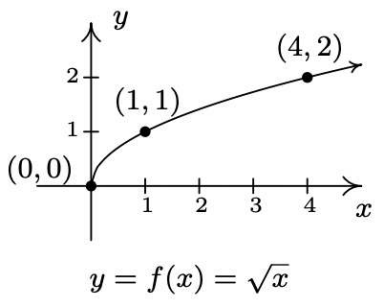
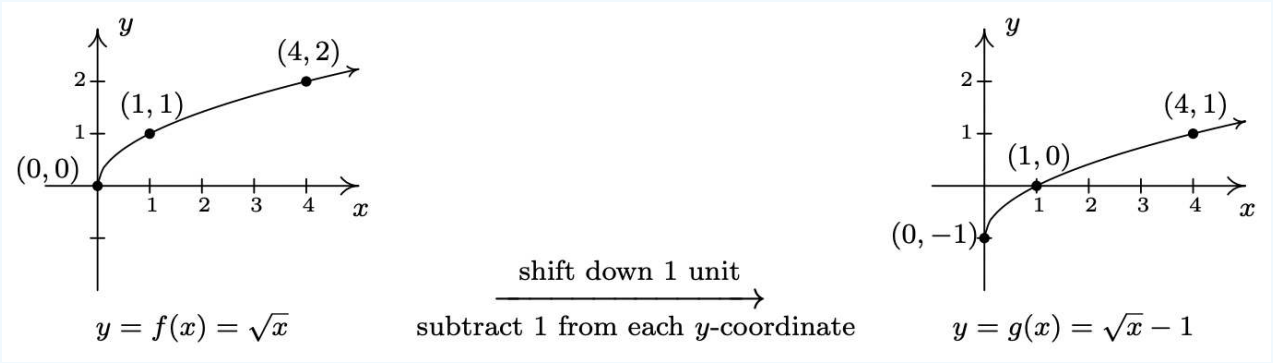


Figure 1.7.4

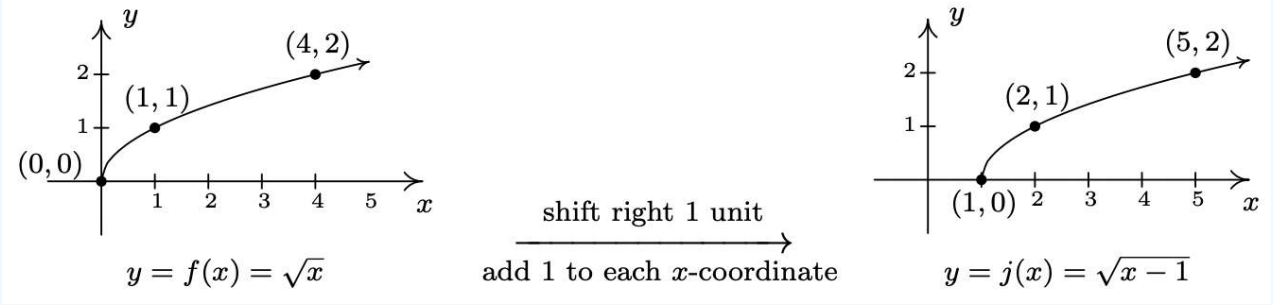
b. The domain of g is the same as the domain of f, since the only condition on both functions is that $x \geq 0$.

Since only one transformation is being performed here, we don't need to reference the Order of Transformations. If we compare the formula for $g(x)$ with $f(x)$, we see that $g(x) = f(x) - 1$. In other words, we shift all y-values of f down by 1 unit. We confirm the domain of g is $[0, \infty)$ and find the range of g to be $[-1, \infty)$.



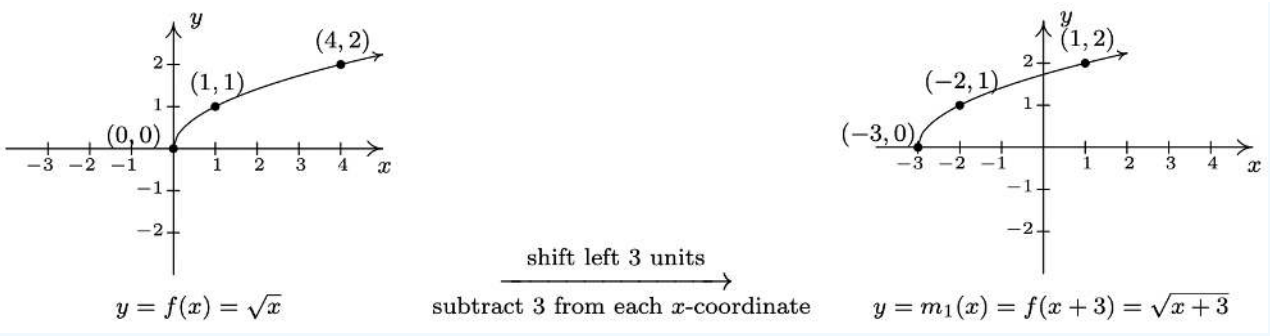
c. Solving $x - 1 \geq 0$ gives $x \geq 1$, so the domain of j is $[1, \infty)$.

Again, we only perform a single transformation, so the Order of Transformations should not be referenced. To graph j, we note that $j(x) = f(x - 1)$. This induces a shift to the right of the graph of f by 1 unit. The graph reaffirms that the domain of j is $[1, \infty)$ and tells us that the range of j is $[0, \infty)$.

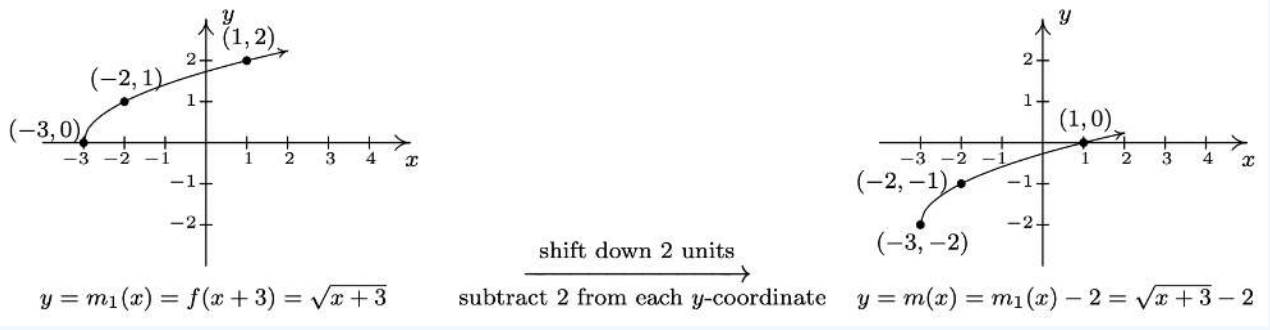


d. To find the domain of m, we solve $x + 3 \geq 0$ and get $[-3, \infty)$.

We have arrived at an example involving more than one transformation. Applying the Order of Transformations, the addition of 3 to x shifts the graph *left* 3 units. Hence, we subtract 3 from each of the x-coordinates of the points on the graph of f and arrive at our "stop-over" graph of $m_1(x)$.



Applying the subtraction of 2 to the function value, we obtain the graph of m by subtracting 2 from the y-coordinates of each of the points on the graph of $m_1(x)$. The resulting graph verifies that the domain of m is $[-3, \infty)$ and we find the range of m to be $[-2, \infty)$.



Keep in mind that we can check our answer to any of these problems by showing that any of the points we've moved lie on the graph of our final answer. For example, we can check that $(-3, -2)$ is on the graph of m by computing $m(-3) = \sqrt{(-3)+3} - 2 = \sqrt{0} - 2 = -2$.✓

Reflections

At this point, we now know the effects of the parameters C and D on the graph of

$$h(x) = Af(Bx + C) + D.$$

In this subsection, we *begin* to look at the effects of the parameters of A and B; however, we will only focus on their signs for the moment.

We know from Section 1.1 that to reflect a point (x, y) across the x-axis, we replace y with $-y$. If (x_1, y_1) is on the graph of f, then $y_1 = f(x_1)$, so replacing y_1 with $-y_1$ is the same as replacing $f(x_1)$ with $-f(x_1)$. Hence, the graph of $y = -f(x)$ is the graph of f reflected across the x-axis. Similarly, the graph of $y = f(-x)$ is the graph of f reflected across the y-axis.

Returning to the language of inputs and outputs, multiplying the output from a function by -1 reflects its graph across the x-axis, while multiplying the input to a function by -1 reflects the graph across the y-axis.

Theorem: Reflections

Suppose f is a function.

- The graph of $y = -f(x)$ is obtained from reflecting the graph of $y = f(x)$ across the x-axis by multiplying the y-coordinates of the points on the graph of f by -1.
- The graph of $y = f(-x)$ is obtained from reflecting the graph of $y = f(x)$ across the y-axis by multiplying the x-coordinates of the points on the graph of f by -1.

Applying this theorem to the graph of $y = f(x)$ in Figure 1.7.1*A*, we can graph $y = -f(x)$ by reflecting the graph of f about the x-axis (see Figure 1.7.5).

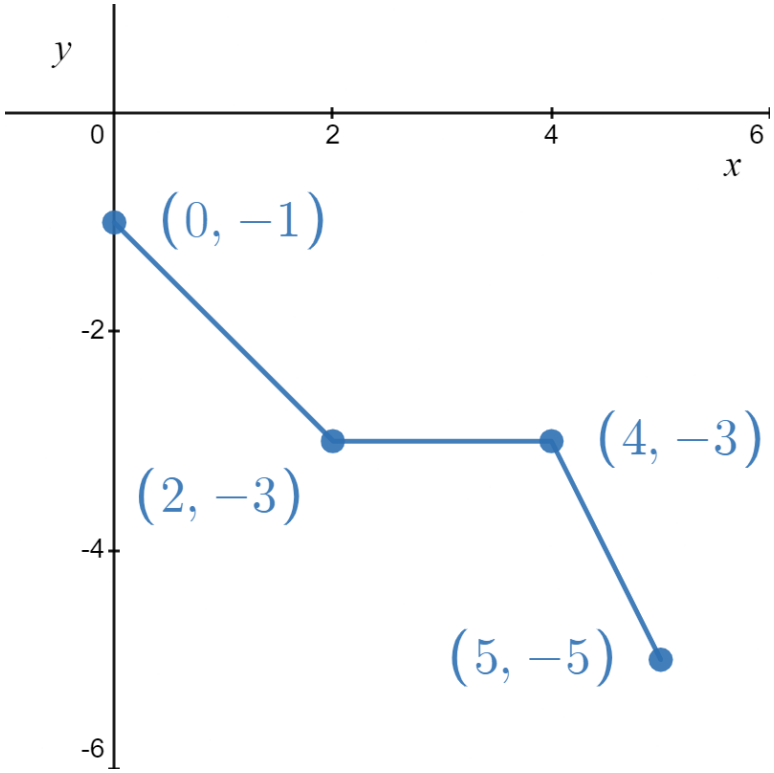


Figure 1.7.5: $y = -f(x)$

By reflecting the graph of f across the y-axis, we obtain the graph of $y = f(-x)$ (see Figure 1.7.6).

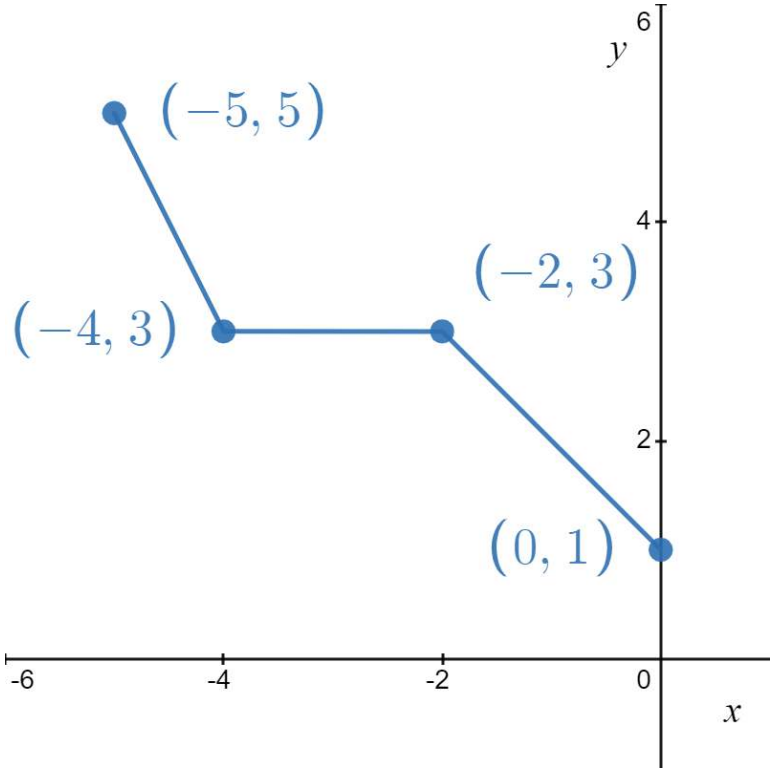


Figure 1.7.6: $y = f(-x)$

With the addition of reflections, considering the Order of Transformations is now more critical than ever, as we shall see in the following example. Remember, given

$$h(x) = Af(Bx + C) + D,$$

we will work from the "inside-out" following the Order of Operations.

Example 1.7.2

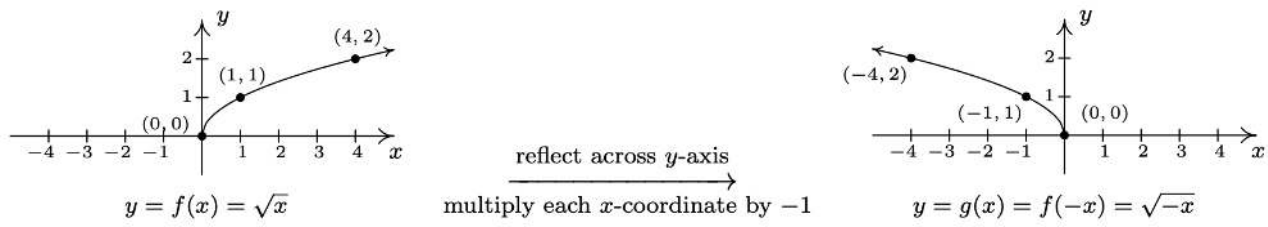
Let $f(x) = \sqrt{x}$. Use the graph of f in Figure 1.7.4 from Example 1.7.1 to graph the following functions. Also, state their domains and ranges.

a. $g(x) = \sqrt{-x}$
b. $j(x) = \sqrt{3-x}$
c. $m(x) = 3 - \sqrt{x}$

Solutions

a. The mere sight of $\sqrt{-x}$ usually causes alarm, if not panic. When we discussed domains in Section 1.4, we banished negatives from the radicands of even roots. However, we must remember that x is a variable, so the quantity $-x$ isn't always negative. For example, if $x = -4$, $-x = 4$, thus $\sqrt{-x} = \sqrt{-(-4)} = 2$ is perfectly well-defined. To find the domain analytically, we set $-x \geq 0$ which gives $x \leq 0$, so that the domain of g is $(-\infty, 0]$.

Since $g(x) = f(-x)$, the reflection theorem tells us that the graph of g is the reflection of the graph of f across the y-axis. We accomplish this by multiplying each x-coordinate on the graph of f by -1. Graphically, we see that the domain of g is $(-\infty, 0]$ and the range of g is the same as the range of f, namely $[0, \infty)$.



$y = f(x) = \sqrt{x}$ $\qquad$ $y = g(x) = f(-x) = \sqrt{-x}$

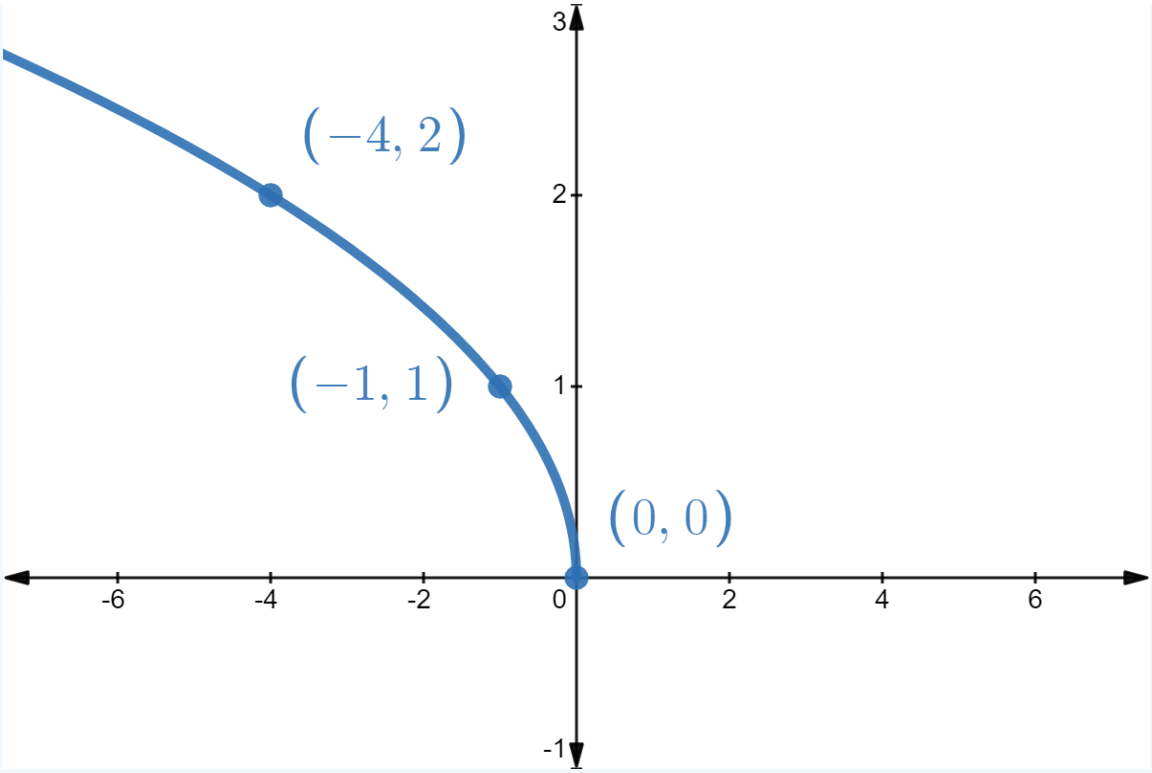
b. To determine the domain of $j(x) = \sqrt{3-x}$, we solve $3 - x \geq 0$ and get $x \leq 3$, or $(-\infty, 3]$.

We have finally reached a point where Equation 1.7.2 is critical to use. Many students will rewrite $j(x)$ as $j(x) = \sqrt{-x+3}$. While this is correct, it's not enough because it does *not* showcase the correct horizontal shift. In the paragraph before Equation 1.7.2, we stated that C was being added to Bx - **not** x. This is where factoring B in the argument of the function is necessary. According to the reflection theorem, a horizontal shift occurs when C is added to x - not Bx!

We start the graphing process by rewriting $j(x)$ to match the form of Equation 1.7.2

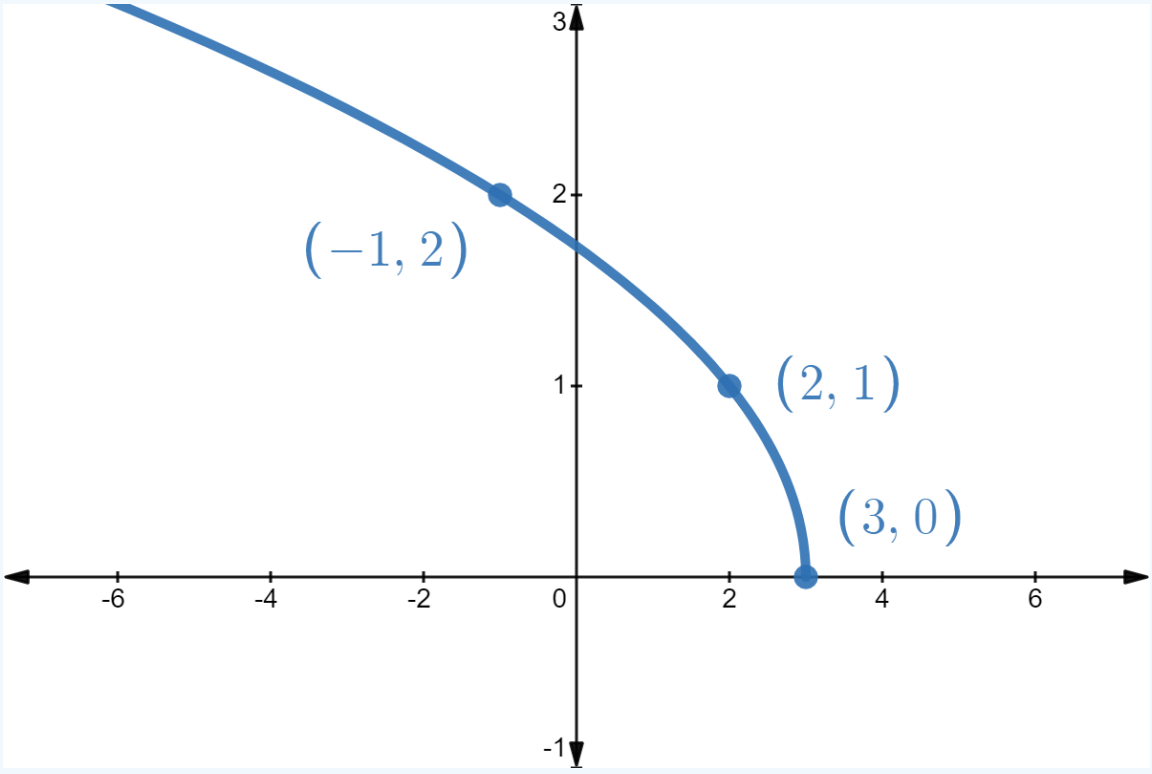
$$j(x) = \sqrt{3-x} = \sqrt{-(-3+x)} = \sqrt{-(x-3)}.$$

Following the Order of Transformations, we first apply the transformation caused by the multiplication of -1 on x. This will result in the "middleman" function, $j_1(x) = \sqrt{-x}$. This reflects f about the y-axis.



$j_1(x) = \sqrt{-x}$

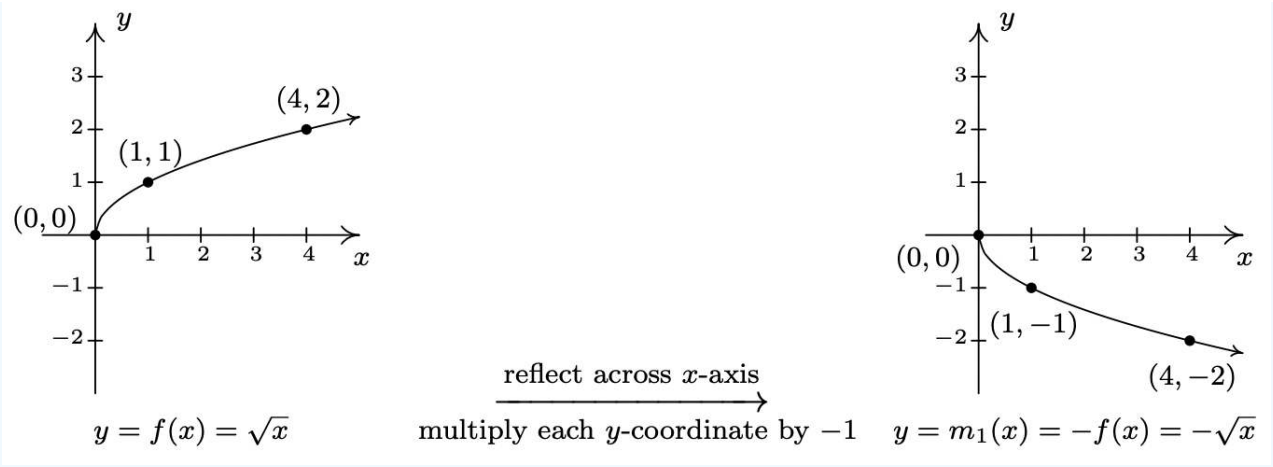
Our next step in the Order of Transformations is to subtract 3 from x - **not** $-x$ (again, this is why we needed to factor the argument). This shifts the graph of j_1 3 units to the *right*. From the graph, we confirm the domain of j is $(-\infty, 3]$ and we get that the range is $[0, \infty)$.



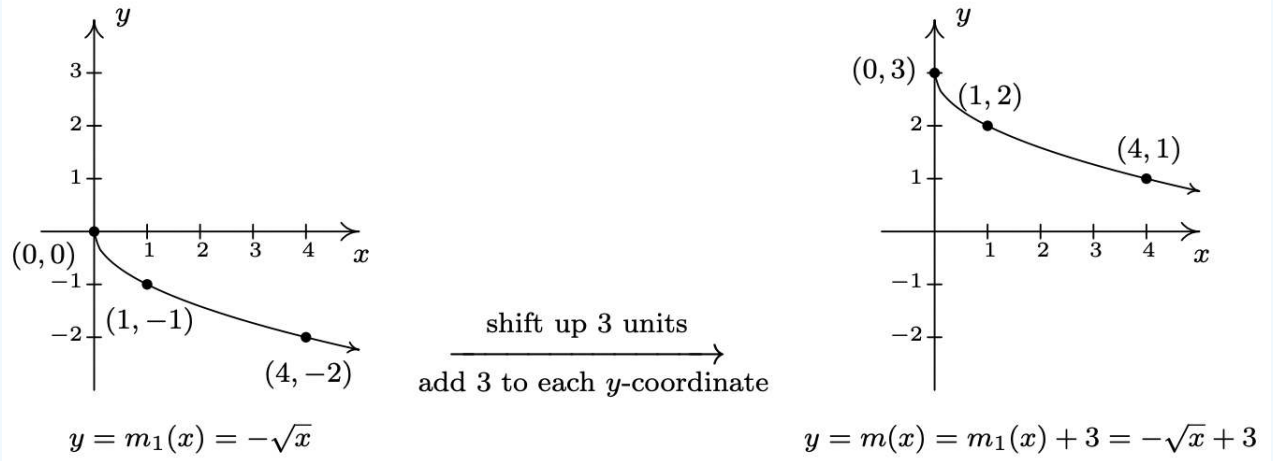
$j(x) = \sqrt{-(x-3)}$

c. The domain of m works out to be the domain of f, $[0, \infty)$.

Rewriting $m(x) = -\sqrt{x} + 3$, we see $m(x) = -f(x) + 3$. We perform a reflection across the x-axis using the Order of Transformations.



We then add 3 to the function values, which causes a shift up by 3 units. We see from the graph that the range of m is $(-\infty, 3]$.



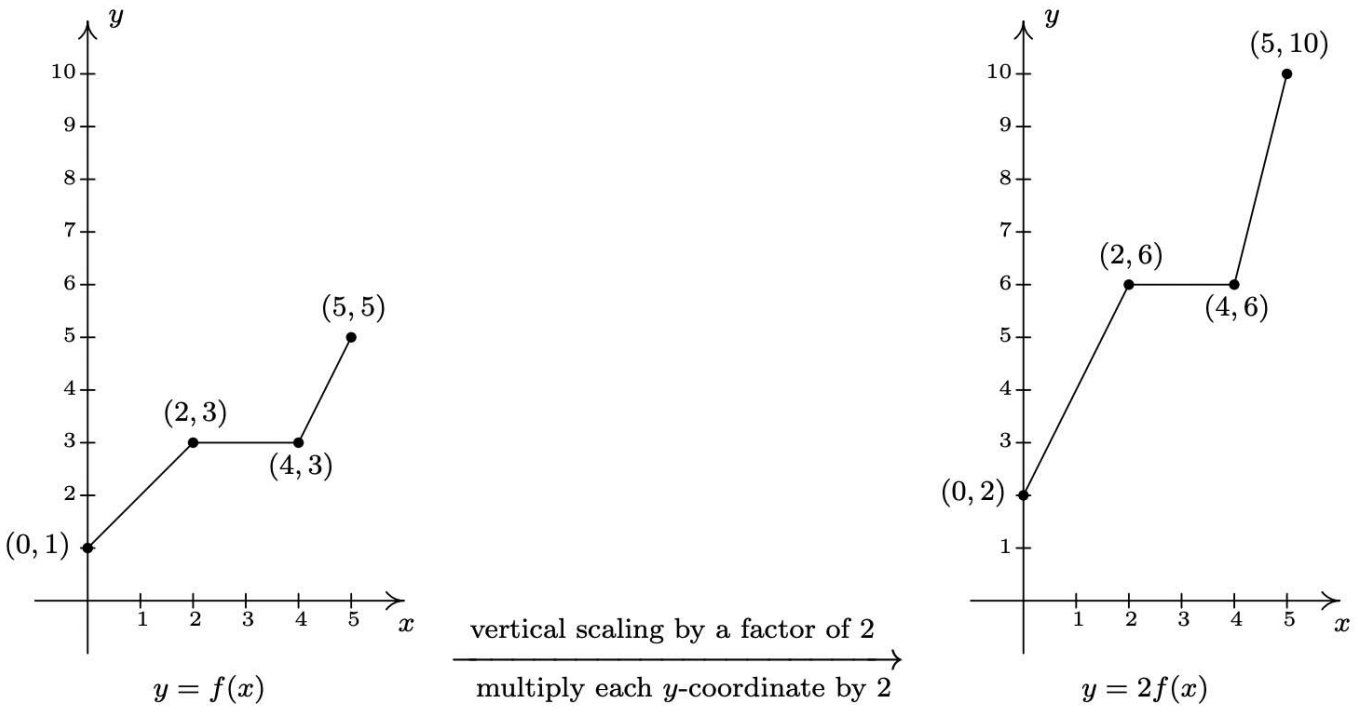
Vertical Scalings

We now turn our attention to our last class of transformations known as **scalings**. A thorough discussion of scalings can get complicated because they are not as straightforward as the previous transformations. A quick review of what we've covered so far, namely vertical shifts, horizontal shifts, and reflections, will show you why those transformations are known as **rigid transformations**. Simply put, they do not change the *shape* of the graph, only its position and orientation in the plane. If, however, we wanted to make a new graph twice as tall as a given graph or one-third as wide, we would be changing the shape of the graph. This type of transformation is called **non-rigid** for obvious reasons. Not only will it be important for us to differentiate between modifying inputs versus outputs, but we must also pay close attention to the magnitude of the changes we make. As you will see, the Mathematics is easier than the associated grammar.

Suppose we wish to graph the function $h(x) = 2f(x)$ where $f(x)$ is the function from Figure $1.7.1A$ given at the beginning of the section. From its graph, we can build a table of values for h as before.

x	$f(x)$	$h(x) = 2f(x)$
0	1	2
2	3	6
4	3	6
5	5	10

In general, if (x_1, y_1) is on the graph of f, then $f(x_1) = y_1$ so that $h(x_1) = 2f(x_1) = 2y_1$ puts $(x_1, 2y_1)$ on the graph of h. In other words, to obtain the graph of h, we multiply all of the y-coordinates of the points on the graph of f by 2. Multiplying all of the y-coordinates of all of the points on the graph of f by 2 causes what is known as a **vertical scaling** (also called a **vertical stretching**, **vertical expansion**, or **vertical dilation**) by a factor of 2, and the results are shown below.



If we wish to graph $y = \frac{1}{2}g(x)$, where $g(x)$ is from Figure 1.7.1*B*, we multiply the all of the y-coordinates of the points on the graph of g by $\frac{1}{2}$. This creates a **vertical compression** (also called **vertical shrinking** or **vertical contraction**) by a factor of 2 as seen below.

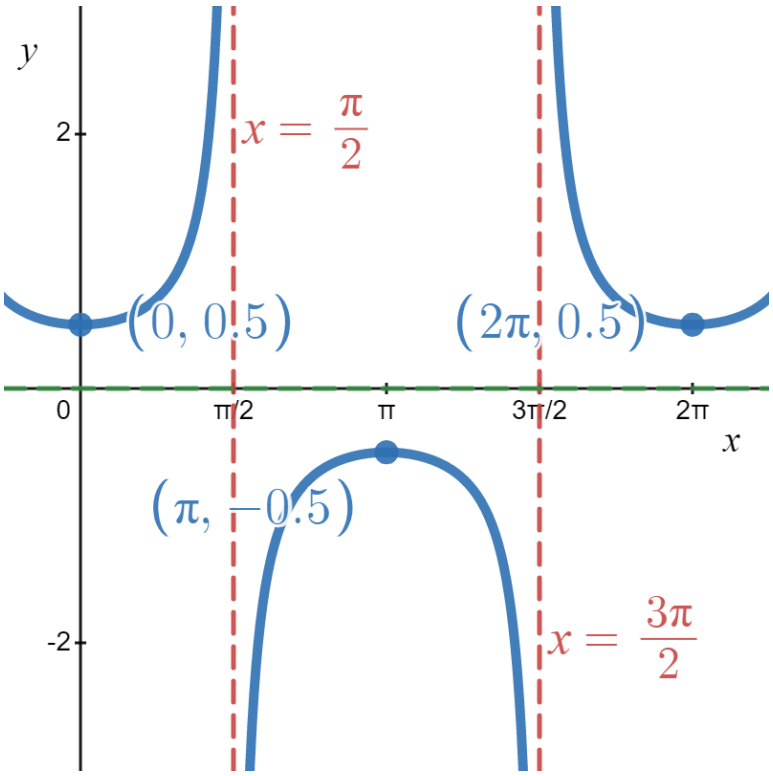


Figure 1.7.7: $h(x) = \frac{1}{2}\sec(x)$

These results are generalized in the following theorem.

Theorem: Vertical Scalings

Suppose f is a function and $a > 0$. The graph of $y = af(x)$ is obtained by multiplying all of the y-coordinates of the points on the graph of f by a. We say the graph of f has been **vertically scaled** by a factor of a.

- If $a > 1$, we say the graph of f has undergone a **vertical stretching** (**expansion**, **dilation**) by a factor of a.
- If $0 < a < 1$, we say the graph of f has undergone a **vertical shrinking** (**compression**, **contraction**) by a factor of $\frac{1}{a}$.

A few remarks about this theorem are in order. First, a note about the vocabulary. To the authors, the words "stretching," "expansion," and "dilation" all indicate something getting bigger. Hence, "stretched by a factor of 2" makes sense if we are scaling something by multiplying it by 2.

Similarly, we believe words like "shrinking," "compression," and "contraction" all indicate something getting smaller, so if we scale something by a factor of $\frac{1}{2}$, we would say it "shrinks by a factor of 2" - not "shrinks by a factor of $\frac{1}{2}$." This is why we have written the descriptions "stretching by a factor of a" and "shrinking by a factor of $\frac{1}{a}$" in the statement of the theorem.

Second, in terms of inputs and outputs, this theorem says multiplying the *outputs* from a function by positive number a causes the graph to be vertically scaled by a factor of a. It is natural to ask what would happen if we multiply a function's *inputs* by a positive number. This leads us to our last transformation of the section.

Finally, returning to the Order of Transformations, we now understand the role of A in

$$h(x) = Af(Bx + C) + D.$$

So far, when applying transformations, we do the following:

1. Multiply x by B to get ???
2. Add C to x to shift the graph horizontally.
3. Multiply the function values by A to possibly reflect the graph about the x-axis, and stretch or compress the graph vertically (away from the x-axis).
4. Add D to the function values to shift the graph vertically.

Horizontal Scalings

Again, referring to the graph of f in Figure $1.7.1A$, suppose we want to graph $h(x) = f(2x)$. In other words, we are looking to see what effect multiplying the inputs to f by 2 has on its graph. Suppose we attempt to build a table directly. In that case, we quickly run into the same problem we had in our discussion leading up to the theorem on horizontal shifts, as seen in the table below.

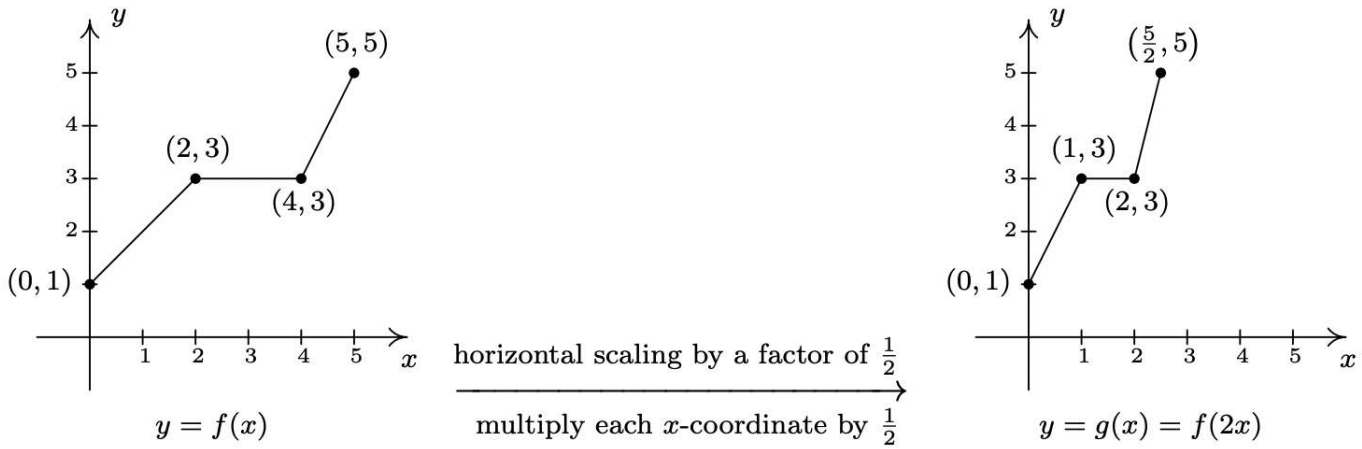
x	$f(x)$	$h(x) = f(2x)$
0	1	$f(2 \cdot 0) = f(0) = 1$
2	3	$f(2 \cdot 2) = f(4) = 3$
4	3	$f(2 \cdot 4) = f(8) =?$
5	5	$f(2 \cdot 5) = f(10) =?$

We solve this problem in the same way we solved this problem before. For example, if we want to determine the point on h which corresponds to the point $(2, 3)$ on the graph of f, we set $2x = 2$ so that $x = 1$. Substituting $x = 1$ into $h(x)$, we obtain $h(1) = f(2 \cdot 1) = f(2) = 3$, so that $(1, 3)$ is on the graph of h. Continuing in this fashion, we obtain the table below.

x	$2x$	$h(x) = f(2x)$
0	0	$h(0) = f(0) = 1$
1	2	$h(1) = f(2) = 3$
2	4	$h(2) = f(4) = 3$
$\frac{5}{2}$	5	$h\left(\frac{5}{2}\right) = f(5) = 5$

In general, if (x_1, y_1) is on the graph of f, then $f(x_1) = y_1$. Hence $h\left(\frac{x_1}{2}\right) = f\left(2 \cdot \frac{x_1}{2}\right) = f(x_1) = y_1$ so that $\left(\frac{x_1}{2}, y_1\right)$ is on the graph of h.

In other words, to graph h we divide the x-coordinates of the points on the graph of f by 2. This results in a **horizontal scaling** (also called **horizontal shrinking**, **horizontal compression**, or **horizontal contraction**) by a factor of $\frac{1}{2}$.



If, on the other hand, we wish to graph $y = g\left(\frac{1}{2}x\right)$ from Figure $1.7.1B$, we end up multiplying the x-coordinates of the points on the graph of g by 2 which results in a **horizontal scaling** (also called **horizontal stretching**, **horizontal expansion**, or **horizontal dilation**) by a factor of 2, as demonstrated below.

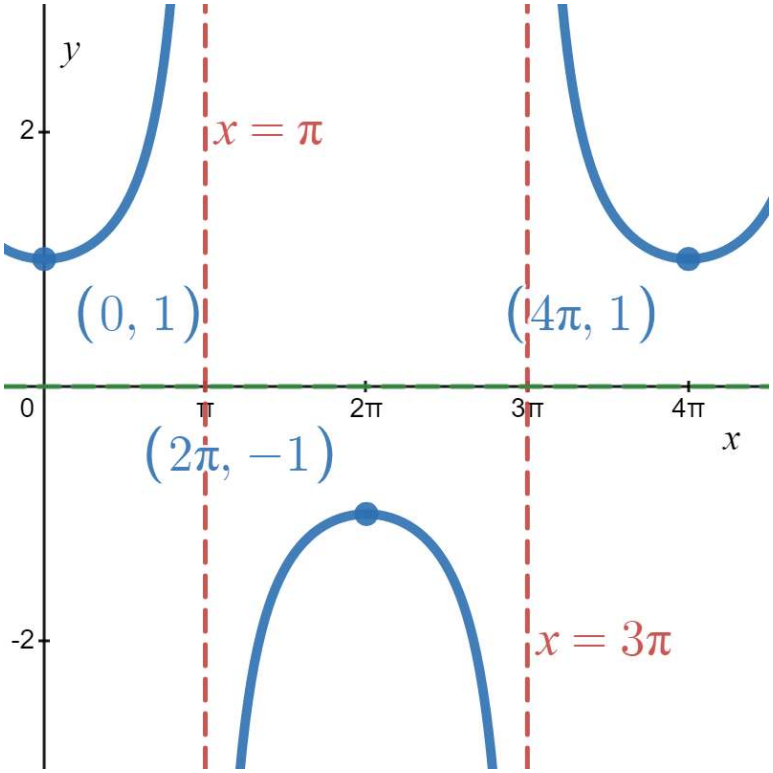


Figure 1.7.8: $h(x) = \sec\left(\frac{1}{2}x\right)$

It is instructive to note that in Figure 1.7.8, we have not only multiplied the x-values of our anchor points by 2 but also the values of the vertical asymptotes by 2 as well.

We have the following theorem.

Theorem: Horizontal Scalings

Suppose f is a function and $b > 0$. The graph of $y = f(bx)$ is obtained from dividing all of the x-coordinates of the points on the graph of f by b. We say the graph of f has been **horizontally scaled** by a factor of $\frac{1}{b}$.

- If $0 < b < 1$, we say the graph of f has undergone a **horizontal stretching** (**expansion**, **dilation**) by a factor of $\frac{1}{b}$.
- If $b > 1$, we say the graph of f has undergone a **horizontal shrinking** (**compression**, **contraction**) by a factor of b.

This theorem tells us that if we multiply the input to a function by b, the resulting graph is scaled horizontally by a factor of $\frac{1}{b}$ since the x-values are divided by b to produce corresponding points on the graph of $y = f(bx)$.

The next example explores how vertical and horizontal scalings sometimes interact with each other and with the other transformations introduced in this section.

Example 1.7.3

Let $f(x) = \sqrt{x}$. Use the graph of f from Figure 1.7.4 in Example 1.7.1 to graph the following functions. Also, state their domains and ranges.

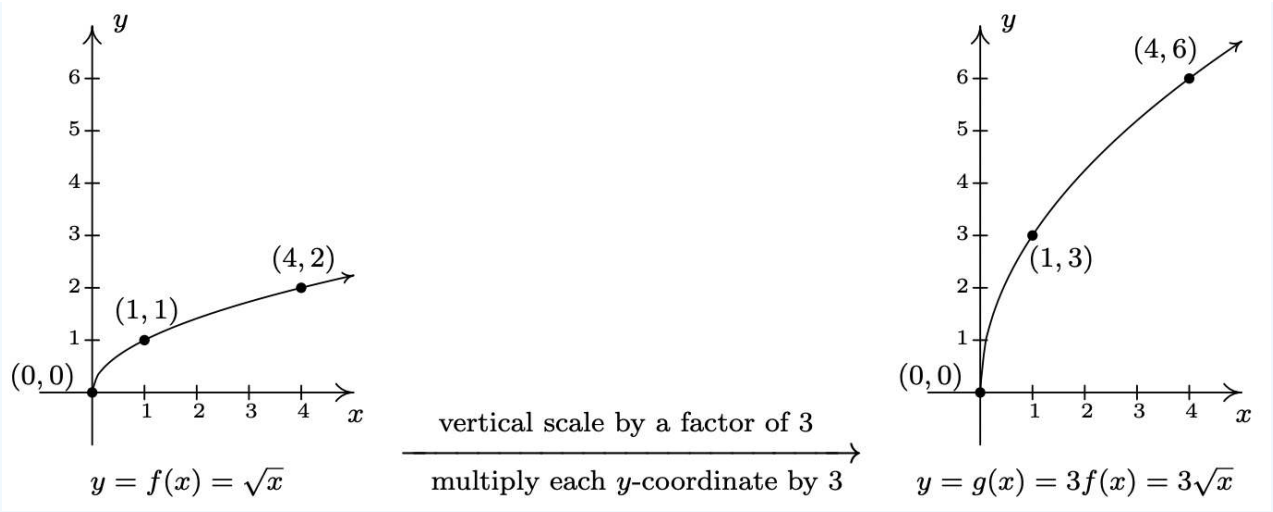
a. $g(x) = 3\sqrt{x}$
b. $j(x) = \sqrt{9x}$
c. $m(x) = 1 - \sqrt{\frac{x+3}{2}}$

Solutions

a. First we note that the domain of g is $[0, \infty)$ for the usual reason.

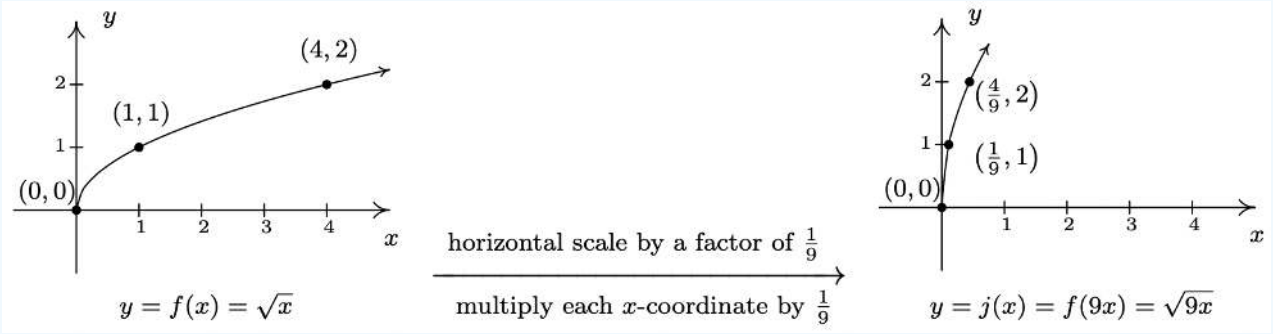
Next, we have $g(x) = 3f(x)$. So, we obtain the graph of g by multiplying all of the y-coordinates of the points on the graph of f by 3. The result is a vertical scaling of the graph of f by a factor of 3. We find the range of g is also $[0, \infty)$.

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b. To determine the domain of j, we solve $9x \geq 0$ to find $x \geq 0$. Again, Our domain is $[0, \infty)$.

We recognize $j(x) = f(9x)$ and by our most recent theorem, we obtain the graph of j by dividing the x-coordinates of the points on the graph of f by 9. From the graph, we see the range of j is also $[0, \infty)$.

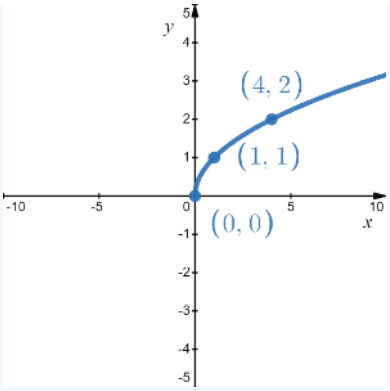


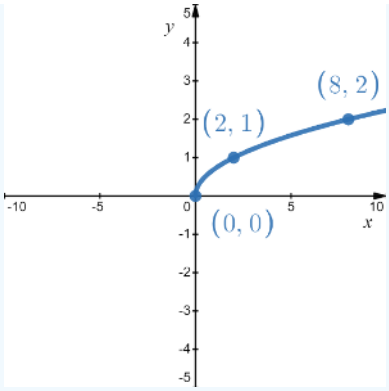
c. This is the whole enchilada. It has most of the transformations, so we have to be very meticulous with our work. As usual, let's start by finding the domain. Solving $\frac{x+3}{2} \geq 0$ gives $x \geq -3$, so the domain of m is $[-3, \infty)$.

To take advantage of the Order of Transformations, we rewrite

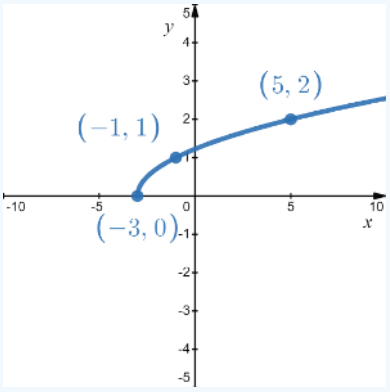
$$m(x) = -\sqrt{\frac{1}{2}x + \frac{3}{2}} + 1 = -\sqrt{\frac{1}{2}(x+3)} + 1.$$

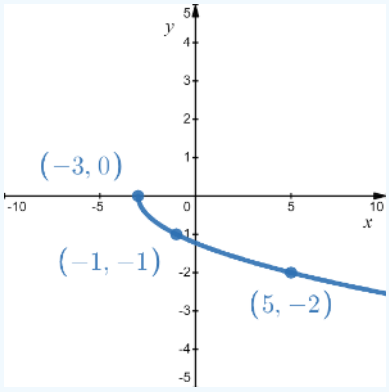
1. The coefficient of x prior to factoring is $\frac{1}{2}$. This will cause a horizontal stretch by a factor of 2.
2. Once we factored the $\frac{1}{2}$ from the argument $\frac{1}{2}x + \frac{3}{2}$, the true horizontal shift is revealed. Remember, the addition or subtraction of C from x represents the horizontal shift - **not** the addition or subtraction of C from Bx. Since $B\left(x + \frac{C}{B}\right) = \frac{1}{2}(x+3)$, the graph experiences a horizontal shift to the left two units.
3. The coefficient of the function is negative. Hence, the graph gets reflected about the x-axis; however, there is no additional vertical scaling because $|-1| = 1$.
4. Finally, the addition of 1 to the function values shifts the graph up 1 unit.



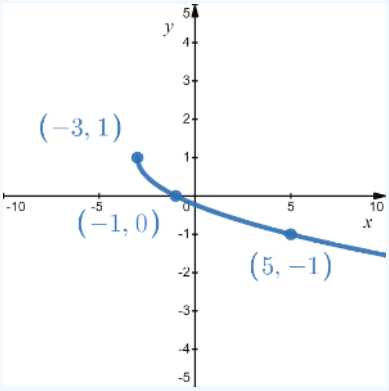


Left: $f(x)=\sqrt{x}$ and Right: $m_1(x)=\sqrt{\frac{1}{2}x}$





Left: $m_2(x)=\sqrt{\frac{1}{2}(x+3)}$ and Right: $m_3(x)=-\sqrt{\frac{1}{2}(x+3)}$



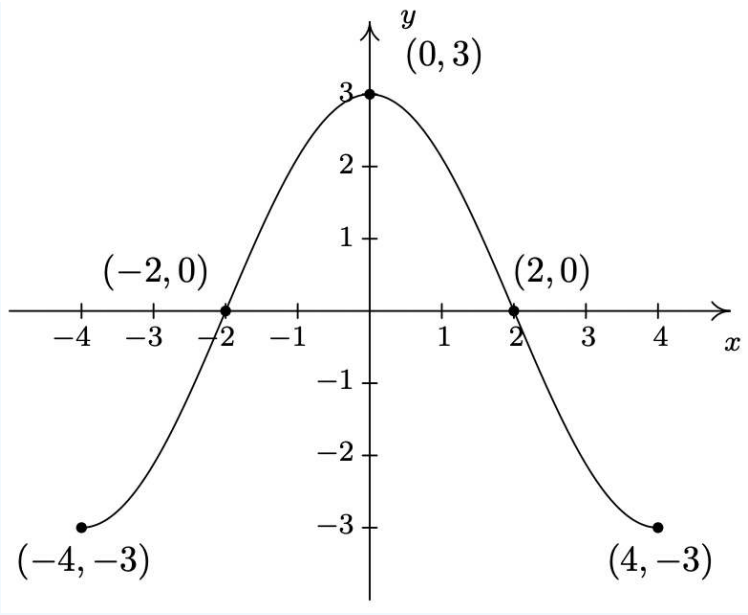
$m(x)=-\sqrt{\frac{1}{2}(x+3)}+1$

Note, recalling the properties of radicals from Intermediate Algebra, we know that the functions g and j are the same, since j and g have the same domains and $j(x)=\sqrt{9x}=\sqrt{9}\sqrt{x}=3\sqrt{x}=g(x)$. (We invite the reader to verify that all of the points we plotted on the graph of g lie on the graph of j and vice-versa.) Hence, for $f(x)=\sqrt{x}$, a vertical stretch by a factor of 3 and a horizontal shrinking by a factor of 9 result in the same transformation. While this kind of phenomenon is not universal, it happens commonly enough with some of the families of functions studied in College Algebra that it is worthy of note.

Example 1.7.4

Below is the complete graph of $y=f(x)$. Use it to graph $g(x)=\frac{4-3f(1-2x)}{2}$.

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Solution

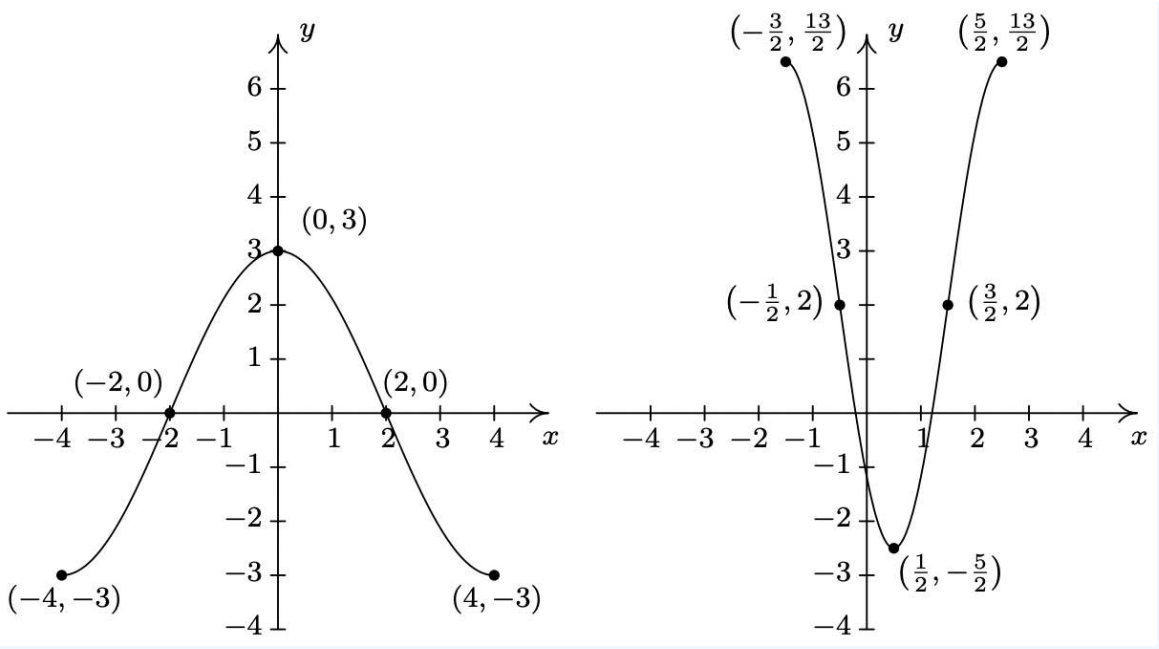
We first rewrite g in the form of Equation 1.7.2

$$g(x) = -\frac{3}{2} f\left(-2\left(x - \frac{1}{2}\right)\right) + 2.$$

From the Order of Transformations, we have the following:

Current Function	Transformation	Anchor Point $(-4,-3)$	Anchor Point $(-2,0)$	Anchor Point $(0,3)$	Anchor Point $(2,0)$	Anchor Point $(4,-3)$
$f(-x)$	reflection about the y-axis	$(4,-3)$	$(2,0)$	$(0,3)$	$(-2,0)$	$(-4,-3)$
$f(-2x)$	horizontal compression by a factor of $\frac{1}{2}$	$(2,-3)$	$(1,0)$	$(0,3)$	$(-1,0)$	$(-2,-3)$
$f(-2\left(x-\frac{1}{2}\right))$	horizontal shift right by $\frac{1}{2}$ unit	$\left(\frac{5}{2},-3\right)$	$\left(\frac{3}{2},0\right)$	$\left(\frac{1}{2},3\right)$	$\left(-\frac{1}{2},0\right)$	$\left(-\frac{3}{2},-3\right)$
$-f(-2\left(x-\frac{1}{2}\right))$	reflection about x-axis	$\left(\frac{5}{2},3\right)$	$\left(\frac{3}{2},0\right)$	$\left(\frac{1}{2},-3\right)$	$\left(-\frac{1}{2},0\right)$	$\left(-\frac{3}{2},3\right)$
$-\frac{3}{2}f(-2\left(x-\frac{1}{2}\right))$	vertical stretch by a factor of $\frac{3}{2}$	$\left(\frac{5}{2},\frac{9}{2}\right)$	$\left(\frac{3}{2},0\right)$	$\left(\frac{1}{2},-\frac{9}{2}\right)$	$\left(-\frac{1}{2},0\right)$	$\left(-\frac{3}{2},\frac{9}{2}\right)$
$-\frac{3}{2}f(-2\left(x-\frac{1}{2}\right))+2$	vertical shift up by 2 units	$\left(\frac{5}{2},\frac{13}{2}\right)$	$\left(\frac{3}{2},2\right)$	$\left(\frac{1}{2},-\frac{5}{2}\right)$	$\left(-\frac{1}{2},2\right)$	$\left(-\frac{3}{2},\frac{13}{2}\right)$

To graph g, we plot each of the points in the table above and connect them in the same order and fashion as the points to which they correspond. Plotting f and g side-by-side gives



The reader is strongly encouraged to graph the series of functions, which shows the gradual transformation of the graph of f into the graph of g. We have outlined the sequence of transformations in the above exposition; all that remains is to plot the five intermediate stages.

The Order of Transformations

We finish this section with the cleaned-up version of the Order of Transformations.

Theorem: Order of Transformations

Let $h(x)$ be a function that can be written as

$$h(x) = Af(Bx+C)+D = Af\left(B\left(x+\frac{C}{B}\right)\right)+D,$$

for constants A, B, C, and D, where $A \neq 0$ and $B \neq 0$. The graph of h can be obtained from the graph of f as follows:

1. Start with the base graph, $f(x)$.
   a. If $B < 0$, horizontally reflect the graph about the y-axis.
   b. If $0 < |B| < 1$, horizontally stretch the graph by a factor of $\frac{1}{B}$. Otherwise, if $|B| > 1$, horizontally compress the graph by a factor of B.
2. Horizontally shift the graph $\frac{C}{B}$ units to the left (if $\frac{C}{B} > 0$) or right (if $\frac{C}{B} < 0$).
3.
   a. If $A < 0$, vertically reflect the graph about the x-axis.
   b. If $|A| > 1$, vertically stretch the graph by a factor of A. Otherwise, if $0 < |A| < 1$, vertically compress the graph by a factor of $\frac{1}{A}$.
4. Vertically shift the graph D units up (if $D > 0$) or down (if $D < 0$).

Footnotes

[1] In reality, the Fundamental Graphing Principle for Functions states for a point (x, y) to be on the graph, $f(x) = y$; however, I personally find that replacing x and y with x_1 and y_1, respectively, makes the language a little more understandable.

[2] An "anchor point" is a point on a base graph that you "track" as you perform transformations.

[3] There is no real need to know what the secant function is at this point - don't worry.

[4] In reality, we are performing the Order of Operations in alphabetical order. We first focus on what happens to the x values, then what happens to the y values, which are the function values.

[5] If this was truly the Order of Operations, at this point we would apply the function f to the argument $Bx+C$; however, we will not need to do that in the graphing process. You will just have to wait and see why.

[6] This order is flexible and, in practice, most people perform it from A to D.

[7] The word "better" here is debatable. Since these equations are equivalent, one is not technically "better" than the other. However, for our conversation and the way I am presenting this topic, Equation 1.7.2 is *more convenient*.

[8] For those "in the know," this terminology ("standard form" versus "general form") aligns nicely with all related definitions of standard and general forms you will see in Mathematics. Generally, an equation in standard form is a factored form, and an equation in general form is a distributed form.

[9] Truth be told, horizontal and vertical shifts can be applied in either order; however, I will stick with the convention listed in the Order of Transformations.

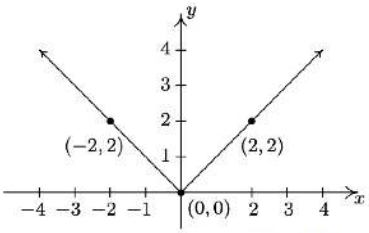
1.7E: Exercises

Exercises

Suppose $(2,-3)$ is on the graph of $y=f(x)$. In Exercises 1 - 8, use Theorem 1.7.7 to find a point on the graph of the given transformed function.

1. $y=f(x)+3$
2. $y=f(x+3)$
3. $y=f(x)-1$
4. $y=f(x-1)$
5. $y=3f(x)$
6. $y=f(3x)$
7. $y=-f(x)$
8. $y=f(-x)$
9. $y=f(x-3)+1$
10. $y=2f(x+1)$
11. $y=10-f(x)$
12. $y=3f(2x)-1$
13. $y=\frac{1}{2}f(4-x)$
14. $y=5f(2x+1)+3$
15. $y=2f(1-x)-1$
16. $y=f\left(\dfrac{7-2x}{4}\right)$
17. $y=\dfrac{f(3x)-1}{2}$
18. $y=\dfrac{4-f(3x-1)}{7}$

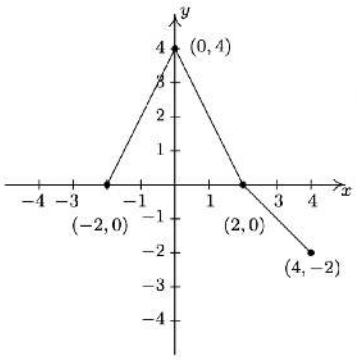
The complete graph of $y=f(x)$ is given below. In Exercises 19 - 27, use it and Theorem 1.7.7 to graph the given transformed function.



The graph for Ex. 19 - 27

19. $y=f(x)+1$
20. $y=f(x)-2$
21. $y=f(x+1)$
22. $y=f(x-2)$
23. $y=2f(x)$
24. $y=f(2x)$
25. $y=2-f(x)$
26. $y=f(2-x)$
27. $y=2-f(2-x)$
28. Some of the answers to Exercises 19 - 27 above should be the same. Which ones match up? What properties of the graph of $y=f(x)$ contribute to the duplication?

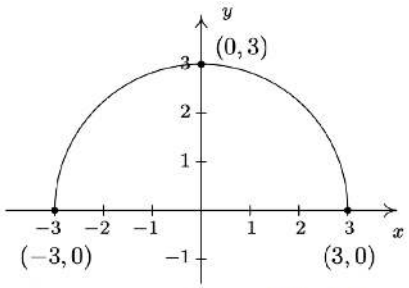
The complete graph of $y=f(x)$ is given below. In Exercises 29 - 37, use it and Theorem 1.7.7 to graph the given transformed function.



The graph for Ex. 29 - 37

29. $y = f(x) - 1$
30. $y = f(x + 1)$
31. $y = \frac{1}{2} f(x)$
32. $y = f(2x)$
33. $y = -f(x)$
34. $y = f(-x)$
35. $y = f(x + 1) - 1$
36. $y = 1 - f(x)$
37. $y = \frac{1}{2} f(x + 1) - 1$

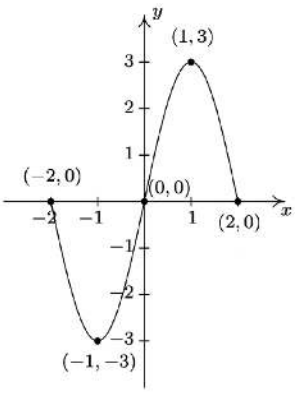
The complete graph of $y = f(x)$ is given below. In Exercises 38 - 49, use it and Theorem 1.7.7 to graph the given transformed function.



The graph for Ex. 38 - 49

38. $g(x) = f(x) + 3$
39. $h(x) = f(x) - \frac{1}{2}$
40. $j(x) = f\left(x - \frac{2}{3}\right)$
41. $a(x) = f(x + 4)$
42. $b(x) = f(x + 1) - 1$
43. $c(x) = \frac{3}{5} f(x)$
44. $d(x) = -2f(x)$
45. $k(x) = f\left(\frac{2}{3}x\right)$
46. $m(x) = -\frac{1}{4} f(3x)$
47. $n(x) = 4f(x - 3) - 6$
48. $p(x) = 4 + f(1 - 2x)$
49. $q(x) = -\frac{1}{2} f\left(\frac{x+4}{2}\right) - 3$

The complete graph of $y = S(x)$ is given below.



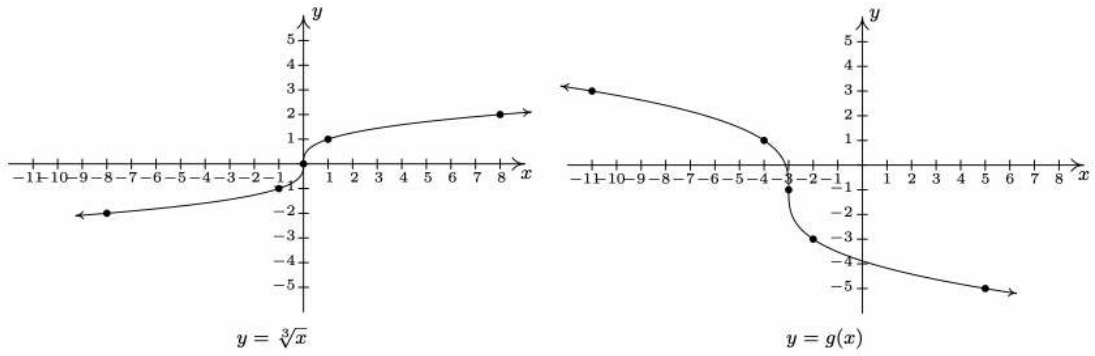
The graph of $y = S(x)$

The purpose of Exercises 50 - 53 is to graph $y = \frac{1}{2}S(-x+1)+1$ by graphing each transformation, one step at a time.

50. $y = S_1(x) = S(x+1)$
51. $y = S_2(x) = S_1(-x) = S(-x+1)$
52. $y = S_3(x) = \frac{1}{2}S_2(x) = \frac{1}{2}S(-x+1)$
53. $y = S_4(x) = S_3(x)+1 = \frac{1}{2}S(-x+1)+1$

Let $f(x) = \sqrt{x}$. Find a formula for a function g whose graph is obtained from f from the given sequence of transformations.

54. (1) shift right 2 units; (2) shift down 3 units
55. (1) shift down 3 units; (2) shift right 2 units
56. (1) reflect across the x-axis; (2) shift up 1 unit
57. (1) shift up 1 unit; (2) reflect across the x-axis
58. (1) shift left 1 unit; (2) reflect across the y-axis; (3) shift up 2 units
59. (1) reflect across the y-axis; (2) shift left 1 unit; (3) shift up 2 units
60. (1) shift left 3 units; (2) vertical stretch by a factor of 2; (3) shift down 4 units
61. (1) shift left 3 units; (2) shift down 4 units; (3) vertical stretch by a factor of 2
62. (1) shift right 3 units; (2) horizontal shrink by a factor of 2; (3) shift up 1 unit
63. (1) horizontal shrink by a factor of 2; (2) shift right 3 units; (3) shift up 1 unit
64. The graph of $y = f(x) = \sqrt[3]{x}$ is given below on the left and the graph of $y = g(x)$ is given on the right. Find a formula for g based on transformations of the graph of f. Check your answer by confirming that the points shown on the graph of g satisfy the equation $y = g(x)$.



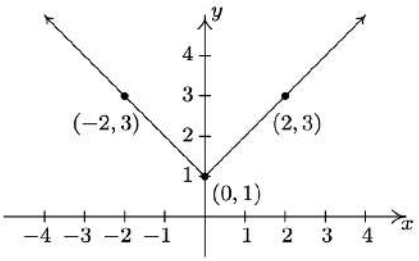
65. For many common functions, the properties of Algebra make a horizontal scaling the same as a vertical scaling by (possibly) a different factor. For example, we stated earlier that $\sqrt{9x} = 3\sqrt{x}$. With the help of your classmates, find the equivalent vertical scaling produced by the horizontal scalings $y = (2x)^3$, $y = |5x|$, $y = \sqrt[3]{27x}$ and $y = \left(\frac{1}{2}x\right)^2$. What about $y = (-2x)^3$, $y = |-5x|$, $y = \sqrt[3]{-27x}$ and $y = \left(-\frac{1}{2}x\right)^2$?
66. We mentioned earlier in the section that, in general, the order in which transformations are applied matters, yet in our first example with two transformations the order did not matter. (You could perform the shift to the left followed by the shift down

or you could shift down and then left to achieve the same result.) With the help of your classmates, determine the situations in which order does matter and those in which it does not.

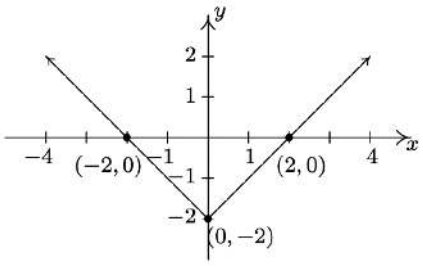
67. What happens if you reflect an even function across the y-axis?
68. What happens if you reflect an odd function across the y-axis?
69. What happens if you reflect an even function across the x-axis?
70. What happens if you reflect an odd function across the x-axis?
71. How would you describe symmetry about the origin in terms of reflections?
72. As we saw in Example 1.7.5, the viewing window on the graphing calculator affects how we see the transformations done to a graph. Using two different calculators, find viewing windows so that $f(x) = x^2$ on the one calculator looks like $g(x) = 3x^2$ on the other.

Answers

1. $(2, 0)$
2. $(-1, -3)$
3. $(2, -4)$
4. $(3, -3)$
5. $(2, -9)$
6. $\left(\frac{2}{3}, -3\right)$
7. $(2, 3)$
8. $(-2, -3)$
9. $(5, -2)$
10. $(1, -6)$
11. $(2, 13)$
12. $y = (1, -10)$
13. $\left(2, -\frac{3}{2}\right)$
14. $\left(\frac{1}{2}, -12\right)$
15. $(-1, -7)$
16. $\left(-\frac{1}{2}, -3\right)$
17. $\left(\frac{2}{3}, -2\right)$
18. $(1, 1)$
19. $y = f(x) + 1$

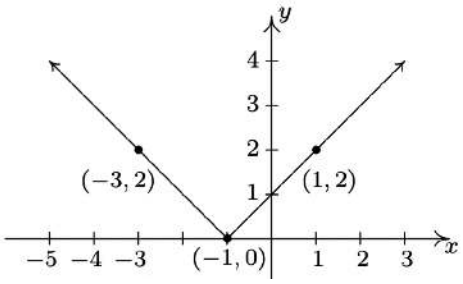


20. $y = f(x) - 2$

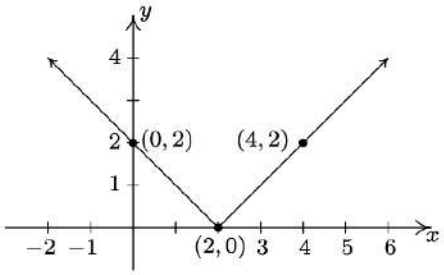


21. $y = f(x + 1)$

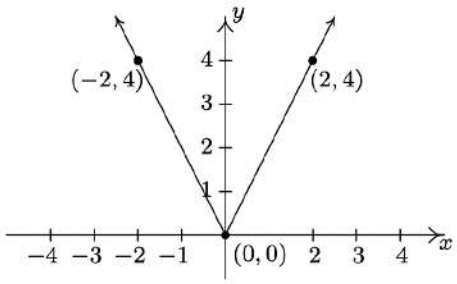
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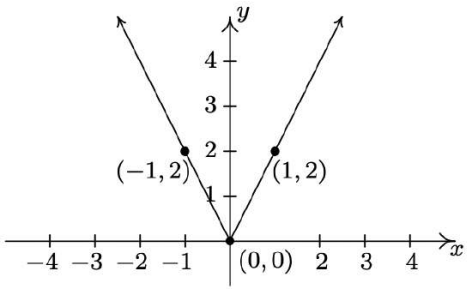
22. $y = f(x-2)$



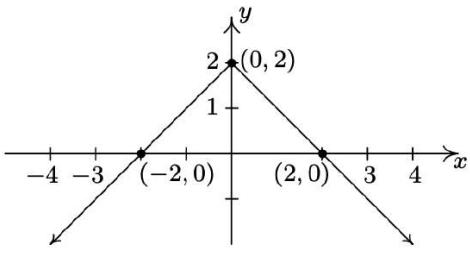
23. $y = 2f(x)$



24. $y = f(2x)$

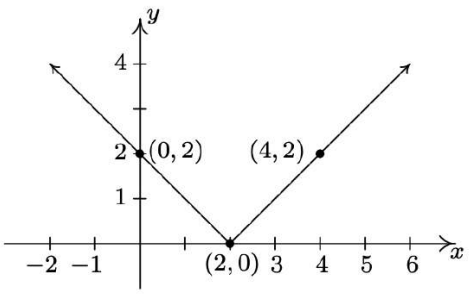


25. $y = 2 - f(x)$

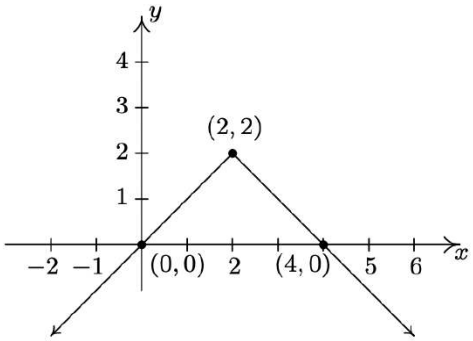


26. $y = f(2-x)$

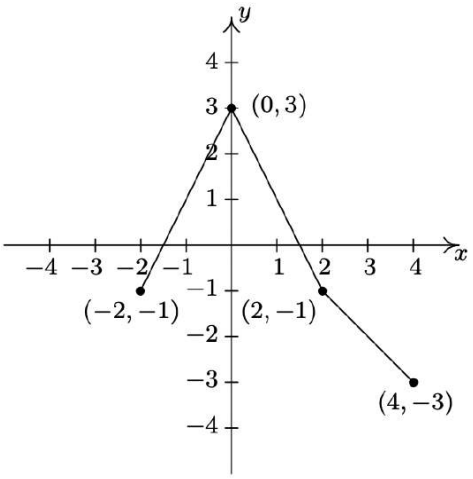
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27. $y = 2 - f(2 - x)$

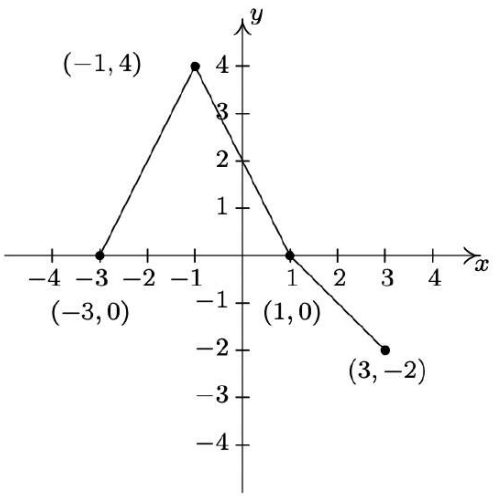


29. $y = f(x) - 1$

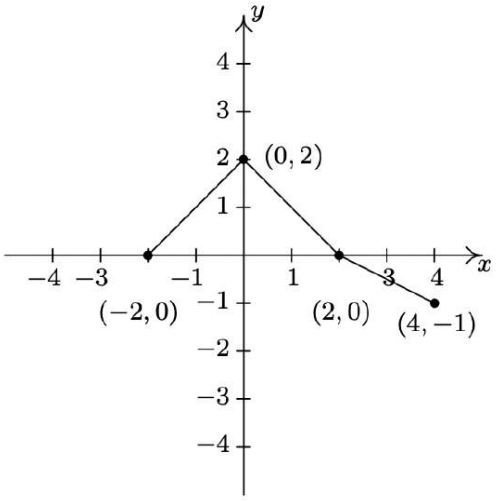


30. $y = f(x + 1)$

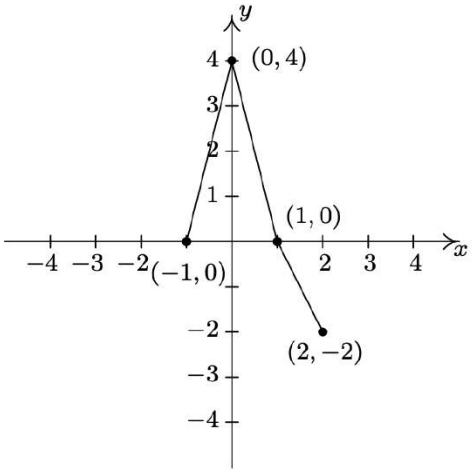
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31. $y = \frac{1}{2} f(x)$

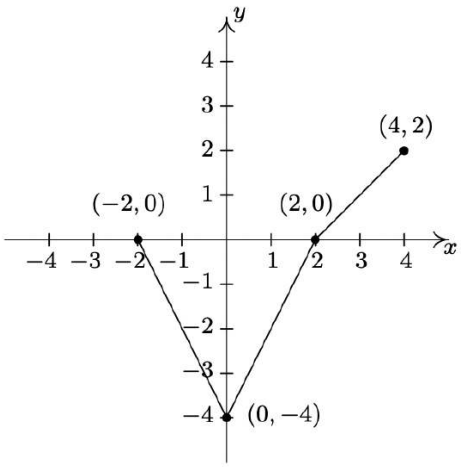


32. $y = f(2x)$

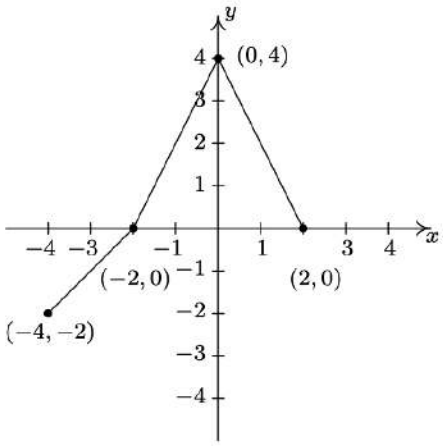


33. $y = -f(x)$

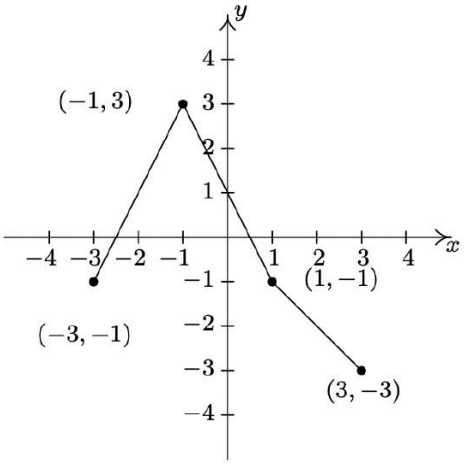
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34. $y = f(-x)$

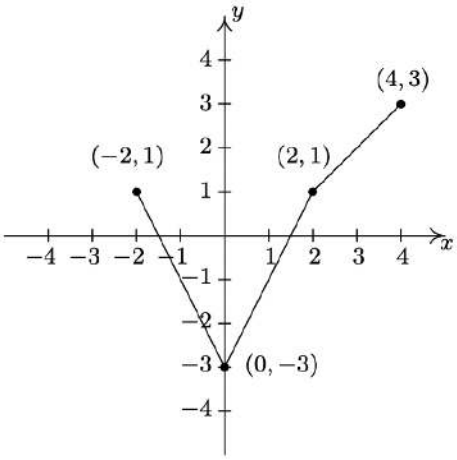


35. $y = f(x+1) - 1$

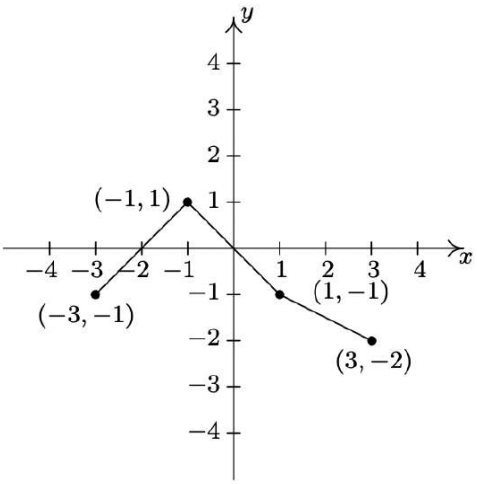


36. $y = 1 - f(x)$

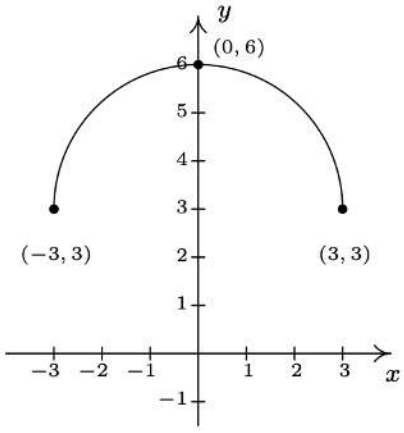
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37. $y = \frac{1}{2} f(x+1) - 1$

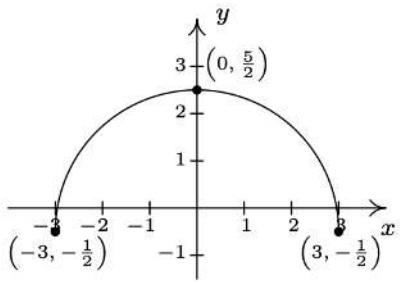


38. $g(x) = f(x) + 3$

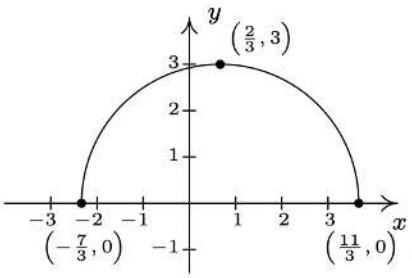


39. $h(x) = f(x) - \frac{1}{2}$

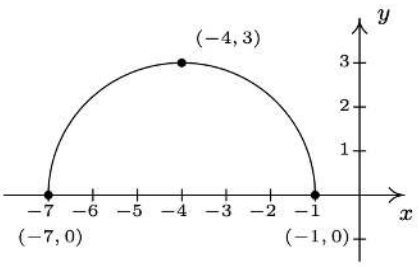
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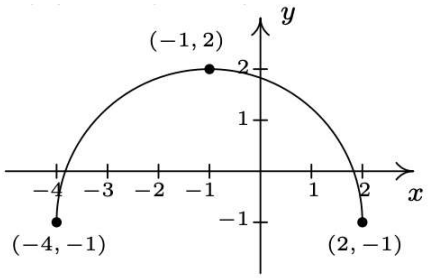
40. $j(x) = f\left(x - \frac{2}{3}\right)$



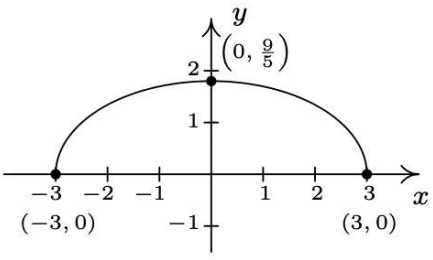
41. $a(x) = f(x+4)$



42. $b(x) = f(x+1) - 1$

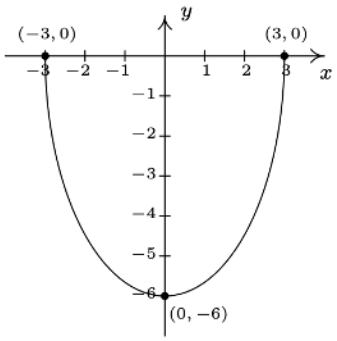


43. $c(x) = \frac{3}{5} f(x)$

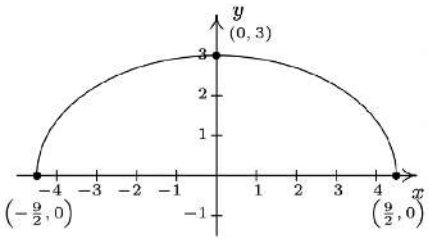


44. $d(x) = -2f(x)$

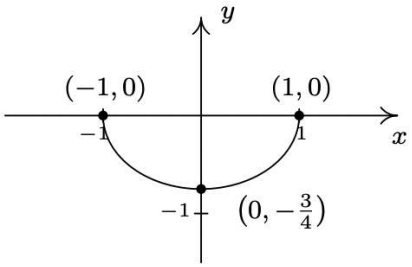
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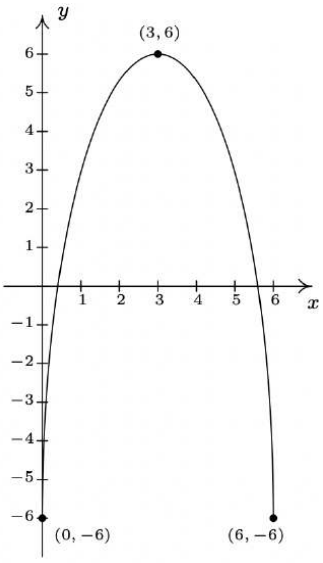
45. $k(x) = f\left(\frac{2}{3}x\right)$



46. $m(x) = -\frac{1}{4}f(3x)$

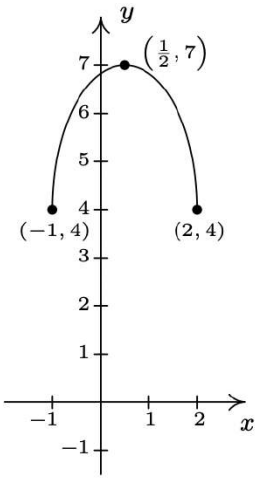


47. $n(x) = 4f(x-3) - 6$

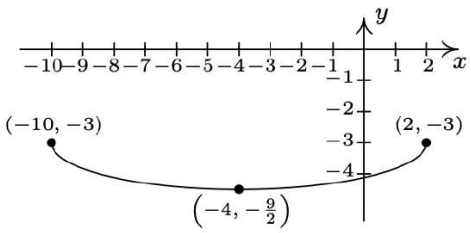


48. $p(x) = 4 + f(1-2x) = f(-2x+1) + 4$

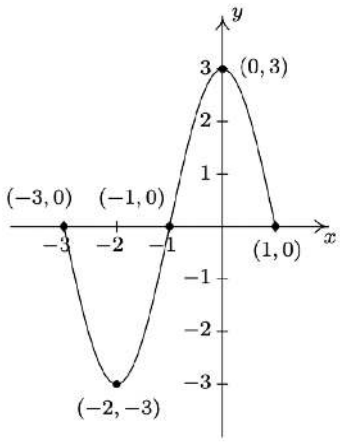
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49. $q(x) = -\frac{1}{2} f\left(\frac{x+4}{2}\right) - 3 = -\frac{1}{2} f\left(\frac{1}{2}x + 2\right) - 3$

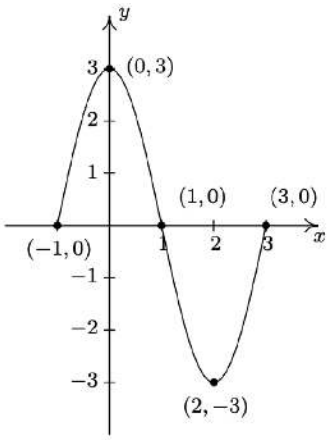


50. $y = S_1(x) = S(x+1)$

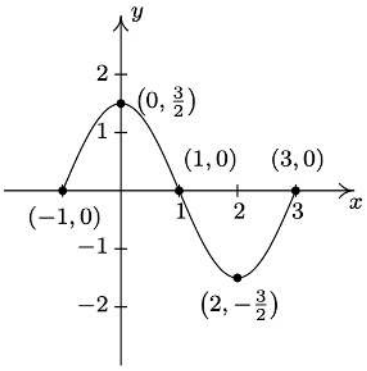


51. $y = S_2(x) = S_1(-x) = S(-x+1)$

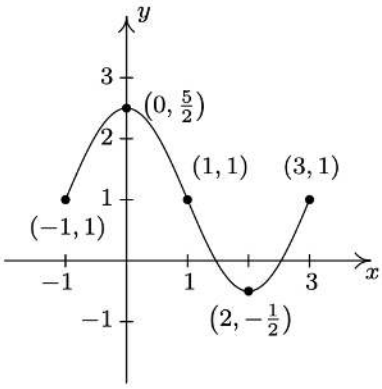
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52. $y = S_3(x) = \frac{1}{2}S_2(x) = \frac{1}{2}S(-x+1)$



53. $y = S_4(x) = S_3(x)+1 = \frac{1}{2}S(-x+1)+1$



54. $g(x) = \sqrt{x-2}-3$
55. $g(x) = \sqrt{x-2}-3$
56. $g(x) = -\sqrt{x}+1$
57. $g(x) = -(\sqrt{x}+1) = -\sqrt{x}-1$
58. $g(x) = \sqrt{-x+1}+2$
59. $g(x) = \sqrt{-(x+1)}+2 = \sqrt{-x-1}+2$
60. $g(x) = 2\sqrt{x+3}-4$
61. $g(x) = 2\left(\sqrt{x+3}-4\right) = 2\sqrt{x+3}-8$
62. $g(x) = \sqrt{2x-3}+1$
63. $g(x) = \sqrt{2(x-3)}+1 = \sqrt{2x-6}+1$
64. $g(x) = -2\sqrt[3]{x+3}-1$ or $g(x) = 2\sqrt[3]{-x-3}-1$

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CHAPTER OVERVIEW

2: Linear and Quadratic Functions

- 2.1: Linear Functions
  - 2.1E: Exercises
- 2.2: Absolute Value Functions
  - 2.2E: Exercises
- 2.3: Quadratic Functions
  - 2.3E: Exercises
- 2.4: Inequalities with Absolute Value and Quadratic Functions
  - 2.4E: Exercises

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2.1: Linear Functions

Math 370 Learning Objectives

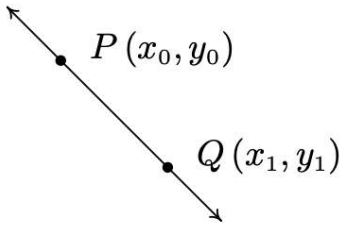
All of the topics in this section are provided for you to review on your own, if needed, with the exception of the following topic (which should be covered during lecture).

- **Linear Models:** Build a linear function to model and analyze a real-world application.

We now begin the study of families of functions. Our first family, **linear functions**, are old friends as we shall soon see.

Slopes and Rates of Change

Recall from Geometry that two distinct points in the plane determine a unique line containing those points.



To give a sense of the "steepness" of the line, we recall that we can compute the **slope** of the line using the formula below.

Definition: Slope

The **slope** m of the line containing the points $P\,(x_0, y_0)$ and $Q\,(x_1, y_1)$ is

$$m = \frac{y_1 - y_0}{x_1 - x_0}, \tag{2.1.1}$$

provided $x_1 \neq x_0$.

A couple of notes are in order. First, don't ask why we use the letter m to represent slope. There are many explanations out there, but apparently no one really knows for sure. Secondly, the stipulation $x_1 \neq x_0$ ensures that we aren't trying to divide by zero. The reader is invited to pause to think about what is happening geometrically; the anxious reader can skip along to the next example.

Example 2.1.1

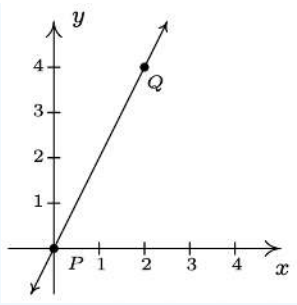
Find the slope of the line containing the following pairs of points, if it exists. Plot each pair of points and the line containing them.

1. $P(0,0), Q(2,4)$
2. $P(-1,2), Q(3,4)$
3. $P(-2,3), Q(2,-3)$
4. $P(-3,2), Q(4,2)$
5. $P(2,3), Q(2,-1)$
6. $P(2,3), Q(2.1,-1)$

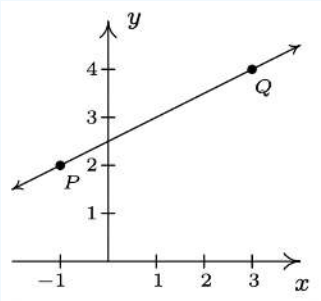
Solution

In each of these examples, we apply the slope formula, Equation 2.1.1.

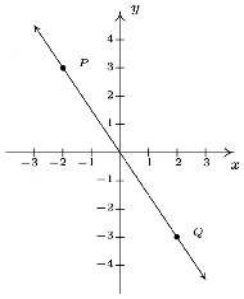
1. $m = \dfrac{4-0}{2-0} = \dfrac{4}{2} = 2$



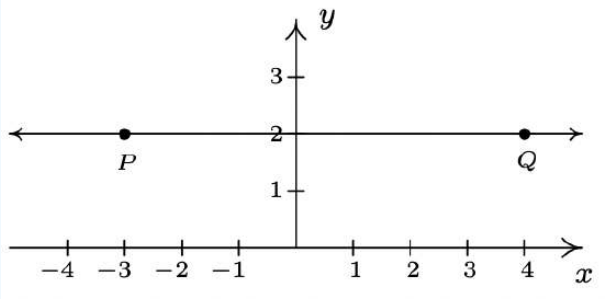
2. $m = \dfrac{4-2}{3-(-1)} = \dfrac{2}{4} = \dfrac{1}{2}$



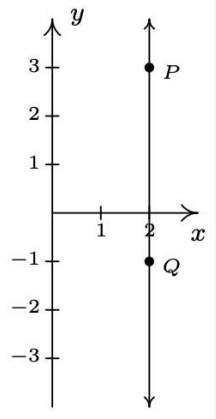
3. $m = \dfrac{-3-3}{2-(-2)} = \dfrac{-6}{4} = -\dfrac{3}{2}$



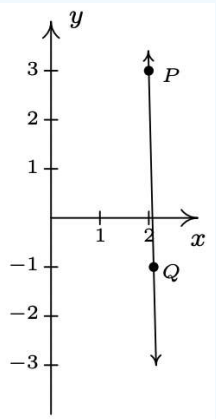
4. $m = \dfrac{2-2}{4-(-3)} = \dfrac{0}{7} = 0$



5. $m = \dfrac{-1-3}{2-2} = \dfrac{-4}{0}$, which is undefined



6. $m = \dfrac{-1-3}{2.1-2} = \dfrac{-4}{0.1} = -40$

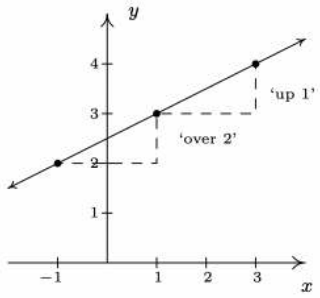


A few comments about Example 2.1.1 are in order. First, for reasons which will be made clear soon, if the slope is positive then the resulting line is said to be **increasing**. If it is negative, we say the line is **decreasing**. A slope of 0 results in a horizontal line which we say is **constant**, and an **undefined slope** results in a vertical line.

Second, the larger the slope (in absolute value), the steeper the line. You may recall from Intermediate Algebra that slope can be described as the ratio

$$\frac{\text{rise}}{\text{run}}.$$

For example, in the second part of Example 2.1.1, we found the slope to be $\frac{1}{2}$. We can interpret this as a rise of 1 unit upward for every 2 units to the right we travel along the line, as shown below.



Using more formal notation, given points (x_0, y_0) and (x_1, y_1), we use the Greek letter Delta, Δ, to write $\Delta y = y_1 - y_0$ and $\Delta x = x_1 - x_0$. In most scientific circles, the symbol Δ means "change in." Hence, we may write

$$m = \frac{\Delta y}{\Delta x},$$

which describes the slope as the **rate of change** of y with respect to x. Rates of change abound in the "real world," as the next example illustrates.

Example 2.1.2

Suppose that two separate temperature readings were taken at the ranger station on the top of Mt. Sasquatch: at 6 AM the temperature was 24°F and at 10 AM it was 32°F.

1. Find the slope of the line containing the points $(6, 24)$ and $(10, 32)$.
2. Interpret your answer to the first part in terms of temperature and time.
3. Predict the temperature at noon.

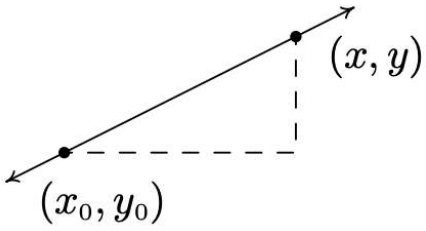
Solution

1. For the slope, we have $m = \frac{32-24}{10-6} = \frac{8}{4} = 2$.
2. Since the values in the numerator correspond to the temperatures in $^\circ\text{F}$, and the values in the denominator correspond to time in hours, we can interpret the slope as $2 = \frac{2}{1} = \frac{2^\circ\text{F}}{1\text{ hour}}$, or 2°F per hour. Since the slope is positive, we know this corresponds to an increasing line. Hence, the temperature is increasing at a rate of 2°F per hour.
3. Noon is two hours after 10 AM. Assuming a temperature increase of 2°F per hour, in two hours the temperature should rise 4°F. Since the temperature at 10 AM is 32°F, we would expect the temperature at noon to be $32 + 4 = 36^\circ\text{F}$.

Now it may well happen that in the previous scenario, at noon the temperature is only 33°F. This doesn't mean our calculations are incorrect, rather, it means that the temperature change throughout the day isn't a constant 2°F per hour. As discussed in Section 1.4, mathematical models are just that: models. The predictions we get out of the models may be mathematically accurate, but may not resemble what happens in the real world.

Equations of Lines

In Section 1.2, we discussed the equations of vertical and horizontal lines. Using the concept of slope, we can develop equations for the other varieties of lines. Suppose a line has a slope of m[1] and contains the point (x_0, y_0). Suppose (x, y) is another point on the line, as indicated below.



Equation 2.1.1 yields

$$\begin{aligned} m &= \frac{y - y_0}{x - x_0} \\ \implies m(x - x_0) &= y - y_0 \\ \implies y - y_0 &= m(x - x_0) \end{aligned}$$

We have just derived the **point-slope form** of a line.

Definition: Point-Slope Form of a Line

The **point-slope form** of the line with slope m containing the point (x_0, y_0) is the equation

$$y - y_0 = m(x - x_0). \tag{2.1.2}$$

Example 2.1.3

Write the equation of the line containing the points $(-1, 3)$ and $(2, 1)$.

Solution

In order to use Equation 2.1.2 we need to find the slope of the line in question so we use Equation 2.1.1 to get

$$m = \frac{\Delta y}{\Delta x} = \frac{1-3}{2-(-1)} = -\frac{2}{3}.$$

We are spoiled for choice for a point (x_0, y_0). We'll use $(-1, 3)$ and leave it to the reader to check that using $(2, 1)$ results in the same equation. Substituting into the point-slope form of the line, we get

$$\begin{aligned} y - y_0 &= m(x - x_0) \\ y - 3 &= -\frac{2}{3}(x - (-1)) \\ y - 3 &= -\frac{2}{3}(x + 1) \\ y - 3 &= -\frac{2}{3}x - \frac{2}{3} \\ y &= -\frac{2}{3}x + \frac{7}{3}. \end{aligned}$$

We can check our answer by showing that both $(-1, 3)$ and $(2, 1)$ are on the graph of $y = -\frac{2}{3}x + \frac{7}{3}$ algebraically, as we did in Section 1.2.

In simplifying the equation of the line in the previous example, we produced another form of a line, the **slope-intercept form**. This is the familiar $y = mx + b$ form you have seen in Intermediate Algebra. The "intercept" in "slope-intercept" comes from the fact that if we set $x = 0$, we get $y = b$. In other words, the y-intercept of the line $y = mx + b$ is $(0, b)$.[2]

Definition: Slope-Intercept Form of a Line

The **slope-intercept form** of the line with slope m and y-intercept $(0, b)$ is the equation

$$y = mx + b. \tag{2.1.3}$$

Note that if we have slope $m = 0$ in Equation 2.1.3, we get the equation $y = b$ which matches our formula for a horizontal line given in Section 1.2.

Subsection Footnotes

[1] It is important for this conversation to understand that the slope of a line is constant. That is, the slope between any two points on a line is the same.

[2] In mathematical models, the y-intercept (also known as the vertical intercept) is called the **initial value** of the function.

Linear Functions

The formula given in Equation 2.1.3 can be used to describe all lines *except* vertical lines. It turns out that all lines *except* vertical lines are functions (Why is this?), so we have finally reached a good point to introduce **linear functions**.

Definition: Linear Function

A **linear function** is a function of the form

$$f(x) = mx + b,$$

where m and b are real numbers with $m \neq 0$. The domain of a linear function is $(-\infty, \infty)$.

For the case $m = 0$, we get $f(x) = b$. These are given their own classification.

Definition: Constant Function

A **constant function** is a function of the form

$$f(x) = b,$$

where b is real number. The domain of a constant function is $(-\infty, \infty)$.

Recall that to graph a function, f, we graph the equation $y = f(x)$. Hence, the graph of a linear function is a line with slope m and y-intercept $(0, b)$; the graph of a constant function is a horizontal line (a line with slope $m = 0$) and a y-intercept of $(0, b)$. Now think back to Section 1.6, specifically the definition of increasing, decreasing, and constant functions. A line with positive slope was called an increasing line because a linear function with $m > 0$ is an increasing function. Similarly, a line with a negative slope was called a decreasing line because a linear function with $m < 0$ is a decreasing function. And horizontal lines were called constant because, well, we hope you've already made the connection.

Example 2.1.4

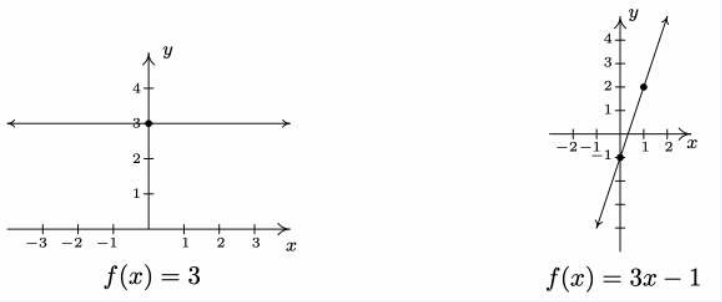
Graph the following functions. Identify the slope and y-intercept.

1. $f(x) = 3$
2. $f(x) = 3x - 1$
3. $f(x) = \frac{3-2x}{4}$
4. $f(x) = \frac{x^2-4}{x-2}$

Solution

1. To graph $f(x) = 3$, we graph $y = 3$. This is a horizontal line ($m = 0$) through $(0, 3)$ (see Figure 2.1.1A).

2. The graph of $f(x) = 3x - 1$ is the graph of the line $y = 3x - 1$. Comparison of this equation with Equation 2.1.3 yields $m = 3$ and $b = -1$. Hence, our slope is 3 and our y-intercept is $(0, -1)$. To get another point on the line, we can plot $(1, f(1)) = (1, 2)$ (see Figure 2.1.1B).



Figures 2.1.1A (left) and 2.1.1B (right)

3. At first glance, the function $f(x) = \frac{3-2x}{4}$ does not fit the form of a linear function, but after some rearranging we get

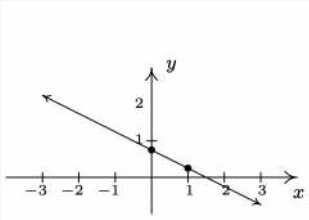
$$f(x) = \frac{3-2x}{4} = \frac{3}{4} - \frac{2x}{4} = -\frac{1}{2}x + \frac{3}{4}.$$

We identify $m = -\frac{1}{2}$ and $b = \frac{3}{4}$. Hence, our graph is a line with a slope of $-\frac{1}{2}$ and a y-intercept of $\left(0, \frac{3}{4}\right)$. Plotting an additional point, we can choose $(1, f(1))$ to get $\left(1, \frac{1}{4}\right)$ (see Figure 2.1.2A).

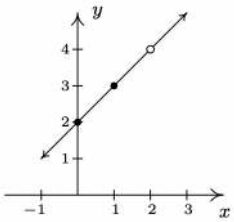
4. If we simplify the expression for f, we get

$$f(x) = \frac{x^2-4}{x-2} = \frac{\cancel{(x-2)}(x+2)}{\cancel{(x-2)}} = x + 2.$$

If we were to state $f(x) = x + 2$, we would be committing a sin of omission. Remember, to find the domain of a function, we do so before we simplify! In this case, f has big problems when $x = 2$, and as such, the domain of f is $(-\infty, 2) \cup (2, \infty)$. To indicate this, we write $f(x) = x + 2,\ x \neq 2$. So, except at $x = 2$, we graph the line $y = x + 2$. The slope is $m = 1$ and the y-intercept is $(0, 2)$. A second point on the graph is $(1, f(1)) = (1, 3)$. Since our function f is not defined at $x = 2$, we put an open circle at the point that would be on the line $y = x + 2$ when $x = 2$, namely $(2, 4)$ (see Figure $2.1.2B$).



$$f(x) = \frac{3 - 2x}{4}$$



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

Figures $2.1.2A$(left) and $2.1.2B$(right)

The last two functions in Example $2.1.4$ showcase some of the difficulty in defining a linear function using the phrase "of the form" as seen in the definition of a linear function, since some algebraic manipulations may be needed to rewrite a given function to match "the form." Keep in mind that the domains of linear and constant functions are all real numbers $(-\infty, \infty)$, so while $f(x) = \frac{x^2-4}{x-2}$ simplified to a formula $f(x) = x + 2$, f is not considered a linear function since its domain excludes $x = 2$. However, we *would* consider

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

to be a constant function since its domain is all real numbers and

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

Can you tell why there is a difference between this function and the last one from Example $2.1.4$?

Linear Models

The following example uses linear functions to model some basic economic relationships. We will refer back to this model several times in the future, so it's good to spend your time understanding each part.

Example 2.1.5

The cost C, in dollars, to produce n PortaBoy game systems for a local retailer is given by $C(n) = 80n + 150$ for $n \geq 0$.

1. Find and interpret $C(10)$.
2. How many PortaBoys can be produced for $15,000?
3. Explain the significance of the restriction on the domain, $n \geq 0$.
4. Find and interpret $C(0)$.
5. Find and interpret the slope of the graph of $y = C(n)$.

Solution

1. To find $C(10)$, we replace every occurrence of n with 10 in the formula for $C(n)$ to get $C(10) = 80(10) + 150 = 950$. Since n represents the number of PortaBoys produced, and $C(x)$ represents the cost, in dollars, $C(10) = 950$ means it costs $\$950$ to produce 10 PortaBoys for the local retailer.

---

2. To find how many PortaBoys can be produced for $\$15,000$, we solve $C(n) = 15000$, or $80n + 150 = 15000$. Solving, we get $n = \frac{14850}{80} = 185.625$. Since we can only produce a whole number amount of PortaBoys, we can produce 185 PortaBoys for $\$15,000$.[3]

3. The restriction $n \geq 0$ is the applied domain, as discussed in Section 1.4. In this context, n represents the number of PortaBoys produced. It makes no sense to produce a negative quantity of game systems.

4. We find $C(0) = 80(0) + 150 = 150$. This means it costs $\$150$ to produce 0 PortaBoys. As mentioned in Section 1.5, this is the fixed, or start-up cost of this venture.

5. If we were to graph $y = C(n)$, we would be graphing the portion of the line $y = 80n + 150$ for $n \geq 0$. We recognize the slope, $m = 80$. Like any slope, we can interpret this as a rate of change. Here, $C(n)$ is the cost in dollars, while n measures the number of PortaBoys so

$$m = \frac{\Delta y}{\Delta n} = \frac{\Delta C}{\Delta n} = 80 = \frac{80}{1} = \frac{\$80}{1 \text{ PortaBoy}}.$$

In other words, the cost is increasing at a rate of $\$80$ per PortaBoy produced. This is often called the **variable cost** for this venture.

The next example asks us to find a linear function to model a related economic problem.

Example 2.1.6

The local retailer in Example 2.1.5 has determined that the number n of PortaBoy game systems sold in a week is related to the price p in dollars of each system (duh). When the price was $\$220$, 20 game systems were sold in a week. When the systems went on sale the following week, 40 systems were sold at $\$190$ a piece.

1. Find a linear function which fits this data. Use the weekly sales n as the independent variable and the price p as the dependent variable.
2. Find a suitable applied domain.
3. Interpret the slope.
4. If the retailer wants to sell 150 PortaBoys next week, what should the price be?
5. What would the weekly sales be if the price were set at $\$150$ per system?

Solution

1. We recall from Section 1.4 the meaning of "independent" and "dependent" variables. Since n is to be the independent variable, and p the dependent variable, we treat n as the input variable and p as the output variable. Hence, we are looking for a function of the form

$$p(n) = mn + b.$$

To determine m and b, we use the fact that 20 PortaBoys were sold during the week when the price was 220 dollars and 40 units were sold when the price was 190 dollars. Using function notation, these two facts can be translated as $p(20) = 220$ and $p(40) = 190$. Since m represents the rate of change of p with respect to x, we have

$$m = \frac{\Delta p}{\Delta n} = \frac{190 - 220}{40 - 20} = \frac{-30}{20} = -1.5.$$

We now have determined $p(n) = -1.5n + b$. To determine b, we can use our given data again. Using $p(20) = 220$, we substitute $n = 20$ into $p(n) = 1.5n + b$ and set the result equal to 220: $-1.5(20) + b = 220$. Solving, we get $b = 250$. Hence, we get

$$p(n) = -1.5n + 250.$$

We can check our formula by computing $p(20)$ and $p(40)$ to see if we get 220 and 190, respectively. You may recall from Section 1.5 that the function $p(n)$ is called the **price-demand** (or simply **demand**) **function** for this venture.

2. To determine the applied domain, we look at the physical constraints of the problem. Certainly, we can't sell a negative number of PortaBoys, so $n \geq 0$. However, we also note that the slope of this linear function is negative, and as such, the price is decreasing as more units are sold. Thus another constraint on the price is $p(n) \geq 0$. Solving $-1.5n + 250 \geq 0$ results in $-1.5n \geq -250$ or $n \leq \frac{500}{3} = 166.\overline{6}$. Since n represents the number of PortaBoys sold in a week, we round down to 166. As a result, a reasonable applied domain for p is $[0, 166]$.

3. The slope $m = -1.5$, once again, represents the rate of change of the price of a system with respect to weekly sales of PortaBoys. Since the slope is negative, we have that the price is decreasing at a rate of $\$1.50$ per PortaBoy sold. Said differently, you can sell one more PortaBoy for every $\$1.50$ drop in price.

4. To determine the price which will move 150 PortaBoys, we find $p(150) = -1.5(150) + 250 = 25$. That is, the price would have to be $\$25$.

5. If the price of a PortaBoy were set at $\$150$, we have $p(n) = 150$, or, $-1.5n + 250 = 150$. Solving, we get $-1.5n = -100$ or $n = 66.\overline{6}$. This means you would be able to sell 66 PortaBoys a week if the price were $\$150$ per system.

Subsection Footnotes

[3] Can you explain why we didn't round up in this example?

Average Rate of Change

Not all real-world phenomena can be modeled using linear functions. Nevertheless, it is possible to use the concept of slope to help analyze non-linear functions using the following.

Definition: Average Rate of Change

Let f be a function defined on the interval $[a, b]$. The **average rate of change** of f over $[a, b]$ is defined to be

$$\frac{\Delta f}{\Delta x} = \frac{f(b) - f(a)}{b - a}.$$

Geometrically, if we have the graph of $y = f(x)$, the average rate of change over $[a, b]$ is the slope of the line which connects $(a, f(a))$ and $(b, f(b))$ (see Figure 2.1.3). This is called the **secant line** through these points. For that reason, some textbooks use the notation m_{sec} for the average rate of change of a function. Note that for a linear function, $m = m_{\text{sec}}$. In other words, the rate of change over an interval for a linear function is the same as its average rate of change.

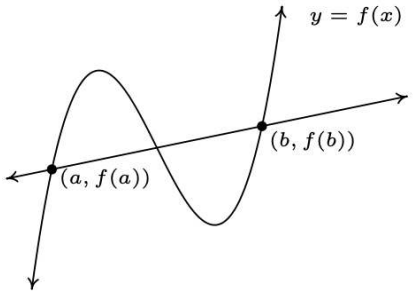


Figure 2.1.3: The graph of $y = f(x)$ and its secant line through $(a, f(a))$ and $(b, f(b))$

The interested reader may question the adjective "average" in the phrase "average rate of change." In Figure 2.1.3, we can see that the function changes wildly on $[a, b]$, yet the slope of the secant line only captures a snapshot of the action at a and b. This situation is entirely analogous to the average speed on a trip.

Suppose it takes you 2 hours to travel 100 miles. Your average speed is $\frac{100 \text{ miles}}{2 \text{ hours}} = 50$ miles per hour. However, it is entirely possible that at the start of your journey, you traveled 25 miles per hour, then sped up to 65 miles per hour, and so forth. The

average rate of change is akin to your average speed on the trip. Your speedometer measures your speed at any one instant along the trip, your **instantaneous rate of change**, and this is one of the central themes of Calculus.

When interpreting rates of change, we interpret them the same way we did slopes. In the context of functions, it may be helpful to think of the average rate of change as:

$$\frac{\text{change in outputs}}{\text{change in inputs}}.$$

Example 2.1.7

Recall from Section 1.5, the revenue from selling n units at a price p per unit is given by the formula $R = np$. Suppose we are in the scenario of Examples 2.1.5 and 2.1.6.

1. Find and simplify an expression for the weekly revenue $R(n)$ as a function of weekly sales n.
2. Find and interpret the average rate of change of $R(n)$ over the interval $[0, 50]$.
3. Find and interpret the average rate of change of $R(n)$ as n changes from 50 to 100 and compare that to your result in part 2.
4. Find and interpret the average rate of change of weekly revenue as weekly sales increase from 100 PortaBoys to 150 PortaBoys.

Solution

1. Since $R = np$, we substitute $p(n) = -1.5n + 250$ from Example 2.1.6 to get

$$R(n) = n(-1.5n + 250) = -1.5n^2 + 250n.$$

Since we determined the price-demand function $p(n)$ is restricted to $0 \le n \le 166$, $R(n)$ is restricted to these values of n as well.

---

2. The average rate of change is

$$\frac{\Delta R}{\Delta n} = \frac{R(50) - R(0)}{50 - 0} = \frac{8750 - 0}{50 - 0} = 175.$$

Interpreting this slope as we have in similar situations, we conclude that for every additional PortaBoy sold during a given week, the weekly revenue increases \$175.

---

3. The wording of this part is slightly different than that in the definition, but its meaning is to find the average rate of change of R over the interval $[50, 100]$. To find this rate of change, we compute

$$\frac{\Delta R}{\Delta n} = \frac{R(100) - R(50)}{100 - 50} = \frac{10000 - 8750}{50} = 25.$$

In other words, for each additional PortaBoy sold, the revenue increases by \$25. Note that while the revenue is still increasing by selling more game systems, we aren't getting as much of an increase as we did in part 2 of this example. (Can you think of why this would happen?)

---

4. Translating the English to the mathematics, we are being asked to find the average rate of change of R over the interval $[100, 150]$. We find

$$\frac{\Delta R}{\Delta n} = \frac{R(150) - R(100)}{150 - 100} = \frac{3750 - 10000}{50} = -125.$$

This means that we are losing \$125 dollars of weekly revenue for each additional PortaBoy sold. (Can you think why this is possible?)

Revisiting the Difference Quotient

We close this section with a new look at difference quotients which were first introduced in Section 1.4. If we wish to compute the average rate of change of a function f over the interval $[x, x + h]$, then we would have

$$\frac{\Delta f}{\Delta x} = \frac{f(x+h)-f(x)}{(x+h)-x} = \frac{f(x+h)-f(x)}{h}$$

As we have indicated, the rate of change of a function (average or otherwise) is of great importance in Calculus. Also, we have the geometric interpretation of difference quotients – a difference quotient yields the slope of a secant line.

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2.1E: Exercises

Exercises

In Exercises 1 - 10, find both the point-slope form and the slope-intercept form of the line with the given slope which passes through the given point.

1. $m = 3, P(3, -1)$
2. $m = -2, P(-5, 8)$
3. $m = -1, P(-7, -1)$
4. $m = \frac{2}{3}, \quad P(-2, 1)$
5. $m = -\frac{1}{5}, \quad P(10, 4)$
6. $m = \frac{1}{7}, \quad P(-1, 4)$
7. $m = 0, P(3, 117)$
8. $m = -\sqrt{2}, \quad P(0, -3)$
9. $m = -5, \quad P(\sqrt{3}, 2\sqrt{3})$
10. $m = 678, P(-1, -12)$

In Exercises 11 - 20, find the slope-intercept form of the line which passes through the given points.

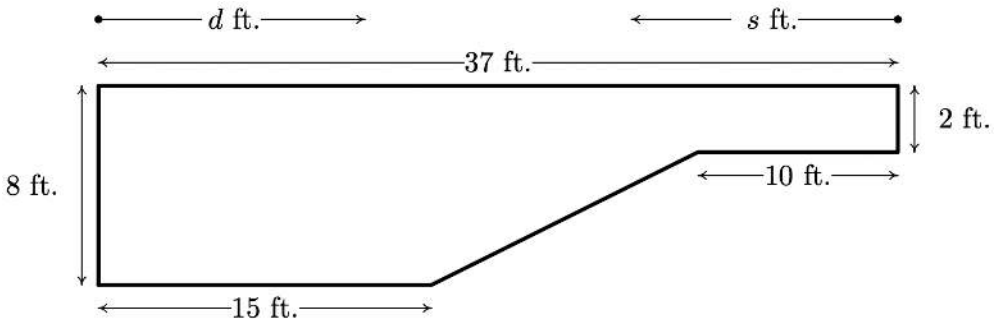
11. $P(0, 0), Q(-3, 5)$
12. $P(-1, -2), Q(3, -2)$
13. $P(5, 0), Q(0, -8)$
14. $P(3, -5), Q(7, 4)$
15. $P(-1, 5), Q(7, 5)$
16. $P(4, -8), Q(5, -8)$
17. $P\left(\frac{1}{2}, \frac{3}{4}\right), Q\left(\frac{5}{2}, -\frac{7}{4}\right)$
18. $P\left(\frac{2}{3}, \frac{7}{2}\right), Q\left(-\frac{1}{3}, \frac{3}{2}\right)$
19. $P(\sqrt{2}, -\sqrt{2}), Q(-\sqrt{2}, \sqrt{2})$
20. $P(-\sqrt{3}, -1), Q(\sqrt{3}, 1)$

In Exercises 21 - 26, graph the function. Find the slope, y-intercept and x-intercept, if any exist.

21. $f(x) = 2x - 1$
22. $f(x) = 3 - x$
23. $f(x) = 3$
24. $f(x) = 0$
25. $f(x) = \frac{2}{3}x + \frac{1}{3}$
26. $f(x) = \frac{1-x}{2}$
27. Find all of the points on the line $y = 2x + 1$ which are 4 units from the point (-1, 3).
28. Jeff can walk comfortably at 3 miles per hour. Find a linear function d that represents the total distance Jeff can walk in t hours, assuming he doesn't take any breaks.
29. Carl can stuff 6 envelopes per minute. Find a linear function E that represents the total number of envelopes Carl can stuff after t hours, assuming he doesn't take any breaks.
30. A landscaping company charges $45 per cubic yard of mulch plus a delivery charge of $20. Find a linear function which computes the total cost C (in dollars) to deliver x cubic yards of much.
31. A plumber charges $50 for a service call plus $80 per hour. If she spends no longer than 8 hours a day at any one site, find a linear function that represents her total daily charges C (in dollars) as a function of time t (in hours) spent at any one given location.
32. A salesperson is paid $200 per week plus 5% commission on her weekly sales of x dollars. Find a linear function that represents her total weekly pay, W (in dollars) in terms of x. What must her weekly sales be in order for her to earn $475.00 for the week?
33. 33. An on-demand publisher charges $22.50 to print a 600 page book and $15.50 to print a 400 page book. Find a linear function which models the cost of a book C as a function of the number of pages p. Interpret the slope of the linear function and find and interpret $C(0)$.

34. The Topology Taxi Company charges \$2.50 for the first fifth of a mile and \$0.45 for each additional fifth of a mile. Find a linear function which models the taxi fare F as a function of the number of miles driven, m. Interpret the slope of the linear function and find and interpret $F(0)$.
35. Water freezes at 0° Celsius and 32° Fahrenheit and it boils at 100°C and 212°F.
    a. Find a linear function F that expresses temperature in the Fahrenheit scale in terms of degrees Celsius. Use this function to convert 20°C into Fahrenheit.
    b. Find a linear function C that expresses temperature in the Celsius scale in terms of degrees Fahrenheit. Use this function to convert 110°F into Celsius.
    c. Is there a temperature n such that $F(n) = C(n)$?
36. Legend has it that a bull Sasquatch in rut will howl approximately 9 times per hour when it is 40°F outside and only 5 times per hour if it's 70°F. Assuming that the number of howls per hour, N, can be represented by a linear function of temperature Fahrenheit, find the number of howls per hour he'll make when it's only 20°F outside. What is the applied domain of this function? Why?
37. Economic forces beyond anyone's control have changed the cost function for PortaBoys to $C(x) = 105x + 175$. Rework Example 2.1.5 with this new cost function.
38. In response to the economic forces in Exercise 37 above, the local retailer sets the selling price of a PortaBoy at \$250. Remarkably, 30 units were sold each week. When the systems went on sale for \$220, 40 units per week were sold. Rework Examples 2.1.6 and 2.1.7 with this new data. What difficulties do you encounter?
39. A local pizza store offers medium two-topping pizzas delivered for \$6.00 per pizza plus a \$1.50 delivery charge per order. On weekends, the store runs a 'game day' special: if six or more medium two-topping pizzas are ordered, they are \$5.50 each with no delivery charge. Write a piecewise-defined linear function which calculates the cost C (in dollars) of p medium two-topping pizzas delivered during a weekend.
40. A restaurant offers a buffet which costs \$15 per person. For parties of 10 or more people, a group discount applies, and the cost is \$12.50 per person. Write a piecewise-defined linear function which calculates the total bill T of a party of n people who all choose the buffet.
41. A mobile plan charges a base monthly rate of \$10 for the first 500 minutes of air time plus a charge of 15¢ for each additional minute. Write a piecewise-defined linear function which calculates the monthly cost C (in dollars) for using m minutes of air time.

    HINT: You may want to revisit Exercise 74 in Section 1.4.
42. The local pet shop charges 12¢ per cricket up to 100 crickets, and 10¢ per cricket thereafter. Write a piecewise-defined linear function which calculates the price P, in dollars, of purchasing c crickets.
43. The cross-section of a swimming pool is below. Write a piecewise-defined linear function which describes the depth of the pool, D (in feet) as a function of:
    a. the distance (in feet) from the edge of the shallow end of the pool, d.
    b. the distance (in feet) from the edge of the deep end of the pool, s.
    c. Graph each of the functions in (a) and (b). Discuss with your classmates how to transform one into the other and how they relate to the diagram of the pool.



In Exercises 44 - 49, compute the average rate of change of the function over the specified interval.

44. $f(x) = x^3, [-1, 2]$
45. $f(x) = \frac{1}{x}, [1, 5]$

46. $f(x)=\sqrt{x}, [0,16]$
47. $f(x)=x^2, [-3,3]$
48. $f(x)=\frac{x+4}{x-3}, [5,7]$
49. $f(x)=3x^2+2x-7, [-4,2]$

In Exercises 50 - 53, compute the average rate of change of the given function over the interval $[x, x+h]$. Here we assume $[x, x+h]$ is in the domain of the function.

50. $f(x)=x^3$
51. $f(x)=\frac{1}{x}$
52. $f(x)=\frac{x+4}{x-3}$
53. $f(x)=3x^2+2x-7$
54. The height of an object dropped from the roof of an eight story building is modeled by: $h(t)=-16t^2+64, 0\le t\le 2$. Here, h is the height of the object off the ground in feet, t seconds after the object is dropped. Find and interpret the average rate of change of h over the interval [0, 2].
55. Using data from Bureau of Transportation Statistics, the average fuel economy F in miles per gallon for passenger cars in the US can be modeled by $F(t)=-0.0076t^2+0.45t+16$, $0\le t\le 28$, where t is the number of years since 1980. Find and interpret the average rate of change of F over the interval [0, 28].
56. The temperature T in degrees Fahrenheit t hours after 6 AM is given by:

$$T(t)=-\tfrac{1}{2}t^2+8t+32, \quad 0\le t\le 12$$

    a. Find and interpret $T(4)$, $T(8)$ and $T(12)$.
    b. Find and interpret the average rate of change of T over the interval [4, 8].
    c. Find and interpret the average rate of change of T from $t=8$ to $t=12$.
    d. Find and interpret the average rate of temperature change between 10 AM and 6 PM.
57. Suppose $C(x)=x^2-10x+27$ represents the costs, in hundreds, to produce x thousand pens. Find and interpret the average rate of change as production is increased from making 3000 to 5000 pens.
58. With the help of your classmates find several other "real-world" examples of rates of change that are used to describe non-linear phenomena.

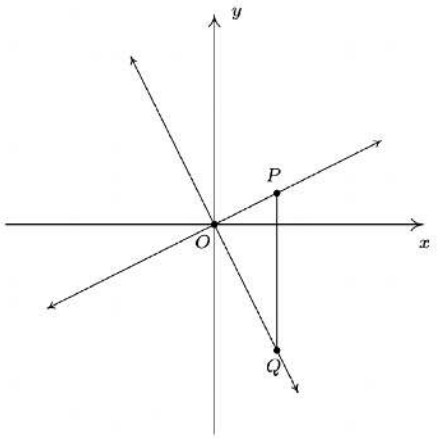
(Parallel Lines) Recall from Intermediate Algebra that parallel lines have the same slope. (Please note that two vertical lines are also parallel to one another even though they have an undefined slope.) In Exercises 59 - 64, you are given a line and a point which is not on that line. Find the line parallel to the given line which passes through the given point.

59. $y=3x+2, P(0,0)$
60. $y=-6x+5, P(3,2)$
61. $y=\frac{2}{3}x-7, P(6,0)$
62. $y=\frac{4-x}{3}, P(1,-1)$
63. $y=6, P(3,-2)$
64. $x=1, P(-5,0)$

(Perpendicular Lines) Recall from Intermediate Algebra that two non-vertical lines are perpendicular if and only if they have negative reciprocal slopes. That is to say, if one line has slope m_1 and the other has slope m_2 then $m_1\cdot m_2=-1$. (You will be guided through a proof of this result in Exercise 71.) Please note that a horizontal line is perpendicular to a vertical line and vice versa, so we assume $m_1\neq 0$ and $m_2\neq 0$. In Exercises 65 - 70, you are given a line and a point which is not on that line. Find the line perpendicular to the given line which passes through the given point.

65. $y=\frac{1}{3}x+2, P(0,0)$
66. $y=-6x+5, P(3,2)$
67. $y=\frac{2}{3}x-7, P(6,0)$
68. $y=\frac{4-x}{3}, P(1,-1)$
69. $y=6, P(3,-2)$
70. $x=1, P(-5,0)$
71. We shall now prove that $y=m_1x+b_1$ is perpendicular to $y=m_2x+b_2$ if and only if $m_1\cdot m_2=-1$. To make our lives easier we shall assume that $m_1>0$ and $m_2<0$. We can also "move" the lines so that their point of intersection is the origin

without messing things up, so we'll assume $b_1 = b_2 = 0$. (Take a moment with your classmates to discuss why this is okay.) Graphing the lines and plotting the points $O(0,0)$, $P(1, m_1)$ and $Q(1, m_2)$ gives us the following set up.



The line $y = m_1 x$ will be perpendicular to the line $y = m_2 x$ if and only if $\triangle OPQ$ is a right triangle. Let d_1 be the distance from O to P, let d_2 be the distance from O to Q and let d_3 be the distance from P to Q. Use the Pythagorean Theorem to show that $\triangle OPQ$ is a right triangle if and only if $m_1 \cdot m_2 = -1$ by showing $d_1^2 + d_2^2 = d_3^2$ if and only if $m_1 \cdot m_2 = -1$.

72. Show that if $a \neq b$, the line containing the points (a, b) and (b, a) is perpendicular to the line $y = x$. (Coupled with the result from Example 1.1.7, we have now shown that the line $y = x$ is a perpendicular bisector of the line segment connecting (a, b) and (b, a). This means the points (a, b) and (b, a) are symmetric about the line $y = x$. We will revisit this symmetry in section 5.2.)
73. The function defined by $I(x) = x$ is called the Identity Function.
    a. Discuss with your classmates why this name makes sense.
    b. Show that the point-slope form of a line can be obtained from I using a sequence of the transformations defined in Section 1.7.

Answers

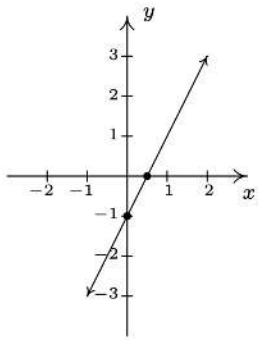
1. $y + 1 = 3(x - 3)$
   $y = 3x - 10$
2. $y - 8 = -2(x + 5)$
   $y = -2x - 2$
3. $y + 1 = -(x + 7)$
   $y = -x - 8$
4. $y - 1 = \frac{2}{3}(x + 2)$
   $y = \frac{2}{3}x + \frac{7}{3}$
5. $y - 4 = -\frac{1}{5}(x - 10)$
   $y = -\frac{1}{5}x + 6$
6. $y - 4 = \frac{1}{7}(x + 1)$
   $y = \frac{1}{7}x + \frac{29}{7}$
7. $y - 117 = 0$
   $y = 117$
8. $y + 3 = -\sqrt{2}(x - 0)$
   $y = -\sqrt{2}x - 3$
9. $y - 2\sqrt{3} = -5(x - \sqrt{3})$
   $y = -5x + 7\sqrt{3}$

10. $y+12=678(x+1)$
    $y=678x+666$
11. $y=-\frac{5}{3}x$
12. $y=-2$
13. $y=\frac{8}{5}x-8$
14. $y=\frac{9}{4}x-\frac{47}{4}$
15. $y=5$
16. $y=-8$
17. $y=-\frac{5}{4}x+\frac{11}{8}$
18. $y=2x+\frac{13}{6}$
19. $y=-x$
20. $y=\frac{\sqrt{3}}{3}x$
21. $f(x)=2x-1$

    slope: $m=2$

    y-intercept: (0, −1)

    x-intercept: $\left(\frac{1}{2},0\right)$

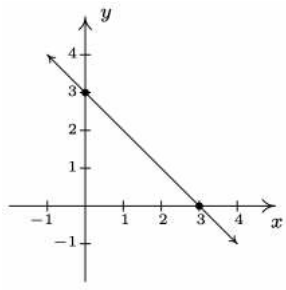


22. $f(x)=3-x$

    slope: $m=-1$

    y-intercept: (0, 3)

    x-intercept: (3, 0)

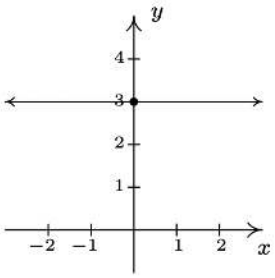


23. $f(x)=3$

    slope: $m=0$

    y-intercept: (0, 3)

    x-intercept: none

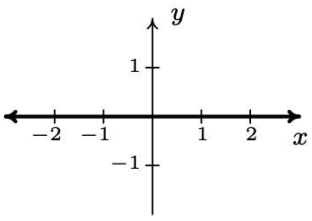


24. f(x) = 0

slope: $m = 0$

y-intercept: (0, 0)

x-intercept: $\{(x, 0) | x \text{ is a real number }\}$

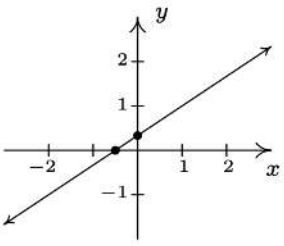


25. $f(x) = \frac{2}{3}x + \frac{1}{3}$

slope: $m = \frac{2}{3}$

y-intercept: $\left(0, \frac{1}{3}\right)$

x-intercept: $\left(-\frac{1}{2}, 0\right)$

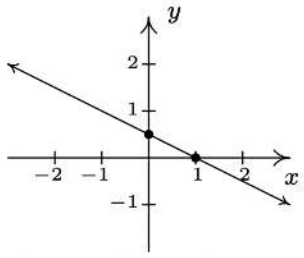


26. $f(x) = \frac{1-x}{2}$

slope: $m = -\frac{1}{2}$

y-intercept: $\left(0, \frac{1}{2}\right)$

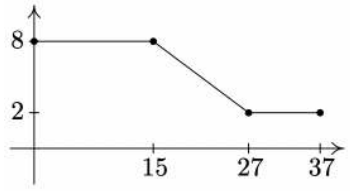
x-intercept: $(1, 0)$



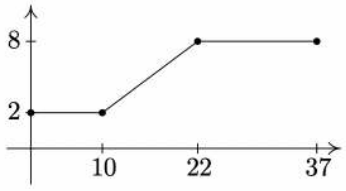
27. $(-1, -1)$ and $\left(\frac{11}{5}, \frac{27}{5}\right)$
28. $d(t) = 3t, t \geq 0$

29. $E(t) = 360t, t \geq 0$
30. $C(x) = 45x + 20, x \geq 0$
31. $C(t) = 80t + 50, 0 \leq t \leq 8$
32. $W(x) = 200 + .05x, x \geq 0$ She must make \$5500 in weekly sales
33. $C(p) = 0.035p + 1.5$ The slope 0.035 means it costs 3.5¢ per page. $C(0) = 1.5$ means there is a fixed, or start-up, cost of \$1.50 to make each book.
34. $F(m) = 2.25m + 2.05$ The slope 2.25 means it costs an additional \$2.25 for each mile beyond the first 0.2 miles. $F(0) = 2.05$, so according to the model, it would cost \$2.05 for a trip of 0 miles. Would this ever really happen? Depends on the driver and the passenger, we suppose.
35. a. $F(C) = \frac{9}{5}C + 32$
    b. $C(F) = \frac{5}{9}(F - 32) = \frac{5}{9}F - \frac{160}{9}$
    c. $F(-40) = -40 = C(-40)$
36. $N(T) = -\frac{2}{15}T + \frac{43}{3}$ and $N(20) = \frac{35}{3} \approx 12$ howls per hour

    Having a negative number of howls makes no sense and since $N(107.5) = 0$ we can put an upper bound of 107.5°F on the domain. The lower bound is trickier because there's nothing other than common sense to go on. As it gets colder, he howls more often. At some point it will either be so cold that he freezes to death or he's howling non-stop. So we're going to say that he can withstand temperatures no lower than -60°F so that the applied domain is [−60, 107.5].
39. $C(p) = \begin{cases} 6p + 1.5 & \text{if} \quad 1 \leq p \leq 5 \\ 5.5p & \text{if} \quad p \geq 6 \end{cases}$
40. $T(n) = \begin{cases} 15n & \text{if} \quad 1 \leq n \leq 9 \\ 12.5n & \text{if} \quad n \geq 10 \end{cases}$
41. $C(m) = \begin{cases} 10 & \text{if} \quad 0 \leq m \leq 500 \\ 10 + 0.15(m - 500) & \text{if} \quad m > 500 \end{cases}$
42. $P(c) = \begin{cases} 0.12c & \text{if} \quad 1 \leq c \leq 100 \\ 12 + 0.1(c - 100) & \text{if} \quad c > 100 \end{cases}$
43. a. $D(d) = \begin{cases} 8 & \text{if} \quad 0 \leq d \leq 15 \\ -\frac{1}{2}d + \frac{31}{2} & \text{if} \quad 15 \leq d \leq 27 \\ 2 & \text{if} \quad 27 \leq d \leq 37 \end{cases}$
    b. $D(s) = \begin{cases} 2 & \text{if} \quad 0 \leq s \leq 10 \\ \frac{1}{2}s - 3 & \text{if} \quad 10 \leq s \leq 22 \\ 8 & \text{if} \quad 22 \leq s \leq 37 \end{cases}$
    c.



$y = D(d)$



$y = D(s)$

44. $\frac{2^3 - (-1)^3}{2 - (-1)} = 3$
45. $\frac{\frac{1}{5} - \frac{1}{1}}{5 - 1} = -\frac{1}{5}$
46. $\frac{\sqrt{16} - \sqrt{0}}{16 - 0} = \frac{1}{4}$
47. $\frac{3^2 - (-3)^2}{3 - (-3)} = 0$
48. $\frac{\frac{7+4}{7-3} - \frac{5+4}{5-3}}{7 - 5} = -\frac{7}{8}$
49. $\frac{\left(3(2)^2 + 2(2) - 7\right) - \left(3(-4)^2 + 2(-4) - 7\right)}{2 - (-4)} = -4$
50. $3x^2 + 3xh + h^2$
51. $\frac{-1}{x(x+h)}$

52. $\frac{-7}{(x-3)(x+h-3)}$
53. $6x+3h+2$
54. The average rate of change is $\frac{h(2)-h(0)}{2-0}=-32$. During the first two seconds after it is dropped, the object has fallen at an average rate of 32 feet per second. (This is called the average velocity of the object.)
55. The average rate of change is $\frac{F(28)-F(0)}{28-0}=0.2372$. During the years from 1980 to 2008, the average fuel economy of passenger cars in the US increased, on average, at a rate of 0.2372 miles per gallon per year.
56. a. $T(4)=56$, so at 10 AM (4 hours after 6 AM), it is 56°F. $T(8)=64$, so at 2 PM (8 hours after 6 AM), it is 64°F. $T(12)=56$, so at 6 PM (12 hours after 6 AM), it is 56°F.
    b. The average rate of change is $\frac{T(8)-T(4)}{8-4}=2$. Between 10 AM and 2 PM, the temperature increases, on average, at a rate of 2°F per hour.
    c. The average rate of change is $\frac{T(12)-T(8)}{12-8}=-2$. Between 2 PM and 6 PM, the temperature decreases, on average, at a rate of 2°F per hour.
    d. The average rate of change is $\frac{T(12)-T(4)}{12-4}=0$. Between 10 AM and 6 PM, the temperature, on average, remains constant.
57. The average rate of change is $\frac{C(5)-C(3)}{5-3}=-2$. As production is increased from 3000 to 5000 pens, the cost decreases at an average rate of \$200 per 1000 pens produced (20¢ per pen.)
59. $y=3x$
60. $y=-6x+20$
61. $y=\frac{2}{3}x-4$
62. $y=-\frac{1}{3}x-\frac{2}{3}$
63. $y=-2$
64. $x=-5$
65. $y=-3x$
66. $y=\frac{1}{6}x+\frac{3}{2}$
67. $y=-\frac{3}{2}x+9$
68. $y=3x-4$
69. $x=3$
70. $y=0$

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2.2: Absolute Value Functions

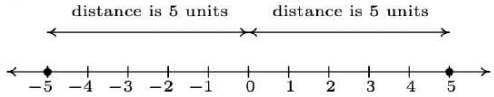
Math 370 Learning Objectives

Most of the topics in this section are provided for you to review on your own, if needed; however, the following two should be covered in lecture.

- **True Definition of the Absolute Value:** Understand and use the piecewise definition of the absolute value.
- **Graphing Absolute Value Functions:** Graph transformations of absolute value functions.

True Definition of the Absolute Value

There are a few ways to describe what is meant by the absolute value $|x|$ of a real number x. You may have been taught that $|x|$ is the distance from the real number x to 0 on the number line. So, for example, $|5| = 5$ and $|-5| = 5$, since each is 5 units from 0 on the number line.



Another way to define absolute value is by the equation $|x| = \sqrt{x^2}$. Using this definition, we have $|5| = \sqrt{(5)^2} = \sqrt{25} = 5$ and $|-5| = \sqrt{(-5)^2} = \sqrt{25} = 5$. The long and short of both of these procedures is that $|x|$ takes negative real numbers and assigns them to their positive counterparts while it leaves positive numbers alone. This last description is the one we shall adopt, and is summarized in the following definition.

Definition: Absolute Value

The **absolute value** of a real number x, denoted $|x|$, is given by

$$|x| = \begin{cases} x, & \text{if} \quad x \geq 0 \\ -x, & \text{if} \quad x < 0 \end{cases} \tag{2.2.1}$$

Note that we define $|x|$ using a piecewise-defined function (see Section 1.4). To check that this definition agrees with what we previously understood as absolute value, note that since $5 \geq 0$, to find $|5|$ we use the rule $|x| = x$, so $|5| = 5$. Similarly, since $-5 < 0$, we use the rule $|x| = -x$, so that $|-5| = -(-5) = 5$. This is one of the times when it's best to interpret the expression "$-x$" as "the opposite of x" as opposed to "negative x." Before we begin studying absolute value *functions*, we remind ourselves of the properties of absolute value.

Properties of the Absolute Value

Theorem 2.2.1: Properties of the Absolute Value

Let a, b, and x be real numbers and let n be an integer.[1] Then

Product Rule for Absolute Values[2]**:** $|ab| = |a||b|$

Power Rule for Absolute Values: $|a^n| = |a|^n$ whenever a^n is defined

Quotient Rule for Absolute Values: $\left|\frac{a}{b}\right| = \frac{|a|}{|b|}$, provided $b \neq 0$

Equality Properties for Absolute Values:

$|x| = 0$ if and only if $x = 0$.

For $c > 0$, $|x| = c$ if and only if $x = c$ or $-x = c$.

For $c < 0$, $|x| = c$ has no solution.

Proof of the Product Rule

To prove the Product Rule, we need to show that the equation $|ab| = |a||b|$ is true for all real numbers a and b.

If a and b are both positive, then so is ab. Hence, $|a| = a$, $|b| = b$ and $|ab| = ab$. Hence, the equation $|ab| = |a||b|$ is the same as $ab = ab$ which is true.

If both a and b are negative, then ab is positive. Hence, $|a| = -a$, $|b| = -b$ and $|ab| = ab$. The equation $|ab| = |a||b|$ becomes $ab = (-a)(-b)$, which is true.

Suppose a is positive and b is negative. Then ab is negative, and we have $|ab| = -ab$, $|a| = a$ and $|b| = -b$. The equation $|ab| = |a||b|$ reduces to $-ab = a(-b)$ which is true. A symmetric argument shows the equation $|ab| = |a||b|$ holds when a is negative and b is positive.

Finally, if either a or b (or both) are zero, then both sides of $|ab| = |a||b|$ are zero, so the equation holds in this case, too.

Thus, the equation $|ab| = |a||b|$ holds true in all cases.

The proof of the Quotient Rule is very similar to the proof of the Product Rule, with the exception that $b \neq 0$. The Power Rule can be shown by repeated application of the Product Rule. The Equality Properties can be proved using Equation 2.2.1 and by looking at the cases when $x \geq 0$, in which case $|x| = x$, or when $x < 0$, in which case $|x| = -x$. For example, if $c > 0$, and $|x| = c$, then if $x \geq 0$, we have $x = |x| = c$. If, on the other hand, $x < 0$, then $-x = |x| = c$, so $x = -c$. The remaining properties are proved similarly and are left for the Exercises.

Subsection Footnotes

[1] See Section 1.1 if you don't remember what an integer is.

[2] Some texts will call this the Product Rule without saying "for Absolute Values"; however, it turns out that we have *many* different "Product Rules" in Mathematics. I will try my best to name them accordingly to make them distinct.

Solving Absolute Value Equations

Our first example reviews how to solve basic equations involving absolute value using the properties listed in Theorem 2.2.1.

Example 2.2.1

1. $|3x - 1| = 6$
2. $3 - |x + 5| = 1$
3. $3|2x + 1| - 5 = 0$
4. $4 - |5x + 3| = 5$
5. $|x| = x^2 - 6$
6. $|x - 2| + 1 = x$

Solution

1. The equation $|3x - 1| = 6$ is of the form $|x| = c$ for $c > 0$, so by the Equality Properties, $|3x - 1| = 6$ is equivalent to $3x - 1 = 6$ or $3x - 1 = -6$. Solving the former, we arrive at $x = \frac{7}{3}$, and solving the latter, we get $x = -\frac{5}{3}$. We may check both of these solutions by substituting them into the original equation and showing that the arithmetic works out.

---

2. To use the Equality Properties to solve $3 - |x + 5| = 1$, we first isolate the absolute value.

$$\begin{aligned} 3 - |x + 5| &= 1 \\ -|x + 5| &= -2 \\ |x + 5| &= 2 \end{aligned}$$

Hence, $x + 5 = 2$ or $x + 5 = -2$. In the former case, we get $x = -3$, and in the latter case we get $x = -7$.

---

3. As in the previous example, we first isolate the absolute value in the equation $3|2x+1|-5=0$ and get $|2x+1|=\frac{5}{3}$. Using the Equality Properties, we have $2x+1=\frac{5}{3}$ or $2x+1=-\frac{5}{3}$. Solving the former gives $x=\frac{1}{3}$ and solving the latter gives $x=-\frac{4}{3}$. As usual, we may substitute both answers in the original equation to check.

4. Upon isolating the absolute value in the equation $4-|5x+3|=5$, we get $|5x+3|=-1$. At this point, we know there cannot be any real solution, since, by definition, the absolute value of *anything* is never negative. We are done.

5. The equation $|x|=x^2-6$ presents us with some difficulty, since x appears both inside and outside of the absolute value. Moreover, there are values of x for which x^2-6 is positive, negative and zero, so we cannot use the Equality Properties without the risk of introducing extraneous solutions, or worse, losing solutions. For this reason, we break equations like this into cases by rewriting the term in absolute values, $|x|$, using Equation 2.2.1.

   For $x<0$, $|x|=-x$, so for $x<0$, the equation $|x|=x^2-6$ is equivalent to $-x=x^2-6$. Rearranging this gives us $x^2+x-6=0$, or $(x+3)(x-2)=0$. We get $x=-3$ or $x=2$. Since only $x=-3$ satisfies $x<0$, this is the answer we keep.

   For $x\geq 0$, $|x|=x$, so the equation $|x|=x^2-6$ becomes $x=x^2-6$. From this, we get $x^2-x-6=0$ or $(x-3)(x+2)=0$. Our solutions are $x=3$ or $x=-2$, and since only $x=3$ satisfies $x\geq 0$, this is the one we keep. Hence, our two solutions to $|x|=x^2-6$ are $x=-3$ and $x=3$.

6. To solve $|x-2|+1=x$, we first isolate the absolute value and get $|x-2|=x-1$. Since we see x both inside and outside of the absolute value, we break the equation into cases. The term with absolute values here is $|x-2|$, so we replace "x" with the quantity "$(x-2)$" in Equation 2.2.1 to get

$$|x-2|=\begin{cases} x-2, & \text{if} \quad (x-2)\geq 0 \quad \Longrightarrow \quad x\geq 2 \\ -(x-2), & \text{if} \quad (x-2)<0 \quad \Longrightarrow \quad x<2 \end{cases}$$

   So, for $x<2$, $|x-2|=-x+2$ and our equation $|x-2|=x-1$ becomes $-x+2=x-1$, which gives $x=\frac{3}{2}$. Since this solution satisfies $x<2$, we keep it.

   Next, for $x\geq 2$, $|x-2|=x-2$, so the equation $|x-2|=x-1$ becomes $x-2=x-1$. Here, the equation reduces to $-2=-1$, which signifies we have no solutions here. Hence, our only solution is $x=\frac{3}{2}$.

Graphing Absolute Value Functions

Next, we turn our attention to graphing absolute value functions. Our strategy in the next example is to make liberal use of Equation 2.2.1 along with what we know about graphing linear functions (from Section 2.1) and piecewise-defined functions (from Section 1.4).

Example 2.2.2

Graph each of the following functions. Find the zeros of each function and the x- and y-intercepts of each graph, if any exist. From the graph, determine the domain and range of each function, list the intervals on which the function is increasing, decreasing or constant, and find the relative and absolute extrema, if they exist.

1. $f(x)=|x|$
2. $g(x)=|x-3|$
3. $h(x)=|x|-3$
4. $i(x)=4-2|3x+1|$

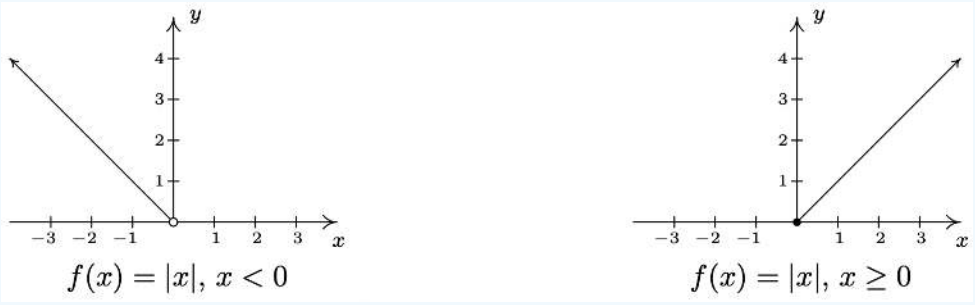
Solution

1. To find the zeros of f, we set $f(x)=0$. We get $|x|=0$, which, by Theorem 2.2.1 gives us $x=0$. Since the zeros of f are the x-coordinates of the x-intercepts of the graph of $y=f(x)$, we get $(0,0)$ as our only x-intercept.

To find the y-intercept, we set $x = 0$, and find $y = f(0) = 0$, so that $(0, 0)$ is our y-intercept as well.[3] Using Equation 2.2.1, we get

$$f(x) = |x| = \begin{cases} x, & \text{if} \quad x \geq 0 \\ x, & \text{if} \quad x < 0 \end{cases}$$

Hence, for $x < 0$, we are graphing the line $y = -x$; for $x \geq 0$, we have the line $y = x$. Proceeding as we did in Section 1.6, we get



Figures 2.2.2A(left) and 2.2.2B(right)

Notice that we have an open circle at $(0, 0)$ in the graph when $x < 0$. As we have seen before, this is due to the fact that the points on $y = -x$ approach $(0, 0)$ as the x-values approach 0. Since x is required to be strictly less than zero on this stretch, the open circle is drawn at the origin. However, notice that when $x \geq 0$, we get to fill in the point at $(0, 0)$, which effectively "plugs" the hole indicated by the open circle. Thus we get,

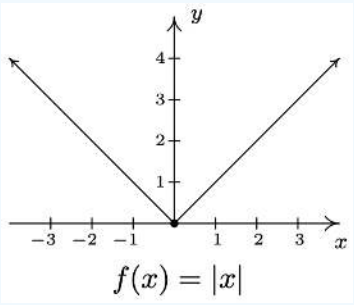


Figure 2.2.3

By projecting the graph to the x-axis, we see that the domain is $(-\infty, \infty)$. Projecting to the y-axis gives us the range $[0, \infty)$. The function is increasing on $[0, \infty)$ and decreasing on $(-\infty, 0]$. The relative minimum value of f is the same as the absolute minimum, namely 0 which occurs at $(0, 0)$. There is no relative maximum value of f. There is also no absolute maximum value of f, since the y-values on the graph extend infinitely upwards.

---

2. To find the zeros of g, we set $g(x) = |x - 3| = 0$. By Theorem 2.2.1, we get $x - 3 = 0$ so that $x = 3$. Hence, the x-intercept is $(3, 0)$.

   To find our y-intercept, we set $x = 0$ so that $y = g(0) = |0 - 3| = 3$, which yields $(0, 3)$ as our y-intercept.

   To graph $g(x) = |x - 3|$, we use Equation 2.2.1 to rewrite g as

$$g(x) = |x - 3| = \begin{cases} x - 3, & \text{if} \quad x - 3 \geq 0 \implies x \geq 3 \\ -(x - 3), & \text{if} \quad x - 3 < 0 \implies x < 3 \end{cases}$$

   For the graph, see Figure 2.2.4A. As before, the open circle we introduce at $(3, 0)$ from the graph of $y = -x + 3$ is filled by the point $(3, 0)$ from the line $y = x - 3$. We determine the domain as $(-\infty, \infty)$ and the range as $[0, \infty)$. The function g is increasing on $[3, \infty)$ and decreasing on $(-\infty, 3]$. The relative and absolute minimum value of g is 0 which occurs at $(3, 0)$. As before, there is no relative or absolute maximum value of g.

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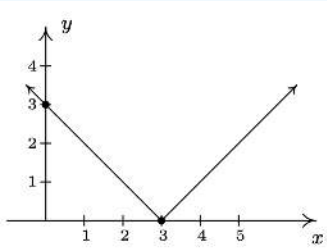
3. Setting $h(x) = 0$ to look for zeros gives $|x| - 3 = 0$. As in Example 2.2.1, we isolate the absolute value to get $|x| = 3$ so that $x = 3$ or $x = -3$. As a result, we have a pair of x-intercepts: $(-3, 0)$ and $(3, 0)$.

   Setting $x = 0$ gives $y = h(0) = |0| - 3 = -3$, so our y-intercept is $(0, -3)$.

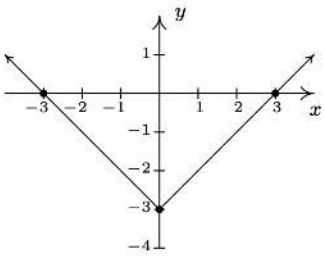
   As before, we rewrite the absolute value in h to get

$$h(x) = \begin{cases} x - 3, & \text{if} \quad x \geq 0 \\ -x - 3, & \text{if} \quad x < 0 \end{cases}$$

   See Figure $2.2.4B$ for the graph. Once again, the open circle at $(0, -3)$ from one piece of the graph of h is filled by the point $(0, -3)$ from the other piece of h. From the graph, we determine the domain of h is $(-\infty, \infty)$ and the range is $[-3, \infty)$. On $[0, \infty)$, h is increasing; on $(-\infty, 0]$ it is decreasing. The relative minimum occurs at the point $(0, -3)$ on the graph, and we see -3 is both the relative and absolute minimum value of h. Also, h has no relative or absolute maximum value.



$g(x) = |x - 3|$



$h(x) = |x| - 3$

Figures $2.2.4A$ (left) and $2.2.4B$ (right)

---

4. As before, we set $i(x) = 0$ to find the zeros of i and get $4 - 2|3x + 1| = 0$. Isolating the absolute value term gives $|3x + 1| = 2$, so either $3x + 1 = 2$ or $3x + 1 = -2$. We get $x = \frac{1}{3}$ or $x = -1$, so our x-intercepts are $\left(\frac{1}{3}, 0\right)$ and $(-1, 0)$.

   Substituting $x = 0$ gives $y = i(0) = 4 - 2|3(0) + 1| = 2$, for a y-intercept of $(0, 2)$.

   Rewriting the formula for $i(x)$ without absolute values give

$$\begin{aligned} i(x) &= \begin{cases} 4 - 2(3x + 1), & \text{if} \quad 3x + 1 \geq 0 \implies x \geq -\dfrac{1}{3} \\ 4 - 2(-(3x + 1)), & \text{if} \quad 3x + 1 < 0 \implies x < -\dfrac{1}{3} \end{cases} \\ &= \begin{cases} -6x + 2, & \text{if} \quad x \geq -\dfrac{1}{3} \\ 6x + 6, & \text{if} \quad x < -\dfrac{1}{3} \end{cases} \end{aligned}$$

   The usual analysis near the trouble spot $x = -\frac{1}{3}$ gives the "corner" of this graph is $\left(-\frac{1}{3}, 4\right)$, and we get the distinctive "$\vee$" shape:

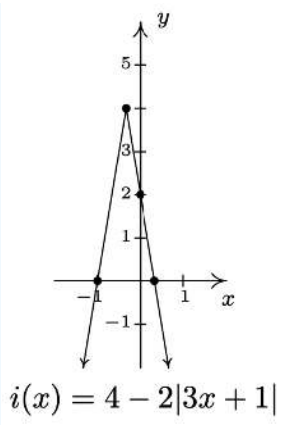


Figure 2.2.5

The domain of i is $(-\infty, \infty)$ while the range is $(-\infty, 4]$. The function i is increasing on $\left(-\infty, -\frac{1}{3}\right]$ and decreasing on $\left[-\frac{1}{3}, \infty\right)$. The relative maximum occurs at the point $\left(-\frac{1}{3}, 4\right)$ and the relative and absolute maximum value of i is 4. Since the graph of i extends downwards forever more, there is no absolute minimum value. As we can see from the graph, there is no relative minimum, either.

Note that all of the functions in the previous example bear the characteristic "$\vee$" shape of the graph of $y = |x|$. We could have graphed the functions g, h and i in Example 2.2.2 starting with the graph of $f(x) = |x|$ and applying transformations as in Section 1.7 as our next example illustrates.

Example 2.2.3

Graph the following functions starting with the graph of $f(x) = |x|$ and using transformations.

1. $g(x) = |x - 3|$
2. $h(x) = |x| - 3$
3. $i(x) = 4 - 2|3x + 1|$

Solution

We begin by graphing $f(x) = |x|$ and labeling three points, $(-1, 1)$, $(0, 0)$ and $(1, 1)$.

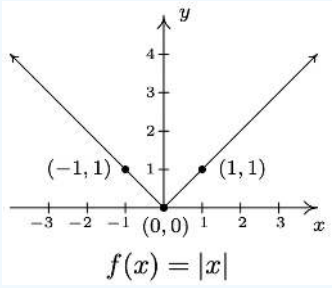


Figure 2.2.6

1. Since $g(x) = |x - 3| = f(x - 3)$, we *add* 3 to each of the x-values of the points on the graph of $y = f(x)$ to obtain the graph of $y = g(x)$. This shifts the graph of $y = f(x)$ to the *right* 3 units (see Figure 2.2.7).

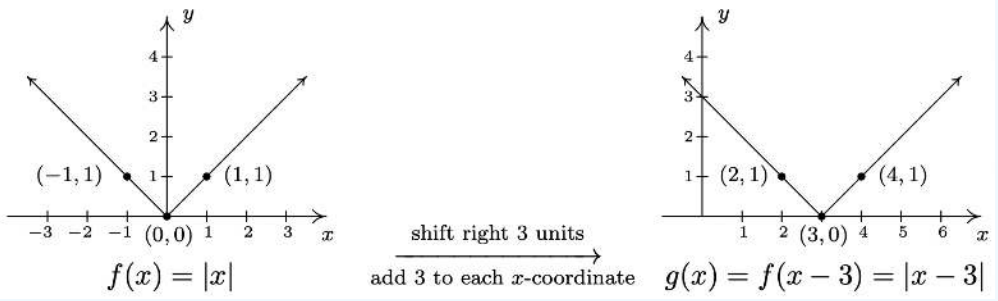


Figure 2.2.7

2. For $h(x) = |x| - 3 = f(x) - 3$, we *subtract* 3 from each of the y-values of the points on the graph of $y = f(x)$ to obtain the graph of $y = h(x)$. This shifts the graph of $y = f(x)$ *down* 3 units (see Figure 2.2.8).

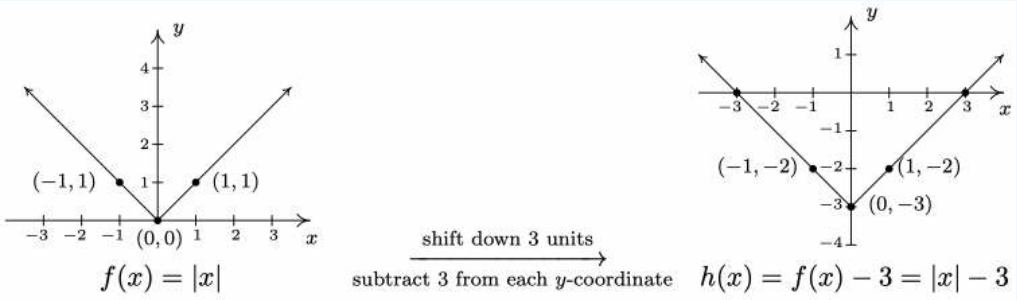


Figure 2.2.8

3. We begin by rewriting

$$i(x) = 4 - 2|3x+1| = 4 - 2f(3x+1) = -2f(3x+1) + 4 = -2f\left(3\left(x + \frac{1}{3}\right)\right) + 4.$$

We now go through, step-by-step, following the Order of Transformations.

$$i(x) = -2f\left(\boxed{3}\left(x + \frac{1}{3}\right)\right) + 4$$

The coefficient of 3 on x *compresses* the graph horizontally by a factor of $\frac{1}{3}$.

$$i(x) = -2f\left(\boxed{3\left(x + \frac{1}{3}\right)}\right) + 4$$

We then shift the graph *left* $\frac{1}{3}$ units.

$$i(x) = \boxed{-2f\left(3\left(x + \frac{1}{3}\right)\right)} + 4$$

We then reflect the resulting graph about the x-axis and stretch it vertically (away from the x-axis) by a factor of 2.

$$i(x) = \boxed{-2f\left(3\left(x + \frac{1}{3}\right)\right) + 4}$$

Finally, we shift this result *up* 4 units (see Figure 2.2.9).

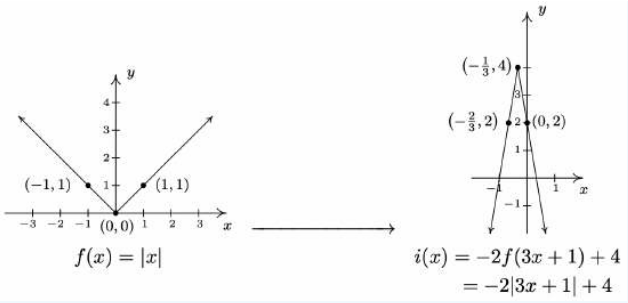


Figure 2.2.9

While the methods in Section 1.7 can be used to graph an entire family of absolute value functions, not all functions involving absolute values posses the characteristic "∨" shape. As the next example illustrates, often there is no substitute for appealing directly to the definition.

Example 2.2.4

Graph each of the following functions. Find the zeros of each function and the x- and y-intercepts of each graph, if any exist. From the graph, determine the domain and range of each function, list the intervals on which the function is increasing, decreasing or constant, and find the relative and absolute extrema, if they exist.

1. $f(x) = \frac{|x|}{x}$
2. $g(x) = |x+2| - |x-3| + 1$

Solution

1. We first note that, due to the fraction in the formula of $f(x)$, $x \neq 0$. Thus, the domain is $(-\infty, 0) \cup (0, \infty)$.

   To find the zeros of f, we set $f(x) = \frac{|x|}{x} = 0$. This last equation implies $|x| = 0$, which, from Theorem 2.2.1, implies $x = 0$. However, $x = 0$ is not in the domain of f, which means we have, in fact, no x-intercepts. We have no y-intercepts either, since $f(0)$ is undefined.

   Rewriting the absolute value in the function gives

$$\begin{aligned} f(x) &= \begin{cases} \dfrac{x}{x}, & \text{if} \quad x \geq 0 \\ \dfrac{-x}{x}, & \text{if} \quad x < 0 \end{cases} \\ &= \begin{cases} 1, & \text{if} \quad x \geq 0 \\ -1, & \text{if} \quad x < 0 \end{cases} \end{aligned}$$

   To graph this function, we graph two horizontal lines: $y = -1$ for $x < 0$ and $y = 1$ for $x > 0$. We have open circles at $(0, -1)$ and $(0, 1)$ so we get the graph in Figure 2.2.10.

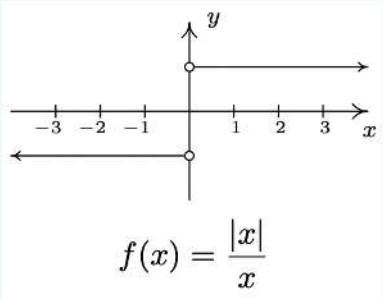


Figure 2.2.10

As we found earlier, the domain is $(-\infty, 0) \cup (0, \infty)$. The range consists of just two y-values: $\{-1, 1\}$. The function f is constant on $(-\infty, 0)$ and $(0, \infty)$. The local minimum value of f is the absolute minimum value of f, namely -1; the local maximum and absolute maximum values for f also coincide - they both are 1. Every point on the graph of f is simultaneously a relative maximum and a relative minimum.

---

2. To find the zeros of g, we set $g(x) = 0$. The result is $|x+2| - |x-3| + 1 = 0$. Attempting to isolate the absolute value term is complicated by the fact that there are **two** terms with absolute values. In this case, it easier to proceed using cases by rewriting the function g with two separate applications of 2.2.1 and to remove each instance of the absolute values, one at a time. In the first round we get

$$\begin{aligned} g(x) &= \begin{cases} x+2-|x-3|+1, & \text{if} \quad x+2 \geq 0 \implies x \geq -2 \\ -(x+2)-|x-3|+1, & \text{if} \quad x+2 < 0 \implies x < -2 \end{cases} \\ &= \begin{cases} x+3-|x-3|, & \text{if} \quad x \geq -2 \\ -x-1-|x-3|, & \text{if} \quad x < -2 \end{cases} \end{aligned}$$

Given that

$$|x-3| = \begin{cases} x-3, & \text{if} \quad x-3 \geq 0 \implies x \geq 3 \\ -(x-3), & \text{if} \quad x-3 < 0 \implies x < 3 \end{cases},$$

we need to break up the domain again at $x = 3$. Note that if $x < -2$, then $x < 3$, so we replace $|x-3|$ with $-x+3$ for that part of the domain, too. Our completed revision of the form of g yields

$$g(x) = \begin{cases} x+3-(x-3), & \text{if} \quad x \geq 3 \\ x+3-(-x+3), & \text{if} \quad x \geq -2 \text{ and } x < 3 \\ -x-1-(-x+3), & \text{if} \quad x < -2 \end{cases} = \begin{cases} 6, & \text{if} \quad x \geq 3 \\ 2x, & \text{if} \quad -2 \leq x < 3 \\ -4, & \text{if} \quad x < -2 \end{cases}$$

To solve $g(x) = 0$, we see that the only piece which contains a variable is $g(x) = 2x$ for $-2 \leq x < 3$. Solving $2x = 0$ gives $x = 0$. Since $x = 0$ is in the interval $[-2, 3)$, we keep this solution and have $(0, 0)$ as our only x-intercept. Accordingly, the y-intercept is also $(0, 0)$.

To graph g, we start with $x < -2$ and graph the horizontal line $y = -4$ with an open circle at $(-2, -4)$. For $-2 \leq x < 3$, we graph the line $y = 2x$ and the point $(-2, -4)$ patches the hole left by the previous piece. An open circle at $(3, 6)$ completes the graph of this part. Finally, we graph the horizontal line $y = 6$ for $x \geq 3$, and the point $(3, 6)$ fills in the open circle left by the previous part of the graph. The finished graph is

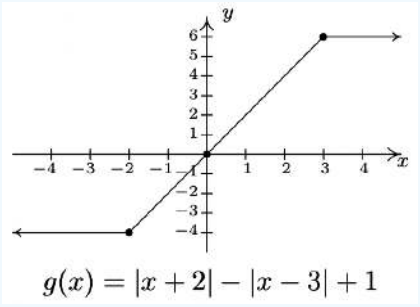


Figure 2.2.11

The domain of g is all real numbers, $(-\infty, \infty)$, and the range of g is all real numbers between -4 and 6 inclusive, $[-4, 6]$. The function is increasing on $[-2, 3]$ and constant on $(-\infty, -2]$ and $[3, \infty)$. The relative minimum value of f is -4 which matches the absolute minimum. The relative and absolute maximum values also coincide at 6. Every point on the graph of $y = g(x)$ for $x < -2$ and $x > 3$ yields both a relative minimum and relative maximum. The point $(-2, -4)$, however, gives only a relative minimum and the point $(3, 6)$ yields only a relative maximum.

Many of the applications that the authors are aware of involving absolute values also involve absolute value inequalities. For that reason, we save our discussion of applications for Section 2.4.

Subsection Footnotes

[3] Actually, since functions can have at most one y-intercept (Do you know why?), as soon as we found $(0,0)$ as the x-intercept, we knew this was also the y-intercept.

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2.2E: Exercises

Exercises

In Exercises 1 - 15, solve the equation.

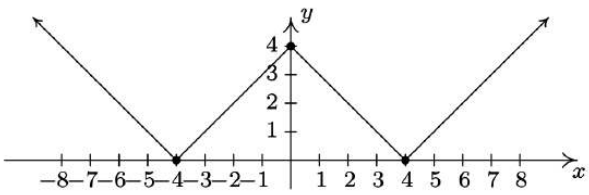
1. $|x| = 6$
2. $|3x - 1| = 10$
3. $|4 - x| = 7$
4. $4 - |x| = 3$
5. $2|5x + 1| - 3 = 0$
6. $|7x - 1| + 2 = 0$
7. $\dfrac{5 - |x|}{2} = 1$
8. $\frac{2}{3}|5 - 2x| - \frac{1}{2} = 5$
9. $|x| = x + 3$
10. $|2x - 1| = x + 1$
11. $4 - |x| = 2x + 1$
12. $|x - 4| = x - 5$
13. $|x| = x^2$
14. $|x| = 12 - x^2$
15. $|x^2 - 1| = 3$

Prove that if $|f(x)| = |g(x)|$ then either $f(x) = g(x)$ or $f(x) = -g(x)$. Use that result to solve the equations in Exercises 16 - 21.

16. $|3x - 2| = |2x + 7|$
17. $|3x + 1| = |4x|$
18. $|1 - 2x| = |x + 1|$
19. $|4 - x| - |x + 2| = 0$
20. $|2 - 5x| = 5|x + 1|$
21. $3|x - 1| = 2|x + 1|$

In Exercises 22 - 33, graph the function. Find the zeros of each function and the x- and y-intercepts of each graph, if any exist. From the graph, determine the domain and range of each function, list the intervals on which the function is increasing, decreasing or constant, and find the relative and absolute extrema, if they exist.

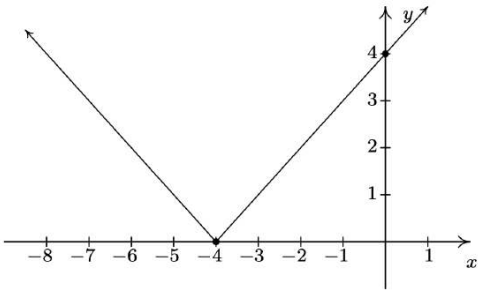
22. $f(x) = |x + 4|$
23. $f(x) = |x| + 4$
24. $f(x) = |4x|$
25. $f(x) = -3|x|$
26. $f(x) = 3|x + 4| - 4$
27. $f(x) = \frac{1}{3}|2x - 1|$
28. $f(x) = \frac{|x+4|}{x+4}$
29. $f(x) = \frac{|2-x|}{2-x}$
30. $f(x) = x + |x| - 3$
31. $f(x) = |x + 2| - x$
32. $f(x) = |x + 2| - |x|$
33. $f(x) = |x + 4| + |x - 2|$
34. With the help of your classmates, find an absolute value function whose graph is given below.



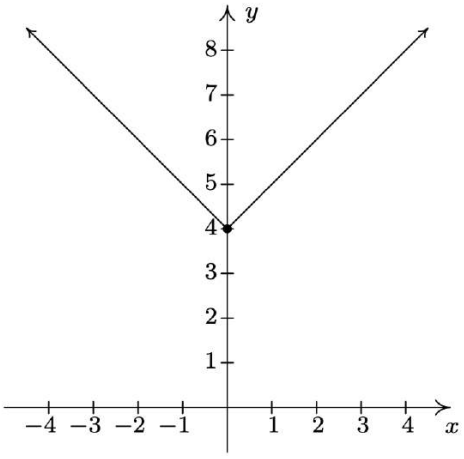
35. With help from your classmates, prove the second, third and fifth parts of Theorem 2.2.1.
36. Prove **The Triangle Inequality**: For all real numbers a and b, $|a+b| \leq |a| + |b|$.

Answers

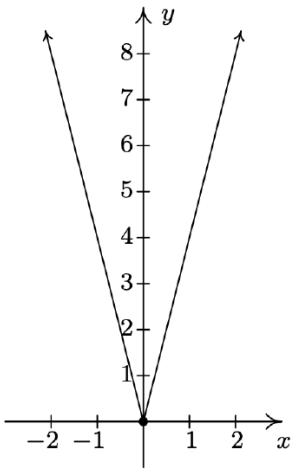
1. $x = -6$ or $x = 6$
2. $x = -3$ or $x = \frac{11}{3}$
3. $x = -3$ or $x = 11$
4. $x = -1$ or $x = 1$
5. $x = -\frac{1}{2}$ or $x = \frac{1}{10}$
6. no solution
7. $x = -3$ or $x = 3$
8. $x = -\frac{13}{8}$ or $x = \frac{53}{8}$
9. $x = -\frac{3}{2}$
10. $x = 0$ or $x = 2$
11. $x = 1$
12. no solution
13. $x = -1$, $x = 0$ or $x = 1$
14. $x = -3$ or $x = 3$
15. $x = -2$ or $x = 2$
16. $x = -1$ or $x = 9$
17. $x = -\frac{1}{7}$ or $x = 1$
18. $x = 0$ or $x = 2$
19. $x = 1$
20. $x = -\frac{3}{10}$
21. $x = \frac{1}{5}$ or $x = 5$
22. $f(x) = |x+4|$
    $f(-4) = 0$
    x-intercept $(-4, 0)$
    y-intercept $(0, 4)$
    Domain $(-\infty, \infty)$
    Range $[0, \infty)$
    Decreasing on $(-\infty, -4]$
    Increasing on $[-4, \infty)$
    Relative and absolute min. at $(-4, 0)$
    No relative or absolute maximum



23. $f(x) = |x| + 4$
No zeros
No x-intercepts
y-intercept $(0, 4)$
Domain $(-\infty, \infty)$
Range $[4, \infty)$
Decreasing on $(-\infty, 0]$
Increasing on $[0, \infty)$
Relative and absolute minimum at $(0, 4)$
No relative or absolute maximum

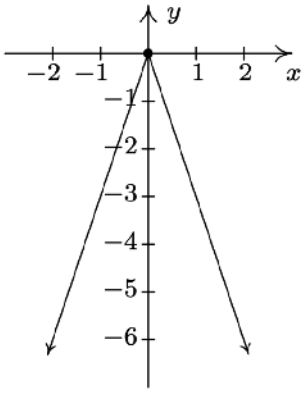


24. $f(x) = |4x|$
$f(0) = 0$
x-intercept $(0, 0)$
y-intercept $(0, 0)$
Domain $(-\infty, \infty)$
Range $[0, \infty)$
Decreasing on $(-\infty, 0]$
Increasing on $[0, \infty)$
Relative and absolute minimum at $(0, 0)$
No relative or absolute maximum

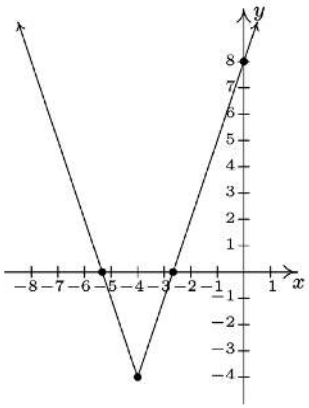


25. $f(x) = -3|x|$
$f(0) = 0$
x-intercept $(0, 0)$

y-intercept $(0, 0)$
Domain $(-\infty, \infty)$
Range $(-\infty, 0]$
Increasing on $(-\infty, 0]$
Decreasing on $[0, \infty)$
Relative and absolute maximum at $(0, 0)$
No relative or absolute minimum

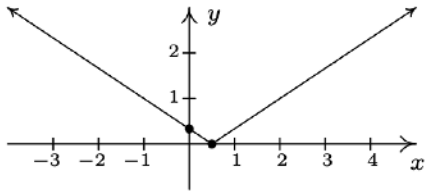


26. $f(x) = 3|x + 4| - 4$
$f\left(-\frac{16}{3}\right) = 0$, $f\left(-\frac{8}{3}\right) = 0$
x-intercepts $\left(-\frac{16}{3}, 0\right)$, $\left(-\frac{8}{3}, 0\right)$
y-intercept $(0, 8)$
Domain $(-\infty, \infty)$
Range $[-4, \infty)$
Decreasing on $(-\infty, -4]$
Increasing on $[-4, \infty)$
Relative and absolute min. at $(-4, -4)$
No relative or absolute maximum

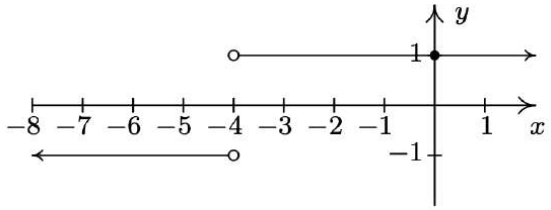


27. $f(x) = \frac{1}{3}|2x - 1|$
$f\left(\frac{1}{2}\right) = 0$
x-intercepts $\left(\frac{1}{2}, 0\right)$
y-intercept $\left(0, \frac{1}{3}\right)$
Domain $(-\infty, \infty)$
Range $[0, \infty)$
Decreasing on $\left(-\infty, \frac{1}{2}\right]$
Increasing on $\left[\frac{1}{2}, \infty\right)$

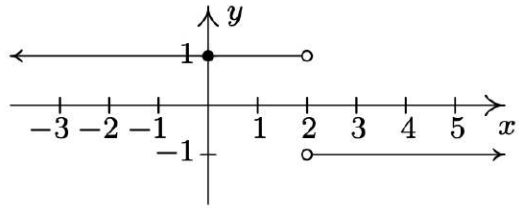
Relative and absolute min. at $\left(\frac{1}{2}, 0\right)$
No relative or absolute maximum



28. z$f(x) = \dfrac{|x+4|}{x+4}$
No zeros
No x-intercept
y-intercept $(0, 1)$
Domain $(-\infty, -4) \cup (-4, \infty)$
Range $\{-1, 1\}$
Constant on $(-\infty, -4)$
Constant on $(-4, \infty)$
Absolute minimum at every point $(x, -1)$ where $x < -4$
Absolute maximum at every point $(x, 1)$ where $x > -4$
Relative maximum AND minimum at every point on the graph

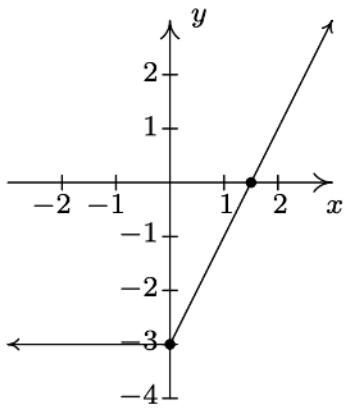


29. $f(x) = \dfrac{|2-x|}{2-x}$
No zeros
No x-intercept
y-intercept $(0, 1)$
Domain $(-\infty, 2) \cup (2, \infty)$
Range $\{-1, 1\}$
Constant on $(-\infty, 2)$
Constant on $(2, \infty)$
Absolute minimum at every point $(x, -1)$ where $x > 2$
Absolute maximum at every point $(x, 1)$ where $x < 2$
Relative maximum AND minimum at every point on the graph

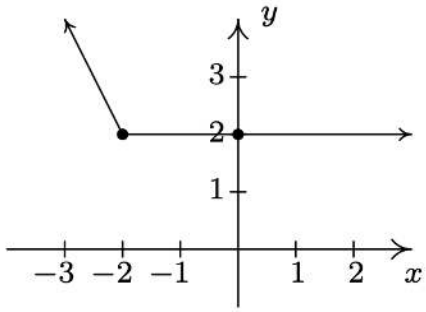


30. Re-write $f(x) = x + |x| - 3$ as
$f(x) = \begin{cases} -3 & \text{if} \quad x < 0 \\ 2x - 3 & \text{if} \quad x \geq 0 \end{cases}$
$f\left(\frac{3}{2}\right) = 0$

x-intercept $\left(\frac{3}{2}, 0\right)$
y-intercept $(0, -3)$
Domain $(-\infty, \infty)$
Range $[-3, \infty)$
Increasing on $[0, \infty)$
Constant on $(-\infty, 0]$
Absolute minimum at every point $(x, -3)$ where $x \leq 0$
No absolute maximum
Relative minimum at every point $(x, -3)$ where $x \leq 0$
Relative maximum at every point $(x, -3)$ where $x < 0$

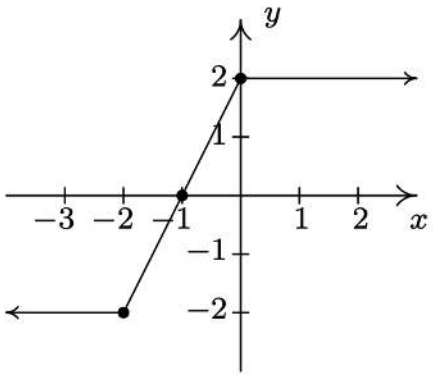


31. Re-write $f(x) = |x+2| - x$ as
$$f(x) = \begin{cases} -2x - 2 & \text{if} \quad x < -2 \\ 2 & \text{if} \quad x \geq -2 \end{cases}$$
No zeros
No x-intercepts
y-intercept $(0, 2)$
Domain $(-\infty, \infty)$
Range $[2, \infty)$
Decreasing on $(-\infty, -2]$
Constant on $[-2, \infty)$
Absolute minimum at every point $(x, 2)$ where $x \geq -2$
No absolute maximum
Relative minimum at every point $(x, 2)$ where $x \geq -2$
Relative maximum at every point $(x, 2)$ where $x > -2$



32. Re-write $f(x) = |x+2| - |x|$ as
$$f(x) = \begin{cases} -2 & \text{if} \quad x < -2 \\ 2x + 2 & \text{if} \quad -2 \leq x < 0 \\ 2 & \text{if} \quad x \geq 0 \end{cases}$$
$f(-1) = 0$

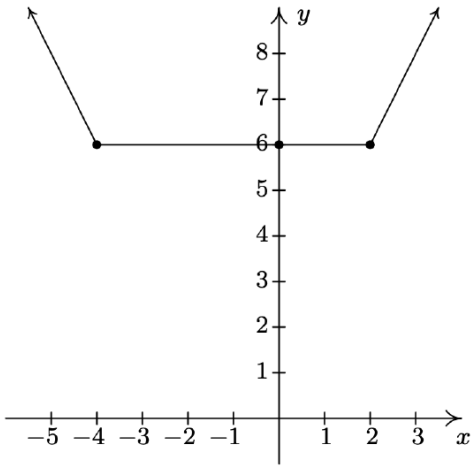
x-intercept $(-1, 0)$
y-intercept $(0, 2)$
Domain $(-\infty, \infty)$
Range $[-2, 2]$
Increasing on $[-2, 0]$
Constant on $(-\infty, -2]$
Constant on $[0, \infty)$
Absolute minimum at every point $(x, -2)$ where $x \leq -2$
Absolute maximum at every point $(x, 2)$ where $x \geq 0$
Relative minimum at every point $(x, -2)$ where $x \leq -2$ and at every point $(x, 2)$ where $x > 0$
Relative maximum at every point $(x, -2)$ where $x < -2$ and at every point $(x, 2)$ where $x \geq 0$



33. Re-write $f(x) = |x+4| + |x-2|$ as

$$f(x) = \begin{cases} -2x-2 & \text{if} \quad x < -4 \\ 6 & \text{if} \quad -4 \leq x < 2 \\ 2x+2 & \text{if} \quad x \geq 2 \end{cases}$$

No zeros
No x-intercept
y-intercept $(0, 6)$
Domain $(-\infty, \infty)$
Range $[6, \infty)$
Decreasing on $(-\infty, -4]$
Constant on $[-4, 2]$
Increasing on $[2, \infty)$
Absolute minimum at every point $(x, 6)$ where $-4 \leq x \leq 2$
No absolute maximum
Relative minimum at every point $(x, 6)$ where $-4 \leq x \leq 2$
Relative maximum at every point $(x, 6)$ where $-4 < x < 2$



35. $f(x) = ||x| - 4|$

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2.3: Quadratic Functions

Math 370 Learning Objectives

- **Applications Involving Quadratic Functions:** Build and use models based on quadratic functions.
- **Graphing the Absolute Value of a Quadratic Function:** Graph the absolute value of a quadratic function.

The remaining topics in this section are left for the student to review, as needed.

An Introduction to Quadratic Functions

You may recall studying quadratic equations in Intermediate Algebra. In this section, we review those equations in the context of our next family of functions: the **quadratic functions**.

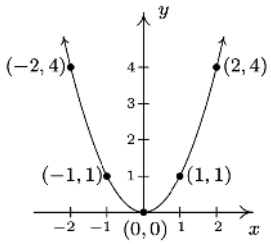
Definition: Quadratic Function

A **quadratic function** is a function of the form

$$f(x) = ax^2 + bx + c, \tag{2.3.1}$$

where a, b and c are real numbers with $a \neq 0$. The domain of a quadratic function is $(-\infty, \infty)$.

The most basic quadratic function is $f(x) = x^2$, whose graph is Figure 2.3.1. Its shape should look familiar from Intermediate Algebra – it is called a **parabola**. The point $(0, 0)$ is called the **vertex** of the parabola. In this case, the vertex is a relative minimum and is also the where the absolute minimum value of f can be found.



$f(x) = x^2$

Figure 2.3.1

Much like many of the absolute value functions in Section 2.2, knowing the graph of $f(x) = x^2$ enables us to graph an entire family of quadratic functions using transformations.

Example 2.3.1

Graph the following functions starting with the graph of $f(x) = x^2$ and using transformations. Find the vertex, state the range and find the x- and y-intercepts, if any exist.

1. $g(x) = (x+2)^2 - 3$
2. $h(x) = -2(x-3)^2 + 1$

Solution

1. Since $g(x) = (x+2)^2 - 3 = f(x+2) - 3$, we first *subtract* 2 from each of the x-values of the points on $y = f(x)$. This shifts the graph of $y = f(x)$ to the *left* 2 units. Next, we *subtract* 3 from each of the y-values. This moves the graph *down* 3 units to get Figure 2.3.2

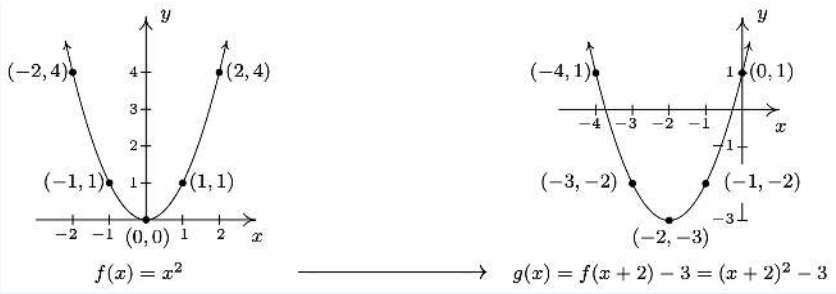


Figure 2.3.2

From the graph, we see that the vertex has moved from $(0,0)$ on the graph of $y=f(x)$ to $(-2,-3)$ on the graph of $y=g(x)$. This sets $[-3,\infty)$ as the range of g. We see that the graph of $y=g(x)$ crosses the x-axis twice, so we expect two x-intercepts. To find these, we set $y=g(x)=0$ and solve. Doing so yields the equation $(x+2)^2-3=0$, or $(x+2)^2=3$. Extracting square roots gives $x+2=\pm\sqrt{3}$, or $x=-2\pm\sqrt{3}$. Our x-intercepts are $(-2-\sqrt{3},0)\approx(-3.73,0)$ and $(-2+\sqrt{3},0)\approx(-0.27,0)$. The y-intercept of the graph, $(0,1)$ was one of the points we originally plotted, so we are done.

2. To graph $h(x)=-2(x-3)^2+1=-2f(x-3)+1$, we first start by *adding* 3 to each of the x-values. This effects a horizontal shift *right* 3 units. Next, we multiply each of our y-values first by -2 and then add 1 to that result. Geometrically, this is a vertical reflection about the x-axis, followed by a vertical stretch by a factor of 2, followed by a vertical shift up 1 unit (see Figure 2.3.3).

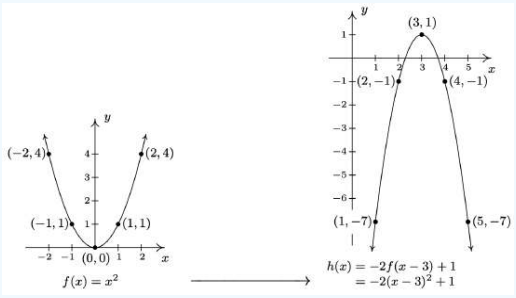


Figure 2.3.3

The vertex is $(3,1)$ which makes the range of h $(-\infty,1]$. From our graph, we know that there are two x-intercepts, so we set $y=h(x)=0$ and solve. We get $-2(x-3)^2+1=0$ which gives $(x-3)^2=\frac{1}{2}$. Extracting square roots and rationalizing denominators gives $x-3=\pm\frac{\sqrt{2}}{2}$, so that when we add 3 to each side (and get common denominators), we get $x=\frac{6\pm\sqrt{2}}{2}$. Hence, our x-intercepts are $\left(\frac{6-\sqrt{2}}{2},0\right)\approx(2.29,0)$ and $\left(\frac{6+\sqrt{2}}{2},0\right)\approx(3.71,0)$. Although our graph doesn't show it, there is a y-intercept which can be found by setting $x=0$. With $h(0)=-2(0-3)^2+1=-17$, we have that our y-intercept is $(0,-17)$.

A few remarks about Example 2.3.1 are in order. First note that neither the formula given for $g(x)$ nor the one given for $h(x)$ match the form given in Equation 2.3.1. We could, of course, convert both $g(x)$ and $h(x)$ into that form by expanding and collecting like terms. Doing so, we find $g(x)=(x+2)^2-3=x^2+4x+1$ and $h(x)=-2(x-3)^2+1=-2x^2+12x-17$. While these "simplified" formulas for $g(x)$ and $h(x)$ satisfy Equation 2.3.1, they do not lend themselves to graphing easily. For that reason, the form of g and h presented in Example 2.3.1 is given a special name, which we list below, along with the form presented in Equation 2.3.1.

Forms of Quadratic Functions

Definition: Standard and General Forms of Quadratic Functions

Suppose f is a quadratic function.

- The **general form** of the quadratic function f is $f(x)=ax^2+bx+c$, where a, b and c are real numbers with $a\neq 0$.
- The **standard form** of the quadratic function f is $f(x)=a(x-h)^2+k$, where a, h and k are real numbers with $a\neq 0$.

It is important to note at this stage that we have no guarantees that *every* quadratic function can be written in standard form. This is actually true, and we prove this later in the exposition, but for now we celebrate the advantages of the standard form, starting with the following theorem.

Theorem 2.3.1: Vertex Form

For the quadratic function $f(x) = a(x-h)^2 + k$, where a, h and k are real numbers with $a \neq 0$, the vertex of the graph of $y = f(x)$ is (h, k).

Proof

Consider the graph of the equation $y = a(x-h)^2 + k$. When we substitute $x = h$, we get $y = k$, so (h, k) is on the graph. If $x \neq h$, then $x - h \neq 0$ so $(x-h)^2$ is a positive number. If $a > 0$, then $a(x-h)^2$ is positive, thus $y = a(x-h)^2 + k$ is always a number larger than k. This means that when $a > 0$, (h, k) is the lowest point on the graph and thus the parabola must open upwards, making (h, k) the vertex. A similar argument shows that if $a < 0$, (h, k) is the highest point on the graph, so the parabola opens downwards, and (h, k) is also the vertex in this case.

Alternatively, since the vertex of $y = x^2$ is $(0, 0)$, we can determine the vertex of $y = a(x-h)^2 + k$ by determining the final destination of $(0, 0)$ as it is moved through each transformation. To obtain the formula $f(x) = a(x-h)^2 + k$, we start with $g(x) = x^2$ and first define $g_1(x) = g(x-h) = (x-h)^2$. This results in a horizontal shift h units to the right if $h > 0$ or to the left if $h < 0$. In either case, the location of the new vertex is $(h, 0)$.

Next we consider $g_2(x) = ag_1(x)$. This results in a vertical scaling and/or reflection (just a scaling if $a > 0$, but if $a < 0$, there is a reflection involved). Since we multiply the output by a, we multiply the y-coordinates on the graph of g by a, so the point $(h, 0)$ remains $(h, 0)$ and remains the vertex. Finally, $f(x) = g_2(x) + k = a(x-h)^2 + k$ which effects a vertical shift up (if $k > 0$) or down (if $k < 0$) k units resulting in the vertex moving from $(h, 0)$ to (h, k).

We can readily verify the formula given Theorem 2.3.1 with the two functions given in Example 2.3.1. After a (slight) rewrite,

$$g(x) = (x+2)^2 - 3 = (x-(-2))^2 + (-3),$$

and we identify $h = -2$ and $k = -3$. Sure enough, we found the vertex of the graph of $y = g(x)$ to be $(-2, -3)$. For $h(x) = -2(x-3)^2 + 1$, no rewrite is needed. We can directly identify $h = 3$ and $k = 1$ and, sure enough, we found the vertex of the graph of $y = h(x)$ to be $(3, 1)$.

The arguments in the proof of Theorem 2.3.1 have shown us the role of the number a in the graphs of quadratic functions. The graph of $y = a(x-h)^2 + k$ is a parabola "opening upwards" if $a > 0$, and "opening downwards" if $a < 0$. Moreover, the symmetry enjoyed by the graph of $y = x^2$ about the y-axis is translated to a symmetry about the vertical line $x = h$ which is the vertical line through the vertex. This line is called the **axis of symmetry** of the parabola and is dashed in the Figure 2.3.4 below.



Figure 2.3.4: Graphs of $y = a(x-h)^2 + k$.

Without a doubt, the standard form of a quadratic function allows us to list the attributes of the graphs of such functions quickly and elegantly. What remains to be shown, however, is the fact that every quadratic function *can be* written in standard form. To convert a quadratic function given in general form into standard form, we employ the ancient rite of "**Completing the Square**." We remind the reader how this is done in our next example.

Example 2.3.2

Convert the functions below from general form to standard form. Find the vertex, axis of symmetry and any x- or y-intercepts. Graph each function and determine its range.

1. $f(x) = x^2 - 4x + 3$.
2. $g(x) = 6 - x - x^2$

Solution

1. To convert from general form to standard form, we complete the square. First, we verify that the coefficient of x^2 is 1. Next, we find the coefficient of x, in this case -4, and take half of it to get $\frac{1}{2}(-4) = -2$. This tells us that our target perfect square quantity is $(x-2)^2$. To get an expression equivalent to $(x-2)^2$, we need to add $(-2)^2 = 4$ to the $x^2 - 4x$ to create a perfect square trinomial, but to keep the balance, we must also subtract it. We collect the terms which create the perfect square and gather the remaining constant terms. Putting it all together, we get

$$\begin{aligned} f(x) &= x^2 - 4x + 3 \\ &= \left(x^2 - 4x + \underline{4} - \underline{4}\right) + 3 && \text{(Add and subtract the square of half the coefficient of } x \text{ to } x^2 - 4x\text{)} \\ &= \left(x^2 - 4x + 4\right) - 4 + 3 && \text{(Group the perfect square trinomial)} \\ &= (x-2)^2 - 1 && \text{(Factor the perfect square trinomial)} \end{aligned}$$

Of course, we can always check our answer by multiplying out $f(x) = (x-2)^2 - 1$ to see that it simplifies to $f(x) = x^2 - 4x - 1$.

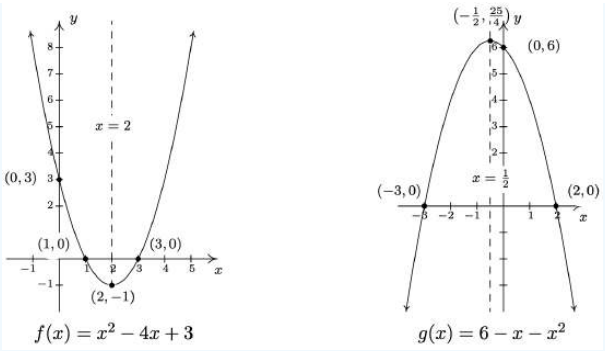
In the form $f(x) = (x-2)^2 - 1$, we readily find the vertex to be $(2, -1)$ which makes the axis of symmetry $x = 2$. To find the x-intercepts, we set $y = f(x) = 0$. We are spoiled for choice, since we have two formulas for $f(x)$. Since we recognize $f(x) = x^2 - 4x + 3$ to be easily factorable, we proceed to solve $x^2 - 4x + 3 = 0$. Factoring gives $(x-3)(x-1) = 0$ so that $x = 3$ or $x = 1$. The x-intercepts are then $(1, 0)$ and $(3, 0)$. To find the y-intercept, we set $x = 0$. Once again, the general form $f(x) = x^2 - 4x + 3$ is easiest to work with here, and we find $y = f(0) = 3$. Hence, the y-intercept is $(0, 3)$. With the vertex, axis of symmetry and the intercepts, we get a pretty good graph (see Figure 2.3.5A without the need to plot additional points. We see that the range of f is $[-1, \infty)$ and we are done.

---

2. To get started, we rewrite $g(x) = 6 - x - x^2 = -x^2 - x + 6$ and note that the coefficient of x^2 is -1, not 1. This means our first step is to factor out the (-1) from both the x^2 and x terms. We then follow the completing the square recipe as above.

$$\begin{aligned} g(x) &= -x^2 - x + 6 \\ &= (-1)\left(x^2 + x\right) + 6 && \text{(Factor the coefficient of } x^2 \text{ from } x^2 \text{ and } x\text{)} \\ &= (-1)\left(x^2 + x + \underline{\frac{1}{4}} - \underline{\frac{1}{4}}\right) + 6 && \text{(Add and subtract the square of half the coefficient of } x \text{ to } x^2 + x\text{)} \\ &= (-1)\left(x^2 + x + \frac{1}{4}\right) + (-1)\left(-\frac{1}{4}\right) + 6 && \text{(Group the perfect square trinomial)} \\ &= -\left(x + \frac{1}{2}\right)^2 + \frac{25}{4} && \text{(Factor the perfect square trinomial)} \end{aligned}$$

From $g(x) = -\left(x + \frac{1}{2}\right)^2 + \frac{25}{4}$, we get the vertex to be $\left(-\frac{1}{2}, \frac{25}{4}\right)$ and the axis of symmetry to be $x = -\frac{1}{2}$. To get the x-intercepts, we opt to set the given formula $g(x) = 6 - x - x^2 = 0$. Solving, we get $x = -3$ and $x = 2$, so the x-intercepts are $(-3, 0)$ and $(2, 0)$. Setting $x = 0$, we find $g(0) = 6$, so the y-intercept is $(0, 6)$. Plotting these points gives us the graph in Figure 2.3.5B. We see that the range of g is $\left(-\infty, \frac{25}{4}\right]$.



Figures 2.3.5A(left) and 2.3.5B(right)

With Example 2.3.2 fresh in our minds, we are now in a position to show that every quadratic function can be written in standard form. We begin with $f(x) = ax^2 + bx + c$, assume $a \neq 0$, and complete the square in *complete* generality.

$$\begin{aligned} f(x) &= ax^2 + bx + c \\ &= a\left(x^2 + \frac{b}{a}x\right) + c && \text{(Factor out the coefficient of } x^2 \text{ from } x^2 \text{ and } x\text{)} \\ &= a\left(x^2 + \frac{b}{a}x + \frac{b^2}{4a^2} - \frac{b^2}{4a^2}\right) + c && \left(\text{Add and subtract the square of half the coefficient of } x \text{ to } x^2 + \frac{b}{a}x\right) \\ &= a\left(x^2 + \frac{b}{a}x + \frac{b^2}{4a^2}\right) - a\left(\frac{b^2}{4a^2}\right) + c && \text{(Group the perfect square trinomial)} \\ &= a\left(x + \frac{b}{2a}\right)^2 + \frac{4ac - b^2}{4a} && \text{(Factor the perfect square trinomial)} \end{aligned}$$

Comparing this last expression with the standard form, we identify $(x - h)$ with $\left(x + \frac{b}{2a}\right)$ so that $h = -\frac{b}{2a}$. Instead of memorizing the value $k = \frac{4ac-b^2}{4a}$, we see that $f\left(-\frac{b}{2a}\right) = \frac{4ac-b^2}{4a}$. As such, we have derived a vertex formula for the general form. We summarize both vertex formulas below.

Theorem 2.3.2: Vertex Formulas

Suppose a, b, c, h and k are real numbers with $a \neq 0$.

- If $f(x) = a(x - h)^2 + k$, the vertex of the graph of $y = f(x)$ is the point (h, k).
- If $f(x) = ax^2 + bx + c$, the vertex of the graph of $y = f(x)$ is the point $\left(-\frac{b}{2a}, f\left(-\frac{b}{2a}\right)\right)$.

The Quadratic Formula

There are two more results which can be gleaned from the completed-square form of the general form of a quadratic function,

$$f(x) = ax^2 + bx + c = a\left(x + \frac{b}{2a}\right)^2 + \frac{4ac - b^2}{4a}.$$

We have seen that the number a in the standard form of a quadratic function determines whether the parabola opens upwards (if $a > 0$) or downwards (if $a < 0$). We see here that this number a is none other than the coefficient of x^2 in the general form of the quadratic function. In other words, it is the coefficient of x^2 alone which determines this behavior – a result that is generalized in Section 3.1. The second treasure is a rediscovery of the **Quadratic Formula**.

Theorem 2.3.3: Quadratic Formula

If a, b and c are real numbers with $a \neq 0$, then the solutions to $ax^2 + bx + c = 0$ are

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}. \tag{2.3.2}$$

Proof

The solutions to $ax^2+bx+c=0$ are precisely the zeros of $f(x)=ax^2+bx+c$. Since

$$f(x)=ax^2+bx+c=a\left(x+\frac{b}{2a}\right)^2+\frac{4ac-b^2}{4a}$$

the equation $ax^2+bx+c=0$ is equivalent to

$$a\left(x+\frac{b}{2a}\right)^2+\frac{4ac-b^2}{4a}=0.$$

Solving gives

$$\begin{aligned}
a\left(x+\frac{b}{2a}\right)^2+\frac{4ac-b^2}{4a} &= 0\\
\implies a\left(x+\frac{b}{2a}\right)^2 &= -\frac{4ac-b^2}{4a}\\
\implies \frac{1}{a}\left[a\left(x+\frac{b}{2a}\right)^2\right] &= \frac{1}{a}\left(\frac{b^2-4ac}{4a}\right)\\
\implies \left(x+\frac{b}{2a}\right)^2 &= \frac{b^2-4ac}{4a^2}\\
\implies x+\frac{b}{2a} &= \pm\sqrt{\frac{b^2-4ac}{4a^2}}\\
\implies x+\frac{b}{2a} &= \pm\frac{\sqrt{b^2-4ac}}{2a}\\
\implies x &= -\frac{b}{2a}\pm\frac{\sqrt{b^2-4ac}}{2a}\\
\implies x &= \frac{-b\pm\sqrt{b^2-4ac}}{2a}
\end{aligned}$$

In our discussions of domain, we were warned against having negative numbers underneath the square root. Given that $\sqrt{b^2-4ac}$ is part of the Quadratic Formula, we will need to pay special attention to the radicand b^2-4ac. It turns out that the quantity b^2-4ac plays a critical role in determining the nature of the solutions to a quadratic equation. It is given a special name.

Definition: Discriminant

If a, b and c are real numbers with $a\neq 0$, then the **discriminant** of the quadratic equation $ax^2+bx+c=0$ is the quantity b^2-4ac.

The discriminant "discriminates" between the kinds of solutions we get from a quadratic equation. These cases, and their relation to the discriminant, are summarized below.

Theorem 2.3.4: Discriminant Trichotomy

Let a, b and c be real numbers with $a\neq 0$.

- If $b^2-4ac<0$, the equation $ax^2+bx+c=0$ has no real solutions.
- If $b^2-4ac=0$, the equation $ax^2+bx+c=0$ has exactly one real solution.
- If $b^2-4ac>0$, the equation $ax^2+bx+c=0$ has exactly two real solutions.

The proof of Theorem 2.3.4 stems from the position of the discriminant in the quadratic equation, and is left as a good mental exercise for the reader.

Applications Involving Quadratic Functions

The next example exploits the fruits of all of our labor in this section thus far.

Example 2.3.3

Recall that the profit (defined in Section 1.5) for a product is defined by the equation

$$\text{Profit} = \text{Revenue} - \text{Cost},$$

or

$$P(n) = R(n) - C(n).$$

In Example 7 of Section 2.1, the weekly revenue, in dollars, made by selling n PortaBoy Game Systems was found to be $R(n) = -1.5n^2 + 250n$ with the restriction (carried over from the price-demand function) that $0 \le n \le 166$. The cost, in dollars, to produce n PortaBoy Game Systems is given in Example 5 of Section 2.1 as $C(n) = 80n + 150$ for $n \ge 0$.

1. Determine the weekly profit function $P(n)$.
2. Graph $y = P(n)$. Include the n- and y-intercepts as well as the vertex and axis of symmetry.
3. Interpret the zeros of P.
4. Interpret the vertex of the graph of $y = P(n)$.
5. Recall that the weekly price-demand equation for PortaBoys is $p(n) = -1.5n + 250$, where $p(n)$ is the price per PortaBoy, in dollars, and n is the weekly sales. What should the price per system be in order to maximize profit?

Solution

1. To find the profit function $P(n)$, we subtract

$$P(n) = R(n) - C(n) = \left(-1.5n^2 + 250n\right) - (80n + 150) = -1.5n^2 + 170n - 150.$$

Since the revenue function is valid when $0 \le n \le 166$, P is also restricted to these values.

---

2. To find the n-intercepts, we set $P(n) = 0$ and solve $-1.5n^2 + 170n - 150 = 0$. The mere thought of trying to factor the left hand side of this equation could do serious psychological damage, so we resort to the Quadratic Formula. Identifying $a = -1.5$, $b = 170$, and $c = -150$, we obtain

$$\begin{aligned} n &= \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \\ &= \frac{-170 \pm \sqrt{170^2 - 4(-1.5)(-150)}}{2(-1.5)} \\ &= \frac{-170 \pm \sqrt{28000}}{-3} \\ &= \frac{170 \pm 20\sqrt{70}}{3} \end{aligned}$$

We get two n-intercepts: $\left(\frac{170-20\sqrt{70}}{3}, 0\right)$ and $\left(\frac{170+20\sqrt{70}}{3}, 0\right)$. To find the y-intercept, we set $n = 0$ and find $y = P(0) = -150$ for a y-intercept of $(0, -150)$.

To find the vertex, we use the fact that $P(n) = -1.5n^2 + 170n - 150$ is in the general form of a quadratic function and use Theorem 2.3.2. Substituting $a = -1.5$ and $b = 170$, we get $n = -\frac{170}{2(-1.5)} = \frac{170}{3}$. To find the y-coordinate of the vertex, we compute $P\left(\frac{170}{3}\right) = \frac{14000}{3}$ and find that our vertex is $\left(\frac{170}{3}, \frac{14000}{3}\right)$. The axis of symmetry is the vertical line passing through the vertex so it is the line $x = \frac{170}{3}$. To sketch a reasonable graph, we approximate the n-intercepts, $(0.89, 0)$ and $(112.44, 0)$, and the vertex, $(56.67, 4666.67)$. (Note that in order to get the n-intercepts and the vertex to show up in the same picture, we had to scale the n-axis differently than the y-axis. This results in the left-hand n-intercept and the y-intercept being uncomfortably close to each other and to the origin in Figure 2.3.6.)

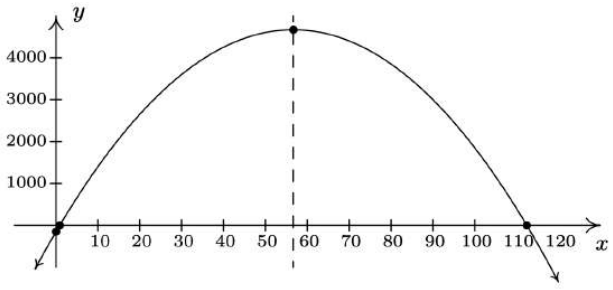


Figure 2.3.6

3. The zeros of P are the solutions to $P(n) = 0$, which we have found to be approximately 0.89 and 112.44. As we saw in Example 3 from Section 1.5, these are the "break-even" points of the profit function, where enough product is sold to recover the cost spent to make the product. More importantly, we see from the graph that as long as n is between 0.89 and 112.44, the graph $y = P(n)$ is above the n-axis, meaning $y = P(n) > 0$ there. This means that for these values of n, a profit is being made. Since n represents the weekly sales of PortaBoy Game Systems, we round the zeros to positive integers and have that as long as 1, but no more than 112 game systems are sold weekly, the retailer will make a profit.

4. From the graph, we see that the maximum value of P occurs at the vertex, which is approximately $(56.67, 4666.67)$. As above, n represents the weekly sales of PortaBoy systems, so we can't sell 56.67 game systems. Comparing $P(56) = 4666$ and $P(57) = 4666.5$, we conclude that we will make a maximum profit of $\$4666.50$ if we sell 57 game systems.

5. In the previous part, we found that we need to sell 57 PortaBoys per week to maximize profit. To find the price per PortaBoy, we substitute $n = 57$ into the price-demand function to get $p(57) = -1.5(57) + 250 = 164.5$. The price should be set at $\$164.50$.

Our next example is another classic application of quadratic functions.

Example 2.3.4

Much to Donnie's surprise and delight, he inherits a large parcel of land in Ashtabula County from one of his (e)strange(d) relatives. The time is finally right for him to pursue his dream of farming alpaca. He wishes to build a rectangular pasture, and estimates that he has enough money for 200 linear feet of fencing material. If he makes the pasture adjacent to a stream (so no fencing is required on that side), what are the dimensions of the pasture which maximize the area? What is the maximum area? If an average alpaca needs 25 square feet of grazing area, how many alpaca can Donnie keep in his pasture?

Solution

It is always helpful to sketch the problem situation, so we do so below (see Figure 2.3.7.

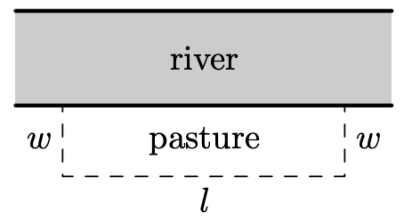


Figure 2.3.7

We are tasked to find the dimensions of the pasture which would give a maximum area. We let w denote the width of the pasture and we let l denote the length of the pasture.[1] Since the units given to us in the statement of the problem are feet, we assume w and l are measured in feet.

The area of the pasture, which we'll call A, is related to w and l by the equation $A = wl$. Since w and l are both measured in feet, A has units of feet^2, or square feet. We are given the total amount of fencing available is 200 feet, which means $w + l + w = 200$, or, $l + 2w = 200$.

We now have two equations, $A = wl$ and $l + 2w = 200$. In order to use the tools given to us in this section to *maximize* A, we need to use the information given to write A as a function of just *one* variable, either w or l. This is where we use the equation

$l+2w=200$. Solving for l, we find $l=200-2w$, and we substitute this into our equation for A. We get $A=wl=w(200-2w)=200w-2w^2$. We now have A as a function of w,

$$A(w)=200w-2w^2=-2w^2+200w.$$

Before we go any further, we need to find the applied domain of A so that we know what values of w make sense in this problem situation. Since w represents the width of the pasture, $w>0$. Likewise, l represents the length of the pasture, so $l=200-2w>0$. Solving this latter inequality, we find $w<100$. Hence, the function we wish to maximize is

$$A(w)=-2w^2+200w$$

for $0<w<100$. Since A is a quadratic function (of w), we know that the graph of $y=A(w)$ is a parabola. Since the coefficient of w^2 is -2, we know that this parabola opens downwards. This means that there is a maximum value to be found, and we know it occurs at the vertex. Using the vertex formula, we find $w=-\frac{200}{2(-2)}=50$, and $A(50)=-2(50)^2+200(50)=5000$. Since $w=50$ lies in the applied domain, $0<w<100$, we have that the area of the pasture is maximized when the width is 50 feet. To find the length, we use $l=200-2w$ and find $l=200-2(50)=100$, so the length of the pasture is 100 feet. The maximum area is $A(50)=5000$, or 5000 square feet.

If an average alpaca requires 25 square feet of pasture, Donnie can raise $\frac{5000}{25}=200$ average alpaca.

Subsection Footnotes

[1] The first step in working with any "word problem" or "application" is to read the problem. The second step is rephrase it or draw a picture of the situation so that you can grasp the situation. The third step, and the step that most students sadly skip, is to label any unknowns relevant to the problem at hand.

Synthesis Topic: Graphing the Absolute Value of a Quadratic Function

We conclude this section with the graph of a more complicated absolute value function.

Example 2.3.5

Graph $f(x)=|x^2-x-6|$.

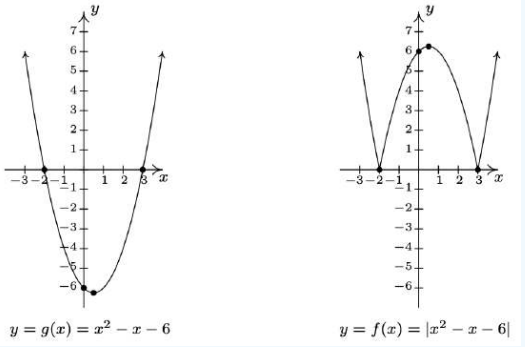
Solution

Using the definition of absolute value, we have

$$f(x)=\begin{cases}(x^2-x-6), & \text{if} \quad x^2-x-6\geq 0\\ -(x^2-x-6), & \text{if} \quad x^2-x-6<0\end{cases}$$

The trouble is that we have yet to develop any analytic techniques to solve nonlinear inequalities such as $x^2-x-6<0$. You won't have to wait long; this is one of the main topics of Section 2.4. Nevertheless, we can attack this problem graphically.[2] To that end, we graph $y=g(x)=x^2-x-6$ using the intercepts and the vertex. To find the x-intercepts, we solve $x^2-x-6=0$. Factoring gives $(x-3)(x+2)=0$ so $x=-2$ or $x=3$. Hence, $(-2,0)$ and $(3,0)$ are x-intercepts. The y-intercept $(0,-6)$ is found by setting $x=0$. To plot the vertex, we find $x=-\frac{b}{2a}=-\frac{-1}{2(1)}=\frac{1}{2}$, and $y=\left(\frac{1}{2}\right)^2-\left(\frac{1}{2}\right)-6=-\frac{25}{4}=-6.25$. Plotting, we get the parabola in Figure 2.3.8A

To obtain points on the graph of $y=f(x)=|x^2-x-6|$, we can take points on the graph of $g(x)=x^2-x-6$ and apply the absolute value to each of the y values on the parabola. We see from the graph of g that for $x\leq -2$ or $x\geq 3$, the y values on the parabola are greater than or equal to zero (since the graph is on or above the x-axis), so the absolute value leaves these portions of the graph alone. For x between -2 and 3, however, the y values on the parabola are negative. For example, the point $(0,-6)$ on $y=x^2-x-6$ would result in the point $(0,|-6|)=(0,-(-6))=(0,6)$ on the graph of $f(x)=|x^2-x-6|$. Proceeding in this manner for all points with x-coordinates between -2 and 3 results in Figure 2.3.8B



Figures $2.3.8A$ (left) and $2.3.8B$ (right)

If we take a step back and look at the graphs of g and f in the last example, we notice that to obtain the graph of f from the graph of g, we reflect a *portion* of the graph of g about the x-axis. We can see this analytically by substituting $g(x) = x^2 - x - 6$ into the formula for $f(x)$ and calling to mind Theorem 1.3 from Section 1.7.

$$f(x) = \begin{cases} g(x), & \text{if} \quad g(x) \geq 0 \\ -g(x), & \text{if} \quad g(x) < 0 \end{cases}$$

The function f is defined so that when $g(x)$ is negative (i.e., when its graph is below the x-axis), the graph of f is its refection across the x-axis. This is a general template to graph functions of the form $f(x) = |g(x)|$. From this perspective, the graph of $f(x) = |x|$ can be obtained by reflecting the portion of the line $g(x) = x$ which is below the x-axis back above the x-axis creating the characteristic "vee" shape.

Subsection Footnotes

[2] Which, honestly, is the best approach because it keeps you in the practice of graphing.

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2.3E: Exercises

Exercises

In Exercises 1-9, graph the quadratic function. Find the x- and y-intercepts of each graph, if any exist. If it is given in general form, convert it into standard form; if it is given in standard form, convert it into general form. Find the domain and range of the function and list the intervals on which the function is increasing or decreasing. Identify the vertex and the axis of symmetry and determine whether the vertex yields a relative and absolute maximum or minimum.

1. $f(x) = x^2 + 2$
2. $f(x) = -(x+2)^2$
3. $f(x) = x^2 - 2x - 8$
4. $f(x) = -2(x+1)^2 + 4$
5. $f(x) = 2x^2 - 4x - 1$
6. $f(x) = -3x^2 + 4x - 7$
7. $f(x) = x^2 + x + 1$
8. $f(x) = -3x^2 + 5x + 4$
9. $f(x) = x^2 - \frac{1}{100}x - 1$

In Exercises 10-14, the cost and price-demand functions are given for different scenarios. For each scenario,

- Find the profit function $P(x)$.
- Find the number of items which need to be sold in order to maximize profit.
- Find the maximum profit.
- Find the price to charge per item in order to maximize profit.
- Find and interpret break-even points.

10. The cost, in dollars, to produce x "I'd rather be a Sasquatch" T-Shirts is $C(x) = 2x + 26$, $x \geq 0$ and the price-demand function, in dollars per shirt, is $p(x) = 30 - 2x$, $0 \leq x \leq 15$.
11. The cost, in dollars, to produce x bottles of 100% All-Natural Certified Free-Trade Organic Sasquatch Tonic is $C(x) = 10x + 100$, $x \geq 0$ and the price-demand function, in dollars per bottle, is $p(x) = 35 - x$, $0 \leq x \leq 35$.
12. The cost, in cents, to produce x cups of Mountain Thunder Lemonade at Junior's Lemonade Stand is $C(x) = 18x + 240$, $x \geq 0$ and the price-demand function, in cents per cup, is $p(x) = 90 - 3x$, $0 \leq x \leq 30$.
13. The daily cost, in dollars, to produce x Sasquatch Berry Pies is $C(x) = 3x + 36$, $x \geq 0$ and the price-demand function, in dollars per pie, is $p(x) = 12 - 0.5x$, $0 \leq x \leq 24$.
14. The monthly cost, in *hundreds* of dollars, to produce x custom built electric scooters is $C(x) = 20x + 1000$, $x \geq 0$ and the price-demand function, in *hundreds* of dollars per scooter, is $p(x) = 140 - 2x$, $0 \leq x \leq 70$.
15. The International Silver Strings Submarine Band holds a bake sale each year to fund their trip to the National Sasquatch Convention. It has been determined that the cost in dollars of baking x cookies is $C(x) = 0.1x + 25$ and that the demand function for their cookies is $p = 10 - .01x$. How many cookies should they bake in order to maximize their profit?
16. Using data from Bureau of Transportation Statistics, the average fuel economy F in miles per gallon for passenger cars in the US can be modeled by $F(t) = -0.0076t^2 + 0.45t + 16$, $0 \leq t \leq 28$, where t is the number of years since 1980. Find and interpret the coordinates of the vertex of the graph of $y = F(t)$.
17. The temperature T, in degrees Fahrenheit, t hours after 6 AM is given by:

$$T(t) = -\frac{1}{2}t^2 + 8t + 32, \quad 0 \leq t \leq 12 \tag{2.3E.1}$$

18. Suppose $C(x) = x^2 - 10x + 27$ represents the costs, in *hundreds*, to produce x *thousand* pens. How many pens should be produced to minimize the cost? What is this minimum cost?
19. Skippy wishes to plant a vegetable garden along one side of his house. In his garage, he found 32 linear feet of fencing. Since one side of the garden will border the house, Skippy doesn't need fencing along that side. What are the dimensions of the garden which will maximize the area of the garden? What is the maximum area of the garden?
20. In the situation of Example 2.3.4, Donnie has a nightmare that one of his alpaca herd fell into the river and drowned. To avoid this, he wants to move his rectangular pasture *away* from the river. This means that all four sides of the pasture require fencing.

If the total amount of fencing available is still 200 linear feet, what dimensions maximize the area of the pasture now? What is the maximum area? Assuming an average alpaca requires 25 square feet of pasture, how many alpaca can he raise now?

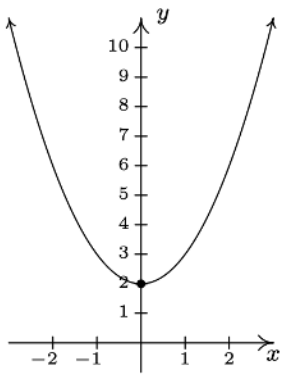
21. What is the largest rectangular area one can enclose with 14 inches of string?
22. The height of an object dropped from the roof of an eight story building is modeled by $h(t) = -16t^2 + 64$, $0 \le t \le 2$. Here, h is the height of the object off the ground, in feet, t seconds after the object is dropped. How long before the object hits the ground?
23. The height h in feet of a model rocket above the ground t seconds after lift-off is given by $h(t) = -5t^2 + 100t$, for $0 \le t \le 20$. When does the rocket reach its maximum height above the ground? What is its maximum height?
24. Carl's friend Jason participates in the Highland Games. In one event, the hammer throw, the height h in feet of the hammer above the ground t seconds after Jason lets it go is modeled by $h(t) = -16t^2 + 22.08t + 6$. What is the hammer's maximum height? What is the hammer's total time in the air? Round your answers to two decimal places.
25. Assuming no air resistance or forces other than the Earth's gravity, the height above the ground at time t of a falling object is given by $s(t) = -4.9t^2 + v_0 t + s_0$ where s is in meters, t is in seconds, v_0 is the object's initial velocity in meters per second and s_0 is its initial position in meters.
    1. What is the applied domain of this function?
    2. Discuss with your classmates what each of $v_0 > 0$, $v_0 = 0$ and $v_0 < 0$ would mean.
    3. Come up with a scenario in which $s_0 < 0$.
    4. Let's say a slingshot is used to shoot a marble straight up from the ground $(s_0 = 0)$ with an initial velocity of 15 meters per second. What is the marble's maximum height above the ground? At what time will it hit the ground?
    5. Now shoot the marble from the top of a tower which is 25 meters tall. When does it hit the ground?
    6. What would the height function be if instead of shooting the marble up off of the tower, you were to shoot it straight DOWN from the top of the tower?
26. The two towers of a suspension bridge are 400 feet apart. The parabolic cable attached to the tops of the towers is 10 feet above the point on the bridge deck that is midway between the towers. If the towers are 100 feet tall, find the height of the cable directly above a point of the bridge deck that is 50 feet to the right of the left-hand tower.
27. Graph $f(x) = |1 - x^2|$
28. Find all of the points on the line $y = 1 - x$ which are 2 units from $(1, -1)$.
29. Let L be the line $y = 2x + 1$. Find a function $D(x)$ which measures the distance *squared* from a point on L to $(0, 0)$. Use this to find the point on L closest to $(0, 0)$.
30. With the help of your classmates, show that if a quadratic function $f(x) = ax^2 + bx + c$ has two real zeros then the x-coordinate of the vertex is the midpoint of the zeros.

In Exercises 31-36, solve the quadratic equation for the indicated variable.

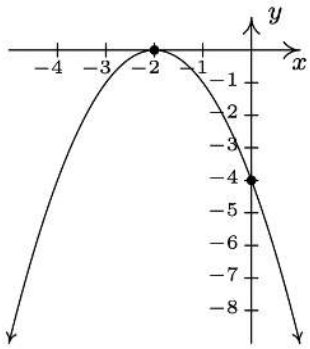
31. $x^2 - 10y^2 = 0$ for x
32. $y^2 - 4y = x^2 - 4$ for x
33. $x^2 - mx = 1$ for x
34. $y^2 - 3y = 4x$ for y
35. $y^2 - 4y = x^2 - 4$ for y
36. $-gt^2 + v_0 t + s_0 = 0$ for t (Assume $g \neq 0$.)

Answers

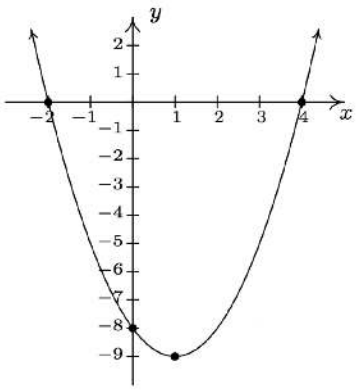
1. $f(x) = x^2 + 2$ (this is both forms!)
   No x-intercepts
   y-intercept $(0, 2)$
   Domain: $(-\infty, \infty)$
   Range: $[2, \infty)$
   Decreasing on $(-\infty, 0]$
   Increasing on $[0, \infty)$
   Vertex $(0, 2)$ is a minimum
   Axis of symmetry $x = 0$



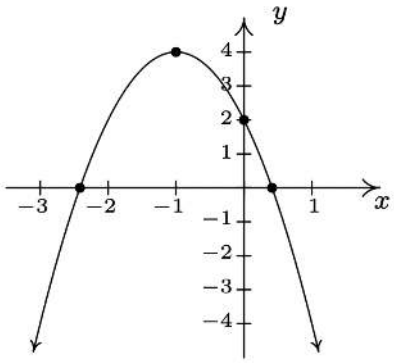
2. $f(x) = -(x+2)^2 = -x^2 - 4x - 4$
   x-intercept $(-2, 0)$
   y-intercept $(0, -4)$
   Domain: $(-\infty, \infty)$
   Range: $(-\infty, 0]$
   Increasing on $(-\infty, -2]$
   Decreasing on $[-2, \infty)$
   Vertex $(-2, 0)$ is a maximum
   Axis of symmetry $x = -2$



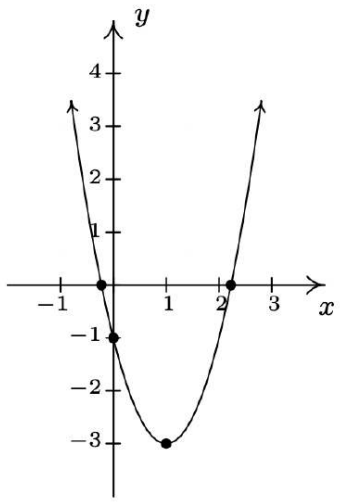
3. $f(x) = x^2 - 2x - 8 = (x-1)^2 - 9$
   x-intercepts $(-2, 0)$ and $(4, 0)$
   y-intercept $(0, -8)$
   Domain: $(-\infty, \infty)$
   Range: $[-9, \infty)$
   Decreasing on $(-\infty, 1]$
   Increasing on $[1, \infty)$
   Vertex $(1, -9)$ is a minimum
   Axis of symmetry $x = 1$



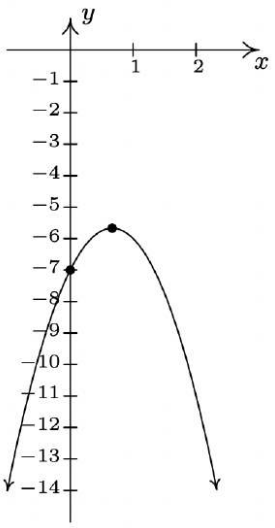
4. $f(x) = -2(x+1)^2 + 4 = -2x^2 - 4x + 2$
   x-intercepts $(-1-\sqrt{2}, 0)$ and $(-1+\sqrt{2}, 0)$
   y-intercept $(0, 2)$
   Domain: $(-\infty, \infty)$
   Range: $(-\infty, 4]$
   Increasing on $(-\infty, -1]$
   Decreasing on $[-1, \infty)$
   Vertex $(-1, 4)$ is a maximum
   Axis of symmetry $x = -1$



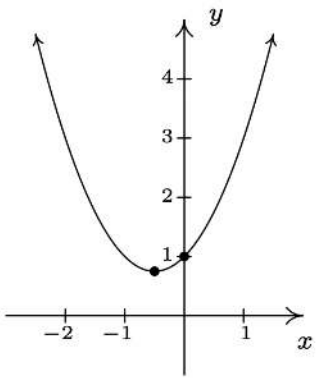
5. $f(x) = 2x^2 - 4x - 1 = 2(x-1)^2 - 3$
   x-intercepts $\left(\frac{2-\sqrt{6}}{2}, 0\right)$ and $\left(\frac{2+\sqrt{6}}{2}, 0\right)$
   y-intercept $(0, -1)$
   Domain: $(-\infty, \infty)$
   Range: $[-3, \infty)$
   Increasing on $[1, \infty)$
   Decreasing on $(-\infty, 1]$
   Vertex $(1, -3)$ is a minimum
   Axis of symmetry $x = 1$



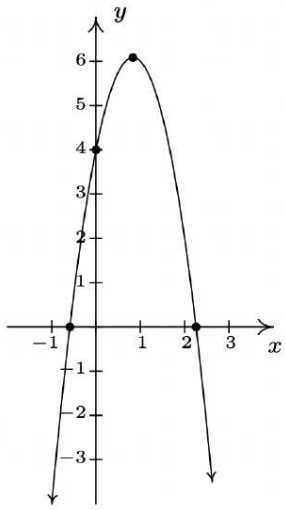
6. $f(x) = -3x^2 + 4x - 7 = -3\left(x - \frac{2}{3}\right)^2 - \frac{17}{3}$
   No x-intercepts
   y-intercept $(0, -7)$
   Domain: $(-\infty, \infty)$
   Range: $\left(-\infty, -\frac{17}{3}\right]$
   Increasing on $\left(-\infty, \frac{2}{3}\right]$
   Decreasing on $\left[\frac{2}{3}, \infty\right)$
   Vertex $\left(\frac{2}{3}, -\frac{17}{3}\right)$ is a maximum
   Axis of symmetry $x = \frac{2}{3}$



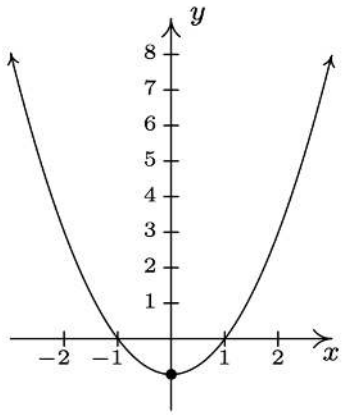
7. $f(x) = x^2 + x + 1 = \left(x + \frac{1}{2}\right)^2 + \frac{3}{4}$
   No x-intercepts
   y-intercept $(0, 1)$
   Domain: $(-\infty, \infty)$
   Range: $\left[\frac{3}{4}, \infty\right)$
   Increasing on $\left[-\frac{1}{2}, \infty\right)$
   Decreasing on $\left(-\infty, -\frac{1}{2}\right]$
   Vertex $\left(-\frac{1}{2}, \frac{3}{4}\right)$ is a minimum
   Axis of symmetry $x = -\frac{1}{2}$



8. $f(x) = -3x^2 + 5x + 4 = -3\left(x - \frac{5}{6}\right)^2 + \frac{73}{12}$
   x-intercepts $\left(\frac{5-\sqrt{73}}{6}, 0\right)$ and $\left(\frac{5+\sqrt{73}}{6}, 0\right)$
   y-intercept $(0, 4)$
   Domain: $(-\infty, \infty)$
   Range: $\left(-\infty, \frac{73}{12}\right]$
   Increasing on $\left(-\infty, \frac{5}{6}\right]$
   Decreasing on $\left[\frac{5}{6}, \infty\right)$
   Vertex $\left(\frac{5}{6}, \frac{73}{12}\right)$ is a maximum
   Axis of symmetry $x = \frac{5}{6}$

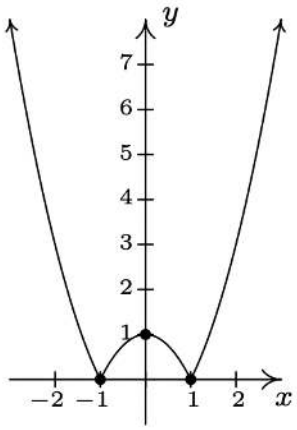


9. $f(x) = x^2 - \frac{1}{100}x - 1 = \left(x - \frac{1}{200}\right)^2 - \frac{40001}{40000}$
   x-intercepts $\left(\frac{1+\sqrt{40001}}{200}\right)$ and $\left(\frac{1-\sqrt{40001}}{200}\right)$
   y-intercept $(0, -1)$
   Domain: $(-\infty, \infty)$
   Range: $\left[-\frac{40001}{40000}, \infty\right)$
   Decreasing on $\left(-\infty, \frac{1}{200}\right]$
   Increasing on $\left[\frac{1}{200}, \infty\right)$
   Vertex $\left(\frac{1}{200}, -\frac{40001}{40000}\right)$ is a minimum[12]
   Axis of symmetry $x = \frac{1}{200}$



10. - $P(x) = -2x^2 + 28x - 26$, for $0 \le x \le 15$.
    - 7 T-shirts should be made and sold to maximize profit.
    - The maximum profit is $72.
    - The price per T-shirt should be set at $16 to maximize profit.
    - The break even points are $x = 1$ and $x = 13$, so to make a profit, between 1 and 13 T-shirts need to be made and sold.
11. - $P(x) = -x^2 + 25x - 100$, for $0 \le x \le 35$
    - Since the vertex occurs at $x = 12.5$, and it is impossible to make or sell 12.5 bottles of tonic, maximum profit occurs when either 12 or 13 bottles of tonic are made and sold.
    - The maximum profit is $56.
    - The price per bottle can be either $23 (to sell 12 bottles) or $22 (to sell 13 bottles.) Both will result in the maximum profit.
    - The break even points are $x = 5$ and $x = 20$, so to make a profit, between 5 and 20 bottles of tonic need to be made and sold.
12. - $P(x) = -3x^2 + 72x - 240$, for $0 \le x \le 30$
    - 12 cups of lemonade need to be made and sold to maximize profit.
    - The maximum profit is 192 or $1.92.
    - The price per cup should be set at 54 per cup to maximize profit.
    - The break even points are $x = 4$ and $x = 20$, so to make a profit, between 4 and 20 cups of lemonade need to be made and sold.
13. - $P(x) = -0.5x^2 + 9x - 36$, for $0 \le x \le 24$
    - 9 pies should be made and sold to maximize the daily profit.
    - The maximum daily profit is $4.50.
    - The price per pie should be set at $7.50 to maximize profit.
    - The break even points are $x = 6$ and $x = 12$, so to make a profit, between 6 and 12 pies need to be made and sold daily.
14. - $P(x) = -2x^2 + 120x - 1000$, for $0 \le x \le 70$
    - 30 scooters need to be made and sold to maximize profit.
    - The maximum monthly profit is 800 hundred dollars, or $80,000.
    - The price per scooter should be set at 80 hundred dollars, or $8000 per scooter.
    - The break even points are $x = 10$ and $x = 50$, so to make a profit, between 10 and 50 scooters need to be made and sold monthly.
15. 495 cookies
16. The vertex is (approximately) $(29.60, 22.66)$ which corresponds to a maximum fuel economy of 22.66 miles per gallon, reached sometime between 2009 and 2010 (29 – 30 years after 1980.) Unfortunately, the model is only valid up until 2008 (28 years after 1908.) So, at this point, we are using the model to *predict* the maximum fuel economy.
17. 64° at 2 PM (8 hours after 6 AM.)
18. 5000 pens should be produced for a cost of $200.
19. 8 feet by 16 feet; maximum area is 128 square feet.
20. 50 feet by 50 feet; maximum area is 2500 feet; he can raise 100 average alpacas.
21. The largest rectangle has area 12.25 square inches.

22. 2 seconds.
23. The rocket reaches its maximum height of 500 feet 10 seconds after lift-off.
24. The hammer reaches a maximum height of approximately 13.62 feet. The hammer is in the air approximately 1.61 seconds.
25. a. The applied domain is $[0, \infty)$.
    b. The height function is this case is $s(t) = -4.9t^2 + 15t$. The vertex of this parabola is approximately $(1.53, 11.48)$so the maximum height reached by the marble is 11.48 meters. It hits the ground again when $t \approx 3.06$ seconds.
    c. The revised height function is $s(t) = -4.9t^2 + 15t + 25$ which has zeros at $t \approx -1.20$ and $t \approx 4.26$. We ignore the negative value and claim that the marble will hit the ground after 4.26 seconds.
    d. Shooting down means the initial velocity is negative so the height functions becomes $s(t) = -4.9t^2 - 15t + 25$.
26. Make the vertex of the parabola $(0, 10)$ so that the point on the top of the left-hand tower where the cable connects is $(-200, 100)$and the point on the top of the right-hand tower is $(200, 100)$. Then the parabola is given by $p(x) = \frac{9}{4000}x^2 + 10$. Standing 50 feet to the right of the left-hand tower means you're standing at $x = -150$ and $p(-150) = 60.625$. So the cable is 60.625 feet above the bridge deck there.
27. $y = |1 - x^2|$



28. $\left(\frac{3-\sqrt{7}}{2}, \frac{-1+\sqrt{7}}{2}\right), \left(\frac{3+\sqrt{7}}{2}, \frac{-1-\sqrt{7}}{2}\right)$
29. $D(x) = x^2 + (2x+1)^2 = 5x^2 + 4x + 1$, D is minimized when $x = -\frac{2}{5}$, so the point on $y = 2x + 1$ closest to $(0, 0)$ is $\left(-\frac{2}{5}, \frac{1}{5}\right)$
31. $x = \pm y\sqrt{10}$
32. $x = \pm(y - 2)$
33. $x = \dfrac{m \pm \sqrt{m^2 + 4}}{2}$
34. $y = \dfrac{3 \pm \sqrt{16x + 9}}{2}$
35. $y = 2 \pm x$
36. $t = \dfrac{v_0 \pm \sqrt{v_0^2 + 4gs_0}}{2g}$

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2.4: Inequalities with Absolute Value and Quadratic Functions

Math 370 Learning Objectives

The topics in this section are left for the student to review, as needed; however, the final topic (Regions in Planes) might be covered in class despite not being a topic within the Math 370 curriculum. The reason for this is that this skill is needed in Calculus II.

Solving Linear Equations and Inequalities Graphically

In this section, not only do we develop techniques for solving various classes of inequalities analytically,[1] we also look at them graphically. The first example motivates the core ideas.

Example 2.4.1

Let $f(x) = 2x - 1$ and $g(x) = 5$.

a. Solve $f(x) = g(x)$.
b. Solve $f(x) < g(x)$.
c. Solve $f(x) > g(x)$.
d. Graph $y = f(x)$ and $y = g(x)$ on the same set of axes and interpret your solutions to parts a through c above.

Solution

a. To solve $f(x) = g(x)$, we replace $f(x)$ with $2x - 1$ and $g(x)$ with 5 to get $2x - 1 = 5$. Solving for x, we get $x = 3$.

b. The inequality $f(x) < g(x)$ is equivalent to $2x - 1 < 5$. Solving gives $x < 3$ or $(-\infty, 3)$.

c. To find where $f(x) > g(x)$, we solve $2x - 1 > 5$. We get $x > 3$, or $(3, \infty)$.

d. To graph $y = f(x)$, we graph $y = 2x - 1$, which is a line with a y-intercept of $(0, -1)$ and a slope of 2. The graph of $y = g(x)$ is $y = 5$ which is a horizontal line through $(0, 5)$ (see Figure 2.4.1.

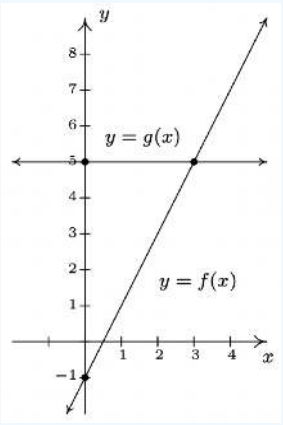


Figure 2.4.1

To see the connection between the graph and the Algebra, we recall the Fundamental Graphing Principle for Functions in Section 1.6: the point (a, b) is on the graph of f if and only if $f(a) = b$. In other words, a generic point on the graph of $y = f(x)$ is $(x, f(x))$, and a generic point on the graph of $y = g(x)$ is $(x, g(x))$. When we seek solutions to $f(x) = g(x)$, we are looking for x values whose y values on the graphs of f and g are the same.

In part a, we found $x = 3$ is the solution to $f(x) = g(x)$. Sure enough, $f(3) = 5$ and $g(3) = 5$ so that the point $(3, 5)$ is on both graphs. In other words, the graphs of f and g intersect at $(3, 5)$.

In part b, we set $f(x) < g(x)$ and solved to find $x < 3$. For $x < 3$, the point $(x, f(x))$ is below $(x, g(x))$ since the y values

on the graph of f are less than the y values on the graph of g there.

Analogously, in part c, we solved $f(x) > g(x)$ and found $x > 3$. For $x > 3$, note that the graph of f is above the graph of g, since the y values on the graph of f are greater than the y values on the graph of g for those values of x (see Figure 2.4.2.

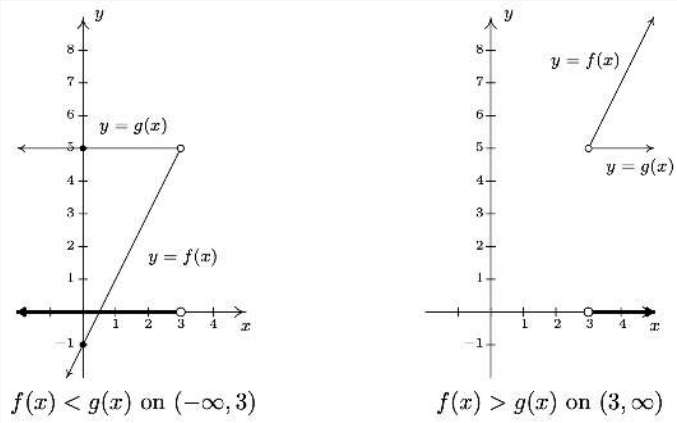


Figure 2.4.2

The preceding example demonstrates the following, which is a consequence of the Fundamental Graphing Principle for Functions.

Theorem 2.4.1: Graphical Interpretation of Solutions to Equations and Inequalities

Suppose f and g are functions.

- The solutions to $f(x) = g(x)$ are the x values where the graphs of $y = f(x)$ and $y = g(x)$ intersect.
- The solution to $f(x) < g(x)$ is the set of x values where the graph of $y = f(x)$ is *below* the graph of $y = g(x)$.
- The solution to $f(x) > g(x)$ is the set of x values where the graph of $y = f(x)$ *above* the graph of $y = g(x)$.

Subsection Footnotes

[1] Remember, "analytically" means "by hand."

Finding Solutions to Equations and Inequalities Given Graphs

The next example turns the tables and furnishes the graphs of two functions and asks for solutions to equations and inequalities.

Example 2.4.2

The graphs of f and g are in Figure 2.4.3below. (The graph of $y = g(x)$ is bolded.) Use these graphs to answer the following questions.

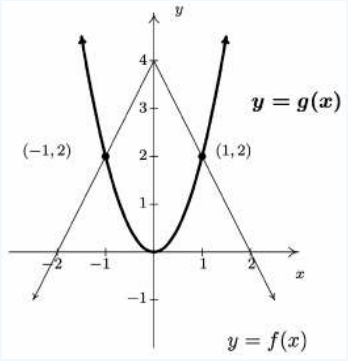


Figure 2.4.3

a. Solve $f(x) = g(x)$.
b. Solve $f(x) < g(x)$.
c. Solve $f(x) \geq g(x)$.

Solution

a. To solve $f(x) = g(x)$, we look for where the graphs of f and g intersect. These *appear*[2] to be at the points $(-1, 2)$ and $(1, 2)$, so our solutions to $f(x) = g(x)$ are $x = -1$ and $x = 1$.

---

b. To solve $f(x) < g(x)$, we look for where the graph of f is below the graph of g. This *appears* to happen for the x values less than -1 and greater than 1. Our solution is $(-\infty, -1) \cup (1, \infty)$.

---

c. To solve $f(x) \geq g(x)$, we look for solutions to $f(x) = g(x)$ as well as $f(x) > g(x)$. We solved the former equation and found $x = \pm 1$. To solve $f(x) > g(x)$, we look for where the graph of f is above the graph of g. This appears to happen between $x = -1$ and $x = 1$, on the interval $(-1, 1)$. Hence, our solution to $f(x) \geq g(x)$ is $[-1, 1]$ (see Figure 2.4.4).

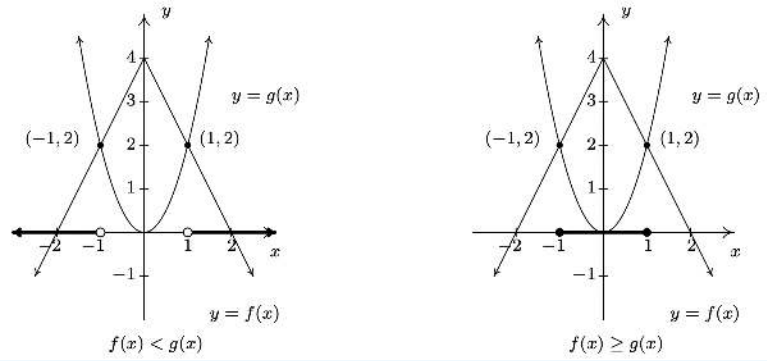


Figure 2.4.4

Subsection Footnotes

[2] I use the word "appear" here because we cannot guarantee our solutions are correct by "eyeballing" them from the graph.

Solving Absolute Value Inequalities

We now turn our attention to solving inequalities involving the absolute value. We have the following theorem from Intermediate Algebra to help us.

Theorem 2.4.2: Inequalities Involving the Absolute Value

Let c be a real number.

- For $c > 0$, $|x| < c$ is equivalent to $-c < x < c$.
- For $c > 0$, $|x| \leq c$ is equivalent to $-c \leq x \leq c$.
- For $c \leq 0$, $|x| < c$ has no solution, and for $c < 0$, $|x| \leq c$ has no solution.
- For $c \geq 0$, $|x| > c$ is equivalent to $x < -c$ or $x > c$.
- For $c \geq 0$, $|x| \geq c$ is equivalent to $x \leq -c$ or $x \geq c$.
- For $c < 0$, $|x| > c$ and $|x| \geq c$ are true for all real numbers.

As with our proof of the Properties of the Absolute Value in Section 2.2, we could argue Theorem 2.4.2 using cases. However, in light of what we have developed in this section, we can understand these statements graphically. For instance, if $c > 0$, the graph of $y = c$ is a horizontal line which lies above the x-axis through $(0, c)$. To solve $|x| < c$, we are looking for the x values where the graph of $y = |x|$ is below the graph of $y = c$. We know that the graphs intersect when $|x| = c$, which, from Section 2.2, we know happens when $x = c$ or $x = -c$. Graphing, we get

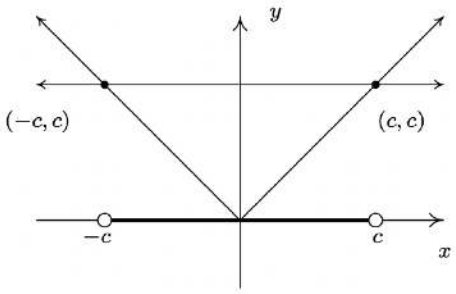


Figure 2.4.5

We see that the graph of $y = |x|$ is below $y = c$ for x between $-c$ and c, and hence we get $|x| < c$ is equivalent to $-c < x < c$. The other properties in Theorem 2.4.2 can be shown similarly.

Example 2.4.3

Solve the following inequalities analytically; check your answers graphically.

a. $|x-1| \geq 3$
b. $4 - 3|2x+1| > -2$
c. $2 < |x-1| \leq 5$
d. $|x+1| \geq \frac{x+4}{2}$

Solution

a. From Theorem 2.4.2, $|x-1| \geq 3$ is equivalent to $x - 1 \leq -3$ or $x - 1 \geq 3$. Solving, we get $x \leq -2$ or $x \geq 4$, which, in interval notation is $(-\infty, -2] \cup [4, \infty)$. Graphically, we have

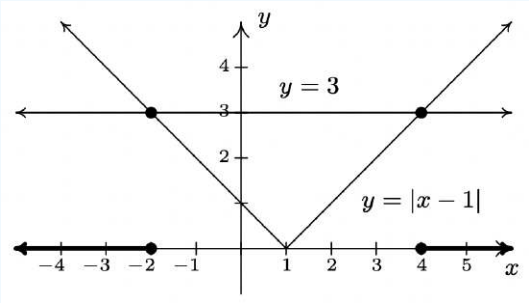


Figure 2.4.6

We see that the graph of $y = |x-1|$ is above the horizontal line $y = 3$ for $x < -2$ and $x > 4$ hence this is where $|x-1| > 3$. The two graphs intersect when $x = -2$ and $x = 4$, so we have graphical confirmation of our analytic solution.

---

b. To solve $4 - 3|2x+1| > -2$ analytically, we first isolate the absolute value before applying Theorem 2.4.2. To that end, we get $-3|2x+1| > -6$ or $|2x+1| < 2$. Rewriting, we now have $-2 < 2x+1 < 2$ so that $-\frac{3}{2} < x < \frac{1}{2}$. In interval notation, we write $\left(-\frac{3}{2}, \frac{1}{2}\right)$. Graphically we see that the graph of $y = 4 - 3|2x+1|$ is above $y = -2$ for x values between $-\frac{3}{2}$ and $\frac{1}{2}$.

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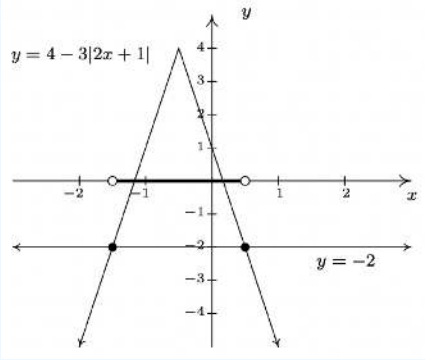


Figure 2.4.7

c. Rewriting the compound inequality $2 < |x-1| \leq 5$ as "$2 < |x-1|$ and $|x-1| \leq 5$" allows us to solve each piece using Theorem 2.4.2. The first inequality, $2 < |x-1|$ can be re-written as $|x-1| > 2$ so $x-1 < -2$ or $x-1 > 2$. We get $x < -1$ or $x > 3$. Our solution to the first inequality is then $(-\infty, -1) \cup (3, \infty)$. For $|x-1| \leq 5$, we get $-5 \leq x-1 \leq 5$ so that $-4 \leq x \leq 6$, or $[-4, 6]$. Our solution to $2 < |x-1| \leq 5$ is comprised of values of x which satisfy both parts of the inequality, so we take the intersection of $(-\infty, -1) \cup (3, \infty)$ and $[-4, 6]$ to get $[-4, -1) \cup (3, 6]$. Graphically, we see that the graph of $y = |x-1|$ is "between" the horizontal lines $y = 2$ and $y = 5$ for x values between -4 and -1 as well as those between 3 and 6. Including the x values where $y = |x-1|$ and $y = 5$ intersect, we get

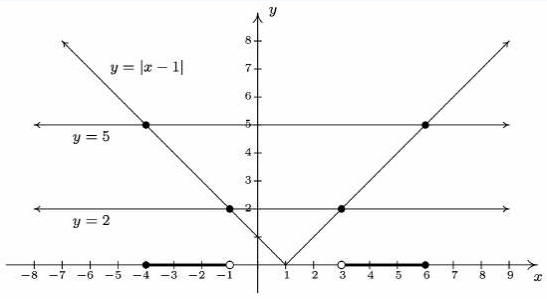


Figure 2.4.8

d. We need to exercise some special caution when solving $|x+1| \geq \frac{x+4}{2}$. As we saw in Example 2.4.1 in Section 2.2, when variables are both inside and outside of the absolute value, it's usually best to refer to the definition of absolute value to remove the absolute values and proceed from there. To that end, we have $|x+1| = -(x+1)$ if $x < -1$ and $|x+1| = x+1$ if $x \geq -1$.

We break the inequality into cases, the first case being when $x < -1$. For these values of x, our inequality becomes $-(x+1) \geq \frac{x+4}{2}$. Solving, we get $-2x - 2 \geq x + 4$, so that $-3x \geq 6$, which means $x \leq -2$. Since all of these solutions fall into the category $x < -1$, we keep them all.

For the second case, we assume $x \geq -1$. Our inequality becomes $x + 1 \geq \frac{x+4}{2}$, which gives $2x + 2 \geq x + 4$ or $x \geq 2$. Since all of these values of x are greater than or equal to -1, we accept all of these solutions as well. Our final answer is $(-\infty, -2] \cup [2, \infty)$.

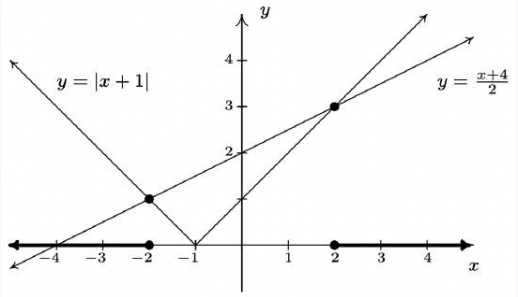


Figure 2.4.9

Solving Quadratic Inequalities

We now turn our attention to quadratic inequalities. In the last example of Section 2.3, we needed to determine the solution to $x^2 - x - 6 < 0$. We will now revisit this problem using some of the techniques developed in this section not only to reinforce our solution in Section 2.3, but to also help formulate a general analytic procedure for solving all quadratic inequalities.

If we consider $f(x) = x^2 - x - 6$ and $g(x) = 0$, then solving $x^2 - x - 6 < 0$ corresponds graphically to finding the values of x for which the graph of $y = f(x) = x^2 - x - 6$ (the parabola) is below the graph of $y = g(x) = 0$ (the x-axis). We've provided the graph again for reference.

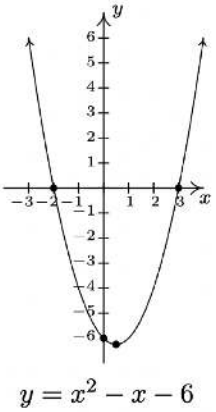


Figure 2.4.10

We can see that the graph of f does dip below the x-axis between its two x-intercepts. The zeros of f are $x = -2$ and $x = 3$ in this case and they divide the domain (the x-axis) into three intervals: $(-\infty, -2)$, $(-2, 3)$ and $(3, \infty)$. For every number in $(-\infty, -2)$, the graph of f is above the x-axis; in other words, $f(x) > 0$ for all x in $(-\infty, -2)$. Similarly, $f(x) < 0$ for all x in $(-2, 3)$, and $f(x) > 0$ for all x in $(3, \infty)$. We can schematically represent this with a **sign diagram** (see Figure 2.4.11).

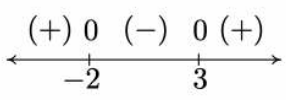


Figure 2.4.11

Here, the $(+)$ above a portion of the number line indicates $f(x) > 0$ for those values of x; the $(-)$ indicates $f(x) < 0$ there. The numbers labeled on the number line are the zeros of f, so we place 0 above them. We see at once that the solution to $f(x) < 0$ is $(-2, 3)$.

An important property of quadratic functions is that if the function is positive at one point and negative at another, the function must have at least one zero in between.[3] Graphically, this means that a parabola can't be above the x-axis at one point and below the x-axis at another point without crossing the x-axis. This allows us to determine the sign of *all* of the function values on a given interval by testing the function at just *one* value in the interval. We use this idea in the following example.

Example 2.4.4

Solve the following inequalities analytically using sign diagrams. Verify your answer graphically.

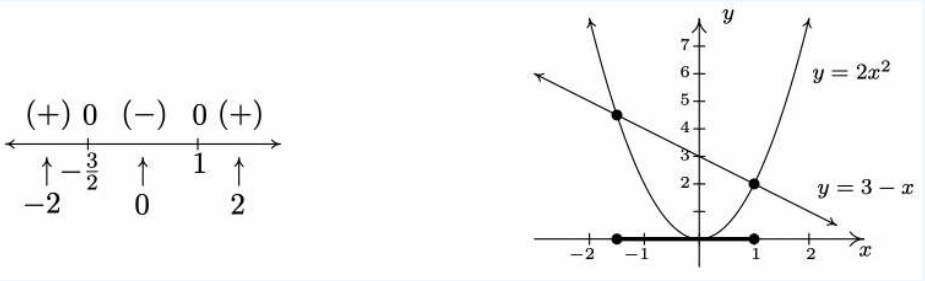
a. $2x^2 \leq 3 - x$
b. $x^2 - 2x > 1$
c. $2x - x^2 \geq |x - 1| - 1$

Solution

a. To solve $2x^2 \leq 3 - x$, we first get 0 on one side of the inequality which yields $2x^2 + x - 3 \leq 0$. We find the zeros of $f(x) = 2x^2 + x - 3$ by solving $2x^2 + x - 3 = 0$ for x. Factoring gives $(2x + 3)(x - 1) = 0$, so $x = -\frac{3}{2}$ or $x = 1$. We place these values on the number line with 0 above them and choose test values in the intervals $\left(-\infty, -\frac{3}{2}\right)$, $\left(-\frac{3}{2}, 1\right)$ and $(1, \infty)$. For the interval $\left(-\infty, -\frac{3}{2}\right)$, we choose $x = -2$; for $\left(-\frac{3}{2}, 1\right)$, we pick $x = 0$; and for $(1, \infty)$, $x = 2$. Evaluating the function at the three test values gives us $f(-2) = 3 > 0$, so we place $(+)$ above $\left(-\infty, -\frac{3}{2}\right)$; $f(0) = -3 < 0$, so $(-)$ goes above the interval $\left(-\frac{3}{2}, 1\right)$; and, $f(2) = 7$, which means $(+)$ is placed above $(1, \infty)$. See Figure 2.4.12*A*.

Since we are solving $2x^2 + x - 3 \leq 0$, we look for solutions to $2x^2 + x - 3 < 0$ as well as solutions for $2x^2 + x - 3 = 0$. For $2x^2 + x - 3 < 0$, we need the intervals which we have a $(-)$. Checking the sign diagram, we see this is $\left(-\frac{3}{2}, 1\right)$. We know $2x^2 + x - 3 = 0$ when $x = -\frac{3}{2}$ and $x = 1$, so our final answer is $\left[-\frac{3}{2}, 1\right]$.

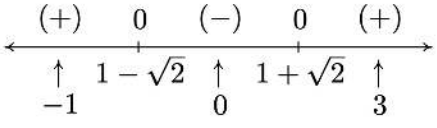
To verify our solution graphically, we refer to the original inequality, $2x^2 \leq 3 - x$. We let $g(x) = 2x^2$ and $h(x) = 3 - x$. We are looking for the x values where the graph of g is below that of h (the solution to $g(x) < h(x)$) as well as the points of intersection (the solutions to $g(x) = h(x)$). See Figure 2.4.12*B*.

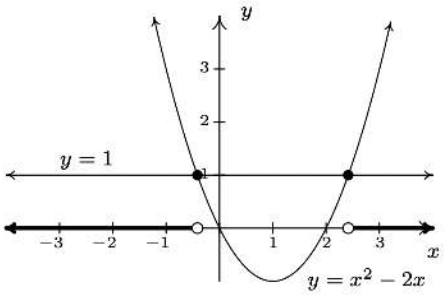


Figures 2.4.12*A* (left) and 2.4.12*B* (right)

b. Once again, we re-write $x^2 - 2x > 1$ as $x^2 - 2x - 1 > 0$ and we identify $f(x) = x^2 - 2x - 1$. When we go to find the zeros of f, we find, to our chagrin, that the quadratic $x^2 - 2x - 1$ doesn't factor nicely. Hence, we resort to the Quadratic Formula to solve $x^2 - 2x - 1 = 0$, and arrive at $x = 1 \pm \sqrt{2}$. As before, these zeros divide the number line into three pieces. To help us decide on test values, we approximate $1 - \sqrt{2} \approx -0.4$ and $1 + \sqrt{2} \approx 2.4$. We choose $x = -1$, $x = 0$ and $x = 3$ as our test values and find $f(-1) = 2$, which is $(+)$; $f(0) = -1$ which is $(-)$; and $f(3) = 2$ which is $(+)$ again (see Figure 2.4.13*A*). Our solution to $x^2 - 2x - 1 > 0$ is where we have $(+)$, so, in interval notation $\left(-\infty, 1 - \sqrt{2}\right) \cup \left(1 + \sqrt{2}, \infty\right)$.

To check the inequality $x^2 - 2x > 1$ graphically, we set $g(x) = x^2 - 2x$ and $h(x) = 1$. We are looking for the x values where the graph of g is above the graph of h (see Figure 2.4.13*B*).





Figures 2.4.13A(left) and 2.4.13B(right)

c. To solve our last inequality, $2x - x^2 \geq |x-1| - 1$, we re-write the absolute value using cases.

For $x < 1$, $|x-1| = -(x-1) = 1-x$, so we get $2x - x^2 \geq 1 - x - 1$, or $x^2 - 3x \leq 0$. Finding the zeros of $f(x) = x^2 - 3x$, we get $x = 0$ and $x = 3$. However, we are only concerned with the portion of the number line where $x < 1$, so the only zero that we concern ourselves with is $x = 0$. This divides the interval $x < 1$ into two intervals: $(-\infty, 0)$ and $(0, 1)$. We choose $x = -1$ and $x = \frac{1}{2}$ as our test values. We find $f(-1) = 4$ and $f\left(\frac{1}{2}\right) = -\frac{5}{4}$. Hence, our solution to $x^2 - 3x \leq 0$ for $x < 1$ is $[0, 1)$.

Next, we turn our attention to the case $x \geq 1$. Here, $|x-1| = x - 1$, so our original inequality becomes $2x - x^2 \geq x - 1 - 1$, or $x^2 - x - 2 \leq 0$. Setting $g(x) = x^2 - x - 2$, we find the zeros of g to be $x = -1$ and $x = 2$. Of these, only $x = 2$ lies in the region $x \geq 1$, so we ignore $x = -1$. Our test intervals are now $[1, 2)$ and $(2, \infty)$. We choose $x = 1$ and $x = 3$ as our test values and find $g(1) = -2$ and $g(3) = 4$. Hence, our solution to $g(x) = x^2 - x - 2 \leq 0$, in this region is $[1, 2)$.Combining these into one sign diagram, we have that our solution is $[0, 2]$ (see Figure 2.4.14).



Figure 2.4.14

Graphically, to check $2x - x^2 \geq |x-1| - 1$, we set $h(x) = 2x - x^2$ and $i(x) = |x-1| - 1$ and look for the x values where the graph of h is above the the graph of i (the solution of $h(x) > i(x)$) as well as the x-coordinates of the intersection points of both graphs (where $h(x) = i(x)$). The combined sign chart is given in Figure 2.4.15.

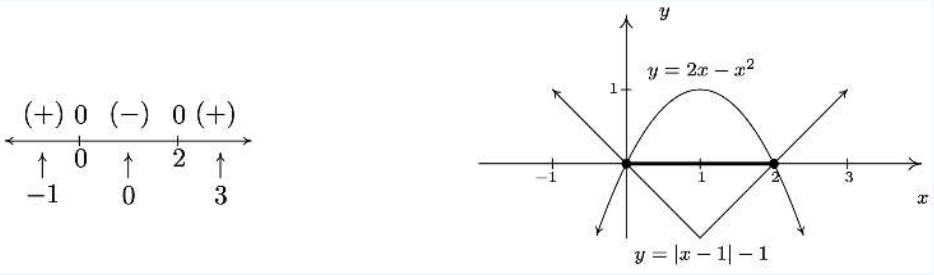


Figure 2.4.15

Subsection Footnotes

[3] This fun fact will be explored in Chapter 3 as the Intermediate Value Theorem. It has significant importance in Calculus.

Applications Involving Quadratic Inequalities

One of the classic applications of inequalities is the notion of tolerances. The underlying concept of Calculus can be phrased in terms of tolerances, so this is well worth your attention.

Recall that for real numbers x and c, the quantity $|x-c|$ may be interpreted as the distance from x to c. Solving inequalities of the form $|x-c| \leq d$ for $d \geq 0$ can then be interpreted as finding all numbers x which lie within d units of c. We can think of the number d as a "tolerance" and our solutions x as being within an accepted tolerance of c. We use this principle in the next example.

Example 2.4.5

The area A (in square inches) of a square piece of particle board which measures x inches on each side is $A(x) = x^2$. Suppose a manufacturer needs to produce a 24 inch by 24 inch square piece of particle board as part of a home office desk kit. How close does the side of the piece of particle board need to be cut to 24 inches to guarantee that the area of the piece is within a tolerance of 0.25 square inches of the target area of 576 square inches?

Solution

Mathematically, we express the desire for the area $A(x)$ to be within 0.25 square inches of 576 as

$$|A - 576| \leq 0.25.$$

Since $A(x) = x^2$, we get $|x^2 - 576| \leq 0.25$, which is equivalent to $-0.25 \leq x^2 - 576 \leq 0.25$.

One way to proceed at this point is to solve the two inequalities $-0.25 \leq x^2 - 576$ and $x^2 - 576 \leq 0.25$ individually using sign diagrams and then taking the intersection of the solution sets. While this way will (eventually) lead to the correct answer, we take this opportunity to showcase the increasing property of the square root:

> If $0 \leq a \leq b$, then $\sqrt{a} \leq \sqrt{b}$.

To use this property, we proceed as follows

$$\begin{array}{rrcl} & -0.25 \leq & x^2 - 576 & \leq 0.25 \\ \implies & 575.75 \leq & x^2 & \leq 576.25 \\ \implies & \sqrt{575.75} \leq & \sqrt{x^2} & \leq \sqrt{576.25} \\ \implies & \sqrt{575.75} \leq & |x| & \leq \sqrt{576.25} \end{array}$$

We find the solution to $\sqrt{575.75} \leq |x|$ to be $\left(-\infty, -\sqrt{575.75}\right] \cup \left[\sqrt{575.75}, \infty\right)$ and the solution to $|x| \leq \sqrt{576.25}$ to be $\left[-\sqrt{576.25}, \sqrt{576.25}\right]$. To solve $\sqrt{575.75} \leq |x| \leq \sqrt{576.25}$, we intersect these two sets to get $[-\sqrt{576.25}, -\sqrt{575.75}] \cup [\sqrt{575.75}, \sqrt{576.25}]$. Since x represents a length, we discard the negative answers and get $[\sqrt{575.75}, \sqrt{576.25}]$. This means that the side of the piece of particle board must be cut between $\sqrt{575.75} \approx 23.995$ and $\sqrt{576.25} \approx 24.005$ inches, a tolerance of (approximately) 0.005 inches of the target length of 24 inches.

Regions in Planes

Our last example in the section demonstrates how inequalities can be used to describe regions in the plane, as we saw earlier in Section 1.2.

Example 2.4.6

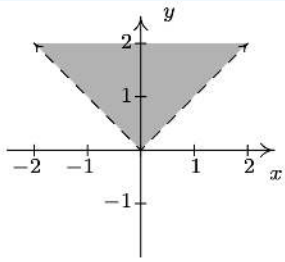
Sketch the following relations.

a. $R = \{(x, y) : y > |x|\}$
b. $S = \{(x, y) : y \leq 2 - x^2\}$
c. $T = \{(x, y) : |x| < y \leq 2 - x^2\}$

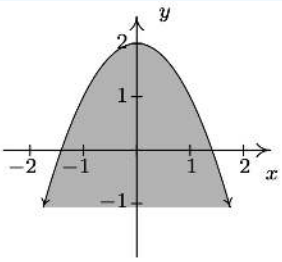
Solution

a. The relation R consists of all points (x, y) whose y-coordinate is greater than $|x|$. If we graph $y = |x|$, then we want all of the points in the plane *above* the points on the graph. Dotting the graph of $y = |x|$ as we have done before to indicate that the points on the graph itself are not in the relation, we get the shaded region in Figure 2.4.16A.

b. For a point to be in S, its y-coordinate must be less than or equal to the y-coordinate on the parabola $y = 2 - x^2$. This is the set of all points *below* or *on* the parabola $y = 2 - x^2$. See Figure $2.4.16B$.



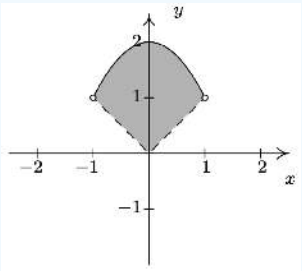
The graph of R



The graph of S

Figures $2.4.16A$(left) and $2.4.16B$(right)

c. Finally, the relation T takes the points whose y-coordinates satisfy both the conditions given in R and those of S. Thus we shade the region between $y = |x|$ and $y = 2 - x^2$, keeping those points on the parabola, but not the points on $y = |x|$. To get an accurate graph, we need to find where these two graphs intersect, so we set $|x| = 2 - x^2$. Proceeding as before, breaking this equation into cases, we get $x = -1, 1$. Graphing yields Figure $2.4.17$.



The graph of T

Figure 2.4.17

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2.4E: Exercises

Exercises

In Exercises 1-32, solve the inequality. Write your answer using interval notation.

1. $|3x-5| \leq 4$
2. $|7x+2| > 10$
3. $|2x+1|-5 < 0$
4. $|2-x|-4 \geq -3$
5. $|3x+5|+2 < 1$
6. $2|7-x|+4 > 1$
7. $2 \leq |4-x| < 7$
8. $1 < |2x-9| \leq 3$
9. $|x+3| \geq |6x+9|$
10. $|x-3|-|2x+1| < 0$
11. $|1-2x| \geq x+5$
12. $x+5 < |x+5|$
13. $x \geq |x+1|$
14. $|2x+1| \leq 6-x$
15. $x+|2x-3| < 2$
16. $|3-x| \geq x-5$
17. $x^2+2x-3 \geq 0$
18. $16x^2+8x+1 > 0$
19. $x^2+9 < 6x$
20. $9x^2+16 \geq 24x$
21. $x^2+4 \leq 4x$
22. $x^2+1 < 0$
23. $3x^2 \leq 11x+4$
24. $x > x^2$
25. $2x^2-4x-1 > 0$
26. $5x+4 \leq 3x^2$
27. $2 \leq |x^2-9| < 9$
28. $x^2 \leq |4x-3|$
29. $x^2+x+1 \geq 0$
30. $x^2 \geq |x|$
31. $x|x+5| \geq -6$
32. $x|x-3| < 2$
33. The profit, in dollars, made by selling x bottles of 100% All-Natural Certified Free-Trade Organic Sasquatch Tonic is given by $P(x) = -x^2+25x-100$, for $0 \leq x \leq 35$. How many bottles of tonic must be sold to make at least $\$50$ in profit?
34. Suppose $C(x) = x^2-10x+27$, $x \geq 0$ represents the costs, in *hundreds* of dollars, to produce x *thousand* pens. Find the number of pens which can be produced for no more than $\$1100$.
35. The temperature T, in degrees Fahrenheit, t hours after 6 AM is given by $T(t) = -\frac{1}{2}t^2+8t+32$, for $0 \leq t \leq 12$. When is it warmer than 42° Fahrenheit?
36. The height h in feet of a model rocket above the ground t seconds after lift-off is given by $h(t) = -5t^2+100t$, for $0 \leq t \leq 20$. When is the rocket at least 250 feet off the ground? Round your answer to two decimal places.
37. If a slingshot is used to shoot a marble straight up into the air from 2 meters above the ground with an initial velocity of 30 meters per second, for what values of time t will the marble be over 35 meters above the ground? (Refer to Exercise 25 in Section 2.3 for assistance if needed.) Round your answers to two decimal places.
38. What temperature values in degrees Celsius are equivalent to the temperature range $50^\circ F$ to $95^\circ F$? (Refer to Exercise 35 in Section 2.1 for assistance if needed.)

In Exercises 39-42, write and solve an inequality involving absolute values for the given statement.

39. Find all real numbers x so that x is within 4 units of 2.
40. Find all real numbers x so that $3x$ is within 2 units of -1.
41. Find all real numbers x so that x^2 is within 1 unit of 3.
42. Find all real numbers x so that x^2 is at least 7 units away from 4.
43. The surface area S of a cube with edge length x is given by $S(x) = 6x^2$ for $x > 0$. Suppose the cubes your company manufactures are supposed to have a surface area of exactly 42 square centimeters, but the machines you own are old and cannot always make a cube with the precise surface area desired. Write an inequality using absolute value that says the surface area of a given cube is no more than 3 square centimeters away (high or low) from the target of 42 square centimeters. Solve the inequality and write your answer using interval notation.
44. Suppose f is a function, L is a real number and ε is a positive number. Discuss with your classmates what the inequality $|f(x) - L| < \varepsilon$ means algebraically and graphically.

In Exercises 45 - 50, sketch the graph of the relation.

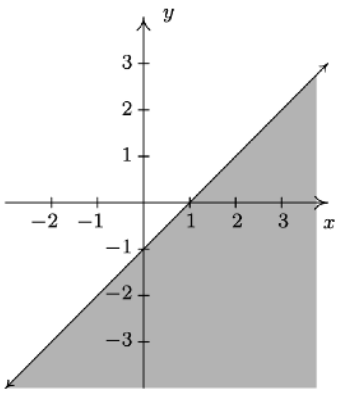
45. $R = \{(x, y) : y \leq x - 1\}$
46. $R = \{(x, y) : y > x^2 + 1\}$
47. $R = \{(x, y) : -1 < y \leq 2x + 1\}$
48. $R = \{(x, y) : x^2 \leq y < x + 2\}$
49. $R = \{(x, y) : |x| - 4 < y < 2 - x\}$
50. $R = \{(x, y) : x^2 < y \leq |4x - 3|\}$
51. Prove the second, third and fourth parts of Theorem 2.4.2.

Answers

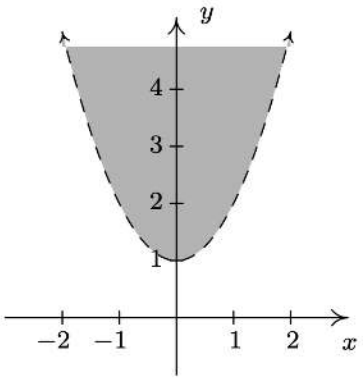
1. $\left[\frac{1}{3}, 3\right]$
2. $\left(-\infty, -\frac{12}{7}\right) \cup \left(\frac{8}{7}, \infty\right)$
3. $(-3, 2)$
4. $(-\infty, 1] \cup [3, \infty)$
5. No solution
6. $(-\infty, \infty)$
7. $(-3, 2] \cup [6, 11)$
8. $[3, 4) \cup (5, 6]$
9. $\left[-\frac{12}{7}, -\frac{6}{5}\right]$
10. $(-\infty, -4) \cup \left(\frac{2}{3}, \infty\right)$
11. $\left(-\infty, -\frac{4}{3}\right] \cup [6, \infty)$
12. $(-\infty, -5)$
13. No Solution.
14. $\left[-7, \frac{5}{3}\right]$
15. $\left(1, \frac{5}{3}\right)$
16. $(-\infty, \infty)$
17. $(-\infty, -3] \cup [1, \infty)$
18. $\left(-\infty, -\frac{1}{4}\right) \cup \left(-\frac{1}{4}, \infty\right)$
19. No solution
20. $(-\infty, \infty)$
21. $\{2\}$
22. No solution
23. $\left[-\frac{1}{3}, 4\right]$
24. $(0, 1)$
25. $\left(-\infty, 1 - \frac{\sqrt{6}}{2}\right) \cup \left(1 + \frac{\sqrt{6}}{2}, \infty\right)$
26. $\left(-\infty, \frac{5-\sqrt{73}}{6}\right] \cup \left[\frac{5+\sqrt{73}}{6}, \infty\right)$
27. $\left(-3\sqrt{2}, -\sqrt{11}\right] \cup \left[-\sqrt{7}, 0\right) \cup \left(0, \sqrt{7}\right] \cup \left[\sqrt{11}, 3\sqrt{2}\right)$
28. $\left[-2 - \sqrt{7}, -2 + \sqrt{7}\right] \cup [1, 3]$
29. $(-\infty, \infty)$

30. $(-\infty, -1] \cup \{0\} \cup [1, \infty)$
31. $[-6, -3] \cup [-2, \infty)$
32. $(-\infty, 1) \cup \left(2, \frac{3+\sqrt{17}}{2}\right)$
33. $P(x) \geq 50$ on $[10, 15]$. This means anywhere between 10 and 15 bottles of tonic need to be sold to earn at least $\$50$ in profit.
34. $C(x) \leq 11$ on $[2, 8]$. This means anywhere between 2000 and 8000 pens can be produced and the cost will not exceed $\$1100$.
35. $T(t) > 42$ on $(8 - 2\sqrt{11}, 8 + 2\sqrt{11}) \approx (1.37, 14.63)$, which corresponds to between 7:22 AM (1.37 hours after 6 AM) to 8:38 PM (14.63 hours after 6 AM.) However, since the model is valid only for t, $0 \leq t \leq 12$, we restrict our answer and find it is warmer than 42° Fahrenheit from 7:22 AM to 6 PM.
36. $h(t) \geq 250$ on $[10 - 5\sqrt{2}, 10 + 5\sqrt{2}] \approx [2.93, 17.07]$. This means the rocket is at least 250 feet off the ground between 2.93 and 17.07 seconds after lift off.
37. $s(t) = -4.9t^2 + 30t + 2$. $s(t) > 35$ on (approximately) $(1.44, 4.68)$. This means between 1.44 and 4.68 seconds after it is launched into the air, the marble is more than 35 feet off the ground.
38. From our previous work $C(F) = \frac{5}{9}(F - 32)$ so $50 \leq F \leq 95$ becomes $10 \leq C \leq 35$.
39. $|x - 2| \leq 4$, $[-2, 6]$
40. $|3x + 1| \leq 2$, $\left[-1, \frac{1}{3}\right]$
41. $|x^2 - 3| \leq 1$, $[-2, -\sqrt{2}] \cup [\sqrt{2}, 2]$
42. $|x^2 - 4| \geq 7$, $(-\infty, -\sqrt{11}] \cup [\sqrt{11}, \infty)$
43. Solving $|S(x) - 42| \leq 3$, and disregarding the negative solutions yields $\left[\sqrt{\frac{13}{2}}, \sqrt{\frac{15}{2}}\right] \approx [2.550, 2.739]$. The edge length must be within 2.550 and 2.739 centimeters.

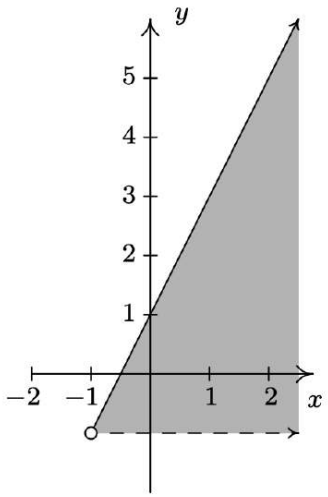
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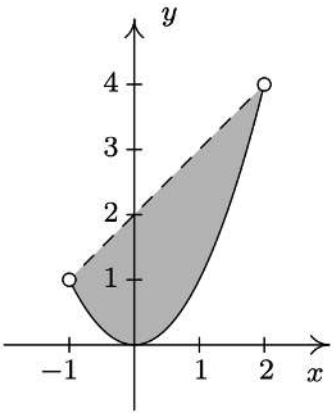
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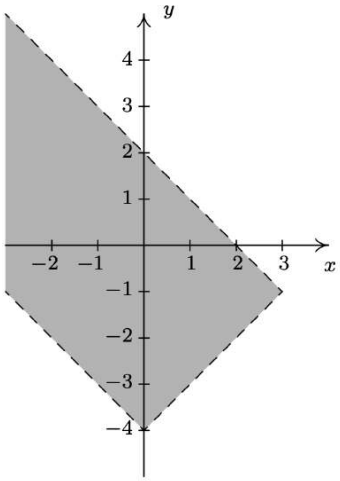
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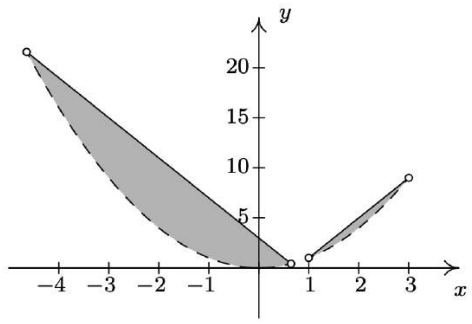
48.



49.



50.



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CHAPTER OVERVIEW

3: Polynomial Functions

3.1: Graphs of Polynomials

3.1E: Exercises

3.2: The Factor and Remainder Theorems

3.2E: Exercises

3.3: Real Zeros of Polynomials

3.3E: Exercises

3.4: Complex Zeros and the Fundamental Theorem of Algebra

3.4E: Exercises

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3.1: Graphs of Polynomials

Prerequisite Skillbuilders

The following topics are assumed knowledge prior to going through this material or the homework. If you find you are stuck on a concept, you might find the necessary remediation within these videos.

- What is a polynomial function?

Math 370 Learning Objectives

- **Applications Involving Polynomial Functions:** Develop models involving polynomial functions and use them to investigate and optimize values.
- **End Behavior of Monomials:** Review the end behavior of monomials.
- **End Behavior of Polynomials:** Review the end behavior of polynomials and how they are related to the end behavior of monomials.
- **Middle Behavior of Polynomials:** Review zeros of polynomials and how to find them.
- **Sketching Graphs of Polynomials:** Review basic techniques for sketching the graph of a polynomial function.

Introduction to Polynomial Functions

Three of the families of functions studied thus far – constant, linear, and quadratic – belong to a much larger group of functions called **polynomials**. We begin our formal study of general polynomials with a definition and some examples.

Definition: Polynomial Function

A **polynomial function** is a function of the form

$$f(x) = a_n x^n + a_{n-1} x^{n-1} + \ldots + a_2 x^2 + a_1 x + a_0, \tag{3.1.1}$$

where a_0, a_1, …, a_n are real numbers and $n \geq 1$ is a natural number. The domain of a polynomial function is $(-\infty, \infty)$.

There are several things about the definition of a polynomial function that may be off-putting or downright frightening. The best thing to do is look at an example. Consider

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

Is this a polynomial function? We can re-write the formula for f as

$$f(x) = 4x^5 + 0x^4 + 0x^3 + (-3)x^2 + 2x + (-5).$$

Comparing this with Equation 3.1.1, we identify $n = 5$, $a_5 = 4$, $a_4 = 0$, $a_3 = 0$, $a_2 = -3$, $a_1 = 2$ and $a_0 = -5$. In other words, a_5 is the coefficient of x^5, a_4 is the coefficient of x^4, and so forth; the subscript on the a's merely indicates to which power of x the coefficient belongs. The business of restricting n to be a natural number lets us focus on well-behaved algebraic animals,

Example 3.1.1

Determine if the following functions are polynomials. Explain your reasoning.

a. $g(x) = \dfrac{4 + x^3}{x}$
b. $p(x) = \dfrac{4x + x^3}{x}$
c. $q(x) = \dfrac{4x + x^3}{x^2 + 4}$
d. $f(x) = \sqrt[3]{x}$
e. $h(x) = |x|$
f. $z(x) = 0$

Solution

a. We note directly that the domain of $g(x) = \dfrac{x^3+4}{x}$ is $x \neq 0$. By definition, a polynomial has all real numbers as its domain. Hence, g can't be a polynomial.

b. Even though $p(x) = \dfrac{x^3+4x}{x}$ simplifies to $p(x) = x^2+4$, which certainly looks like the form given in Equation 3.1.1, the domain of p, which, as you may recall, we determine *before* we simplify, excludes 0. Alas, p is not a polynomial function for the same reason g isn't.

c. After what happened with p in the previous part, you may be a little shy about simplifying $q(x) = \dfrac{x^3+4x}{x^2+4}$ to $q(x) = x$, which certainly fits Equation 3.1.1. If we look at the domain of q before we simplified, we see that it is, indeed, all real numbers. A function which can be written in the form of Equation 3.1.1 whose domain is all real numbers is, in fact, a polynomial. Therefore, this *is* a polynomial!

d. We can rewrite $f(x) = \sqrt[3]{x}$ as $f(x) = x^{\frac{1}{3}}$. Since $\dfrac{1}{3}$ is not a natural number, f is not a polynomial.

e. The function $h(x) = |x|$ isn't a polynomial, since it can't be written as a combination of powers of x even though it can be written as a piecewise function involving polynomials. As we shall see in this section, graphs of polynomials possess a quality that the graph of h does not.

f. There's nothing in the definition of a polynomial function which prevents all the coefficients a_n, etc., from being 0. Hence, $z(x) = 0$, is an honest-to-goodness polynomial.

Definition: Degree, Leading Term, Leading Coefficient, and Constant Term of a Polynomial Function

Suppose f is a polynomial function.

- Given $f(x) = a_n x^n + a_{n-1}x^{n-1} + \ldots + a_2 x^2 + a_1 x + a_0$ with $a_n \neq 0$, we say
  - The natural number n is called the **degree** of the polynomial f.
  - The term $a_n x^n$ is called the **leading term** of the polynomial f.
  - The real number a_n is called the **leading coefficient** of the polynomial f.
  - The real number a_0 is called the **constant term** of the polynomial f.
- If $f(x) = a_0$, and $a_0 \neq 0$, we say f has degree 0.
- If $f(x) = 0$, we say f has no degree.

The reader may wonder why we have chosen to separate off constant functions from the other polynomials in our defintion above. Why not just lump them all together and, instead of forcing n to be a natural number, $n = 1, 2, \ldots$, allow n to be a whole number, $n = 0, 1, 2, \ldots$? We could unify all of the cases, since, after all, isn't $a_0 x^0 = a_0$?

The answer is "yes, as long as $x \neq 0$."

The functions $f(x) = 3$ and $g(x) = 3x^0$ are different, because their *domains* are different. The number $f(0) = 3$ is defined, whereas $g(0) = 3(0)^0$ is not.[1] Indeed, much of the theory we will develop in this chapter doesn't include the constant functions, so we might as well treat them as outsiders from the start. One good thing that comes from our definition above is that we can now think of linear functions as degree 1 (or "first-degree") polynomial functions and quadratic functions as degree 2 (or "second-degree") polynomial functions.

Example 3.1.2

Find the degree, leading term, leading coefficient and constant term of the following polynomial functions.

a. $f(x) = 4x^5 - 3x^2 + 2x - 5$
b. $g(x) = 12x + x^3$
c. $h(x) = \dfrac{4-x}{5}$
d. $p(x) = (2x-1)^3(x-2)(3x+2)$

Solution

a. There are no surprises with $f(x) = 4x^5 - 3x^2 + 2x - 5$. It is written in the form of Equation 3.1.1, and we see that the degree is 5, the leading term is $4x^5$, the leading coefficient is 4 and the constant term is -5.
b. The form given in Equation 3.1.1 has the highest power of x first. To that end, we re-write $g(x) = 12x + x^3 = x^3 + 12x$, and see that the degree of g is 3, the leading term is x^3, the leading coefficient is 1 and the constant term is 0.
c. We need to rewrite the formula for h so that it resembles the form given in Equation 3.1.1:

$$h(x) = \frac{4-x}{5} = \frac{4}{5} - \frac{x}{5} = -\frac{1}{5}x + \frac{4}{5}.$$

The degree of h is 1, the leading term is $-\frac{1}{5}x$, the leading coefficient is $-\frac{1}{5}$ and the constant term is $\frac{4}{5}$.
d. It may seem that we have some work ahead of us to get p in the form of Equation 3.1.1. However, it is possible to glean the information requested about p without multiplying out the entire expression $(2x-1)^3(x-2)(3x+2)$. The leading term of p will be the term which has the highest power of x. The way to get this term is to multiply the terms with the highest power of x from each factor together - in other words, the leading term of $p(x)$ is the product of the leading terms of the factors of $p(x)$. Hence, the leading term of p is $(2x)^3(x)(3x) = 24x^5$.[b] This means that the degree of p is 5 and the leading coefficient is 24. As for the constant term, we can perform a similar trick. The constant term is obtained by multiplying the constant terms from each of the factors $(-1)^3(-2)(2) = 4$.[2]

Subsection Footnotes

[1] Technically, 0^0 is an indeterminate form, which is a special case of being undefined. The authors realize this is beyond pedantry, but we wouldn't mention it if we didn't feel it was necessary.

[2] Whatever you do, please please please do not think we are saying $(2x-1)^3 = (2x)^2 - (1)^3$. This is *absolutely not true*! In fact,

$$(2x-1)^3 = (2x-1)(2x-1)(2x-1) = (2x-1)(4x^2-4x+1) = 8x^3 - 16x^2 + 6x - 1.$$

We hope you see the difference.

Applications Involving Polynomial Functions

Our next example shows how polynomials of higher-degree arise "naturally" in even the most basic geometric applications.[3]

Example 3.1.3

A box with no top is to be fashioned from a 10 inch $\times$ 12 inch piece of cardboard by cutting out congruent squares from each corner of the cardboard and then folding the resulting tabs. Let x denote the length of the side of the square which is removed from each corner (see Figure 3.1.1).



Figure 3.1.1

a. Find the volume V of the box as a function of x. Include an appropriate applied domain.
b. Use graphing technology to graph $y = V(x)$ on the domain you found in part 1 and approximate the dimensions of the box with maximum volume to two decimal places. What is the maximum volume?

Solution

a. From Geometry, we know that

$$\text{Volume} = \text{width} \times \text{height} \times \text{depth}.$$

The key is to find each of these quantities in terms of x. From the Figure 3.1.1, we see that the height of the box is x itself. The cardboard piece is initially 10 inches wide. Removing squares with a side length of x inches from each corner leaves $10 - 2x$ inches for the width.[4] As for the depth, the cardboard is initially 12 inches long, so after cutting out x inches from each side, we would have $12 - 2x$ inches remaining. As a function of x,[5] the volume is

$$V(x) = x(10 - 2x)(12 - 2x) = 4x^3 - 44x^2 + 120x.$$

To find a suitable applied domain, we note that to make a box at all we need $x > 0$. Also the shorter of the two dimensions of the cardboard is 10 inches, and since we are removing $2x$ inches from this dimension, we also require $10 - 2x > 0$ or $x < 5$. Hence, our applied domain is $0 < x < 5$.

b. Using Desmos, we see that the graph of $y = V(x)$ has a relative maximum. For $0 < x < 5$, this is also the absolute maximum. Clicking on the curve in Desmos, we find that this maximum occurs at approximately $(1.811, 96.771)$ This yields a height of $x \approx 1.81$ inches, a width of $10 - 2x \approx 6.38$ inches, and a depth of $12 - 2x \approx 8.38$ inches. The y-coordinate is the maximum volume, which is approximately 96.77 cubic inches (also written in^3).

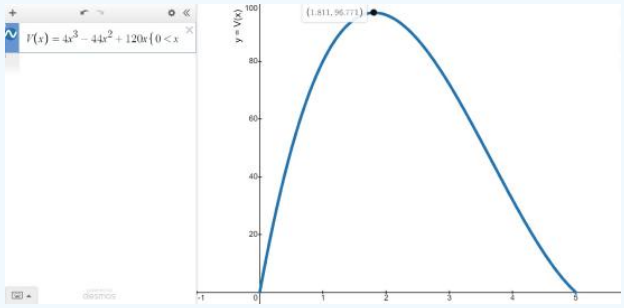


Figure 3.1.2

Subsection Footnotes

[3] We understand that "naturally" is a *very* dangerous word in Mathematics.

[4] There's no harm in taking an extra step here and making sure this makes sense. If we chopped out a 1 inch square from each side, then the width would be 8 inches, so chopping out x inches would leave $10 - 2x$ inches.

[5] When we write $V(x)$, it is in the context of function notation, not the volume V times the quantity x.

End Behavior of Monomials

In order to solve Example 3.1.3, we made good use of the graph of the polynomial $y = V(x)$, so we ought to turn our attention to graphs of polynomials in general. Figure 3.1.3 shows the graphs of $y = x^2$, $y = x^4$, and $y = x^6$, side-by-side. We have omitted the axes to allow you to see that as the exponent increases, the "bottom" becomes "flatter" and the "sides" become "steeper." If you take the the time to graph these functions by hand, you will see why.[6]

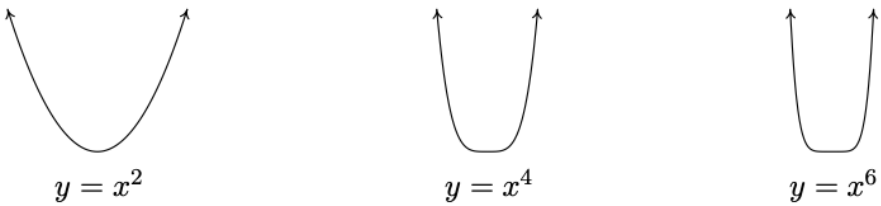


Figure 3.1.3

All of these functions are even,[7] and it is exactly because the exponent is even.[8] This symmetry is important, but we want to explore a different yet equally important feature of these functions which can be seen graphically – their **end behavior**.

The end behavior of a function is a way to describe what is happening to the function values (the y-values) as the x-values approach the "ends" of the x-axis.[9] That is, what happens to y as x becomes negatively large without bound (written $x \to -\infty$) and, on the flip side, as x becomes positively large without bound (written $x \to \infty$).

For example, given $f(x) = x^2$, as $x \to -\infty$, we imagine substituting $x = -100$, $x = -1000$, etc., into f to get $f(-100) = 10000$, $f(-1000) = 1000000$, and so on. Thus the function values are becoming larger and larger positive numbers (without bound). To describe this behavior, we write: as $x \to -\infty$, $f(x) \to \infty$. If we study the behavior of f as $x \to \infty$, we see that in this case, too, $f(x) \to \infty$. (We told you that the symmetry was important!) The same can be said for any function of the form $f(x) = x^n$ where n is an even natural number. If we generalize just a bit to include vertical scalings and reflections across the x-axis, we have the following theorem.

Theorem 3.1.1: End Behavior of $f(x) = x^n$, where n is Even

Suppose $f(x) = ax^n$ where $a \neq 0$ is a real number and n is an even natural number. The end behavior of the graph of $y = f(x)$ matches one of the following:

- for $a > 0$, as $x \to -\infty$, $f(x) \to \infty$ and as $x \to \infty$, $f(x) \to \infty$
- for $a < 0$, as $x \to -\infty$, $f(x) \to -\infty$ and as $x \to \infty$, $f(x) \to -\infty$

Graphically:

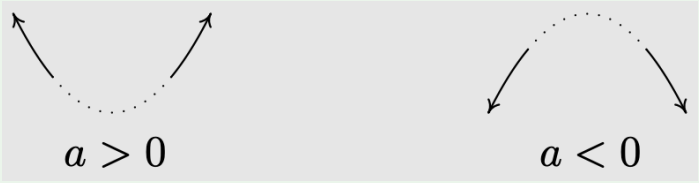


Figure 3.1.3

We now turn our attention to functions of the form $f(x) = x^n$ where $n \geq 3$ is an odd natural number. (We ignore the case when $n = 1$, since the graph of $f(x) = x$ is a line and doesn't fit the general pattern of higher-degree odd polynomials.) The graphs of $y = x^3$, $y = x^5$, and $y = x^7$ are shown in Figure 3.1.4. The "flattening" and "steepening" that we saw with the even powers presents itself here as well, and, it should come as no surprise that all of these functions are odd.[10] The end behavior of these functions is all the same, with $f(x) \to -\infty$ as $x \to -\infty$ and $f(x) \to \infty$ as $x \to \infty$.

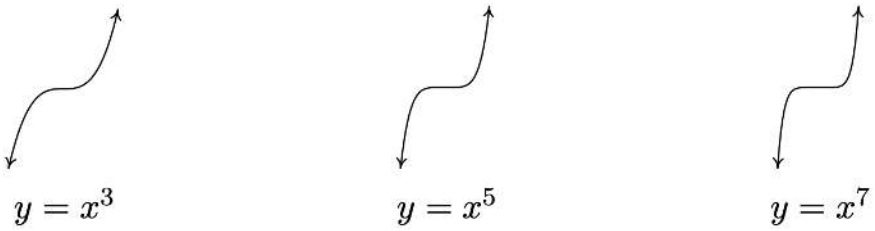


Figure 3.1.4

As with the even degreed functions we studied earlier, we can generalize their end behavior.

Theorem 3.1.2: End Behavior of $f(x) = x^n$, where n is Odd

Suppose $f(x) = ax^n$ where $a \neq 0$ is a real number and $n \geq 3$ is an odd natural number. The end behavior of the graph of $y = f(x)$ matches one of the following:

- for $a > 0$, as $x \to -\infty$, $f(x) \to -\infty$ and as $x \to \infty$, $f(x) \to \infty$
- for $a < 0$, as $x \to -\infty$, $f(x) \to \infty$ and as $x \to \infty$, $f(x) \to -\infty$

Graphically:

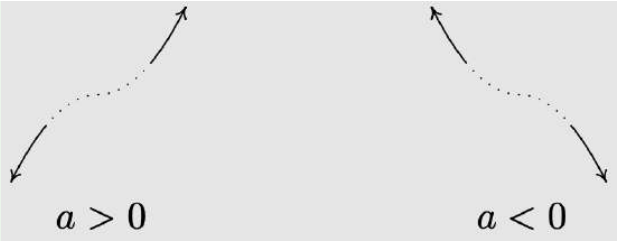


Figure 3.1.5

Subsection Footnotes

[6] Make sure you choose some x-values between -1 and 1.

[7] It's a good idea to review how to show a function is even or odd. This skill comes in very handy in calculus.

[8] Herein lies one of the possible origins of the term "even" when applied to functions.

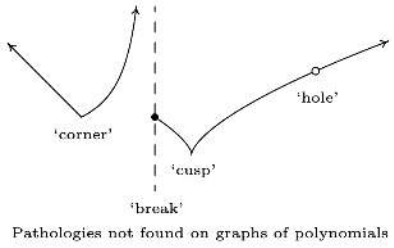
[9] Of course, there are no ends to the x-axis.

[10] And are, perhaps, the inspiration for the moniker "odd function."

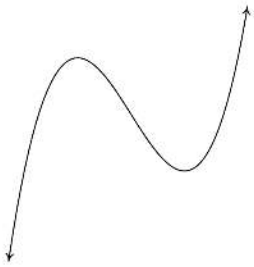
The Intermediate Value Theorem

Despite having different end behavior, all functions of the form $f(x) = ax^n$ for natural numbers n share two properties which help distinguish them from other animals in the algebra zoo: they are **continuous** and **smooth**. While these concepts are formally defined using Calculus,[11] informally, graphs of continuous functions have no "breaks" or "holes" in them, and the graphs of smooth functions have no "sharp turns." It turns out that these traits are preserved when functions are added together, so general polynomial functions inherit these qualities.

Figure $3.1.6A$ shows the graph of a function which is neither smooth nor continuous, and Figure $3.1.6B$ shows the graph of a polynomial, for comparison. The function in $3.1.6A$ fails to be continuous where it has a "break" or "hole" in the graph; everywhere else, the function is continuous. The function is continuous at the "corner" and the "cusp," but we consider these "sharp turns," so these are places where the function fails to be smooth. Apart from these four places, the function is smooth and continuous. Polynomial functions are smooth and continuous everywhere, as exhibited in Figure $3.1.6B$.



Pathologies not found on graphs of polynomials



The graph of a polynomial

Figures $3.1.6A$ (left) and $3.1.6B$ (right)

The notion of smoothness is what tells us graphically that, for example, $f(x) = |x|$, whose graph is the characteristic "$\vee$" shape, cannot be a polynomial. The notion of continuity is what allowed us to construct the sign diagram for quadratic inequalities as we did in Section 2.4. This last result is formalized in the following theorem.

Theorem 3.1.2: Intermediate Value Theorem

Suppose f is a continuous function on an interval containing $x = a$ and $x = b$ with $a < b$. If $f(a)$ and $f(b)$ have different signs, then f has at least one zero between $x = a$ and $x = b$; that is, for at least one real number c such that $a < c < b$, we have $f(c) = 0$.

The version of the Intermediate Value Theorem presented here is sometimes called the "Zero Version" due to the fact that it guarantees a continuous function that switches signs on the closed interval $[a, b]$ must have a *zero* on the open interval (a, b).

The Intermediate Value Theorem is extremely profound; it gets to the heart of what it means to be a real number, and is one of the most often used and underappreciated theorems in Mathematics. With that being said, most students see the result as common sense since it says, geometrically, that the graph of a polynomial function cannot be above the x-axis at one point and below the x-axis at another point without crossing the x-axis somewhere in between. The following example uses the Intermediate Value Theorem to establish a fact that that most students take for granted. Many students, and sadly some instructors, will find it silly.

Example 3.1.4

Use the Intermediate Value Theorem to establish that $\sqrt{2}$ is a real number.

Solution

Consider the polynomial function

$$f(x) = x^2 - 2.$$

Then $f(1) = -1$ and $f(3) = 7$. Since $f(1)$ and $f(3)$ have different signs, the Intermediate Value Theorem guarantees us a *real number* c between 1 and 3 with $f(c) = 0$. If $c^2 - 2 = 0$ then $c = \pm\sqrt{2}$. Since c is between 1 and 3, c is positive, so $c = \sqrt{2}$ and, therefore, $\sqrt{2}$ must be a real number.

Subsection Footnotes

[11] In fact, if you take Calculus, you'll find that smooth functions are automatically continuous, so that saying "polynomials are continuous and smooth" is redundant.

End Behavior of Polynomials

Our primary use of the Intermediate Value Theorem is in the construction of sign diagrams, as in Section 2.4, since it guarantees us that polynomial functions are always positive $(+)$ or always negative $(-)$ on intervals which do not contain any of its zeros. The next example illustrates the procedure.

Example 3.1.5

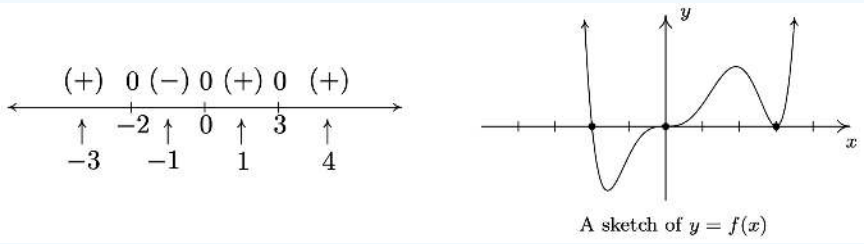
Construct a sign diagram for $f(x) = x^3(x-3)^2(x+2)\left(x^2+1\right)$. Use it to give a rough sketch of the graph of $y = f(x)$.

Solution

First, we find the zeros of f by solving $x^3(x-3)^2(x+2)\left(x^2+1\right) = 0$. We get $x = 0$, $x = 3$ and $x = -2$. (The equation $x^2 + 1 = 0$ produces no real solutions.) These three points divide the real number line into four intervals:

$$(-\infty, -2), (-2, 0), (0, 3), \text{ and } (3, \infty).$$

We select the test values $x = -3$, $x = -1$, $x = 1$ and $x = 4$, and find that $f(-3)$ is $(+)$, $f(-1)$ is $(-)$ and $f(1)$ is $(+)$ as is $f(4)$. Wherever f is $(+)$, its graph is above the x-axis; wherever f is $(-)$, its graph is below the x-axis. The x-intercepts of the graph of f are $(-2, 0)$, $(0, 0)$ and $(3, 0)$. Knowing f is smooth and continuous allows us to sketch its graph.



A sketch of $y = f(x)$

Figure 3.1.7

A couple of notes about Example 3.1.5 are in order. First, note that we purposefully did not label the y-axis in the sketch of the graph of $y = f(x)$. This is because the sign diagram gives us the zeros and the relative position of the graph - it doesn't give us any information as to how high or low the graph strays from the x-axis. Furthermore, as we have mentioned earlier in the text, without Calculus, the values of the relative maximum and minimum can only be found approximately using a calculator. If we took the time to find the leading term of f, we would find it to be x^8. Looking at the end behavior of f, we notice that it matches the end behavior of $y = x^8$. This is no accident, as we find out in the next theorem.

Theorem 3.1.3: End Behavior of Polynomial Functions

The end behavior of a polynomial $f(x) = a_n x^n + a_{n-1}x^{n-1} + \ldots + a_2 x^2 + a_1 x + a_0$ with $a_n \neq 0$ matches the end behavior of $y = a_n x^n$.

To see why Theorem 3.1.3 is true, let's first look at a specific example. Consider $f(x) = 4x^3 - x + 5$. If we wish to examine end behavior, we look to see the behavior of f as $x \to \pm\infty$. Since we're concerned with x's far down the x-axis, we are far away from $x = 0$ so can rewrite $f(x)$ for these values of x as

$$f(x) = 4x^3\left(1 - \frac{1}{4x^2} + \frac{5}{4x^3}\right)$$

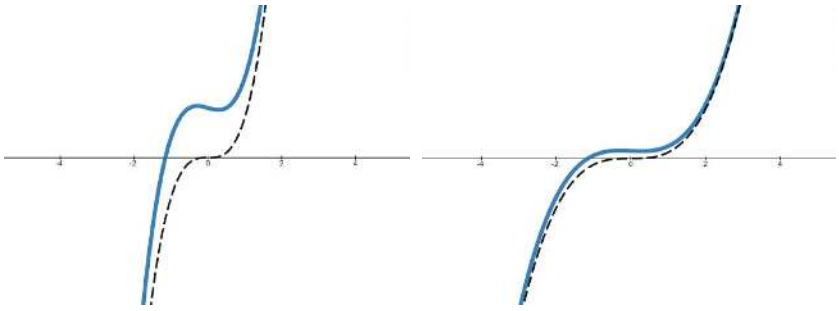
As x becomes unbounded (in either direction), the terms $\frac{1}{4x^2}$ and $\frac{5}{4x^3}$ become closer and closer to 0, as the table below indicates.

x	$\frac{1}{4x^2}$	$\frac{5}{4x^3}$
-1000	0.00000025	-0.00000000125
-100	0.000025	-0.00000125
-10	0.0025	-0.00125
10	0.0025	0.00125
100	0.000025	0.00000125
1000	0.00000025	0.00000000125

In other words, as $x \to \pm\infty$, $f(x) \approx 4x^3\,(1 - 0 + 0) = 4x^3$, which is the leading term of f. The formal proof of Theorem 3.1.3 works in much the same way. Factoring out the leading term leaves

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

As $x \to \pm\infty$, any term with an x in the denominator becomes closer and closer to 0, and we have $f(x) \approx a_n x^n$. Geometrically, Theorem 3.1.3 says that if we graph $y = f(x)$ using graphing technology, and continue to "zoom out," the graph of it and its leading term become indistinguishable. Figure 3.1.8 shows the graphs of $y = 4x^3 - x + 5$ (the solid blue line) and $y = 4x^3$ (the dashed black line) in two different windows.



Figures 3.1.8A (left) and 3.1.8B (right)

Middle Behavior of Polynomials

Let's return to the function in Example 3.1.5, $f(x) = x^3(x-3)^2(x+2)\left(x^2+1\right)$, whose sign diagram and graph are reproduced in Figure 3.1.9 below for reference. Theorem 3.1.3 tells us that the end behavior is the same as that of its leading term, x^8. This tells us that the graph of $y = f(x)$ starts and ends above the x-axis. In other words, $f(x)$ is $(+)$ as $x \to \pm\infty$, and as a result, we no longer need to evaluate f at the test values $x = -3$ and $x = 4$.

Is there a way to eliminate the need to evaluate f at the other test values? What we would really need to know is how the function behaves near its zeros - does it cross through the x-axis at these points, as it does at $x = -2$ and $x = 0$, or does it simply touch and rebound like it does at $x = 3$. From the sign diagram, the graph of f will cross the x-axis whenever the signs on either side of the zero switch (like they do at $x = -2$ and $x = 0$); it will touch when the signs are the same on either side of the zero (as is the case with $x = 3$). What we need to determine is the reason behind whether or not the sign change occurs.

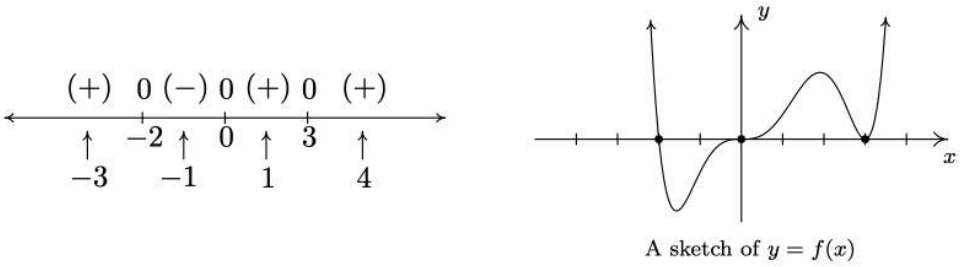


Figure 3.1.9

Fortunately, f was given to us in factored form: $f(x) = x^3(x-3)^2(x+2)$. When we attempt to determine the sign of $f(-4)$, we are attempting to find the sign of the number $(-4)^3(-7)^2(-2)$, which works out to be $(-)(+)(-)$ which is $(+)$. If we move to the other side of $x = -2$, and find the sign of $f(-1)$, we are determining the sign of $(-1)^3(-4)^2(+1)$, which is $(-)(+)(+)$ which gives us the $(-)$. Notice that signs of the first two factors in both expressions are the same in $f(-4)$ and $f(-1)$. The only factor which switches sign is the third factor, $(x+2)$, precisely the factor which gave us the zero $x = -2$. If we move to the other side of 0 and look closely at $f(1)$, we get the sign pattern $(+1)^3(-2)^2(+3)$ or $(+)(+)(+)$ and we note that, once again, going from $f(-1)$ to $f(1)$, the only factor which changed sign was the first factor, x^3, which corresponds to the zero $x = 0$. Finally, to find $f(4)$, we substitute to get $(+4)^3(+2)^2(+5)$ which is $(+)(+)(+)$ or $(+)$. The sign didn't change for the middle factor $(x-3)^2$. Even though this is the factor which corresponds to the zero $x = 3$, the fact that the quantity is *squared* kept the sign of the middle factor the same on either side of 3.

If we look back at the exponents on the factors $(x+2)$ and x^3, we see that they are both odd, so as we substitute values to the left and right of the corresponding zeros, the signs of the corresponding factors change which results in the sign of the function value changing. This is the key to the behavior of the function near the zeros. We need a definition and then a theorem.

Definition: Multiplicity

Suppose f is a polynomial function and m is a natural number. If $(x-c)^m$ is a factor of $f(x)$ but $(x-c)^{m+1}$ is not, then we say $x = c$ is a zero of **multiplicity** m.

Hence, rewriting

$$f(x) = x^3(x-3)^2(x+2)$$

as

$$f(x) = (x-0)^3(x-3)^2(x-(-2))^1,$$

we see that $x = 0$ is a zero of multiplicity 3, $x = 3$ is a zero of multiplicity 2 and $x = -2$ is a zero of multiplicity 1.

Theorem 3.1.4: Basic Behavior of a Polynomial Graph Near a Zero of Multiplicity m

Suppose f is a polynomial function and $x = c$ is a zero of multiplicity m.

- If m is even, the graph of $y = f(x)$ touches and rebounds from the x-axis at $(c, 0)$.
- If m is odd, the graph of $y = f(x)$ crosses through the x-axis at $(c, 0)$.

Example 3.1.6

Determine the zeros, their associated multiplicities, and the basic behavior for the function near the zeros if

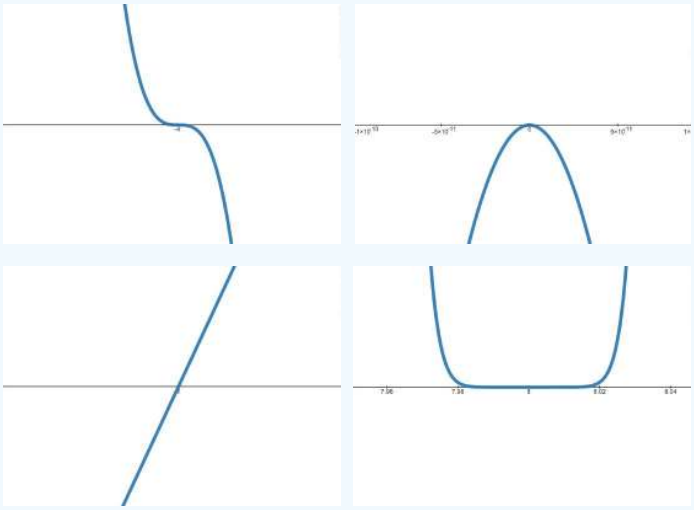
$$f(x) = 3x^2(x-2)(x+4)^3(x-8)^{10}.$$

Solution

Luckily, f has already been "prefactored" for us. Making a table of the zeros, their associated multiplicities, and the corresponding behavior of the graph at those zeros, we get

Zero	Multiplicity	Basic Behavior
-4	3	crosses
0	2	bounces
2	1	crosses
8	10	bounces

The graph of $f(x)$ near each zero is shown in Figure 3.1.9.



Figures 3.1.9A(upper left), 3.1.9B(upper right), 3.1.9C(lower left), and 3.1.9D(lower right)
Zoomed in views of the zeros at $x = -4$, $x = 0$, $x = 2$, and $x = 8$, respectively.

Looking at Figure 3.1.9 in Example 3.1.6, we can see that there is more to "local behavior" near the zero of a function than just "crossing" or "bouncing." The following theorem completes our investigation into the graphs of polynomials.

Theorem 3.1.5: Exact Behavior of a Polynomial Graph Near a Zero of Multiplicity m

Suppose f is a polynomial function and $x = c$ is a zero of multiplicity m. The "local behavior" of the graph of f near $x = c$ is that of either $y = (x-c)^m$ or $y = -(x-c)^m$.

Determining if it is $+$ or $-$ in the equation $y = \pm(x-c)^m$ comes from starting the graph of the function. An example is very useful here.

Example 3.1.7

Determine the zeros, their associated multiplicities, and the exact behavior for the function near the zeros if

$$f(x) = 3x^2(x-2)(x+4)^3(x-8)^{10}$$

Solution

We first note that the overall degree of this polynomial is $2+1+3+10=16$, which is even. Moreover, the leading coefficient would be positive (in fact, it would be $+3$). These two pieces of information alone tell us that $f(x)\to\infty$ as $x\to\pm\infty$.

The zeros for the polynomial are $x=0$ (multiplicity 2), $x=2$ (multiplicity 1), $x=-4$ (multiplicity 3), and $x=8$ (multiplicity 10); however, listing these in numerical order will be helpful, so we begin our table.

Zero	Multiplicity	Behavior
-4	3	
0	2	
2	1	
8	10	

We then use the multiplicities to fill in the "exact" behavior.

Zero	Multiplicity	Behavior
-4	3	$(x+4)^3$
0	2	x^2
2	1	$x-2$
8	10	$(x-8)^{10}$

Notice that I don't list whether the local behavior is like $+(x-c)^m$ or $-(x-c)^m$. This is because that behavior will show itself during the graphing process naturally. The following animation displays the graphing behavior from left-to-right.

Sketching Graphs of Polynomials

We have finally arrived at our goal - to accurately graph a polynomial function.[12] Our last example shows how end behavior and multiplicity allow us to sketch a decent graph without appealing to a sign diagram.

Example 3.1.8

Sketch the graph of $f(x)=-3.1(2x-1)^5(x+1)^2$ using end behavior and the multiplicity of its zeros.

Solution

The end behavior of the graph of f will match that of its leading term. To find the leading term, we multiply by the leading terms of each factor to get $(-3.1)(2x)(x)^2 = -6.2x^3$.[13] This tells us that the graph will start above the x-axis, in Quadrant II, and finish below the x-axis, in Quadrant IV.

Next, we find the zeros of f. Fortunately for us, f is factored.[14] Listing the zeros, their multiplicities, and their local behaviors, we get the following table.

Zero	Multiplicity	Behavior
-1	2	$(x+1)^2$
$\frac{1}{2}$	5	$\left(x-\frac{1}{2}\right)^5$

Though we're not asked to, we can find the y-intercept by finding $f(0) = -3.1(2(0)-1)^5(0+1)^2 = 3.1$. Thus $(0, 3.1)$ is an additional point on the graph.[15] Putting this together gives us the graph in Figure 3.1.10

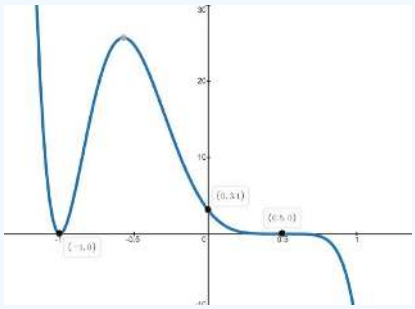


Figure 3.1.10

Subsection Footnotes

[12] In reality, we still need Calculus to determine where the maximums and minimums occur, but we have developed everything we can *without* the use of Calculus to get a fairly decent sketch.

[13] In truth, there is no need to worry about the 3.1 or 2 in this product. The important part is the *sign*.

[14] Obtaining the factored form of a polynomial is the main focus of the next few sections.

[15] Finding the y-intercept in polynomial functions can either be simple (if the powers are low enough), or disastrously horrid (if the powers are large). You need to develop an intuitive sense of when finding the y-intercept is fruitful. Often, it's much better to just find the *sign* of the y-intercept so you can check that your polynomial graph is properly oriented.

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3.1E: Exercises

Exercises

In Exercises 1 - 10, find the degree, the leading term, the leading coefficient, the constant term and the end behavior of the given polynomial.

1. $f(x) = 4 - x - 3x^2$
2. $g(x) = 3x^5 - 2x^2 + x + 1$
3. $q(r) = 1 - 16r^4$
4. $Z(b) = 42b - b^3$
5. $f(x) = \sqrt{3}x^{17} + 22.5x^{10} - \pi x^7 + \frac{1}{3}$
6. $s(t) = -4.9t^2 + v_0 t + s_0$
7. $P(x) = (x-1)(x-2)(x-3)(x-4)$
8. $p(t) = -t^2(3-5t)(t^2+t+4)$
9. $f(x) = -2x^3(x+1)(x+2)^2$
10. $G(t) = 4(t-2)^2\left(t+\frac{1}{2}\right)$

In Exercises 11 - 20, find the real zeros of the given polynomial and their corresponding multiplicities. Use this information along with a sign chart to provide a rough sketch of the graph of the polynomial. Compare your answer with the result from a graphing utility.

11. $a(x) = x(x+2)^2$
12. $g(x) = x(x+2)^3$
13. $f(x) = -2(x-2)^2(x+1)$
14. $g(x) = (2x+1)^2(x-3)$
15. $F(x) = x^3(x+2)^2$
16. $P(x) = (x-1)(x-2)(x-3)(x-4)$
17. $Q(x) = (x+5)^2(x-3)^4$
18. $h(x) = x^2(x-2)^2(x+2)^2$
19. $H(t) = (3-t)(t^2+1)$
20. $Z(b) = b(42-b^2)$

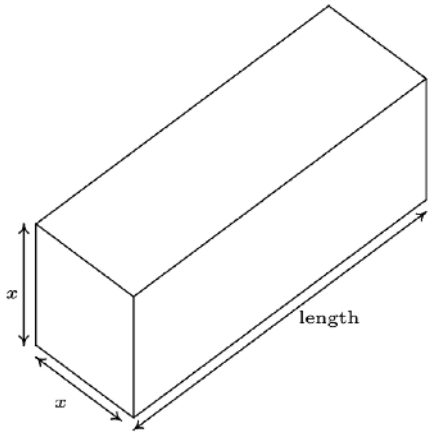
In Exercises 21 - 26, given the pair of functions f and g, sketch the graph of $y = g(x)$ by starting with the graph of $y = f(x)$ and using transformations. Track at least three points of your choice through the transformations. State the domain and range of g.

21. $f(x) = x^3$, $g(x) = (x+2)^3 + 1$
22. $f(x) = x^4$, $g(x) = (x+2)^4 + 1$
23. $f(x) = x^4$, $g(x) = 2 - 3(x-1)^4$
24. $f(x) = x^5$, $g(x) = -x^5 - 3$
25. $f(x) = x^5$, $g(x) = (x+1)^5 + 10$
26. $f(x) = x^6$, $g(x) = 8 - x^6$
27. Use the Intermediate Value Theorem to prove that $f(x) = x^3 - 9x + 5$ has a real zero in each of the following intervals: $[-4, -3]$, $[0, 1]$and $[2, 3]$.
28. Rework Example 3.1.3 assuming the box is to be made from an 8.5 inch by 11 inch sheet of paper. Using scissors and tape, construct the box. Are you surprised?

In Exercises 29 - 31, suppose the revenue R, in *thousands* of dollars, from producing and selling x *hundred* LCD TVs is given by $R(x) = -5x^3 + 35x^2 + 155x$ for $0 \leq x \leq 10.07$.

29. Use a graphing utility to graph $y = R(x)$ and determine the number of TVs which should be sold to maximize revenue. What is the maximum revenue?
30. Assume that the cost, in *thousands* of dollars, to produce x *hundred* LCD TVs is given by $C(x) = 200x + 25$ for $x \geq 0$. Find and simplify an expression for the profit function $P(x)$. (Remember: Profit = Revenue - Cost.)
31. Use a graphing utility to graph $y = P(x)$ and determine the number of TVs which should be sold to maximize profit. What is the maximum profit?

32. While developing their newest game, Sasquatch Attack!, the makers of the PortaBoy (from Example 2.1.5) revised their cost function and now use $C(n) = .03n^3 - 4.5n^2 + 225n + 250$, for $n \geq 0$. As before, $C(n)$ is the cost to make n PortaBoy Game Systems. Market research indicates that the demand function $p(x) = -1.5n + 250$ remains unchanged. Use graphing technology to find the production level n that maximizes the *profit* made by producing and selling n PortaBoy game systems.
33. According to US Postal regulations, a rectangular shipping box must satisfy the inequality "Length + Girth $\leq$ 130 inches" for Parcel Post and "Length + Girth $\leq$ 108 inches" for other services. Let's assume we have a closed rectangular box with a square face of side length x as drawn below. The length is the longest side and is clearly labeled. The girth is the distance around the box in the other two dimensions so in our case it is the sum of the four sides of the square, $4x$.
    a. Assuming that we'll be mailing a box via Parcel Post where Length + Girth = 130 inches, express the length of the box in terms of x and then express the volume V of the box in terms of x.
    b. Find the dimensions of the box of maximum volume that can be shipped via Parcel Post.
    c. Repeat parts 33a and 33b if the box is shipped using "other services".



34. [OMITTED]
35. [OMITTED]
36. Show that the end behavior of a linear function $f(x) = mx + b$ is as it should be according to the results we've established in the section for polynomials of odd degree. (That is, show that the graph of a linear function is "up on one side and down on the other" just like the graph of $y = a_n x^n$ for odd numbers n.)
37. There is one subtlety about the role of multiplicity that we need to discuss further; specifically we need to see 'how' the graph crosses the x-axis at a zero of odd multiplicity. In the section, we deliberately excluded the function $f(x) = x$ from the discussion of the end behavior of $f(x) = x^n$ for odd numbers n and we said at the time that it was due to the fact that $f(x) = x$ didn't fit the pattern we were trying to establish. You just showed in the previous exercise that the end behavior of a linear function behaves like every other polynomial of odd degree, so what doesn't $f(x) = x$ do that $g(x) = x^3$ does? It's the 'flattening' for values of x near zero. It is this local behavior that will distinguish between a zero of multiplicity 1 and one of higher odd multiplicity. Look again closely at the graphs of $a(x) = x(x+2)^2$ and $F(x) = x^3(x+2)^2$ from Exercise 3.1.1. Discuss with your classmates how the graphs are fundamentally different at the origin. It might help to use graphing technology to zoom in on the origin to see the different crossing behavior. Also compare the behavior of $a(x) = x(x+2)^2$ to that of $g(x) = x(x+2)^3$ near the point $(-2, 0)$. What do you predict will happen at the zeros of $f(x) = (x-1)(x-2)^2(x-3)^3(x-4)^4(x-5)^5$?
38. Here are a few other questions for you to discuss with your classmates.
    a. How many local extrema could a polynomial of degree n have? How few local extrema can it have?
    b. Could a polynomial have two local maxima but no local minima?
    c. If a polynomial has two local maxima and two local minima, can it be of odd degree? Can it be of even degree?
    d. Can a polynomial have local extrema without having any real zeros?
    e. Why must every polynomial of odd degree have at least one real zero?
    f. Can a polynomial have two distinct real zeros and no local extrema?
    g. Can an x-intercept yield a local extrema? Can it yield an absolute extrema?
    h. If the y-intercept yields an absolute minimum, what can we say about the degree of the polynomial and the sign of the leading coefficient?

Answers

1. $f(x) = 4 - x - 3x^2$
   Degree 2
   Leading term $-3x^2$
   Leading coefficient -3
   Constant term 4
   As $x \to -\infty,\ f(x) \to -\infty$
   As $x \to \infty,\ f(x) \to -\infty$
2. $g(x) = 3x^5 - 2x^2 + x + 1$
   Degree 5
   Leading term $3x^5$
   Leading coefficient 3
   Constant term 1
   As $x \to -\infty,\ g(x) \to -\infty$
   As $x \to \infty,\ g(x) \to \infty$
3. $q(r) = 1 - 16r^4$
   Degree 4
   Leading term $-16r^4$
   Leading coefficient -16
   Constant term 1
   As $r \to -\infty,\ q(r) \to -\infty$
   As $r \to \infty,\ q(r) \to -\infty$
4. $Z(b) = 42b - b^3$
   Degree 3
   Leading term $-b^3$
   Leading coefficient -1
   Constant term 0
   As $b \to -\infty,\ Z(b) \to \infty$
   As $b \to \infty,\ Z(b) \to -\infty$
5. $f(x) = \sqrt{3}x^{17} + 22.5x^{10} - \pi x^7 + \frac{1}{3}$
   Degree 17
   Leading term $\sqrt{3}x^{17}$
   Leading coefficient $\sqrt{3}$
   Constant term $\frac{1}{3}$
   As $x \to -\infty,\ f(x) \to -\infty$
   As $x \to \infty,\ f(x) \to \infty$
6. $s(t) = -4.9t^2 + v_0t + s_0$
   Degree 2
   Leading term $-4.9t^2$
   Leading coefficient -4.9
   Constant term s_0
   As $t \to -\infty,\ s(t) \to -\infty$
   As $t \to \infty,\ s(t) \to -\infty$
7. $P(x) = (x-1)(x-2)(x-3)(x-4)$
   Degree 4
   Leading term x^4
   Leading coefficient 1
   Constant term 24

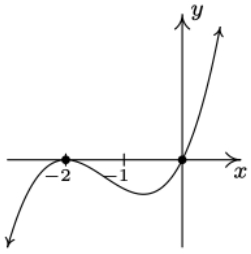
As $x \to -\infty,\ P(x) \to \infty$
As $x \to \infty,\ P(x) \to \infty$

8. $p(t) = -t^2(3-5t)(t^2+t+4)$
   Degree 5
   Leading term $5t^5$
   Leading coefficient 5
   Constant term 0
   As $t \to -\infty,\ p(t) \to -\infty$
   As $t \to \infty,\ p(t) \to \infty$

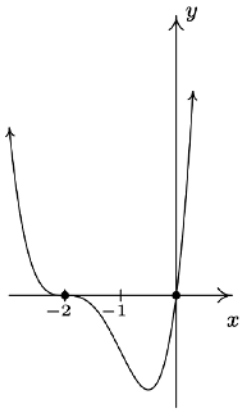
9. $f(x) = -2x^3(x+1)(x+2)^2$
   Degree 6
   Leading term $-2x^6$
   Leading coefficient -2
   Constant term 0
   As $x \to -\infty,\ f(x) \to -\infty$
   As $x \to \infty,\ f(x) \to -\infty$

10. $G(t) = 4(t-2)^2\left(t+\frac{1}{2}\right)$
    Degree 3
    Leading term $4t^3$
    Leading coefficient 4
    Constant term 8
    As $t \to -\infty,\ G(t) \to -\infty$
    As $t \to \infty,\ G(t) \to \infty$

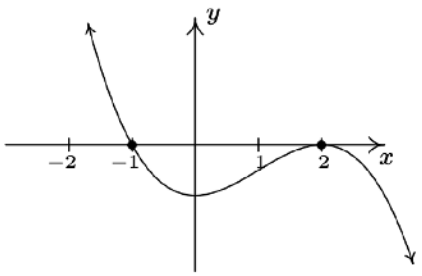
11. $a(x) = x(x+2)^2$
    $x = 0$ multiplicity 1
    $x = -2$ multiplicity 2



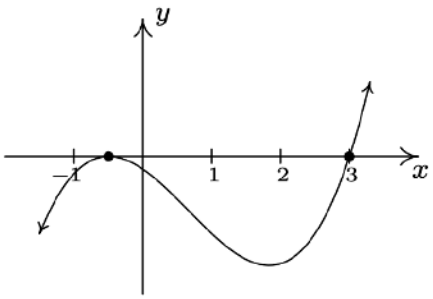
12. $g(x) = x(x+2)^3$
    $x = 0$ multiplicity 1
    $x = -2$ multiplicity 3



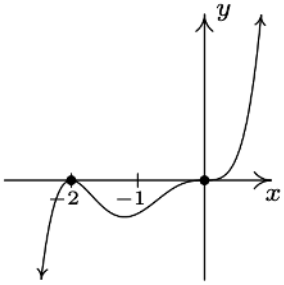
13. $f(x) = -2(x-2)^2(x+1)$
    $x = 2$ multiplicity 2
    $x = -1$ multiplicity 1



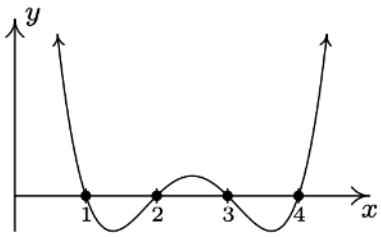
14. $g(x) = (2x+1)^2(x-3)$
    $x = -\frac{1}{2}$ multiplicity 2
    $x = 3$ multiplicity 1



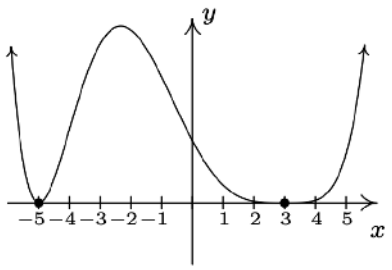
15. $F(x) = x^3(x+2)^2$
    $x = 0$ multiplicity 3
    $x = -2$ multiplicity 2



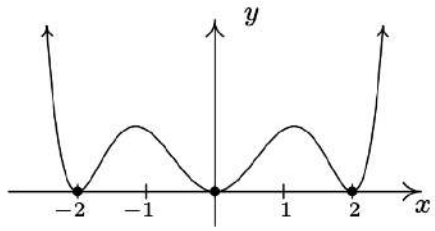
16. $P(x) = (x-1)(x-2)(x-3)(x-4)$
    $x = 1$ multiplicity 1
    $x = 2$ multiplicity 1
    $x = 3$ multiplicity 1
    $x = 4$ multiplicity 1



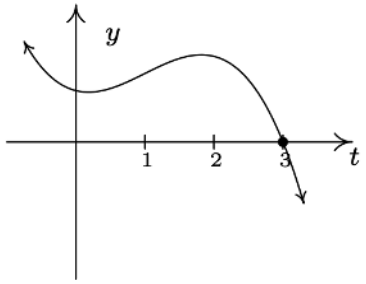
17. $Q(x) = (x+5)^2(x-3)^4$
    $x = -5$ multiplicity 2
    $x = 3$ multiplicity 4



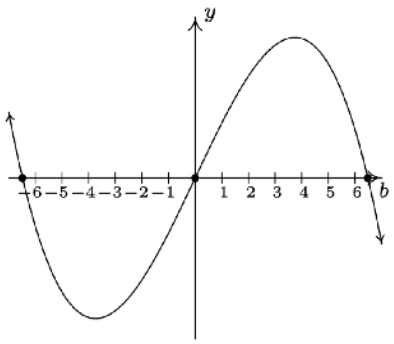
18. $f(x) = x^2(x-2)^2(x+2)^2$
    $x = -2$ multiplicity 2
    $x = 0$ multiplicity 2
    $x = 2$ multiplicity 2



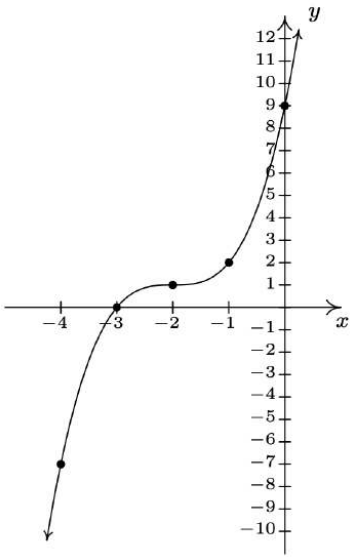
19. $H(t) = (3-t)\left(t^2+1\right)$
    $x = 3$ multiplicity 1



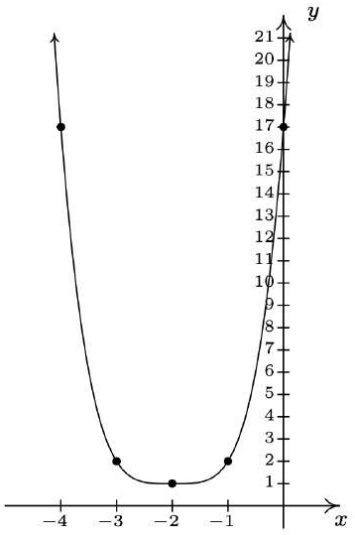
20. $Z(b) = b(42-b^2)$
    $b = -\sqrt{42}$ multiplicity 1
    $b = 0$ multiplicity 1
    $b = \sqrt{42}$ multiplicity 1



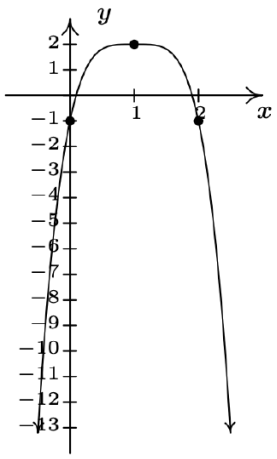
21. $g(x) = (x+2)^3 + 1$
domain: $(-\infty, \infty)$
range: $(-\infty, \infty)$



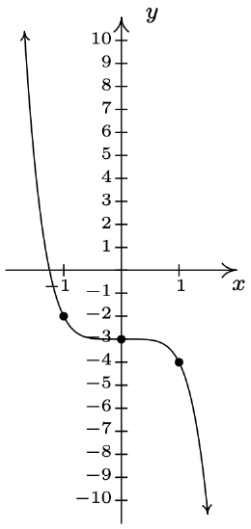
22. $g(x) = (x+2)^4 + 1$
domain: $(-\infty, \infty)$
range: $[1, \infty)$



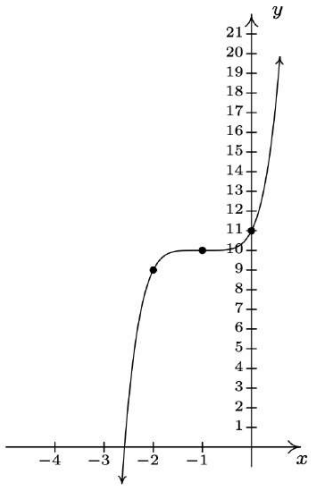
23. $g(x) = 2 - 3(x-1)^4$
domain: $(-\infty, \infty)$
range: $(-\infty, 2]$



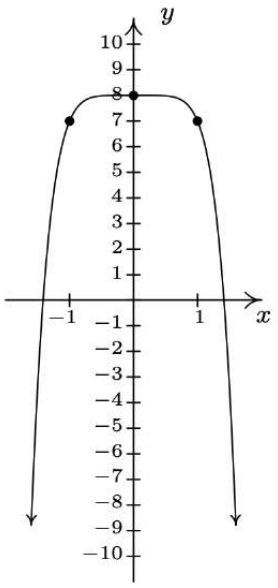
24. $g(x) = -x^5 - 3$
domain: $(-\infty, \infty)$
range: $(-\infty, \infty)$



25. $g(x) = (x+1)^5 + 10$
domain: $(-\infty, \infty)$
range: $(-\infty, \infty)$



26. $g(x) = 8 - x^6$
domain: $(-\infty, \infty)$
range: $(-\infty, 8]$



27. We have $f(-4) = -23,\ f(-3) = 5,\ f(0) = 5,\ f(1) = -3,\ f(2) = -5$ and $f(3) = 5$ so the Intermediate Value Theorem tells us that $f(x) = x^3 - 9x + 5$ has real zeros in the intervals $[-4, -3], [0, 1]$ and $[2, 3]$.
28. $V(x) = x(8.5 - 2x)(11 - 2x) = 4x^3 - 39x^2 + 93.5x$, $0 < x < 4.25$. Volume is maximized when $x \approx 1.58$, so the dimensions of the box with maximum volume are: height $\approx$ 1.58 inches, width $\approx$ 5.34 inches, and depth $\approx$ 7.84 inches. The maximum volume is $\approx$ 66.15 cubic inches.
29. The calculator gives the location of the absolute maximum (rounded to three decimal places) as $x \approx 6.305$ and $y \approx 1115.417$. Since x represents the number of TVs sold in hundreds, $x = 6.305$ corresponds to 630.5 TVs. Since we can't sell half of a TV, we compare $R(6.30) \approx 1115.415$ and $R(6.31) \approx 1115.416$, so selling 631 TVs results in a (slightly) higher revenue. Since y represents the revenue in *thousands* of dollars, the maximum revenue is $\$1{,}115{,}416$
30. $P(x) = R(x) - C(x) = -5x^3 + 35x^2 - 45x - 25$, $0 \le x \le 10.07$.
31. The calculator gives the location of the absolute maximum (rounded to three decimal places) as $x \approx 3.897$ and $y \approx 35.255$. Since x represents the number of TVs sold in hundreds, $x = 3.897$ corresponds to 389.7 TVs. Since we can't sell 0.7 of a TV, we compare $P(3.89) \approx 35.254$ and $P(3.90) \approx 35.255$, so selling 390 TVs results in a (slightly) higher revenue. Since y represents the revenue in *thousands* of dollars, the maximum revenue is $\$35{,}255$.
32. Making and selling 71 PortaBoys yields a maximized profit of $5910.67.
33. a. Our ultimate goal is to maximize the volume, so we'll start with the maximum Length + Girth of 130. This means the length is $130 - 4x$. The volume of a rectangular box is always length $\times$ width $\times$ height so we get $V(x) = x^2(130 - 4x) = -4x^3 + 130x^2$.
    b. Graphing $y = V(x)$ on $[0, 33] \times [0, 21000]$ shows a maximum at $(21.67, 20342.59)$ so the dimensions of the box with maximum volume are $21.67\text{in.} \times 21.67\text{in.} \times 43.32\text{in.}$ for a volume of 20342.59in.^3.
    c. If we start with Length + Girth $= 108$ then the length is $108 - 4x$ and the volume is $V(x) = -4x^3 + 108x^2$. Graphing $y = V(x)$ on $[0, 27] \times [0, 11700]$ shows a maximum at $(18.00, 11664.00)$ so the dimensions of the box with maximum volume are $18.00\text{in.} \times 18.00\text{in.} \times 36\text{in.}$ for a volume of 11664.00in.^3. (Calculus will confirm that the measurements which maximize the volume are 18in. by 18in. by 36in., however, as I'm sure you are aware by now, we treat all calculator results as approximations and list them as such.)
34. [OMITTED]
35. [OMITTED]

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3.2: The Factor and Remainder Theorems

Math 370 Learning Objectives

- Use the Remainder and Factor Theorems, possibly with synthetic division, to find the real roots/zeros of polynomials.
- Use the Factor Theorem to factor a polynomial into the product of linear and irreducible quadratic factors.
- Use the Remainder and Factor Theorems, possibly with synthetic division, to determine the value of a polynomial.
- Use synthetic division to find the remainder when a polynomial is divided by a linear expression.

Introduction to the Remainder and Factor Theorems

Suppose we wish to find the zeros of

$$f(x) = x^3 + 4x^2 - 5x - 14.$$

Setting $f(x) = 0$ results in the polynomial equation $x^3 + 4x^2 - 5x - 14 = 0$. Despite all of the factoring techniques we learned in Intermediate Algebra, this equation foils us at every turn. If we graph f using Desmos, we get the graph in Figure 3.2.1.

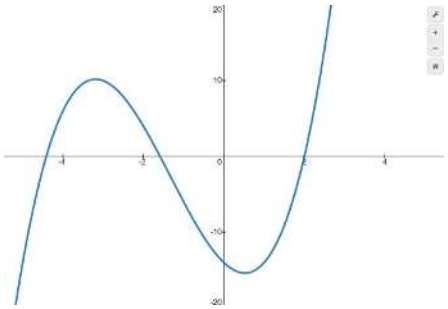


Figure 3.2.1

The graph suggests that the function has three zeros, one of which is $x = 2$. It's easy to show that $f(2) = 0$, but the other two zeros seem to be less friendly. Even though we could click on the curve in Desmos to find decimal approximations for these, we seek an analytical method (a method by hand) to find the remaining zeros exactly.

Since f is a polynomial function and $f(2) = 0$, it should seem realistic that $(x - 2)$ is a factor of f. That is, if $x = 2$ is a zero, it seems that there should be a factor of $(x - 2)$ lurking around in the factorization of $f(x)$. Therefore, we should expect that $x^3 + 4x^2 - 5x - 14 = (x - 2)q(x)$, where $q(x)$ is some other polynomial. How could we find such a $q(x)$, if it even exists? The answer comes from our old friend, polynomial division. Dividing $x^3 + 4x^2 - 5x - 14$ by $x - 2$ gives

$$\begin{array}{rr|l} & x^2 + 6x + 7 & \\ \hline x-2 & x^3 + 4x^2 - 5x - 14 & \\ & -(x^3 - 2x^2) & \\ \hline & 6x^2 - 5x & \\ & -(6x^2 - 12x) & \\ \hline & 7x - 14 & \\ & -(7x - 14) & \\ \hline & 0 & \end{array}$$

Thus,

$$\frac{x^3 + 4x^2 - 5x - 14}{x - 2} = x^2 + 6x + 7.$$

This means $x^3 + 4x^2 - 5x - 14 = (x - 2)\left(x^2 + 6x + 7\right)$, so to find the zeros of f, we now solve $(x - 2)\left(x^2 + 6x + 7\right) = 0$. We get $x - 2 = 0$ (which gives us our known zero, $x = 2$) as well as $x^2 + 6x + 7 = 0$. The latter

doesn't factor nicely, so we apply the Quadratic Formula to get $x = -3 \pm \sqrt{2}$. The point of this section is to generalize the technique applied here. First up is a friendly reminder of what we can expect when we divide polynomials.

Theorem 3.2.1: Division Algorithm

Suppose $d(x)$ and $p(x)$ are nonzero polynomials where the degree of p is greater than or equal to the degree of d. There exist two unique polynomials, $q(x)$ and $r(x)$, such that $p(x) = d(x)q(x) + r(x)$, where either $r(x) = 0$ or the degree of r is strictly less than the degree of d.

All the polynomials in Theorem 3.2.1 have special names. The polynomial p is called the **dividend**; d is the **divisor**; q is the **quotient**; r is the **remainder**. If $r(x) = 0$ then d is called a **factor** of p.

The proof of Theorem 3.2.1 is usually relegated to a course in Abstract Algebra, but we can still use the result to establish two important facts which are the basis of the rest of the chapter.

Theorem 3.2.2: Remainder Theorem

Suppose p is a polynomial of degree at least 1 and c is a real number. When $p(x)$ is divided by $x - c$ the remainder is $p(c)$.

Proof

When a polynomial is divided by $x - c$, the remainder is either 0 or has degree less than the degree of $x - c$. Since $x - c$ is degree 1, the degree of the remainder must be 0, which means the remainder is a constant. Hence, in either case, $p(x) = (x - c)q(x) + r$, where r, the remainder, is a real number, possibly 0. It follows that

$$p(c) = (c - c)q(c) + r = 0 \cdot q(c) + r = r,$$

so we get $r = p(c)$ as required.

There is one last "low hanging fruit" to collect which we present below.

Theorem 3.2.3: Factor Theorem

Suppose p is a nonzero polynomial. The real number c is a zero of p if and only if $(x - c)$ is a factor of $p(x)$.

Proof

If $(x - c)$ is a factor of $p(x)$, this means $p(x) = (x - c)q(x)$ for some polynomial q. Hence, $p(c) = (c - c)q(c) = 0$, so c is a zero of p. Conversely, if c is a zero of p, then $p(c) = 0$. In this case, The Remainder Theorem tells us the remainder when $p(x)$ is divided by $(x - c)$, namely $p(c)$, is 0, which means $(x - c)$ is a factor of p.

What we have established is the fundamental connection between zeros of polynomials and factors of polynomials.

Synthetic Division

Of the things the Factor Theorem tells us, the most pragmatic is that we had better find a more efficient way to divide polynomials by quantities of the form $x - c$. Fortunately, people like Ruffini and Horner have already blazed this trail. Let's take a closer look at the long division we performed at the beginning of the section and try to streamline it. First off, let's change all of the subtractions into additions by distributing through the negative signs.

$$
\begin{array}{rl}
 & x^2 + 6x + 7 \\
\cline{2-2}
x-2 \;\big) & x^3 + 4x^2 - 5x - 14 \\
 & \underline{-x^3 + 2x^2} \\
 & 6x^2 - 5x \\
 & \underline{-6x^2 + 12x} \\
 & 7x - 14 \\
 & \underline{-7x + 14} \\
 & 0
\end{array}
$$

Next, observe that the terms $-x^3$, $-6x^2$ and $-7x$ are the exact opposite of the terms above them.

$$
\begin{array}{rl}
 & x^2 + 6x + 7 \\
\cline{2-2}
x-2 \;\big) & x^3 + 4x^2 - 5x - 14 \\
 & \underline{\boxed{-x^3} + 2x^2} \\
 & 6x^2 - 5x \\
 & \underline{\boxed{-6x^2} + 12x} \\
 & 7x - 14 \\
 & \underline{\boxed{-7x} + 14} \\
 & 0
\end{array}
$$

The algorithm we use ensures this is always the case, so we can omit them without losing any information. Also note that the terms we "bring down" (namely the $-5x$ and -14) aren't really necessary to recopy, so we omit them, too.

$$
\begin{array}{rl}
 & x^2 + 6x + 7 \\
\cline{2-2}
x-2 \;\big) & x^3 + 4x^2 - 5x - 14 \\
 & \underline{ 2x^2} \\
 & 6x^2 \\
 & \underline{ 12x} \\
 & 7x \\
 & \underline{ 14} \\
 & 0
\end{array}
$$

Now, let's move things up a bit and, for reasons which will become clear in a moment, copy the x^3 into the last row.

$$
\begin{array}{rl}
 & x^2 + 6x + 7 \\
\cline{2-2}
x-2 \;\big) & x^3 + 4x^2 - 5x - 14 \\
 & \underline{ 2x^2 12x} \\
x^3 & 6x^2 7x 0
\end{array}
$$

Note that by arranging things in this manner, each term in the last row is obtained by adding the two terms above it. Notice also that the quotient polynomial can be obtained by dividing each of the first three terms in the last row by x and adding the results. If you take the time to work back through the original division problem, you will find that this is exactly the way we determined the quotient polynomial. This means that we no longer need to write the quotient polynomial down, nor the x in the divisor, to determine our answer.

$$
\begin{array}{r|l}
\underline{-2} & x^3 + 4x^2 - 5x - 14 \\
 & \underline{ 2x^2 12x} \\
 & x^3 6x^2 7x 0
\end{array}
$$

We've streamlined things quite a bit so far, but we can still do more. Let's take a moment to remind ourselves where the $2x^2$, $12x$ and 14 came from in the second row. Each of these terms was obtained by multiplying the terms in the quotient, x^2, $6x$ and 7, respectively, by the -2 in $x-2$, then by -1 when we changed the subtraction to addition. Multiplying by -2 then by -1 is the same as multiplying by 2, so we replace the -2 in the divisor by 2. Furthermore, the coefficients of the quotient polynomial match the coefficients of the first three terms in the last row, so we now take the plunge and write only the coefficients of the terms to get

$$\begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & & 2 & 12 & 14 \\ \hline & 1 & 6 & 7 & 0 \end{array}$$

We have constructed a synthetic division tableau for this polynomial division problem. Let's rework our division problem using this tableau to see how it greatly streamlines the division process. To divide $x^3+4x^2-5x-14$ by $x-2$, we write 2 in the place of the divisor and the coefficients of $x^3+4x^2-5x-14$ in for the dividend. Then "bring down" the first coefficient of the dividend.

$$\begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \end{array} \qquad \begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & \downarrow & & & \\ \hline & 1 & & & \end{array}$$

Next, take the 2 from the divisor and multiply by the 1 that was "brought down" to get 2. Write this underneath the 4, then add to get 6.

$$\begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & \downarrow & & & \\ \hline & 1 & & & \end{array} \qquad \begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & \downarrow & 2 & & \\ \hline & 1 & 6 & & \end{array}$$

Now take the 2 from the divisor times the 6 to get 12, and add it to the -5 to get 7.

$$\begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & \downarrow & 2 & & \\ \hline & 1 & 6 & & \end{array} \qquad \begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & \downarrow & 2 & 12 & \\ \hline & 1 & 6 & 7 & \end{array}$$

Finally, take the 2 in the divisor times the 7 to get 14, and add it to the -14 to get 0.

$$\begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & \downarrow & 2 & 12 & \\ \hline & 1 & 6 & 7 & \end{array} \qquad \begin{array}{r|rrrr} \underline{2}| & 1 & 4 & -5 & -14 \\ & \downarrow & 2 & 12 & 14 \\ \hline & 1 & 6 & 7 & \boxed{0} \end{array}$$

The first three numbers in the last row of our tableau are the coefficients of the quotient polynomial. Remember, we started with a third-degree polynomial and divided by a first-degree polynomial, so the quotient is a second-degree polynomial. Hence the quotient is x^2+6x+7. The number in the box is the remainder.

Synthetic division is our tool of choice for dividing polynomials by divisors of the form $x-c$. It is important to note that it works only for these kinds of divisors (you'll need to use good old-fashioned polynomial long division for divisors of degree larger than 1). Also take note that when a polynomial (of degree at least 1) is divided by $x-c$, the result will be a polynomial of exactly one less degree. Finally, it is worth the time to trace each step in synthetic division back to its corresponding step in long division. While the authors have done their best to indicate where the algorithm comes from, there is no substitute for working through it yourself.

Example 3.2.1

Use synthetic division to perform the following polynomial divisions. Find the quotient and the remainder polynomials, then write the dividend, quotient and remainder in the form given in Theorem 3.2.1.

a. $\left(5x^3-2x^2+1\right)\div(x-3)$
b. $\left(x^3+8\right)\div(x+2)$

c. $\dfrac{4-8x-12x^2}{2x-3}$

Solution

a. When setting up the synthetic division tableau, we need to enter 0 for the coefficient of x in the dividend. Doing so gives

$$\begin{array}{r|rrrr} 3 & 5 & -2 & 0 & 1 \\ & \downarrow & 15 & 39 & 117 \\ \hline & 5 & 13 & 39 & \boxed{118} \end{array}$$

Since the dividend was a third-degree polynomial, the quotient is a quadratic polynomial with coefficients 5, 13 and 39. Our quotient $q(x) = 5x^2 + 13x + 39$ and the remainder is $r(x) = 118$. According to Theorem 3.2.1, we have

$$5x^3 - 2x^2 + 1 = (x-3)\left(5x^2 + 13x + 39\right) + 118.$$

b. For this division, we rewrite $x+2$ as $x-(-2)$ and proceed as before

$$\begin{array}{r|rrrr} -2 & 1 & 0 & 0 & 8 \\ & \downarrow & -2 & 4 & -8 \\ \hline & 1 & -2 & 4 & \boxed{0} \end{array}$$

We get the quotient $q(x) = x^2 - 2x + 4$ and the remainder $r(x) = 0$. Relating the dividend, quotient and remainder gives $x^3 + 8 = (x+2)\left(x^2 - 2x + 4\right)$.

c. To divide $4 - 8x - 12x^2$ by $2x - 3$, two things must be done. First, we write the dividend in descending powers of x as $-12x^2 - 8x + 4$. Second, since synthetic division works only for factors of the form $x - c$, we factor $2x - 3$ as $2\left(x - \frac{3}{2}\right)$. Our strategy is to first divide $-12x^2 - 8x + 4$ by 2, to get $-6x^2 - 4x + 2$. Next, we divide by $\left(x - \frac{3}{2}\right)$. The tableau becomes

$$\begin{array}{r|rrr} \frac{3}{2} & -6 & -4 & 2 \\ & \downarrow & -9 & -\frac{39}{2} \\ \hline & -6 & -13 & \boxed{-\frac{35}{2}} \end{array}$$

From this, we get $-6x^2 - 4x + 2 = \left(x - \frac{3}{2}\right)(-6x - 13) - \frac{35}{2}$. Multiplying both sides by 2 and distributing gives $-12x^2 - 8x + 4 = (2x-3)(-6x-13) - 35$. At this stage, we have written $-12x^2 - 8x + 4$ in the form $(2x-3)q(x) + r(x)$, but how can we be sure the quotient polynomial is $-6x - 13$ and the remainder is -35? The answer is the word "unique" in Theorem 3.2.1. The theorem states that there is only one way to decompose $-12x^2 - 8x + 4$ into a multiple of $(2x-3)$ plus a constant term. Since we have found such a way, we can be sure it is the only way.

Using Synthetic Division Alongside the Remainder and Factor Theorems

The next example pulls together all of the concepts discussed in this section.

Example 3.2.2

Let $p(x) = 2x^3 - 5x + 3$.

a. Find $p(-2)$ using the Remainder Theorem. Check your answer by substitution.
b. Use the fact that $x = 1$ is a zero of p to factor $p(x)$ and then find all of the real zeros of p.

Solution

a. The Remainder Theorem states $p(-2)$ is the remainder when $p(x)$ is divided by $x - (-2)$. We set up our synthetic division tableau below. We are careful to record the coefficient of x^2 as 0, and proceed as above

$$\begin{array}{r|rrrr} -2 & 2 & 0 & -5 & 3 \\ & \downarrow & -4 & 8 & -6 \\ \hline & 2 & -4 & 3 & \boxed{-3} \end{array}$$

According to the Remainder Theorem, $p(-2) = -3$. We can check this by direct substitution into the formula for $p(x)$: $p(-2) = 2(-2)^3 - 5(-2) + 3 = -16 + 10 + 3 = -3$.

b. The Factor Theorem tells us that since $x = 1$ is a zero of p, $x - 1$ is a factor of $p(x)$. To factor $p(x)$, we divide

$$\begin{array}{r|rrrr} 1 & 2 & 0 & -5 & 3 \\ & \downarrow & 2 & 2 & -3 \\ \hline & 2 & 2 & -3 & \boxed{0} \end{array}$$

We get a remainder of 0 which verifies that, indeed, $p(1) = 0$. Our quotient polynomial is a second-degree polynomial with coefficients 2, 2, and -3. So $q(x) = 2x^2 + 2x - 3$. Theorem 3.2.1 tells us $p(x) = (x - 1)\left(2x^2 + 2x - 3\right)$. To find the remaining real zeros of p, we need to solve $2x^2 + 2x - 3 = 0$ for x. Since this doesn't factor nicely, we use the Quadratic Formula to find that the remaining zeros to be $x = \dfrac{-1 \pm \sqrt{7}}{2}$.

In Section 3.1, we discussed the notion of the multiplicity of a zero. Roughly speaking, a zero with multiplicity 2 can be divided twice into a polynomial; multiplicity 3, three times, and so on. This is illustrated in the next example.

Example 3.2.3

Let $p(x) = 4x^4 - 4x^3 - 11x^2 + 12x - 3$. Given that $x = \dfrac{1}{2}$ is a zero of multiplicity 2, find all of the real zeros of p.

Solution

We set up for synthetic division. Since we are told the multiplicity of $\dfrac{1}{2}$ is two, we continue our tableau and divide $\dfrac{1}{2}$ into the quotient polynomial

$$\begin{array}{r|rrrr} \frac{1}{2} & 4 & -4 & -11 & 12 & -3 \\ & \downarrow & 2 & -1 & -6 & 3 \\ \hline \frac{1}{2} & 4 & -2 & -12 & 6 & \boxed{0} \\ & \downarrow & 2 & 0 & -6 & \\ \hline & 4 & 0 & -12 & \boxed{0} & \end{array}$$

From the first division, we get $4x^4 - 4x^3 - 11x^2 + 12x - 3 = \left(x - \dfrac{1}{2}\right)\left(4x^3 - 2x^2 - 12x + 6\right)$. The second division tells $4x^3 - 2x^2 - 12x + 6 = \left(x - \dfrac{1}{2}\right)\left(4x^2 - 12\right)$. Combining these results, we $4x^4 - 4x^3 - 11x^2 + 12x - 3 = \left(x - \dfrac{1}{2}\right)^2\left(4x^2 - 12\right)$. To find the remaining zeros of p, we set $4x^2 - 12 = 0$ and get $x = \pm\sqrt{3}$.

A couple of things about the last example are worth mentioning. First, the extension of the synthetic division tableau for repeated divisions will be a common site in the sections to come. Typically, we will start with a higher order polynomial and peel off one zero at a time until we are left with a quadratic whose roots can always be found using the Quadratic Formula. Secondly, we found $x = \pm\sqrt{3}$ are zeros of p. The Factor Theorem guarantees $(x - \sqrt{3})$ and $(x - (-\sqrt{3}))$ are both factors of p. We can certainly put the Factor Theorem to the test and continue the synthetic division tableau from above to see what happens.

$$\begin{array}{r|cccc} \frac{1}{2} & 4 & -4 & -11 & 12 & -3 \\ & \downarrow & 2 & -1 & -6 & 3 \\ \hline \frac{1}{2} & 4 & -2 & -12 & 6 & \boxed{0} \\ & \downarrow & 2 & 0 & -6 & \\ \hline \sqrt{3} & 4 & 0 & -12 & \boxed{0} & \\ & \downarrow & 4\sqrt{3} & 12 & & \\ \hline -\sqrt{3} & 4 & 4\sqrt{3} & \boxed{0} & & \\ & \downarrow & -4\sqrt{3} & & & \\ \hline & 4 & \boxed{0} & & & \end{array}$$

This gives us $4x^4 - 4x^3 - 11x^2 + 12x - 3 = \left(x - \frac{1}{2}\right)^2 (x - \sqrt{3})(x - (-\sqrt{3}))(4)$, or, when written with the constant in front

$$p(x) = 4\left(x - \frac{1}{2}\right)^2 (x - \sqrt{3})(x - (-\sqrt{3}))$$

We have shown that p is a product of its leading coefficient times linear factors of the form $(x - c)$ where c are zeros of p. It may surprise and delight the reader that, in theory, all polynomials can be reduced to this kind of factorization. We leave that discussion to Section 3.4, because the zeros may not be real numbers.

Our final theorem in the section gives us an upper bound on the number of real zeros.

Theorem 3.2.4

Suppose f is a polynomial of degree $n \geq 1$. Then f has at most n real zeros, counting multiplicities.

Theorem 3.2.4 is a consequence of the Factor Theorem and polynomial multiplication. Every zero c of f gives us a factor of the form $(x - c)$ for $f(x)$. Since f has degree n, there can be at most n of these factors. The next section provides us some tools which not only help us determine where the real zeros are to be found, but which real numbers they may be.

We close this section with a summary of several concepts previously presented. You should take the time to look back through the text to see where each concept was first introduced and where each connection to the other concepts was made.

Theorem 3.2.5: Connections Between Zeros, Factors, and Graphs of Polynomials

Suppose p is a polynomial function of degree $n \geq 1$. The following statements are equivalent:

- The real number c is a zero of p
- $p(c) = 0$
- $x = c$ is a solution to the polynomial equation $p(x) = 0$
- $(x - c)$ is a factor of $p(x)$
- The point $(c, 0)$ is an x-intercept of the graph of $y = p(x)$

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3.2E: Exercises

Exercises

In Exercises 1 - 6, use polynomial long division to perform the indicated division. Write the polynomial in the form $p(x) = d(x)q(x) + r(x)$.

1. $\left(4x^2 + 3x - 1\right) \div (x - 3)$
2. $\left(2x^3 - x + 1\right) \div \left(x^2 + x + 1\right)$
3. $\left(5x^4 - 3x^3 + 2x^2 - 1\right) \div \left(x^2 + 4\right)$
4. $\left(-x^5 + 7x^3 - x\right) \div \left(x^3 - x^2 + 1\right)$
5. $\left(9x^3 + 5\right) \div (2x - 3)$
6. $\left(4x^2 - x - 23\right) \div \left(x^2 - 1\right)$

In Exercises 7 - 20 use synthetic division to perform the indicated division. Write the polynomial in the form $p(x) = d(x)q(x) + r(x)$.

7. $\left(3x^2 - 2x + 1\right) \div (x - 1)$
8. $\left(x^2 - 5\right) \div (x - 5)$
9. $\left(3 - 4x - 2x^2\right) \div (x + 1)$
10. $\left(4x^2 - 5x + 3\right) \div (x + 3)$
11. $\left(x^3 + 8\right) \div (x + 2)$
12. $\left(4x^3 + 2x - 3\right) \div (x - 3)$
13. $\left(18x^2 - 15x - 25\right) \div \left(x - \frac{5}{3}\right)$
14. $\left(4x^2 - 1\right) \div \left(x - \frac{1}{2}\right)$
15. $\left(2x^3 + x^2 + 2x + 1\right) \div \left(x + \frac{1}{2}\right)$
16. $\left(3x^3 - x + 4\right) \div \left(x - \frac{2}{3}\right)$
17. $\left(2x^3 - 3x + 1\right) \div \left(x - \frac{1}{2}\right)$
18. $\left(4x^4 - 12x^3 + 13x^2 - 12x + 9\right) \div \left(x - \frac{3}{2}\right)$
19. $\left(x^4 - 6x^2 + 9\right) \div \left(x - \sqrt{3}\right)$
20. $\left(x^6 - 6x^4 + 12x^2 - 8\right) \div \left(x + \sqrt{2}\right)$

In Exercises 21 - 30, determine $p(c)$ using the Remainder Theorem for the given polynomial functions and value of c. If $p(c) = 0$, factor $p(x) = (x - c)q(x)$.

21. $p(x) = 2x^2 - x + 1, c = 4$
22. $p(x) = 4x^2 - 33x - 180, c = 12$
23. $p(x) = 2x^3 - x + 6, c = -3$
24. $p(x) = x^3 + 2x^2 + 3x + 4, c = -1$
25. $p(x) = 3x^3 - 6x^2 + 4x - 8, c = 2$
26. $p(x) = 8x^3 + 12x^2 + 6x + 1, c = -\frac{1}{2}$
27. $p(x) = x^4 - 2x^2 + 4, c = \frac{3}{2}$
28. $p(x) = 6x^4 - x^2 + 2, c = -\frac{2}{3}$
29. $p(x) = x^4 + x^3 - 6x^2 - 7x - 7, c = -\sqrt{7}$
30. $p(x) = x^2 - 4x + 1, c = 2 - \sqrt{3}$

In Exercises 31 - 40, you are given a polynomial and one of its zeros. Use the techniques in this section to find the rest of the real zeros and factor the polynomial.

31. $x^3 - 6x^2 + 11x - 6, \quad c = 1$
32. $x^3 - 24x^2 + 192x - 512, \quad c = 8$
33. $3x^3 + 4x^2 - x - 2, \quad c = \frac{2}{3}$
34. $2x^3 - 3x^2 - 11x + 6, \quad c = \frac{1}{2}$
35. $x^3 + 2x^2 - 3x - 6, \quad c = -2$
36. $2x^3 - x^2 - 10x + 5, \quad c = \frac{1}{2}$

37. $4x^4-28x^3+61x^2-42x+9, c=\frac{1}{2}$ is a zero of multiplicity 2
38. $x^5+2x^4-12x^3-38x^2-37x-12, c=-1$ is a zero of multiplicity 3
39. $125x^5-275x^4-2265x^3-3213x^2-1728x-324, c=-\frac{3}{5}$ is a zero of multiplicity 3
40. $x^2-2x-2, \quad c=1-\sqrt{3}$

In Exercises 41 - 45, create a polynomial p which has the desired characteristics. You may leave the polynomial in factored form.

41. - The zeros of p are $c=\pm 2$ and $c=\pm 1$
    - The leading term of $p(x)$ is $117x^4$.
42. - The zeros of p are $c=1$ and $c=3$
    - $c=3$ is a zero of multiplicity 2.
    - The leading term of $p(x)$ is $-5x^3$
43. - The solutions to $p(x)=0$ are $x=\pm 3$ and $x=6$
    - The leading term of $p(x)$ is $7x^4$
    - The point $(-3, 0)$ is a local minimum on the graph of $y=p(x)$.
44. - The solutions to $p(x)=0$ are $x=\pm 3$, $x=-2$, and $x=4$.
    - The leading term of $p(x)$ is $-x^5$.
    - The point $(-2, 0)$ is a local maximum on the graph of $y=p(x)$.
45. - p is degree 4.
    - as $x\to\infty$, $p(x)\to-\infty$
    - p has exactly three x-intercepts: $(-6, 0)$, $(1, 0)$ and $(117, 0)$
    - The graph of $y=p(x)$ crosses through the x-axis at $(1, 0)$.
46. Find a quadratic polynomial with integer coefficients which has $x=\frac{3}{5}\pm\frac{\sqrt{29}}{5}$ as its real zeros.

Answers

1. $4x^2+3x-1=(x-3)(4x+15)+44$
2. $2x^3-x+1=\left(x^2+x+1\right)(2x-2)+(-x+3)$
3. $5x^4-3x^3+2x^2-1=\left(x^2+4\right)\left(5x^2-3x-18\right)+(12x+71)$
4. $-x^5+7x^3-x=\left(x^3-x^2+1\right)\left(-x^2-x+6\right)+\left(7x^2-6\right)$
5. $9x^3+5=(2x-3)\left(\frac{9}{2}x^2+\frac{27}{4}x+\frac{81}{8}\right)+\frac{283}{8}$
6. $4x^2-x-23=\left(x^2-1\right)(4)+(-x-19)$
7. $\left(3x^2-2x+1\right)=(x-1)(3x+1)+2$
8. $\left(x^2-5\right)=(x-5)(x+5)+20$
9. $\left(3-4x-2x^2\right)=(x+1)(-2x-2)+5$
10. $\left(4x^2-5x+3\right)=(x+3)(4x-17)+54$
11. $\left(x^3+8\right)=(x+2)\left(x^2-2x+4\right)+0$
12. $\left(4x^3+2x-3\right)=(x-3)\left(4x^2+12x+38\right)+111$
13. $\left(18x^2-15x-25\right)=\left(x-\frac{5}{3}\right)(18x+15)+0$
14. $\left(4x^2-1\right)=\left(x-\frac{1}{2}\right)(4x+2)+0$
15. $\left(2x^3+x^2+2x+1\right)=\left(x+\frac{1}{2}\right)\left(2x^2+2\right)+0$
16. $\left(3x^3-x+4\right)=\left(x-\frac{2}{3}\right)\left(3x^2+2x+\frac{1}{3}\right)+\frac{38}{9}$
17. $\left(2x^3-3x+1\right)=\left(x-\frac{1}{2}\right)\left(2x^2+x-\frac{5}{2}\right)-\frac{1}{4}$
18. $\left(4x^4-12x^3+13x^2-12x+9\right)=\left(x-\frac{3}{2}\right)\left(4x^3-6x^2+4x-6\right)+0$
19. $\left(x^4-6x^2+9\right)=(x-\sqrt{3})\left(x^3+\sqrt{3}x^2-3x-3\sqrt{3}\right)+0$
20. $\left(x^6-6x^4+12x^2-8\right)=(x+\sqrt{2})\left(x^5-\sqrt{2}x^4-4x^3+4\sqrt{2}x^2+4x-4\sqrt{2}\right)+0$
21. $p(4)=29$
22. $p(12)=0, p(x)=(x-12)(4x+15)$
23. $p(-3)=-45$
24. $p(-1)=2$
25. $p(2)=0, p(x)=(x-2)\left(3x^2+4\right)$
26. $p\left(-\frac{1}{2}\right)=0, p(x)=\left(x+\frac{1}{2}\right)\left(8x^2+8x+2\right)$

27. $p\left(\frac{3}{2}\right)=\frac{73}{16}$
28. $p\left(-\frac{2}{3}\right)=\frac{74}{27}$
29. $p(-\sqrt{7})=0, p(x)=(x+\sqrt{7})\left(x^3+(1-\sqrt{7})x^2+(1-\sqrt{7})x-\sqrt{7}\right)$
30. $p(2-\sqrt{3})=0, p(x)=(x-(2-\sqrt{3}))(x-(2+\sqrt{3}))$
31. $x^3-6x^2+11x-6=(x-1)(x-2)(x-3)$
32. $x^3-24x^2+192x-512=(x-8)^3$
33. $3x^3+4x^2-x-2=3\left(x-\frac{2}{3}\right)(x+1)^2$
34. $2x^3-3x^2-11x+6=2\left(x-\frac{1}{2}\right)(x+2)(x-3)$
35. $x^3+2x^2-3x-6=(x+2)(x+\sqrt{3})(x-\sqrt{3})$
36. $2x^3-x^2-10x+5=2\left(x-\frac{1}{2}\right)(x+\sqrt{5})(x-\sqrt{5})$
37. $4x^4-28x^3+61x^2-42x+9=4\left(x-\frac{1}{2}\right)^2(x-3)^2$
38. $x^5+2x^4-12x^3-38x^2-37x-12=(x+1)^3(x+3)(x-4)$
39. $125x^5-275x^4-2265x^3-3213x^2-1728x-324=125\left(x+\frac{3}{5}\right)^3(x+2)(x-6)$
40. $x^2-2x-2=(x-(1-\sqrt{3}))(x-(1+\sqrt{3}))$
41. $p(x)=117(x+2)(x-2)(x+1)(x-1)$
42. $p(x)=-5(x-1)(x-3)^2$
43. $p(x)=7(x+3)^2(x-3)(x-6)$
44. $p(x)=-(x+2)^2(x-3)(x+3)(x-4)$
45. $p(x)=a(x+6)^2(x-1)(x-117)$ or $p(x)=a(x+6)(x-1)(x-117)^2$ where a can be any negative real number
46. $p(x)=5x^2-6x-4$

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3.3: Real Zeros of Polynomials

Math 370 Learning Objectives

- **Rational Roots of Polynomials:** Use the Rational Roots Theorem to *help* determine the rational zeros of a given polynomial.
- **Finding Zeros of Polynomials Using Theory:** Solve polynomial equations and inequalities with the help of the Rational Roots Theorem.
- **Finding Zeros of Polynomials Using Technology:** Use technology to assist in approximating zeros of a polynomial.

In Section 3.2, we found that we can use synthetic division to determine if a given real number is a zero of a polynomial function. This section presents results which will help us determine good candidates to test using synthetic division. There are two approaches to the topic of finding the real zeros of a polynomial. The first approach (which is gaining popularity) is to use a little bit of Mathematics followed by a good use of graphing technology. The second approach (for purists) makes good use of mathematical machinery (theorems) only. For completeness, we include the two approaches but in separate subsections.

Bounding Zeros of Polynomials

Before we look at the two main approaches to finding the zeros of polynomial functions, we present two theorems, the first of which is due to the famous mathematician Augustin Cauchy. It gives us an interval on which all of the real zeros of a polynomial can be found.

Theorem 3.3.1: Cauchy's Bounding Theorem

Suppose

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

is a polynomial of degree n with $n \geq 1$. Let M be the largest of the numbers: $\frac{|a_0|}{|a_n|}, \frac{|a_1|}{|a_n|}, \ldots, \frac{|a_{n-1}|}{|a_n|}$. Then all the real zeros of f lie in in the interval $[-(M+1), M+1]$.

The proof of this fact is not easily explained within the confines of this text. Like many of the results in this section, Cauchy's Bound is best understood with an example.

Example 3.3.1

Let $f(x) = 2x^4 + 4x^3 - x^2 - 6x - 3$. Determine an interval which contains all of the real zeros of f.

Solution

To find the M stated in Cauchy's Bound, we take the absolute value of the leading coefficient, in this case $|2| = 2$ and divide it into the largest (in absolute value) of the remaining coefficients, in this case $|-6| = 6$. This yields $M = 3$ so it is guaranteed that all of the real zeros of f lie in the interval $[-4, 4]$.

Rational Roots of Polynomials

Whereas the previous result tells us *where* we can find the real zeros of a polynomial, the next theorem gives us a list of possible real zeros.

Theorem 3.3.2: Rational Zeros Theorem[1]

Suppose

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

is a polynomial of degree n with $n \geq 1$, and $a_0, a_1, \ldots a_n$ are integers. If r is a *rational* zero of f, then r is of the form $\pm\frac{p}{q}$, where p is a factor of the constant term a_0, and q is a factor of the leading coefficient a_n.

Proof

Suppose c is a zero of f and $c = \frac{p}{q}$ in lowest terms. This means p and q have no common factors. Since $f(c) = 0$, we have

$$a_n\left(\frac{p}{q}\right)^n + a_{n-1}\left(\frac{p}{q}\right)^{n-1} + \ldots + a_1\left(\frac{p}{q}\right) + a_0 = 0 \quad .$$

Multiplying both sides of this equation by q^n, we clear the denominators to get

$$a_n p^n + a_{n-1}p^{n-1}q + \ldots + a_1 pq^{n-1} + a_0 q^n = 0$$

Rearranging this equation, we get

$$a_n p^n = -a_{n-1}p^{n-1}q - \ldots - a_1 pq^{n-1} - a_0 q^n$$

Now, the left hand side is an integer multiple of p, and the right hand side is an integer multiple of q. (Can you see why?) This means $a_n p^n$ is both a multiple of p and a multiple of q. Since p and q have no common factors, a_n must be a multiple of q. If we rearrange the equation

$$a_n p^n + a_{n-1}p^{n-1}q + \ldots + a_1 pq^{n-1} + a_0 q^n = 0$$

as

$$a_0 q^n = -a_n p^n - a_{n-1}p^{n-1}q - \ldots - a_1 pq^{n-1}$$

we can play the same game and conclude a_0 is a multiple of p, and we have the result.

The Rational Zeros Theorem gives us a list of numbers to try in our synthetic division and that is a lot nicer than simply guessing. If none of the numbers in the list are zeros, then either the polynomial has no real zeros at all, or all of the real zeros are irrational numbers.

Example 3.3.2

Let $f(x) = 2x^4 + 4x^3 - x^2 - 6x - 3$. Use the Rational Zeros Theorem to list all of the possible rational zeros of f.

Solution

To generate a complete list of rational zeros, we need to take each of the factors of constant term, $a_0 = -3$, and divide them by each of the factors of the leading coefficient $a_4 = 2$. The factors of -3 are ± 1 and ± 3. Since the Rational Zeros Theorem tacks on a $\pm$ anyway, for the moment, we consider only the positive factors 1 and 3. The factors of 2 are 1 and 2, so the Rational Zeros Theorem gives the list $\left\{\pm\frac{1}{1}, \pm\frac{1}{2}, \pm\frac{3}{1}, \pm\frac{3}{2}\right\}$ or $\left\{\pm\frac{1}{2}, \pm 1, \pm\frac{3}{2}, \pm 3\right\}$.

Subsection Footnotes

[1] The Rational Zeros Theorem is also commonly referred to as the Rational Roots Theorem.

Finding Zeros of Polynomials Using Theory

The Rational Zeros Theorem allows us enough mathematical ability to solve polynomial equations and inequalities that were impossible for us to solve in the past.

Example 3.3.3

a. Find all of the real solutions to the equation $2x^5+6x^3+3=3x^4+8x^2$.
b. Solve the inequality $2x^5+6x^3+3\leq 3x^4+8x^2$.
c. Interpret your answer to part 2 graphically, and verify using graphing technology.

Solution

a. Finding the real solutions to

$$2x^5+6x^3+3=3x^4+8x^2$$

is the same as finding the real solutions to

$$2x^5-3x^4+6x^3-8x^2+3=0.$$

In other words, we are looking for the real zeros of

$$p(x)=2x^5-3x^4+6x^3-8x^2+3.$$

By Cauchy's Bound, we know the real zeros of this polynomial must exist in the interval $[-4,4]$. The Rational Zeros Theorem gives us the *candidate* zeros $\left\{\pm\frac{1}{1},\pm\frac{2}{1},\pm\frac{4}{1},\pm\frac{8}{1},\pm\frac{1}{2}\right\}$. Using the techniques developed in this chapter, we get

$1\vert$	2	-3	6	-8	0	3
	$\downarrow$	2	-1	5	-3	-3
$1\vert$	2	-1	5	-3	-3	$\boxed{0}$
	$\downarrow$	2	1	6	3	
$-\frac{1}{2}\vert$	2	1	6	3	$\boxed{0}$	
	$\downarrow$	-1	0	-3		
	2	0	6	$\boxed{0}$		

The quotient polynomial is $2x^2+6$ which has no real zeros so we get $x=-\frac{1}{2}$ and $x=1$.

b. To solve this nonlinear inequality, we follow the same guidelines set forth in Section 2.4: we get 0 on one side of the inequality and construct a sign diagram. Our original inequality can be rewritten as

$$2x^5-3x^4+6x^3-8x^2+3\leq 0.$$

We found the zeros of $p(x)=2x^5-3x^4+6x^3-8x^2+3$ in part 1 to be $x=-\frac{1}{2}$ and $x=1$. We construct our sign diagram as before.

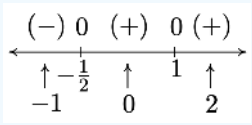
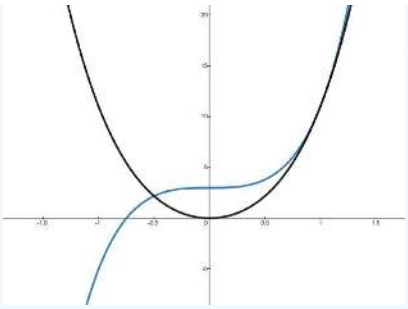
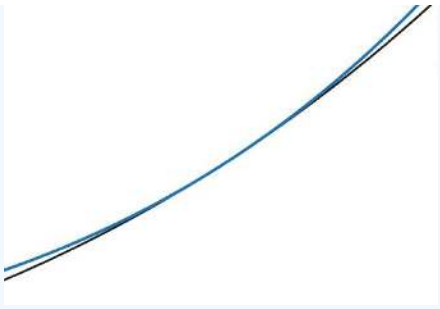


Figure 3.3.1

The solution to $p(x)<0$ is $\left(-\infty,-\frac{1}{2}\right)$, and we know $p(x)=0$ a $x=-\frac{1}{2}$ and $x=1$. Hence the solution to $p(x)\leq 0$ is $\left(-\infty,-\frac{1}{2}\right]\cup\{1\}$.

c. To interpret this solution graphically, we set $f(x)=2x^5+6x^3+3$ and $g(x)=3x^4+8x^2$. We recall that the solution to $f(x)\leq g(x)$) is the set of x values for which the graph of f is below the graph of g (where $f(x)<g(x)$)) along with the x values where the two graphs intersect $(f(x)=g(x)$. Graphing f (in blue) and g (in black) using Desmos produces Figure 3.3.2A. (The end behavior should tell you which is which.) We see that the graph of f is below the graph of g on $\left(-\infty,-\frac{1}{2}\right)$. However, it is difficult to see what is happening near $x=1$. Zooming in, we see that the graphs of f and g do intersect at $x=1$, but the graph of g remains below the graph of f on either side of $x=1$.





Figures $3.3.2A$ (left) and $3.3.2B$ (right)

Our last example revisits an application from the Exercises in Section 3.1.

Example 3.3.4

Suppose the profit P, in thousands of dollars, from producing and selling x hundred LCD TVs is given by $P(x) = -5x^3 + 35x^2 - 45x - 25$, where $0 \le x \le 10.07$. How many TVs should be produced to make a profit? Check your answer using a graphing technology.

Solution

To "make a profit" means to solve $P(x) = -5x^3 + 35x^2 - 45x - 25 > 0$, which we do analytically using a sign diagram. To simplify things, we first factor out the -5 common to all the coefficients to get $-5\left(x^3 - 7x^2 + 9x - 5\right) > 0$, so we can just focus on finding the zero of $f(x) = x^3 - 7x^2 + 9x + 5$.

The possible rational zeros of f are ± 1 and ± 5, and going through the usual computations, we find $x = 5$ is the only rational zero. Using this, we factor

$$f(x) = x^3 - 7x^2 + 9x + 5 = (x - 5)\left(x^2 - 2x - 1\right),$$

and we find the remaining zeros by applying the Quadratic Formula to $x^2 - 2x - 1 = 0$. We find three real zeros, $x = 1 - \sqrt{2} = -0.414\ldots$, $x = 1 + \sqrt{2} = 2.414\ldots$, and $x = 5$, of which only the last two fall in the applied domain of $[0, 10.07]$. We choose $x = 0$, $x = 3$ and $x = 10.07$ as our test values and plug them into the function $P(x) = -5x^3 + 35x^2 - 45x - 25$ $\left(\text{not } f(x) = x^3 - 7x^2 + 9x - 5\right)$ to get the sign diagram in Figure 3.3.3.

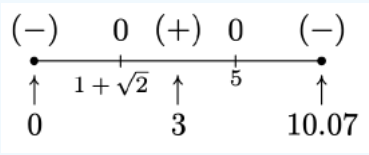


Figure 3.3.3

We see immediately that $P(x) > 0$ on $(1 + \sqrt{2}, 5)$. Since x measures the number of TVs in hundreds, $x = 1 + \sqrt{2}$ corresponds to 241.4 TVs. Since we can't produce a fractional part of a TV, we need to choose between producing 241 and 242 TVs. From Figure 3.3.3, we see that $P(2.41) < 0$ but $P(2.42) > 0$ so, in this case we take the next larger integer value and set the minimum production to 242 TVs. At the other end of the interval, we have $x = 5$ which corresponds to 500 TVs. Here, we take the next smaller integer value, 499 TVs to ensure that we make a profit. Hence, in order to make a profit, at least 242, but no more than 499 TVs need to be produced. To check our answer using Desmos, we graph $y = P(x)$. Figure 3.3.4 shows that Desmos' approximations bear out our analysis.

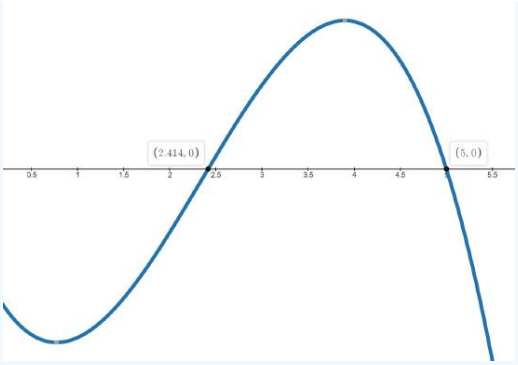


Figure 3.3.4

Finding Zeros of Polynomials Using Technology

At this stage, we know not only the interval in which all of the zeros of $f(x) = 2x^4 + 4x^3 - x^2 - 6x - 3$ are located, but we also know some potential candidates. We can now use technology to help us determine all of the real zeros of f, as illustrated in the next example.

Example 3.3.5

Let $f(x) = 2x^4 + 4x^3 - x^2 - 6x - 3$.

a. Graph $y = f(x)$ using graphing technology and the interval obtained in Example 3.3.1 as a guide.
b. Use the graph to shorten the list of possible rational zeros obtained in Example 3.3.2.
c. Use synthetic division to find the real zeros of f, and state their multiplicities.

Solution

a. In Example 3.3.1, we determined all of the real zeros of f lie in the interval $[-4, 4]$. We set our window accordingly and get Figure 3.3.5.

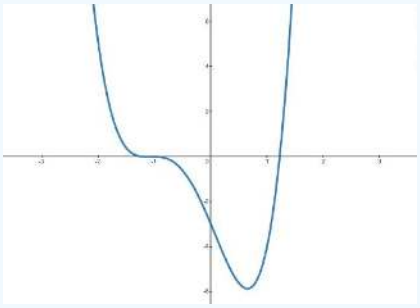


Figure 3.3.5

b. In Example 3.3.2, we learned that any rational zero of f must be in the list $\left\{\pm\frac{1}{2}, \pm 1, \pm\frac{3}{2}, \pm 3\right\}$. From the graph, it looks as if we can rule out any of the positive rational zeros, since the graph seems to cross the x-axis at a value just a little greater than 1. On the negative side, -1 looks good, so we try that for our synthetic division.

$$\begin{array}{r|rrrrr} -1 & 2 & 4 & -1 & -6 & -3 \\ & \downarrow & -2 & -2 & 3 & 3 \\ \hline & 2 & 2 & -3 & -3 & \boxed{0} \end{array}$$

We have a winner! Remembering that f was a fourth-degree polynomial, we know that our quotient is a third-degree polynomial. If we can do one more successful division, we will have knocked the quotient down to a quadratic, and, if all else fails, we can use the Quadratic Formula to find the last two zeros. Since there seems to be no other rational zeros to try, we continue with -1. Also, the shape of the crossing at $x = -1$ leads us to wonder if the zero $x = -1$ has multiplicity 3.

$$\begin{array}{r|rrrrr} -1 & 2 & 4 & -1 & -6 & -3 \\ & \downarrow & -2 & -2 & 3 & 3 \\ \hline -1 & 2 & 2 & -3 & -3 & \boxed{0} \\ & \downarrow & -2 & 0 & 3 & \\ \hline & 2 & 0 & -3 & \boxed{0} & \end{array}$$

Success! Our quotient polynomial is now $2x^2 - 3$. Setting this to zero gives $2x^2 - 3 = 0$, or $x^2 = \frac{3}{2}$, which gives us $x = \pm\frac{\sqrt{6}}{2}$. Concerning multiplicities, based on our division, we have that -1 has a multiplicity of at least 2. The Factor Theorem tells us our remaining zeros, $\pm\frac{\sqrt{6}}{2}$, each have multiplicity at least 1. However, Theorem 3.2.4 tells us f can have at most 4 real zeros, counting multiplicity, and so we conclude that -1 is of multiplicity exactly 2 and $\pm\frac{\sqrt{6}}{2}$ each has multiplicity 1.

It is interesting to note that we could greatly improve on the graph of $y = f(x)$ in the previous example given to us by Desmos. For instance, from our determination of the zeros of f and their multiplicities, we know the graph crosses at $x = -\frac{\sqrt{6}}{2} \approx -1.22$ then turns back upwards to touch the x−axis at $x = -1$. This tells us that, despite what the calculator showed us the first time, there is a relative maximum occurring at $x = -1$ and not a "flattened crossing" as we originally believed.[2] After resizing the window (see Figure 3.3.6), we see not only the relative maximum but also a relative minimum just to the left of $x = -1$ which shows us, once again, that Mathematics enhances the technology, instead of vice-versa.

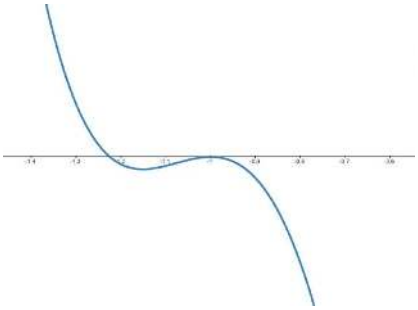


Figure 3.3.6

Our next example shows how even a mild-mannered polynomial can cause problems.

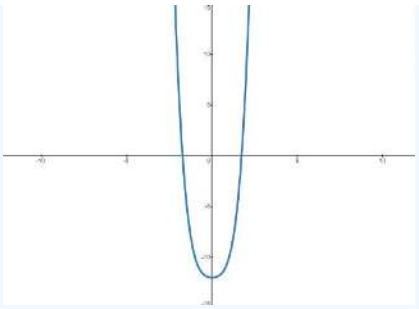
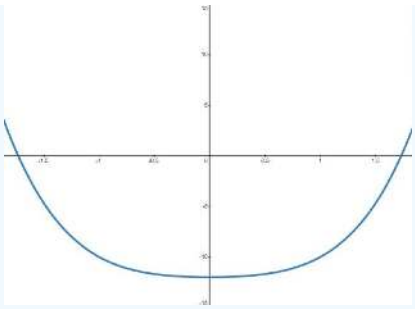
Example 3.3.6

Let $f(x) = x^4 + x^2 - 12$.

a. Use Cauchy's Bound to determine an interval in which all of the real zeros of f lie.
b. Use the Rational Zeros Theorem to determine a list of possible rational zeros of f.
c. Graph $y = f(x)$ using graphing technology.
d. Find all of the real zeros of f and their multiplicities.

Solution

a. Applying Cauchy's Bound, we find $M = 12$, so all of the real zeros lie in the interval $[-13, 13]$.
b. Applying the Rational Zeros Theorem with constant term $a_0 = -12$ and leading coefficient $a_4 = 1$, we get the list $\{\pm 1, \pm 2, \pm 3, \pm 4, \pm 6, \pm 12\}$
c. Graphing $y = f(x)$ on the interval $[-13, 13]$ produces Figure 3.3.7A. Zooming in a bit gives Figure 3.3.7B. Based on the graph, none of our rational zeros will work. (Do you see why not?)

Figures $3.3.7A$ (left) and $3.3.7B$ (right)

d. From the graph, we know f has two real zeros, one positive, and one negative. Our only hope at this point is to try and find the zeros of f by setting $f(x) = x^4 + x^2 - 12 = 0$ and solving.
If we stare at this equation long enough, we may recognize it as a "quadratic in disguise" or "quadratic in form." In other words, we have three terms: x^4, x^2 and 12, and the exponent on the first term, x^4, is exactly twice that of the second term, x^2. We may rewrite this as

$$\left(x^2\right)^2 + \left(x^2\right) - 12 = 0.$$

To better see the forest for the trees, we momentarily replace x^2 with the variable u. In terms of u, our equation becomes $u^2 + u - 12 = 0$, which we can readily factor as $(u+4)(u-3) = 0$. In terms of x, this means $x^4 + x^2 - 12 = \left(x^2 - 3\right)\left(x^2 + 4\right) = 0$. We get $x^2 = 3$, which give us $x = \pm\sqrt{3}$, or $x^2 = -4$, which admits no real solutions. Since, $\sqrt{3} \approx 1.73$, the two zeros match what we expected from the graph.
In terms of multiplicity, the Factor Theorem guarantees $(x - \sqrt{3})$ and $(x + \sqrt{3})$ are factors of $f(x)$. Since $f(x)$ can can be factored as

$$f(x) = \left(x^2 - 3\right)\left(x^2 + 4\right),$$

and $x^2 + 4$ has no real zeros, the quantities $(x - \sqrt{3})$ and $(x + \sqrt{3})$ must both be factors of $x^2 - 3$. According to Theorem 3.2.4, $x^2 - 3$ can have at most 2 zeros, counting multiplicity, hence each of $\pm\sqrt{3}$ is a zero of f of multiplicity 1.

The technique used to factor $f(x)$ in Example $3.3.6$ is called u-substitution. We shall see more of this technique in Section 5.2. In general, substitution can help us identify a "quadratic in disguise" provided that there are exactly three terms and the exponent of the first term is exactly twice that of the second. It is entirely possible that a polynomial has no real roots at all, or worse, it has real roots but none of the techniques discussed in this section can help us find them exactly. In the latter case, we are forced to approximate, which in this subsection means using Desmos to find the intersection points of $f(x)$ and the x-axis.

Subsection Footnotes

[2] This is an example of what is called "hidden behavior."

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3.3E: Exercises

Exercises

In Exercises 1 - 10, for the given polynomial:

- Use Cauchy's Bound to find an interval containing all of the real zeros.
- Use the Rational Zeros Theorem to make a list of possible rational zeros.

1. $f(x) = x^3 - 2x^2 - 5x + 6$
2. $f(x) = x^4 + 2x^3 - 12x^2 - 40x - 32$
3. $f(x) = x^4 - 9x^2 - 4x + 12$
4. $f(x) = x^3 + 4x^2 - 11x + 6$
5. $f(x) = x^3 - 7x^2 + x - 7$
6. $f(x) = -2x^3 + 19x^2 - 49x + 20$
7. $f(x) = -17x^3 + 5x^2 + 34x - 10$
8. $f(x) = 36x^4 - 12x^3 - 11x^2 + 2x + 1$
9. $f(x) = 3x^3 + 3x^2 - 11x - 10$
10. $f(x) = 2x^4 + x^3 - 7x^2 - 3x + 3$

In Exercises 11 - 30, find the real zeros of the polynomial using the techniques specified by your instructor. State the multiplicity of each real zero.

11. $f(x) = x^3 - 2x^2 - 5x + 6$
12. $f(x) = x^4 + 2x^3 - 12x^2 - 40x - 32$
13. $f(x) = x^4 - 9x^2 - 4x + 12$
14. $f(x) = x^3 + 4x^2 - 11x + 6$
15. $f(x) = x^3 - 7x^2 + x - 7$
16. $f(x) = -2x^3 + 19x^2 - 49x + 20$
17. $f(x) = -17x^3 + 5x^2 + 34x - 10$
18. $f(x) = 36x^4 - 12x^3 - 11x^2 + 2x + 1$
19. $f(x) = 3x^3 + 3x^2 - 11x - 10$
20. $f(x) = 2x^4 + x^3 - 7x^2 - 3x + 3$
21. $f(x) = 9x^3 - 5x^2 - x$
22. $f(x) = 6x^4 - 5x^3 - 9x^2$
23. $f(x) = x^4 + 2x^2 - 15$
24. $f(x) = x^4 - 9x^2 + 14$
25. $f(x) = 3x^4 - 14x^2 - 5$
26. $f(x) = 2x^4 - 7x^2 + 6$
27. $f(x) = x^6 - 3x^3 - 10$
28. $f(x) = 2x^6 - 9x^3 + 10$
29. $f(x) = x^5 - 2x^4 - 4x + 8$
30. $f(x) = 2x^5 + 3x^4 - 18x - 27$

In Exercises 31 - 33, use graphing technology to help you find the real zeros of the polynomial. State the multiplicity of each real zero.

31. $f(x) = x^5 - 60x^3 - 80x^2 + 960x + 2304$
32. $f(x) = 25x^5 - 105x^4 + 174x^3 - 142x^2 + 57x - 9$
33. $f(x) = 90x^4 - 399x^3 + 622x^2 - 399x + 90$
34. Find the real zeros of $f(x) = x^3 - \frac{1}{12}x^2 - \frac{7}{72}x + \frac{1}{72}$ by first finding a polynomial $q(x)$ with integer coefficients such that $q(x) = N \cdot f(x)$ for some integer N. (Recall that the Rational Zeros Theorem required the polynomial in question to have integer coefficients.) Show that f and q have the same real zeros.

In Exercises 35 - 44, find the real solutions of the polynomial equation.

35. $9x^3 = 5x^2 + x$

36. $9x^2+5x^3=6x^4$
37. $x^3+6=2x^2+5x$
38. $x^4+2x^3=12x^2+40x+32$
39. $x^3-7x^2=7-x$
40. $2x^3=19x^2-49x+20$
41. $x^3+x^2=\frac{11x+10}{3}$
42. $x^4+2x^2=15$
43. $14x^2+5=3x^4$
44. $2x^5+3x^4=18x+27$

In Exercises 45 - 54, solve the polynomial inequality and state your answer using interval notation.

45. $-2x^3+19x^2-49x+20>0$
46. $x^4-9x^2\leq 4x-12$
47. $(x-1)^2\geq 4$
48. $4x^3\geq 3x+1$
49. $x^4\leq 16+4x-x^3$
50. $3x^2+2x<x^4$
51. $\frac{x^3+2x^2}{2}<x+2$
52. $\frac{x^3+20x}{8}\geq x^2+2$
53. $2x^4>5x^2+3$
54. $x^6+x^3\geq 6$
55. In Section 3.1, a box with no top is constructed from a 10 inch × 12 inch piece of cardboard by cutting out congruent squares from each corner of the cardboard and then folding the resulting tabs. We determined the volume of that box (in cubic inches) is given by $V(x)=4x^3-44x^2+120x$, where x denotes the length of the side of the square which is removed from each corner (in inches), $0<x<5$. Solve the inequality $V(x)\geq 80$ analytically and interpret your answer in the context of that example.
56. From Exercise 32 in Section 3.1, $C(x)=.03x^3-4.5x^2+225x+250$, for $x\geq 0$ models the cost, in dollars, to produce x PortaBoy game systems. If the production budget is $5000, find the number of game systems which can be produced and still remain under budget.
57. Let $f(x)=5x^7-33x^6+3x^5-71x^4-597x^3+2097x^2-1971x+567$. With the help of your classmates, find the x- and y- intercepts of the graph of f. Find the intervals on which the function is increasing, the intervals on which it is decreasing and the local extrema. Sketch the graph of f, using more than one picture if necessary to show all of the important features of the graph.
58. With the help of your classmates, create a list of five polynomials with different degrees whose real zeros cannot be found using any of the techniques in this section.

Answers

1. For $f(x)=x^3-2x^2-5x+6$
   - All of the real zeros lie in the interval [−7, 7]
   - Possible rational zeros are ±1, ±2, ±3, ±6
2. For $f(x)=x^4+2x^3-12x^2-40x-32$
   - All of the real zeros lie in the interval [−41, 41]
   - Possible rational zeros are ±1, ±2, ±4, ±8, ±16, ±32
3. For $f(x)=x^4-9x^2-4x+12$
   - All of the real zeros lie in the interval [−13, 13]
   - Possible rational zeros are ±1, ±2, ±3, ±4, ±6, ±12
4. For $f(x)=x^3+4x^2-11x+6$
   - All of the real zeros lie in the interval [−12, 12]
   - Possible rational zeros are ±1, ±2, ±3, ±6
5. For $f(x)=x^3-7x^2+x-7$
   - All of the real zeros lie in the interval [−8, 8]

- Possible rational zeros are ±1, ±7

6. For $f(x) = -2x^3 + 19x^2 - 49x + 20$
   - All of the real zeros lie in the interval $\left[-\frac{51}{2}, \frac{51}{2}\right]$
   - Possible rational zeros are ± 1 2 , ±1, ±2, ± 5 2 , ±4, ±5, ±10, ±20
7. For $f(x) = -17x^3 + 5x^2 + 34x - 10$
   - All of the real zeros lie in the interval $[-3, 3]$
   - Possible rational zeros are $\pm\frac{1}{17}, \pm\frac{2}{17}, \pm\frac{5}{17}, \pm\frac{10}{17}, \pm1, \pm2, \pm5, \pm10$
8. For $f(x) = 36x^4 - 12x^3 - 11x^2 + 2x + 1$
   - All of the real zeros lie in the interval $\left[-\frac{4}{3}, \frac{4}{3}\right]$
   - Possible rational zeros are $\pm\frac{1}{36}, \pm\frac{1}{18}, \pm\frac{1}{12}, \pm\frac{1}{9}, \pm\frac{1}{6}, \pm\frac{1}{4}, \pm\frac{1}{3}, \pm\frac{1}{2}, \pm1$
9. For $f(x) = 3x^3 + 3x^2 - 11x - 10$
   - All of the real zeros lie in the interval $\left[-\frac{14}{3}, \frac{14}{3}\right]$
   - Possible rational zeros are $\pm\frac{1}{3}, \pm\frac{2}{3}, \pm\frac{5}{3}, \pm\frac{10}{3}, \pm1, \pm2, \pm5, \pm10$
10. For $f(x) = 2x^4 + x^3 - 7x^2 - 3x + 3$
    - All of the real zeros lie in the interval $\left[-\frac{9}{2}, \frac{9}{2}\right]$
    - Possible rational zeros are $\pm\frac{1}{2}, \pm1, \pm\frac{3}{2}, \pm3$
11. $f(x) = x^3 - 2x^2 - 5x + 6$
    $x = -2, x = 1, x = 3$(each has mult. 1)
12. $f(x) = x^4 + 2x^3 - 12x^2 - 40x - 32$
    $x = -2$(mult. 3), $x = 4$(mult. 1)
13. $f(x) = x^4 - 9x^2 - 4x + 12$
    $x = -2$ (mult. 2), $x = 1$(mult. 1), $x = 3$(mult. 1)
14. $f(x) = x^3 + 4x^2 - 11x + 6$
    $x = -6$(mult. 1), $x = 1$(mult. 2)
15. $f(x) = x^3 - 7x^2 + x - 7$
    $x = 7$ (mult. 1)
16. $f(x) = -2x^3 + 19x^2 - 49x + 20$
    $x = \frac{1}{2}, x = 4, x = 5$(each has mult. 1)
17. $f(x) = -17x^3 + 5x^2 + 34x - 10$
    $x = \frac{5}{17}, x = \pm\sqrt{2}$(each has mult. 1)
18. $f(x) = 36x^4 - 12x^3 - 11x^2 + 2x + 1$
    $x = \frac{1}{2}$(mult. 2), $x = -\frac{1}{3}$(mult. 2)
19. $f(x) = 3x^3 + 3x^2 - 11x - 10$
    $x = -2, x = \frac{3 \pm \sqrt{69}}{6}$(each has mult. 1)
20. $f(x) = 2x^4 + x^3 - 7x^2 - 3x + 3$
    $x = -1, x = \frac{1}{2}, x = \pm\sqrt{3}$(each mult. 1)
21. $f(x) = 9x^3 - 5x^2 - x$
    $x = 0, x = \frac{5 \pm \sqrt{61}}{18}$(each has mult. 1)
22. $f(x) = 6x^4 - 5x^3 - 9x^2$
    $x = 0$ (mult. 2), $x = \frac{5 \pm \sqrt{241}}{12}$ (each has mult. 1)
23. $f(x) = x^4 + 2x^2 - 15$
    $x = \pm\sqrt{3}$ (each has mult. 1)

24. $f(x)=x^4-9x^2+14$
$x=\pm\sqrt{2}, x=\pm\sqrt{7}$(each has mult. 1)
25. $f(x)=3x^4-14x^2-5$
$x=\pm\sqrt{5}$ (each has mult. 1)
$f(x)=2x^4-7x^2+6$
26. $x=\pm\dfrac{\sqrt{6}}{2}, x=\pm\sqrt{2}$(each has mult. 1)
27. $f(x)=x^6-3x^3-10$
$x=\sqrt[3]{-2}=-\sqrt[3]{2}, x=\sqrt[3]{5}$(each has mult. 1)
$f(x)=2x^6-9x^3+10$
28. $x=\dfrac{\sqrt[3]{20}}{2}, x=\sqrt[3]{2}$(each has mult. 1)
29. $f(x)=x^5-2x^4-4x+8$
$x=2, x=\pm\sqrt{2}$(each has mult. 1)
$f(x)=2x^5+3x^4-18x-27$
30. $x=-\dfrac{3}{2}, x=\pm\sqrt{3}$(each has mult. 1)
31. $f(x)=x^5-60x^3-80x^2+960x+2304$
$x=-4$(mult. 3), $x=6$ (mult. 2)
$f(x)=25x^5-105x^4+174x^3-142x^2+57x-9$
32. $x=\dfrac{3}{5}$ (mult. 2), $x=1$ (mult. 3)
$f(x)=90x^4-399x^3+622x^2-399x+90$
33. $x=\dfrac{2}{3}, x=\dfrac{3}{2}, x=\dfrac{5}{3}, x=\dfrac{3}{5}$(each has mult. 1)
34. We choose $q(x)=72x^3-6x^2-7x+1=72\cdot f(x)$. Clearly $f(x)=0$ if and only if $q(x)=0$ so they have the same real zeros. In this case, $x=-\frac{1}{3}$, $x=\frac{1}{6}$ and $x=\frac{1}{4}$ are the real zeros of both f and q.
35. $x=0, \frac{5\pm\sqrt{61}}{18}$
36. $x=0, \frac{5\pm\sqrt{241}}{12}$
37. x = −2, 1, 3
38. x = −2, 4
39. x = 7
40. $x=\frac{1}{2}, 4, 5$
41. $x=-2, \frac{3\pm\sqrt{69}}{6}$
42. $x=\pm\sqrt{3}$
43. $x=\pm\sqrt{5}$
44. $x=-\frac{3}{2}, \pm\sqrt{3}$
45. $\left(-\infty, \frac{1}{2}\right)\cup(4,5)$
46. $\{-2\}\cup[1,3]$
47. $(-\infty,-1]\cup[3,\infty)$
48. $\left\{-\frac{1}{2}\right\}\cup[1,\infty)$
49. [−2, 2]
50. $(-\infty,-1)\cup(-1,0)\cup(2,\infty)$
51. $(-\infty,-2)\cup(-\sqrt{2},\sqrt{2})$
52. $\{2\}\cup[4,\infty)$
53. $(-\infty,-\sqrt{3})\cup(\sqrt{3},\infty)$
54. $(-\infty,-\sqrt[3]{3})\cup(\sqrt[3]{2},\infty)$
55. $V(x)\geq 80$ on $[1,5-\sqrt{5}]\cup[5+\sqrt{5},\infty)$. Only the portion $[1,5-\sqrt{5}]$ lies in the applied domain, however. In the context of the problem, this says for the volume of the box to be at least 80 cubic inches, the square removed from each corner needs to have a side length of at least 1 inch, but no more than $5-\sqrt{5}\approx 2.76$ inches.
56. $C(x)\leq 5000$ on (approximately) $(-\infty, 82.18]$. The portion of this which lies in the applied domain is (0, 82.18]. Since x represents the number of game systems, we check C(82) = 4983.04 and C(83) = 5078.11, so to remain within the production

budget, anywhere between 1 and 82 game systems can be produced.

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3.4: Complex Zeros and the Fundamental Theorem of Algebra

Math 370 Learning Objectives

- **The Fundamental Theorem of Algebra and the Complete Factorization Theorem:** Understand the Fundamental Theorem of Algebra and use the Complete Factorization Theorem to completely factor a polynomial into the product of linear factors (over the complex number system).
- **Finding Complex Zeros:** See above.

The remaining topics (including complex numbers) are left as a review, if needed.

Complex Numbers

In Section 3.3, we were focused on finding the real zeros of a polynomial function. In this section, we expand our horizons and look for the non-real zeros as well.

Consider the polynomial $p(x) = x^2 + 1$. The zeros of p are the solutions to $x^2 + 1 = 0$, or $x^2 = -1$. This equation has no real solutions, but you may recall from Intermediate Algebra that we can formally extract the square roots of both sides to get $x = \pm\sqrt{-1}$. The quantity $\sqrt{-1}$ is usually re-labeled i, the so-called **imaginary unit**. The number i, while not a real number, plays along well with real numbers, and acts very much like any other radical expression. For instance, $3(2i) = 6i$, $7i - 3i = 4i$, $(2 - 7i) + (3 + 4i) = 5 - 3i$, and so forth. The key properties which distinguish i from the real numbers are listed below.

Definition: Imaginary Unit

The **imaginary unit** i satisfies the two following properties

1. $i^2 = -1$
2. If c is a real number with $c \geq 0$ then $\sqrt{-c} = i\sqrt{c}$

Property 1 in the definition of the imaginary unit establishes that i does act as a square root[1] of -1, and property 2 establishes what we mean by the "principal square root" of a negative real number. In property 2, it is important to remember the restriction on c. For example, it is perfectly acceptable to say $\sqrt{-4} = i\sqrt{4} = i(2) = 2i$. However, $\sqrt{-(-4)} \neq i\sqrt{-4}$, otherwise, we'd get

$$2 = \sqrt{4} = \sqrt{-(-4)} = i\sqrt{-4} = i(2i) = 2i^2 = 2(-1) = -2,$$

which is unacceptable.[2] We are now in the position to define the **complex numbers**.

Definition: Complex Numbers

A **complex number** is a number of the form $a + bi$, where a and b are real numbers and i is the imaginary unit.

Complex numbers include things you'd normally expect, like $3 + 2i$ and $\frac{2}{5} - i\sqrt{3}$. However, don't forget that a or b could be zero, which means numbers like $3i$ and 6 are also complex numbers. In other words, don't forget that the complex numbers *include* the real numbers, so 0 and $\pi - \sqrt{21}$ are both considered complex numbers.[3] The arithmetic of complex numbers is as you would expect. The only things you need to remember are the two properties in the definition of the imaginary unit. The next example should help recall how these animals behave.

Example 3.4.1

Perform the indicated operations. Write your answer in the form $a + bi$.

a. $(1 - 2i) - (3 + 4i)$
b. $(1 - 2i)(3 + 4i)$
c. $\dfrac{1 - 2i}{3 - 4i}$
d. $\sqrt{-3}\sqrt{-12}$

e. $\sqrt{(-3)(-12)}$
f. $(x-[1+2i])(x-[1-2i])$

Solution

a. As mentioned earlier, we treat expressions involving i as we would any other radical. We combine like terms to get

$$(1-2i)-(3+4i)=1-2i-3-4i=-2-6i.$$

b. Using the distributive property, we get

$$(1-2i)(3+4i)=(1)(3)+(1)(4i)-(2i)(3)-(2i)(4i)=3+4i-6i-8i^2.$$

Since $i^2=-1$, we get

$$3+4i-6i-8i^2=3-2i-(-8)=11-2i.$$

c. How in the world are we supposed to simplify $\dfrac{1-2i}{3-4i}$? Well, we deal with the denominator $3-4i$ as we would any other denominator containing a radical, and multiply both numerator and denominator by $3+4i$ (the conjugate of $3-4i$). Doing so produces

$$\frac{1-2i}{3-4i}\cdot\frac{3+4i}{3+4i}=\frac{(1-2i)(3+4i)}{(3-4i)(3+4i)}=\frac{11-2i}{25}=\frac{11}{25}-\frac{2}{25}\,i$$

d. We use property 2 of the definition of the imaginary unit first, then apply the rules of radicals applicable to real radicals to get

$$\sqrt{-3}\sqrt{-12}=\left(i\sqrt{3}\right)\left(i\sqrt{12}\right)=i^2\sqrt{3\cdot 12}=-\sqrt{36}=-6.$$

e. We adhere to the order of operations here and perform the multiplication before the radical to get

$$\sqrt{(-3)(-12)}=\sqrt{36}=6.$$

f. We can brute force multiply using the distributive property and see that

$$\begin{aligned}(x-[1+2i])(x-[1-2i]) &= x^2-x[1-2i]-x[1+2i]+[1-2i][1+2i]\\ &= x^2-x+2ix-x-2ix+1-2i+2i-4i^2\\ &= x^2-2x+5\end{aligned}$$

A couple of remarks about the last example are in order. First, the **conjugate** of a complex number $a+bi$ is the number $a-bi$. The notation commonly used for conjugation is a "bar": $\overline{a+bi}=a-bi$. For example, $\overline{3+2i}=3-2i$, $\overline{3-2i}=3+2i$, $\overline{6}=6$, $\overline{4i}=-4i$, and $\overline{3+\sqrt{5}}=3+\sqrt{5}$. The properties of the conjugate are summarized in the following theorem.

Theorem 3.4.1: Properties of the Complex Conjugate

Let z and w be complex numbers.

- $\overline{\overline{z}}=z$
- $\overline{z}+\overline{w}=\overline{z+w}$
- $\overline{z}\,\overline{w}=\overline{zw}$
- $(\overline{z})^n=\overline{z^n}$, for any natural number n
- z is a real number if and only if $\overline{z}=z$.

Essentially, Theorem 3.4.1 says that complex conjugation works well with addition, multiplication and powers. The proof of these properties can best be achieved by writing out $z=a+bi$ and $w=c+di$ for real numbers a, b, c and d. Next, we compute the left and right hand sides of each equation and check to see that they are the same. The proof of the first property is a very quick exercise.

To prove the second property, we compare $\overline{z}+\overline{w}$ and $\overline{z+w}$. We have

$$\overline{z}+\overline{w}=\overline{a+bi}+\overline{c+di}=a-bi+c-di.$$

To find $\overline{z+w}$, we first compute

$$z+w=(a+bi)+(c+di)=(a+c)+(b+d)i$$

so

$$\overline{z+w}=\overline{(a+c)+(b+d)i}=(a+c)-(b+d)i=a-bi+c-di.$$

As such, we have established $\overline{z}+\overline{w}=\overline{z+w}$. The proof for multiplication works similarly. The proof that the conjugate works well with powers can be viewed as a repeated application of the product rule, and is best proved using a technique called Mathematical Induction.[4] The last property is a characterization of real numbers. If z is real, then $z=a+0i$, so $\overline{z}=a-0i=a=z$. On the other hand, if $z=\overline{z}$, then $a+bi=a-bi$ which means $b=-b$ so $b=0$. Hence, $z=a+0i=a$ and is real.

Subsection Footnotes

[1] Note the use of the indefinite article "a." Whatever beast is chosen to be i, $-i$ is the other square root of -1.

[2] We want to enlarge the number system so we can solve things like $x^2=-1$, but not at the cost of the established rules already set in place. For that reason, the general properties of radicals simply do not apply for even roots of negative quantities.

[3] See the remarks in Section 1.1.

[4] See Section 7.3.

The Fundamental Theorem of Algebra and the Complete Factorization Theorem

We now return to the business of zeros. Suppose we wish to find the zeros of $f(x)=x^2-2x+5$. To solve the equation $x^2-2x+5=0$, we note that the quadratic doesn't factor nicely, so we resort to the Quadratic Formula and obtain

$$x=\frac{-(-2)\pm\sqrt{(-2)^2-4(1)(5)}}{2(1)}=\frac{2\pm\sqrt{-16}}{2}=\frac{2\pm4i}{2}=1\pm2i.$$

Two things are important to note. First, the zeros $1+2i$ and $1-2i$ are complex conjugates. If ever we obtain non-real zeros to a quadratic function with real coefficients, the zeros will be a complex conjugate pair. (Do you see why?)

Next, we note that in Example 3.4.1, part 6, we found $(x-[1+2i])(x-[1-2i])=x^2-2x+5$. This demonstrates that the Factor Theorem holds even for non-real zeros, i.e, $x=1+2i$ is a zero of f, and, sure enough, $(x-[1+2i])$ is a factor of $f(x)$. It turns out that polynomial division works the same way for all complex numbers, real and non-real alike, so the Factor and Remainder Theorems hold as well. But how do we know if a general polynomial has any complex zeros at all? We have many examples of polynomials with no real zeros. Can there be polynomials with no zeros whatsoever?

The answer to that last question is "No," and the theorem which provides that answer is The Fundamental Theorem of Algebra.

Theorem 3.4.2: Fundamental Theorem of Algebra

Suppose f is a polynomial function of degree $n\geq1$ having complex number coefficients, then f has at least one complex zero.

The Fundamental Theorem of Algebra is an example of an "existence" theorem in Mathematics. Like the Intermediate Value Theorem, the Fundamental Theorem of Algebra guarantees the existence of at least one zero, but gives us no algorithm to use in finding it. In fact, as we mentioned in Section 3.3, there are polynomials whose real zeros, though they exist, cannot be expressed using the "usual" combinations of arithmetic symbols, and must be approximated. The authors are fully aware that the full impact and profound nature of the Fundamental Theorem of Algebra is lost on most students studying Precalculus, and that's fine. It took mathematicians literally hundreds of years to prove the theorem in its full generality, and some of that history is recorded here. Note that the Fundamental Theorem of Algebra applies to not only polynomial functions with real coefficients, but to those with complex number coefficients as well.

Suppose f is a polynomial of degree $n \geq 1$. The Fundamental Theorem of Algebra guarantees us at least one complex zero, z_1, and as such, the Factor Theorem guarantees that $f(x)$ factors as $f(x) = (x - z_1)\, q_1(x)$ for a polynomial function q_1, of degree exactly $n-1$. If $n-1 \geq 1$, then the Fundamental Theorem of Algebra guarantees a complex zero of q_1 as well, say z_2, so then the Factor Theorem gives us $q_1(x) = (x - z_2)\, q_2(x)$, and hence $f(x) = (x - z_1)(x - z_2)\, q_2(x)$. We can continue this process exactly n times, at which point our quotient polynomial q_n has degree 0 so it's a constant. This argument gives us the following factorization theorem.

Theorem 3.4.3: Complete Factorization Theorem

Suppose f is a polynomial function with complex number coefficients. If the degree of f is n and $n \geq 1$, then f has exactly n complex zeros, counting multiplicity. If z_1, z_2, …, z_k are the distinct zeros of f, with multiplicities m_1, m_2, …, m_k, respectively, then $f(x) = a(x - z_1)^{m_1}(x - z_2)^{m_2} \cdots (x - z_k)^{m_k}$.

Note that the value a in Theorem 3.4.3 is the leading coefficient of $f(x)$ (Can you see why?) and as such, we see that a polynomial is completely determined by its zeros, their multiplicities, and its leading coefficient.

Finding Complex Zeros

Now that we have the theory out of the way, let's start finding some zeros!

Example 3.4.2

Let $f(x) = 12x^5 - 20x^4 + 19x^3 - 6x^2 - 2x + 1$.

a. Find all of the complex zeros of f and state their multiplicities.
b. Completely factor $f(x)$.

Solution

a. Since f is a fifth-degree polynomial, we know that we need to perform at least three successful divisions to get the quotient down to a quadratic function. At that point, we can find the remaining zeros using the Quadratic Formula, if necessary. Using the techniques developed in Section 3.3, we get

$$\begin{array}{r|cccccc} \frac{1}{2} & 12 & -20 & 19 & -6 & -2 & 1 \\ & \downarrow & 6 & -7 & 6 & 0 & -1 \\ \hline \frac{1}{2} & 12 & -14 & 12 & 0 & -2 & \boxed{0} \\ & \downarrow & 6 & -4 & 4 & 2 & \\ \hline -\frac{1}{3} & 12 & -8 & 8 & 4 & \boxed{0} & \\ & \downarrow & -4 & 4 & -4 & & \\ \hline & 12 & -12 & 12 & \boxed{0} & & \end{array}$$

Our quotient is $12x^2 - 12x + 12$, whose zeros we find to be $\frac{1 \pm i\sqrt{3}}{2}$. From the Complete Factorization Theorem (Theorem 3.4.3), we know f has exactly 5 zeros, counting multiplicities, and as such we have the zero $\frac{1}{2}$ with multiplicity 2, and the zeros $-\frac{1}{3}$, $\frac{1+i\sqrt{3}}{2}$ and $\frac{1-i\sqrt{3}}{2}$, each of multiplicity 1.

b. Applying the Complete Factorization Theorem, we are guaranteed that f factors as

$$f(x) = 12\left(x - \frac{1}{2}\right)^2\left(x + \frac{1}{3}\right)\left(x - \left[\frac{1+i\sqrt{3}}{2}\right]\right)\left(x - \left[\frac{1-i\sqrt{3}}{2}\right]\right)$$

A true test of the Complete Factorization Theorem (and a student's mettle!) would be to take the factored form of $f(x)$ in the previous example and multiply it out to see that it really does reduce to the original formula

$f(x) = 12x^5 - 20x^4 + 19x^3 - 6x^2 - 2x + 1$.

When factoring a polynomial using Theorem 3.4.3, we say that it is **factored completely over the complex numbers**, meaning that it is impossible to factor the polynomial any further using complex numbers. If we wanted to completely factor $f(x)$ over the **real numbers** then we would have stopped short of finding the non-real zeros of f and factored f using our work from the synthetic division to write

$$f(x) = \left(x - \frac{1}{2}\right)^2 \left(x + \frac{1}{3}\right)\left(12x^2 - 12x + 12\right),$$

or

$$f(x) = 12\left(x - \frac{1}{2}\right)^2 \left(x + \frac{1}{3}\right)\left(x^2 - x + 1\right).$$

Since the zeros of $x^2 - x + 1$ are non-real, we call $x^2 - x + 1$ an **irreducible quadratic** meaning it is impossible to break it down any further using *real* numbers.

The last two results of the section show us that, at least in theory, if we have a polynomial function with real coefficients, we can always factor it down enough so that any non-real zeros come from irreducible quadratics.

Theorem 3.4.4: Conjugate Pairs Theorem

If f is a polynomial function with real number coefficients and z is a zero of f, then so is $\bar{z}$.

Proof

Suppose f is a polynomial with real number coefficients. Specifically, let

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

If z is a zero of f, then $f(z) = 0$, which means

$$a_n z^n + a_{n-1}z^{n-1} + \ldots + a_2 z^2 + a_1 z + a_0 = 0.$$

Next, we consider $f(\bar{z})$ and apply the Properties of Complex Numbers.

$$\begin{aligned}
f(\bar{z}) &= a_n(\bar{z})^n + a_{n-1}(\bar{z})^{n-1} + \ldots + a_2(\bar{z})^2 + a_1\bar{z} + a_0 \\
&= a_n\overline{z^n} + a_{n-1}\overline{z^{n-1}} + \ldots + a_2\overline{z^2} + a_1\bar{z} + a_0 \quad \text{since } (\bar{z})^n = \overline{z^n} \\
&= \overline{a_n}\,\overline{z^n} + \overline{a_{n-1}}\,\overline{z^{n-1}} + \ldots + \overline{a_2}\,\overline{z^2} + \overline{a_1}\,\bar{z} + \overline{a_0} \quad \text{since the coefficients are real} \\
&= \overline{a_n z^n} + \overline{a_{n-1}z^{n-1}} + \ldots + \overline{a_2 z^2} + \overline{a_1 z} + \overline{a_0} \quad \text{since } \bar{z}\bar{w} = \overline{zw} \\
&= \overline{a_n z^n + a_{n-1}z^{n-1} + \ldots + a_2 z^2 + a_1 z + a_0} \quad \text{since } \bar{z} + \bar{w} = \overline{z+w} \\
&= \overline{f(z)} \\
&= \bar{0} \\
&= 0
\end{aligned}$$

This shows that $\bar{z}$ is a zero of f.

So, if f is a polynomial function with real number coefficients, the Conjugate Pairs Theorem tells us that if $a + bi$ is a non-real zero of f, then so is $a - bi$. In other words, non-real zeros of f come in conjugate pairs. The Factor Theorem kicks in to give us both $(x - [a + bi])$ and $(x - [a - bi])$ as factors of $f(x)$ which means $(x - [a + bi])(x - [a - bi]) = x^2 + 2ax + \left(a^2 + b^2\right)$ is an irreducible quadratic factor of f. As a result, we have our last theorem of the section.

Theorem 3.4.5: Real Factorization Theorem

Suppose f is a polynomial function with real number coefficients. Then $f(x)$ can be factored into a product of linear factors corresponding to the real zeros of f and irreducible quadratic factors which give the non-real zeros of f.

We now present an example which pulls together all of the major ideas of this section.

Example 3.4.3

Let $f(x) = x^4 + 64$.

a. Use synthetic division to show that $x = 2 + 2i$ is a zero of f.
b. Find the remaining complex zeros of f.
c. Completely factor $f(x)$ over the complex numbers.
d. Completely factor $f(x)$ over the real numbers.

Solution

a. Remembering to insert the 0's in the synthetic division tableau we have

$$\begin{array}{r|ccccc} 2+2i & 1 & 0 & 0 & 0 & 64 \\ & \downarrow & 2+2i & 8i & -16+16i & -64 \\ \hline & 1 & 2+2i & 8i & -16+16i & \boxed{0} \end{array}$$

b. Since f is a fourth-degree polynomial, we need to make two successful divisions to get a quadratic quotient. Since $2+2i$ is a zero, we know from the Conjugate Pairs Theorem that $2-2i$ is also a zero. We continue our synthetic division tableau.

$$\begin{array}{r|ccccc} 2+2i & 1 & 0 & 0 & 0 & 64 \\ & \downarrow & 2+2i & 8i & -16+16i & -64 \\ \hline 2-2i & 1 & 2+2i & 8i & -16+16i & \boxed{0} \\ & \downarrow & 2-2i & 8-8i & 16-16i & \\ \hline & 1 & 4 & 8 & \boxed{0} & \end{array}$$

Our quotient polynomial is $x^2 + 4x + 8$. Using the Quadratic Formula, we obtain the remaining zeros $-2 + 2i$ and $-2 - 2i$.

c. Using the Complete Factorization Theorem, we get $f(x) = (x - [2 - 2i])(x - [2 + 2i])(x - [-2 + 2i])(x - [-2 - 2i])$.
d. We multiply the linear factors of $f(x)$ which correspond to complex conjugate pairs. We find $(x - [2 - 2i])(x - [2 + 2i]) = x^2 - 4x + 8$, and $(x - [-2 + 2i])(x - [-2 - 2i]) = x^2 + 4x + 8$. Our final answer is $f(x) = \left(x^2 - 4x + 8\right)\left(x^2 + 4x + 8\right)$.

Our last example turns the tables and asks us to manufacture a polynomial with certain properties of its graph and zeros.

Example 3.4.4

Find a polynomial p of lowest degree that has integer coefficients and satisfies all of the following criteria:

- the graph of $y = p(x)$ touches (but doesn't cross) the x-axis at $\left(\frac{1}{3}, 0\right)$
- $x = 3i$ is a zero of p.
- as $x \to -\infty$, $p(x) \to -\infty$
- as $x \to \infty$, $p(x) \to -\infty$

Solution

To solve this problem, we will need a good understanding of the relationship between the x-intercepts of the graph of a function and the zeros of a function, the Factor Theorem, the role of multiplicity, complex conjugates, the Complex Factorization Theorem, and end behavior of polynomial functions. (In short, you'll need most of the major concepts of this chapter.)

Since the graph of p touches the x-axis at $\left(\frac{1}{3}, 0\right)$, we know $x = \frac{1}{3}$ is a zero of even multiplicity. Since we are after a polynomial of lowest degree, we need $x = \frac{1}{3}$ to have multiplicity exactly 2. The Factor Theorem now tells us $\left(x - \frac{1}{3}\right)^2$ is a

factor of $p(x)$.

Since $x = 3i$ is a zero and our final answer is to have integer (real) coefficients, $x = -3i$ is also a zero. The Factor Theorem kicks in again to give us $(x - 3i)$ and $(x + 3i)$ as factors of $p(x)$.

We are given no further information about zeros or intercepts so we conclude, by the Complex Factorization Theorem, that

$$p(x) = a\left(x - \frac{1}{3}\right)^2 (x - 3i)(x + 3i)$$

for some real number a. Expanding this, we get

$$p(x) = ax^4 - \frac{2a}{3}x^3 + \frac{82a}{9}x^2 - 6ax + a.$$

In order to obtain integer coefficients, we know a must be an integer multiple of 9.

Our last concern is end behavior. Since the leading term of $p(x)$ is ax^4, we need $a < 0$ to get $p(x) \to -\infty$ as $x \to \pm\infty$. Hence, if we choose $x = -9$, we get

$$p(x) = -9x^4 + 6x^3 - 82x^2 + 54x - 9.$$

We can verify our handiwork using the techniques developed in this chapter.

This example concludes our study of polynomial functions. The last few sections have contained what is considered by many to be "heavy" Mathematics. Like a heavy meal, heavy Mathematics takes time to digest. Don't be overly concerned if it doesn't seem to sink in all at once, and pace yourself in the Exercises or you're liable to get mental cramps. But before we get to the Exercises, we'd like to offer a bit of an epilogue.

Our main goal in presenting the material on the complex zeros of a polynomial was to give the chapter a sense of completeness. Given that it can be shown that some polynomials have real zeros which cannot be expressed using the usual algebraic operations, and still others have no real zeros at all, it was nice to discover that every polynomial of degree $n \geq 1$ has n complex zeros. So like we said, it gives us a sense of closure. But the observant reader will note that we did not give any examples of applications which involve complex numbers. Students often wonder when complex numbers will be used in "real-world" applications. After all, didn't we call i the *imaginary* unit? How can imaginary things be used in reality?

It turns out that complex numbers are very useful in many applied fields such as fluid dynamics, electromagnetism and quantum mechanics, but most of the applications require Mathematics well beyond College Algebra to fully understand them. That does not mean you'll never be be able to understand them; in fact, it is the authors' sincere hope that all of you will reach a point in your studies when the glory, awe, and splendor of complex numbers are revealed to you. For now, however, the really good stuff is beyond the scope of this text. We invite you and your classmates to find a few examples of complex number applications and see what you can make of them. A simple Internet search with the phrase "complex numbers in real life" should get you started. Basic electronics classes are another place to look, but as a warning, they might use the letter j where we have used i.

For the remainder of the text, with the exception of Section 11.7 and a few exploratory exercises scattered about, we will restrict our attention to real numbers. We do this primarily because the first Calculus sequence you will take, ostensibly the one that this text is preparing you for, studies only functions of real variables. Also, lots of really cool scientific things don't require any deep understanding of complex numbers to study them, but they do need more Mathematics like exponential, logarithmic and trigonometric functions. We believe it makes more sense pedagogically for you to learn about those functions now then take a course in Complex Function Theory in your junior or senior year once you've completed the Calculus sequence. It is in that course that the true power of the complex numbers is released. But for now, in order to fully prepare you for life immediately after College Algebra, we will say that functions like $f(x) = \dfrac{1}{x^2 + 1}$ have a domain of all real numbers, even though we know $x^2 + 1 = 0$ has two complex solutions, namely $x = \pm i$. Because $x^2 + 1 > 0$ for all *real* numbers x, the fraction $\dfrac{1}{x^2 + 1}$ is never undefined in the real variable setting.

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3.4E: Exercises

Exercises

In Exercises 1 - 10, use the given complex numbers z and w to find and simplify the following. Write your answers in the form $a+bi$.

- $z+w$
- zw
- z^2
- $\frac{1}{z}$
- $\frac{z}{w}$
- $\frac{w}{z}$
- $\overline{z}$
- $z\overline{z}$
- $(\overline{z})^2$

1. $z=2+3i$, $w=4i$
2. $z=1+i$, $w=-i$
3. $z=i$, $w=-1+2i$
4. $z=4i$, $w=2-2i$
5. $z=3-5i$, $w=2+7i$
6. $z=-5+i$, $w=4+2i$
7. $z=\sqrt{2}-i\sqrt{2}$, $w=\sqrt{2}+i\sqrt{2}$
8. $z=1-i\sqrt{3}$, $w=-1-i\sqrt{3}$
9. $z=\frac{1}{2}+\frac{\sqrt{3}}{2}\,i$, $w=-\frac{1}{2}+\frac{\sqrt{3}}{2}\,i$
10. $z=-\frac{\sqrt{2}}{2}+\frac{\sqrt{2}}{2}\,i$, $w=-\frac{\sqrt{2}}{2}-\frac{\sqrt{2}}{2}\,i$

In Exercises 11 - 18, simplify the quantity.

11. $\sqrt{-49}$
12. $\sqrt{-9}$
13. $\sqrt{-25}\sqrt{-4}$
14. $\sqrt{(-25)(-4)}$
15. $\sqrt{-9}\sqrt{-16}$
16. $\sqrt{(-9)(-16)}$
17. $\sqrt{-(-9)}$
18. $-\sqrt{(-9)}$

We know that $i^2=-1$ which means $i^3=i^2\cdot i=(-1)\cdot i=-i$ and $i^4=i^2\cdot i^2=(-1)(-1)=1$. In Exercises 19 - 26, use this information to simplify the given power of i.

19. i^5
20. i^6
21. i^7
22. i^8
23. i^{15}
24. i^{26}
25. i^{117}
26. i^{304}

In Exercises 27 - 48, find all of the zeros of the polynomial then completely factor it over the real numbers and completely factor it over the complex numbers.

27. $f(x) = x^2 - 4x + 13$
28. $f(x) = x^2 - 2x + 5$
29. $f(x) = 3x^2 + 2x + 10$
30. $f(x) = x^3 - 2x^2 + 9x - 18$
31. $f(x) = x^3 + 6x^2 + 6x + 5$
32. $f(x) = 3x^3 - 13x^2 + 43x - 13$
33. $f(x) = x^3 + 3x^2 + 4x + 12$
34. $f(x) = 4x^3 - 6x^2 - 8x + 15$
35. $f(x) = x^3 + 7x^2 + 9x - 2$
36. $f(x) = 9x^3 + 2x + 1$
37. $f(x) = 4x^4 - 4x^3 + 13x^2 - 12x + 3$
38. $f(x) = 2x^4 - 7x^3 + 14x^2 - 15x + 6$
39. $f(x) = x^4 + x^3 + 7x^2 + 9x - 18$
40. $f(x) = 6x^4 + 17x^3 - 55x^2 + 16x + 12$
41. $f(x) = -3x^4 - 8x^3 - 12x^2 - 12x - 5$
42. $f(x) = 8x^4 + 50x^3 + 43x^2 + 2x - 4$
43. $f(x) = x^4 + 9x^2 + 20$
44. $f(x) = x^4 + 5x^2 - 24$
45. $f(x) = x^5 - x^4 + 7x^3 - 7x^2 + 12x - 12$
46. $f(x) = x^6 - 64$
47. $f(x) = x^4 - 2x^3 + 27x^2 - 2x + 26$ (Hint: $x = i$ is one of the zeros.)
48. $f(x) = 2x^4 + 5x^3 + 13x^2 + 7x + 5$ (Hint: $x = -1 + 2i$ is a zero.)

In Exercises 49 - 53, create a polynomial f with real number coefficients which has all of the desired characteristics. You may leave the polynomial in factored form.

49. - The zeros of f are $c = \pm 1$ and $c = \pm i$
    - The leading term of $f(x)$ is $42x^4$
50. - $c = 2i$ is a zero.
    - the point $(-1, 0)$ is a local minimum on the graph of $y = f(x)$
    - the leading term of $f(x)$ is $117x^4$
51. - The solutions to $f(x) = 0$ are $x = \pm 2$ and $x = \pm 7i$
    - The leading term of $f(x)$ is $-3x^5$
    - The point $(2, 0)$ is a local maximum on the graph of $y = f(x)$.
52. - f is degree 5.
    - $x = 6$, $x = i$ and $x = 1 - 3i$ are zeros of f
    - as $x \to -\infty$, $f(x) \to \infty$
53. - The leading term of $f(x)$ is $-2x^3$
    - $c = 2i$ is a zero
    - $f(0) = -16$
54. Let z and w be arbitrary complex numbers. Show that $\overline{z}\,\overline{w} = \overline{zw}$ and $\overline{\overline{z}} = z$.

Answers

1. For $z = 2 + 3i$ and $w = 4i$
   - $z + w = 2 + 7i$
   - $zw = -12 + 8i$
   - $z^2 = -5 + 12i$
   - $\overline{z} = 2 - 3i$
   - $z\overline{z} = 13$
   - $(\overline{z})^2 = -5 - 12i$
   - $\frac{1}{z} = \frac{2}{13} - \frac{3}{13}\,i$
   - $\frac{z}{w} = \frac{3}{4} - \frac{1}{2}\,i$

- $\frac{w}{z} = \frac{12}{13} + \frac{8}{13}\,i$

2. For $z = 1 + i$ and $w = -i$
   - $z + w = 1$
   - $zw = 1 - i$
   - $z^2 = 2i$
   - $\bar{z} = 1 - i$
   - $z\bar{z} = 2$
   - $(\bar{z})^2 = -2i$
   - $\frac{1}{z} = \frac{1}{2} - \frac{1}{2}\,i$
   - $\frac{z}{w} = -1 + i$
   - $\frac{w}{z} = -\frac{1}{2} - \frac{1}{2}\,i$
3. For $z = i$ and $w = -1 + 2i$
   - $z + w = -1 + 3i$
   - $zw = -2 - i$
   - $z^2 = -1$
   - $\bar{z} = -i$
   - $z\bar{z} = 1$
   - $(\bar{z})^2 = -1$
   - $\frac{1}{z} = -i$
   - $\frac{z}{w} = \frac{2}{5} - \frac{1}{5}\,i$
   - $\frac{w}{z} = 2 + i$
4. For $z = 4i$ and $w = 2 - 2i$
   - $z + w = 2 + 2i$
   - $zw = 8 + 8i$
   - $z^2 = -16$
   - $\bar{z} = -4i$
   - $z\bar{z} = 16$
   - $(\bar{z})^2 = -16$
   - $\frac{1}{z} = -\frac{1}{4}\,i$
   - $\frac{z}{w} = -1 + i$
   - $\frac{w}{z} = -\frac{1}{2} - \frac{1}{2}\,i$
5. For $z = 3 - 5i$ and $w = 2 + 7i$
   - $z + w = 5 + 2i$
   - $zw = 41 + 11i$
   - $z^2 = -16 - 30i$
   - $\bar{z} = 3 + 5i$
   - $z\bar{z} = 34$
   - $(\bar{z})^2 = -16 + 30i$
   - $\frac{1}{z} = \frac{3}{34} + \frac{5}{34}\,i$
   - $\frac{z}{w} = -\frac{29}{53} - \frac{31}{53}\,i$
   - $\frac{w}{z} = -\frac{29}{34} + \frac{31}{34}\,i$
6. For $z = -5 + i$ and $w = 4 + 2i$
   - $z + w = -1 + 3i$
   - $zw = -22 - 6i$
   - $z^2 = 24 - 10i$
   - $\bar{z} = -5 - i$
   - $z\bar{z} = 26$
   - $(\bar{z})^2 = 24 + 10i$
   - $\frac{1}{z} = -\frac{5}{26} - \frac{1}{26}\,i$

- $\frac{z}{w} = -\frac{9}{10} + \frac{7}{10}\,i$
- $\frac{w}{z} = -\frac{9}{13} - \frac{7}{13}\,i$

7. For $z = \sqrt{2} - i\sqrt{2}$ and $w = \sqrt{2} + i\sqrt{2}$
   - $z + w = 2\sqrt{2}$
   - $zw = 4$
   - $z^2 = -4i$
   - $\bar{z} = \sqrt{2} + i\sqrt{2}$
   - $z\bar{z} = 4$
   - $(\bar{z})^2 = 4i$
   - $\frac{1}{z} = \frac{\sqrt{2}}{4} + \frac{\sqrt{2}}{4}\,i$
   - $\frac{z}{w} = -i$
   - $\frac{w}{z} = i$
8. For $z = 1 - i\sqrt{3}$ and $w = -1 - i\sqrt{3}$
   - $z + w = -2i\sqrt{3}$
   - $zw = -4$
   - $z^2 = -2 - 2i\sqrt{3}$
   - $\bar{z} = 1 + i\sqrt{3}$
   - $z\bar{z} = 4$
   - $(\bar{z})^2 = -2 + 2i\sqrt{3}$
   - $\frac{1}{z} = \frac{1}{4} + \frac{\sqrt{3}}{4}\,i$
   - $\frac{z}{w} = \frac{1}{2} + \frac{\sqrt{3}}{2}\,i$
   - $\frac{w}{z} = \frac{1}{2} - \frac{\sqrt{3}}{2}\,i$
9. For $z = \frac{1}{2} + \frac{\sqrt{3}}{2}\,i$ and $w = -\frac{1}{2} + \frac{\sqrt{3}}{2}\,i$
   - $z + w = i\sqrt{3}$
   - $zw = -1$
   - $z^2 = -\frac{1}{2} + \frac{\sqrt{3}}{2}\,i$
   - $\bar{z} = \frac{1}{2} - \frac{\sqrt{3}}{2}\,i$
   - $z\bar{z} = 1$
   - $(\bar{z})^2 = -\frac{1}{2} - \frac{\sqrt{3}}{2}\,i$
   - $\frac{1}{z} = \frac{1}{2} - \frac{\sqrt{3}}{2}\,i$
   - $\frac{z}{w} = \frac{1}{2} - \frac{\sqrt{3}}{2}\,i$
   - $\frac{w}{z} = \frac{1}{2} + \frac{\sqrt{3}}{2}\,i$
10. For $z = -\frac{\sqrt{2}}{2} + \frac{\sqrt{2}}{2}\,i$ and $w = -\frac{\sqrt{2}}{2} - \frac{\sqrt{2}}{2}\,i$
    - $-\sqrt{2}$
    - $zw = 1$
    - $z^2 = -i$
    - $\bar{z} = -\frac{\sqrt{2}}{2} - \frac{\sqrt{2}}{2}\,i$
    - $z\bar{z} = 1$
    - $(\bar{z})^2 = i$
    - $\frac{1}{z} = -\frac{\sqrt{2}}{2} - \frac{\sqrt{2}}{2}\,i$
    - $\frac{z}{w} = -i$
    - $\frac{w}{z} = i$
11. $7i$
12. $3i$
13. -10
14. 10
15. -12

16. 12
17. 3
18. $-3i$
19. $i^5 = i^4 \cdot i = 1 \cdot i = i$
20. $i^6 = i^4 \cdot i^2 = 1 \cdot (-1) = -1$
21. $i^7 = i^4 \cdot i^3 = 1 \cdot (-i) = -i$
22. $i^8 = i^4 \cdot i^4 = \left(i^4\right)^2 = (1)^2 = 1$
23. $i^{15} = \left(i^4\right)^3 \cdot i^3 = 1 \cdot (-i) = -i$
24. $i^{26} = \left(i^4\right)^6 \cdot i^2 = 1 \cdot (-1) = -1$
25. $i^{117} = \left(i^4\right)^{29} \cdot i = 1 \cdot i = i$
26. $i^{304} = \left(i^4\right)^{76} = 1^{76} = 1$
27. $f(x) = x^2 - 4x + 13 = (x - (2 + 3i))(x - (2 - 3i))$
    Zeros: $x = 2 \pm 3i$
28. $f(x) = x^2 - 2x + 5 = (x - (1 + 2i))(x - (1 - 2i))$
    Zeros: $x = 1 \pm 2i$
29. $f(x) = 3x^2 + 2x + 10 = 3\left(x - \left(-\frac{1}{3} + \frac{\sqrt{29}}{3}i\right)\right)\left(x - \left(-\frac{1}{3} - \frac{\sqrt{29}}{3}i\right)\right)$
    Zeros: $x = -\frac{1}{3} \pm \frac{\sqrt{29}}{3}i$
30. $f(x) = x^3 - 2x^2 + 9x - 18 = (x - 2)\left(x^2 + 9\right) = (x - 2)(x - 3i)(x + 3i)$
    Zeros: $x = 2, \pm 3i$
31. $f(x) = x^3 + 6x^2 + 6x + 5 = (x + 5)(x^2 + x + 1) = (x + 5)\left(x - \left(-\frac{1}{2} + \frac{\sqrt{3}}{2}i\right)\right)\left(x - \left(-\frac{1}{2} - \frac{\sqrt{3}}{2}i\right)\right)$
    Zeros: $x = -5,\ x = -\frac{1}{2} \pm \frac{\sqrt{3}}{2}i$
32. $f(x) = 3x^3 - 13x^2 + 43x - 13 = (3x - 1)(x^2 - 4x + 13) = (3x - 1)(x - (2 + 3i))(x - (2 - 3i))$
    Zeros: $x = \frac{1}{3},\ x = 2 \pm 3i$
33. $f(x) = x^3 + 3x^2 + 4x + 12 = (x + 3)\left(x^2 + 4\right) = (x + 3)(x + 2i)(x - 2i)$
    Zeros: $x = -3,\ \pm 2i$
34. $f(x) = 4x^3 - 6x^2 - 8x + 15 = \left(x + \frac{3}{2}\right)\left(4x^2 - 12x + 10\right)$
    $= 4\left(x + \frac{3}{2}\right)\left(x - \left(\frac{3}{2} + \frac{1}{2}i\right)\right)\left(x - \left(\frac{3}{2} - \frac{1}{2}i\right)\right)$
    Zeros: $x = -\frac{3}{2},\ x = \frac{3}{2} \pm \frac{1}{2}i$
35. $f(x) = x^3 + 7x^2 + 9x - 2 = (x + 2)\left(x - \left(-\frac{5}{2} + \frac{\sqrt{29}}{2}\right)\right)\left(x - \left(-\frac{5}{2} - \frac{\sqrt{29}}{2}\right)\right)$
    Zeros: $x = -2,\ x = -\frac{5}{2} \pm \frac{\sqrt{29}}{2}$
36. $f(x) = 9x^3 + 2x + 1 = \left(x + \frac{1}{3}\right)\left(9x^2 - 3x + 3\right)$
    $= 9\left(x + \frac{1}{3}\right)\left(x - \left(\frac{1}{6} + \frac{\sqrt{11}}{6}i\right)\right)\left(x - \left(\frac{1}{6} - \frac{\sqrt{11}}{6}i\right)\right)$
    Zeros: $x = -\frac{1}{3},\ x = \frac{1}{6} \pm \frac{\sqrt{11}}{6}i$
37. $f(x) = 4x^4 - 4x^3 + 13x^2 - 12x + 3 = \left(x - \frac{1}{2}\right)^2\left(4x^2 + 12\right) = 4\left(x - \frac{1}{2}\right)^2(x + i\sqrt{3})(x - i\sqrt{3})$
    Zeros: $x = \frac{1}{2},\ x = \pm\sqrt{3}i$
38. $f(x) = 2x^4 - 7x^3 + 14x^2 - 15x + 6 = (x - 1)^2\left(2x^2 - 3x + 6\right)$
    $= 2(x - 1)^2\left(x - \left(\frac{3}{4} + \frac{\sqrt{39}}{4}i\right)\right)\left(x - \left(\frac{3}{4} - \frac{\sqrt{39}}{4}i\right)\right)$
    Zeros: $x = 1,\ x = \frac{3}{4} \pm \frac{\sqrt{39}}{4}i$
39. $f(x) = x^4 + x^3 + 7x^2 + 9x - 18 = (x + 2)(x - 1)\left(x^2 + 9\right) = (x + 2)(x - 1)(x + 3i)(x - 3i)$
    Zeros: $x = -2,\ 1,\ \pm 3i$

40. $f(x)=6x^4+17x^3-55x^2+16x+12=6\left(x+\frac{1}{3}\right)\left(x-\frac{3}{2}\right)\left(x-\left(-2+2\sqrt{2}\right)\right)\left(x-\left(-2-2\sqrt{2}\right)\right)$
    Zeros: $x=-\frac{1}{3},\ x=\frac{3}{2},\ x=-2\pm 2\sqrt{2}$
41. $f(x)=-3x^4-8x^3-12x^2-12x-5=(x+1)^2\left(-3x^2-2x-5\right)$
    $=-3(x+1)^2\left(x-\left(-\frac{1}{3}+\frac{\sqrt{14}}{3}i\right)\right)\left(x-\left(-\frac{1}{3}-\frac{\sqrt{14}}{3}i\right)\right)$
    Zeros: $x=-1,\ x=-\frac{1}{3}\pm\frac{\sqrt{14}}{3}i$
42. $f(x)=8x^4+50x^3+43x^2+2x-4=8\left(x+\frac{1}{2}\right)\left(x-\frac{1}{4}\right)(x-(-3+\sqrt{5}))(x-(-3-\sqrt{5}))$
    Zeros: $x=-\frac{1}{2},\ \frac{1}{4},\ x=-3\pm\sqrt{5}$
43. $f(x)=x^4+9x^2+20=\left(x^2+4\right)\left(x^2+5\right)=(x-2i)(x+2i)\left(x-i\sqrt{5}\right)\left(x+i\sqrt{5}\right)$
    Zeros: $x=\pm 2i,\pm i\sqrt{5}$
44. $f(x)=x^4+5x^2-24=\left(x^2-3\right)\left(x^2+8\right)=(x-\sqrt{3})(x+\sqrt{3})\left(x-2i\sqrt{2}\right)\left(x+2i\sqrt{2}\right)$
    Zeros: $x=\pm\sqrt{3},\pm 2i\sqrt{2}$
45. $f(x)=x^5-x^4+7x^3-7x^2+12x-12=(x-1)\left(x^2+3\right)\left(x^2+4\right)$
    $=(x-1)(x-i\sqrt{3})(x+i\sqrt{3})(x-2i)(x+2i)$
    Zeros: $x=1,\ \pm\sqrt{3}i,\ \pm 2i$
46. $f(x)=x^6-64=(x-2)(x+2)\left(x^2+2x+4\right)\left(x^2-2x+4\right)$
    $=(x-2)(x+2)\left(x-\left(-1+i\sqrt{3}\right)\right)\left(x-\left(-1-i\sqrt{3}\right)\right)\left(x-\left(1+i\sqrt{3}\right)\right)\left(x-\left(1-i\sqrt{3}\right)\right)$
    Zeros: $x=\pm 2,\ x=-1\pm i\sqrt{3},\ x=1\pm i\sqrt{3}$
47. $f(x)=x^4-2x^3+27x^2-2x+26=(x^2-2x+26)(x^2+1)=(x-(1+5i))(x-(1-5i))(x+i)(x-i)$
    Zeros: $x=1\pm 5i,\ x=\pm i$
48. $f(x)=2x^4+5x^3+13x^2+7x+5=\left(x^2+2x+5\right)\left(2x^2+x+1\right)$
    $=2(x-(-1+2i))(x-(-1-2i))\left(x-\left(-\frac{1}{4}+i\frac{\sqrt{7}}{4}\right)\right)\left(x-\left(-\frac{1}{4}-i\frac{\sqrt{7}}{4}\right)\right)$
    Zeros: $x=-1\pm 2i,-\frac{1}{4}\pm i\frac{\sqrt{7}}{4}$
49. $f(x)=42(x-1)(x+1)(x-i)(x+i)$
50. $f(x)=117(x+1)^2(x-2i)(x+2i)$
51. $f(x)=-3(x-2)^2(x+2)(x-7i)(x+7i)$
52. $f(x)=a(x-6)(x-i)(x+i)(x-(1-3i))(x-(1+3i))$ where a is any real number, $a<0$
53. $f(x)=-2(x-2i)(x+2i)(x+2)$

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CHAPTER OVERVIEW

4: Rational Functions

- 4.1: Introduction to Rational Functions
  - 4.1E: Exercises
- 4.2: Graphs of Rational Functions
  - 4.2E: Exercises
- 4.3: Rational Inequalities and Applications
  - 4.3E: Exercises

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4.1: Introduction to Rational Functions

Math 370 Learning Objectives

- Review horizontal and vertical asymptotes, but from a calculus-notation perspective (using arrow notation).
- Review the concept of a slant asymptote from a non-graphing perspective.

If we add, subtract, or multiply polynomial functions according to the function arithmetic rules defined in Section 1.5, we will produce another polynomial function. If, on the other hand, we divide two polynomial functions, the result may not be a polynomial. In this chapter we study **rational functions** - functions which are ratios of polynomials.

Definition: Rational Function

A **rational function** is a function which is the ratio of polynomial functions. Said differently, r is a rational function if it is of the form

$$r(x) = \frac{p(x)}{q(x)},$$

where p and q are polynomial functions.[1]

As we recall from Section 1.4, we have domain issues anytime the denominator of a fraction is zero. In the example below, we review this concept as well as some of the arithmetic of rational expressions.

Example 4.1.1

Find the domain of the following rational functions. Write them in the form $\frac{p(x)}{q(x)}$ for polynomial functions p and q and simplify.

a. $f(x) = \frac{2x-1}{x+1}$
b. $g(x) = 2 - \frac{3}{x+1}$
c. $h(x) = \frac{2x^2-1}{x^2-1} - \frac{3x-2}{x^2-1}$
d. $r(x) = \frac{2x^2-1}{x^2-1} \div \frac{3x-2}{x^2-1}$

Solution

a. To find the domain of f, we proceed as we did in Section 1.4: we find the zeros of the denominator and exclude them from the domain. Setting $x+1=0$ results in $x=-1$. Hence, our domain is $(-\infty,-1)\cup(-1,\infty)$. The expression $f(x)$ is already in the form requested and when we check for common factors among the numerator and denominator we find none, so we are done.

b. Proceeding as before, we determine the domain of g by solving $x+1=0$. As before, we find the domain of g is $(-\infty,-1)\cup(-1,\infty)$. To write $g(x)$ in the form requested, we need to get a common denominator

$$\begin{aligned} g(x) &= 2 - \frac{3}{x+1} \\ &= \frac{2}{1} - \frac{3}{x+1} \\ &= \frac{(2)(x+1)}{(1)(x+1)} - \frac{3}{x+1} \\ &= \frac{(2x+2)-3}{x+1} \\ &= \frac{2x-1}{x+1} \end{aligned}$$

This formula is now completely simplified.

c. The denominators in the formula for $h(x)$ are both x^2-1 whose zeros are $x=\pm 1$. As a result, the domain of h is $(-\infty,-1)\cup(-1,1)\cup(1,\infty)$. We now proceed to simplify $h(x)$. Since we have the same denominator in both terms, we subtract the numerators. We then factor the resulting numerator and denominator, and cancel out the common factor.

$$\begin{aligned} h(x) &= \frac{2x^2-1}{x^2-1}-\frac{3x-2}{x^2-1} \\ &= \frac{\left(2x^2-1\right)-(3x-2)}{x^2-1} \\ &= \frac{2x^2-1-3x+2}{x^2-1} \\ &= \frac{2x^2-3x+1}{x^2-1} \\ &= \frac{(2x-1)(x-1)}{(x+1)(x-1)} \\ &= \frac{(2x-1)\ \cancel{(x-1)}}{(x+1)\ \cancel{(x-1)}} \\ &= \frac{2x-1}{x+1} \end{aligned}$$

d. To find the domain of r, it may help to temporarily rewrite $r(x)$ as

$$r(x)=\frac{\dfrac{2x^2-1}{x^2-1}}{\dfrac{3x-2}{x^2-1}}$$

We need to set all of the denominators equal to zero which means we need to solve not only $x^2-1=0$, but also $\frac{3x-2}{x^2-1}=0$. We find $x=\pm 1$ for the former and $x=\frac{2}{3}$ for the latter. Our domain is $(-\infty,-1)\cup\left(-1,\frac{2}{3}\right)\cup\left(\frac{2}{3},1\right)\cup(1,\infty)$. We simplify $r(x)$ by rewriting the division as multiplication by the reciprocal and then by canceling the common factor

$$\begin{aligned} r(x) &= \frac{2x^2-1}{x^2-1}\div\frac{3x-2}{x^2-1} \\ &= \frac{2x^2-1}{x^2-1}\cdot\frac{x^2-1}{3x-2} \\ &= \frac{\left(2x^2-1\right)\left(x^2-1\right)}{\left(x^2-1\right)(3x-2)} \\ &= \frac{\left(2x^2-1\right)\ \cancel{\left(x^2-1\right)}}{\cancel{\left(x^2-1\right)}(3x-2)} \\ &= \frac{2x^2-1}{3x-2} \end{aligned}$$

A few remarks about Example 4.1.1 are in order. Note that the expressions for $f(x)$, $g(x)$ and $h(x)$ work out to be the same. However, only two of these functions are actually equal. Recall that functions are ultimately sets of ordered pairs,[2] so for two functions to be equal, they need, among other things, to have the same domain. Since $f(x)=g(x)$ and f and g have the same domain, they are equal functions. Even though the formula $h(x)$ is the same as $f(x)$, the domain of h is different than the domain of f, and thus they are different functions.

Subsection Footnotes

[1] According to this definition, all polynomial functions are also rational functions. (Take $q(x) = 1$).

[2] You should review Sections 1.2 and 1.3 if this statement caught you off guard.

Vertical Asymptotes

We now turn our attention to the graphs of rational functions. Consider the function $f(x) = \frac{2x-1}{x+1}$ from Example 4.1.1. Using Desmos, we obtain the graph in Figure 4.1.1.

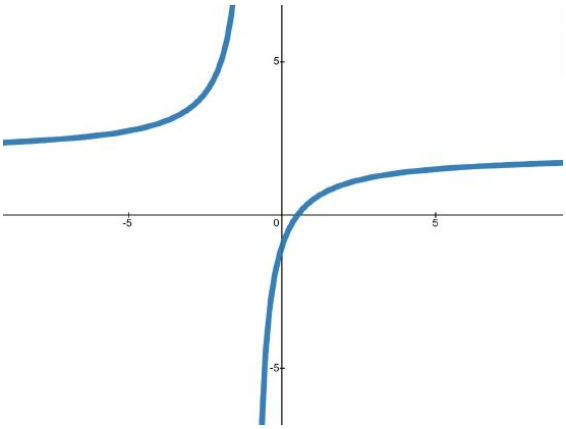


Figure 4.1.1

Note that the graph appears to "break" at $x = -1$. We know from our last example that $x = -1$ is not in the domain of f which means $f(-1)$ is undefined. When we make a table of values to study the behavior of f *near* $x = -1$ we see that we can get "near" $x = -1$ from two directions. We can choose values a little less than -1, for example $x = -1.1$, $x = -1.01$, $x = -1.001$, and so on. These values are said to "approach -1 from the *left*." Similarly, the values $x = -0.9$, $x = -0.99$, $x = -0.999$, etc., are said to "approach -1 from the *right*." If we make two tables, we find that the numerical results confirm what we see graphically.

x	$f(x)$	$(x, f(x))$
-1.1	32	$(-1.1, 32)$
-1.01	302	$(-1.01, 302)$
-1.001	3002	$(-1.001, 3002)$
-1.0001	30002	$(-1.001, 30002)$

x	$f(x)$	$(x, f(x))$
-0.9	-28	$(-0.9, -28)$
-0.99	-298	$(-0.99, -298)$
-0.999	-2998	$(-0.999, -2998)$
-0.9999	-29998	$(-0.9999, -29998)$

As the x values approach -1 from the left, the function values become larger and larger positive numbers.[3] We express this symbolically by stating as $x \to -1^-$, $f(x) \to \infty$. Similarly, using analogous notation, we conclude from the table that as $x \to -1^+$, $f(x) \to -\infty$. For this type of unbounded behavior, we say the graph of $y = f(x)$ has a **vertical asymptote** of $x = -1$. Roughly speaking, this means that near $x = -1$, the graph looks very much like the vertical line $x = -1$.

We formalize the concept of vertical asymptotes in the following definition.

Definition: Vertical Asymptote

The line $x = c$ is called a **vertical asymptote** of the graph of a function $y = f(x)$ if as $x \to c^-$ or as $x \to c^+$, either $f(x) \to \infty$ or $f(x) \to -\infty$.

In our discussion following Example 4.1.1, we determined that, despite the fact that the formula for $h(x)$ reduced to the same formula as $f(x)$, the functions f and h are different, since $x = 1$ is in the domain of f, but $x = 1$ is not in the domain of h. If we graph $h(x) = \frac{2x^2-1}{x^2-1} - \frac{3x-2}{x^2-1}$ using graphing technology, we are surprised to find that the graph looks identical to the graph of $y = f(x)$. There is a vertical asymptote at $x = -1$, but near $x = 1$, everything seem fine. Tables of values provide numerical evidence which supports the graphical observation.

x	$h(x)$	$(x, h(x))$
0.9	≈ 0.4210	$\approx (0.9, 0.4210)$
0.99	≈ 0.4925	$\approx (0.99, 0.4925)$
0.999	≈ 0.4992	$\approx (0.999, 0.4992)$
0.9999	≈ 0.4999	$\approx (0.9999, 0.4999)$

x	$h(x)$	$(x, h(x))$
1.1	≈ 0.5714	$\approx (1.1, 0.5714)$
1.01	≈ 0.5075	$\approx (1.01, 0.5075)$
1.001	≈ 0.5007	$\approx (1.001, 0.5007)$
1.0001	≈ 0.5001	$\approx (1.0001, 0.5001)$

We see that as $x \to 1^-$, $h(x) \to 0.5^-$ and as $x \to 1^+$, $h(x) \to 0.5^+$. In other words, the points on the graph of $y = h(x)$ are approaching $(1, 0.5)$, but since $x = 1$ is not in the domain of h, it would be inaccurate to fill in a point at $(1, 0.5)$. As we've done in past sections when something like this occurs,[4] we put an open circle (also called a **hole** in this case[5]) at $(1, 0.5)$. Figure 4.1.2 is a detailed graph of $y = h(x)$, with the vertical and horizontal asymptotes as dashed lines.[6]

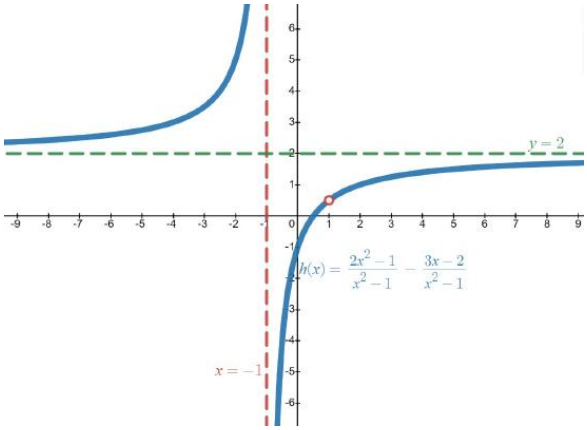


Figure 4.1.2

Neither $x = -1$ nor $x = 1$ are in the domain of h. The reason for this lies in the second to last step when we simplified the formula for $h(x)$ in Example 4.1.1, where we had $h(x) = \frac{(2x-1)(x-1)}{(x+1)(x-1)}$. $x = -1$ is not in the domain of h is because the factor $(x+1)$ appears in the denominator of $h(x)$; similarly, $x = 1$ is not in the domain of h because of the factor $(x-1)$ in the denominator of $h(x)$. The major difference between these two factors is that $(x-1)$ cancels with a factor in the numerator whereas $(x+1)$ does not. Loosely speaking, the trouble caused by $(x-1)$ in the denominator is canceled away while the factor $(x+1)$ remains to cause mischief. This is why the graph of $y = h(x)$ has a vertical asymptote at $x = -1$ but only a hole at $x = 1$. These observations are generalized and summarized in the theorem below, whose proof is found in Calculus.

Theorem 4.1.1: Location of Vertical Asymptotes and Holes

Suppose r is a rational function which can be written as

$$r(x) = \frac{p(x)}{q(x)},$$

where p and q have no common zeros.[7] Let c be a real number which is not in the domain of r.

- If $q(c) \neq 0$, then the graph of $y = r(x)$ has a hole at $\left(c, \frac{p(c)}{q(c)}\right)$.
- If $q(c) = 0$, then the line $x = c$ is a vertical asymptote of the graph of $y = r(x)$.

In English, Theorem 4.1.1 says that if $x = c$ is not in the domain of r but, when we simplify $r(x)$, it no longer makes the denominator 0, then we have a hole at $x = c$. Otherwise, the line $x = c$ is a vertical asymptote of the graph of $y = r(x)$.

Example 4.1.2

Find the vertical asymptotes of, and/or holes in, the graphs of the following rational functions. Verify your answers using graphing technology, and describe the behavior of the graph near them using proper notation.

a. $f(x) = \frac{2x}{x^2-3}$
b. $g(x) = \frac{x^2-x-6}{x^2-9}$
c. $h(x) = \frac{x^2-x-6}{x^2+9}$
d. $r(x) = \frac{x^2-x-6}{x^2+4x+4}$

Solution

a. To use Theorem 4.1.1, we first find all of the real numbers which aren't in the domain of f. To do so, we solve $x^2 - 3 = 0$ and get $x = \pm\sqrt{3}$. Since the expression $f(x)$ is in lowest terms, there is no cancellation possible, and we conclude that the lines $x = -\sqrt{3}$ and $x = \sqrt{3}$ are vertical asymptotes to the graph of $y = f(x)$. Desmos verifies this claim, and from the graph in Figure 4.1.3, we see that as $x \to -\sqrt{3}^-$, $f(x) \to -\infty$, as $x \to -\sqrt{3}^+$, $f(x) \to \infty$, as $x \to \sqrt{3}^-$, $f(x) \to -\infty$, and finally as $x \to \sqrt{3}^+$, $f(x) \to \infty$.

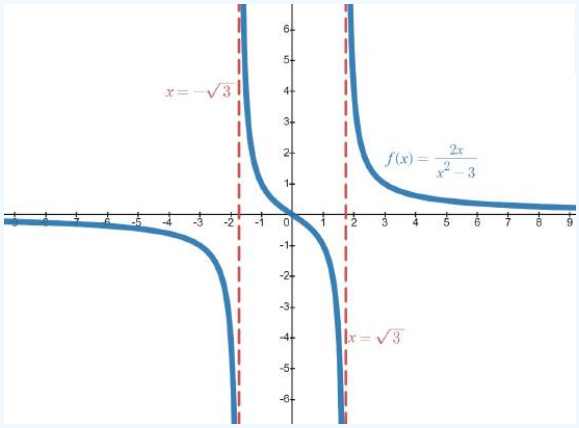


Figure 4.1.3

b. Solving $x^2 - 9 = 0$ gives $x = \pm 3$. In lowest terms

$$g(x) = \frac{x^2 - x - 6}{x^2 - 9} = \frac{(x-3)(x+2)}{(x-3)(x+3)} = \frac{x+2}{x+3}.$$

Since $x = -3$ continues to make trouble in the denominator, we know the line $x = -3$ is a vertical asymptote of the graph of $y = g(x)$. Since $x = 3$ no longer produces a 0 in the denominator, we have a hole at $x = 3$. To find the y-coordinate of the hole, we substitute $x = 3$ into $\frac{x+2}{x+3}$ and find the hole is at $\left(3, \frac{5}{6}\right)$. When we graph $y = g(x)$ using Desmos (see Figure

4.1.4), we clearly see the vertical asymptote at $x = -3$, but everything seems calm near $x = 3$. Hence, as $x \to -3^-$, $g(x) \to \infty$, as $x \to -3^+$, $g(x) \to -\infty$, as $x \to 3^-$, $g(x) \to \frac{5}{6}^-$, and as $x \to 3^+$, $g(x) \to \frac{5}{6}^+$.

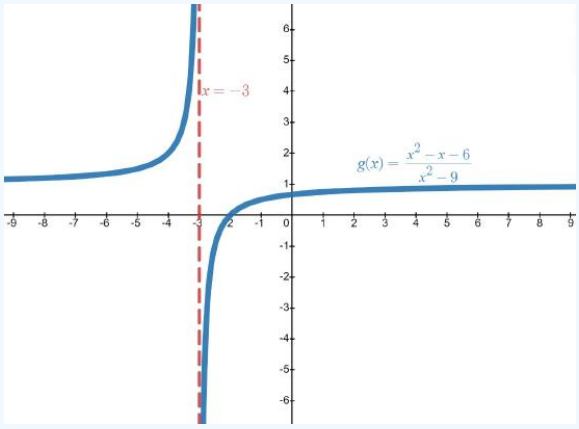


Figure 4.1.4

c. The domain of h is all real numbers, since $x^2 + 9 = 0$ has no real solutions. Accordingly, the graph of $y = h(x)$ is devoid of both vertical asymptotes and holes.

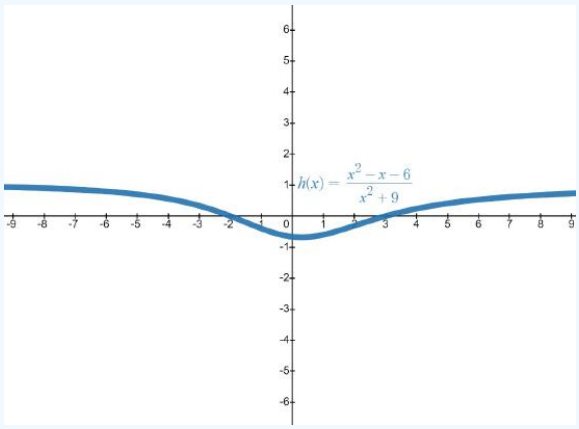


Figure 4.1.5

d. Setting $x^2 + 4x + 4 = 0$ gives us $x = -2$ as the only real number of concern. Simplifying, we see

$$r(x) = \frac{x^2 - x - 6}{x^2 + 4x + 4} = \frac{(x-3)(x+2)}{(x+2)^2} = \frac{x-3}{x+2}.$$

Since $x = -2$ continues to produce a 0 in the denominator of the reduced function, we know $x = -2$ is a vertical asymptote to the graph. Desmos bears this out (see Figure 4.1.6). Moreover, we see that as $x \to -2^-$, $r(x) \to \infty$ and as $x \to -2^+$, $r(x) \to -\infty$.

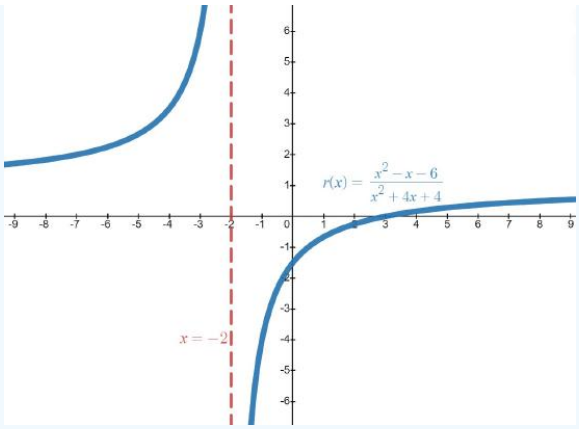


Figure 4.1.6

Our next example gives us a physical interpretation of a vertical asymptote. This type of model arises from a family of equations cheerily named "doomsday" equations.[8]

Example 4.1.3

A mathematical model for the population P, in thousands, of a certain species of bacteria, t days after it is introduced to an environment is given by

$$P(t) = \frac{100}{(5-t)^2}, \quad 0 \le t < 5.$$

a. Find and interpret $P(0)$.
b. When will the population reach $100{,}000$?
c. Determine the behavior of P as $t \to 5^-$. Interpret this result graphically and within the context of the problem.

Solution

a. Substituting $t = 0$ gives $P(0) = \frac{100}{(5-0)^2} = 4$, which means 4000 bacteria are initially introduced into the environment.
b. To find when the population reaches $100{,}000$, we first need to remember that $P(t)$ is measured in *thousands*. In other words, $100{,}000$ bacteria corresponds to $P(t) = 100$. Substituting for $P(t)$ gives the equation $\frac{100}{(5-t)^2} = 100$. Clearing denominators and dividing by 100 gives $(5-t)^2 = 1$, which, after extracting square roots, produces $t = 4$ or $t = 6$. Of these two solutions, only $t = 4$ in our domain, so this is the solution we keep. Hence, it takes 4 days for the population of bacteria to reach $100{,}000$.
c. To determine the behavior of P as $t \to 5^-$, we can make a table

t	$P(t)$
4.9	10000
4.99	1000000
4.999	100000000
4.9999	10000000000

In other words, as $t \to 5^-$, $P(t) \to \infty$. Graphically, the line $t = 5$ is a vertical asymptote of the graph of $y = P(t)$. Physically, this means that the population of bacteria is increasing without bound as we near 5 days, which cannot actually happen. For this reason, $t = 5$ is called the "doomsday" for this population. There is no way any environment can support infinitely many bacteria, so shortly before $t = 5$ the environment would collapse.

Subsection Footnotes

[3] We would need Calculus to confirm this analytically.

[4] For instance, graphing piecewise defined functions in Section 1.6.

[5] In Calculus, we will see how these "holes" can be "plugged" when embarking on a more advanced study of continuity.

[6] We will get to these in the next subsection.

[7] In other words, $r(x)$ is in lowest terms.

[8] These functions arise in Differential Equations. The unfortunate name will make sense shortly.

Horizontal Asymptotes

Now that we have thoroughly investigated vertical asymptotes, we can turn our attention to horizontal asymptotes.

Consider $f(x) = \frac{2x-1}{x+1}$ from Example 4.1.1. Notice that it seems to "level off" on the left and right hand sides of Figure 4.1.1. This is a statement about the end behavior of the function. As we discussed in Section 3.1, the end behavior of a function is its behavior as x attains larger[9] and larger negative values without bound, $x \to -\infty$, and as x becomes large without bound, $x \to \infty$. Making tables of values, we find

x	$f(x)$	$(x, f(x))$
-10	≈ 2.3333	$\approx (-10, 2.3333)$
-100	≈ 2.0303	$\approx (-100, 2.0303)$
-1000	≈ 2.0030	$\approx (-1000, 2.0030)$
-10000	≈ 2.0003	$\approx (-10000, 2.0003)$

x	$f(x)$	$(x, f(x))$
10	≈ 1.7273	$\approx (10, 1.7273)$
100	≈ 1.9703	$\approx (100, 1.9703)$
1000	≈ 1.9970	$\approx (1000, 1.9970)$
10000	≈ 1.9997	$\approx (10000, 1.9997)$

From the tables, we see that as $x \to -\infty$, $f(x) \to 2^+$ and as $x \to \infty$, $f(x) \to 2^-$. Here the "$+$" means "from above" and the "$-$" means "from below." In this case, we say the graph of $y = f(x)$ has a **horizontal asymptote** of $y = 2$. This means that the end behavior of f resembles the horizontal line $y = 2$, which explains the "leveling off" behavior we see in Figure 4.1.1. We formalize the concept of a horizontal asymptote in the following definition.

Definition: Horizontal Asymptote

The line $y = c$ is called a **horizontal asymptote** of the graph of a function $y = f(x)$ if as $x \to -\infty$ or as $x \to \infty$, $f(x) \to c$.

Note that in the definition of a horizontal asymptote, we write $f(x) \to c$ (not $f(x) \to c^+$ or $f(x) \to c^-$) because we are unconcerned from which direction the values $f(x)$ approach the value c, just as long as they do so.[10]

The next theorem tells us when to expect horizontal asymptotes.

Theorem 4.1.2: Location of Horizontal Asymptotes

Suppose r is a rational function and $r(x) = \frac{p(x)}{q(x)}$, where p and q are polynomial functions with leading coefficients a and b, respectively.

- If the degree of $p(x)$ is the same as the degree of $q(x)$, then $y = \frac{a}{b}$ is the horizontal asymptote of the graph of $y = r(x)$.[11]
- If the degree of $p(x)$ is less than the degree of $q(x)$, then $y = 0$ is the horizontal asymptote of the graph of $y = r(x)$.
- If the degree of $p(x)$ is greater than the degree of $q(x)$, then the graph of $y = r(x)$ has no horizontal asymptotes.

Like Theorem 4.1.1, Theorem 4.1.2 is proved using Calculus. Nevertheless, we can understand the idea behind it using our example $f(x) = \frac{2x-1}{x+1}$. If we interpret $f(x)$ as a division problem, $(2x-1) \div (x+1)$, we find that the quotient is 2 with a remainder of -3. Using what we know about polynomial division, specifically the Division Algorithm, we get $2x-1 = 2(x+1)-3$. Dividing both sides by $(x+1)$ gives $\frac{2x-1}{x+1} = 2 - \frac{3}{x+1}$. (You may remember this as the formula for $g(x)$ in Example 4.1.1).

As x becomes unbounded in either direction, the quantity $\frac{3}{x+1}$ gets closer and closer to 0 so that the values of $f(x)$ become closer and closer to 2.[12] In symbols, as $x \to \pm\infty$, $f(x) \to 2$, and we have the result.[13] Notice that the graph gets close to the same y value as $x \to -\infty$ or $x \to \infty$. This means that the graph can have only horizontal asymptote if it is going to have one at all. Thus we were justified in using "the" in the previous theorem.

Alternatively, we can use what we know about end behavior of polynomials to help us understand this theorem. From Theorem 3.1.3, we know the end behavior of a polynomial is determined by its leading term. Applying this to the numerator and denominator of $f(x)$, we get that as $x \to \pm\infty$, $f(x) = \frac{2x-1}{x+1} \approx \frac{2x}{x} = 2$.

This last approach is useful in Calculus, and, indeed, is made rigorous there. (Keep this in mind for the remainder of this paragraph.) Applying this reasoning to the general case, suppose $r(x) = \frac{p(x)}{q(x)}$ where a is the leading coefficient of $p(x)$ and b is the leading coefficient of $q(x)$. As $x \to \pm\infty$, $r(x) \approx \frac{ax^n}{bx^m}$, where n and m are the degrees of $p(x)$ and $q(x)$, respectively.

- If the degree of $p(x)$ and the degree of $q(x)$ are the same, then $n = m$ so that $r(x) \approx \frac{a}{b}$, which means $y = \frac{a}{b}$ is the horizontal asymptote in this case.
- If the degree of $p(x)$ is less than the degree of $q(x)$, then $n < m$, so $m - n$ is a positive number, and hence, $r(x) \approx \frac{a}{bx^{m-n}} \to 0$ as $x \to \pm\infty$.
- If the degree of $p(x)$ is greater than the degree of $q(x)$, then $n > m$, and hence $n - m$ is a positive number and $r(x) \approx \frac{ax^{n-m}}{b}$, which becomes unbounded as $x \to \pm\infty$.

As we said before, if a rational function has a horizontal asymptote, then it will have only one. (This is not true for other types of functions we shall see in later chapters.)

Example 4.1.4

List the horizontal asymptotes, if any, of the graphs of the following functions. Verify your answers using graphing technology, and describe the behavior of the graph near them using proper notation.

a. $f(x) = \frac{5x}{x^2+1}$
b. $g(x) = \frac{x^2-4}{x+1}$
c. $h(x) = \frac{6x^3-3x+1}{5-2x^3}$

Solution

a. The numerator of $f(x)$ is $5x$, which has degree 1. The denominator of $f(x)$ is x^2+1, which has degree 2. Applying Theorem 4.1.2, $y = 0$ is the horizontal asymptote. Sure enough, in Figure 4.1.7 we see that as $x \to -\infty$, $f(x) \to 0^-$ and as $x \to \infty$, $f(x) \to 0^+$.

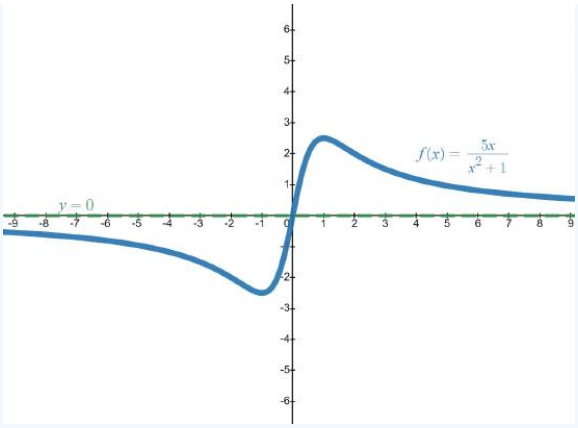


Figure 4.1.7

b. The numerator of $g(x)$, $x^2 - 4$, has degree 2, but the degree of the denominator, $x + 1$, has degree 1. By Theorem 4.1.2, there is no horizontal asymptote. From Figure 4.1.8, we see that the graph of $y = g(x)$ doesn't appear to level off to a constant value, so there is no horizontal asymptote.[14]

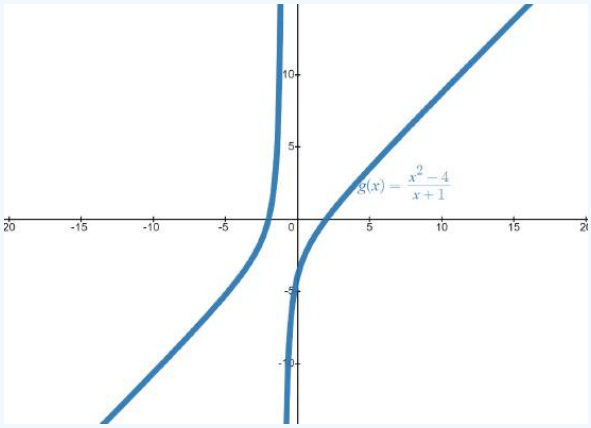


Figure 4.1.8

c. The degrees of the numerator and denominator of $h(x)$ are both three, so Theorem 4.1.2 tells us $y = \frac{6}{-2} = -3$ is the horizontal asymptote. We see from Figure 4.1.9 that as $x \to -\infty$, $h(x) \to -3^+$, and as $x \to \infty$, $h(x) \to -3^-$.

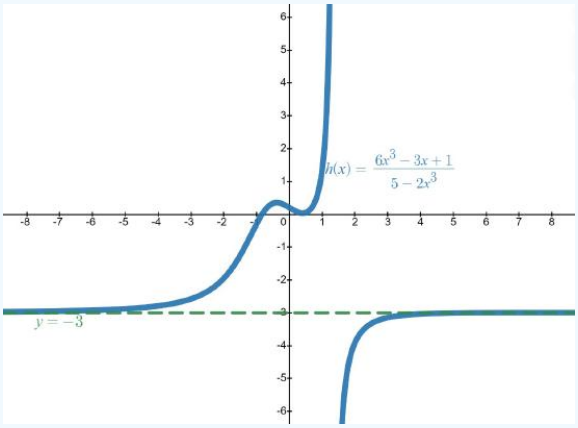


Figure 4.1.9

Our next example of the section gives us a real-world application of a horizontal asymptote.[15]

Example 4.1.5

The number of students N at local college who have had the flu t months after the semester begins can be modeled by the formula

$$N(t) = 500 - \frac{450}{1+3t}, \text{ for } t \geq 0.$$

a. Find and interpret $N(0)$.
b. How long will it take until 300 students will have had the flu?
c. Determine the behavior of N as $t \to \infty$. Interpret this result graphically and within the context of the problem.

Solution

a. $N(0) = 500 - \frac{450}{1+3(0)} = 50$. This means that at the beginning of the semester, 50 students have had the flu.
b. We set $N(t) = 300$ to get $500 - \frac{450}{1+3t} = 300$ and solve. Isolating the fraction gives $\frac{450}{1+3t} = 200$. Clearing denominators gives $450 = 200(1+3t)$. Finally, we get $t = \frac{5}{12}$. This means it will take $\frac{5}{12}$ months, or about 13 days, for 300 students to have had the flu.
c. To determine the behavior of N as $t \to \infty$, we can use a table.

t	$N(t)$
10	≈ 485.48
100	≈ 498.50
1000	≈ 499.85
10000	≈ 499.98

The table suggests that as $t \to \infty$, $N(t) \to 500$. (More specifically, 500^-.) This means as time goes by, only a total of 500 students will have ever had the flu.

Subsection Footnotes

[9] Here, the word "larger" means larger in absolute value.

[10] As we shall see in the next section, the graphs of rational functions may, in fact, cross their horizontal asymptotes. If this happens, however, it does so only a finite number of times, and so for each choice of $x \to -\infty$ and $x \to \infty$, $f(x)$ will approach c from either below (in the case $f(x) \to c^-$) or above (in the case $f(x) \to c^+$.) We leave $f(x) \to c$ generic in our definition, however, to allow this concept to apply to less tame specimens in the Precalculus zoo.

[11] The use of the definite article will be justified momentarily.

[12] As seen in the tables immediately preceding the definition of a vertical asymptote.

[13] More specifically, as $x \to -\infty$, $f(x) \to 2^+$, and as $x \to \infty$, $f(x) \to 2^-$.

[14] Sit tight! We'll revisit this function and its end behavior shortly.

[15] Though the population below is more accurately modeled with the functions in Chapter 6, we approximate it (using Calculus, of course!) using a rational function.

Slant Asymptotes

We close this section with a discussion of the *third* (and final!) kind of asymptote which can be associated with the graphs of rational functions. Let us return to the function $g(x) = \frac{x^2-4}{x+1}$ in Example 4.1.4. Performing long division,[16] we get

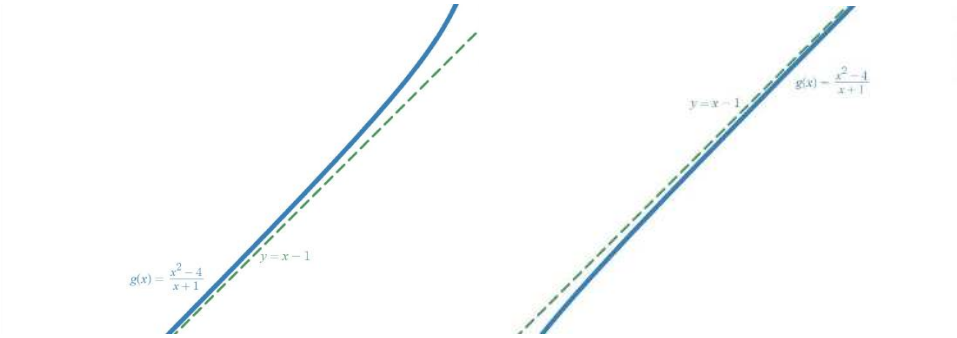
$$g(x) = \frac{x^2-4}{x+1} = x - 1 - \frac{3}{x+1}.$$

Since the term $\frac{3}{x+1} \to 0$ as $x \to \pm\infty$, it stands to reason that as x becomes unbounded, the function values $g(x) = x - 1 - \frac{3}{x+1} \approx x - 1$. Geometrically, this means that the graph of $y = g(x)$ should resemble the line $y = x - 1$ as

$x \to \pm\infty$. We see this play out both numerically and graphically below.

x	$g(x)$	$x-1$
-10	≈ -10.6667	-11
-100	≈ -100.9697	-101
-1000	≈ -1000.9970	-1001
-10000	≈ -10000.9997	-10001

x	$g(x)$	$x-1$
10	≈ 8.7273	9
100	≈ 98.9703	99
1000	≈ 998.9970	999
10000	≈ 9998.9997	9999



Figures 4.1.10A(left): $g(x) \to x-1$ as $x \to -\infty$, and 4.1.10B(right): $g(x) \to x-1$ as $x \to \infty$

The way we symbolize the relationship between the end behavior of $y = g(x)$ with that of the line $y = x-1$ is to write "as $x \to \pm\infty$, $g(x) \to x-1$." In this case, we say the line $y = x-1$ is a **slant asymptote** to the graph of $y = g(x)$.[17] Informally, the graph of a rational function has a slant asymptote if, as $x \to \infty$ or as $x \to -\infty$, the graph resembles a non-horizontal, or "slanted" line. Formally, we define a slant asymptote as follows.

Definition: Slant Asymptote

The line $y = mx+b$ where $m \neq 0$ is called a **slant asymptote** of the graph of a function $y = f(x)$ if as $x \to -\infty$ or as $x \to \infty$, $f(x) \to mx+b$.

A few remarks are in order. First, note that the stipulation $m \neq 0$ is what makes the "slant" asymptote "slanted" as opposed to the case when $m = 0$ in which case we'd have a horizontal asymptote. Secondly, while we have motivated what me mean intuitively by the notation "$f(x) \to mx+b$," like so many ideas in this section, the formal definition requires Calculus. Another way to express this sentiment, however, is to rephrase "$f(x) \to mx+b$" as "$f(x) - (mx+b) \to 0$." In other words, the graph of $y = f(x)$ has the *slant* asymptote $y = mx+b$ if and only if the graph of $y = f(x) - (mx+b)$ has a *horizontal* asymptote $y = 0$.

Our next task is to determine the conditions under which the graph of a rational function has a slant asymptote, and if it does, how to find it. In the case of $g(x) = \frac{x^2-4}{x+1}$, the degree of the numerator x^2-4 is 2, which is *exactly one more* than the degree of its denominator $x+1$ which is 1. This results in a *linear* quotient polynomial, and it is this quotient polynomial which is the slant asymptote. Generalizing this situation gives us the following theorem.[18]

Theorem 4.1.3: Determination of Slant Asymptotes

Suppose r is a rational function and $r(x) = \frac{p(x)}{q(x)}$, where the degree of p is *exactly* one more than the degree of q. Then the graph of $y = r(x)$ has the slant asymptote $y = L(x)$ where $L(x)$ is the quotient obtained by dividing $p(x)$ by $q(x)$.

In the same way that Theorem 4.1.2 gives us an easy way to see if the graph of a rational function $r(x) = \frac{p(x)}{q(x)}$ has a horizontal asymptote by comparing the degrees of the numerator and denominator, Theorem 4.1.3 gives us an easy way to check for slant

asymptotes. Unlike Theorem 4.1.2, which gives us a quick way to *find* the horizontal asymptotes (if any exist), Theorem 4.1.3 gives us no such "short-cut." If a slant asymptote exists, we have no recourse but to use long division to find it.

Example 4.1.6

Find the slant asymptotes of the graphs of the following functions if they exist. Verify your answers using graphing technology and describe the behavior of the graph near them using proper notation.

a. $f(x) = \frac{x^2-4x+2}{1-x}$
b. $g(x) = \frac{x^2-4}{x-2}$
c. $h(x) = \frac{x^3+1}{x^2-4}$

Solution

a. The degree of the numerator is 2 and the degree of the denominator is 1, so Theorem 4.1.3 guarantees us a slant asymptote. To find it, we divide $1-x = -x+1$ into x^2-4x+2 and get a quotient of $-x+3$, so our slant asymptote is $y = -x+3$. We confirm this graphically (see Figure 4.1.11), and we see that as $x \to -\infty$, the graph of $y = f(x)$ approaches the asymptote from below, and as $x \to \infty$, the graph of $y = f(x)$ approaches the asymptote from above.[19]

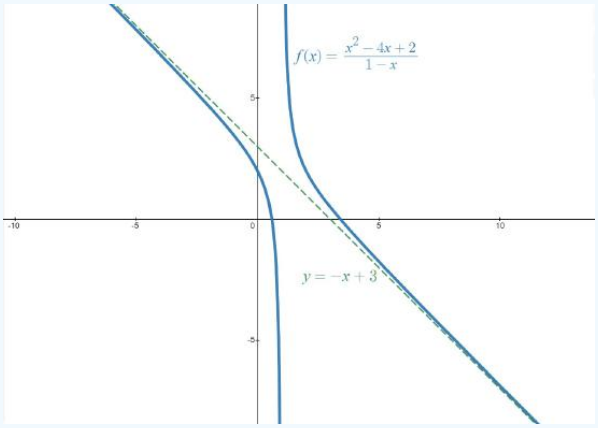


Figure 4.1.11

b. As with the previous example, the degree of the numerator $g(x) = \frac{x^2-4}{x-2}$ is 2 and the degree of the denominator is 1, so Theorem 4.1.3 applies. In this case,

$$g(x) = \frac{x^2-4}{x-2} = \frac{(x+2)(x-2)}{(x-2)} = \frac{(x+2)\ \cancel{(x-2)}}{\cancel{(x-2)}^{\,1}} = x+2, \quad x \neq 2$$

so we have that the slant asymptote $y = x+2$ is identical to the graph of $y = g(x)$ except at $x = 2$ (where the latter has a "hole" at $(2, 4)$.) Figure 4.1.12 supports this claim.

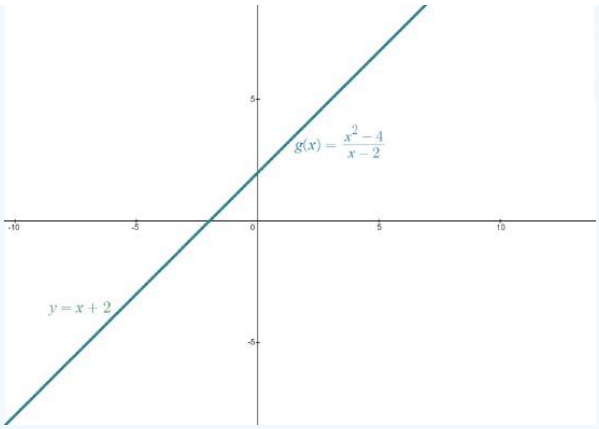


Figure 4.1.12

c. For $h(x) = \frac{x^3+1}{x^2-4}$, the degree of the numerator is 3 and the degree of the denominator is 2 so again, we are guaranteed the existence of a slant asymptote. The long division $\left(x^3+1\right) \div \left(x^2-4\right)$ gives a quotient of just x, so our slant asymptote is the line $y = x$. Figure 4.1.13 confirms this, and we find that as $x \to -\infty$, the graph of $y = h(x)$ approaches the asymptote from below, and as $x \to \infty$, the graph of $y = h(x)$ approaches the asymptote from above.

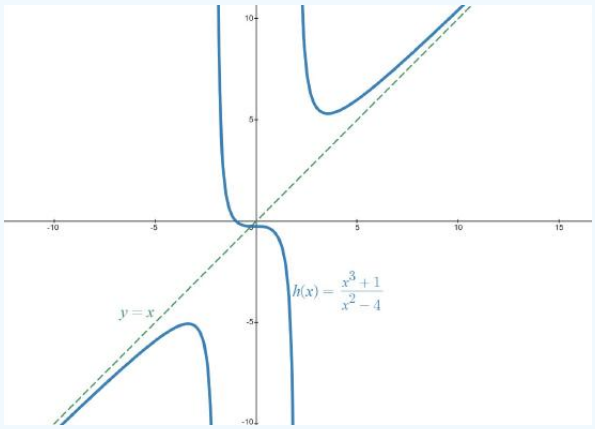


Figure 4.1.13

The reader may be a bit disappointed with the authors at this point owing to the fact that in Examples 4.1.2, 4.1.4, and 4.1.6, we used Desmos to determine function behavior near asymptotes. We rectify that in the next section where we, in excruciating detail, demonstrate the usefulness of "number sense" to reveal this behavior analytically.

Subsection Footnotes

[16] See the remarks following Theorem 4.1.2.

[17] Also called an "oblique" asymptote.

[18] Once again, this theorem is brought to you courtesy of the Division Algorithm and Calculus.

[19] Note that we are purposefully avoiding notation like "as $x \to \infty$, $f(x) \to (-x+3)^+$." While it is possible to define these notions formally with Calculus, it is not standard to do so.

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4.1E: Exercises

Exercises

In Exercises 1 - 18, for the given rational function f:

- Find the domain of f.
- Identify any vertical asymptotes of the graph of $y = f(x)$.
- Identify any holes in the graph.
- Find the horizontal asymptote, if it exists.
- Find the slant asymptote, if it exists.
- Graph the function using a graphing utility and describe the behavior near the asymptotes.

1. $f(x) = \dfrac{x}{3x-6}$
2. $f(x) = \dfrac{3+7x}{5-2x}$
3. $f(x) = \dfrac{x}{x^2+x-12}$
4. $f(x) = \dfrac{x}{x^2+1}$
5. $f(x) = \dfrac{x+7}{(x+3)^2}$
6. $f(x) = \dfrac{x^3+1}{x^2-1}$
7. $f(x) = \dfrac{4x}{x^2+4}$
8. $f(x) = \dfrac{4x}{x^2-4}$
9. $f(x) = \dfrac{x^2-x-12}{x^2+x-6}$
10. $f(x) = \dfrac{3x^2-5x-2}{x^2-9}$
11. $f(x) = \dfrac{x^3+2x^2+x}{x^2-x-2}$
12. $f(x) = \dfrac{x^3-3x+1}{x^2+1}$
13. $f(x) = \dfrac{2x^2+5x-3}{3x+2}$
14. $f(x) = \dfrac{-x^3+4x}{x^2-9}$
15. $f(x) = \dfrac{-5x^4-3x^3+x^2-10}{x^3-3x^2+3x-1}$
16. $f(x) = \dfrac{x^3}{1-x}$
17. $f(x) = \dfrac{18-2x^2}{x^2-9}$
18. $f(x) = \dfrac{x^3-4x^2-4x-5}{x^2+x+1}$ [alltheasymplast]
19. The cost C in dollars to remove p% of the invasive species of Ippizuti fish from Sasquatch Pond is given by

$$C(p) = \frac{1770p}{100-p}, \quad 0 \le p < 100$$

    1. Find and interpret $C(25)$ and $C(95)$.
    2. What does the vertical asymptote at $x = 100$ mean within the context of the problem?
    3. What percentage of the Ippizuti fish can you remove for $40000?
20. In the Exercises for Section 1.4, the population of Sasquatch in Portage County was modeled by the function

$$P(t) = \frac{150t}{t+15},$$

where $t = 0$ represents the year 1803. Find the horizontal asymptote of the graph of $y = P(t)$ and explain what it means.

21. Recall from Example 1.5.3 that the cost C (in dollars) to make x dOpi media players is $C(x) = 100x + 2000$, $x \geq 0$.
    a. Find a formula for the average cost $\overline{C}(x)$. Recall: $\overline{C}(x) = \frac{C(x)}{x}$.
    b. Find and interpret $\overline{C}(1)$ and $\overline{C}(100)$.
    c. How many dOpis need to be produced so that the average cost per dOpi is $\$200$?
    d. Interpret the behavior of $\overline{C}(x)$ as $x \to 0^+$. (HINT: You may want to find the fixed cost $C(0)$ to help in your interpretation.)
    e. Interpret the behavior of $\overline{C}(x)$ as $x \to \infty$. (HINT: You may want to find the variable cost (defined in Example 2.1.5 in Section 2.1) to help in your interpretation.)
22. In Exercise 35 in Section 3.1, we fit a few polynomial models to the following electric circuit data. (The circuit was built with a variable resistor. For each of the following resistance values (measured in kilo-ohms, $k\Omega$), the corresponding power to the load (measured in milliwatts, mW) is given in the table below.)

Resistance: ($k\Omega$)	1.012	2.199	3.275	4.676	6.805	9.975
Power: (mW)	1.063	1.496	1.610	1.613	1.505	1.314

    Using some fundamental laws of circuit analysis mixed with a healthy dose of algebra, we can derive the actual formula relating power to resistance. For this circuit, it is $P(x) = \frac{25x}{(x+3.9)^2}$, where x is the resistance value, $x \geq 0$.
    a. Graph the data along with the function $y = P(x)$ on your calculator.
    b. Use your calculator to approximate the maximum power that can be delivered to the load. What is the corresponding resistance value?
    c. Find and interpret the end behavior of $P(x)$ as $x \to \infty$.
23. In his now famous 1919 dissertation The Learning Curve Equation, Louis Leon Thurstone presents a rational function which models the number of words a person can type in four minutes as a function of the number of pages of practice one has completed. (This paper, which is now in the public domain and can be found here, is from a bygone era when students at business schools took typing classes on manual typewriters.) Using his original notation and original language, we have $Y = \frac{L(X+P)}{(X+P)+R}$ where L is the predicted practice limit in terms of speed units, X is pages written, Y is writing speed in terms of words in four minutes, P is equivalent previous practice in terms of pages and R is the rate of learning. In Figure 5 of the paper, he graphs a scatter plot and the curve $Y = \frac{216(X+19)}{X+148}$. Discuss this equation with your classmates. How would you update the notation? Explain what the horizontal asymptote of the graph means. You should take some time to look at the original paper. Skip over the computations you don't understand yet and try to get a sense of the time and place in which the study was conducted.

Answers

1. $f(x) = \dfrac{x}{3x-6}$
   Domain: $(-\infty, 2) \cup (2, \infty)$
   Vertical asymptote: $x = 2$
   As $x \to 2^-$, $f(x) \to -\infty$
   As $x \to 2^+$, $f(x) \to \infty$
   No holes in the graph
   Horizontal asymptote: $y = \frac{1}{3}$
   As $x \to -\infty$, $f(x) \to \frac{1}{3}^-$
   As $x \to \infty$, $f(x) \to \frac{1}{3}^+$
2. $f(x) = \dfrac{3+7x}{5-2x}$
   Domain: $(-\infty, \frac{5}{2}) \cup (\frac{5}{2}, \infty)$
   Vertical asymptote: $x = \frac{5}{2}$

As $x \to \frac{5}{2}^-$, $f(x) \to \infty$
As $x \to \frac{5}{2}^+$, $f(x) \to -\infty$
No holes in the graph
Horizontal asymptote: $y = -\frac{7}{2}$
As $x \to -\infty$, $f(x) \to -\frac{7}{2}^+$
As $x \to \infty$, $f(x) \to -\frac{7}{2}^-$

3. $f(x) = \dfrac{x}{x^2+x-12} = \dfrac{x}{(x+4)(x-3)}$
Domain: $(-\infty,-4)\cup(-4,3)\cup(3,\infty)$
Vertical asymptotes: $x=-4, x=3$
As $x \to -4^-$, $f(x) \to -\infty$
As $x \to -4^+$, $f(x) \to \infty$
As $x \to 3^-$, $f(x) \to -\infty$
As $x \to 3^+$, $f(x) \to \infty$
No holes in the graph
Horizontal asymptote: $y=0$
As $x \to -\infty$, $f(x) \to 0^-$
As $x \to \infty$, $f(x) \to 0^+$

4. $f(x) = \dfrac{x}{x^2+1}$
Domain: $(-\infty,\infty)$
No vertical asymptotes
No holes in the graph
Horizontal asymptote: $y=0$
As $x \to -\infty$, $f(x) \to 0^-$
As $x \to \infty$, $f(x) \to 0^+$

5. $f(x) = \dfrac{x+7}{(x+3)^2}$
Domain: $(-\infty,-3)\cup(-3,\infty)$
Vertical asymptote: $x=-3$
As $x \to -3^-$, $f(x) \to \infty$
As $x \to -3^+$, $f(x) \to \infty$
No holes in the graph
Horizontal asymptote: $y=0$
[19]As $x \to -\infty$, $f(x) \to 0^-$
As $x \to \infty$, $f(x) \to 0^+$

6. $f(x) = \dfrac{x^3+1}{x^2-1} = \dfrac{x^2-x+1}{x-1}$
Domain: $(-\infty,-1)\cup(-1,1)\cup(1,\infty)$
Vertical asymptote: $x=1$
As $x \to 1^-$, $f(x) \to -\infty$
As $x \to 1^+$, $f(x) \to \infty$
Hole at $(-1,-\frac{3}{2})$
Slant asymptote: $y=x$
As $x \to -\infty$, the graph is below $y=x$
As $x \to \infty$, the graph is above $y=x$

7. $f(x) = \dfrac{4x}{x^2+4}$
Domain: $(-\infty,\infty)$
No vertical asymptotes
No holes in the graph

Horizontal asymptote: $y = 0$
As $x \to -\infty$, $f(x) \to 0^-$
As $x \to \infty$, $f(x) \to 0^+$

8. $f(x) = \dfrac{4x}{x^2 - 4} = \dfrac{4x}{(x+2)(x-2)}$
Domain: $(-\infty, -2) \cup (-2, 2) \cup (2, \infty)$
Vertical asymptotes: $x = -2, x = 2$
As $x \to -2^-$, $f(x) \to -\infty$
As $x \to -2^+$, $f(x) \to \infty$
As $x \to 2^-$, $f(x) \to -\infty$
As $x \to 2^+$, $f(x) \to \infty$
No holes in the graph
Horizontal asymptote: $y = 0$
As $x \to -\infty$, $f(x) \to 0^-$
As $x \to \infty$, $f(x) \to 0^+$

9. $f(x) = \dfrac{x^2 - x - 12}{x^2 + x - 6} = \dfrac{x-4}{x-2}$
Domain: $(-\infty, -3) \cup (-3, 2) \cup (2, \infty)$
Vertical asymptote: $x = 2$
As $x \to 2^-$, $f(x) \to \infty$
As $x \to 2^+$, $f(x) \to -\infty$
Hole at $\left(-3, \frac{7}{5}\right)$
Horizontal asymptote: $y = 1$
As $x \to -\infty$, $f(x) \to 1^+$
As $x \to \infty$, $f(x) \to 1^-$

10. $f(x) = \dfrac{3x^2 - 5x - 2}{x^2 - 9} = \dfrac{(3x+1)(x-2)}{(x+3)(x-3)}$
Domain: $(-\infty, -3) \cup (-3, 3) \cup (3, \infty)$
Vertical asymptotes: $x = -3, x = 3$
As $x \to -3^-$, $f(x) \to \infty$
As $x \to -3^+$, $f(x) \to -\infty$
As $x \to 3^-$, $f(x) \to -\infty$
As $x \to 3^+$, $f(x) \to \infty$
No holes in the graph
Horizontal asymptote: $y = 3$
As $x \to -\infty$, $f(x) \to 3^+$
As $x \to \infty$, $f(x) \to 3^-$

11. $f(x) = \dfrac{x^3 + 2x^2 + x}{x^2 - x - 2} = \dfrac{x(x+1)}{x-2}$
Domain: $(-\infty, -1) \cup (-1, 2) \cup (2, \infty)$
Vertical asymptote: $x = 2$
As $x \to 2^-$, $f(x) \to -\infty$
As $x \to 2^+$, $f(x) \to \infty$
Hole at $(-1, 0)$
Slant asymptote: $y = x + 3$
As $x \to -\infty$, the graph is below $y = x + 3$
As $x \to \infty$, the graph is above $y = x + 3$

12. $f(x) = \dfrac{x^3 - 3x + 1}{x^2 + 1}$
Domain: $(-\infty, \infty)$
No vertical asymptotes

No holes in the graph
Slant asymptote: $y = x$
As $x \to -\infty$, the graph is above $y = x$
As $x \to \infty$, the graph is below $y = x$

13. $f(x) = \dfrac{2x^2 + 5x - 3}{3x + 2}$
Domain: $\left(-\infty, -\frac{2}{3}\right) \cup \left(-\frac{2}{3}, \infty\right)$
Vertical asymptote: $x = -\frac{2}{3}$
As $x \to -\frac{2}{3}^-$, $f(x) \to \infty$
As $x \to -\frac{2}{3}^+$, $f(x) \to -\infty$
No holes in the graph
Slant asymptote: $y = \frac{2}{3}x + \frac{11}{9}$
As $x \to -\infty$, the graph is above $y = \frac{2}{3}x + \frac{11}{9}$
As $x \to \infty$, the graph is below $y = \frac{2}{3}x + \frac{11}{9}$

14. $f(x) = \dfrac{-x^3 + 4x}{x^2 - 9} = \dfrac{-x^3 + 4x}{(x-3)(x+3)}$
Domain: $(-\infty, -3) \cup (-3, 3) \cup (3, \infty)$
Vertical asymptotes: $x = -3$, $x = 3$
As $x \to -3^-$, $f(x) \to \infty$
As $x \to -3^+$, $f(x) \to -\infty$
As $x \to 3^-$, $f(x) \to \infty$
As $x \to 3^+$, $f(x) \to -\infty$
No holes in the graph
Slant asymptote: $y = -x$
As $x \to -\infty$, the graph is above $y = -x$
As $x \to \infty$, the graph is below $y = -x$

15. $f(x) = \dfrac{-5x^4 - 3x^3 + x^2 - 10}{x^3 - 3x^2 + 3x - 1}$
$= \dfrac{-5x^4 - 3x^3 + x^2 - 10}{(x-1)^3}$
Domain: $(-\infty, 1) \cup (1, \infty)$
Vertical asymptotes: $x = 1$
As $x \to 1^-$, $f(x) \to \infty$
As $x \to 1^+$, $f(x) \to -\infty$
No holes in the graph
Slant asymptote: $y = -5x - 18$
As $x \to -\infty$, the graph is above $y = -5x - 18$
As $x \to \infty$, the graph is below $y = -5x - 18$

16. $f(x) = \dfrac{x^3}{1 - x}$
Domain: $(-\infty, 1) \cup (1, \infty)$
Vertical asymptote: $x = 1$
As $x \to 1^-$, $f(x) \to \infty$
As $x \to 1^+$, $f(x) \to -\infty$
No holes in the graph
No horizontal or slant asymptote
As $x \to -\infty$, $f(x) \to -\infty$
As $x \to \infty$, $f(x) \to -\infty$

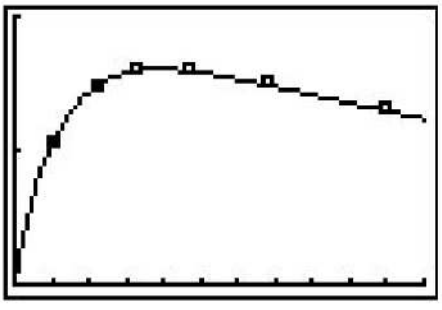
17. $f(x) = \dfrac{18-2x^2}{x^2-9} = -2$
Domain: $(-\infty,-3)\cup(-3,3)\cup(3,\infty)$
No vertical asymptotes
Holes in the graph at $(-3,-2)$ and $(3,-2)$
Horizontal asymptote $y=-2$
As $x\to\pm\infty$, $f(x)=-2$

18. $f(x) = \dfrac{x^3-4x^2-4x-5}{x^2+x+1} = x-5$
Domain: $(-\infty,\infty)$
No vertical asymptotes
No holes in the graph
Slant asymptote: $y=x-5$
$f(x)=x-5$ everywhere.

19. a. $C(25)=590$ means it costs \$590 to remove 25% of the fish and and $C(95)=33630$ means it would cost \$33630 to remove 95% of the fish from the pond.
b. The vertical asymptote at $x=100$ means that as we try to remove 100% of the fish from the pond, the cost increases without bound; i.e., it's impossible to remove all of the fish.
c. For \$40000 you could remove about 95.76% of the fish.

20. The horizontal asymptote of the graph of $P(t)=\frac{150t}{t+15}$ is $y=150$ and it means that the model predicts the population of Sasquatch in Portage County will never exceed 150.

21. a. $\overline{C}(x)=\frac{100x+2000}{x}$, $x>0$.
b. $\overline{C}(1)=2100$ and $\overline{C}(100)=120$. When just 1 dOpi is produced, the cost per dOpi is \$2100, but when 100 dOpis are produced, the cost per dOpi is \$120.
c. $\overline{C}(x)=200$ when $x=20$. So to get the cost per dOpi to \$200, 20 dOpis need to be produced.
d. As $x\to 0^+$, $\overline{C}(x)\to\infty$. This means that as fewer and fewer dOpis are produced, the cost per dOpi becomes unbounded. In this situation, there is a fixed cost of \$2000 ($C(0)=2000$), we are trying to spread that \$2000 over fewer and fewer dOpis.
e. As $x\to\infty$, $\overline{C}(x)\to 100^+$. This means that as more and more dOpis are produced, the cost per dOpi approaches \$100, but is always a little more than \$100. Since \$100 is the variable cost per dOpi ($C(x)=100x+2000$), it means that no matter how many dOpis are produced, the average cost per dOpi will always be a bit higher than the variable cost to produce a dOpi. As before, we can attribute this to the \$2000 fixed cost, which factors into the average cost per dOpi no matter how many dOpis are produced.

22. a. 
b. The maximum power is approximately $1.603\ mW$ which corresponds to $3.9\ k\Omega$.
c. As $x\to\infty$, $P(x)\to 0^+$ which means as the resistance increases without bound, the power diminishes to zero.

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4.2: Graphs of Rational Functions

Math 370 Learning Objectives

- Accurately graph rational functions, including vertical asymptotes, precise behavior near intercepts, and horizontal, slant, or nonlinear oblique asymptotes.

In this section, we take a closer look at graphing rational functions. In Section 4.1, we learned that the graphs of rational functions may have holes in them and could have vertical, horizontal and slant asymptotes. Theorems 4.1.1, 4.1.2, and 4.1.3 tell us exactly when and where these behaviors will occur, and if we combine these results with what we already know about graphing functions, we will quickly be able to generate reasonable graphs of rational functions.

One of the standard tools we will use is the sign diagram which was first introduced in Section 2.4, and then revisited in Section 3.1. In those sections, we operated under the belief that a function couldn't change its sign without its graph crossing through the x-axis. The major theorem we used to justify this belief was the Intermediate Value Theorem. It turns out the Intermediate Value Theorem applies to all *continuous* functions,[1] not just polynomials. Although rational functions are continuous on their domains, Theorem 4.1.1 tells us that vertical asymptotes and holes occur at the values excluded from their domains. In other words, rational functions aren't continuous at these excluded values which leaves open the possibility that the function could change sign *without* crossing through the x-axis.

Consider the graph of $y = h(x)$ from Example 4.1.1, shown in Figure 4.2.1 below for convenience. We have added its x-intercept at $\left(\frac{1}{2}, 0\right)$ for the discussion that follows. Suppose we wish to construct a sign diagram for $h(x)$. Recall that the intervals where $h(x) > 0$, or $(+)$, correspond to the x-values where the graph of $y = h(x)$ is *above* the x-axis; the intervals on which $h(x) < 0$, or $(-)$ correspond to where the graph is *below* the x-axis.

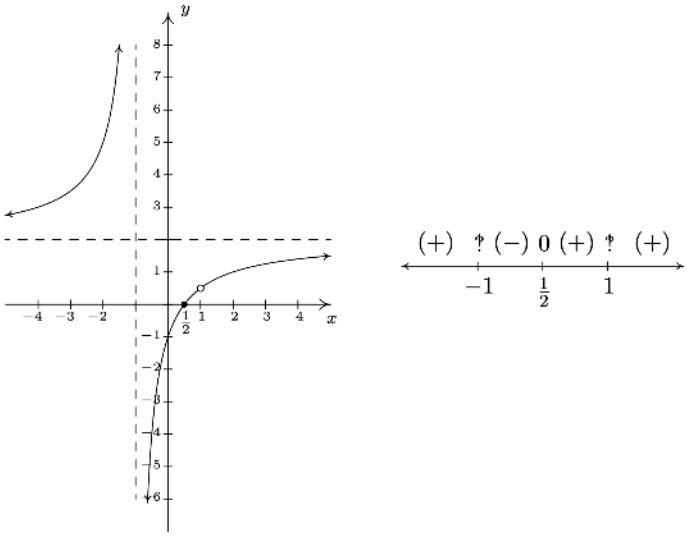


Figure 4.2.1

As we examine the graph of $y = h(x)$, reading from left to right, we note that from $(-\infty, -1)$, the graph is above the x-axis, so $h(x)$ is $(+)$ there. At $x = -1$, we have a vertical asymptote, at which point the graph "jumps" across the x-axis. On the interval $\left(-1, \frac{1}{2}\right)$, the graph is below the x-axis, so $h(x)$ is $(-)$ there. The graph crosses through the x-axis at $\left(\frac{1}{2}, 0\right)$ and remains above the x-axis until $x = 1$, where we have a "hole" in the graph. Since $h(1)$ is undefined, there is no sign here. So we have $h(x)$ as $(+)$ on the interval $\left(\frac{1}{2}, 1\right)$. Continuing, we see that on $(1, \infty)$, the graph of $y = h(x)$ is above the x-axis, so we mark $(+)$ there.

To construct a sign diagram from this information, we not only need to denote the zero of h, but also the places not in the domain of h. As is our custom, we write "0" above $\frac{1}{2}$ on the sign diagram to remind us that it is a zero of h. We need a different notation for -1 and 1, and we have chosen to use "!" - a nonstandard symbol called the interrobang. We use this symbol to convey a sense of surprise, caution and wonderment - an appropriate attitude to take when approaching these points. The moral of the story is that when constructing sign diagrams for rational functions, we include the zeros as well as the values excluded from the domain.

Steps for Constructing a Sign Diagram for a Rational Function

Suppose r is a rational function.

1. Place any values excluded from the domain of r on the number line with an "!" above them.
2. Find the zeros of r and place them on the number line with the number 0 above them.
3. Choose a test value in each of the intervals determined in steps 1 and 2.
4. Determine the sign of $r(x)$ for each test value in step 3, and write that sign above the corresponding interval

We now present our procedure for graphing rational functions and apply it to a few exhaustive examples. Please note that we decrease the amount of detail given in the explanations as we move through the examples. The reader should be able to fill in any details in those steps which we have abbreviated.

Steps for Graphing Rational Functions

Suppose r is a rational function.

1. Find the domain of r.
2. Reduce $r(x)$ to lowest terms, if applicable.
3. Find the x- and y-intercepts of the graph of $y = r(x)$, if they exist.
4. Determine the location of any vertical asymptotes or holes in the graph, if they exist. Analyze the behavior of r on either side of the vertical asymptotes, if applicable.
5. Analyze the end behavior of r. Find the horizontal or slant asymptote, if one exists.
6. Use a sign diagram and plot additional points, as needed, to sketch the graph of $y = r(x)$.

Example 4.2.1

Sketch a detailed graph of $f(x) = \frac{3x}{x^2-4}$.

Solution

We follow the six step procedure outlined above.

1. As usual, we set the denominator equal to zero to get $x^2 - 4 = 0$. We find $x = \pm 2$, so our domain is $(-\infty, -2) \cup (-2, 2) \cup (2, \infty)$.
2. To reduce $f(x)$ to lowest terms, we factor the numerator and denominator which yields $f(x) = \frac{3x}{(x-2)(x+2)}$. There are no common factors which means $f(x)$ is already in lowest terms.
3. To find the x-intercepts of the graph of $y = f(x)$, we set $y = f(x) = 0$. Solving $\frac{3x}{(x-2)(x+2)} = 0$ results in $x = 0$. Since $x = 0$ is in our domain, $(0, 0)$ is the x-intercept. To find the y-intercept, we set $x = 0$ and find $y = f(0) = 0$, so that $(0, 0)$ is our y-intercept as well.[2]
4. The two numbers excluded from the domain of f are $x = -2$ and $x = 2$. Since $f(x)$ didn't reduce at all, both of these values of x still cause trouble in the denominator. Thus, $x = -2$ and $x = 2$ are vertical asymptotes of the graph. We can actually go a step further at this point and determine exactly how the graph approaches the asymptote near each of these values. Though not absolutely necessary,[3] it is good practice for those heading off to Calculus. For the discussion that follows, it is best to use the factored form of $f(x) = \frac{3x}{(x-2)(x+2)}$.
   - *The behavior of $y = f(x)$ as $x \to -2$:* Suppose $x \to -2^-$. If we were to build a table of values, we'd use x-values a little less than -2, say -2.1, -2.01 and -2.001. While there is no harm in actually building a table like we did in Section 4.1, we want to develop a "number sense" here. Let's think about each factor in the formula of $f(x)$ as we imagine substituting a number like $x = -2.000001$ into $f(x)$. The quantity $3x$ would be very close to -6, the quantity $(x - 2)$ would be very close to -4, and the factor $(x + 2)$ would be very close to 0.

     More specifically, $(x + 2)$ would be a little less than 0, in this case, -0.000001.We will call such a number a "very small $(-)$," "very small" meaning close to zero in absolute value. So, mentally, as $x \to -2^-$, we estimate

$$f(x) = \frac{3x}{(x-2)(x+2)} \approx \frac{-6}{(-4)\,(\text{very small } (-))} = \frac{3}{2\,(\text{very small } (-))}$$

The closer x gets to -2, the smaller $(x+2)$ will become, so even though we are multiplying our "very small $(-)$" by 2, the denominator will continue to get smaller and smaller, and remain negative. The result is a fraction whose numerator is positive, but whose denominator is very small and negative. Mentally,

$$f(x) \approx \frac{3}{2\,(\text{very small }(-))} \approx \frac{3}{\text{very small }(-)} \approx \text{very big }(-)$$

The term "very big $(-)$" means a number with a large absolute value which is negative.[4] What all of this means is that as $x \to -2^-$, $f(x) \to -\infty$.

Now suppose we wanted to determine the behavior of $f(x)$ as $x \to -2^+$. If we imagine substituting something a little larger than -2 in for x, say -1.999999, we mentally estimate

$$f(x) \approx \frac{-6}{(-4)\,(\text{very small }(+))} = \frac{3}{2\,(\text{very small }(+))} \approx \frac{3}{\text{very small }(+)} \approx \text{very big }(+)$$

We conclude that as $x \to -2^+$, $f(x) \to \infty$.

- *The behavior of $y = f(x)$ as $x \to 2$:* Consider $x \to 2^-$. We imagine substituting $x = 1.999999$. Approximating $f(x)$ as we did above, we get

$$f(x) \approx \frac{6}{(\text{very small }(-))\,(4)} = \frac{3}{2\,(\text{very small }(-))} \approx \frac{3}{\text{very small }(-)} \approx \text{very big }(-)$$

We conclude that as $x \to 2^-$, $f(x) \to -\infty$. Similarly, as $x \to 2^+$, we imagine substituting $x = 2.000001$ to get $f(x) \approx \frac{3}{\text{very small }(+)} \approx$ very big $(+)$. So as $x \to 2^+$, $f(x) \to \infty$.

Graphically, we have that near $x = -2$ and $x = 2$ the graph of $y = f(x)$ looks like Figure 4.2.2.[5]

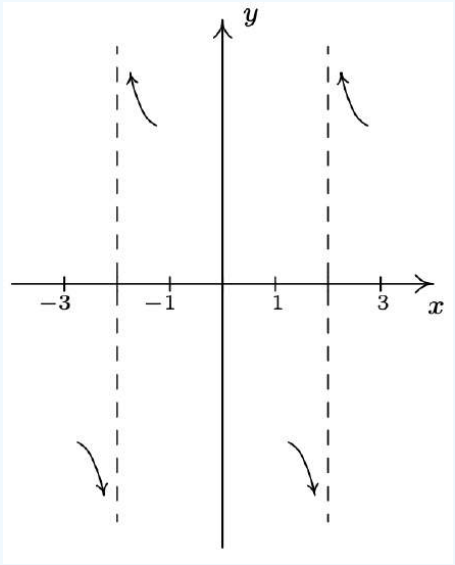


Figure 4.2.2

5. Next, we determine the end behavior of the graph of $y = f(x)$. Since the degree of the numerator is 1, and the degree of the denominator is 2, $y = 0$ is the horizontal asymptote. As with the vertical asymptotes, we can glean more detailed information using "number sense." For the discussion below, we use the formula $f(x) = \frac{3x}{x^2-4}$.
   - *The behavior of $y = f(x)$ as $x \to -\infty$:* If we were to make a table of values to discuss the behavior of f as $x \to -\infty$, we would substitute very "large" negative numbers in for x, say for example, $x = -1,000,000,000$ The numerator $3x$ would then be -3 billion, whereas the denominator $x^2 - 4$ would be $(billion)^2 - 4$, which is pretty much the same as $1(\text{billion})^2$. Hence,

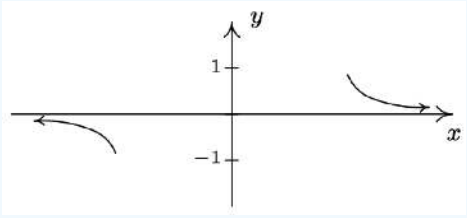
$$f\,(-1 \text{ billion}) \approx \frac{-3 \text{ billion}}{1(\text{billion})^2} \approx -\frac{3}{\text{billion}} \approx \text{very small }(-)$$

- *The behavior of $y = f(x)$ as $x \to \infty$:* On the flip side, we can imagine substituting very large positive numbers in for x and looking at the behavior of $f(x)$. For example, let $x = 1$ billion. Proceeding as before, we get

$$f(1 \text{ billion}) \approx \frac{3 \text{ billion}}{1(\text{billion})^2} \approx \frac{3}{\text{billion}} \approx \text{very small } (+)$$

The larger the number we put in, the smaller the positive number we would get out. In other words, as $x \to \infty$, $f(x) \to 0^+$, so the graph of $y = f(x)$ is a little bit *above* the x-axis as we look toward the far right.

Graphically, we get Figure 4.2.3.[6]



4.2.3

6. Lastly, we construct a sign diagram for $f(x)$. The x-values excluded from the domain of f are $x = \pm 2$, and the only zero of f is $x = 0$. Displaying these appropriately on the number line gives us four test intervals, and we choose the test values[7] $x = -3$, $x = -1$, $x = 1$ and $x = 3$. We find $f(-3)$ is $(-)$, $f(-1)$ is $(+)$, $f(1)$ is $(-)$ and $f(3)$ is $(+)$. Combining this with our previous work, we get the graph of $y = f(x)$ in Figure 4.2.4 below.

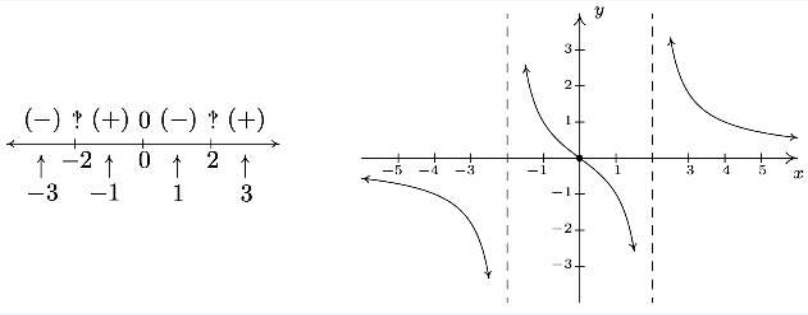


Figure 4.2.4

A couple of notes are in order. First, the graph of $y = f(x)$ certainly seems to possess symmetry with respect to the origin. In fact, we can check $f(-x) = -f(x)$ to see that f is an odd function. In some textbooks, checking for symmetry is part of the standard procedure for graphing rational functions; but since it happens comparatively rarely, we'll just point it out when we see it. Also note that while $y = 0$ is the horizontal asymptote, the graph of f actually crosses the x-axis at $(0, 0)$. The myth that graphs of rational functions can't cross their horizontal asymptotes is completely false, as we shall see again in our next example.

Example 4.2.2

Sketch a detailed graph of $g(x) = \frac{2x^2-3x-5}{x^2-x-6}$.

Solution

1. Setting $x^2 - x - 6 = 0$ gives $x = -2$ and $x = 3$. Our domain is $(-\infty, -2) \cup (-2, 3) \cup (3, \infty)$.
2. Factoring $g(x)$ gives $g(x) = \frac{(2x-5)(x+1)}{(x-3)(x+2)}$. There is no cancellation, so $g(x)$ is in lowest terms.
3. To find the x-intercept we set $y = g(x) = 0$. Using the factored form of $g(x)$ above, we find the zeros to be the solutions of $(2x - 5)(x + 1) = 0$. We obtain $x = \frac{5}{2}$ and $x = -1$. Since both of these numbers are in the domain of g, we have two x-intercepts, $\left(\frac{5}{2}, 0\right)$ and $(-1, 0)$. To find the y-intercept, we set $x = 0$ and find $y = g(0) = \frac{5}{6}$, so our y-intercept is $\left(0, \frac{5}{6}\right)$.
4. Since $g(x)$ was given to us in lowest terms, we have the vertical asymptotes $x = -2$ and $x = 3$. Keeping in mind $g(x) = \frac{(2x-5)(x+1)}{(x-3)(x+2)}$, we proceed to our analysis near each of these values.

- *The behavior of $y = g(x)$ as $x \to -2$:* As $x \to -2^-$, we imagine substituting a number a little bit less than -2. We have

$$g(x) \approx \frac{(-9)(-1)}{(-5)(\text{very small } (-))} \approx \frac{9}{\text{very small } (+)} \approx \text{very big } (+)$$

so as $x \to -2^-$, $g(x) \to \infty$. On the flip side, as $x \to -2^+$, we get

$$g(x) \approx \frac{9}{\text{very small } (-)} \approx \text{very big } (-)$$

so $g(x) \to -\infty$.

- *The behavior of $y = g(x)$ as $x \to 3$:* As $x \to 3^-$, we imagine plugging in a number just shy of 3. We have

$$g(x) \approx \frac{(1)(4)}{(\text{ very small } (-))(5)} \approx \frac{4}{\text{very small } (-)} \approx \text{very big } (-)$$

Hence, as $x \to 3^-$, $g(x) \to -\infty$. As $x \to 3^+$, we get

$$g(x) \approx \frac{4}{\text{very small } (+)} \approx \text{very big } (+)$$

so $g(x) \to \infty$.

Graphically, we have (again, without labels on the y-axis) the following:

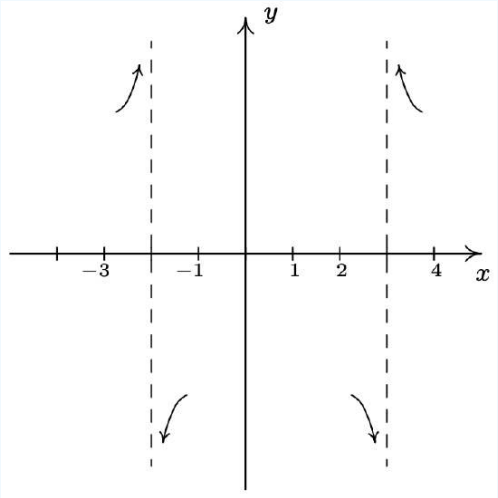


Figure 4.2.5

5. Since the degrees of the numerator and denominator of $g(x)$ are the same, we know that we can find the horizontal asymptote of the graph of g by taking the ratio of the leading terms coefficients, $y = \frac{2}{1} = 2$. However, if we take the time to do a more detailed analysis, we will be able to reveal some "hidden" behavior which would be lost otherwise.[8] We use the result of the long division $\left(2x^2 - 3x - 5\right) \div \left(x^2 - x - 6\right)$ to rewrite $g(x) = \frac{2x^2-3x-5}{x^2-x-6}$ as $g(x) = 2 - \frac{x-7}{x^2-x-6}$. We focus our attention on the term $\frac{x-7}{x^2-x-6}$.

- *The behavior of $y = g(x)$ as $x \to -\infty$:* If imagine substituting $x = \text{negative billion}$ into $\frac{x-7}{x^2-x-6}$, we estimate $\frac{x-7}{x^2-x-6} \approx \frac{-1 \text{ billion}}{1 \text{ billion}^2} \approx \text{ very small } (-)$.[9] Hence,

$$g(x) = 2 - \frac{x-7}{x^2-x-6} \approx 2 - \text{very small } (-) = 2 + \text{very small } (+)$$

In other words, as $x \to -\infty$, the graph of $y = g(x)$ is a little bit *above* the line $y = 2$.

- *The behavior of $y = g(x)$ as $x \to \infty$.* To consider $\frac{x-7}{x^2-x-6}$ as $x \to \infty$, we imagine substituting $x = \text{one billion}$ and, going through the usual mental routine, find

$$\frac{x-7}{x^2-x-6} \approx \text{very small } (+)$$

Hence, $g(x) \approx 2 -$ very small $(+)$, in other words, the graph of $y = g(x)$ is just *below* the line $y = 2$ as $x \to \infty$.

At this point, we have (again, without labels on the x-axis)

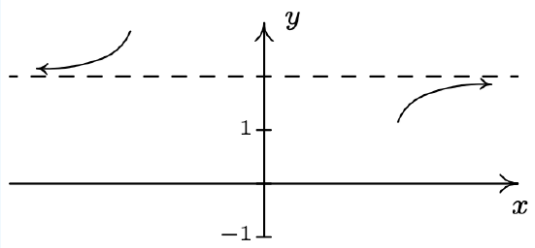


Figure 4.2.6

6. Finally, we construct our sign diagram. We place an "!" above $x = -2$ and $x = 3$, and a "0" above $x = \frac{5}{2}$ and $x = -1$. Choosing test values in the test intervals gives us $f(x)$ is $(+)$ on the intervals $(-\infty, -2)$, $\left(-1, \frac{5}{2}\right)$ and $(3, \infty)$, and $(-)$ on the intervals $(-2, -1)$ and $\left(\frac{5}{2}, 3\right)$.

   As we piece together all of the information, we note that the graph must cross the horizontal asymptote at some point after $x = 3$ in order for it to approach $y = 2$ from underneath. This is the subtlety that we would have missed had we skipped the long division and subsequent end behavior analysis. We can, in fact, find exactly when the graph crosses $y = 2$. As a result of the long division, we have $g(x) = 2 - \frac{x-7}{x^2-x-6}$. For $g(x) = 2$, we would need $\frac{x-7}{x^2-x-6} = 0$. This gives $x - 7 = 0$, or $x = 7$. Note that $x - 7$ is the remainder when $2x^2 - 3x - 5$ is divided by $x^2 - x - 6$, so it makes sense that for $g(x)$ to equal the quotient 2, the remainder from the division must be 0. Sure enough, we find $g(7) = 2$. Moreover, it stands to reason that g must attain a relative minimum at some point past $x = 7$. Calculus verifies that at $x = 13$, we have such a minimum at exactly $(13, 1.96)$. The reader is challenged to find calculator windows which show the graph crossing its horizontal asymptote on one window, and the relative minimum in the other.

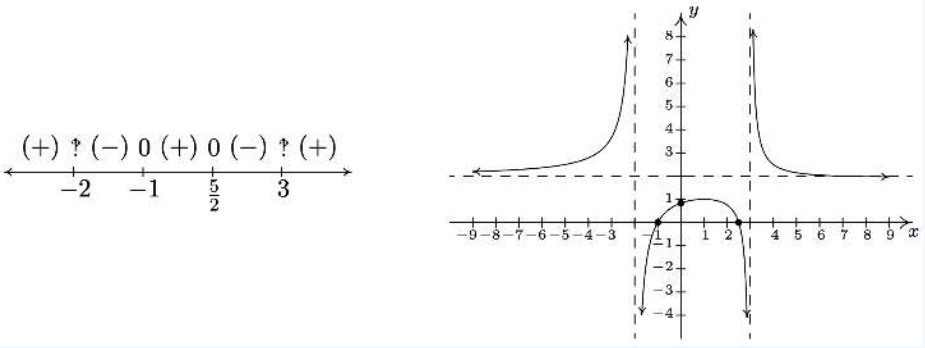


Figure 4.2.7

Our next example gives us an opportunity to more thoroughly analyze a slant asymptote.

Example 4.2.3

Sketch a detailed graph of $h(x) = \frac{2x^3+5x^2+4x+1}{x^2+3x+2}$.

Solution

1. For domain, you know the drill. Solving $x^2 + 3x + 2 = 0$ gives $x = -2$ and $x = -1$. Our answer is $(-\infty, -2) \cup (-2, -1) \cup (-1, \infty)$.
2. To reduce $h(x)$, we need to factor the numerator and denominator. To factor the numerator, we use the techniques set forth in Section 3.3 and we get

$$h(x) = \frac{2x^3+5x^2+4x+1}{x^2+3x+2} = \frac{(2x+1)(x+1)^2}{(x+2)(x+1)} = \frac{(2x+1)(x+1)^{\cancel{2}^{1}}}{(x+2)\ \cancel{(x+1)}} = \frac{(2x+1)(x+1)}{x+2}$$

We will use this reduced formula for $h(x)$ as long as we're not substituting $x = -1$. To make this exclusion specific, we write

$$h(x) = \frac{(2x+1)(x+1)}{x+2}, x \neq -1.$$

3. To find the x-intercepts, as usual, we set $h(x) = 0$ and solve. Solving $\frac{(2x+1)(x+1)}{x+2} = 0$ yields $x = -\frac{1}{2}$ and $x = -1$. The latter isn't in the domain of h, so we exclude it. Our only x-intercept is $\left(-\frac{1}{2}, 0\right)$. To find the y-intercept, we set $x = 0$. Since $0 \neq -1$, we can use the reduced formula for $h(x)$ and we get $h(0) = \frac{1}{2}$ for a y-intercept of $\left(0, \frac{1}{2}\right)$.
4. We know that since $x = -2$ still poses a threat in the denominator of the reduced function, we have a vertical asymptote there. As for $x = -1$, the factor $(x+1)$ was canceled from the denominator when we reduced $h(x)$, so it no longer causes trouble there. This means that we get a hole when $x = -1$. To find the y-coordinate of the hole, we substitute $x = -1$ into $\frac{(2x+1)(x+1)}{x+2}$, per Theorem 4.1.1 and get 0. Hence, we have a hole on the x-axis at $(-1, 0)$. It should make you uncomfortable plugging $x = -1$ into the reduced formula for $h(x)$, especially since we've made such a big deal concerning the stipulation about not letting $x = -1$ for that formula. What we are really doing is taking a Calculus short-cut to the more detailed kind of analysis near $x = -1$ which we will show below. Speaking of which, for the discussion that follows, we will use the formula $h(x) = \frac{(2x+1)(x+1)}{x+2}$, $x \neq -1$.
   - The behavior of $y = h(x)$ as $x \to -2$: As $x \to -2^-$, we imagine substituting a number a little bit less than -2. We have $h(x) \approx \frac{(-3)(-1)}{(\text{ very small } (-))} \approx \frac{3}{(\text{ very small } (-))} \approx \text{ very big } (-)$ thus as $x \to -2^-$, $h(x) \to -\infty$. On the other side of -2, as $x \to -2^+$, we find that $h(x) \approx \frac{3}{\text{very small } (+)} \approx \text{ very big } (+)$, so $h(x) \to \infty$.
   - The behavior of $y = h(x)$ as $x \to -1$. As $x \to -1^-$, we imagine plugging in a number a bit less than $x = -1$. We have $h(x) \approx \frac{(-1)(\text{ very small } (-))}{1} = \text{ very small } (+)$ Hence, as $x \to -1^-$, $h(x) \to 0^+$. This means that as $x \to -1^-$, the graph is a bit above the point $(-1, 0)$. As $x \to -1^+$, we get $h(x) \approx \frac{(-1)(\text{ very small } (+))}{1} = \text{ very small } (-)$. This gives us that as $x \to -1^+$, $h(x) \to 0^-$, so the graph is a little bit lower than $(-1, 0)$ here.

   Graphically, we have

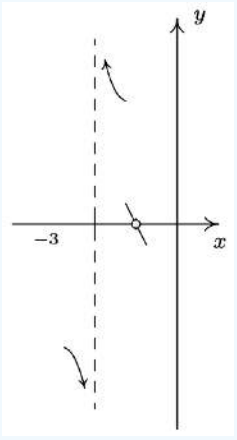


Figure 4.2.8

5. For end behavior, we note that the degree of the numerator of $h(x)$, $2x^3+5x^2+4x+1$, is 3 and the degree of the denominator, x^2+3x+2, is 2 so by Theorem 4.1.3, the graph of $y = h(x)$ has a slant asymptote. For $x \to \pm\infty$, we are far enough away from $x = -1$ to use the reduced formula, $h(x) = \frac{(2x+1)(x+1)}{x+2}$, $x \neq -1$. To perform long division, we multiply out the numerator and get $h(x) = \frac{2x^2+3x+1}{x+2}$, $x \neq -1$, and rewrite $h(x) = 2x - 1 + \frac{3}{x+2}$, $x \neq -1$. By Theorem 4.1.3, the slant asymptote is $y = 2x - 1$, and to better see *how* the graph approaches the asymptote, we focus our attention on the term generated from the remainder, $\frac{3}{x+2}$.

- The behavior of $y = h(x)$ as $x \to -\infty$: Substituting $x = \text{negative billion}$ into $\frac{3}{x+2}$, we get the estimate $\frac{3}{-1 \text{ billion}} \approx$ very small $(-)$. Hence, $h(x) = 2x - 1 + \frac{3}{x+2} \approx 2x - 1 +$ very small $(-)$. This means the graph of $y = h(x)$ is a little bit below the line $y = 2x - 1$ as $x \to -\infty$.
- The behavior of $y = h(x)$ as $x \to \infty$: If $x \to \infty$, then $\frac{3}{x+2} \approx$ very small $(+)$. This means $h(x) \approx 2x - 1 +$ very small $(+)$, or that the graph of $y = h(x)$ is a little bit above the line $y = 2x - 1$ as $x \to \infty$.

Graphically we have

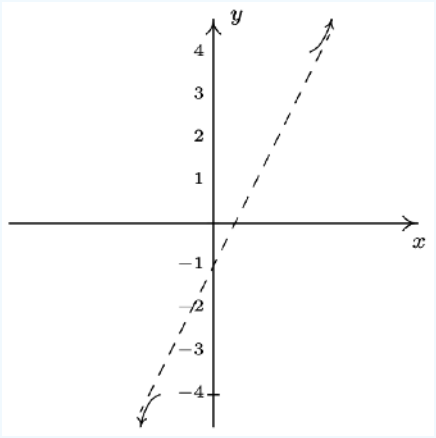


Figure 4.2.9

6. To make our sign diagram, we place an "!" above $x = -2$ and $x = -1$ and a "0" above $x = -\frac{1}{2}$. On our four test intervals, we find $h(x)$ is $(+)$ on $(-2, -1)$ and $\left(-\frac{1}{2}, \infty\right)$ and $h(x)$ is $(-)$ on $(-\infty, -2)$ and $\left(-1, -\frac{1}{2}\right)$. Putting all of our work together yields the graph below.

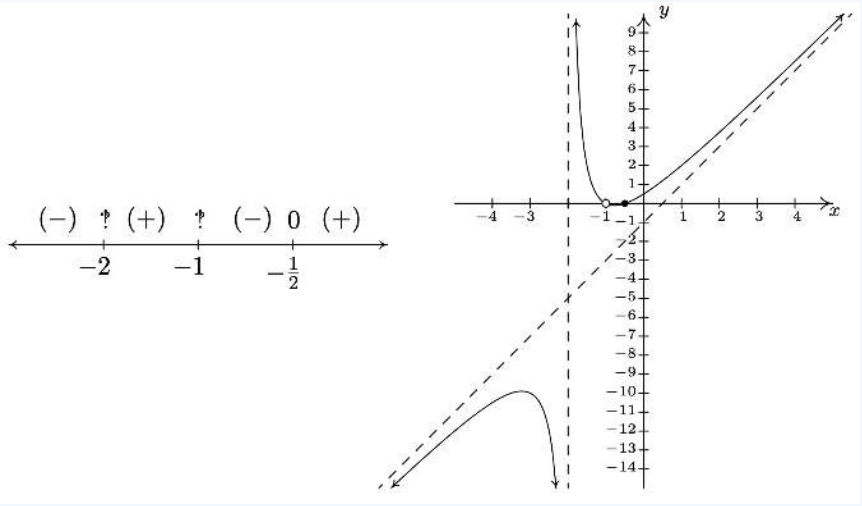


Figure 4.2.10

We could ask whether the graph of $y = h(x)$ crosses its slant asymptote. From the formula $h(x) = 2x - 1 + \frac{3}{x+2}$, $x \neq -1$, we see that if $h(x) = 2x - 1$, we would have $\frac{3}{x+2} = 0$. Since this will never happen, we conclude the graph never crosses its slant asymptote.[10]

We end this section with an example that shows it's not all pathological weirdness when it comes to rational functions and technology still has a role to play in studying their graphs at this level.

Example 4.2.4

Sketch the graph of $r(x) = \frac{x^4+1}{x^2+1}$.

Solution

1. The denominator x^2+1 is never zero so the domain is $(-\infty, \infty)$.
2. With no real zeros in the denominator, x^2+1 is an irreducible quadratic. Our only hope of reducing $r(x)$ is if x^2+1 is a factor of x^4+1. Performing long division gives us

$$\frac{x^4+1}{x^2+1} = x^2 - 1 + \frac{2}{x^2+1}$$

   The remainder is not zero so $r(x)$ is already reduced.
3. To find the x-intercept, we'd set $r(x) = 0$. Since there are no real solutions to $\frac{x^4+1}{x^2+1} = 0$, we have no x-intercepts. Since $r(0) = 1$, we get $(0, 1)$ as the y-intercept.
4. This step doesn't apply to r, since its domain is all real numbers.
5. For end behavior, we note that since the degree of the numerator is exactly *two* more than the degree of the denominator, neither Theorems 4.1.2 nor 4.1.3 apply. We know from our attempt to reduce $r(x)$ that we can rewrite $r(x) = x^2 - 1 + \frac{2}{x^2+1}$, so we focus our attention on the term corresponding to the remainder, $\frac{2}{x^2+1}$. It should be clear that as $x \to \pm\infty$, $\frac{2}{x^2+1} \approx$ very small $(+)$, which means $r(x) \approx x^2 - 1 +$ very small $(+)$. So the graph $y = r(x)$ is a little bit *above* the graph of the parabola $y = x^2 - 1$ as $x \to \pm\infty$. Graphically,

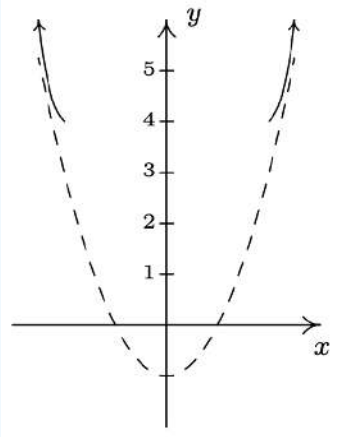
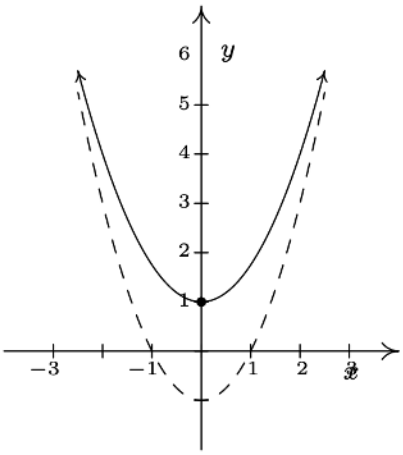


Figure 4.2.11

6. There isn't much work to do for a sign diagram for $r(x)$, since its domain is all real numbers and it has no zeros. Our sole test interval is $(-\infty, \infty)$, and since we know $r(0) = 1$, we conclude $r(x)$ is $(+)$ for all real numbers. At this point, we don't have much to go on for a graph. We leave it to the reader to show $r(-x) = r(x)$ so r is even, and, hence, its graph is symmetric about the y-axis.

   Below is a comparison of what we have determined analytically versus what the calculator shows us. Without appealing to Calculus, we have no way to detect the relative extrema analytically apart from brute force plotting of points, which is done more efficiently by the calculator.



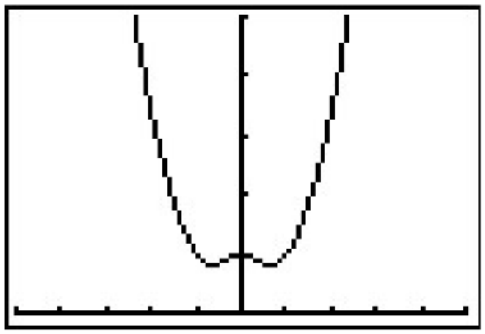


Figure 4.2.12

As usual, the authors offer no apologies for what may be construed as "pedantry" in this section. We feel that the detail presented in this section is necessary to obtain a firm grasp of the concepts presented here and it also serves as an introduction to the methods employed in Calculus. As we have said many times in the past, your instructor will decide how much, if any, of the kinds of details presented here are "mission critical" to your understanding of Precalculus.

Section Footnotes

[1] Recall that, for our purposes, this means the graphs are devoid of any breaks, jumps or holes.

[2] As we mentioned at least once earlier, since functions can have at most one y-intercept, once we find that $(0,0)$ is on the graph, we know it is the y-intercept.

[3] The sign diagram in step 6 will also determine the behavior near the vertical asymptotes.

[4] The actual retail value of $f(-2.000001)$is approximately $-1,500,000$

[5] We have deliberately left off the labels on the y-axis because we know only the behavior near $x=\pm 2$, not the actual function values.

[6] As with the vertical asymptotes in the previous step, we know only the behavior of the graph as $x \to \pm\infty$. For that reason, we provide no x-axis labels.

[7] In this particular case, we can eschew test values, since our analysis of the behavior of f near the vertical asymptotes and our end behavior analysis have given us the signs on each of the test intervals. In general, however, this won't always be the case, so for demonstration purposes, we continue with our usual construction.

[8] That is, if you use a calculator to graph. Once again, Calculus is the ultimate graphing power tool.

[9] In the denominator, we would have $(\text{ billion })^2-1 \text{ billion } -6$. It's easy to see why the 6 is insignificant, but to ignore the 1 billion seems criminal. However, compared to $(1 \text{ billion })^2$, it's on the insignificant side; it's 10^{18} versus 10^9 . We are once again using the fact that for polynomials, end behavior is determined by the leading term, so in the denominator, the x^2 term wins out over the x term.

[10] But rest assured, some graphs do!

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4.2E: Exercises

Exercises

In Exercises 1 - 16, use the six-step procedure to graph the rational function. Be sure to draw any asymptotes as dashed lines.

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

In Exercises 17 - 20, graph the rational function by applying transformations to the graph of $y = \dfrac{1}{x}$.

17. $f(x) = \dfrac{1}{x-2}$
18. $g(x) = 1 - \dfrac{3}{x}$
19. $h(x) = \dfrac{-2x+1}{x}$ (Hint: Divide)
20. $j(x) = \dfrac{3x-7}{x-2}$ (Hint: Divide)
21. Discuss with your classmates how you would graph $f(x) = \dfrac{ax+b}{cx+d}$. What restrictions must be placed on a, b, c and d so that the graph is indeed a transformation of $y = \dfrac{1}{x}$?
22. In Example 3.1.1 in Section 3.1 we showed that $p(x) = \frac{4x+x^3}{x}$ is not a polynomial even though its formula reduced to $4 + x^2$ for $x \neq 0$. However, it is a rational function similar to those studied in the section. With the help of your classmates, graph $p(x)$.

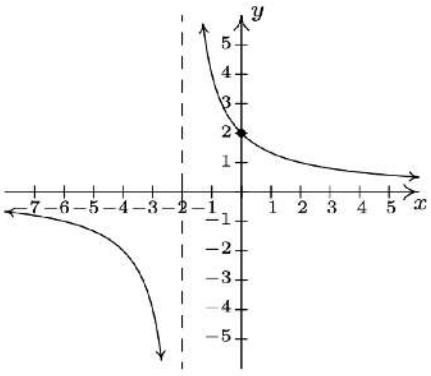
23. Let $g(x) = \dfrac{x^4 - 8x^3 + 24x^2 - 72x + 135}{x^3 - 9x^2 + 15x - 7}$. With the help of your classmates, find the x- and y- intercepts of the graph of g. Find the intervals on which the function is increasing, the intervals on which it is decreasing and the local extrema. Find all of the asymptotes of the graph of g and any holes in the graph, if they exist. Be sure to show all of your work including any polynomial or synthetic division. Sketch the graph of g, using more than one picture if necessary to show all of the important features of the graph.

Example 4.2.4 showed us that the six-step procedure cannot tell us everything of importance about the graph of a rational function. Without Calculus, we need to use our graphing calculators to reveal the hidden mysteries of rational function behavior. Working with your classmates, use a graphing calculator to examine the graphs of the rational functions given in Exercises 24 - 27. Compare and contrast their features. Which features can the six-step process reveal and which features cannot be detected by it?

24. $f(x) = \dfrac{1}{x^2 + 1}$
25. $f(x) = \dfrac{x}{x^2 + 1}$
26. $f(x) = \dfrac{x^2}{x^2 + 1}$
27. $f(x) = \dfrac{x^3}{x^2 + 1}$

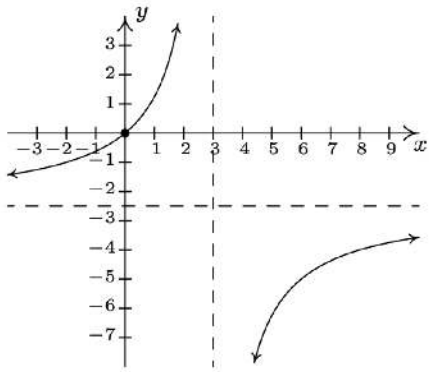
Answers

1. $f(x) = \dfrac{4}{x + 2}$
   Domain: $(-\infty, -2) \cup (-2, \infty)$
   No x-intercepts
   y-intercept: $(0, 2)$
   Vertical asymptote: $x = -2$
   As $x \to -2^-,\ f(x) \to -\infty$
   As $x \to -2^+,\ f(x) \to \infty$
   Horizontal asymptote: $y = 0$
   As $x \to -\infty,\ f(x) \to 0^-$
   As $x \to \infty,\ f(x) \to 0^+$

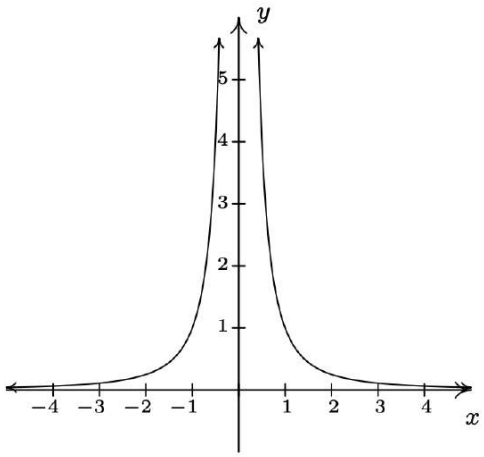


2. $f(x) = \dfrac{5x}{6 - 2x}$
   Domain: $(-\infty, 3) \cup (3, \infty)$
   x-intercept: $(0, 0)$
   y-intercept: $(0, 0)$
   Vertical asymptote: $x = 3$
   As $x \to 3^-,\ f(x) \to \infty$
   As $x \to 3^+,\ f(x) \to -\infty$
   Horizontal asymptote: $y = -\frac{5}{2}$

As $x \to -\infty,\ f(x) \to -\frac{5}{2}^{+}$
As $x \to \infty,\ f(x) \to -\frac{5}{2}^{-}$

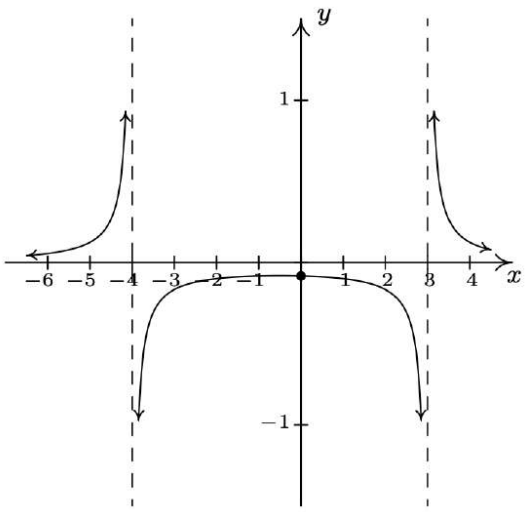


3. $f(x) = \dfrac{1}{x^2}$
Domain: $(-\infty, 0) \cup (0, \infty)$
No x-intercepts
No y-intercepts
Vertical asymptote: $x = 0$
As $x \to 0^{-},\ f(x) \to \infty$
As $x \to 0^{+},\ f(x) \to \infty$
Horizontal asymptote: $y = 0$
As $x \to -\infty,\ f(x) \to 0^{+}$
As $x \to \infty,\ f(x) \to 0^{+}$

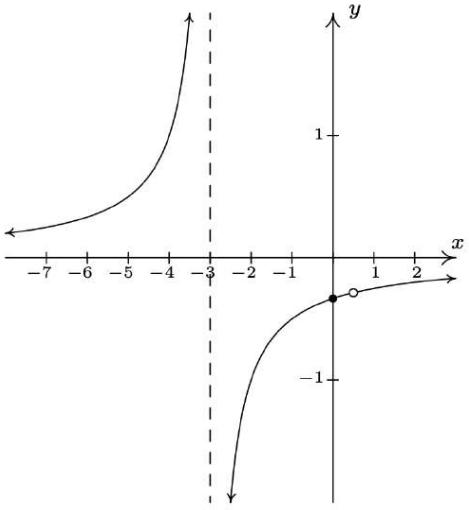


4. $f(x) = \dfrac{1}{x^2 + x - 12} = \dfrac{1}{(x-3)(x+4)}$
Domain: $(-\infty, -4) \cup (-4, 3) \cup (3, \infty)$
No x-intercepts
y-intercept: $(0, -\frac{1}{12})$
Vertical asymptotes: $x = -4$ and $x = 3$
As $x \to -4^{-},\ f(x) \to \infty$
As $x \to -4^{+},\ f(x) \to -\infty$
As $x \to 3^{-},\ f(x) \to -\infty$
As $x \to 3^{+},\ f(x) \to \infty$
Horizontal asymptote: $y = 0$

As $x \to -\infty,\ f(x) \to 0^+$
As $x \to \infty,\ f(x) \to 0^+$

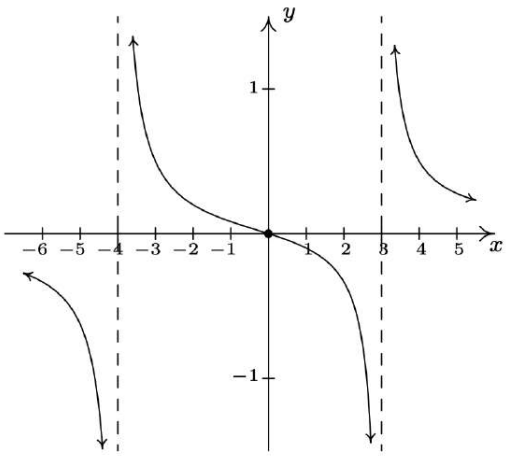


5. $f(x) = \dfrac{2x-1}{-2x^2-5x+3} = -\dfrac{2x-1}{(2x-1)(x+3)}$
Domain: $(-\infty,-3)\cup(-3,\frac{1}{2})\cup(\frac{1}{2},\infty)$
No x-intercepts
y-intercept: $(0,-\frac{1}{3})$
$f(x) = \dfrac{-1}{x+3},\ x \neq \frac{1}{2}$
Hole in the graph at $(\frac{1}{2},-\frac{2}{7})$
Vertical asymptote: $x=-3$
As $x \to -3^-,\ f(x) \to \infty$
As $x \to -3^+,\ f(x) \to -\infty$
Horizontal asymptote: $y=0$
As $x \to -\infty,\ f(x) \to 0^+$
As $x \to \infty,\ f(x) \to 0^-$

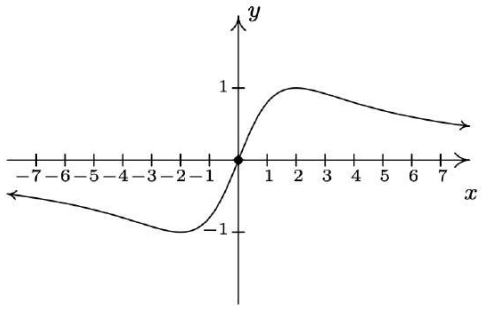


6. $f(x) = \dfrac{x}{x^2+x-12} = \dfrac{x}{(x-3)(x+4)}$
Domain: $(-\infty,-4)\cup(-4,3)\cup(3,\infty)$
x-intercept: $(0,0)$

y-intercept: $(0,0)$
Vertical asymptotes: $x=-4$ and $x=3$
As $x\to -4^-,\ f(x)\to -\infty$
As $x\to -4^+,\ f(x)\to \infty$
As $x\to 3^-,\ f(x)\to -\infty$
As $x\to 3^+,\ f(x)\to \infty$
Horizontal asymptote: $y=0$
As $x\to -\infty,\ f(x)\to 0^-$
As $x\to \infty,\ f(x)\to 0^+$

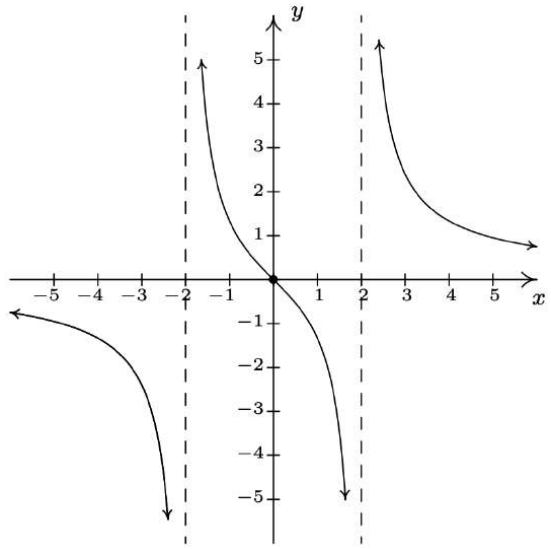


7. $f(x)=\dfrac{4x}{x^2+4}$
Domain: $(-\infty,\infty)$
x-intercept: $(0,0)$
y-intercept: $(0,0)$
No vertical asymptotes
No holes in the graph
Horizontal asymptote: $y=0$
As $x\to -\infty, f(x)\to 0^-$
As $x\to \infty, f(x)\to 0^+$

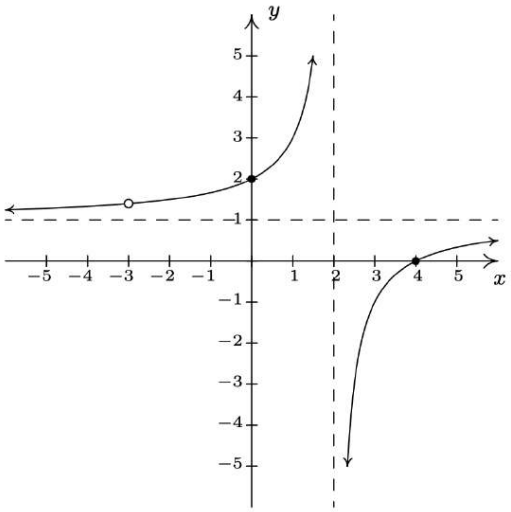


8. $f(x)=\dfrac{4x}{x^2-4}=\dfrac{4x}{(x+2)(x-2)}$
Domain: $(-\infty,-2)\cup(-2,2)\cup(2,\infty)$
x-intercept: $(0,0)$
y-intercept: $(0,0)$
Vertical asymptotes: $x=-2, x=2$
As $x\to -2^-, f(x)\to -\infty$
As $x\to -2^+, f(x)\to \infty$

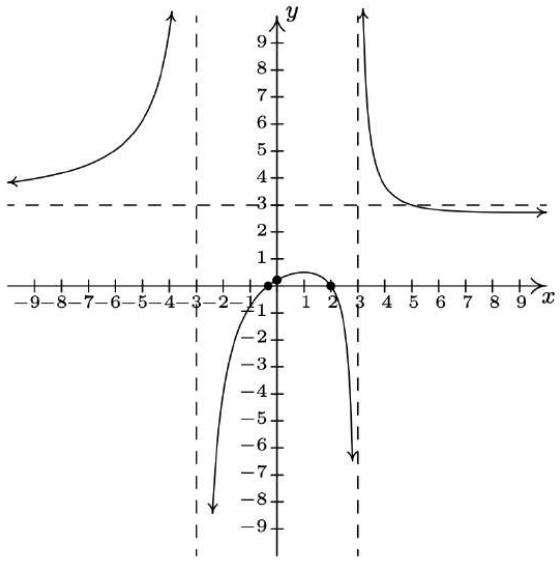
As $x \to 2^-, f(x) \to -\infty$
As $x \to 2^+, f(x) \to \infty$
No holes in the graph
Horizontal asymptote: $y = 0$
As $x \to -\infty, f(x) \to 0^-$
As $x \to \infty, f(x) \to 0^+$



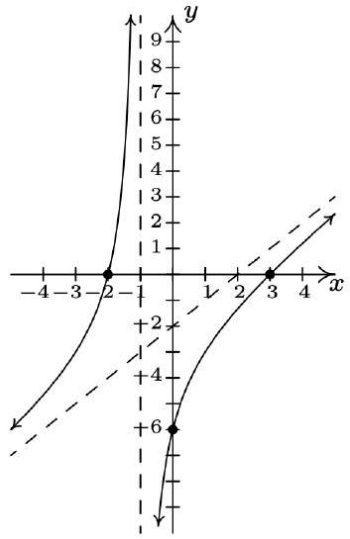
9. $f(x) = \dfrac{x^2 - x - 12}{x^2 + x - 6} = \dfrac{x - 4}{x - 2}$ $x \neq -3$
Domain: $(-\infty, -3) \cup (-3, 2) \cup (2, \infty)$
x-intercept: $(4, 0)$
y-intercept: $(0, 2)$
Vertical asymptote: $x = 2$
As $x \to 2^-, f(x) \to \infty$
As $x \to 2^+, f(x) \to -\infty$
Hole at $\left(-3, \frac{7}{5}\right)$
Horizontal asymptote: $y = 1$
As $x \to -\infty, f(x) \to 1^+$
As $x \to \infty, f(x) \to 1^-$



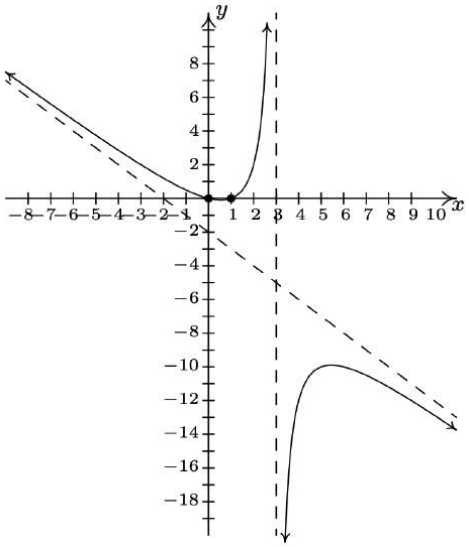
10. $f(x)=\dfrac{3x^2-5x-2}{x^2-9}=\dfrac{(3x+1)(x-2)}{(x+3)(x-3)}$
Domain: $(-\infty,-3)\cup(-3,3)\cup(3,\infty)$
x-intercepts: $\left(-\frac{1}{3},0\right)$, $(2,0)$
y-intercept: $\left(0,\frac{2}{9}\right)$
Vertical asymptotes: $x=-3, x=3$
As $x\to -3^-$, $f(x)\to\infty$
As $x\to -3^+$, $f(x)\to -\infty$
As $x\to 3^-$, $f(x)\to -\infty$
As $x\to 3^+$, $f(x)\to\infty$
No holes in the graph
Horizontal asymptote: $y=3$
As $x\to -\infty$, $f(x)\to 3^+$
As $x\to\infty$, $f(x)\to 3^-$



11. $f(x)=\dfrac{x^2-x-6}{x+1}=\dfrac{(x-3)(x+2)}{x+1}$
Domain: $(-\infty,-1)\cup(-1,\infty)$
x-intercepts: $(-2,0)$, $(3,0)$
y-intercept: $(0,-6)$
Vertical asymptote: $x=-1$
As $x\to -1^-$, $f(x)\to\infty$
As $x\to -1^+$, $f(x)\to -\infty$
Slant asymptote: $y=x-2$
As $x\to -\infty$, the graph is above $y=x-2$
As $x\to\infty$, the graph is below $y=x-2$

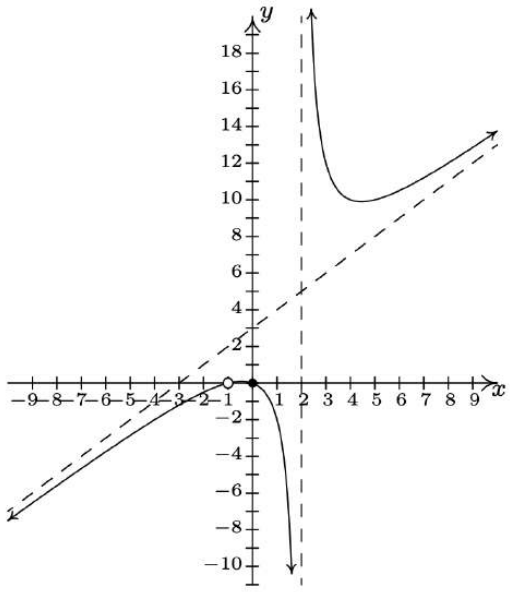


12. $f(x)=\dfrac{x^2-x}{3-x}=\dfrac{x(x-1)}{3-x}$
Domain: $(-\infty,3)\cup(3,\infty)$
x-intercepts: $(0,0)$, $(1,0)$
y-intercept: $(0,0)$
Vertical asymptote: $x=3$
As $x\to 3^-$, $f(x)\to\infty$
As $x\to 3^+$, $f(x)\to-\infty$
Slant asymptote: $y=-x-2$
As $x\to-\infty$, the graph is above $y=-x-2$
As $x\to\infty$, the graph is below $y=-x-2$

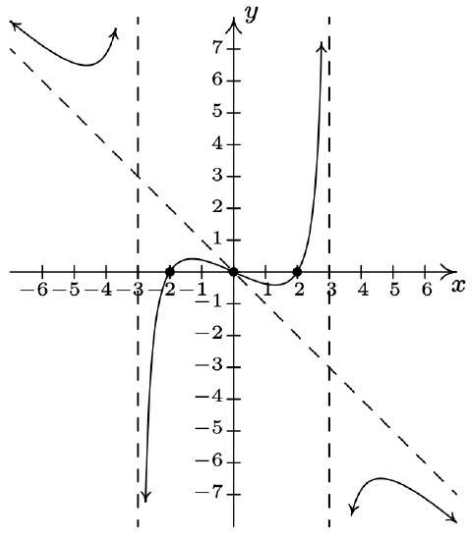


13. $f(x)=\dfrac{x^3+2x^2+x}{x^2-x-2}=\dfrac{x(x+1)}{x-2}$ $x\neq-1$
Domain: $(-\infty,-1)\cup(-1,2)\cup(2,\infty)$
x-intercept: $(0,0)$
y-intercept: $(0,0)$
Vertical asymptote: $x=2$
As $x\to 2^-$, $f(x)\to-\infty$
As $x\to 2^+$, $f(x)\to\infty$

Hole at $(-1, 0)$
Slant asymptote: $y = x + 3$
As $x \to -\infty$, the graph is below $y = x + 3$
As $x \to \infty$, the graph is above $y = x + 3$



14. $f(x) = \dfrac{-x^3 + 4x}{x^2 - 9}$
Domain: $(-\infty, -3) \cup (-3, 3) \cup (3, \infty)$
x-intercepts: $(-2, 0), (0, 0), (2, 0)$
y-intercept: $(0, 0)$
Vertical asymptotes: $x = -3, x = 3$
As $x \to -3^-,\ f(x) \to \infty$
As $x \to -3^+,\ f(x) \to -\infty$
As $x \to 3^-,\ f(x) \to \infty$
As $x \to 3^+,\ f(x) \to -\infty$
Slant asymptote: $y = -x$
As $x \to -\infty$, the graph is above $y = -x$
As $x \to \infty$, the graph is below $y = -x$



15. $f(x) = \dfrac{x^3 - 2x^2 + 3x}{2x^2 + 2}$

Domain: $(-\infty, \infty)$

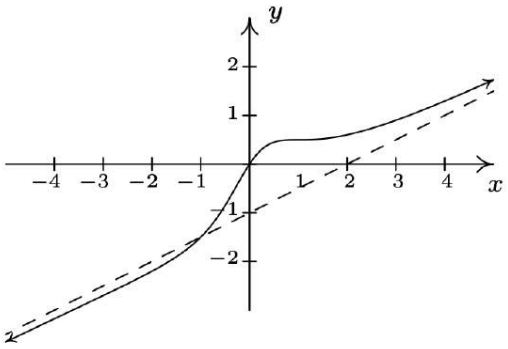
x-intercept: $(0, 0)$

y-intercept: $(0, 0)$

Slant asymptote: $y = \frac{1}{2}x - 1$

As $x \to -\infty$, the graph is below $y = \frac{1}{2}x - 1$

As $x \to \infty$, the graph is above $y = \frac{1}{2}x - 1$



16. $f(x) = \dfrac{x^2 - 2x + 1}{x^3 + x^2 - 2x}$

Domain: $(-\infty, -2) \cup (-2, 0) \cup (0, 1) \cup (1, \infty)$

$f(x) = \dfrac{x - 1}{x(x + 2)}, \ x \neq 1$

No x-intercepts

No y-intercepts

Vertical asymptotes: $x = -2$ and $x = 0$

As $x \to -2^-, \ f(x) \to -\infty$

As $x \to -2^+, \ f(x) \to \infty$

As $x \to 0^-, \ f(x) \to \infty$

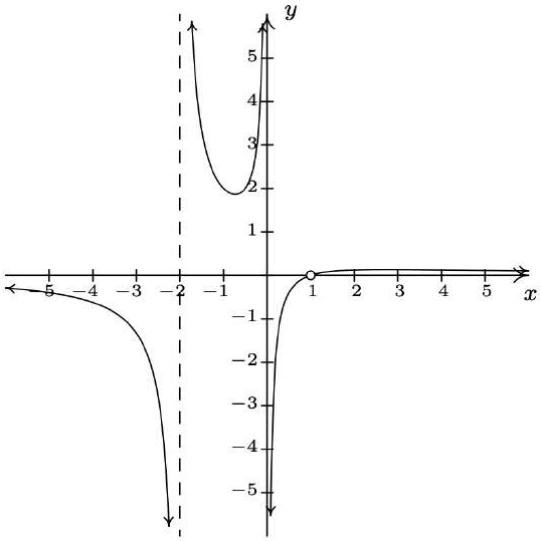
As $x \to 0^+, \ f(x) \to -\infty$

Hole in the graph at $(1, 0)$

Horizontal asymptote: $y = 0$

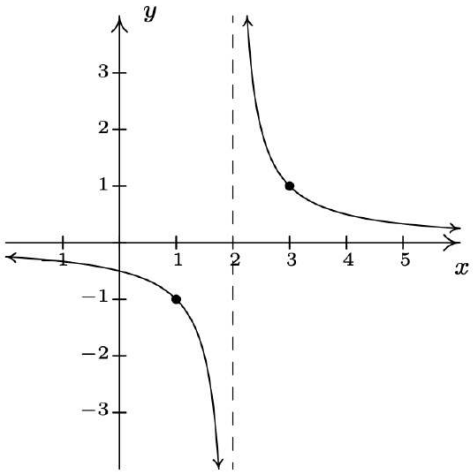
As $x \to -\infty, \ f(x) \to 0^-$

As $x \to \infty, \ f(x) \to 0^+$



17. $f(x) = \dfrac{1}{x-2}$

Shift the graph of $y = \dfrac{1}{x}$
to the right 2 units.

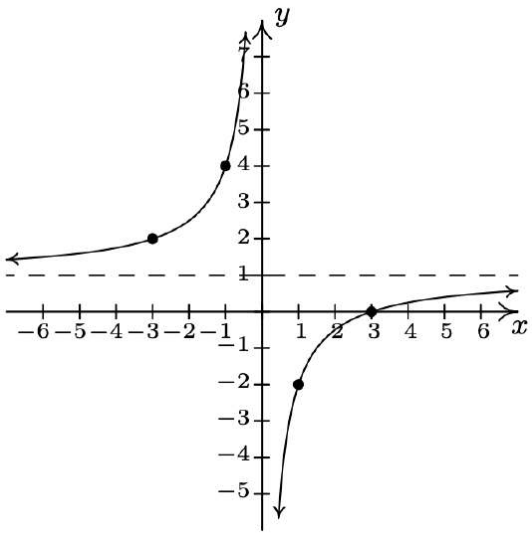


18. $g(x) = 1 - \dfrac{3}{x}$

Vertically stretch the graph of $y = \dfrac{1}{x}$
by a factor of 3.

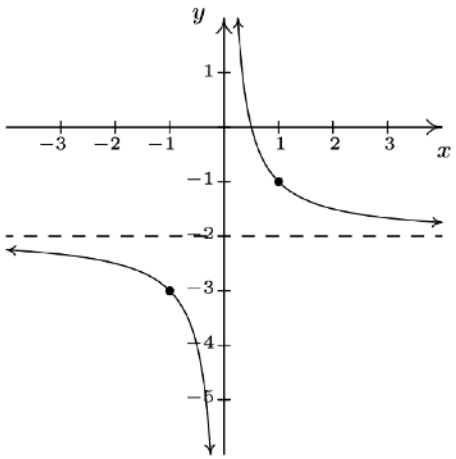
Reflect the graph of $y = \dfrac{3}{x}$
about the x-axis.

Shift the graph of $y = -\dfrac{3}{x}$
up 1 unit.



19. $h(x) = \dfrac{-2x+1}{x} = -2 + \dfrac{1}{x}$

Shift the graph of $y = \dfrac{1}{x}$
down 2 units.

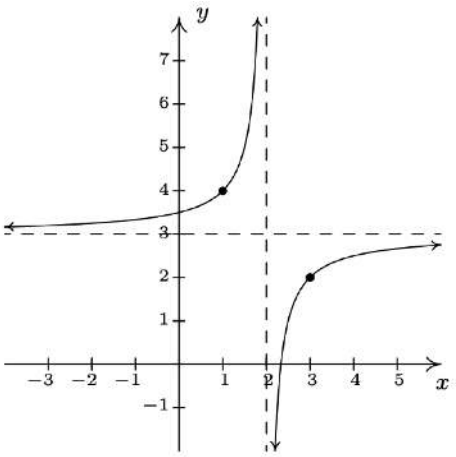


20. $j(x) = \dfrac{3x-7}{x-2} = 3 - \dfrac{1}{x-2}$

Shift the graph of $y = \dfrac{1}{x}$ to the right 2 units.

Reflect the graph of $y = \dfrac{1}{x-2}$ about the x-axis.

Shift the graph of $y = -\dfrac{1}{x-2}$ up 3 units.



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4.3: Rational Inequalities and Applications

Math 370 Learning Objectives

- Solve rational inequalities using graphs and/or sign charts
- Build models to solve applications involving rational functions

Solving Rational Inequalities

In this section, we solve equations and inequalities involving rational functions and explore associated application problems. Our first example showcases the critical difference in procedure between solving a rational equation and a rational inequality.

Example 4.3.1

a. Solve $\frac{x^3-2x+1}{x-1} = \frac{1}{2}x - 1$.
b. Solve $\frac{x^3-2x+1}{x-1} \geq \frac{1}{2}x - 1$.
c. Use graphing technology to check your answers to 1 and 2.

Solution

a. To solve the equation, we clear denominators

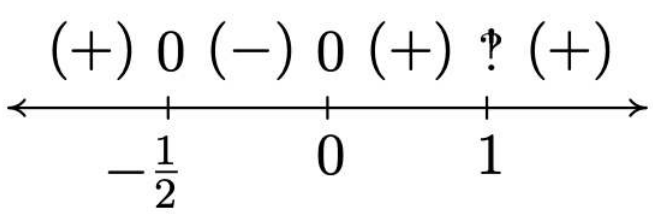
$$\begin{aligned} \frac{x^3-2x+1}{x-1} &= \frac{1}{2}x-1 \\ \left(\frac{x^3-2x+1}{x-1}\right)\cdot 2(x-1) &= \left(\frac{1}{2}x-1\right)\cdot 2(x-1) \\ 2x^3-4x+2 &= x^2-3x+2 && \text{(expand)} \\ 2x^3-x^2-x &= 0 \\ x(2x+1)(x-1) &= 0 && \text{(factor)} \\ x &= -\frac{1}{2},\ 0,\ 1 \end{aligned}$$

Since we cleared denominators, we need to check for extraneous solutions. Sure enough, we see that $x = 1$ does not satisfy the original equation and must be discarded. Our solutions are $x = -\frac{1}{2}$ and $x = 0$.

b. To solve the inequality, it may be tempting to begin as we did with the equation − namely by multiplying both sides by the quantity $(x-1)$. The problem is that, depending on x, $(x-1)$ may be positive (which doesn't affect the inequality) or $(x-1)$ could be negative (which would reverse the inequality). Instead of working by cases, we collect all of the terms on one side of the inequality with 0 on the other and make a sign diagram using the technique given Section 4.2.

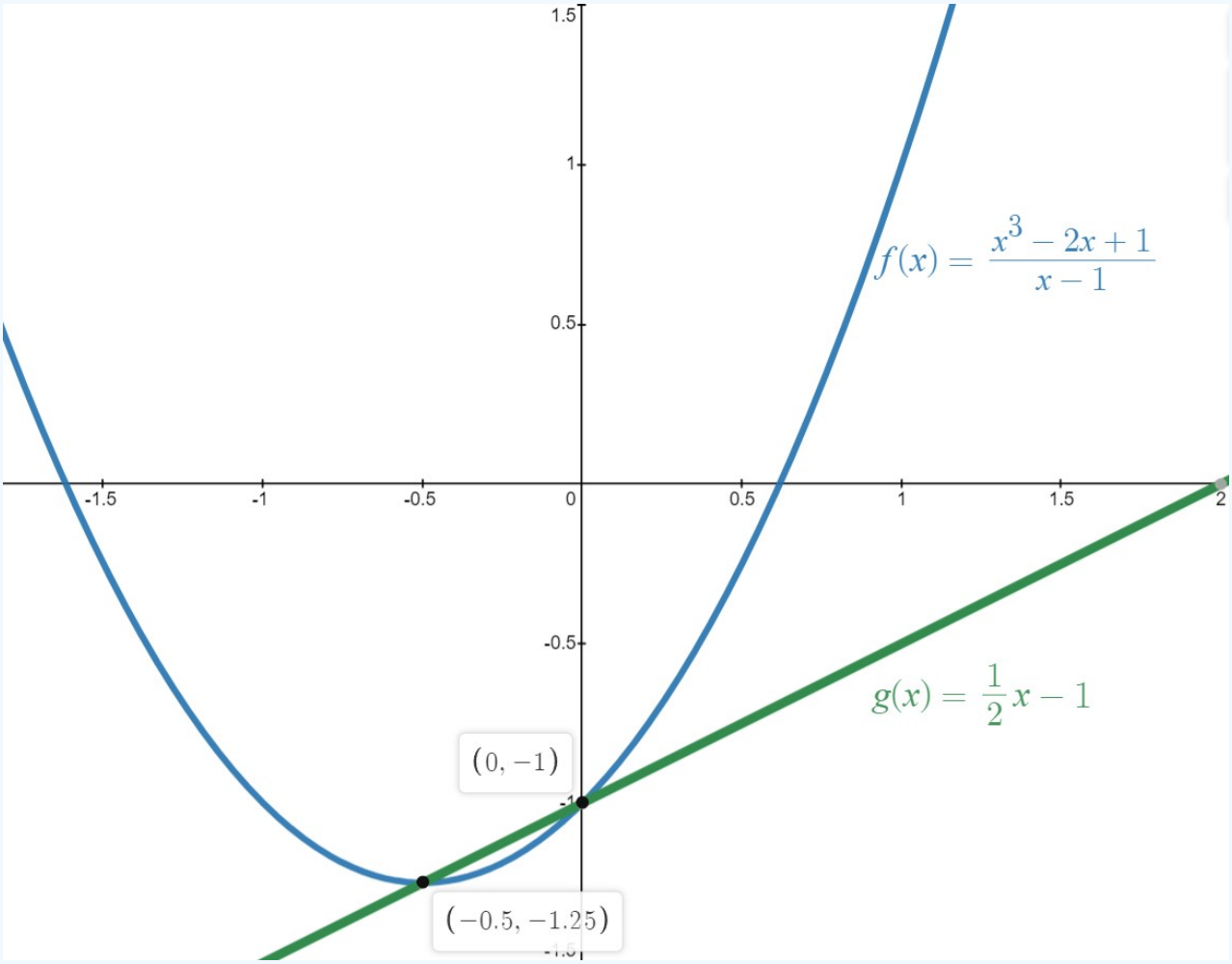
$$\begin{aligned} \frac{x^3-2x+1}{x-1} &\geq \frac{1}{2}x-1 \\ \frac{x^3-2x+1}{x-1} - \frac{1}{2}x+1 &\geq 0 \\ \frac{2\left(x^3-2x+1\right)-x(x-1)+1(2(x-1))}{2(x-1)} &\geq 0 && \text{(get a common denominator)} \\ \frac{2x^3-x^2-x}{2x-2} &\geq 0 && \text{(expand)} \end{aligned}$$

Viewing the left hand side as a rational function $r(x)$ we make a sign diagram. The only value excluded from the domain of r is $x = 1$ which is the solution to $2x-2=0$. The zeros of r are the solutions to $2x^3-x^2-x=0$, which we have already found to be $x = 0$, $x = -\frac{1}{2}$ and $x = 1$, the latter was discounted as a zero because it is not in the domain. Choosing test values in each test interval, we construct the sign diagram below.



We are interested in where $r(x) \geq 0$. We find $r(x) > 0$, or $(+)$, on the intervals $\left(-\infty, -\frac{1}{2}\right)$, $(0, 1)$ and $(1, \infty)$. We add to these intervals the zeros of r, $-\frac{1}{2}$ and 0, to get our final solution: $\left(-\infty, -\frac{1}{2}\right] \cup [0, 1) \cup (1, \infty)$.

c. Geometrically, if we set $f(x) = \frac{x^3 - 2x + 1}{x - 1}$ and $g(x) = \frac{1}{2}x - 1$, the solutions to $f(x) = g(x)$ are the x-coordinates of the points where the graphs of $y = f(x)$ and $y = g(x)$ intersect. The solution to $f(x) \geq g(x)$ represents not only where the graphs meet, but the intervals over which the graph of $y = f(x)$ is above $(>)$ the graph of $g(x)$. We obtain the graph below.



It is clear from Desmos that the graph of $y = f(x)$ is above the graph of $y = g(x)$ on $\left(-\infty, -\frac{1}{2}\right)$ as well as on $(0, \infty)$. According to Desmos, our solution is then $\left(-\infty, -\frac{1}{2}\right] \cup [0, \infty)$ which almost matches the answer we found analytically. We have to remember that f is not defined at $x = 1$, and, even though it isn't shown on Desmos, there is a hole in the graph of $y = f(x)$ when $x = 1$ which is why $x = 1$ is not part of our final answer.[1]

Subsection Footnotes

[1] There is no asymptote at $x = 1$ since the graph is well behaved near $x = 1$. According to Theorem 4.1.1, there must be a hole there.

Applications Involving Rational Equations

Next, we explore how rational equations can be used to solve some classic problems involving rates.

Example 4.3.2

Carl decides to explore the Meander River, the location of several recent Sasquatch sightings. From camp, he canoes downstream five miles to check out a purported Sasquatch nest. Finding nothing, he immediately turns around, retraces his route (this time traveling upstream), and returns to camp 3 hours after he left. If Carl canoes at a rate of 6 miles per hour in still water, how fast was the Meander River flowing on that day?

Solution

We are given information about distances, rates (speeds) and times. The basic principle relating these quantities is:

$$\text{distance} = \text{rate} \cdot \text{time}$$

The first observation to make, however, is that the distance, rate and time given to us aren't "compatible": the distance given is the distance for only *part* of the trip, the rate given is the speed Carl can canoe in still water, not in a flowing river, and the time given is the duration of the *entire* trip. Ultimately, we are after the speed of the river, so let's call that R measured in miles per hour to be consistent with the other rate given to us. To get started, let's divide the trip into its two parts: the initial trip downstream and the return trip upstream. For the downstream trip, all we know is that the distance traveled is 5 miles.

$$\begin{aligned} \text{distance downstream} &= \text{rate traveling downstream} \cdot \text{time traveling downstream} \\ 5 \text{ miles} &= \text{rate traveling downstream} \cdot \text{time traveling downstream} \end{aligned}$$

Since the return trip upstream followed the same route as the trip downstream, we know that the distance traveled upstream is also 5 miles.

$$\begin{aligned} \text{distance upstream} &= \text{rate traveling upstream} \cdot \text{time traveling upstream} \\ 5 \text{ miles} &= \text{rate traveling upstream} \cdot \text{time traveling upstream} \end{aligned}$$

We are told Carl can canoe at a rate of 6 miles per hour in still water. How does this figure into the rates traveling upstream and downstream? The speed the canoe travels in the river is a combination of the speed at which Carl can propel the canoe in still water, 6 miles per hour, and the speed of the river, which we're calling R. When traveling downstream, the river is helping Carl along, so we *add* these two speeds:

$$\begin{aligned} \text{rate traveling downstream} &= \text{rate Carl propels the canoe} + \text{speed of the river} \\ &= 6\frac{\text{miles}}{\text{hour}} + R\frac{\text{miles}}{\text{hour}} \end{aligned}$$

So our downstream speed is $(6 + R)\frac{\text{miles}}{\text{hour}}$. Substituting this into our "distance-rate-time" equation for the downstream part of the trip, we get:

$$\begin{aligned} 5 \text{ miles} &= \text{rate traveling downstream} \cdot \text{time traveling downstream} \\ 5 \text{ miles} &= (6 + R)\frac{\text{miles}}{\text{hour}} \cdot \text{time traveling downstream} \end{aligned}$$

When traveling upstream, Carl works against the current. Since the canoe manages to travel upstream, the speed Carl can canoe in still water is greater than the river's speed, so we *subtract* the river's speed *from* Carl's canoeing speed to get:

$$\begin{aligned} \text{rate traveling upstream} &= \text{rate Carl propels the canoe} - \text{river speed} \\ &= 6\frac{\text{miles}}{\text{hour}} - R\frac{\text{miles}}{\text{hour}} \end{aligned}$$

Proceeding as before, we get

$$\begin{aligned} 5 \text{ miles} &= \text{rate traveling upstream} \cdot \text{time traveling upstream} \\ 5 \text{ miles} &= (6-R)\frac{\text{miles}}{\text{hour}} \cdot \text{time traveling upstream} \end{aligned}$$

The last piece of information given to us is that the total trip lasted 3 hours. If we let t_{down} denote the time of the downstream trip and t_{up} the time of the upstream trip, we have: $t_{\text{down}} + t_{\text{up}} = 3$ hours . Substituting t_{down} and t_{up} into the "distance-rate-time" equations, we get (suppressing the units) *three* equations in *three* unknowns:[2]

$$\begin{cases} E1 & (6+R)\, t_{\text{down}} &= 5 \\ E2 & (6-R)\, t_{\text{up}} &= 5 \\ E3 & t_{\text{down}} + t_{\text{up}} &= 3 \end{cases}$$

Since we are ultimately after R, we need to use these three equations to get at least one equation involving only R. To that end, we solve $E1$ for t_{down} by dividing both sides[3] by the quantity $(6+R)$ to get $t_{\text{down}} = \frac{5}{6+R}$. Similarly, we solve $E2$ for t_{up} and get $t_{\text{up}} = \frac{5}{6-R}$. Substituting these into $E3$, we get:[4]

$$\frac{5}{6+R} + \frac{5}{6-R} = 3.$$

Clearing denominators, we get $5(6-R)+5(6+R) = 3(6+R)(6-R)$ which reduces to $R^2 = 16$. We find $R = \pm 4$, and since R represents the speed of the river, we choose $R = 4$. On the day in question, the Meander River is flowing at a rate of 4 miles per hour.

One of the important lessons to learn from Example 4.3.2 is that speeds, and more generally, rates, are additive. As we see in our next example, the concept of rate and its associated principles can be applied to a wide variety of problems - not just "distance-rate-time" scenarios.

Example 4.3.3

Working alone, Taylor can weed the garden in 4 hours. If Carl helps, they can weed the garden in 3 hours. How long would it take for Carl to weed the garden on his own?

Solution

The key relationship between work and time which we use in this problem is:

$$\text{amount of work done} = \text{rate of work} \cdot \text{time spent working}$$

We are told that, working alone, Taylor can weed the garden in 4 hours. In Taylor's case then:

$$\begin{aligned} \text{amount of work Taylor does} &= \text{rate of Taylor working} \cdot \text{time Taylor spent working} \\ 1 \text{ garden} &= (\text{rate of Taylor working}) \cdot (4 \text{ hours}) \end{aligned}$$

So we have that the rate Taylor works is $\frac{1 \text{ garden}}{4 \text{ hours}} = \frac{1}{4}\frac{\text{garden}}{\text{hour}}$. We are also told that when working together, Taylor and Carl can weed the garden in just 3 hours. We have:

$$\begin{aligned} \text{amount of work done together} &= \text{rate of working together} \cdot \text{time spent working together} \\ 1 \text{ garden} &= (\text{rate of working together}) \cdot (3 \text{ hours}) \end{aligned}$$

From this, we find that the rate of Taylor and Carl working together is $\frac{1 \text{ garden}}{3 \text{ hours}} = \frac{1}{3}\frac{\text{garden}}{\text{hour}}$. We are asked to find out how long it would take for Carl to weed the garden on his own. Let us call this unknown t, measured in hours to be consistent with the other times given to us in the problem. Then:

$$\begin{aligned} \text{amount of work Carl does} &= \text{rate of Carl working} \cdot \text{time Carl spent working} \\ 1 \text{ garden} &= (\text{rate of Carl working}) \cdot (t \text{ hours}) \end{aligned}$$

In order to find t, we need to find the rate of Carl working, so let's call this quantity R, with units $\frac{\text{garden}}{\text{hour}}$. Using the fact that rates are additive, we have:

$$\begin{aligned} \text{rate working together} &= \text{rate of Taylor working} + \text{rate of Carl working} \\ \frac{1}{3}\frac{\text{garden}}{\text{hour}} &= \frac{1}{4}\frac{\text{garden}}{\text{hour}} + R\frac{\text{garden}}{\text{hour}} \end{aligned}$$

so that $R = \frac{1}{12}\frac{\text{garden}}{\text{hour}}$. Substituting this into our 'work-rate-time' equation for Carl, we get:

$$\begin{aligned} 1\,\text{garden} &= (\text{rate of Carl working}) \cdot (t\,\text{hours}) \\ 1\,\text{garden} &= \left(\frac{1}{12}\frac{\text{garden}}{\text{hour}}\right) \cdot (t\,\text{hours}) \end{aligned}$$

Solving $1 = \frac{1}{12}t$, we get $t = 12$, so it takes Carl 12 hours to weed the garden on his own.

As is common with "word problems" like Examples 4.3.2 and 4.3.3, there is no short-cut to the answer. We encourage the reader to carefully think through and apply the basic principles of rate to each (potentially different!) situation. It is time well spent. We also encourage the tracking of units, especially in the early stages of the problem. Not only does this promote uniformity in the units, it also serves as a quick means to check if an equation makes sense.

Subsection Footnotes

[2] This is called a system of equations. No doubt, you've had experience with these things before, and we will study systems in greater detail in Chapter 9.

[3] While we usually discourage dividing both sides of an equation by a variable expression, we know $(6 + R) \neq 0$ since otherwise we couldn't possibly multiply it by t_{down} and get 5.

[4] The reader is encouraged to verify that the units in this equation are the same on both sides. To get you started, the units on the "3" is "hours."

Applications Involving Rational Inequalities

Our next example deals with the average cost function, first introduced as applied to PortaBoy Game systems from Example 2.1.5 in Section 2.1.

Example 4.3.4

Given a cost function $C(x)$, which returns the total cost of producing x items, recall that the average cost function, $\overline{C}(x) = \frac{C(x)}{x}$ computes the cost per item when x items are produced. Suppose the cost C, in dollars, to produce x PortaBoy game systems for a local retailer is $C(x) = 80x + 150$, $x \geq 0$.

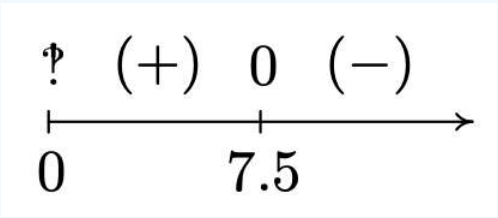
a. Find an expression for the average cost function $\overline{C}(x)$.
b. Solve $\overline{C}(x) < 100$ and interpret.
c. Determine the behavior of $\overline{C}(x)$ as $x \to \infty$ and interpret.

Solution

a. From $\overline{C}(x) = \frac{C(x)}{x}$, we obtain $\overline{C}(x) = \frac{80x+150}{x}$. The domain of C is $x \geq 0$, but since $x = 0$ causes problems for $\overline{C}(x)$, we get our domain to be $x > 0$, or $(0, \infty)$.
b. Solving $\overline{C}(x) < 100$ means we solve $\frac{80x+150}{x} < 100$. We proceed as in the previous example.

$$\begin{aligned} \frac{80x+150}{x} &< 100 \\ \frac{80x+150}{x} - 100 &< 0 \\ \frac{80x+150-100x}{x} &< 0 \qquad \text{(common denominator)} \\ \frac{150-20x}{x} &< 0 \end{aligned}$$

If we take the left hand side to be a rational function $r(x)$, we need to keep in mind that the applied domain of the problem is $x > 0$. This means we consider only the positive half of the number line for our sign diagram. On $(0, \infty)$, r is defined everywhere so we need only look for zeros of r. Setting $r(x) = 0$ gives $150 - 20x = 0$, so that $x = \frac{15}{2} = 7.5$. The test intervals on our domain are $(0, 7.5)$ and $(7.5, \infty)$. We find $r(x) < 0$ on $(7.5, \infty)$.



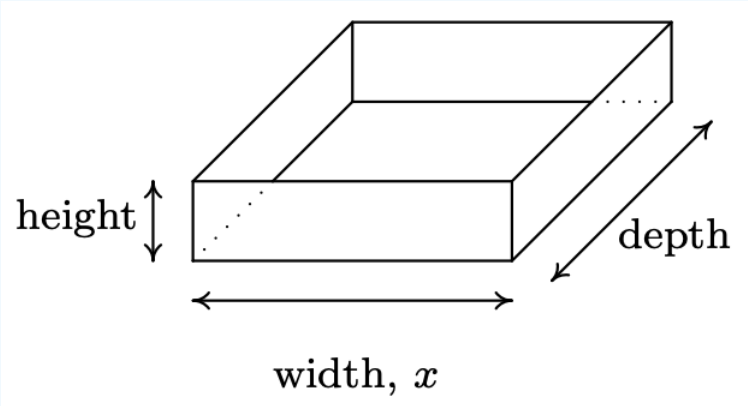
In the context of the problem, x represents the number of PortaBoy games systems produced and $\overline{C}(x)$ is the average cost to produce each system. Solving $\overline{C}(x) < 100$ means we are trying to find how many systems we need to produce so that the average cost is less than $\$100$ per system. Our solution, $(7.5, \infty)$ tells us that we need to produce more than 7.5 systems to achieve this. Since it doesn't make sense to produce half a system, our final answer is $[8, \infty)$.

c. When we apply Theorem 4.1.2 to $\overline{C}(x)$ we find that $y = 80$ is a horizontal asymptote to the graph of $y = \overline{C}(x)$. To more precisely determine the behavior of $\overline{C}(x)$ as $x \to \infty$, we first use long division[5] and rewrite $\overline{C}(x) = 80 + \frac{150}{x}$. As $x \to \infty$, $\frac{150}{x} \to 0^+$, which means $\overline{C}(x) \approx 80 +$ very small $(+)$. Thus the average cost per system is getting closer to $\$80$ per system. If we set $\overline{C}(x) = 80$, we get $\frac{150}{x} = 0$, which is impossible, so we conclude that $\overline{C}(x) > 80$ for all $x > 0$. This means that the average cost per system is always greater than $\$80$ per system, but the average cost is approaching this amount as more and more systems are produced. Looking back at Example 2.1.5, we realize $\$80$ is the variable cost per system − the cost per system above and beyond the fixed initial cost of $\$150$. Another way to interpret our answer is that "infinitely" many systems would need to be produced to effectively "zero out" the fixed cost.

Our next example is another classic "box with no top" problem.

Example 4.3.5

A box with a square base and no top is to be constructed so that it has a volume of 1000 cubic centimeters. Let x denote the width of the box, in centimeters as seen below.



a. Express the height h in centimeters as a function of the width x and state the applied domain.
b. Solve $h(x) \geq x$ and interpret.
c. Find and interpret the behavior of $h(x)$ as $x \to 0^+$ and as $x \to \infty$.
d. Express the surface area S of the box as a function of x and state the applied domain.
e. Use graphing technology to approximate (to two decimal places) the dimensions of the box which minimize the surface area.

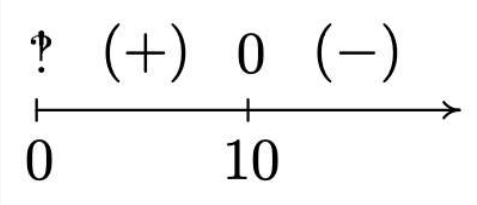
Solution

a. We are told that the volume of the box is 1000 cubic centimeters and that x represents the width, in centimeters. From geometry, we know $\text{Volume} = \text{width} \times \text{height} \times \text{depth}$. Since the base of the box is a square, the width and the depth are both x centimeters. Using h for the height, we have $1000 = x^2 h$, so that $h = \frac{1000}{x^2}$. Using function notation, $h(x) = \frac{1000}{x^2}$ As for the applied domain, in order for there to be a box at all, $x > 0$, and since every such choice of x will return a positive number for the height h we have no other restrictions and conclude our domain is $(0, \infty)$.

b. To solve $h(x) \geq x$, we proceed as before and collect all nonzero terms on one side of the inequality in order to use a sign diagram.

$$\begin{aligned} h(x) &\geq x \\ \frac{1000}{x^2} &\geq x \\ \frac{1000}{x^2} - x &\geq 0 \\ \frac{1000 - x^3}{x^2} &\geq 0 \quad \text{(common denominator)} \end{aligned}$$

We consider the left hand side of the inequality as our rational function $r(x)$. We see r is undefined at $x = 0$, but, as in the previous example, the applied domain of the problem is $x > 0$, so we are considering only the behavior of r on $(0, \infty)$. The sole zero of r comes when $1000 - x^3 = 0$, which is $x = 10$. Choosing test values in the intervals $(0, 10)$ and $(10, \infty)$ gives the following diagram.

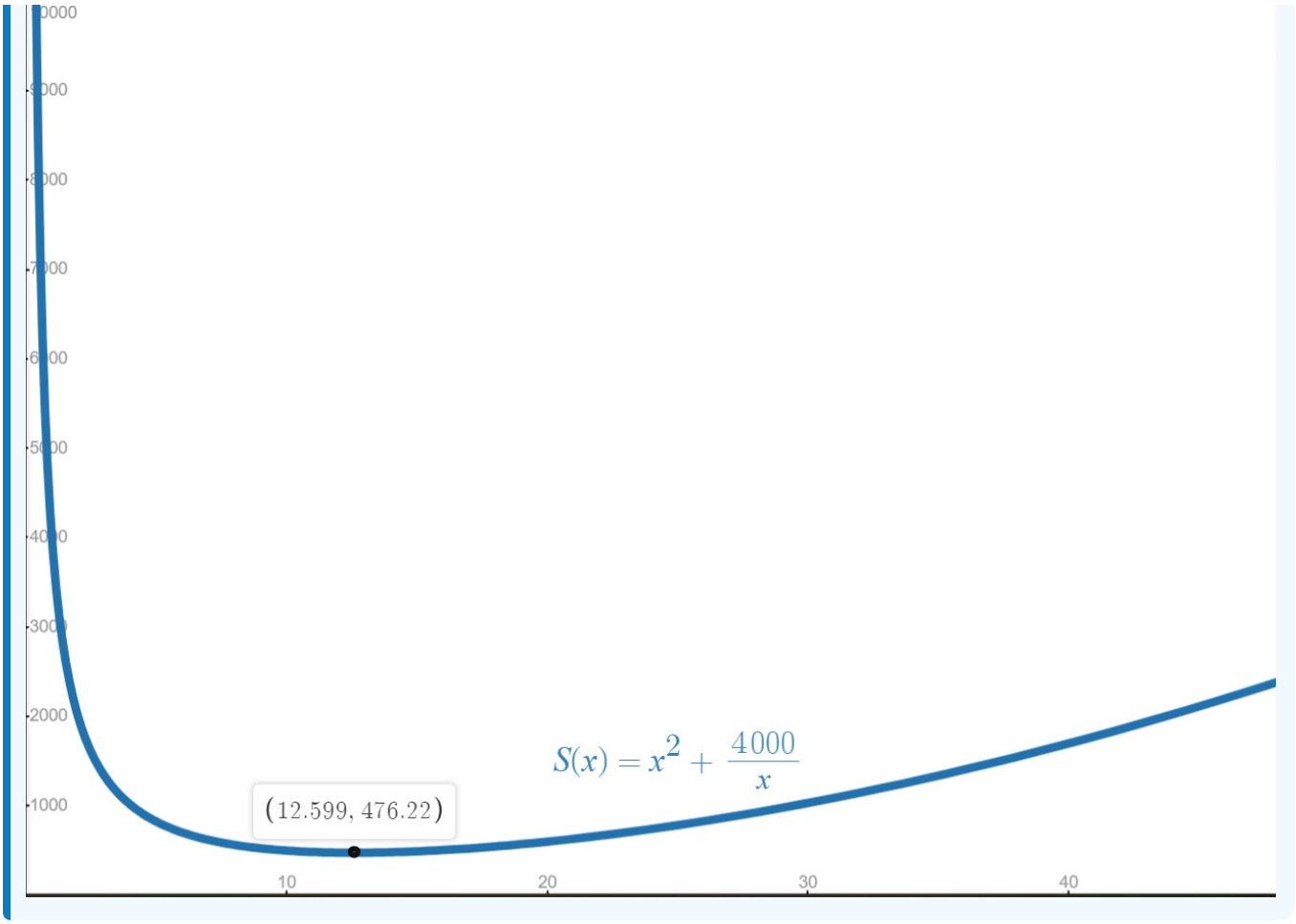


We see $r(x) > 0$ on $(0, 10)$, and since $r(x) = 0$ at $x = 10$, our solution is $(0, 10]$. In the context of the problem, h represents the height of the box while x represents the width (and depth) of the box. Solving $h(x) \geq x$ is tantamount to finding the values of x which result in a box where the height is at least as big as the width (and, in this case, depth.) Our answer tells us the width of the box can be at most 10 centimeters for this to happen.

c. As $x \to 0^+$, $h(x) = \frac{1000}{x^2} \to \infty$. This means that the smaller the width x (and, in this case, depth), the larger the height h has to be in order to maintain a volume of 1000 cubic centimeters. As $x \to \infty$, we find $h(x) \to 0^+$, which means that in order to maintain a volume of 1000 cubic centimeters, the width and depth must get bigger as the height becomes smaller.

d. Since the box has no top, the surface area can be found by adding the area of each of the sides to the area of the base. The base is a square of dimensions x by x, and each side has dimensions x by h. We get the surface area, $S = x^2 + 4xh$. To get S as a function of x, we substitute $h = \frac{1000}{x^2}$ to obtain $S = x^2 + 4x\left(\frac{1000}{x^2}\right)$. Hence, as a function of x, $S(x) = x^2 + \frac{4000}{x}$. The domain of S is the same as h, namely $(0, \infty)$, for the same reasons as above.

e. A first attempt at the graph of $y = S(x)$ on the calculator may lead to frustration. Chances are good that the first window chosen to view the graph will suggest $y = S(x)$ has the x-axis as a horizontal asymptote. From the formula $S(x) = x^2 + \frac{4000}{x}$, however, we get $S(x) \approx x^2$ as $x \to \infty$, so $S(x) \to \infty$. Readjusting the window, we find S does possess a relative minimum at $x \approx 12.60$. Without calculus, all we can say is that we belive this is the only relative extremum, so it is the absolute minimum as well. This means that the width and depth of the box should each measure approximately 12.60 centimeters. To determine the height, we find $h(12.60) \approx 6.30$, so the height of the box should be approximately 6.30 centimeters.



Subsection Footnotes

[5] In this case, long division amounts to term-by-term division.

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4.3E: Exercises

Exercises

In Exercises 1 - 6, solve the rational equation. Be sure to check for extraneous solutions.

1. $\dfrac{x}{5x+4}=3$
2. $\dfrac{3x-1}{x^2+1}=1$
3. $\dfrac{1}{x+3}+\dfrac{1}{x-3}=\dfrac{x^2-3}{x^2-9}$
4. $\dfrac{2x+17}{x+1}=x+5$
5. $\dfrac{x^2-2x+1}{x^3+x^2-2x}=1$
6. $\dfrac{-x^3+4x}{x^2-9}=4x$

In Exercises 7 - 20, solve the rational inequality. Express your answer using interval notation.

7. $\dfrac{1}{x+2}\geq 0$
8. $\dfrac{x-3}{x+2}\leq 0$
9. $\dfrac{x}{x^2-1}>0$
10. $\dfrac{4x}{x^2+4}\geq 0$
11. $\dfrac{x^2-x-12}{x^2+x-6}>0$
12. $\dfrac{3x^2-5x-2}{x^2-9}<0$
13. $\dfrac{x^3+2x^2+x}{x^2-x-2}\geq 0$
14. $\dfrac{x^2+5x+6}{x^2-1}>0$
15. $\dfrac{3x-1}{x^2+1}\leq 1$
16. $\dfrac{2x+17}{x+1}>x+5$
17. $\dfrac{-x^3+4x}{x^2-9}\geq 4x$
18. $\dfrac{1}{x^2+1}<0$
19. $\dfrac{x^4-4x^3+x^2-2x-15}{x^3-4x^2}\geq x$
20. $\dfrac{5x^3-12x^2+9x+10}{x^2-1}\geq 3x-1$
21. Carl and Mike start a 3 mile race at the same time. If Mike ran the race at 6 miles per hour and finishes the race 10 minutes before Carl, how fast does Carl run?
22. One day, Donnie observes that the wind is blowing at 6 miles per hour. A unladen swallow nesting near Donnie's house flies three quarters of a mile down the road (in the direction of the wind), turns around, and returns exactly 4 minutes later. What is the airspeed of the unladen swallow? (Here, 'airspeed' is the speed that the swallow can fly in still air.)
23. In order to remove water from a flooded basement, two pumps, each rated at 40 gallons per minute, are used. After half an hour, the one pump burns out, and the second pump finishes removing the water half an hour later. How many gallons of water were removed from the basement?

24. A faucet can fill a sink in 5 minutes while a drain will empty the same sink in 8 minutes. If the faucet is turned on and the drain is left open, how long will it take to fill the sink?
25. Working together, Daniel and Donnie can clean the llama pen in 45 minutes. On his own, Daniel can clean the pen in an hour. How long does it take Donnie to clean the llama pen on his own?
26. In Exercise 32, the function $C(x) = .03x^3 - 4.5x^2 + 225x + 250$, for $x \geq 0$ was used to model the cost (in dollars) to produce x PortaBoy game systems. Using this cost function, find the number of PortaBoys which should be produced to minimize the average cost $\overline{C}$. Round your answer to the nearest number of systems.
27. Suppose we are in the same situation as Example 4.3.5. If the volume of the box is to be 500 cubic centimeters, use your calculator to find the dimensions of the box which minimize the surface area. What is the minimum surface area? Round your answers to two decimal places.
28. The box for the new Sasquatch-themed cereal, 'Crypt-Os', is to have a volume of 140 cubic inches. For aesthetic reasons, the height of the box needs to be 1.62 times the width of the base of the box. Find the dimensions of the box which will minimize the surface area of the box. What is the minimum surface area? Round your answers to two decimal places.
29. Sally is Skippy's neighbor from Exercise 19 in Section 2.3. Sally also wants to plant a vegetable garden along the side of her home. She doesn't have any fencing, but wants to keep the size of the garden to 100 square feet. What are the dimensions of the garden which will minimize the amount of fencing she needs to buy? What is the minimum amount of fencing she needs to buy? Round your answers to the nearest foot. (Note: Since one side of the garden will border the house, Sally doesn't need fencing along that side.)
30. Another Classic Problem: A can is made in the shape of a right circular cylinder and is to hold one pint. (For dry goods, one pint is equal to 33.6 cubic inches.)
    a. Find an expression for the volume V of the can in terms of the height h and the base radius r.
    b. Find an expression for the surface area S of the can in terms of the height h and the base radius r. (Hint: The top and bottom of the can are circles of radius r and the side of the can is really just a rectangle that has been bent into a cylinder.)
    c. Using the fact that $V = 33.6$, write S as a function of r and state its applied domain.
    d. Use your graphing calculator to find the dimensions of the can which has minimal surface area.
31. A right cylindrical drum is to hold 7.35 cubic feet of liquid. Find the dimensions (radius of the base and height) of the drum which would minimize the surface area. What is the minimum surface area? Round your answers to two decimal places.
32. In Exercise 71 in Section 1.4, the population of Sasquatch in Portage County was modeled by the function $P(t) = \frac{150t}{t+15}$, where $t = 0$ represents the year 1803. When were there fewer than 100 Sasquatch in Portage County?

In Exercises 33 - 38, translate the following into mathematical equations.

33. At a constant pressure, the temperature T of an ideal gas is directly proportional to its volume V. (This is Charles's Law)
34. The frequency of a wave f is inversely proportional to the wavelength of the wave λ.
35. The density d of a material is directly proportional to the mass of the object m and inversely proportional to its volume V.
36. The square of the orbital period of a planet P is directly proportional to the cube of the semi-major axis of its orbit a. (This is Kepler's Third Law of Planetary Motion)
37. The drag of an object traveling through a fluid D varies jointly with the density of the fluid ρ and the square of the velocity of the object ν.
38. Suppose two electric point charges, one with charge q and one with charge Q, are positioned r units apart. The electrostatic force F exerted on the charges varies directly with the product of the two charges and inversely with the square of the distance between the charges. (This is Coulomb's Law)
39. According to this webpage, the frequency f of a vibrating string is given by $f = \frac{1}{2L}\sqrt{\frac{T}{\mu}}$ where T is the tension, μ is the linear mass of the string and L is the length of the vibrating part of the string. Express this relationship using the language of variation.
40. According to the Centers for Disease Control and Prevention www.cdc.gov, a person's Body Mass Index B is directly proportional to his weight W in pounds and inversely proportional to the square of his height h in inches.
    a. Express this relationship as a mathematical equation.
    b. If a person who was 5 feet, 10 inches tall weighed 235 pounds had a Body Mass Index of 33.7, what is the value of the constant of proportionality?

c. Rewrite the mathematical equation found in part 40a to include the value of the constant found in part 40b and then find your Body Mass Index.

41. We know that the circumference of a circle varies directly with its radius with 2π as the constant of proportionality. (That is, we know $C = 2\pi r$.) With the help of your classmates, compile a list of other basic geometric relationships which can be seen as variations.

Answers

1. $x = -\frac{6}{7}$
2. $x = 1,\ x = 2$
3. $x = -1$
4. $x = -6,\ x = 2$
5. No solution
6. $x = 0,\ x = \pm 2\sqrt{2}$
7. $(-2, \infty)$
8. $(-2, 3]$
9. $(-1, 0) \cup (1, \infty)$
10. $[0, \infty)$
11. $(-\infty, -3) \cup (-3, 2) \cup (4, \infty)$
12. $\left(-3, -\frac{1}{3}\right) \cup (2, 3)$
13. $(-1, 0] \cup (2, \infty)$
14. $(-\infty, -3) \cup (-2, -1) \cup (1, \infty)$
15. $(-\infty, 1] \cup [2, \infty)$
16. $(-\infty, -6) \cup (-1, 2)$
17. $(-\infty, -3) \cup \left[-2\sqrt{2}, 0\right] \cup \left[2\sqrt{2}, 3\right)$
18. No solution
19. $[-3, 0) \cup (0, 4) \cup [5, \infty)$
20. $\left(-1, -\frac{1}{2}\right] \cup (1, \infty)$
21. 4.5 miles per hour
22. 24 miles per hour
23. 3600 gallons
24. $\frac{40}{3} \approx 13.33$ minutes
25. 3 hours
26. The absolute minimum of $y = \overline{C}(x)$ occurs at $\approx (75.73, 59.57)$ Since x represents the number of game systems, we check $\overline{C}(75) \approx 59.58$ and $\overline{C}(76) \approx 59.57$. Hence, to minimize the average cost, 76 systems should be produced at an average cost of $\$59.57$per system.
27. The width (and depth) should be 10.00 centimeters, the height should be 5.00 centimeters. The minimum surface area is 300.00 square centimeters.
28. The width of the base of the box should be ≈ 4.12 inches, the height of the box should be ≈ 6.67 inches, and the depth of the base of the box should be ≈ 5.09 inches; minimum surface area ≈ 164.91 square inches.
29. The dimensions are ≈ 7 feet by ≈ 14 feet; minimum amount of fencing required ≈ 28 feet.
30. a. $V = \pi r^2 h$
    b. $S = 2\pi r^2 + 2\pi r h$
    c. $S(r) = 2\pi r^2 + \frac{67.2}{r}$, Domain $r > 0$
    d. $r \approx 1.749$ in. and $h \approx 3.498$ in.
31. The radius of the drum should be ≈ 1.05 feet and the height of the drum should be ≈ 2.12 feet. The minimum surface area of the drum is ≈ 20.93 cubic feet.
32. $P(t) < 100$ on $(-15, 30)$, and the portion of this which lies in the applied domain is $[0, 30)$. Since $t = 0$ corresponds to the year 1803, from 1803 through the end of 1832, there were fewer than 100 Sasquatch in Portage County.
33. $T = kV$
34. $f = \dfrac{k}{\lambda}$

35. $d = \dfrac{km}{V}$
36. $P^2 = ka^3$
37. $D = k\rho v^2$
38. $F = \dfrac{kqQ}{r^2}$
39. Rewriting $f = \dfrac{1}{2L}\sqrt{\dfrac{T}{\mu}}$ as $f = \dfrac{\frac{1}{2}\sqrt{T}}{L\sqrt{\mu}}$ we see that the frequency f varies directly with the square root of the tension and varies inversely with the length and the square root of the linear mass.
40. a. $B = \dfrac{kW}{h^2}$
    b. $k = 702.68$
    c. $B = \dfrac{702.68W}{h^2}$

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CHAPTER OVERVIEW

5: Further Topics in Functions

- 5.1: Function Composition
  - 5.1E: Exercises
- 5.2: Inverse Functions
  - 5.2E: Exercises
- 5.3: Other Algebraic Functions
  - 5.3E: Exercises
- 5.4: Algebraic Simplifications Necessary for Calculus

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5.1: Function Composition

Math 370 Learning Objectives

- Evaluate and state the domain of compositions of functions

A Summary of Our Function Knowledge (so far)

Before we embark upon any further adventures with functions, we need to take some time to gather our thoughts and gain some perspective. Chapter 1 first introduced us to functions in Section 1.3. At that time, functions were specific kinds of relations - sets of points in the plane which passed the Vertical Line Test. In Section 1.4, we developed the idea that functions are processes - rules which match inputs to outputs - and this gave rise to the concepts of domain and range. We spoke about how functions could be combined in Section 1.5 using the four basic arithmetic operations, took a more detailed look at their graphs in Section 1.6 and studied how their graphs behaved under certain classes of transformations in Section 1.7. In Chapter 2, we took a closer look at three families of functions: linear functions (Section 2.1), absolute value functions (Section 2.2)[1], and quadratic functions (Section 2.3). Linear and quadratic functions were special cases of polynomial functions, which we studied in generality in Chapter 3. Chapter 3 culminated with the Real Factorization Theorem which says that all polynomial functions with real coefficients can be thought of as products of linear and quadratic functions. Our next step was to enlarge our field of study to rational functions in Chapter 4. Being quotients of polynomials, we can ultimately view this family of functions as being built up of linear and quadratic functions as well. So in some sense, Chapters 2, 3, and 4 can be thought of as an exhaustive study of linear and quadratic functions and their arithmetic combinations as described in Section 1.5.[2] We now wish to study other algebraic functions, such as $f(x) = \sqrt{x}$ and $g(x) = x^{2/3}$, and the purpose of the first two sections of this chapter is to see how these kinds of functions arise from polynomial and rational functions. To that end, we first study a new way to combine functions as defined below.

Subsection Footnotes

[1] These were introduced, as you may recall, as piecewise-defined linear functions.

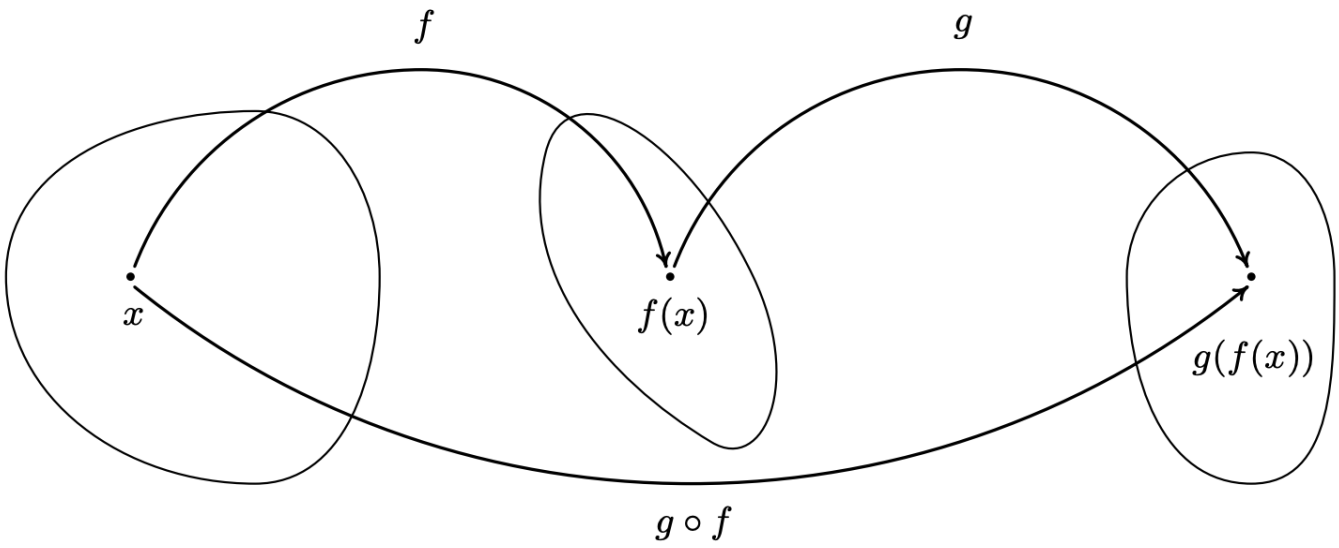
[2] If we broaden our concept of functions to allow for complex-valued coefficients, the Complex Factorization Theorem tells us every function we have studied thus far is a combination of linear functions.

Composite Functions

Definition: Composite Function

Suppose f and g are two functions. The **composite** of g with f, denoted $g \circ f$, is defined by the formula $(g \circ f)(x) = g(f(x))$, provided x is an element of the domain of f and $f(x)$ is an element of the domain of g.

The quantity $g \circ f$ is also read "g composed with f" or, more simply "g of f." At its most basic level, the definition of a composite function tells us that to obtain the formula for $(g \circ f)(x)$, we replace every occurrence of x in the formula for $g(x)$ with the formula we have for $f(x)$. If we take a step back and look at this from a procedural, "inputs and outputs" perspective, the definition of a composite function tells us the output from $g \circ f$ is found by taking the output from f, $f(x)$, and then making that the input to g. The result, $g(f(x))$, is the output from $g \circ f$. From this perspective, we see $g \circ f$ as a two step process taking an input x and first applying the procedure f then applying the procedure g. Abstractly, we have



In the expression $g(f(x))$, the function f is often called the "inside" function while g is often called the "outside" function. There are two ways to go about evaluating composite functions - "inside out" and "outside in" - depending on which function we replace with its formula first. Both ways are demonstrated in the following example.

Example 5.1.1

Let $f(x) = x^2 - 4x$, $g(x) = 2 - \sqrt{x+3}$, and $h(x) = \frac{2x}{x+1}$.

In parts a - c, find the indicated function value.

a. $(g \circ f)(1)$
b. $(f \circ g)(1)$
c. $(g \circ g)(6)$

In parts d - j, find and simplify the indicated composite functions. State the domain of each.

d. $(g \circ f)(x)$
e. $(f \circ g)(x)$
f. $(g \circ h)(x)$
g. $(h \circ g)(x)$
h. $(h \circ h)(x)$
i. $(h \circ (g \circ f))(x)$
j. $((h \circ g) \circ f)(x)$

Solution

a. Using the definition of a composite function, $(g \circ f)(1) = g(f(1))$. We find $f(1) = -3$, so

$$(g \circ f)(1) = g(f(1)) = g(-3) = 2$$

b. As before, we use the definition of a composite function to write $(f \circ g)(1) = f(g(1))$. We find $g(1) = 0$, so

$$(f \circ g)(1) = f(g(1)) = f(0) = 0$$

c. Once more, the definition of a composite function tells us $(g \circ g)(6) = g(g(6))$. That is, we evaluate g at 6, then plug that result back into g. Since $g(6) = -1$,

$$(g \circ g)(6) = g(g(6)) = g(-1) = 2 - \sqrt{2}$$

d. By definition, $(g \circ f)(x) = g(f(x))$. We now illustrate *two* ways to approach this problem.

- *inside out*: We insert the expression $f(x)$ into g first to get

$$(g\circ f)(x)=g(f(x))=g\left(x^2-4x\right)=2-\sqrt{\left(x^2-4x\right)+3}=2-\sqrt{x^2-4x+3}$$

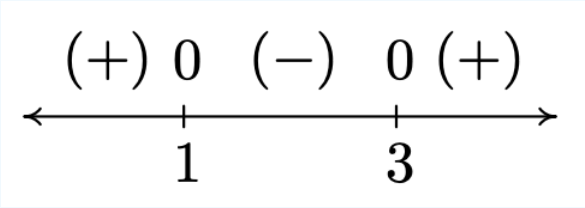
Hence, $(g\circ f)(x)=2-\sqrt{x^2-4x+3}$.

- *outside in*: We use the formula for g first to get

$$(g\circ f)(x)=g(f(x))=2-\sqrt{f(x)+3}=2-\sqrt{\left(x^2-4x\right)+3}=2-\sqrt{x^2-4x+3}$$

We get the same answer as before, $(g\circ f)(x)=2-\sqrt{x^2-4x+3}$.

To find the domain of $g\circ f$, we need to find the elements in the domain of f whose outputs $f(x)$ are in the domain of g. We accomplish this by following the rule set forth in Section 1.4, that is, we find the domain *before* we simplify. To that end, we examine $(g\circ f)(x)=2-\sqrt{(x^2-4x)+3}$. To keep the square root happy, we solve the inequality $x^2-4x+3\geq 0$ by creating a sign diagram. If we let $r(x)=x^2-4x+3$, we find the zeros of r to be $x=1$ and $x=3$. We obtain



Our solution to $x^2-4x+3\geq 0$, and hence the domain of $g\circ f$, is $(-\infty,1]\cup[3,\infty)$.

e. To find $(f\circ g)(x)$, we find $f(g(x))$.

- *inside out*: We insert the expression $g(x)$ into f first to get

$$\begin{aligned}(f\circ g)(x)&=f(g(x))=f(2-\sqrt{x+3})\\&=(2-\sqrt{x+3})^2-4(2-\sqrt{x+3})\\&=4-4\sqrt{x+3}+(\sqrt{x+3})^2-8+4\sqrt{x+3}\\&=4+x+3-8\\&=x-1\end{aligned}$$

- *outside in*: We use the formula for $f(x)$ first to get

$$\begin{aligned}(f\circ g)(x)&=f(g(x))=(g(x))^2-4(g(x))\\&=(2-\sqrt{x+3})^2-4(2-\sqrt{x+3})\\&=x-1 \qquad \text{same algebra as before}\end{aligned}$$

Thus we get $(f\circ g)(x)=x-1$. To find the domain of $(f\circ g)$, we look to the step before we did any simplification and find $(f\circ g)(x)=(2-\sqrt{x+3})^2-4(2-\sqrt{x+3})$. To keep the square root happy, we set $x+3\geq 0$ and find our domain to be $[-3,\infty)$.

f. To find $(g\circ h)(x)$, we compute $g(h(x))$.

- *inside out*: We insert the expression $h(x)$ into g first to get

$$\begin{aligned}(g\circ h)(x)&=g(h(x))=g\left(\frac{2x}{x+1}\right)\\&=2-\sqrt{\left(\frac{2x}{x+1}\right)+3}\\&=2-\sqrt{\frac{2x}{x+1}+\frac{3(x+1)}{x+1}} \qquad \text{get common denominators}\\&=2-\sqrt{\frac{5x+3}{x+1}}\end{aligned}$$

- *outside in*: We use the formula for $g(x)$ first to get

$$\begin{aligned}(g\circ h)(x) &= g(h(x)) = 2-\sqrt{h(x)+3}\\ &= 2-\sqrt{\left(\frac{2x}{x+1}\right)+3}\\ &= 2-\sqrt{\frac{5x+3}{x+1}} \qquad \text{get common denominators as before}\end{aligned}$$

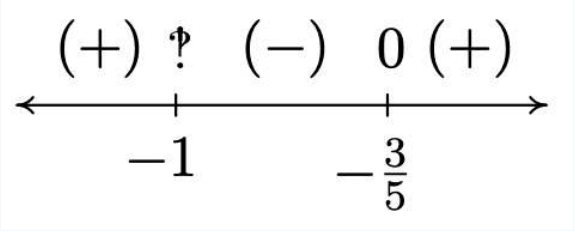
To find the domain of $(g\circ h)$, we look to the step before we began to simplify:

$$(g\circ h)(x) = 2-\sqrt{\left(\frac{2x}{x+1}\right)+3}$$

To avoid division by zero, we need $x\neq -1$. To keep the radical happy, we need to solve

$$\frac{2x}{x+1}+3 = \frac{5x+3}{x+1}\geq 0$$

Defining $r(x)=\dfrac{5x+3}{x+1}$, we see r is undefined at $x=-1$ and $r(x)=0$ at $x=-\dfrac{3}{5}$. We get



Our domain is $(-\infty,-1)\cup\left[-\dfrac{3}{5},\infty\right)$.

g. We find $(h\circ g)(x)$ by finding $h(g(x))$.

- *inside out*: We insert the expression $g(x)$ into h first to get

$$\begin{aligned}(h\circ g)(x) &= h(g(x)) = h(2-\sqrt{x+3})\\ &= \frac{2(2-\sqrt{x+3})}{(2-\sqrt{x+3})+1}\\ &= \frac{4-2\sqrt{x+3}}{3-\sqrt{x+3}}\end{aligned}$$

- *outside in*: We use the formula for $h(x)$ first to get

$$\begin{aligned}(h\circ g)(x) &= h(g(x)) = \frac{2(g(x))}{(g(x))+1}\\ &= \frac{2(2-\sqrt{x+3})}{(2-\sqrt{x+3})+1}\\ &= \frac{4-2\sqrt{x+3}}{3-\sqrt{x+3}}\end{aligned}$$

To find the domain of $h\circ g$, we look to the step before any simplification:

$$(h\circ g)(x) = \frac{2\left(2-\sqrt{x+3}\right)}{(2-\sqrt{x+3})+1}$$

To keep the square root happy, we require $x+3\geq 0$ or $x\geq -3$. Setting the denominator equal to zero gives $(2-\sqrt{x+3})+1=0$ or $\sqrt{x+3}=3$. Squaring both sides gives us $x+3=9$, or $x=6$. Since $x=6$ checks in the original equation, $(2-\sqrt{x+3})+1=0$, we know $x=6$ is the only zero of the denominator. Hence, the domain of $h\circ g$ is $[-3,6)\cup(6,\infty)$.

h. To find $(h \circ h)(x)$, we substitute the function h into itself, $h(h(x))$.

- *inside out*: We insert the expression $h(x)$ into h to get

$$\begin{aligned}(h \circ h)(x) &= h(h(x)) = h\left(\frac{2x}{x+1}\right) \\ &= \frac{2\left(\frac{2x}{x+1}\right)}{\left(\frac{2x}{x+1}\right)+1} \\ &= \frac{\frac{4x}{x+1}}{\frac{2x}{x+1}+1} \cdot \frac{(x+1)}{(x+1)} \\ &= \frac{\frac{4x}{x+1} \cdot (x+1)}{\left(\frac{2x}{x+1}\right) \cdot (x+1)+1 \cdot (x+1)} \\ &= \frac{\frac{4x}{\cancel{(x+1)}^{1}}\cancel{(x+1)}}{\frac{2x}{\cancel{(x+1)}^{1}} \cdot \cancel{(x+1)}+x+1} \\ &= \frac{4x}{3x+1}\end{aligned}$$

- *outside in*: This approach yields

$$\begin{aligned}(h \circ h)(x) &= h(h(x)) = \frac{2(h(x))}{h(x)+1} \\ &= \frac{2\left(\frac{2x}{x+1}\right)}{\left(\frac{2x}{x+1}\right)+1} \\ &= \frac{4x}{3x+1} \qquad \text{same algebra as before}\end{aligned}$$

To find the domain of $h \circ h$, we analyze

$$(h \circ h)(x) = \frac{2\left(\frac{2x}{x+1}\right)}{\left(\frac{2x}{x+1}\right)+1}$$

To keep the denominator $x+1$ happy, we need $x \neq -1$. Setting the denominator

$$\frac{2x}{x+1}+1=0$$

gives $x=-\frac{1}{3}$. Our domain is $(-\infty,-1) \cup \left(-1,-\frac{1}{3}\right) \cup \left(-\frac{1}{3},\infty\right)$.

i. The expression $(h \circ (g \circ f))(x)$ indicates that we first find the composite, $g \circ f$ and compose the function h with the result. We know from number 1 that $(g \circ f)(x) = 2-\sqrt{x^2-4x+3}$. We now proceed as usual.

- *inside out*: We insert the expression $(g \circ f)(x)$ into h first to get

$$\begin{aligned}(h\circ(g\circ f))(x) &= h((g\circ f)(x)) = h\left(2-\sqrt{x^2-4x+3}\right)\\ &= \frac{2\left(2-\sqrt{x^2-4x+3}\right)}{\left(2-\sqrt{x^2-4x+3}\right)+1}\\ &= \frac{4-2\sqrt{x^2-4x+3}}{3-\sqrt{x^2-4x+3}}\end{aligned}$$

- *outside in*: We use the formula for $h(x)$ first to get

$$\begin{aligned}(h\circ(g\circ f))(x) &= h((g\circ f)(x)) = \frac{2((g\circ f)(x))}{((g\circ f)(x))+1}\\ &= \frac{2\left(2-\sqrt{x^2-4x+3}\right)}{\left(2-\sqrt{x^2-4x+3}\right)+1}\\ &= \frac{4-2\sqrt{x^2-4x+3}}{3-\sqrt{x^2-4x+3}}\end{aligned}$$

To find the domain of $(h\circ(g\circ f))$, we look at the step before we began to simplify,

$$(h\circ(g\circ f))(x) = \frac{2\left(2-\sqrt{x^2-4x+3}\right)}{\left(2-\sqrt{x^2-4x+3}\right)+1}$$

For the square root, we need $x^2-4x+3\geq 0$, which we determined in number 1 to be $(-\infty,1]\cup[3,\infty)$. Next, we set the denominator to zero and solve: $\left(2-\sqrt{x^2-4x+3}\right)+1=0$. We get $\sqrt{x^2-4x+3}=3$, and, after squaring both sides, we have $x^2-4x+3=9$. To solve $x^2-4x-6=0$, we use the Quadratic Formula and get $x=2\pm\sqrt{10}$. The reader is encouraged to check that both of these numbers satisfy the original equation, $\left(2-\sqrt{x^2-4x+3}\right)+1=0$. Hence we must exclude these numbers from the domain of $h\circ(g\circ f)$. Our final domain for $h\circ(f\circ g)$ is $(-\infty,2-\sqrt{10})\cup(2-\sqrt{10},1]\cup\left[3,2+\sqrt{10}\right)\cup\left(2+\sqrt{10},\infty\right)$.

j. The expression $((h\circ g)\circ f)(x)$ indicates that we first find the composite $h\circ g$ and then compose that with f. From number 4, we have

$$(h\circ g)(x) = \frac{4-2\sqrt{x+3}}{3-\sqrt{x+3}}$$

We now proceed as before.

- *inside out*: We insert the expression $f(x)$ into $h\circ g$ first to get

$$\begin{aligned}((h\circ g)\circ f)(x) &= (h\circ g)(f(x)) = (h\circ g)\left(x^2-4x\right)\\ &= \frac{4-2\sqrt{(x^2-4x)+3}}{3-\sqrt{(x^2-4x)+3}}\\ &= \frac{4-2\sqrt{x^2-4x+3}}{3-\sqrt{x^2-4x+3}}\end{aligned}$$

- *outside in*: We use the formula for $(h\circ g)(x)$ first to get

$$\begin{aligned}((h\circ g)\circ f)(x) &= (h\circ g)(f(x)) = \frac{4-2\sqrt{(f(x))+3}}{3-\sqrt{f(x))+3}}\\ &= \frac{4-2\sqrt{(x^2-4x)+3}}{3-\sqrt{(x^2-4x)+3}}\\ &= \frac{4-2\sqrt{x^2-4x+3}}{3-\sqrt{x^2-4x+3}}\end{aligned}$$

We note that the formula for $((h \circ g) \circ f)(x)$ before simplification is identical to that of $(h \circ (g \circ f))(x)$ before we simplified it. Hence, the two functions have the same domain, $h \circ (f \circ g)$ is $(-\infty, 2-\sqrt{10}) \cup (2-\sqrt{10}, 1] \cup [3, 2+\sqrt{10}) \cup (2+\sqrt{10}, \infty)$.

It should be clear from Example 5.1.1 that, in general, when you compose two functions, such as f and g above, the order matters.[3] We found that the functions $f \circ g$ and $g \circ f$ were different as were $g \circ h$ and $h \circ g$. Thinking of functions as processes, this isn't all that surprising. If we think of one process as putting on our socks, and the other as putting on our shoes, the order in which we do these two tasks does matter.[4]

Also note the importance of finding the domain of the composite function *before* simplifying. For instance, the domain of $f \circ g$ is much different than its simplified formula would indicate.

Composing a function with itself, as in the case of finding $(g \circ g)(6)$ and $(h \circ h)(x)$, may seem odd. Looking at this from a procedural perspective, however, this merely indicates performing a task h and then doing it again - like setting the washing machine to do a "double rinse." Composing a function with itself is called "iterating" the function, and we could easily spend an entire course on just that. The last two problems in Example 5.1.1 serve to demonstrate the **associative** property of functions. That is, when composing three (or more) functions, as long as we keep the order the same, it doesn't matter which two functions we compose first. This property as well as another important property are listed in the theorem below.

Theorem 5.1.1: Properties of Function Composition

Suppose f, g, and h are functions.

- $h \circ (g \circ f) = (h \circ g) \circ f$, provided the composite functions are defined.
- If I is defined as $I(x) = x$ for all real numbers x, then $I \circ f = f \circ I = f$.

By repeated applications of the definition of a composite function, we find $(h \circ (g \circ f))(x) = h((g \circ f)(x)) = h(g(f(x)))$. Similarly, $((h \circ g) \circ f)(x) = (h \circ g)(f(x)) = h(g(f(x)))$. This establishes that the formulas for the two functions are the same. We leave it to the reader to think about why the domains of these two functions are identical, too. These two facts establish the equality $h \circ (g \circ f) = (h \circ g) \circ f$. A consequence of the associativity of function composition is that there is no need for parentheses when we write $h \circ g \circ f$.

The second property can also be verified using the definition of a composite function. Recall that the function $I(x) = x$ is called the *identity function* and was introduced in in the homework for Section 2.1. If we compose the function I with a function f, then we have $(I \circ f)(x) = I(f(x)) = f(x)$, and a similar computation shows $(f \circ I)(x) = f(x)$. This establishes that we have an identity for function composition much in the same way the real number 1 is an identity for real number multiplication. That is, just as for any real number x, $1 \cdot x = x \cdot 1 = x$, we have for any function f, $I \circ f = f \circ I = f$. We shall see the concept of an identity take on great significance in the next section. Out in the wild, function composition is often used to relate two quantities which may not be directly related, but have a variable in common, as illustrated in our next example.

Example 5.1.2

The surface area S of a sphere is a function of its radius r and is given by the formula $S(r) = 4\pi r^2$. Suppose the sphere is being inflated so that the radius of the sphere is increasing according to the formula $r(t) = 3t^2$, where t is measured in seconds, $t \geq 0$, and r is measured in inches. Find and interpret $(S \circ r)(t)$.

Solution

If we look at the functions $S(r)$ and $r(t)$ individually, we see the former gives the surface area of a sphere of a given radius while the latter gives the radius at a given time. So, given a specific time, t, we could find the radius at that time, $r(t)$ and feed that into $S(r)$ to find the surface area at that time. From this we see that the surface area S is ultimately a function of time t and we find $(S \circ r)(t) = S(r(t)) = 4\pi(r(t))^2 = 4\pi\left(3t^2\right)^2 = 36\pi t^4$. This formula allows us to compute the surface area directly given the time without going through the "middle man" r.

A useful skill in Calculus is to be able to take a complicated function and break it down into a composition of easier functions which our last example illustrates.

Example 5.1.3

Write each of the following functions as a composition of two or more (non-identity) functions. Check your answer by performing the function composition.

1. $F(x) = |3x - 1|$
2. $G(x) = \dfrac{2}{x^2 + 1}$
3. $H(x) = \dfrac{\sqrt{x} + 1}{\sqrt{x} - 1}$

Solution

There are many approaches to this kind of problem, and we showcase a different methodology in each of the solutions below.

1. Our goal is to express the function F as $F = g \circ f$ for functions g and f. From the definition of a composite function, we know $F(x) = g(f(x))$, and we can think of $f(x)$ as being the "inside" function and g as being the "outside" function. Looking at $F(x) = |3x - 1|$ from an "inside versus outside" perspective, we can think of $3x - 1$ being inside the absolute value symbols. Taking this cue, we define $f(x) = 3x - 1$. At this point, we have $F(x) = |f(x)|$. What is the outside function? The function which takes the absolute value of its input, $g(x) = |x|$. Sure enough, $(g \circ f)(x) = g(f(x)) = |f(x)| = |3x - 1| = F(x)$, so we are done.
2. We attack deconstructing G from an operational approach. Given an input x, the first step is to square x, then add 1, then divide the result into 2. We will assign each of these steps a function so as to write G as a composite of three functions: f, g and h. Our first function, f, is the function that squares its input, $f(x) = x^2$. The next function is the function that adds 1 to its input, $g(x) = x + 1$. Our last function takes its input and divides it into 2, $h(x) = \dfrac{2}{x}$. The claim is that $G = h \circ g \circ f$. We find

$$(h \circ g \circ f)(x) = h(g(f(x))) = h(g\left(x^2\right)) = h\left(x^2 + 1\right) = \frac{2}{x^2 + 1} = G(x),$$

   so we are done.
3. If we look $H(x) = \dfrac{\sqrt{x} + 1}{\sqrt{x} - 1}$ with an eye towards building a complicated function from simpler functions, we see the expression $\sqrt{x}$ is a simple piece of the larger function. If we define $f(x) = \sqrt{x}$, we have $H(x) = \dfrac{f(x) + 1}{f(x) - 1}$. If we want to decompose $H = g \circ f$, then we can glean the formula for $g(x)$ by looking at what is being done to $f(x)$. We take $g(x) = \dfrac{x + 1}{x - 1}$, so

$$(g \circ f)(x) = g(f(x)) = \frac{f(x) + 1}{f(x) - 1} = \frac{\sqrt{x} + 1}{\sqrt{x} - 1} = H(x),$$

   as required.

Subsection Footnotes

[3] This shows us function composition isn't commutative. An example of an operation we perform on two functions which is commutative is function addition, which we defined in Section 1.5. In other words, the functions $f + g$ and $g + f$ are always equal. Which of the remaining operations on functions we have discussed are commutative?

[4] A more mathematical example in which the order of two processes matters can be found in Section 1.7. In fact, all of the transformations in that section can be viewed in terms of composing functions with linear function.

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5.1E: Exercises

Exercises

In Exercises 1 - 12, use the given pair of functions to find the following values if they exist.

- $(g\circ f)(0)$
- $(f\circ g)(-1)$
- $(f\circ f)(2)$
- $(g\circ f)(-3)$
- $(f\circ g)\left(\frac{1}{2}\right)$
- $(f\circ f)(-2)$

1. $f(x)=x^2$, $g(x)=2x+1$
2. $f(x)=4-x$, $g(x)=1-x^2$
3. $f(x)=4-3x$, $g(x)=|x|$
4. $f(x)=|x-1|$, $g(x)=x^2-5$
5. $f(x)=4x+5$, $g(x)=\sqrt{x}$
6. $f(x)=\sqrt{3-x}$, $g(x)=x^2+1$
7. $f(x)=6-x-x^2$, $g(x)=x\sqrt{x+10}$
8. $f(x)=\sqrt[3]{x+1}$, $g(x)=4x^2-x$
9. $f(x)=\dfrac{3}{1-x}$, $g(x)=\dfrac{4x}{x^2+1}$
10. $f(x)=\dfrac{x}{x+5}$, $g(x)=\dfrac{2}{7-x^2}$
11. $f(x)=\dfrac{2x}{5-x^2}$, $g(x)=\sqrt{4x+1}$
12. $f(x)=\sqrt{2x+5}$, $g(x)=\dfrac{10x}{x^2+1}$

In Exercises 13 - 24, use the given pair of functions to find and simplify expressions for the following functions and state the domain of each using interval notation.

- $(g\circ f)(x)$
- $(f\circ g)(x)$
- $(f\circ f)(x)$

13. $f(x)=2x+3$, $g(x)=x^2-9$
14. $f(x)=x^2-x+1$, $g(x)=3x-5$
15. $f(x)=x^2-4$, $g(x)=|x|$
16. $f(x)=3x-5$, $g(x)=\sqrt{x}$
17. $f(x)=|x+1|$, $g(x)=\sqrt{x}$
18. $f(x)=3-x^2$, $g(x)=\sqrt{x+1}$
19. $f(x)=|x|$, $g(x)=\sqrt{4-x}$
20. $f(x)=x^2-x-1$, $g(x)=\sqrt{x-5}$
21. $f(x)=3x-1$, $g(x)=\dfrac{1}{x+3}$
22. $f(x)=\dfrac{3x}{x-1}$, $g(x)=\dfrac{x}{x-3}$
23. $f(x)=\dfrac{x}{2x+1}$, $g(x)=\dfrac{2x+1}{x}$
24. $f(x)=\dfrac{2x}{x^2-4}$, $g(x)=\sqrt{1-x}$

In Exercises 25 - 30, use $f(x)=-2x$, $g(x)=\sqrt{x}$ and $h(x)=|x|$ to find and simplify expressions for the following functions and state the domain of each using interval notation.

25. $(h\circ g\circ f)(x)$

26. $(h \circ f \circ g)(x)$
27. $(g \circ f \circ h)(x)$
28. $(g \circ h \circ f)(x)$
29. $(f \circ h \circ g)(x)$
30. $(f \circ g \circ h)(x)$

In Exercises 31 - 40, write the given function as a composition of two or more non-identity functions. (There are several correct answers, so check your answer using function composition.)

31. $p(x) = (2x+3)^3$
32. $P(x) = \left(x^2 - x + 1\right)^5$
33. $h(x) = \sqrt{2x-1}$
34. $H(x) = |7 - 3x|$
35. $r(x) = \dfrac{2}{5x+1}$
36. $R(x) = \dfrac{7}{x^2-1}$
37. $q(x) = \dfrac{|x|+1}{|x|-1}$
38. $Q(x) = \dfrac{2x^3+1}{x^3-1}$
39. $v(x) = \dfrac{2x+1}{3-4x}$
40. $w(x) = \dfrac{x^2}{x^4+1}$
41. Write the function $F(x) = \sqrt{\dfrac{x^3+6}{x^3-9}}$ as a composition of three or more non-identity functions.
42. Let $g(x) = -x$, $h(x) = x+2$, $j(x) = 3x$ and $k(x) = x-4$. In what order must these functions be composed with $f(x) = \sqrt{x}$ to create $F(x) = 3\sqrt{-x+2} - 4$?
43. What linear functions could be used to transform $f(x) = x^3$ into $F(x) = -\dfrac{1}{2}(2x-7)^3 + 1$? What is the proper order of composition?

In Exercises 44 - 55, let f be the function defined by

$$f = \{(-3,4), (-2,2), (-1,0), (0,1), (1,3), (2,4), (3,-1)\}$$

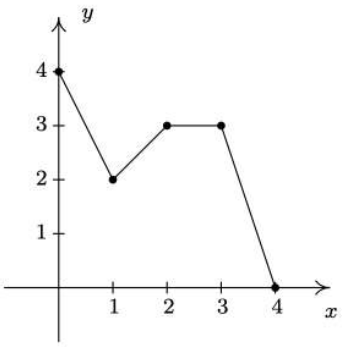
and let g be the function defined by

$$g = \{(-3,-2), (-2,0), (-1,-4), (0,0), (1,-3), (2,1), (3,2)\}.$$

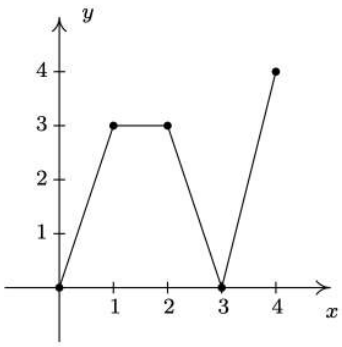
Find the value if it exists.

44. $(f \circ g)(3)$
45. $f(g(-1))$
46. $(f \circ f)(0)$
47. $(f \circ g)(-3)$
48. $(g \circ f)(3)$
49. $g(f(-3))$
50. $(g \circ g)(-2)$
51. $(g \circ f)(-2)$
52. $g(f(g(0)))$
53. $f(f(f(-1)))$
54. $f(f(f(f(f(1)))))$
55. $\underbrace{(g \circ g \circ \cdots \circ g)}_{n \text{ times}}(0)$

In Exercises 56 - 61, use the graphs of $y = f(x)$ and $y = g(x)$ below to find the function value.



$y = f(x)$



$y = g(x)$

56. $(g \circ f)(1)$
57. $(f \circ g)(3)$
58. $(g \circ f)(2)$
59. $(f \circ g)(0)$
60. $(f \circ f)(1)$
61. $(g \circ g)(1)$
62. The volume V of a cube is a function of its side length x. Let's assume that $x = t + 1$ is also a function of time t, where x is measured in inches and t is measured in minutes. Find a formula for V as a function of t.
63. Suppose a local vendor charges $\$2$ per hot dog and that the number of hot dogs sold per hour x is given by $x(t) = -4t^2 + 20t + 92$, where t is the number of hours since 10 AM, $0 \leq t \leq 4$.
    a. Find an expression for the revenue per hour R as a function of x.
    b. Find and simplify $(R \circ x)(t)$. What does this represent?
    c. What is the revenue per hour at noon?
64. Discuss with your classmates how 'real-world' processes such as filling out federal income tax forms or computing your final course grade could be viewed as a use of function composition. Find a process for which composition with itself (iteration) makes sense.

Answers

1. For $f(x) = x^2$ and $g(x) = 2x + 1$,
    - $(g \circ f)(0) = 1$
    - $(f \circ g)(-1) = 1$
    - $(f \circ f)(2) = 16$
    - $(g \circ f)(-3) = 19$
    - $(f \circ g)\left(\frac{1}{2}\right) = 4$
    - $(f \circ f)(-2) = 16$
2. For $f(x) = 4 - x$ and $g(x) = 1 - x^2$,
    - $(g \circ f)(0) = -15$
    - $(f \circ g)(-1) = 4$
    - $(f \circ f)(2) = 2$
    - $(g \circ f)(-3) = -48$
    - $(f \circ g)\left(\frac{1}{2}\right) = \frac{13}{4}$
    - $(f \circ f)(-2) = -2$
3. For $f(x) = 4 - 3x$ and $g(x) = |x|$,
    - $(g \circ f)(0) = 4$
    - $(f \circ g)(-1) = 1$
    - $(f \circ f)(2) = 10$
    - $(g \circ f)(-3) = 13$

- $(f \circ g)\left(\frac{1}{2}\right) = \frac{5}{2}$
- $(f \circ f)(-2) = -26$

4. For $f(x) = |x-1|$ and $g(x) = x^2 - 5$,
   - $(g \circ f)(0) = -4$
   - $(f \circ g)(-1) = 5$
   - $(f \circ f)(2) = 0$
   - $(g \circ f)(-3) = 11$
   - $(f \circ g)\left(\frac{1}{2}\right) = \frac{23}{4}$
   - $(f \circ f)(-2) = 2$
5. For $f(x) = 4x + 5$ and $g(x) = \sqrt{x}$,
   - $(g \circ f)(0) = \sqrt{5}$
   - $(f \circ g)(-1)$ is not real
   - $(f \circ f)(2) = 57$
   - $(g \circ f)(-3)$ is not real
   - $(f \circ g)\left(\frac{1}{2}\right) = 5 + 2\sqrt{2}$
   - $(f \circ f)(-2) = -7$
6. For $f(x) = \sqrt{3-x}$ and $g(x) = x^2 + 1$,
   - $(g \circ f)(0) = 4$
   - $(f \circ g)(-1) = 1$
   - $(f \circ f)(2) = \sqrt{2}$
   - $(g \circ f)(-3) = 7$
   - $(f \circ g)\left(\frac{1}{2}\right) = \frac{\sqrt{7}}{2}$
   - $(f \circ f)(-2) = \sqrt{3-\sqrt{5}}$
7. For $f(x) = 6 - x - x^2$ and $g(x) = x\sqrt{x+10}$,
   - $(g \circ f)(0) = 24$
   - $(f \circ g)(-1) = 0$
   - $(f \circ f)(2) = 6$
   - $(g \circ f)(-3) = 0$
   - $(f \circ g)\left(\frac{1}{2}\right) = \frac{27 - 2\sqrt{42}}{8}$
   - $(f \circ f)(-2) = -14$
8. For $f(x) = \sqrt[3]{x+1}$ and $g(x) = 4x^2 - x$,
   - $(g \circ f)(0) = 3$
   - $(f \circ g)(-1) = \sqrt[3]{6}$
   - $(f \circ f)(2) = \sqrt[3]{\sqrt[3]{3}+1}$
   - $(g \circ f)(-3) = 4\sqrt[3]{4} + \sqrt[3]{2}$
   - $(f \circ g)\left(\frac{1}{2}\right) = \frac{\sqrt[3]{12}}{2}$
   - $(f \circ f)(-2) = 0$
9. For $f(x) = \frac{3}{1-x}$ and $g(x) = \frac{4x}{x^2+1}$,
   - $(g \circ f)(0) = \frac{6}{5}$
   - $(f \circ g)(-1) = 1$
   - $(f \circ f)(2) = \frac{3}{4}$

- $(g\circ f)(-3)=\dfrac{48}{25}$
- $(f\circ g)\left(\dfrac{1}{2}\right)=-5$
- $(f\circ f)(-2)$ is undefined

10. For $f(x)=\dfrac{x}{x+5}$ and $g(x)=\dfrac{2}{7-x^2}$,
    - $(g\circ f)(0)=\dfrac{2}{7}$
    - $(f\circ g)(-1)=\dfrac{1}{16}$
    - $(f\circ f)(2)=\dfrac{2}{37}$
    - $(g\circ f)(-3)=\dfrac{8}{19}$
    - $(f\circ g)\left(\dfrac{1}{2}\right)=\dfrac{8}{143}$
    - $(f\circ f)(-2)=-\dfrac{2}{13}$
11. For $f(x)=\dfrac{2x}{5-x^2}$ and $g(x)=\sqrt{4x+1}$,
    - $(g\circ f)(0)=1$
    - $(f\circ g)(-1)$ is not real
    - $(f\circ f)(2)=-\dfrac{8}{11}$
    - $(g\circ f)(-3)=\sqrt{7}$
    - $(f\circ g)\left(\dfrac{1}{2}\right)=\sqrt{3}$
    - $(f\circ f)(-2)=\dfrac{8}{11}$
12. For $f(x)=\sqrt{2x+5}$ and $g(x)=\dfrac{10x}{x^2+1}$,
    - $(g\circ f)(0)=\dfrac{5\sqrt{5}}{3}$
    - $(f\circ g)(-1)$ is not real
    - $(f\circ f)(2)=\sqrt{11}$
    - $(g\circ f)(-3)$ is not real
    - $(f\circ g)\left(\dfrac{1}{2}\right)=\sqrt{13}$
    - $(f\circ f)(-2)=\sqrt{7}$
13. For $f(x)=2x+3$ and $g(x)=x^2-9$
    - $(g\circ f)(x)=4x^2+12x$, domain: $(-\infty,\infty)$
    - $(f\circ g)(x)=2x^2-15$, domain: $(-\infty,\infty)$
    - $(f\circ f)(x)=4x+9$, domain: $(-\infty,\infty)$
14. For $f(x)=x^2-x+1$ and $g(x)=3x-5$
    - $(g\circ f)(x)=3x^2-3x-2$, domain: $(-\infty,\infty)$
    - $(f\circ g)(x)=9x^2-33x+31$, domain: $(-\infty,\infty)$
    - $(f\circ f)(x)=x^4-2x^3+2x^2-x+1$, domain: $(-\infty,\infty)$
15. For $f(x)=x^2-4$ and $g(x)=|x|$
    - $(g\circ f)(x)=|x^2-4|$, domain: $(-\infty,\infty)$
    - $(f\circ g)(x)=|x|^2-4=x^2-4$, domain: $(-\infty,\infty)$
    - $(f\circ f)(x)=x^4-8x^2+12$, domain: $(-\infty,\infty)$
16. For $f(x)=3x-5$ and $g(x)=\sqrt{x}$

- $(g\circ f)(x)=\sqrt{3x-5}$, domain: $\left[\frac{5}{3},\infty\right)$
- $(f\circ g)(x)=3\sqrt{x}-5$, domain: $[0,\infty)$
- $(f\circ f)(x)=9x-20$, domain: $(-\infty,\infty)$

17. For $f(x)=|x+1|$ and $g(x)=\sqrt{x}$
    - $(g\circ f)(x)=\sqrt{|x+1|}$, domain: $(-\infty,\infty)$
    - $(f\circ g)(x)=|\sqrt{x}+1|=\sqrt{x}+1$, domain: $[0,\infty)$
    - $(f\circ f)(x)=||x+1|+1|=|x+1|+1$, domain: $(-\infty,\infty)$
18. For $f(x)=3-x^2$ and $g(x)=\sqrt{x+1}$
    - $(g\circ f)(x)=\sqrt{4-x^2}$, domain: $[-2,2]$
    - $(f\circ g)(x)=2-x$, domain: $[-1,\infty)$
    - $(f\circ f)(x)=-x^4+6x^2-6$, domain: $(-\infty,\infty)$
19. For $f(x)=|x|$ and $g(x)=\sqrt{4-x}$
    - $(g\circ f)(x)=\sqrt{4-|x|}$, domain: $[-4,4]$
    - $(f\circ g)(x)=|\sqrt{4-x}|=\sqrt{4-x}$, domain: $(-\infty,4]$
    - $(f\circ f)(x)=||x||=|x|$, domain: $(-\infty,\infty)$
20. For $f(x)=x^2-x-1$ and $g(x)=\sqrt{x-5}$
    - $(g\circ f)(x)=\sqrt{x^2-x-6}$, domain: $(-\infty,-2]\cup[3,\infty)$
    - $(f\circ g)(x)=x-6-\sqrt{x-5}$, domain: $[5,\infty)$
    - $(f\circ f)(x)=x^4-2x^3-2x^2+3x+1$, domain: $(-\infty,\infty)$
21. For $f(x)=3x-1$ and $g(x)=\dfrac{1}{x+3}$
    - $(g\circ f)(x)=\dfrac{1}{3x+2}$, domain: $\left(-\infty,-\frac{2}{3}\right)\cup\left(-\frac{2}{3},\infty\right)$
    - $(f\circ g)(x)=-\dfrac{x}{x+3}$, domain: $(-\infty,-3)\cup(-3,\infty)$
    - $(f\circ f)(x)=9x-4$, domain: $(-\infty,\infty)$
22. For $f(x)=\dfrac{3x}{x-1}$ and $g(x)=\dfrac{x}{x-3}$
    - $(g\circ f)(x)=x$, domain: $(-\infty,1)\cup(1,\infty)$
    - $(f\circ g)(x)=x$, domain: $(-\infty,3)\cup(3,\infty)$
    - $(f\circ f)(x)=\dfrac{9x}{2x+1}$, domain: $\left(-\infty,-\frac{1}{2}\right)\cup\left(-\frac{1}{2},1\right)\cup(1,\infty)$
23. For $f(x)=\dfrac{x}{2x+1}$ and $g(x)=\dfrac{2x+1}{x}$
    - $(g\circ f)(x)=\dfrac{4x+1}{x}$, domain: $\left(-\infty,-\frac{1}{2}\right)\cup\left(-\frac{1}{2},0),\cup(0,\infty\right)$
    - $(f\circ g)(x)=\dfrac{2x+1}{5x+2}$, domain: $\left(-\infty,-\frac{2}{5}\right)\cup\left(-\frac{2}{5},0\right)\cup(0,\infty)$
    - $(f\circ f)(x)=\dfrac{x}{4x+1}$, domain: $\left(-\infty,-\frac{1}{2}\right)\cup\left(-\frac{1}{2},-\frac{1}{4}\right)\cup\left(-\frac{1}{4},\infty\right)$
24. For $f(x)=\dfrac{2x}{x^2-4}$ and $g(x)=\sqrt{1-x}$
    - $(g\circ f)(x)=\sqrt{\dfrac{x^2-2x-4}{x^2-4}}$, domain: $(-\infty,-2)\cup\left[1-\sqrt{5},2\right)\cup\left[1+\sqrt{5},\infty\right)$
    - $(f\circ g)(x)=-\dfrac{2\sqrt{1-x}}{x+3}$, domain: $(-\infty,-3)\cup(-3,1]$

- $(f\circ f)(x)=\dfrac{4x-x^3}{x^4-9x^2+16}$, domain:
  $\left(-\infty,-\dfrac{1+\sqrt{17}}{2}\right)\cup\left(-\dfrac{1+\sqrt{17}}{2},-2\right)\cup\left(-2,\dfrac{1-\sqrt{17}}{2}\right)\cup\left(\dfrac{1-\sqrt{17}}{2},\dfrac{-1+\sqrt{17}}{2}\right)\cup\left(\dfrac{-1+\sqrt{17}}{2},2\right)$
  $\cup\left(2,\dfrac{1+\sqrt{17}}{2}\right)\cup\left(\dfrac{1+\sqrt{17}}{2},\infty\right)$

25. $(h\circ g\circ f)(x)=|\sqrt{-2x}|=\sqrt{-2x}$, domain: $(-\infty,0]$
26. $(h\circ f\circ g)(x)=|-2\sqrt{x}|=2\sqrt{x}$, domain: $[0,\infty)$
27. $(g\circ f\circ h)(x)=\sqrt{-2|x|}$, domain: $\{0\}$
28. $(g\circ h\circ f)(x)=\sqrt{|-2x|}=\sqrt{2|x|}$, domain: $(-\infty,\infty)$
29. $(f\circ h\circ g)(x)=-2|\sqrt{x}|=-2\sqrt{x}$, domain: $[0,\infty)$
30. $(f\circ g\circ h)(x)=-2\sqrt{|x|}$, , domain: $(-\infty,\infty)$
31. Let $f(x)=2x+3$ and $g(x)=x^3$, then $p(x)=(g\circ f)(x)$.
32. Let $f(x)=x^2-x+1$ and $g(x)=x^5$, $P(x)=(g\circ f)(x)$.
33. Let $f(x)=2x-1$ and $g(x)=\sqrt{x}$, then $h(x)=(g\circ f)(x)$.
34. Let $f(x)=7-3x$ and $g(x)=|x|$, then $H(x)=(g\circ f)(x)$.
35. Let $f(x)=5x+1$ and $g(x)=\dfrac{2}{x}$, then $r(x)=(g\circ f)(x)$.
36. Let $f(x)=x^2-1$ and $g(x)=\dfrac{7}{x}$, then $R(x)=(g\circ f)(x)$.
37. Let $f(x)=|x|$ and $g(x)=\dfrac{x+1}{x-1}$, then $q(x)=(g\circ f)(x)$.
38. Let $f(x)=x^3$ and $g(x)=\dfrac{2x+1}{x-1}$, then $Q(x)=(g\circ f)(x)$.
39. Let $f(x)=2x$ and $g(x)=\dfrac{x+1}{3-2x}$, then $v(x)=(g\circ f)(x)$.
40. Let $f(x)=x^2$ and $g(x)=\dfrac{x}{x^2+1}$, then $w(x)=(g\circ f)(x)$.
41. $F(x)=\sqrt{\dfrac{x^3+6}{x^3-9}}=(h(g(f(x)))$ where $f(x)=x^3$, $g(x)=\dfrac{x+6}{x-9}$ and $h(x)=\sqrt{x}$.
42. $F(x)=3\sqrt{-x+2}-4=k(j(f(h(g(x)))))$
43. One possible solution is $F(x)=-\dfrac{1}{2}(2x-7)^3+1=k(j(f(h(g(x)))))$ where $g(x)=2x$, $h(x)=x-7$, $j(x)=-\dfrac{1}{2}x$ and $k(x)=x+1$. You could also have $F(x)=H(f(G(x)))$ where $G(x)=2x-7$ and $H(x)=-\dfrac{1}{2}x+1$.
44. $(f\circ g)(3)=f(g(3))=f(2)=4$
45. $f(g(-1))=f(-4)$ which is undefined
46. $(f\circ f)(0)=f(f(0))=f(1)=3$
47. $(f\circ g)(-3)=f(g(-3))=f(-2)=2$
48. $(g\circ f)(3)=g(f(3))=g(-1)=-4$
49. $g(f(-3))=g(4)$ which is undefined
50. $(g\circ g)(-2)=g(g(-2))=g(0)=0$
51. $(g\circ f)(-2)=g(f(-2))=g(2)=1$
52. $g(f(g(0)))=g(f(0))=g(1)=-3$
53. $f(f(f(-1)))=f(f(0))=f(1)=3$
54. $f(f(f(f(f(1)))))=f(f(f(f(3))))=$
    $f(f(f(-1)))=f(f(0))=f(1)=3$
55. $\underbrace{(g\circ g\circ\cdots\circ g)}_{n\text{ times}}(0)=0$
56. $(g\circ f)(1)=3$
57. $(f\circ g)(3)=4$
58. $(g\circ f)(2)=0$
59. $(f\circ g)(0)=4$
60. $(f\circ f)(1)=3$

61. $(g \circ g)(1) = 0$
62. $V(x) = x^3$ so $V(x(t)) = (t+1)^3$
63. a. $R(x) = 2x$
    b. $(R \circ x)(t) = -8t^2 + 40t + 184$, $0 \leq t \leq 4$. This gives the revenue per hour as a function of time.
    c. Noon corresponds to $t = 2$, so $(R \circ x)(2) = 232$. The hourly revenue at noon is $\$232$ per hour.

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5.2: Inverse Functions

Math 370 Learning Objectives

This entire section is provided for you to review on your own, if needed.

Theory of Inverse Functions

Thinking of a function as a process like we did in Section 1.4, in this section we seek another function which might reverse that process. As in real life, we will find that some processes (like putting on socks and shoes) are reversible while others (like cooking a steak) are not. We start by discussing a very basic function which is reversible, $f(x) = 3x + 4$. Thinking of f as a process, we start with an input x and apply two steps, as we saw in Section 1.4.

1. multiply by 3
2. add 4

To reverse this process, we seek a function g which will undo each of these steps and take the output from f, $3x + 4$, and return the input x. If we think of the real-world reversible two-step process of first putting on socks then putting on shoes, to reverse the process, we first take off the shoes, and then we take off the socks. In much the same way, the function g should undo the second step of f first. That is, the function g should

1. *subtract* 4
2. *divide* by 3

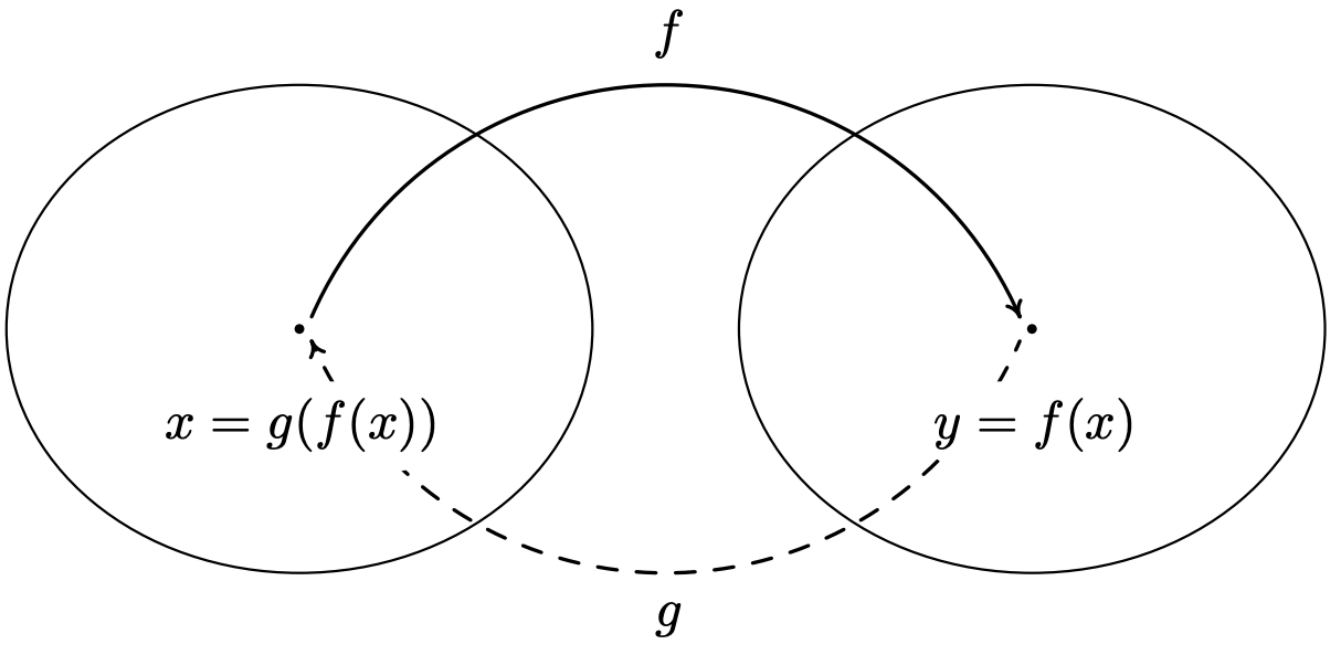
Following this procedure, we get $g(x) = \frac{x-4}{3}$. Let's check to see if the function g does the job. If $x = 5$, then $f(5) = 3(5) + 4 = 15 + 4 = 19$. Taking the output 19 from f, we substitute it into g to get $g(19) = \frac{19-4}{3} = \frac{15}{3} = 5$, which is our original input to f. To check that g does the job for all x in the domain of f, we take the generic output from f, $f(x) = 3x + 4$, and substitute that into g. That is,

$$g(f(x)) = g(3x + 4) = \frac{(3x + 4) - 4}{3} = \frac{3x}{3} = x,$$

which is our original input to f. If we carefully examine the arithmetic as we simplify $g(f(x))$, we actually see g first "undoing" the addition of 4, and then "undoing" the multiplication by 3. Not only does g undo f, but f also undoes g. That is, if we take the output from g, $g(x) = \frac{x-4}{3}$, and put that into f, we get

$$f(g(x)) = f\left(\frac{x-4}{3}\right) = 3\left(\frac{x-4}{3}\right) + 4 = (x-4) + 4 = x.$$

Using the language of function composition developed in Section 5.1, the statements $g(f(x)) = x$ and $f(g(x)) = x$ can be written as $(g \circ f)(x) = x$ and $(f \circ g)(x) = x$, respectively. Abstractly, we can visualize the relationship between f and g in the diagram below.



The main idea to get from the diagram is that g takes the outputs from f and returns them to their respective inputs, and conversely, f takes outputs from g and returns them to their respective inputs. We now have enough background to state the central definition of the section.

Definition: Inverse Functions

Suppose f and g are two functions such that

1. $(g \circ f)(x) = x$ for all x in the domain of f and
2. $(f \circ g)(x) = x$ for all x in the domain of g

then f and g are **inverses** of each other and the functions f and g are said to be **invertible**.

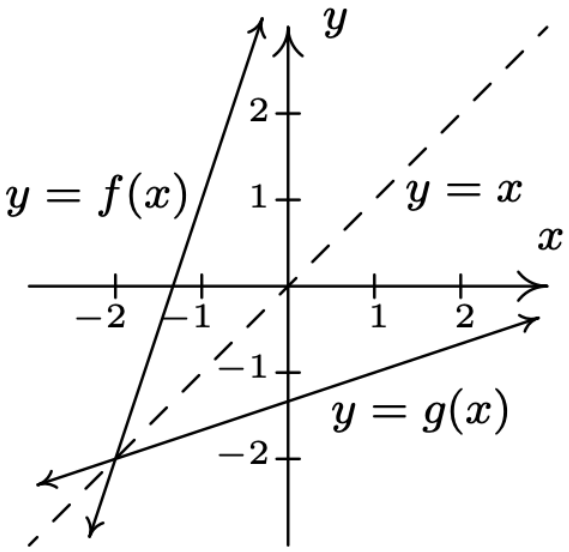
We now formalize the concept that inverse functions exchange inputs and outputs.

Theorem 5.2.1: Properties of Inverse Functions

Suppose f and g are inverse functions.

- The range[1] of f is the domain of g and the domain of f is the range of g
- $f(a) = b$ if and only if $g(b) = a$
- (a, b) is on the graph of f if and only if (b, a) is on the graph of g

Theorem 5.2.1 is a consequence of the definition of inverse functions and the Fundamental Graphing Principle for Functions. We note the third property in Theorem 5.2.1 tells us that the graphs of inverse functions are reflections about the line $y = x$. For a proof of this, see Example 1.1.7 in Section 1.1 and Exercise 72 in Section 2.1. For example, we plot the inverse functions $f(x) = 3x + 4$ and $g(x) = \frac{x-4}{3}$ below.



If we abstract one step further, we can express the sentiment in the definition of inverse functions by saying that f and g are inverses if and only if $g \circ f = I_f$ and $f \circ g = I_g$ where I_f is the identity function restricted[2] to the domain of f and I_g is the identity function restricted to the domain of g. In other words, $I_f(x) = x$ for all x in the domain of f and $I_g(x) = x$ for all x in the domain of g. Using this description of inverses along with the properties of function composition listed in Theorem 5.1.1, we can show that function inverses are unique.[3] Suppose g and h are both inverses of a function f. By Theorem 5.2.1, the domain of g is equal to the domain of h, since both are the range of f. This means the identity function I_g applies both to the domain of h and the domain of g. Thus,

$$h = h \circ I_g = h \circ (f \circ g) = (h \circ f) \circ g = I_f \circ g = g$$

as required.[4] We summarize the discussion of the last two paragraphs in the following theorem.[5]

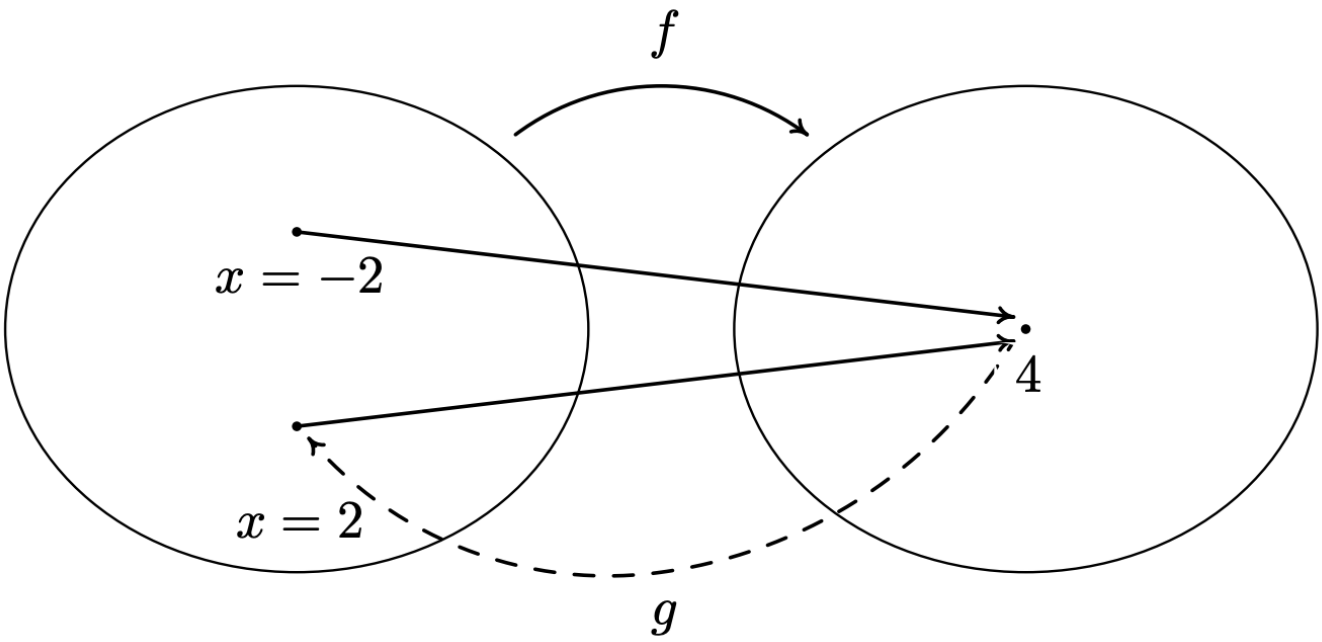
Theorem 5.2.2: Uniqueness of Inverse Functions and Their Graphs

Suppose f is an invertible function.

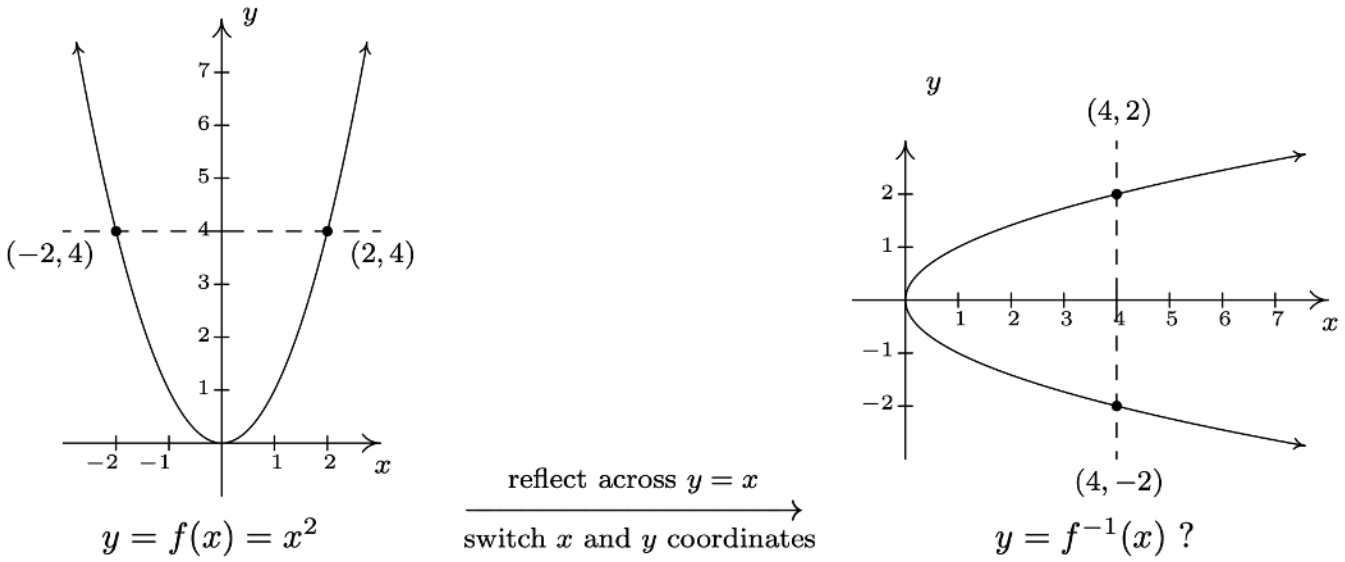
- There is exactly one inverse function for f, denoted f^{-1} (read f-inverse)
- The graph of $y = f^{-1}(x)$ is the reflection of the graph of $y = f(x)$ across the line $y = x$.

The notation f^{-1} is an unfortunate choice since you've been programmed since Elementary Algebra to think of this as $\frac{1}{f}$. This is most definitely *not* the case since, for instance, $f(x) = 3x + 4$ has as its inverse $f^{-1}(x) = \frac{x-4}{3}$, which is certainly different than $\frac{1}{f(x)} = \frac{1}{3x+4}$. Why does this confusing notation persist? As we mentioned in Section 5.1, the identity function I is to function composition what the real number 1 is to real number multiplication. The choice of notation f^{-1} alludes to the property that $f^{-1} \circ f = I_f$ and $f \circ f^{-1} = I_{f^{-1}}$, in much the same way as $3^{-1} \cdot 3 = 1$ and $3 \cdot 3^{-1} = 1$.

Let's turn our attention to the function $f(x) = x^2$. Is f invertible? A likely candidate for the inverse is the function $g(x) = \sqrt{x}$. Checking the composition yields $(g \circ f)(x) = g(f(x)) = \sqrt{x^2} = |x|$, which is not equal to x for all x in the domain $(-\infty, \infty)$. For example, when $x = -2$, $f(-2) = (-2)^2 = 4$, but $g(4) = \sqrt{4} = 2$, which means g failed to return the input -2 from its output 4. What g did, however, is match the output 4 to a *different* input, namely 2, which satisfies $f(2) = 4$. This issue is presented schematically in the picture below.



We see from the diagram that since both $f(-2)$ and $f(2)$ are 4, it is impossible to construct a *function* which takes 4 back to *both* $x = 2$ and $x = -2$. (By definition, a function matches a real number with exactly one other real number.) From a graphical standpoint, we know that if $y = f^{-1}(x)$ exists, its graph can be obtained by reflecting $y = x^2$ about the line $y = x$, in accordance with Theorem 5.2.2. Doing so with $f(x) = x^2$ produces the following result.



We see that the line $x = 4$ intersects the graph of the supposed inverse twice - meaning the graph fails the Vertical Line Test and as such, does not represent y as a function of x. The vertical line $x = 4$ on the graph on the right corresponds to the *horizontal line* $y = 4$ on the graph of $y = f(x)$. The fact that the horizontal line $y = 4$ intersects the graph of f twice means two *different* inputs, namely $x = -2$ and $x = 2$, are matched with the *same* output, 4, which is the cause of all of the trouble. In general, for a function to have an inverse, *different* inputs must go to *different* outputs, or else we will run into the same problem we did with $f(x) = x^2$. We give this property a name.

Definition: One-to-One Function

A function f is said to be **one-to-one** if f matches different inputs to different outputs. Equivalently, f is one-to-one if and only if whenever $f(c) = f(d)$, then $c = d$.

Graphically, we detect one-to-one functions using the test below.

Theorem 5.2.3: Horizontal Line Test

A function f is one-to-one if and only if no horizontal line intersects the graph of f more than once.

We say that the graph of a function **passes** the Horizontal Line Test if no horizontal line intersects the graph more than once; otherwise, we say the graph of the function **fails** the Horizontal Line Test. We have argued that if f is invertible, then f must be one-to-one, otherwise the graph given by reflecting the graph of $y = f(x)$ about the line $y = x$ will fail the Vertical Line Test. It turns out that being one-to-one is also enough to guarantee invertibility. To see this, we think of f as the set of ordered pairs which constitute its graph. If switching the x- and y-coordinates of the points results in a function, then f is invertible and we have found f^{-1}. This is precisely what the Horizontal Line Test does for us: it checks to see whether or not a set of points describes x as a function of y. We summarize these results below.

Theorem 5.2.4: Equivalent Conditions for Invertibility

Suppose f is a function. The following statements are equivalent.

- f is invertible
- f is one-to-one
- The graph of f passes the Horizontal Line Test

We put this result to work in the next example.

Example 5.2.1

Determine if the following functions are one-to-one in two ways: (i) analytically using the definition of a one-to-one function and (ii) graphically using the Horizontal Line Test.

a. $f(x) = \frac{1-2x}{5}$
b. $g(x) = \frac{2x}{1-x}$
c. $h(x) = x^2 - 2x + 4$
d. $F = \{(-1, 1), (0, 2), (2, 1)\}$

Solution

a.

i. To determine if f is one-to-one analytically, we assume $f(c) = f(d)$ and attempt to deduce that $c = d$.

$$\begin{aligned} & f(c) = f(d) \\ \Longrightarrow \quad & \frac{1-2c}{5} = \frac{1-2d}{5} \\ \Longrightarrow \quad & 1-2c = 1-2d \\ \Longrightarrow \quad & -2c = -2d \\ \Longrightarrow \quad & c = d \ \checkmark \end{aligned}$$

Hence, f is one-to-one.

ii. To check if f is one-to-one graphically, we look to see if the graph of $y = f(x)$ passes the Horizontal Line Test. We have that f is a non-constant linear function, which means its graph is a non-horizontal line. Thus the graph of f passes the Horizontal Line Test.

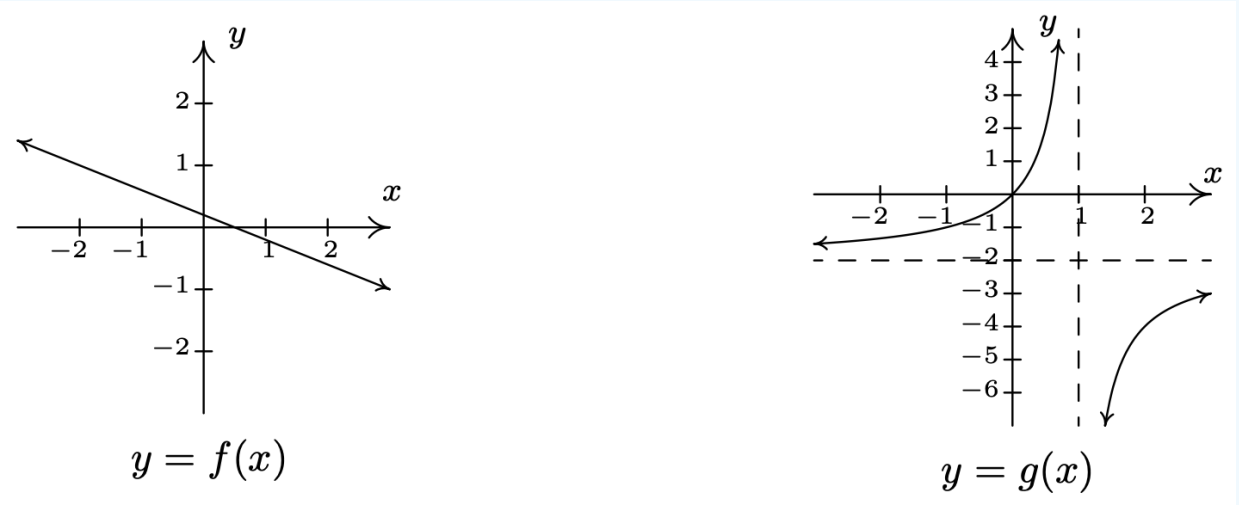
b.

i. We begin with the assumption that $g(c) = g(d)$ and try to show $c = d$.

$$\begin{aligned} & g(c) = g(d) \\ \Rightarrow \quad & \frac{2c}{1-c} = \frac{2d}{1-d} \\ \Rightarrow \quad & 2c(1-d) = 2d(1-c) \\ \Rightarrow \quad & 2c-2cd = 2d-2dc \\ \Rightarrow \quad & 2c = 2d \\ \Rightarrow \quad & c = d \ \checkmark \end{aligned}$$

We have shown that g is one-to-one.

ii. We can graph g using the six step procedure outlined in Section 4.2. We get the sole intercept at $(0,0)$, a vertical asymptote $x=1$ and a horizontal asymptote (which the graph never crosses) $y=-2$. We see from that the graph of g passes the Horizontal Line Test.



c.

i. We begin with $h(c)=h(d)$. As we work our way through the problem, we encounter a nonlinear equation. We move the non-zero terms to the left, leave a 0 on the right and factor accordingly.

$$\begin{aligned} & h(c) = h(d) \\ \Rightarrow \quad & c^2-2c+4 = d^2-2d+4 \\ \Rightarrow \quad & c^2-2c = d^2-2d \\ \Rightarrow \quad & c^2-d^2-2c+2d = 0 \\ \Rightarrow \quad & (c+d)(c-d)-2(c-d) = 0 \\ \Rightarrow \quad & (c-d)((c+d)-2) = 0 \qquad \text{(Factor by grouping)} \\ \Rightarrow \quad & c-d=0 \quad \text{or} \quad c+d-2=0 \\ \Rightarrow \quad & c=d \quad \text{or} \quad c=2-d \end{aligned}$$

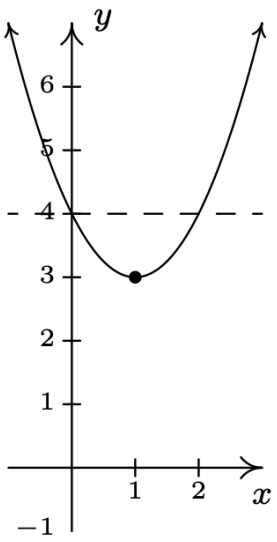
We get $c=d$ as one possibility, but we also get the possibility that $c=2-d$. This suggests that f may not be one-to-one. Taking $d=0$, we get $c=0$ or $c=2$. With $f(0)=4$ and $f(2)=4$, we have produced two different inputs with the same output. This means f is not one-to-one.

ii. We note that h is a quadratic function and we graph $y=h(x)$ using the techniques presented in Section 2.3. The vertex is $(1,3)$ and the parabola opens upwards. We see immediately from the graph that h is not one-to-one, since there are several horizontal lines which cross the graph more than once.

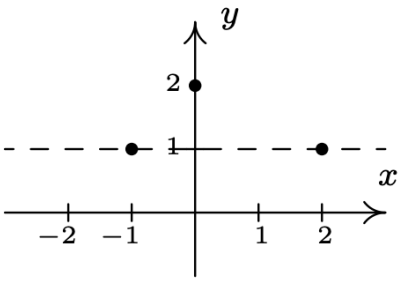
d.

i. The function F is given to us as a set of ordered pairs. The condition $F(c)=F(d)$ means the outputs from the function (the y-coordinates of the ordered pairs) are the same. We see that the points $(-1,1)$ and $(2,1)$ are both elements of F with $F(-1)=1$ and $F(2)=1$. Since $-1 \neq 2$, we have established that F is *not* one-to-one.

ii. Graphically, we see the horizontal line $y = 1$ crosses the graph more than once. Hence, the graph of F fails the Horizontal Line Test.



$y = h(x)$



$y = F(x)$

Subsection Footnotes

[1] Recall this is the set of all outputs of a function.

[2] The identity function I, which was introduced in Section 2.1 and mentioned in Theorem 5.1.1, has a domain of all real numbers. Since the domains of f and g may not be all real numbers, we need the restrictions listed here.

[3] In other words, invertible functions have exactly one inverse.

[4] It is an excellent exercise to explain each step in this string of equalities.

[5] In the interests of full disclosure, the authors would like to admit that much of the discussion in the previous paragraphs could have easily been avoided had we appealed to the description of a function as a set of ordered pairs. We make no apology for our discussion from a function composition standpoint, however, since it exposes the reader to more abstract ways of thinking of functions and inverses. We will revisit this concept again in Chapter 9.

Finding the Inverse of a Function

We have shown that the functions f and g in Example 5.2.1 are one-to-one. This means they are invertible, so it is natural to wonder what $f^{-1}(x)$ and $g^{-1}(x)$ would be. For $f(x) = \frac{1-2x}{5}$, we can think our way through the inverse since there is only one occurrence of x. We can track step-by-step what is done to x and reverse those steps as we did at the beginning of the chapter. The function $g(x) = \frac{2x}{1-x}$ is a bit trickier since x occurs in two places. When one evaluates $g(x)$ for a specific value of x, which is first, the $2x$ or the $1 - x$? We can imagine functions more complicated than these so we need to develop a general methodology to attack this problem. Theorem 5.2.1 tells us equation $y = f^{-1}(x)$ is equivalent to $f(y) = x$ and this is the basis of our algorithm.

Steps for Finding the Inverse of a One-to-one Function

1. Write $y = f(x)$.
2. Interchange x and y.[6]
3. Solve $x = f(y)$ for y to obtain $y = f^{-1}(x)$.

Note that we could have simply written "Solve $x = f(y)$ for y" and be done with it. The act of interchanging the x and y is there to remind us that we are finding the inverse function by switching the inputs and outputs.

Example 5.2.2

Find the inverse of the following one-to-one functions. Check your answers analytically using function composition and graphically.

a. $f(x) = \frac{1-2x}{5}$
b. $g(x) = \frac{2x}{1-x}$

Solution

a. As we mentioned earlier, it is possible to think our way through the inverse of f by recording the steps we apply to x and the order in which we apply them and then reversing those steps in the reverse order. We encourage the reader to do this. We, on the other hand, will practice the algorithm. We write $y = f(x)$ and proceed to switch x and y

$$\begin{aligned} & y = f(x) \\ \Longrightarrow \quad & y = \frac{1-2x}{5} \\ \Longrightarrow \quad & x = \frac{1-2y}{5} \qquad \text{(switch } x \text{ and } y\text{)} \\ \Longrightarrow \quad & 5x = 1-2y \\ \Longrightarrow \quad & 5x-1 = -2y \\ \Longrightarrow \quad & \frac{5x-1}{-2} = y \\ \Longrightarrow \quad & y = -\frac{5}{2}x + \frac{1}{2} \end{aligned}$$

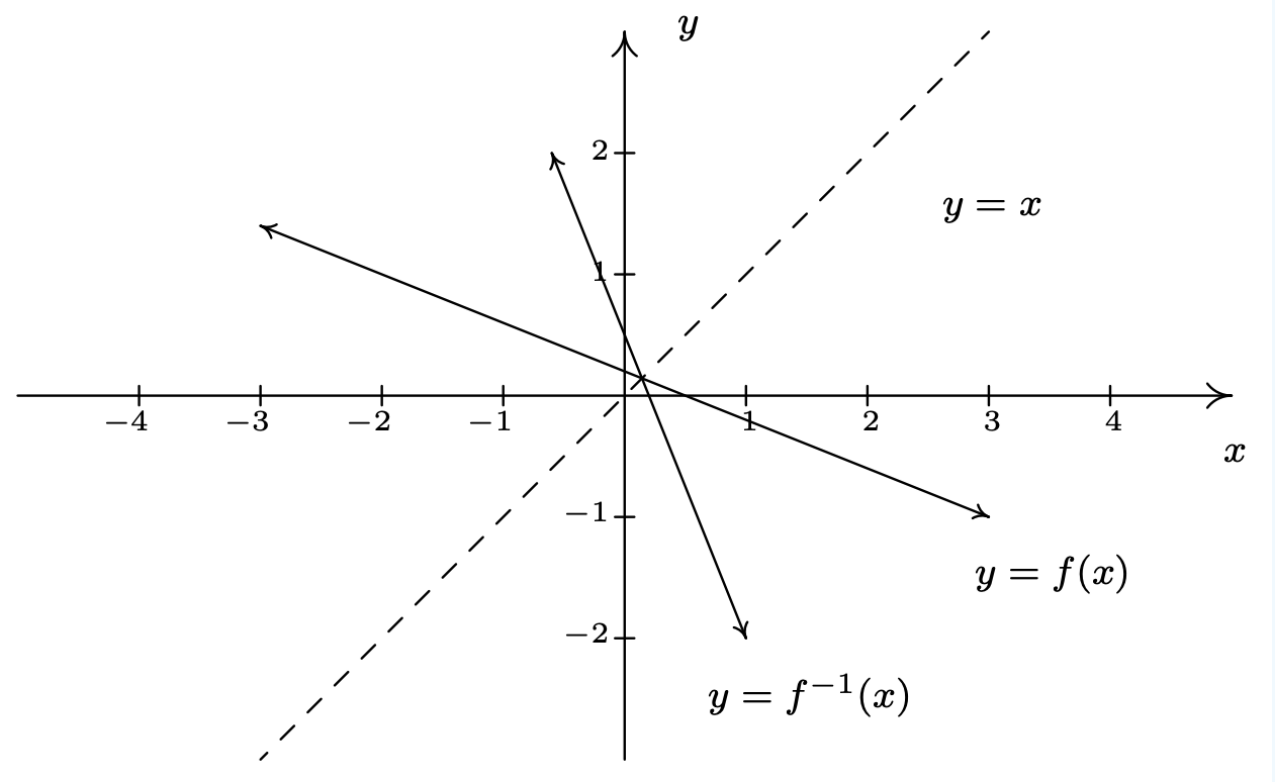
We have $f^{-1}(x) = -\frac{5}{2}x + \frac{1}{2}$. To check this answer analytically, we first check that $\left(f^{-1} \circ f\right)(x) = x$ for all x in the domain of f, which is all real numbers.

$$\begin{aligned} \left(f^{-1} \circ f\right)(x) &= f^{-1}(f(x)) \\ &= -\frac{5}{2} f(x) + \frac{1}{2} \\ &= -\frac{5}{2}\left(\frac{1-2x}{5}\right) + \frac{1}{2} \\ &= -\frac{1}{2}(1-2x) + \frac{1}{2} \\ &= -\frac{1}{2} + x + \frac{1}{2} \\ &= x \ \checkmark \end{aligned}$$

We now check that $\left(f \circ f^{-1}\right)(x) = x$ for all x in the range of f which is also all real numbers. (Recall that the domain of f^{-1}) is the range of f.)

$$\begin{aligned} \left(f \circ f^{-1}\right)(x) &= f(f^{-1}(x)) \\ &= \frac{1-2f^{-1}(x)}{5} \\ &= \frac{1-2\left(-\frac{5}{2}x + \frac{1}{2}\right)}{5} \\ &= \frac{1+5x-1}{5} \\ &= \frac{5x}{5} \\ &= x \ \checkmark \end{aligned}$$

To check our answer graphically, we graph $y = f(x)$ and $y = f^{-1}(x)$ on the same set of axes.[7] They appear to be reflections across the line $y = x$.



b. To find $g^{-1}(x)$, we start with $y = g(x)$. We note that the domain of g is $(-\infty, 1) \cup (1, \infty)$.

$$\begin{aligned} y &= g(x) \\ y &= \frac{2x}{1-x} \\ x &= \frac{2y}{1-y} \qquad (\text{switch } x \text{ and } y) \\ x(1-y) &= 2y \\ x - xy &= 2y \\ x &= xy + 2y \\ x &= y(x+2) \\ y &= \frac{x}{x+2} \end{aligned}$$

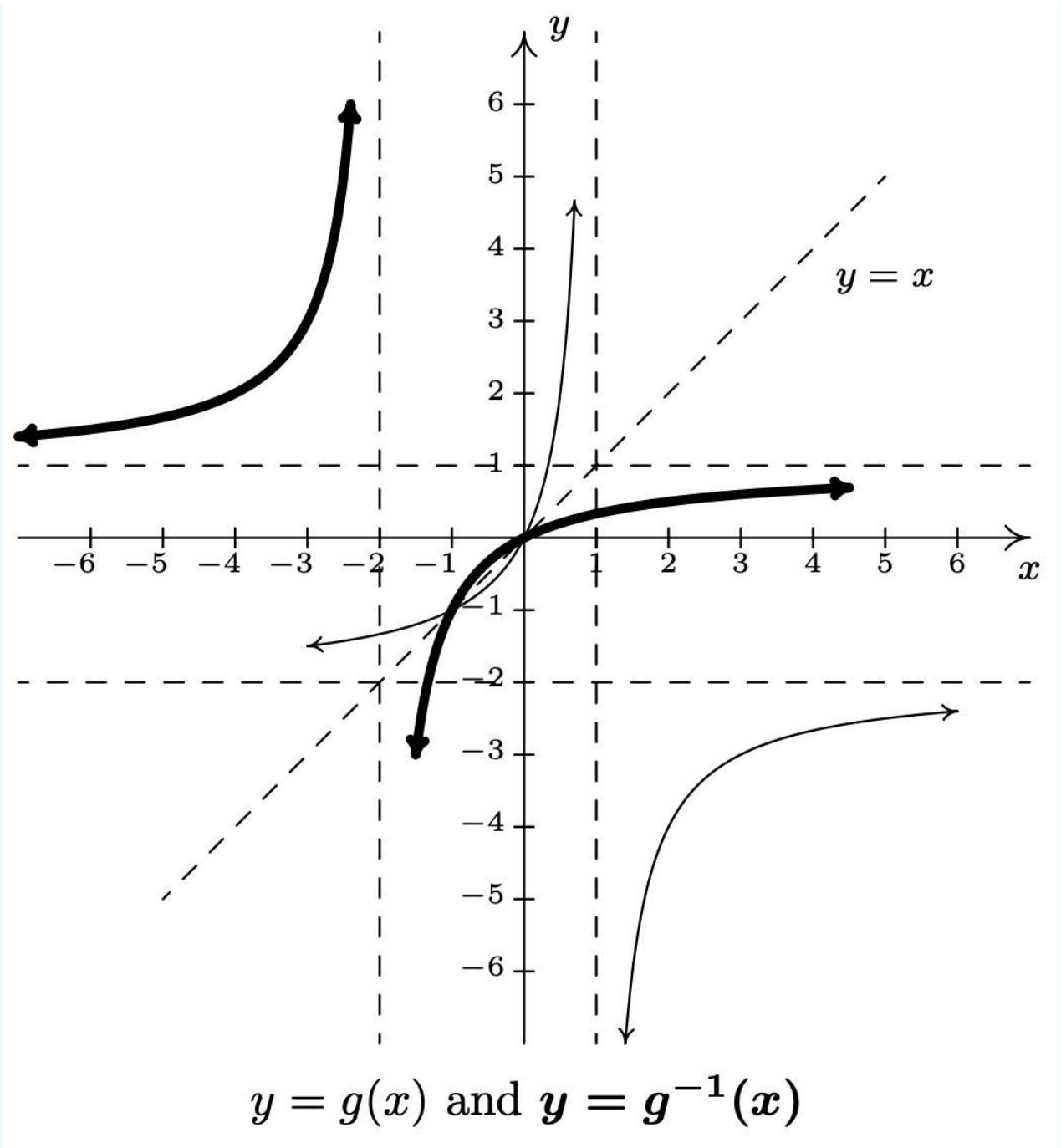
We obtain $g^{-1}(x) = \frac{x}{x+2}$. To check this analytically, we first check $\left(g^{-1} \circ g\right)(x) = x$ for all x in the domain of g, that is, for all $x \neq 1$.

$$
\begin{aligned}
\left(g^{-1} \circ g\right)(x) &= g^{-1}(g(x)) \\
&= g^{-1}\left(\frac{2x}{1-x}\right) \\
&= \frac{\left(\frac{2x}{1-x}\right)}{\left(\frac{2x}{1-x}\right)+2} \\
&= \frac{\left(\frac{2x}{1-x}\right)}{\left(\frac{2x}{1-x}\right)+2} \cdot \frac{(1-x)}{(1-x)} \quad \text{(Clear denominators)} \\
&= \frac{2x}{2x+2(1-x)} \\
&= \frac{2x}{2x+2-2x} \\
&= \frac{2x}{2} \\
&= x \checkmark
\end{aligned}
$$

Next, we check $g\left(g^{-1}(x)\right) = x$ for all x in the range of g. From the graph of g in Example 5.2.1, we have that the range of g is $(-\infty, -2) \cup (-2, \infty)$. This matches the domain we get from the formula $g^{-1}(x) = \frac{x}{x+2}$, as it should.

$$
\begin{aligned}
\left(g \circ g^{-1}\right)(x) &= g\left(g^{-1}(x)\right) \\
&= g\left(\frac{x}{x+2}\right) \\
&= \frac{2\left(\frac{x}{x+2}\right)}{1-\left(\frac{x}{x+2}\right)} \\
&= \frac{2\left(\frac{x}{x+2}\right)}{1-\left(\frac{x}{x+2}\right)} \cdot \frac{(x+2)}{(x+2)} \quad \text{(Clear denominators)} \\
&= \frac{2x}{(x+2)-x} \\
&= \frac{2x}{2} \\
&= x \checkmark
\end{aligned}
$$

Graphing $y = g(x)$ and $y = g^{-1}(x)$ on the same set of axes is busy, but we can see the symmetric relationship if we thicken the curve for $y = g^{-1}(x)$. Note that the vertical asymptote $x = 1$ of the graph of g corresponds to the horizontal asymptote $y = 1$ of the graph of g^{-1}, as it should since x and y are switched. Similarly, the horizontal asymptote $y = -2$ of the graph of g corresponds to the vertical asymptote $x = -2$ of the graph of g^{-1}.



$y = g(x)$ and $y = g^{-1}(x)$

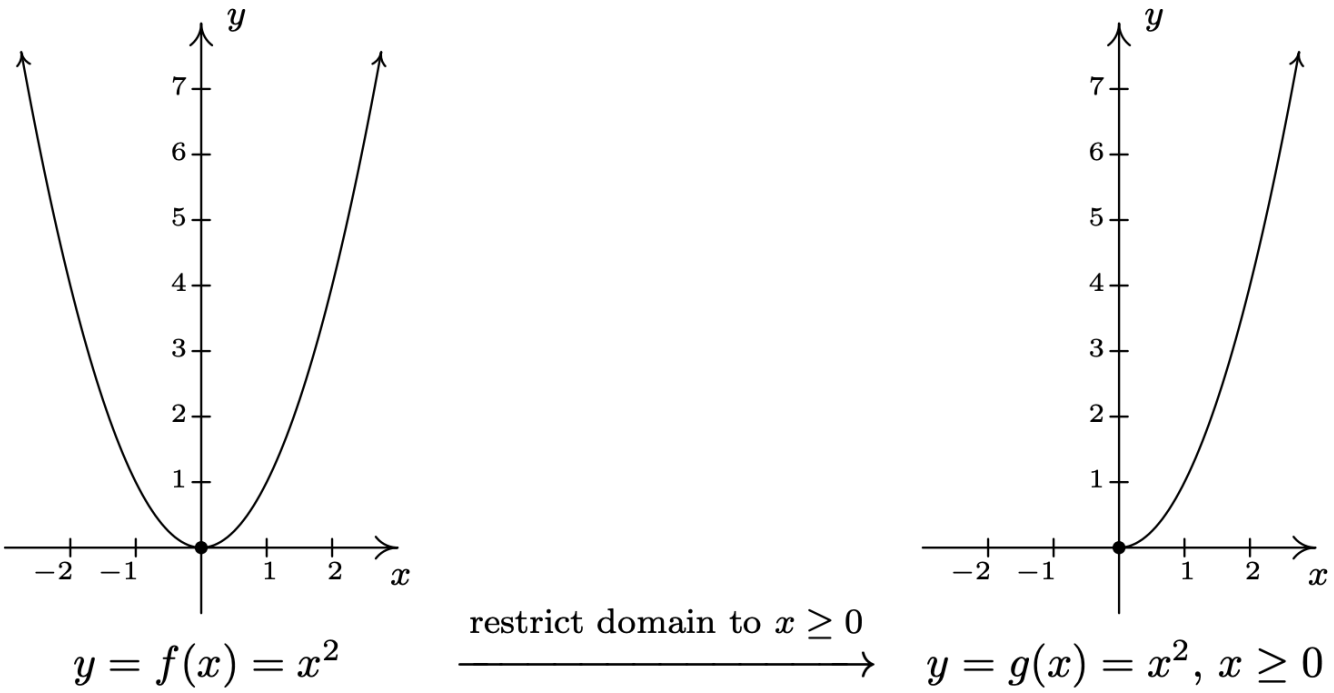
Subsection Footnotes

[6] The "interchange" step here ("swapping" x and y) can be dangerous in application problems. For example, given $P(t) = 14t + 30$ which represents the amount of money earned on a paycheck P in dollars for the number of hours worked, t, we can determine the paycheck amount P by plugging in the number of hours we work for t. Conceptually, the inverse should allow us to plug in the paycheck amount P and it would return the number of hours we should work, t. However, when you swap variables in the process of finding the inverse, your final result will have the variables in a backward state. That is, you will plug in the paycheck amount **to t** and get the amount of hours you need to work, P. This subtlety is only an issue with application problems, but it's still something to watch out for.

[7] Note that if you perform your check using graphing technology for more sophisticated functions, you'll need to zoom in to get the correct geometric perspective.

Restricting Domains

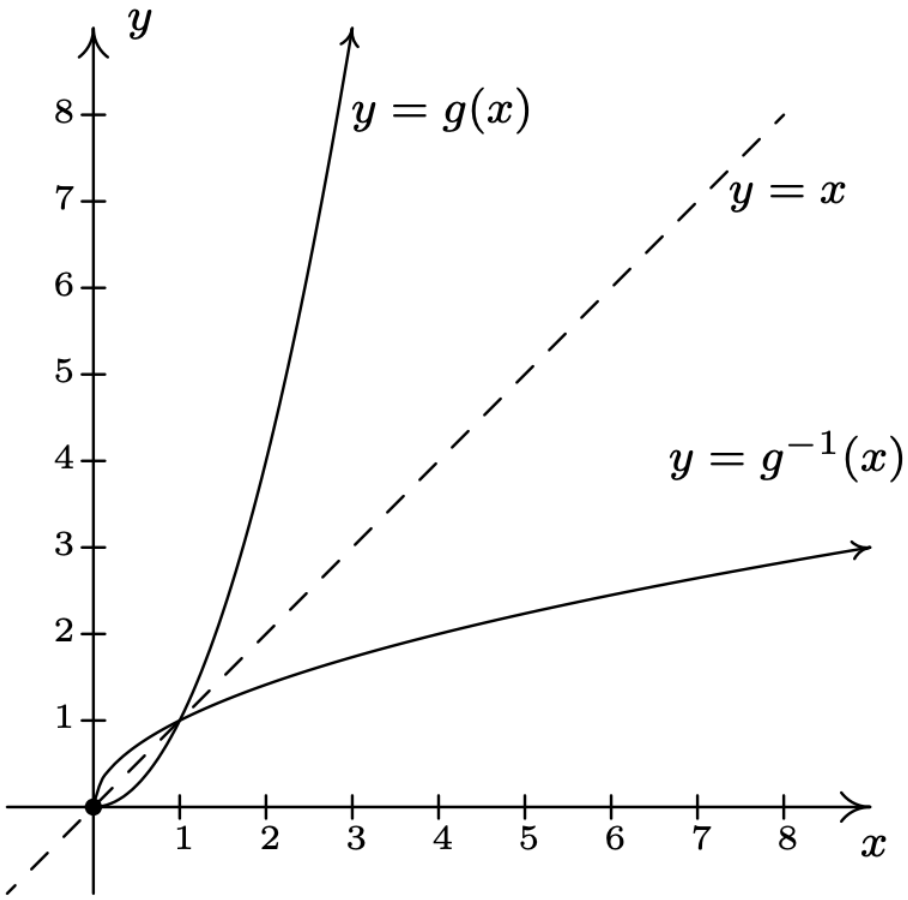
We now return to $f(x) = x^2$. We know that f is not one-to-one, and thus, is not invertible. However, if we restrict the domain of f, we can produce a new function g which is one-to-one. If we define $g(x) = x^2$, $x \geq 0$, then we have



The graph of g passes the Horizontal Line Test. To find an inverse of g, we proceed as usual

$$\begin{aligned} y &= g(x) \\ y &= x^2, \ x \geq 0 \\ x &= y^2, \ y \geq 0 \quad (\text{switch } x \text{ and } y) \\ y &= \pm\sqrt{x} \\ y &= \sqrt{x} \quad (\text{since } y \geq 0) \end{aligned}$$

We get $g^{-1}(x) = \sqrt{x}$. At first it looks like we'll run into the same trouble as before, but when we check the composition, the domain restriction on g saves the day. We get $\left(g^{-1} \circ g\right)(x) = g^{-1}(g(x)) = g^{-1}\left(x^2\right) = \sqrt{x^2} = |x| = x$, since $x \geq 0$. Checking $\left(g \circ g^{-1}\right)(x) = g\left(g^{-1}(x)\right) = g(\sqrt{x}) = (\sqrt{x})^2 = x$. Graphing g and g^{-1} on the same set of axes shows that they are reflections about the line $y = x$.



Our next example continues the theme of domain restriction.

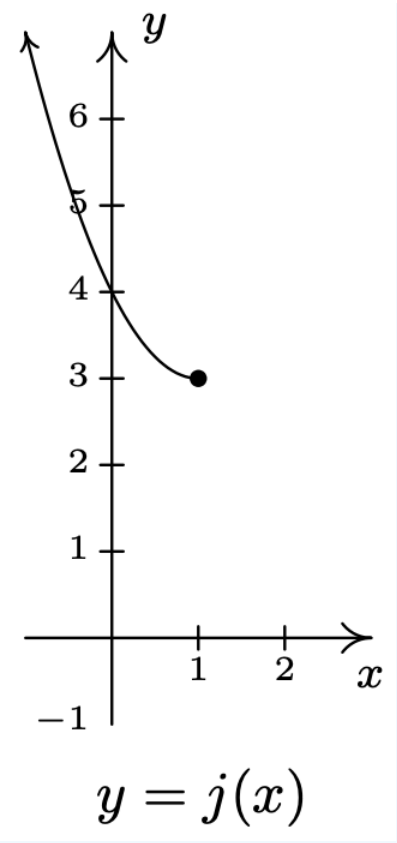
Example 5.2.3

Graph the following functions to show they are one-to-one and find their inverses. Check your answers analytically using function composition and graphically.

a. $j(x) = x^2 - 2x + 4$, $x \leq 1$.
b. $k(x) = \sqrt{x+2} - 1$

Solution

a. The function j is a restriction of the function h from Example 5.2.1. Since the domain of j is restricted to $x \leq 1$, we are selecting only the "left half" of the parabola. We see that the graph of j passes the Horizontal Line Test and thus j is invertible.



We now use our algorithm[8] to find $j^{-1}(x)$.

$$
\begin{aligned}
& y = j(x) \\
\Longrightarrow \quad & y = x^2 - 2x + 4, \quad x \leq 1 \\
\Longrightarrow \quad & x = y^2 - 2y + 4, \quad y \leq 1 && \text{(switch } x \text{ and } y\text{)} \\
\Longrightarrow \quad & 0 = y^2 - 2y + 4 - x \\
\Longrightarrow \quad & y = \frac{2 \pm \sqrt{(-2)^2 - 4(1)(4-x)}}{2(1)} && \text{(Quadratic Formula, } c = 4 - x\text{)} \\
\Longrightarrow \quad & y = \frac{2 \pm \sqrt{4x - 12}}{2} \\
\Longrightarrow \quad & y = \frac{2 \pm \sqrt{4(x-3)}}{2} \\
\Longrightarrow \quad & y = \frac{2 \pm 2\sqrt{x-3}}{2} \\
\Longrightarrow \quad & y = \frac{2\left(1 \pm \sqrt{x-3}\right)}{2} \\
\Longrightarrow \quad & y = 1 \pm \sqrt{x-3} \\
\Longrightarrow \quad & y = 1 - \sqrt{x-3} && \text{(since } y \leq 1\text{)}
\end{aligned}
$$

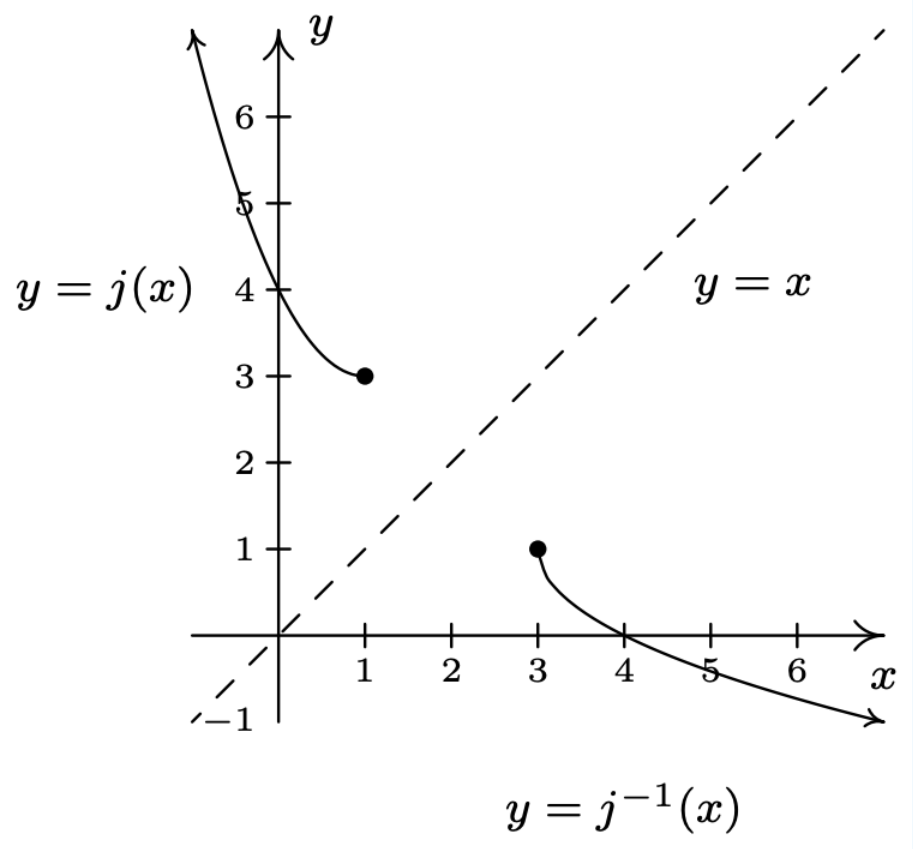
We have $j^{-1}(x) = 1 - \sqrt{x-3}$. When we simplify $\left(j^{-1} \circ j\right)(x)$, we need to remember that the domain of j is $x \leq 1$.

$$\begin{aligned}
\left(j^{-1} \circ j\right)(x) &= j^{-1}(j(x)) \\
&= j^{-1}\left(x^2-2x+4\right), \quad x \leq 1 \\
&= 1-\sqrt{\left(x^2-2x+4\right)-3} \\
&= 1-\sqrt{x^2-2x+1} \\
&= 1-\sqrt{(x-1)^2} \\
&= 1-|x-1| \\
&= 1-(-(x-1)) \qquad \text{(Since } x \leq 1\text{)} \\
&= x \ \checkmark
\end{aligned}$$

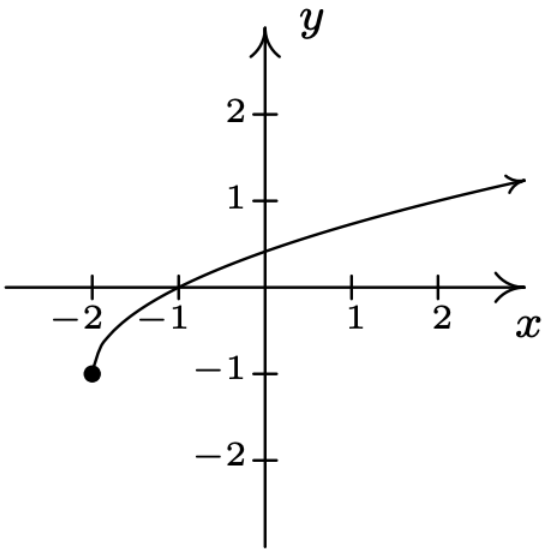
Checking $j \circ j^{-1}$, we get

$$\begin{aligned}
\left(j \circ j^{-1}\right)(x) &= j\left(j^{-1}(x)\right) \\
&= j(1-\sqrt{x-3}) \\
&= (1-\sqrt{x-3})^2-2(1-\sqrt{x-3})+4 \\
&= 1-2\sqrt{x-3}+(\sqrt{x-3})^2-2+2\sqrt{x-3}+4 \\
&= 3+x-3 \\
&= x \ \checkmark
\end{aligned}$$

Using what we know from Section 1.7, we graph $y = j^{-1}(x)$ and $y = j(x)$ below.



b. We graph $y = k(x) = \sqrt{x+2} - 1$ using what we learned in Section 1.7 and see k is one-to-one.



$y = k(x)$

We now try to find k^{-1}.

$$\begin{aligned}
& y &=& \ k(x) \\
\Longrightarrow \quad & y &=& \ \sqrt{x+2}-1 \\
\Longrightarrow \quad & x &=& \ \sqrt{y+2}-1 \quad \text{(switch } x \text{ and } y\text{)} \\
\Longrightarrow \quad & x+1 &=& \ \sqrt{y+2} \\
\Longrightarrow \quad & (x+1)^2 &=& \ \left(\sqrt{y+2}\right)^2 \\
\Longrightarrow \quad & x^2+2x+1 &=& \ y+2 \\
\Longrightarrow \quad & y &=& \ x^2+2x-1
\end{aligned}$$

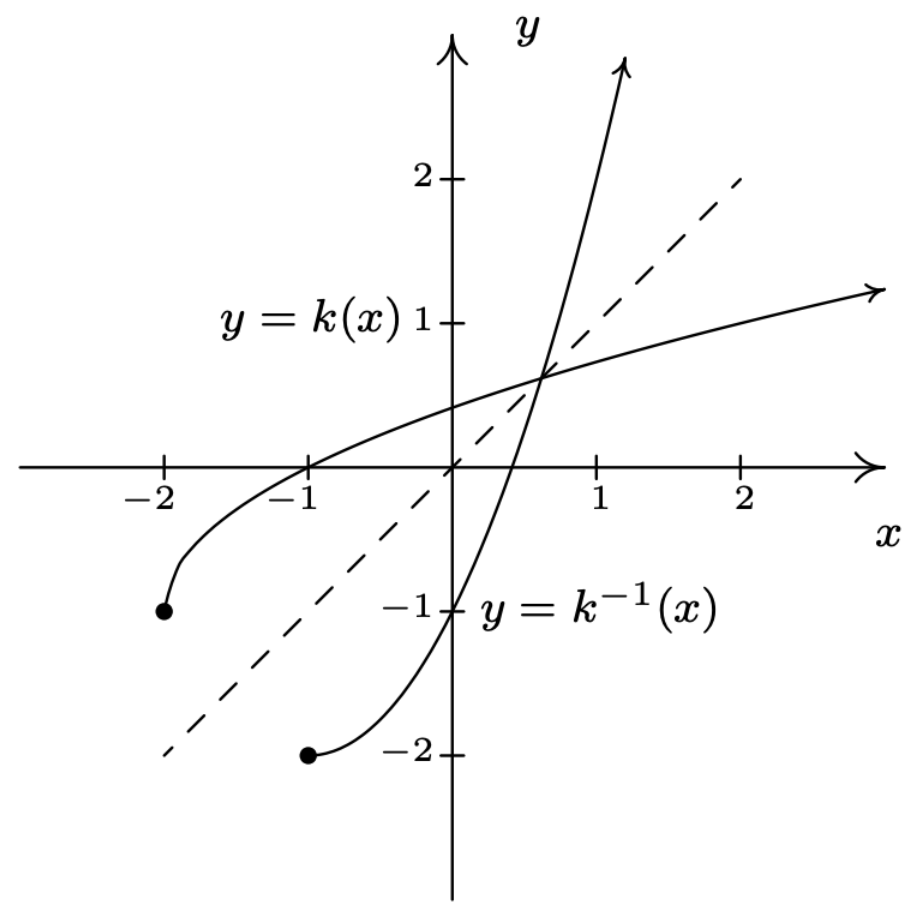
We have $k^{-1}(x) = x^2 + 2x - 1$. Based on our experience, we know something isn't quite right. We determined k^{-1} is a quadratic function, and we have seen several times in this section that these are not one-to-one unless their domains are suitably restricted. Theorem 5.2.1 tells us that the domain of k^{-1} is the range of k. From the graph of k, we see that the range is $[-1, \infty)$, which means we restrict the domain of k^{-1} to $x \geq -1$. We now check that this works in our compositions.

$$\begin{aligned}
\left(k^{-1} \circ k\right)(x) &= k^{-1}(k(x)) \\
&= k^{-1}\left(\sqrt{x+2}-1\right), \quad x \geq -2 \\
&= \left(\sqrt{x+2}-1\right)^2 + 2\left(\sqrt{x+2}-1\right) - 1 \\
&= \left(\sqrt{x+2}\right)^2 - 2\sqrt{x+2} + 1 + 2\sqrt{x+2} - 2 - 1 \\
&= x + 2 - 2 \\
&= x \ \checkmark
\end{aligned}$$

and

$$\begin{aligned}
\left(k \circ k^{-1}\right)(x) &= k\left(x^2+2x-1\right) \quad x \geq -1 \\
&= \sqrt{(x^2+2x-1)+2}-1 \\
&= \sqrt{x^2+2x+1}-1 \\
&= \sqrt{(x+1)^2}-1 \\
&= |x+1|-1 \\
&= x+1-1 \qquad \text{(since } x \geq -1\text{)} \\
&= x \ \checkmark
\end{aligned}$$

Graphically, everything checks out as well, provided that we remember the domain restriction on k^{-1} means we take the right half of the parabola.



Subsection Footnotes

[8] Here, we use the Quadratic Formula to solve for y. For 'completeness,' we note you can (and should!) also consider solving for y by 'completing' the square.

Applications Involving the Inverse of a Function

Our last example of the section gives an application of inverse functions.

Example 5.2.4

Recall from Section 2.1 that the price-demand equation for the PortaBoy game system is $p(n) = -1.5n + 250$ for $0 \leq n \leq 166$, where n represents the number of systems sold weekly and p is the price per system in dollars.

1. Explain why p is one-to-one and find a formula for $p^{-1}(n)$. State the restricted domain.
2. Find and interpret $p^{-1}(220)$.
3. Recall from Section 2.3 that the weekly profit P, in dollars, as a result of selling n systems is given by $P(n) = -1.5n^2 + 170n - 150$. Find and interpret $\left(P \circ p^{-1}\right)(x)$.
4. Use your answer to part 3 to determine the price per PortaBoy which would yield the maximum profit. Compare with Example 2.3.3.

Solution

1. We leave to the reader to show the graph of $p(n) = -1.5n + 250$, $0 \leq n \leq 166$, is a line segment from $(0, 250)$ to $(166, 1)$, and as such passes the Horizontal Line Test. Hence, p is one-to-one. We find the expression for $p^{-1}(n)$ as usual and get $p^{-1}(n) = \frac{500-2x}{3}$. The domain of p^{-1} should match the range of p, which is $[1, 250]$, and as such, we restrict the domain of p^{-1} to $1 \leq n \leq 250$.
2. We find $p^{-1}(220) = \frac{500-2(220)}{3} = 20$. Since the function p took as inputs the weekly sales and furnished the price per system as the output, p^{-1} takes the price per system and returns the weekly sales as its output. Hence, $p^{-1}(220) = 20$ means 20 systems will be sold in a week if the price is set at $\$220$ per system.
3. We compute

$$\left(P \circ p^{-1}\right)(n) = P\left(p^{-1}(n)\right) = P\left(\frac{500-2n}{3}\right) = -1.5\left(\frac{500-2n}{3}\right)^2 + 170\left(\frac{500-2n}{3}\right) - 150.$$

   After a hefty amount of Elementary Algebra,[9] we obtain $\left(P \circ p^{-1}\right)(n) = -\frac{2}{3}n^2 + 220n - \frac{40450}{3}$. To understand what this means, recall that the original profit function P gave us the weekly profit as a function of the weekly sales. The function p^{-1} gives us the weekly sales as a function of the price. Hence, $P \circ p^{-1}$ takes as its input a price. The function p^{-1} returns the weekly sales, which in turn is fed into P to return the weekly profit. Hence, $\left(P \circ p^{-1}\right)(n)$ gives us the weekly profit (in dollars) as a function of the price per system, n, using the weekly sales $p^{-1}(n)$ as the "middle man."
4. We know from Section 2.3 that the graph of $y = \left(P \circ p^{-1}\right)(n)$ is a parabola opening downwards. The maximum profit is realized at the vertex. Since we are concerned only with the price per system, we need only find the n-coordinate of the vertex. Identifying $a = -\frac{2}{3}$ and $b = 220$, we get, by the Vertex Formula, $n = -\frac{b}{2a} = 165$. Hence, weekly profit is maximized if we set the price at $\$165$ per system. Comparing this with our answer from Example 2.3.3, there is a slight discrepancy to the tune of $\$0.50$. We leave it to the reader to balance the books appropriately.

Subsection Footnotes

[9] It is good review to actually do this!

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5.2E: Exercises

Exercises

In Exercises 1 - 20, show that the given function is one-to-one and find its inverse. Check your answers algebraically and graphically. Verify that the range of f is the domain of f^{-1} and vice-versa.

1. $f(x) = 6x - 2$
2. $f(x) = 42 - x$
3. $f(x) = \dfrac{x-2}{3} + 4$
4. $f(x) = 1 - \dfrac{4+3x}{5}$
5. $f(x) = \sqrt{3x-1} + 5$
6. $f(x) = 2 - \sqrt{x-5}$
7. $f(x) = 3\sqrt{x-1} - 4$
8. $f(x) = 1 - 2\sqrt{2x+5}$
9. $f(x) = \sqrt[5]{3x-1}$
10. $f(x) = 3 - \sqrt[3]{x-2}$
11. $f(x) = x^2 - 10x\,,\ x \geq 5$
12. $f(x) = 3(x+4)^2 - 5,\ x \leq -4$
13. $f(x) = x^2 - 6x + 5,\ x \leq 3$
14. $f(x) = 4x^2 + 4x + 1\,,\ x < -1$
15. $f(x) = \dfrac{3}{4-x}$
16. $f(x) = \dfrac{x}{1-3x}$
17. $f(x) = \dfrac{2x-1}{3x+4}$
18. $f(x) = \dfrac{4x+2}{3x-6}$
19. $f(x) = \dfrac{-3x-2}{x+3}$
20. $f(x) = \dfrac{x-2}{2x-1}$

With help from your classmates, find the inverses of the functions in Exercises 21 - 24.

21. $f(x) = ax + b,\ a \neq 0$
22. $f(x) = a\sqrt{x-h} + k,\ a \neq 0, x \geq h$
23. $f(x) = ax^2 + bx + c$ where $a \neq 0,\ x \geq -\dfrac{b}{2a}$.
24. $f(x) = \dfrac{ax+b}{cx+d}$, (See Exercise 33 below.)
25. In Example 1.5.3, the price of a dOpi media player, in dollars per dOpi, is given as a function of the weekly sales n according to the formula $p(n) = 450 - 15n$ for $0 \leq n \leq 30$.
    a. Find $p^{-1}(n)$ and state its domain.
    b. Find and interpret $p^{-1}(105)$.
    c. We determined that the profit (in dollars) made from producing and selling n dOpis per week is $P(n) = -15n^2 + 350n - 2000$, for $0 \leq n \leq 30$. Find $\left(P \circ p^{-1}\right)(n)$ and determine what price per dOpi would yield the maximum profit. What is the maximum profit? How many dOpis need to be produced and sold to achieve the maximum profit?
26. Show that the Fahrenheit to Celsius conversion function found in Exercise 35 in Section 2.1 is invertible and that its inverse is the Celsius to Fahrenheit conversion function.
27. Analytically show that the function $f(x) = x^3 + 3x + 1$ is one-to-one. Since finding a formula for its inverse is beyond the scope of this textbook, use Theorem 5.2.1 to help you compute $f^{-1}(1),\ f^{-1}(5),$ and $f^{-1}(-3)$.

28. Let $f(x) = \frac{2x}{x^2-1}$. Using the techniques in Section 4.2, graph $y = f(x)$. Verify that f is one-to-one on the interval $(-1, 1)$. Use graphing technology to find the formula for $f^{-1}(x)$. Note that since $f(0) = 0$, it should be the case that $f^{-1}(0) = 0$. What goes wrong when you attempt to substitute $x = 0$ into $f^{-1}(x)$? Discuss with your classmates how this problem arose and possible remedies.
29. With the help of your classmates, explain why a function which is either strictly increasing or strictly decreasing on its entire domain would have to be one-to-one, hence invertible.
30. If f is odd and invertible, prove that f^{-1} is also odd.
31. Let f and g be invertible functions. With the help of your classmates show that $(f \circ g)$ is one-to-one, hence invertible, and that $(f \circ g)^{-1}(x) = (g^{-1} \circ f^{-1})(x)$.
32. What graphical feature must a function f possess for it to be its own inverse?
33. What conditions must you place on the values of a, b, c and d in Exercise 24 in order to guarantee that the function is invertible?

Answers

1. $f^{-1}(x) = \dfrac{x+2}{6}$
2. $f^{-1}(x) = 42 - x$
3. $f^{-1}(x) = 3x - 10$
4. $f^{-1}(x) = -\frac{5}{3}x + \frac{1}{3}$
5. $f^{-1}(x) = \frac{1}{3}(x-5)^2 + \frac{1}{3}$, $x \geq 5$
6. $f^{-1}(x) = (x-2)^2 + 5,\ x \leq 2$
7. $f^{-1}(x) = \frac{1}{9}(x+4)^2 + 1$, $x \geq -4$
8. $f^{-1}(x) = \frac{1}{8}(x-1)^2 - \frac{5}{2}$, $x \leq 1$
9. $f^{-1}(x) = \frac{1}{3}x^5 + \frac{1}{3}$
10. $f^{-1}(x) = -(x-3)^3 + 2$
11. $f^{-1}(x) = 5 + \sqrt{x+25}$
12. $f^{-1}(x) = -\sqrt{\frac{x+5}{3}} - 4$
13. $f^{-1}(x) = 3 - \sqrt{x+4}$
14. $f^{-1}(x) = -\frac{\sqrt{x}+1}{2}$, $x > 1$
15. $f^{-1}(x) = \dfrac{4x-3}{x}$
16. $f^{-1}(x) = \dfrac{x}{3x+1}$
17. $f^{-1}(x) = \dfrac{4x+1}{2-3x}$
18. $f^{-1}(x) = \dfrac{6x+2}{3x-4}$
19. $f^{-1}(x) = \dfrac{-3x-2}{x+3}$
20. $f^{-1}(x) = \dfrac{x-2}{2x-1}$
25. a. $p^{-1}(x) = \frac{450-n}{15}$. The domain of p^{-1} is the range of p which is $[0, 450]$
    b. $p^{-1}(105) = 23$. This means that if the price is set to $\$105$ then 23 dOpis will be sold.
    c. $\left(P \circ p^{-1}\right)(n) = -\frac{1}{15}n^2 + \frac{110}{3}n - 5000$, $0 \leq n \leq 450$. The graph of $y = \left(P \circ p^{-1}\right)(n)$ is a parabola opening downwards with vertex $\left(275, \frac{125}{3}\right) \approx (275, 41.67)$ This means that the maximum profit is a whopping $\$41.67$when the price per dOpi is set to $\$275$. At this price, we can produce and sell $p^{-1}(275) = 11.\overline{6}$ dOpis. Since we cannot sell part of a system, we need to adjust the price to sell either 11 dOpis or 12 dOpis. We find $p(11) = 285$ and $p(12) = 270$, which means we set the price per dOpi at either $\$285$ or $\$270$, respectively. The profits at these prices are $\left(P \circ p^{-1}\right)(285) = 35$ and $\left(P \circ p^{-1}\right)(270) = 40$, so it looks as if the maximum profit is $\$40$ and it is made by producing and selling 12 dOpis a week at a price of $\$270$ per dOpi.
27. Given that $f(0) = 1$, we have $f^{-1}(1) = 0$. Similarly $f^{-1}(5) = 1$ and $f^{-1}(-3) = -1$

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5.3: Other Algebraic Functions

Math 370 Learning Objectives

- Review simplifying radical expressions with different indices
- Review solving radical equations
- Solve equations and inequalities involving rational exponents (these are similar in rigor to those encountered in calculus after the quotient or product rule has been applied)
- Build radical models to solve application

Radical Expressions

This section serves as a watershed for functions which are combinations of polynomial, and more generally, rational functions, with the operations of radicals. It is the business of Calculus to discuss these functions in all the detail they demand so our aim in this section is to help shore up the requisite skills needed so that the reader can answer Calculus's call when the time comes. We briefly recall the definition and some of the basic properties of radicals from Intermediate Algebra.[1]

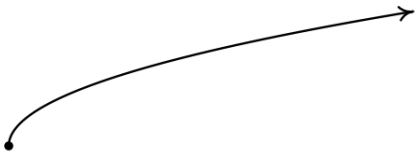
Definition: Principal Root

Let x be a real number and n a natural number.[2] If n is odd, the **principal n^{th} root** of x, denoted $\sqrt[n]{x}$ is the unique real number satisfying

$$(\sqrt[n]{x})^n = x.$$

If n is even, $\sqrt[n]{x}$ is defined similarly[3] provided $x \geq 0$ and $\sqrt[n]{x} \geq 0$. The **index** is the number n and the **radicand** is the number x. For $n = 2$, we write $\sqrt{x}$ instead of $\sqrt[2]{x}$.

It is worth remarking that, in light of Section 5.2, we could define $f(x) = \sqrt[n]{x}$ functionally as the inverse of $g(x) = x^n$ with the stipulation that when n is even, the domain of g is restricted to $[0, \infty)$. From what we know about $g(x) = x^n$ from Section 3.1 along with Theorem 5.2.2, we can produce the graphs of $f(x) = \sqrt[n]{x}$ by reflecting the graphs of $g(x) = x^n$ across the line $y = x$. Below are the graphs of $y = \sqrt{x}$, $y = \sqrt[4]{x}$ and $y = \sqrt[6]{x}$. The point $(0, 0)$ is indicated as a reference. The axes are hidden so we can see the vertical steepening near $x = 0$ and the horizontal flattening as $x \to \infty$.



$y = \sqrt{x}$

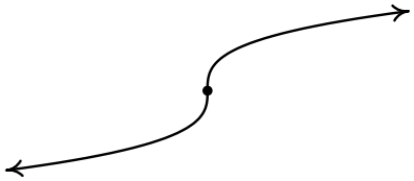


$y = \sqrt[4]{x}$

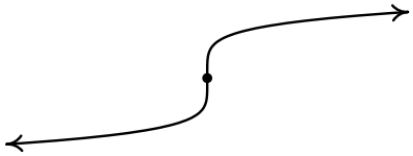


$y = \sqrt[6]{x}$

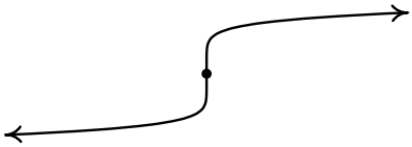
The odd-indexed radical functions also follow a predictable trend - steepening near $x = 0$ and flattening as $x \to \pm\infty$. In the exercises, you'll have a chance to graph some basic radical functions using the techniques presented in Section 1.7.



$y = \sqrt[3]{x}$



$y = \sqrt[5]{x}$



$y = \sqrt[7]{x}$

We have used all of the following properties at some point in the textbook for the case $n = 2$ (the square root), but we list them here in generality for completeness.

Theorem 5.3.1: Properties of Radicals

Let x and y be real numbers and m and n be natural numbers. If $\sqrt[n]{x}$, $\sqrt[n]{y}$ are real numbers, then

- **Product Rule of Radicals:** $\sqrt[n]{xy} = \sqrt[n]{x}\,\sqrt[n]{y}$
- **Power Rules of Radicals:** $\sqrt[n]{x^m} = \left(\sqrt[n]{x}\right)^m$
- **Quotient Ruleof Radicals:** $\sqrt[n]{\dfrac{x}{y}} = \dfrac{\sqrt[n]{x}}{\sqrt[n]{y}}$, provided $y \neq 0$.
- If n is odd, $\sqrt[n]{x^n} = x$; if n is even, $\sqrt[n]{x^n} = |x|$.

Proof

To establish the product rule, consider the following. If n is odd, then by definition $\sqrt[n]{xy}$ is the unique real number such that $\left(\sqrt[n]{xy}\right)^n = xy$. Given that $\left(\sqrt[n]{x}\,\sqrt[n]{y}\right)^n = \left(\sqrt[n]{x}\right)^n \left(\sqrt[n]{y}\right)^n = xy$, it must be the case that $\sqrt[n]{xy} = \sqrt[n]{x}\,\sqrt[n]{y}$. If n is even, then $\sqrt[n]{xy}$ is the unique non-negative real number such that $\left(\sqrt[n]{xy}\right)^n = xy$. Also note that since n is even, $\sqrt[n]{x}$ and $\sqrt[n]{y}$ are also non-negative and hence so is $\sqrt[n]{x}\sqrt[n]{y}$. Proceeding as above, we find that $\sqrt[n]{xy} = \sqrt[n]{x}\,\sqrt[n]{y}$. The quotient rule is proved similarly and is left as an exercise. The power rule results from repeated application of the product rule, so long as $\sqrt[n]{x}$ is a real number to start with.[4] The last property is an application of the power rule when n is odd, and the occurrence of the absolute value when n is even is due to the requirement that $\sqrt[n]{x} \geq 0$ in the definition of the principal root.

The last property is what makes compositions of roots and powers delicate. This is especially true when we use exponential notation for radicals, which we treat next.

Subsection Footnotes

[1] Although we discussed imaginary numbers in Section 3.4, we restrict our attention to real numbers in this section.

[2] Recall this means $n = 1, 2, 3, \ldots$.

[3] Recall both $x = -2$ and $x = 2$ satisfy $x^4 = 16$, but $\sqrt[4]{16} = 2$, not -2.

[4] Otherwise we'd run into the same paradox we did in Section 3.4.

Rational Exponents

Recall the following definition.

Definition: Rational Exponent Form of Radicals

Let x be a real number, m an integer[5] and n a natural number.

- $x^{1/n} = \sqrt[n]{x}$ and is defined whenever $\sqrt[n]{x}$ is defined.
- $x^{m/n} = \left(\sqrt[n]{x}\right)^m = \sqrt[n]{x^m}$, whenever $\left(\sqrt[n]{x}\right)^m$ is defined.

The rational exponents defined in the definition of the rational exponent form of radicals behave very similarly to the usual integer exponents from Elementary Algebra with one critical exception. Consider the expression $\left(x^{2/3}\right)^{3/2}$. Applying the usual Laws of Exponents, we'd be tempted to simplify this as $\left(x^{2/3}\right)^{3/2} = x^{\frac{2}{3}\cdot\frac{3}{2}} = x^1 = x$. However, if we substitute $x = -1$ and apply the definition of the rational exponent form of radicals, we find $(-1)^{2/3} = \left(\sqrt[3]{-1}\right)^2 = (-1)^2 = 1$ so that $\left((-1)^{2/3}\right)^{3/2} = 1^{3/2} = \left(\sqrt{1}\right)^3 = 1^3 = 1$. We see in this case that $\left(x^{2/3}\right)^{3/2} \neq x$. If we take the time to rewrite $\left(x^{2/3}\right)^{3/2}$ with radicals, we see

$$\left(x^{2/3}\right)^{3/2} = \left(\left(\sqrt[3]{x}\right)^2\right)^{3/2} = \left(\sqrt{\left(\sqrt[3]{x}\right)^2}\right)^3 = \left(\left|\sqrt[3]{x}\right|\right)^3 = \left|\left(\sqrt[3]{x}\right)^3\right| = |x|$$

In the play-by-play analysis, we see that when we canceled the 2's in multiplying $\frac{2}{3} \cdot \frac{3}{2}$, we were, in fact, attempting to cancel a square with a square root. The fact that $\sqrt{x^2} = |x|$ and not simply x is the root of the trouble. It may amuse the reader to know that $\left(x^{3/2}\right)^{2/3} = x$, and this verification is left as an exercise. The moral of the story is that when simplifying fractional exponents, it's usually best to rewrite them as radicals.[6]

Subsection Footnotes

[5] Recall this means $m = 0, \pm 1, \pm 2, \ldots$.

[6] In most other cases, though, rational exponents are preferred.

Radical Functions

The last major property we will state, and leave to Calculus to prove, is that radical functions are continuous on their domains, so the Intermediate Value Theorem applies. This means that if we take combinations of radical functions with polynomial and rational functions to form what the authors consider the **algebraic functions,**[7] we can make sign diagrams using the procedure set forth in Section 4.2.

Steps for Constructing a Sign Diagram for an Algebraic Function

Suppose f is an algebraic function.

1. Place any values excluded from the domain of f on the number line with an "!" above them.
2. Find the zeros of f and place them on the number line with the number 0 above them.
3. Choose a test value in each of the intervals determined in steps 1 and 2.
4. Determine the sign of $f(x)$ for each test value in step 3, and write that sign above the corresponding interval.

Our next example reviews quite a bit of Intermediate Algebra and demonstrates some of the new features of these graphs.

Example 5.3.1

For the following functions, state their domains and create sign diagrams. Check your answer using graphically technology.

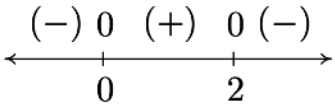
a. $f(x) = 3x\sqrt[3]{2-x}$
b. $g(x) = \sqrt{2 - \sqrt[4]{x+3}}$
c. $h(x) = \sqrt[3]{\frac{8x}{x+1}}$
d. $k(x) = \frac{2x}{\sqrt{x^2-1}}$

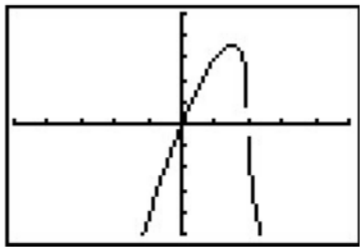
Solution

a. As far as domain is concerned, $f(x)$ has no denominators and no even roots, which means its domain is $(-\infty, \infty)$. To create the sign diagram, we find the zeros of f.

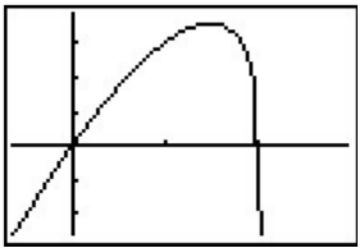
$$\begin{aligned}
& f(x) = 0 \\
\Longrightarrow \quad & 3x\sqrt[3]{2-x} = 0 \\
\Longrightarrow \quad & 3x = 0 \quad \text{or} \quad \sqrt[3]{2-x} = 0 \\
\Longrightarrow \quad & x = 0 \quad \text{or} \quad \left(\sqrt[3]{2-x}\right)^3 = 0^3 \\
\Longrightarrow \quad & x = 0 \quad \text{or} \quad 2-x = 0 \\
\Longrightarrow \quad & x = 0 \quad \text{or} \quad x = 2
\end{aligned}$$

The zeros 0 and 2 divide the real number line into three test intervals. The sign diagram and accompanying graph are below. Note that the intervals on which f is $(+)$ correspond to where the graph of f is above the x-axis, and where the graph of f is below the x-axis we have that f is $(-)$. The calculator suggests something mysterious happens near $x = 2$. Zooming in shows the graph becomes nearly vertical there. You'll have to wait until Calculus to fully understand this phenomenon.



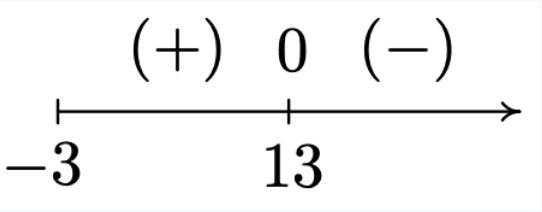


$y = f(x)$

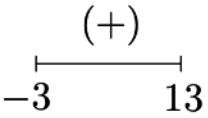


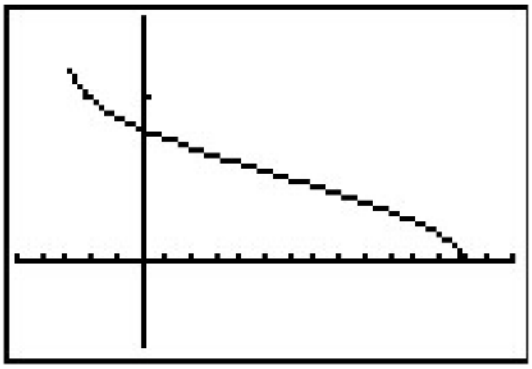
$y = f(x)$ near $x = 2$.

b. In $g(x) = \sqrt{2 - \sqrt[4]{x+3}}$, we have two radicals both of which are even indexed. To satisfy $\sqrt[4]{x+3}$, we require $x + 3 \geq 0$ or $x \geq -3$. To satisfy $\sqrt{2 - \sqrt[4]{x+3}}$, we need $2 - \sqrt[4]{x+3} \geq 0$. While it may be tempting to write this as $2 \geq \sqrt[4]{x+3}$ and take both sides to the fourth power, there are times when this technique will produce erroneous results.[8] Instead, we solve $2 - \sqrt[4]{x+3} \geq 0$ using a sign diagram. If we let $r(x) = 2 - \sqrt[4]{x+3}$, we know $x \geq -3$, so we concern ourselves with only this portion of the number line. To find the zeros of r we set $r(x) = 0$ and solve $2 - \sqrt[4]{x+3} = 0$. We get $\sqrt[4]{x+3} = 2$ so that $(\sqrt[4]{x+3})^4 = 2^4$ from which we obtain $x + 3 = 16$ or $x = 13$. Since we raised both sides of an equation to an even power, we need to check to see if $x = 13$ is an extraneous solution.[9] We find $x = 13$ does check since $2 - \sqrt[4]{x+3} = 2 - \sqrt[4]{13+3} = 2 - \sqrt[4]{16} = 2 - 2 = 0$. Below is our sign diagram for r.



We find $2 - \sqrt[4]{x+3} \geq 0$ on $[-3, 13]$ so this is the domain of g. To find a sign diagram for g, we look for the zeros of g. Setting $g(x) = 0$ is equivalent to $\sqrt{2 - \sqrt[4]{x+3}} = 0$. After squaring both sides, we get $2 - \sqrt[4]{x+3} = 0$, whose solution we have found to be $x = 13$. Since we squared both sides, we double check and find $g(13)$ is, in fact, 0. Our sign diagram and graph of g are below. Since the domain of g is $[-3, 13]$, what we have below is not just a *portion* of the graph of g, but the complete graph. It is always above or on the x-axis, which verifies our sign diagram.

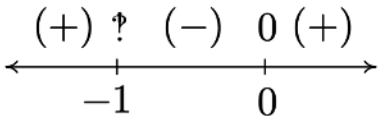


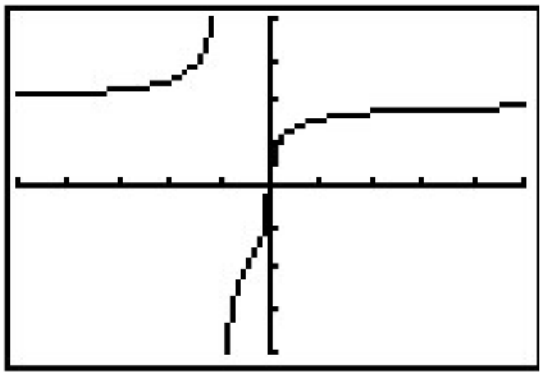


The complete graph of $y = g(x)$.

c. The radical in $h(x)$ is odd, so our only concern is the denominator. Setting $x + 1 = 0$ gives $x = -1$, so our domain is $(-\infty, -1) \cup (-1, \infty)$. To find the zeros of h, we set $h(x) = 0$. To solve $\sqrt[3]{\frac{8x}{x+1}} = 0$, we cube both sides to get $\frac{8x}{x+1} = 0$. We get $8x = 0$, or $x = 0$. Below is the resulting sign diagram and corresponding graph. From the graph, it appears as though $x = -1$ is a vertical asymptote. Carrying out an analysis as $x \to -1$ as in Section 4.2 confirms this. (We leave the

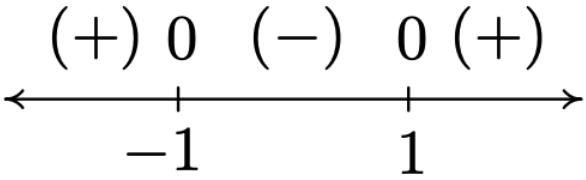
details to the reader.) Near $x = 0$, we have a situation similar to $x = 2$ in the graph of f in number 1 above. Finally, it appears as if the graph of h has a horizontal asymptote $y = 2$. Using techniques from Section 4.2, we find as $x \to \pm\infty$, $\frac{8x}{x+1} \to 8$. From this, it is hardly surprising that as $x \to \pm\infty$, $h(x) = \sqrt[3]{\frac{8x}{x+1}} \approx \sqrt[3]{8} = 2$.





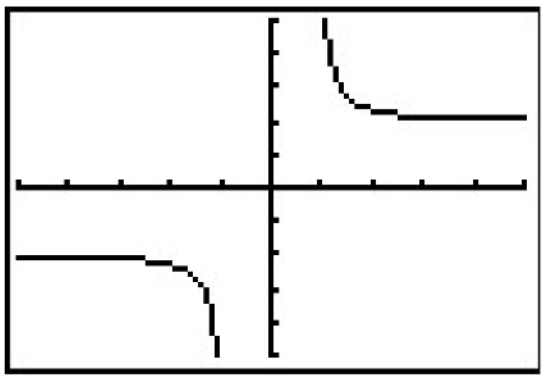
$y = h(x)$

d. To find the domain of k, we have both an even root and a denominator to concern ourselves with. To satisfy the square root, $x^2 - 1 \geq 0$. Setting $r(x) = x^2 - 1$, we find the zeros of r to be $x = \pm 1$, and we find the sign diagram of r to be



We find $x^2 - 1 \geq 0$ for $(-\infty, -1] \cup [1, \infty)$. To keep the denominator of $k(x)$ away from zero, we set $\sqrt{x^2 - 1} = 0$. We leave it to the reader to verify the solutions are $x = \pm 1$, both of which must be excluded from the domain. Hence, the domain of k is $(-\infty, -1) \cup (1, \infty)$. To build the sign diagram for k, we need the zeros of k. Setting $k(x) = 0$ results in $\frac{2x}{\sqrt{x^2-1}} = 0$. We get $2x = 0$ or $x = 0$. However, $x = 0$ isn't in the domain of k, which means k has no zeros. We construct our sign diagram on the domain of k below alongside the graph of k. It appears that the graph of k has two vertical asymptotes, one at $x = -1$ and one at $x = 1$. The gap in the graph between the asymptotes is because of the gap in the domain of k. Concerning end behavior, there appear to be two horizontal asymptotes, $y = 2$ and $y = -2$. To see why this is the case, we think of $x \to \pm\infty$. The radicand of the denominator $x^2 - 1 \approx x^2$, and as such, $k(x) = \frac{2x}{\sqrt{x^2-1}} \approx \frac{2x}{\sqrt{x^2}} = \frac{2x}{|x|}$. As $x \to \infty$, we have $|x| = x$ so $k(x) \approx \frac{2x}{x} = 2$. On the other hand, as $x \to -\infty$, $|x| = -x$, and as such $k(x) \approx \frac{2x}{-x} = -2$. Finally, it appears as though the graph of k passes the Horizontal Line Test which means k is one to one and k^{-1} exists. Computing k^{-1} is left as an exercise.





$y = k(x)$

As the previous example illustrates, the graphs of general algebraic functions can have features we've seen before, like vertical and horizontal asymptotes, but they can occur in new and exciting ways. For example, $k(x) = \frac{2x}{\sqrt{x^2-1}}$ had two distinct horizontal asymptotes. You'll recall that rational functions could have at most one horizontal asymptote. Also some new characteristics like "unusual steepness"[10] and cusps can appear in the graphs of arbitrary algebraic functions.

Subsection Footnotes

[7] As mentioned in Section 2.2, $f(x) = \sqrt{x^2} = |x|$ so that absolute value is also considered an algebraic function.

[8] For instance, $-2 \geq \sqrt[4]{x+3}$, which has no solution or $-2 \leq \sqrt[4]{x+3}$ whose solution is $[-3, \infty)$.

[9] Recall, this means we have produced a candidate which doesn't satisfy the original equation. Do you remember how raising both sides of an equation to an even power could cause this?

[10] The proper Calculus term for this is "vertical tangent," but for now we'll be okay calling it "unusual steepness."

Inequalities Involving Rational Exponents

Our next example first demonstrates how we can use sign diagrams to solve nonlinear inequalities. (Don't panic. The technique is very similar to the ones used in Chapters 2, 3, and 4.). We then check our answers graphically with a calculator and see some of the new graphical features of the functions in this extended family.

Example 5.3.2

Solve the following inequalities. Check your answers graphically with a calculator.

a. $x^{2/3} < x^{4/3} - 6$
b. $3(2-x)^{1/3} \leq x(2-x)^{-2/3}$

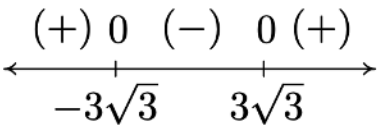
Solution

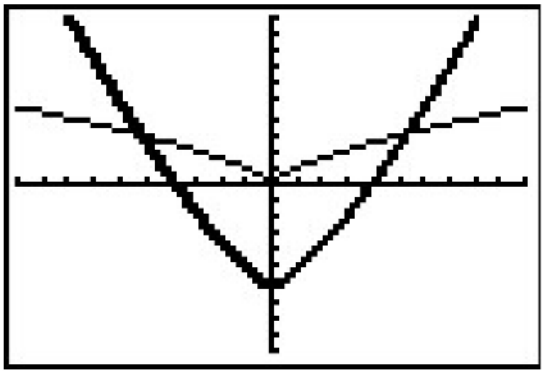
a. To solve $x^{2/3} < x^{4/3} - 6$, we get 0 on one side and attempt to solve $x^{4/3} - x^{2/3} - 6 > 0$. We set $r(x) = x^{4/3} - x^{2/3} - 6$ and note that since the denominators in the exponents are 3, they correspond to cube roots, which means the domain of r is $(-\infty, \infty)$. To find the zeros for the sign diagram, we set $r(x) = 0$ and attempt to solve $x^{4/3} - x^{2/3} - 6 = 0$.

At this point, it may be unclear how to proceed. We could always try as a last resort converting back to radical notation, but in this case we can take a cue from Example 3.3.4. Since there are three terms, and the exponent on one of the variable terms, $x^{4/3}$, is exactly twice that of the other, $x^{2/3}$, we have ourselves a "quadratic in disguise" and we can rewrite $x^{4/3} - x^{2/3} - 6 = 0$ as $\left(x^{2/3}\right)^2 - x^{2/3} - 6 = 0$. If we let $u = x^{2/3}$, then in terms of u, we get $u^2 - u - 6 = 0$. Solving for u, we obtain $u = -2$ or $u = 3$. Replacing $x^{2/3}$ back in for u, we get $x^{2/3} = -2$ or $x^{2/3} = 3$.

To avoid the trouble we encountered in the discussion following the definition of the rational exponent form of radicals, we now convert back to radical notation. By interpreting $x^{2/3}$ as $\sqrt[3]{x^2}$ we have $\sqrt[3]{x^2} = -2$ or $\sqrt[3]{x^2} = 3$. Cubing both sides of these equations results in $x^2 = -8$, which admits no real solution, or $x^2 = 27$, which gives $x = \pm 3\sqrt{3}$.

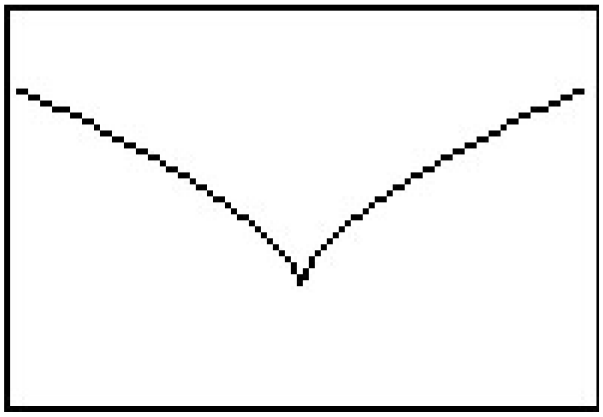
We construct a sign diagram and find $x^{4/3} - x^{2/3} - 6 > 0$ on $\left(-\infty, -3\sqrt{3}\right) \cup \left(3\sqrt{3}, \infty\right)$. To check our answer graphically, we set $f(x) = x^{2/3}$ and $g(x) = x^{4/3} - 6$. The solution to $x^{2/3} < x^{4/3} - 6$ corresponds to the inequality $f(x) < g(x)$, which means we are looking for the x values for which the graph of f is below the graph of g. Using graphing technology, we confirm[11] that the graphs cross at $x = \pm 3\sqrt{3}$. We see that the graph of f is below the graph of g (the thicker curve) on $\left(-\infty, -3\sqrt{3}\right) \cup \left(3\sqrt{3}, \infty\right)$.



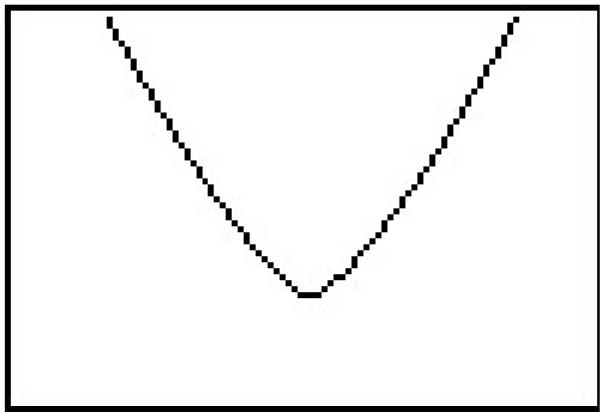


$y = f(x)$ and $\boldsymbol{y = g(x)}$

As a point of interest, if we take a closer look at the graphs of f and g near $x = 0$ with the axes off, we see that despite the fact they both involve cube roots, they exhibit different behavior near $x = 0$. The graph of f has a sharp turn, or cusp, while g does not.



$y = f(x)$ near $x = 0$



$y = g(x)$ near $x = 0$

b. To solve $3(2-x)^{1/3} \leq x(2-x)^{-2/3}$, we gather all the nonzero terms on one side and obtain $3(2-x)^{1/3} - x(2-x)^{-2/3} \leq 0$. We set $r(x) = 3(2-x)^{1/3} - x(2-x)^{-2/3}$. As in number 1, the denominators of the rational exponents are odd, which means there are no domain concerns there. However, the negative exponent on the second term indicates a denominator. Rewriting $r(x)$ with positive exponents, we obtain

$$r(x) = 3(2-x)^{1/3} - \frac{x}{(2-x)^{2/3}}$$

Setting the denominator equal to zero we get $(2-x)^{2/3}=0$, or $\sqrt[3]{(2-x)^2}=0$. After cubing both sides, and subsequently taking square roots, we get $2-x=0$, or $x=2$. Hence, the domain of r is $(-\infty,2)\cup(2,\infty)$. To find the zeros of r, we set $r(x)=0$. There are two school of thought on how to proceed and we demonstrate both.

- $$\begin{aligned} r(x) &= 3(2-x)^{1/3}-x(2-x)^{-2/3} \\ &= (2-x)^{-2/3}\left[3(2-x)^{\frac{1}{3}-\left(-\frac{2}{3}\right)}-x\right] \\ &= (2-x)^{-2/3}\left[3(2-x)^{3/3}-x\right] \\ &= (2-x)^{-2/3}\left[3(2-x)^{1}-x\right] \qquad \left(\text{since } \sqrt[3]{u^3}=(\sqrt[3]{u})^3=u\right) \\ &= (2-x)^{-2/3}(6-4x) \\ &= (2-x)^{-2/3}(6-4x) \end{aligned}$$

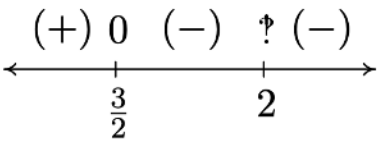
  To solve $r(x)=0$, we set $(2-x)^{-2/3}(6-4x)=0$, or $\frac{6-4x}{(2-x)^{2/3}}=0$. We have $6-4x=0$ or $x=\frac{3}{2}$.

- Common Denominator Approach. We rewrite

$$\begin{aligned} r(x) &= 3(2-x)^{1/3}-x(2-x)^{-2/3} \\ &= 3(2-x)^{1/3}-\frac{x}{(2-x)^{2/3}} \\ &= \frac{3(2-x)^{1/3}(2-x)^{2/3}}{(2-x)^{2/3}}-\frac{x}{(2-x)^{2/3}} \qquad \text{(common denominator)} \\ &= \frac{3(2-x)^{\frac{1}{3}+\frac{2}{3}}}{(2-x)^{2/3}}-\frac{x}{(2-x)^{2/3}} \\ &= \frac{3(2-x)^{3/3}}{(2-x)^{2/3}}-\frac{x}{(2-x)^{2/3}} \\ &= \frac{3(2-x)^{1}}{(2-x)^{2/3}}-\frac{x}{(2-x)^{2/3}} \qquad \left(\text{since } \sqrt[3]{u^3}=(\sqrt[3]{u})^3=u\right) \\ &= \frac{3(2-x)-x}{(2-x)^{2/3}} \\ &= \frac{6-4x}{(2-x)^{2/3}} \end{aligned}$$

  As before, when we set $r(x)=0$ we obtain $x=\frac{3}{2}$.

  We now create our sign diagram and find $3(2-x)^{1/3}-x(2-x)^{-2/3}\le 0$ on $\left[\frac{3}{2},2\right)\cup(2,\infty)$. To check this graphically, we set $f(x)=3(2-x)^{1/3}$ and $g(x)=x(2-x)^{-2/3}$ (the thicker curve). We confirm that the graphs intersect at $x=\frac{3}{2}$ and the graph of f is below the graph of g for $x\ge\frac{3}{2}$, with the exception of $x=2$ where it appears the graph of g has a vertical asymptote.





$y = f(x)$ and $\boldsymbol{y = g(x)}$

Subsection Footnotes

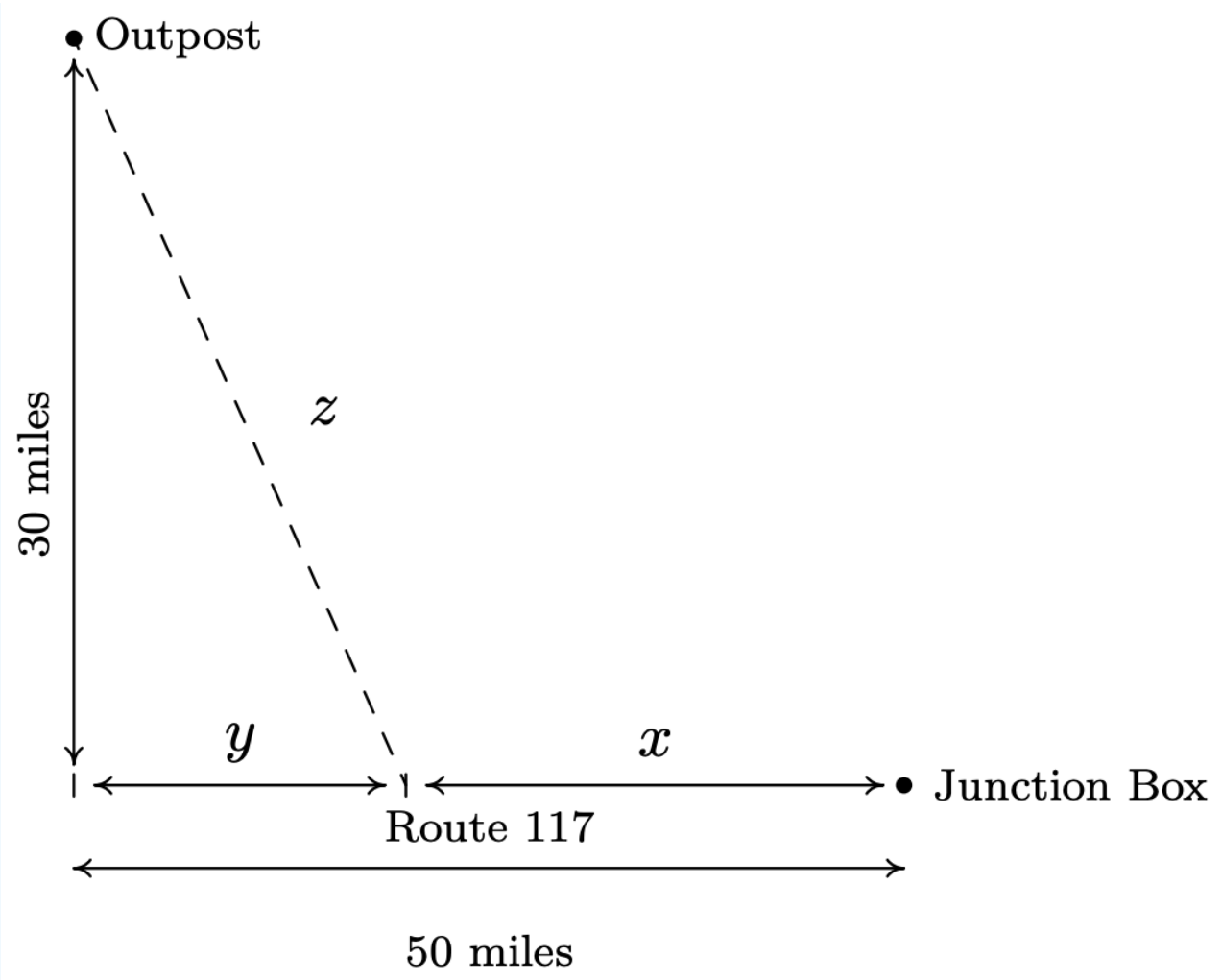
[11] Or at least confirm to several decimal places.

Applications Involving Radicals

One application of algebraic functions was given in Example 1.6.6 in Section 1.6. Our last example is a more sophisticated application of distance.

Example 5.3.3

Carl wishes to get high speed internet service installed in his remote Sasquatch observation post located 30 miles from Route 117. The nearest junction box is located 50 miles down the road from the post, as indicated in the diagram below. Suppose it costs \$15 per mile to run cable along the road and \$20 per mile to run cable off of the road.



a. Express the total cost C of connecting the Junction Box to the Outpost as a function of x, the number of miles the cable is run along Route 117 before heading off road directly towards the Outpost. Determine a reasonable applied domain for the problem.

b. Use your calculator to graph $y = C(x)$ on its domain. What is the minimum cost? How far along Route 117 should the cable be run before turning off of the road?

Solution

a. The cost is broken into two parts: the cost to run cable along Route 117 at $\$15$ per mile, and the cost to run it off road at $\$20$ per mile. Since x represents the miles of cable run along Route 117, the cost for that portion is $15x$. From the diagram, we see that the number of miles the cable is run off road is z, so the cost of that portion is $20z$. Hence, the total cost is $C = 15x + 20z$. Our next goal is to determine z as a function of x. The diagram suggests we can use the Pythagorean Theorem to get $y^2 + 30^2 = z^2$. But we also see $x + y = 50$ so that $y = 50 - x$. Hence, $z^2 = (50 - x)^2 + 900$. Solving for z, we obtain $z = \pm\sqrt{(50 - x)^2 + 900}$. Since z represents a distance, we choose $z = \sqrt{(50 - x)^2 + 900}$ so that our cost as a function of x only is given by

$$C(x) = 15x + 20\sqrt{(50 - x)^2 + 900}$$

From the context of the problem, we have $0 \leq x \leq 50$.

b. Graphing $y = C(x)$ on a calculator and using the 'Minimum' feature, we find the relative minimum (which is also the absolute minimum in this case) to two decimal places to be $(15.98, 1146.86)$ Here the x-coordinate tells us that in order to minimize cost, we should run 15.98 miles of cable along Route 117 and then turn off of the road and head towards the outpost. The y-coordinate tells us that the minimum cost, in dollars, to do so is $\$1146.86$ The ability to stream live SasquatchCasts? Priceless.

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5.3E: Exercises

Exercises

For each function in Exercises 1 - 10 below

- Find its domain.
- Create a sign diagram.
- Use your calculator to help you sketch its graph and identify any vertical or horizontal asymptotes, 'unusual steepness' or cusps.

1. $f(x) = \sqrt{1-x^2}$
2. $f(x) = \sqrt{x^2-1}$
3. $f(x) = x\sqrt{1-x^2}$
4. $f(x) = x\sqrt{x^2-1}$
5. $f(x) = \sqrt[4]{\dfrac{16x}{x^2-9}}$
6. $f(x) = \dfrac{5x}{\sqrt[3]{x^3+8}}$
7. $f(x) = x^{\frac{2}{3}}(x-7)^{\frac{1}{3}}$
8. $f(x) = x^{\frac{3}{2}}(x-7)^{\frac{1}{3}}$
9. $f(x) = \sqrt{x(x+5)(x-4)}$
10. $f(x) = \sqrt[3]{x^3+3x^2-6x-8}$

In Exercises 11 - 16, sketch the graph of $y = g(x)$ by starting with the graph of $y = f(x)$ and using the transformations presented in Section 1.7.

11. $f(x) = \sqrt[3]{x}$, $g(x) = \sqrt[3]{x-1} - 2$
12. $f(x) = \sqrt[3]{x}$, $g(x) = -2\sqrt[3]{x+1} + 4$
13. $f(x) = \sqrt[4]{x}$, $g(x) = \sqrt[4]{x-1} - 2$
14. $f(x) = \sqrt[4]{x}$, $g(x) = 3\sqrt[4]{x-7} - 1$
15. $f(x) = \sqrt[5]{x}$, $g(x) = \sqrt[5]{x+2} + 3$
16. $f(x) = \sqrt[8]{x}$, $g(x) = \sqrt[8]{-x} - 2$

In Exercises 17 - 35, solve the equation or inequality.

17. $x+1 = \sqrt{3x+7}$
18. $2x+1 = \sqrt{3-3x}$
19. $x + \sqrt{3x+10} = -2$
20. $3x + \sqrt{6-9x} = 2$
21. $2x-1 = \sqrt{x+3}$
22. $x^{\frac{3}{2}} = 8$
23. $x^{\frac{2}{3}} = 4$
24. $\sqrt{x-2} + \sqrt{x-5} = 3$
25. $\sqrt{2x+1} = 3 + \sqrt{4-x}$
26. $5 - (4-2x)^{\frac{2}{3}} = 1$
27. $10 - \sqrt{x-2} \leq 11$
28. $\sqrt[3]{x} \leq x$
29. $2(x-2)^{-\frac{1}{3}} - \frac{2}{3}x(x-2)^{-\frac{4}{3}} \leq 0$
30. $-\frac{4}{3}(x-2)^{-\frac{4}{3}} + \frac{8}{9}x(x-2)^{-\frac{7}{3}} \geq 0$
31. $2x^{-\frac{1}{3}}(x-3)^{\frac{1}{3}} + x^{\frac{2}{3}}(x-3)^{-\frac{2}{3}} \geq 0$
32. $\sqrt[3]{x^3+3x^2-6x-8} > x+1$
33. $\frac{1}{3}x^{\frac{3}{4}}(x-3)^{-\frac{2}{3}} + \frac{3}{4}x^{-\frac{1}{4}}(x-3)^{\frac{1}{3}} < 0$
34. $x^{-\frac{1}{3}}(x-3)^{-\frac{2}{3}} - x^{-\frac{4}{3}}(x-3)^{-\frac{5}{3}}(x^2-3x+2) \geq 0$

35. $\frac{2}{3}(x+4)^{\frac{3}{5}}(x-2)^{-\frac{1}{3}}+\frac{3}{5}(x+4)^{-\frac{2}{5}}(x-2)^{\frac{2}{3}} \geq 0$
36. Rework Example 5.3.3 so that the outpost is 10 miles from Route 117 and the nearest junction box is 30 miles down the road for the post.
37. The volume V of a right cylindrical cone depends on the radius of its base r and its height h and is given by the formula $V=\frac{1}{3}\pi r^2 h$. The surface area S of a right cylindrical cone also depends on r and h according to the formula $S=\pi r\sqrt{r^2+h^2}$. Suppose a cone is to have a volume of 100 cubic centimeters.
    a. Use the formula for volume to find the height h as a function of r.
    b. Use the formula for surface area and your answer to 37a to find the surface area S as a function of r.
    c. Use your calculator to find the values of r and h which minimize the surface area. What is the minimum surface area? Round your answers to two decimal places.
38. The National Weather Service uses the following formula to calculate the wind chill:

$$W=35.74+0.6215\,T_a-35.75\,V^{0.16}+0.4275\,T_a\,V^{0.16}$$

where W is the wind chill temperature in $^\circ$F, T_a is the air temperature in $^\circ$F, and V is the wind speed in miles per hour. Note that W is defined only for air temperatures at or lower than 50°F and wind speeds above 3 miles per hour.
    a. Suppose the air temperature is 42° and the wind speed is 7 miles per hour. Find the wind chill temperature. Round your answer to two decimal places.
    b. Suppose the air temperature is 37°F and the wind chill temperature is 30°F. Find the wind speed. Round your answer to two decimal places.
39. As a follow-up to Exercise 38, suppose the air temperature is 28°F.
    a. Use the formula from Exercise 38 to find an expression for the wind chill temperature as a function of the wind speed, $W(V)$.
    b. Solve $W(V)=0$, round your answer to two decimal places, and interpret.
    c. Graph the function W using your calculator and check your answer to part 39b.
40. The period of a pendulum in seconds is given by

$$T=2\pi\sqrt{\frac{L}{g}}$$

(for small displacements) where L is the length of the pendulum in meters and $g=9.8$ meters per second per second is the acceleration due to gravity. My Seth-Thomas antique schoolhouse clock needs $T=\frac{1}{2}$ second and I can adjust the length of the pendulum via a small dial on the bottom of the bob. At what length should I set the pendulum?
41. The Cobb-Douglas production model states that the yearly total dollar value of the production output P in an economy is a function of labor x (the total number of hours worked in a year) and capital y (the total dollar value of all of the stuff purchased in order to make things). Specifically, $P=ax^by^{1-b}$. By fixing P, we create what's known as an 'isoquant' and we can then solve for y as a function of x. Let's assume that the Cobb-Douglas production model for the country of Sasquatchia is $P=1.23x^{0.4}y^{0.6}$.
    a. Let $P=300$ and solve for y in terms of x. If $x=100$, what is y?
    b. Graph the isoquant $300=1.23x^{0.4}y^{0.6}$. What information does an ordered pair (x,y) which makes $P=300$ give you? With the help of your classmates, find several different combinations of labor and capital all of which yield $P=300$. Discuss any patterns you may see.
42. According to Einstein's Theory of Special Relativity, the observed mass m of an object is a function of how fast the object is traveling. Specifically,

$$m(x)=\frac{m_r}{\sqrt{1-\dfrac{x^2}{c^2}}}$$

where $m(0)=m_r$ is the mass of the object at rest, x is the speed of the object and c is the speed of light.
    a. Find the applied domain of the function.
    b. Compute $m(.1c)$, $m(.5c)$, $m(.9c)$and $m(.999c)$.
    c. As $x\to c^-$, what happens to $m(x)$?

d. How slowly must the object be traveling so that the observed mass is no greater than 100 times its mass at rest?

43. Find the inverse of $k(x) = \dfrac{2x}{\sqrt{x^2-1}}$.

44. Suppose Fritzy the Fox, positioned at a point (x, y) in the first quadrant, spots Chewbacca the Bunny at $(0, 0)$. Chewbacca begins to run along a fence (the positive y-axis) towards his warren. Fritzy, of course, takes chase and constantly adjusts his direction so that he is always running directly at Chewbacca. If Chewbacca's speed is v_1 and Fritzy's speed is v_2, the path Fritzy will take to intercept Chewbacca, provided v_2 is directly proportional to, but not equal to, v_1 is modeled by

$$y = \frac{1}{2}\left(\frac{x^{1+v_1/v_2}}{1+v_1/v_2} - \frac{x^{1-v_1/v_2}}{1-v_1/v_2}\right) + \frac{v_1 v_2}{v_2^2 - v_1^2} \tag{5.3E.1}$$

a. Determine the path that Fritzy will take if he runs exactly twice as fast as Chewbacca; that is, $v_2 = 2v_1$. Use your calculator to graph this path for $x \geq 0$. What is the significance of the y-intercept of the graph?
b. Determine the path Fritzy will take if Chewbacca runs exactly twice as fast as he does; that is, $v_1 = 2v_2$. Use your calculator to graph this path for $x > 0$. Describe the behavior of y as $x \to 0^+$ and interpret this physically.
c. With the help of your classmates, generalize parts (a) and (b) to two cases: $v_2 > v_1$ and $v_2 < v_1$. We will discuss the case of $v_1 = v_2$ in Exercise 32 in Section 6.5.

45. Verify the Quotient Rule for Radicals in Theorem 5.3.1.

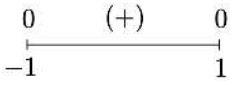
46. Show that $\left(x^{\frac{3}{2}}\right)^{\frac{2}{3}} = x$ for all $x \geq 0$.

47. Show that $\sqrt[3]{2}$ is an irrational number by first showing that it is a zero of $p(x) = x^3 - 2$ and then showing p has no rational zeros. (You'll need the Rational Zeros Theorem, Theorem 3.3.2, in order to show this last part.)

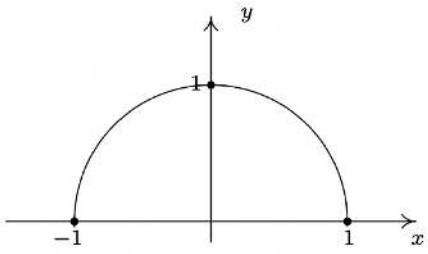
48. With the help of your classmates, generalize Exercise 47 to show that $\sqrt[n]{c}$ is an irrational number for any natural numbers $c \geq 2$ and $n \geq 2$ provided that $c \neq p^n$ for some natural number p.

Answers

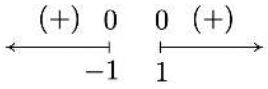
1. $f(x) = \sqrt{1-x^2}$
Domain: $[-1, 1]$



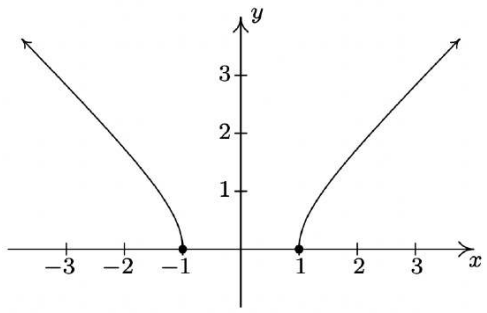
No asymptotes
Unusual steepness at $x = -1$ and $x = 1$
No cusps



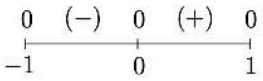
2. $f(x) = \sqrt{x^2-1}$
Domain: $(-\infty, -1] \cup [1, \infty)$



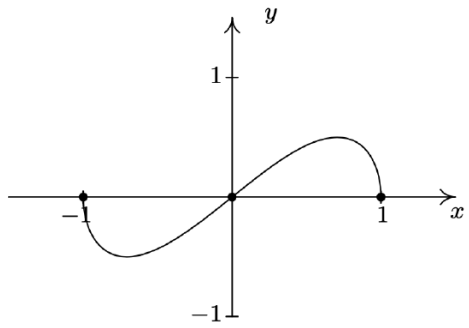
No asymptotes
Unusual steepness at $x = -1$ and $x = 1$
No cusps



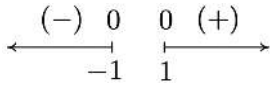
3. $f(x) = x\sqrt{1-x^2}$
Domain: $[-1, 1]$



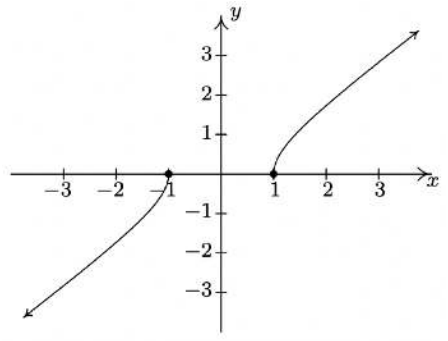
No asymptotes
Unusual steepness at $x = -1$ and $x = 1$
No cusps



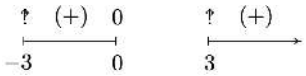
4. $f(x) = x\sqrt{x^2-1}$
Domain: $(-\infty, -1] \cup [1, \infty)$



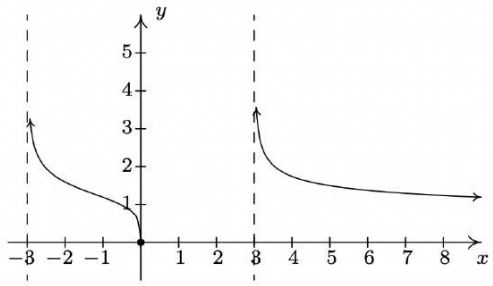
No asymptotes
Unusual steepness at $x = -1$ and $x = 1$
No cusps



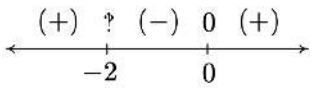
5. $f(x) = \sqrt[4]{\dfrac{16x}{x^2-9}}$
Domain: $(-3, 0] \cup (3, \infty)$



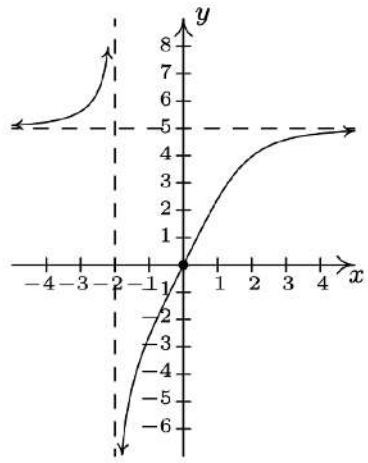
Vertical asymptotes: $x = -3$ and $x = 3$
Horizontal asymptote: $y = 0$
Unusual steepness at $x = 0$
No cusps



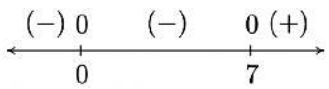
6. $f(x) = \dfrac{5x}{\sqrt[3]{x^3+8}}$
Domain: $(-\infty, -2) \cup (-2, \infty)$



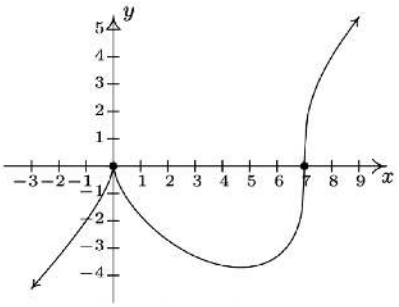
Vertical asymptote $x = -2$
Horizontal asymptote $y = 5$
No unusual steepness or cusps



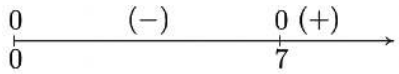
7. 2 $f(x) = x^{\frac{2}{3}}(x-7)^{\frac{1}{3}}$
Domain: $(-\infty, \infty)$



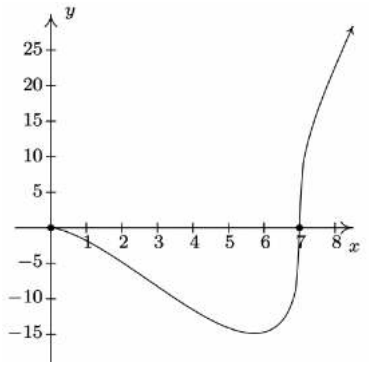
No vertical or horizontal asymptotes[13]
Unusual steepness at $x = 7$
Cusp at $x = 0$



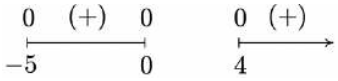
8. $f(x) = x^{\frac{3}{2}}(x-7)^{\frac{1}{3}}$
   Domain: $[0, \infty)$



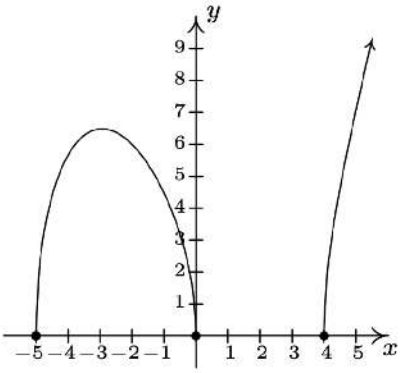
   No asymptotes
   Unusual steepness at $x = 7$
   No cusps



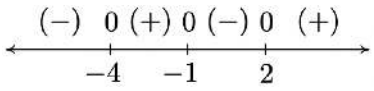
9. $f(x) = \sqrt{x(x+5)(x-4)}$
   Domain: $[-5, 0] \cup [4, \infty)$



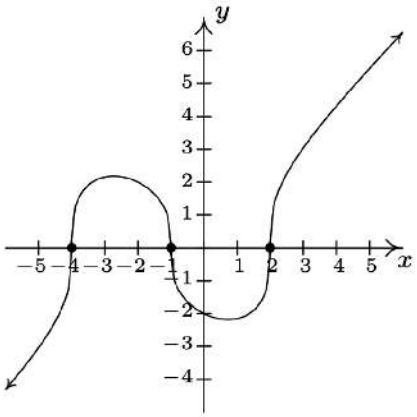
   No asymptotes
   Unusual steepness at $x = -5, x = 0$ and $x = 4$
   No cusps



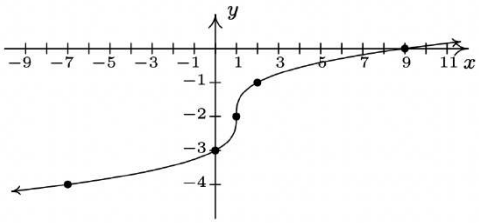
10. 2 $f(x) = \sqrt[3]{x^3 + 3x^2 - 6x - 8}$
    Domain: $(-\infty, \infty)$



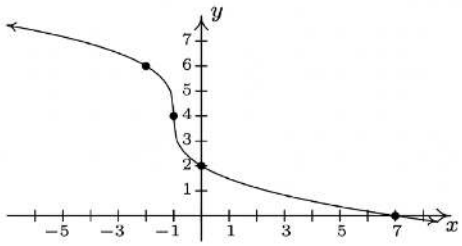
No vertical or horizontal asymptotes[14]
Unusual steepness at $x = -4, x = -1$ and $x = 2$
No cusps



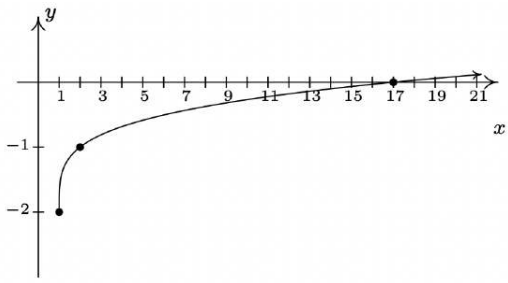
11. $g(x) = \sqrt[3]{x-1} - 2$



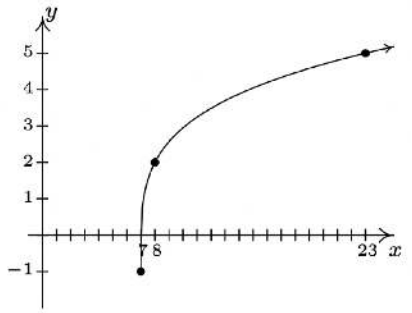
12. $g(x) = -2\sqrt[3]{x+1} + 4$



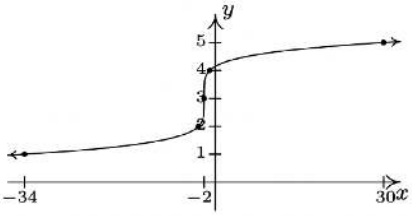
13. $g(x) = \sqrt[4]{x-1} - 2$



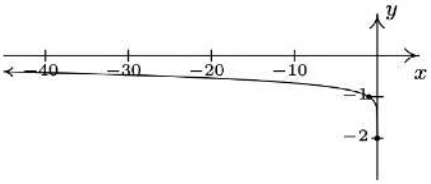
14. $g(x) = 3\sqrt[4]{x-7} - 1$



15. $g(x) = \sqrt[5]{x+2} + 3$



16. $g(x) = \sqrt[8]{-x} - 2$

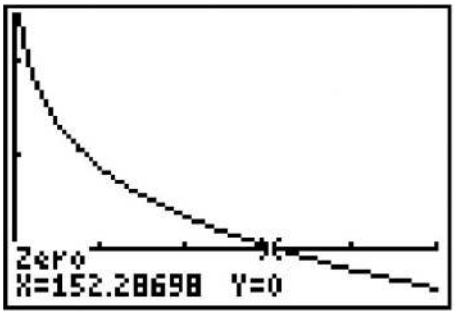


17. $x = 3$
18. $x = \frac{1}{4}$
19. $x = -3$
20. $x = -\frac{1}{3}, \frac{2}{3}$
21. $x = \frac{5+\sqrt{57}}{8}$
22. $x = 4$
23. $x = \pm 8$
24. $x = 6$
25. $x = 4$
26. $x = -2, 6$
27. $[2, \infty)$
28. $[-1, 0] \cup [1, \infty)$
29. $(-\infty, 2) \cup (2, 3]$
30. $(2, 6]$
31. $(-\infty, 0) \cup [2, 3) \cup (3, \infty)$
32. $(-\infty, -1)$
33. $\left(0, \frac{27}{13}\right)$
34. $(-\infty, 0) \cup (0, 3)$
35. $(-\infty, -4) \cup \left(-4, -\frac{22}{19}\right] \cup (2, \infty)$
36. $C(x) = 15x + 20\sqrt{100 + (30-x)^2}$, $0 \le x \le 30$. The calculator gives the absolute minimum at $\approx (18.66, 582.29)$ This means to minimize the cost, approximately 18.66 miles of cable should be run along Route 117 before turning off the road and heading towards the outpost. The minimum cost to run the cable is approximately $\$582.29$.
37. a. $h(r) = \frac{300}{\pi r^2}$, $r > 0$.
    b. $S(r) = \pi r \sqrt{r^2 + \left(\frac{300}{\pi r^2}\right)^2} = \frac{\sqrt{\pi^2 r^6 + 90000}}{r}$, $r > 0$

c. The calculator gives the absolute minimum at the point $\approx (4.07, 90.23)$ This means the radius should be (approximately) 4.07 centimeters and the height should be 5.76 centimeters to give a minimum surface area of 90.23 square centimeters.

38. a. $W \approx 37.55^\circ$ F.
    b. $V \approx 9.84$ miles per hour.

39. a. $W(V) = 53.142 - 23.78V^{0.16}$. Since we are told in Exercise 38 that wind chill is only effect for wind speeds of more than 3 miles per hour, we restrict the domain to $V > 3$.
    b. $W(V) = 0$ when $V \approx 152.29$. This means, according to the model, for the wind chill temperature to be 0°F, the wind speed needs to be 152.29miles per hour.
    c. The graph is below.



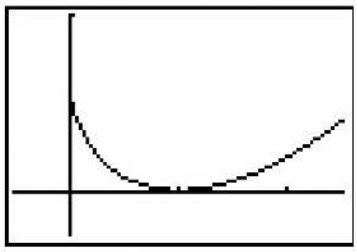
40. $9.8\left(\dfrac{1}{4\pi}\right)^2 \approx 0.062$ meters or 6.2 centimeters

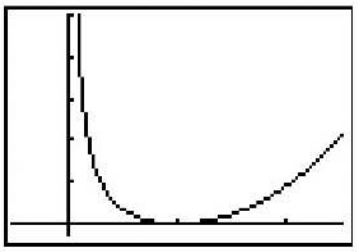
41. a. First rewrite the model as $P = 1.23x^{\frac{2}{5}}y^{\frac{3}{5}}$. Then $300 = 1.23x^{\frac{2}{5}}y^{\frac{3}{5}}$ yields $y = \left(\dfrac{300}{1.23x^{\frac{2}{5}}}\right)^{\frac{5}{3}}$. If $x = 100$ then $y \approx 441.93687$.

42. a. $[0, c)$
    b. $m(.1c) = \dfrac{m_r}{\sqrt{.99}} \approx 1.005m_r \quad m(.5c) = \dfrac{m_r}{\sqrt{.75}} \approx 1.155m_r$
    $m(.9c) = \dfrac{m_r}{\sqrt{.19}} \approx 2.294m_r \quad m(.999c) = \dfrac{m_r}{\sqrt{.0.001999}} \approx 22.366m_r$
    c. As $x \to c^-$, $m(x) \to \infty$
    d. If the object is traveling no faster than approximately 0.99995times the speed of light, then its observed mass will be no greater than $100m_r$.

43. $k^{-1}(x) = \dfrac{x}{\sqrt{x^2 - 4}}$

44. a. $y = \frac{1}{3}x^{3/2} - \sqrt{x} + \frac{2}{3}$. The point $\left(0, \frac{2}{3}\right)$ is when Fritzy's path crosses Chewbacca's path - in other words, where Fritzy catches Chewbacca.
    b. $y = \frac{1}{6}x^3 + \frac{1}{2x} - \frac{2}{3}$. Using the techniques from Chapter 4, we find as $x \to 0^+$, $y \to \infty$ which means, in this case, Fritzy's pursuit never ends; he never catches Chewbacca. This makes sense since Chewbacca has a head start and is running faster than Fritzy.


$y = \frac{1}{3}x^{3/2} - \sqrt{x} + \frac{2}{3}$


$y = \frac{1}{6}x^3 + \frac{1}{2x} - \frac{2}{3}$

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- **5.3: Other Algebraic Functions** has no license indicated.

5.4: Algebraic Simplifications Necessary for Calculus

Suggested Prerequisite Topics

This section is designed assuming you understand the following topics from Algebra.

- Factoring the GCF from an expression.
- Factoring polynomials by grouping.
- Factoring trinomials.
- Factoring using the Difference of Squares formula.
- Laws of Exponents
- Finding the LCD for a rational expression.
- Identifying and writing the conjugate for a binomial expression.

Learning Objectives

- Factor expressions requiring the Sum and Difference of Cubes formulas.
- Factor the GCF from expressions involving negative rational exponents.
- Understand when distribution is unnecessary during the simplification process.
- Simplify a compound rational expression (possibly involving negative integer exponents).
- Rationalize the denominator or numerator of an expression.

Before moving on, we need to ensure that our algebraic simplification skills are "up to snuff." This section briefly covers some standard factorization techniques necessary for Calculus. These techniques are not just theoretical, but they are the backbone of many Calculus problems. We also review simplifying compound rational expressions and rationalizing (both numerators and denominators). As is the case for most review topics, the level here might seem higher than what you learned in your Intermediate Algebra class, but I assure you that the base content is the same. The material in this section was included from years of experience teaching Calculus and seeing students, semester after semester, struggle to succeed in the subject due to holes in their prerequisite Algebra skills.

Nontrivial Factoring Techniques

Up to this point in Algebra, it is assumed the reader has proficiency with the following factoring techniques:

- factoring out the GCF (greatest common factor) from an algebraic expression
- factoring a polynomial by grouping
- factoring a binomial using the Difference of Squares formula, if possible
- factoring a trinomial having a lead coefficient of 1
- factoring a trinomial having a lead coefficient other than 1 (or 0)

Factoring Using the Sum and Difference of Cubes

We begin this subsection by augmenting our factoring knowledge with the **Sum and Difference of Cubes** formula.

Theorem: Sum and Difference of Cubes

$$F^3 \pm L^3 = (F \pm L)(F^2 \mp FL + L^2)$$

As with all the factoring techniques you learned in Algebra, this new formula will arise as a required peripheral skill while working on something in Calculus. You could be twenty minutes into a robust problem when you suddenly need to use the Difference of Cubes formula to move forward. Calculus is so dependent on your mastery of these prerequisite topics that it is commonly the case that students fail Calculus not due to their lack of ability to understand concepts in Calculus, but as a result of not knowing the fundamental Algebra that Calculus requires.

Example 5.4.1

You are working on a complex Calculus problem during an exam and arrive at the following expression.

$$\frac{8x^3 - 27}{3 - 2x}$$

You are told that $x \neq \frac{3}{2}$.

You cannot move forward on the problem without somehow removing that denominator (this is something that will be necessary, for reasons to be revealed in Calculus). Simplify the expression to an equivalent expression not involving the denominator $3 - 2x$.

Solution

Using the difference of cubes formula, we get

$$\begin{aligned}
\frac{8x^3-27}{3-2x} &= \frac{(2x)^2-(3)^3}{3-2x} \\
&= \frac{(2x-3)\left(4x^2+6x+9\right)}{3-2x} \\
&= \frac{-(3-2x)\left(4x^2+6x+9\right)}{(3-2x)} \\
&= \frac{-\cancel{(3-2x)}^{1}\left(4x^2+6x+9\right)}{\cancel{(3-2x)}^{1}} \\
&= -\left(4x^2+6x+9\right)
\end{aligned}$$

Factoring the GCF Out of Expressions Involving Negative Rational Exponents

A common factoring technique required in Calculus comes up when the result of some manipulation leads to an expression of the form

$$3(1+x)^{1/3}-x(1+x)^{-2/3}.$$

It will be *necessary* to factor this expression. But how? The answer comes from Algebra - factor out the GCF. While we already know this concept from our previous math classes, our approach here will seem slightly higher in level.

The critical concept to remember when factoring out the GCF is that factoring is a division process. That is, when we factor $3x-6$, we divide out the 3 from both $3x$ and -6. Hence, $3x-6=3\left(\frac{3x}{3}-\frac{6}{3}\right)=3(x-2)$. Of course, most people skip that middle step. With this being said, we can focus on factoring more complex algebraic expressions.

When factoring the GCF out of an algebraic expression, we were taught to factor out the smallest-powered versions of the shared factors. For example, given

$$a^M b^n+a^m b^N,$$

where $m<M$ and $n<N$, we identify the common factors as a (to a power) and b (to a power). Since the smallest power on a is m and the smallest power on b is n, we factor out $a^m b^n$.

$$a^M b^n+a^m b^N=a^m b^n\left(\frac{a^M b^n}{a^m b^n}+\frac{a^m b^N}{a^m b^n}\right)=a^m b^n\left(a^{M-m}+b^{N-n}\right).$$

To memorize this formula is preposterous, so we will focus on the concept rather than the rote memorization.

Example 5.4.2

It's the third exam in your Differential Calculus class (also known as Calculus I) and you are trying to use Calculus to graph the function

$$f(x)=\frac{3}{2}(1+x)^{4/3}+3(1+x)^{1/3}+2.$$

You have done some great work so far, but at some point you arrive at the expression

$$3(1+x)^{1/3}-x(1+x)^{-2/3},$$

and you need to factor this to make the rest of your mathematics easy.

Solution

Both terms in the expression share the factor $(1+x)$; however, the second term has the smallest-powered version of this factor. Therefore, we factor out $(1+x)^{-2/3}$.

$$\begin{aligned}
3(1+x)^{1/3}-x(1+x)^{-2/3} &= (1+x)^{-2/3}\left(\frac{3(1+x)^{1/3}}{(1+x)^{-2/3}}-\frac{x(1+x)^{-2/3}}{(1+x)^{-2/3}}\right) && \text{(factoring out the GCF (which is just division))} \\
&= (1+x)^{-2/3}\left(3(1+x)^{1/3+2/3}-x(1+x)^{-2/3+2/3}\right) && \text{(Laws of Exponents)} \\
&= (1+x)^{-2/3}\left(3(1+x)-x(1+x)^{0}\right) && \text{(Arithmetic)} \\
&= (1+x)^{-2/3}\left(3(1+x)-x\right) && \text{(Laws of Exponents)} \\
&= (1+x)^{-2/3}(3+2x) && \text{(distributing and combining like terms)}
\end{aligned}$$

Knowing When to Distribute

You might have wondered why your Algebra instructors spent months covering factoring techniques. It is a fair question and one that is often answered with a terse, "because you will need it." The truth, however, is much more complex.

It turns out that many functions in Mathematics can be written as polynomials (albeit, very long polynomials), and factoring a polynomial can lead to faster computations in the long run.[1] While incredibly simplified, this is, in a nutshell, why factoring is important. So, if the ultimate goal is to get expressions into a completely factored form,[2] should we give up on the "undoing" of factoring (called distribution)?

Just as subtraction (the "undoing" of addition) is as important as addition, and division (the "undoing" of multiplication) is as important as multiplication, distribution is still an essential action despite our ultimate desire to factor. If you have an expression that is already factored (for example, an expression like $(3x-1)(2x+5)$), distributing things out is *almost* always a bad idea; however, that word "almost" is what we are concerned with. How do we know when distribution is a bad idea? In Calculus, the answer to this question boils down to two scenarios, each involving rational expressions.

There are many times when you are going to multiply the numerator and denominator of a rational expression by a fraction equivalent to 1. For example, you might be multiplying both the numerator and denominator by the LCD of all fractions within a compound fraction, as seen below.[3]

$$\frac{1/2}{1/3}=\frac{1/2}{1/3}\cdot\frac{6}{6}=\frac{1/\cancel{2}^{1}}{1/\cancel{3}^{1}}\cdot\frac{\cancel{6}^{3}}{\cancel{6}^{2}}=\frac{3}{2}$$

In this case, we multiplied the given expression, which was a bit complex-looking, by 1 in the form of $\frac{6}{6}$. The result was a much cleaner-looking expression.

Another common need in Calculus is to multiply the numerator and denominator of an expression by a conjugate. For example, given $\frac{2}{\sqrt{3}+1}$, we could rewrite the expression by multiplying it by something equivalent to 1. The "something" we would use is the conjugate of the denominator, which is $\sqrt{3}-1$.

$$\frac{2}{\sqrt{3}+1}=\frac{2}{\sqrt{3}+1}\cdot\frac{\sqrt{3}-1}{\sqrt{3}-1}=\frac{2\left(\sqrt{3}-1\right)}{\left(\sqrt{3}+1\right)\left(\sqrt{3}-1\right)}=\frac{2\sqrt{3}-2}{3-\sqrt{3}+\sqrt{3}-1}=\frac{2\sqrt{3}-2}{2}=\frac{\cancel{2}^{1}\left(\sqrt{3}-1\right)}{\cancel{2}^{1}}=\sqrt{3}-1$$

Notice, however, that we distributed the 2 through the numerator after the third equals sign, but then factored it back out later. That was a wasted step! In fact, in these cases, you are often faced with a simple decision - do you distribute *everything* out? Do you only distribute out the numerator? Do you only distribute out the denominator? Do you leave things factored?

The following is a good rule of thumb to follow:

Rule of Thumb: Knowing When to Distribute

When you have no choice but to multiply the numerator and denominator of a rational expression by either

a. a conjugate (to clear radicals), or
b. an LCD (to clear a compound fraction),

only perform distribution on the part (numerator or denominator) that caused the need for such an operation. That is, do not use distribution on the non-offending piece.

That Rule of Thumb probably doesn't make sense, so we will clarify it in Example 5.4.3.

Simplifying Compound Fractions

The first half of Calculus will be littered with "fractions containing fractions." These are commonly known as **compound fractions**. For example, you will inevitably have to deal with a compound fraction of the form

$$\frac{(1+x+h)^{-1}-(1+x)^{-1}}{h}.$$

When faced with such an expression, you must find the LCD of all fractions contained in the numerator and the denominator. If you multiply both the numerator and denominator of the compound fraction by this LCD, the entire compound fraction will unravel.

Example 5.4.3

On your first Calculus exam, you end up having to work with the following rational expression.

$$\frac{(1+x+h)^{-1}-(1+x)^{-1}}{h}$$

However, you cannot move past the first step of the given exam problem without having to simplify the compound rational expression (a fact that will *not* be explicitly stated).

Solution

$$\begin{aligned}
\frac{(1+x+h)^{-1}-(1+x)^{-1}}{h} &= \frac{\frac{1}{1+x+h}-\frac{1}{1+x}}{h} && \text{(Laws of Exponents)}\\
&= \frac{\left(\frac{1}{1+x+h}-\frac{1}{1+x}\right)}{h}\cdot\frac{(1+x+h)(1+x)}{(1+x+h)(1+x)} && \text{(multiplying numerator and denominator by the LCD)}\\
&= \frac{\frac{(1+x+h)(1+x)}{1+x+h}-\frac{(1+x+h)(1+x)}{1+x}}{h(1+x+h)(1+x)} && \text{(distributing)}\\
&= \frac{\frac{\cancel{(1+x+h)}(1+x)}{\cancel{(1+x+h)}}-\frac{(1+x+h)\cancel{(1+x)}}{\cancel{(1+x)}}}{h(1+x+h)(1+x)} && \text{(canceling like factors)}\\
&= \frac{(1+x)-(1+x+h)}{h(1+x+h)(1+x)}\\
&= \frac{1+x-1-x-h}{h(1+x+h)(1+x)} && \text{(distributing)}\\
&= \frac{-h}{h(1+x+h)(1+x)} && \text{(combining like terms)}\\
&= \frac{-\cancel{h}}{\cancel{h}(1+x+h)(1+x)} && \text{(canceling like factors)}\\
&= \frac{-1}{(1+x+h)(1+x)} && \text{(canceling like factors)}
\end{aligned}$$

Notice that we did not distribute the denominator in the distribution step on the third line. This was because we were forced to multiply by the LCD because of the fractions in the numerator. Remember the Rule of Thumb: only use distribution on the offending piece (which is the numerator, in the case of Example 5.4.3).

Rationalizing Numerators and Denominators

As with simplifying compound fractions, you must instinctively know when to rationalize a numerator or denominator throughout Calculus (without explicit instruction from your instructor). The Rule of Thumb on knowing when to distribute (and, more importantly, when not to distribute) will be helpful here.

Example 5.4.4

Early on in Calculus, you will be working with expressions like

$$-\frac{\frac{1}{\sqrt{x}}-\frac{1}{\sqrt{x+h}}}{h}.$$

You must immediately identify the need to simplify the compound fraction. Moreover, the h in the denominator is going to be a problem (the reason for which will be discussed in Calculus). Simplify this expression as much as possible, and make sure your final simplification does not have a factor of h in the denominator.

Solution

The first step to simplifying this expression is to simplify the compound fraction.

$$-\frac{\frac{1}{\sqrt{x}}-\frac{1}{\sqrt{x+h}}}{h} = -\frac{\left(\frac{1}{\sqrt{x}}-\frac{1}{\sqrt{x+h}}\right)}{h}\cdot\frac{\sqrt{x}\sqrt{x+h}}{\sqrt{x}\sqrt{x+h}} \quad \text{(multiplying numerator and denominator by the LCD)}$$

$$= -\frac{\sqrt{x+h}-\sqrt{x}}{h\sqrt{x}\sqrt{x+h}} \quad (\text{distributing}^*)$$

$$= \frac{-\sqrt{x+h}+\sqrt{x}}{h\sqrt{x}\sqrt{x+h}} \quad \text{(distributing)}$$

$$= \frac{\sqrt{x}-\sqrt{x+h}}{h\sqrt{x}\sqrt{x+h}} \quad \text{(Commutative Property of Addition)}$$

Now that the compound fraction has been simplified, we are faced with an expression that *still* has the h in the denominator. Remember, a hidden, underlying reason will compel us to somehow remove that through creative uses of Algebra. One such use is conjugate multiplication!

$$\frac{\sqrt{x}-\sqrt{x+h}}{h\sqrt{x}\sqrt{x+h}} = \frac{\left(\sqrt{x}-\sqrt{x+h}\right)}{h\sqrt{x}\sqrt{x+h}}\cdot\frac{\left(\sqrt{x}+\sqrt{x+h}\right)}{\left(\sqrt{x}+\sqrt{x+h}\right)} \quad \text{(multiplying numerator and denominator by the conjugate of the numerator)}$$

$$= \frac{x-(x+h)}{h\sqrt{x}\sqrt{x+h}\left(\sqrt{x}+\sqrt{x+h}\right)} \quad (\text{distributing}^*)$$

$$= \frac{-h}{h\sqrt{x}\sqrt{x+h}\left(\sqrt{x}+\sqrt{x+h}\right)} \quad \text{(distributing)}$$

$$= \frac{-\cancel{h}^{1}}{\cancel{h}^{1}\sqrt{x}\sqrt{x+h}\left(\sqrt{x}+\sqrt{x+h}\right)} \quad \text{(canceling like factors)}$$

$$= \frac{-1}{\sqrt{x}\sqrt{x+h}\left(\sqrt{x}+\sqrt{x+h}\right)}$$

Our final expression is no longer a compound fraction, nor does it have that pesky h in the denominator!

In the solution to Example 5.4.4, there were a couple of times when we did *not* (and, technically, could not) distribute the denominator (I marked these with an asterisk). We were forced to multiply by the LCD because of the fractions in the *numerator*. Remember the Rule of Thumb: only use distribution on the offending piece (the numerator in both cases).

Footnotes

[1] Exponential functions, logarithmic functions, and even some trigonometric functions can be represented as infinitely long polynomials!

[2] This statement is an overgeneralization. While the factored form of an expression is nice to have, there are times (especially in applications) when working with the unfactored expression is preferable.

[3] This type of expression (a fraction involving more fractions) is known as a **compound fraction** (also known as a **complex fraction**).

CHAPTER OVERVIEW

6: Exponential and Logarithmic Functions

6.1: Introduction to Exponential and Logarithmic Functions

6.1E: Exercises

6.2: Properties of Logarithms

6.2E: Exercises

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6.4E: Exercises

6.5: Applications of Exponential and Logarithmic Functions

6.5E: Exercises

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6.1: Introduction to Exponential and Logarithmic Functions

Math 370 Learning Objectives

- Graph and analyze exponential and logarithmic functions involving algebraic transformations (shifts, scale factors, reflections, and absolute value) in rectangular coordinate system.
- Determine the model for exponential applications.

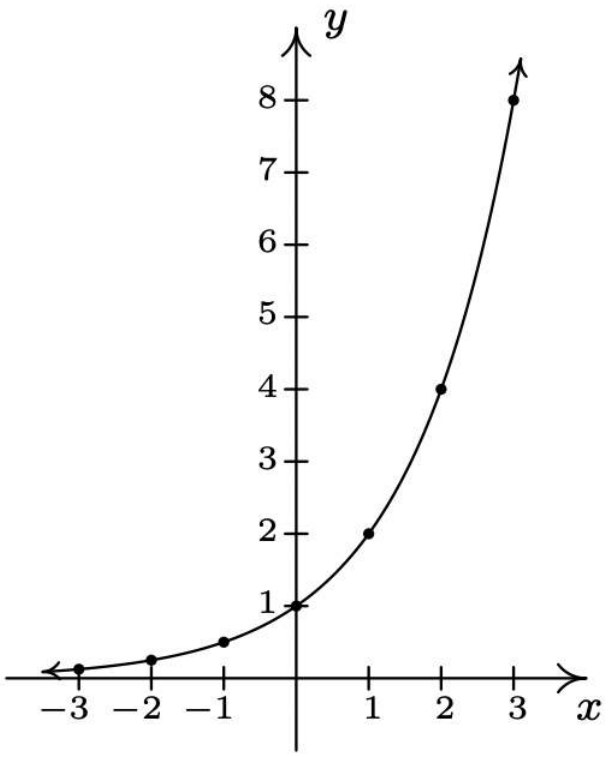
Exponential Functions

Of all of the functions we study in this text, exponential and logarithmic functions are possibly the ones which impact everyday life the most.[1] This section introduces us to these functions while the rest of the chapter will more thoroughly explore their properties.

Up to this point, we have dealt with functions which involve terms like x^2 or $x^{2/3}$, in other words, terms of the form x^p where the base of the term, x, varies but the exponent of each term, p, remains constant. In this chapter, we study functions of the form $f(x) = b^x$ where the base b is a constant and the exponent x is the variable.

We start our exploration of these functions with $f(x) = 2^x$. (Apparently this is a tradition. Every College Algebra book we have ever read starts with $f(x) = 2^x$.) We make a table of values, plot the points and connect the dots in a pleasing fashion.

x	$f(x)$	$(x, f(x))$
-3	$2^{-3} = \frac{1}{8}$	$\left(-3, \frac{1}{8}\right)$
-2	$2^{-2} = \frac{1}{4}$	$\left(-2, \frac{1}{4}\right)$
-1	$2^{-1} = \frac{1}{2}$	$\left(-1, \frac{1}{2}\right)$
0	$2^0 = 1$	$(0, 1)$
1	$2^1 = 2$	$(1, 2)$
2	$2^2 = 4$	$(2, 4)$
3	$2^3 = 8$	$(3, 8)$



$$y = f(x) = 2^x$$

A few remarks about the graph $f(x) = 2^x$ which we have constructed are in order. As $x \to -\infty$ and attains values like $x = -100$ or $x = -1000$, the function $f(x) = 2^x$ takes on values like $f(-100) = 2^{-100} = \frac{1}{2^{100}}$ or $f(-1000) = 2^{-1000} = \frac{1}{2^{1000}}$. In other words,

$$\text{as } x \to -\infty,\ 2^x \approx \frac{1}{\text{very big}(+)} \approx \text{ very small } (+) \to 0^+ \ .$$

This is represented graphically using the x-axis (the line $y = 0$) as a horizontal asymptote.

On the flip side, as $x \to \infty$, we find $f(100) = 2^{100}$, $f(1000) = 2^{1000}$, and so on, thus $2^x \to \infty$. As a result, our graph suggests the range of f is $(0, \infty)$. The graph of f passes the Horizontal Line Test which means f is one-to-one and hence invertible. We also note that when we "connected the dots in a pleasing fashion," we have made the implicit assumption that $f(x) = 2^x$ is continuous[2] and has a domain of all real numbers. In particular, we have suggested that things like $2^{\sqrt{3}}$ exist as real numbers.

We should take a moment to discuss what something like $2^{\sqrt{3}}$ might mean, and refer the interested reader to a solid course in Calculus for a more rigorous explanation. The number $\sqrt{3} = 1.73205\ldots$ is an irrational number[3] and as such, its decimal representation neither repeats nor terminates. We can, however, approximate $\sqrt{3}$ by terminating decimals, and it stands to reason[4] we can use these to approximate $2^{\sqrt{3}}$. For example, if we approximate $\sqrt{3}$ by 1.73, we can approximate $2^{\sqrt{3}} \approx 2^{1.73} = 2^{\frac{173}{100}} = \sqrt[100]{2^{173}}$. It is not, by any means, a pleasant number, but it is at least a number that we understand in terms of powers and roots. It also stands to reason that better and better approximations of $\sqrt{3}$ yield better and better approximations of $2^{\sqrt{3}}$, so the value of $2^{\sqrt{3}}$ should be the result of this sequence of approximations.[5]

Suppose we wish to study the family of functions $f(x) = b^x$.

Which bases, b, make sense to study?

We find that we run into difficulty if $b < 0$. For example, if $b = -2$, then the function $f(x) = (-2)^x$ has trouble, for instance, at $x = \frac{1}{2}$ since $(-2)^{1/2} = \sqrt{-2}$ is not a real number. In general, if x is any rational number with an even denominator, then $(-2)^x$ is not defined, so we must restrict our attention to bases $b \geq 0$.

What about $b = 0$?

The function $f(x) = 0^x$ is undefined for $x \leq 0$ because we cannot divide by 0 and 0^0 is an indeterminate form. For $x > 0$, $0^x = 0$ so the function $f(x) = 0^x$ is the same as the function $f(x) = 0$, $x > 0$. We know everything we can possibly know about this function, so we exclude it from our investigations. The only other base we exclude is $b = 1$, since the function $f(x) = 1^x = 1$ is, once again, a function we have already studied. We are now ready for our definition of exponential functions.

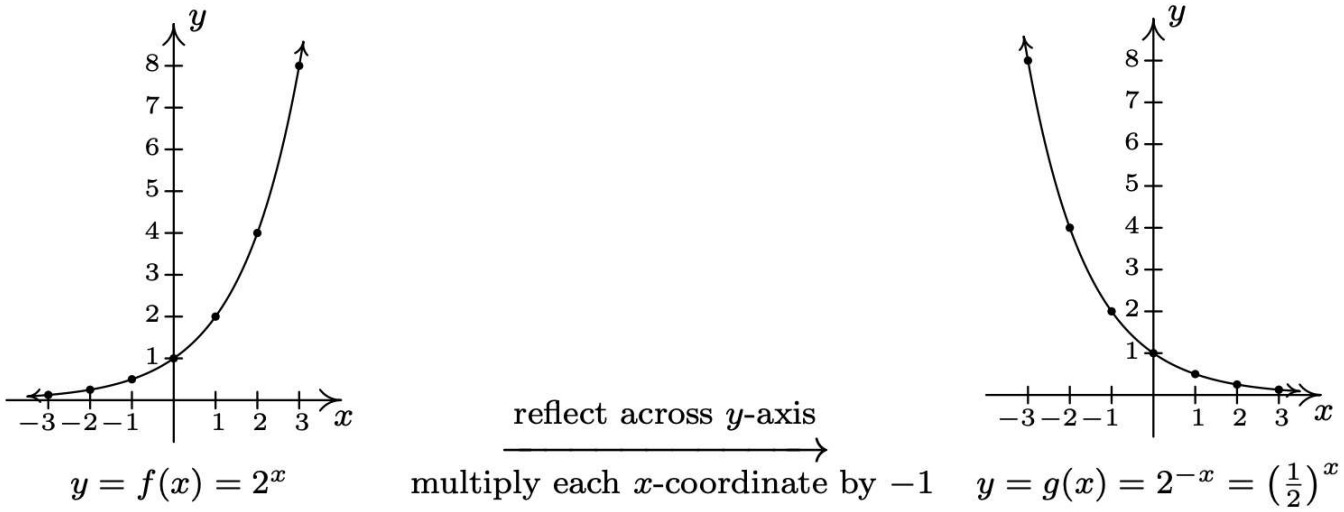
Definition: Exponential Function

A function of the form $f(x) = b^x$ where b is a fixed real number, $b > 0$, $b \neq 1$ is called a base b **exponential function**.

We leave it to the reader to verify[6] that if $b > 1$, then the exponential function $f(x) = b^x$ will share the same basic shape and characteristics as $f(x) = 2^x$.

What if $0 < b < 1$?

Consider $g(x) = \left(\frac{1}{2}\right)^x$. We could certainly build a table of values and connect the points, or we could take a step back and note that $g(x) = \left(\frac{1}{2}\right)^x = \left(2^{-1}\right)^x = 2^{-x} = f(-x)$. Thinking back to Section 1.7, the graph of $f(-x)$ is obtained from the graph of $f(x)$ by reflecting it across the y-axis. We get

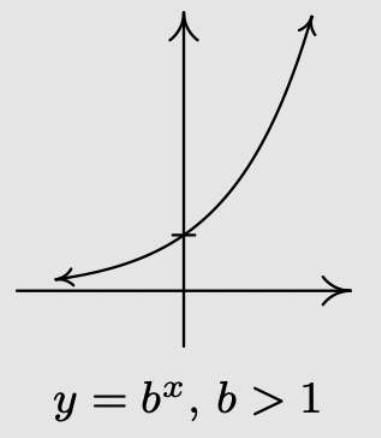


We see that the domain and range of g match that of f, namely $(-\infty, \infty)$ and $(0, \infty)$, Like f, g is also one-to-one. Whereas f is always increasing, g is always decreasing. As a result, as $x \to -\infty, g(x) \to \infty$, and on the flip side, as $x \to \infty, g(x) \to 0^+$. It shouldn't be too surprising that for all choices of the base $0 < b < 1$, the graph $y = b^x$ behaves similarly to the graph of g. We summarize the basic properties of exponential functions in the following theorem.[7]

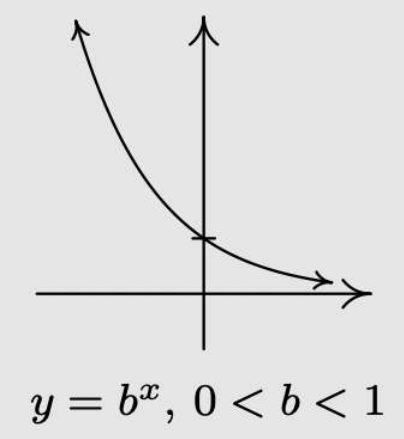
Theorem 6.1.1: Properties of Exponential Functions

Let $f(x) = b^x$.

- The domain of f is $(-\infty, \infty)$ and the range of f is $(0, \infty)$.
- $(0, 1)$ is on the graph of f and $y = 0$ is a horizontal asymptote to the graph of f.
- f is one-to-one, continuous and smooth.[8]
- If $b > 1$:
  - f is always increasing
  - As $x \to -\infty$, $f(x) \to 0^+$
  - As $x \to \infty$, $f(x) \to \infty$
  - The graph of f resembles:



- If $0 < b < 1$:
  - f is always decreasing
  - As $x \to -\infty$, $f(x) \to \infty$
  - As $x \to -\infty$, $f(x) \to \infty$
  - As $x \to \infty$, $f(x) \to 0^+$
  - The graph of f resembles:



Of all of the bases for exponential functions, two occur the most often in scientific circles. The first, base 10, is often called the **common base**. The second base is an irrational number, $e \approx 2.718$, called the **natural base**. We will more formally discuss the origins of this number in Section 6.5. For now, it is enough to know that since $e > 1$, $f(x) = e^x$, is an increasing exponential function.

Subsection Footnotes

[1] Take a class in Differential Equations and you'll see why.

[2] Recall that this means there are no holes or other kinds of breaks in the graph.

[3] You can actually prove this by considering the polynomial $p(x) = x^2 - 3$ and showing it has no rational zeros by applying the Rational Zeros Theorem.

[4] This is where Calculus and continuity come into play.

[5] Want more information? Look up "convergent sequences" on the Internet.

[6] Meaning, graph some more examples on your own.

[7] The proof of which, like many things discussed in the text, requires Calculus.

[8] Recall that this means the graph of f has no sharp turns or corners.

Finding Equations of Exponential Functions

It is sometimes the case that we need to find the equation for an exponential function going through two given points. To do so, we employ a method developed in Elementary Algebra. Specifically, we setup and solve a system of equations.

Example 6.1.1

Find the equation of the exponential function of the form $f(x) = ab^x$ whose graph contains the points $(3, 54)$ and $\left(6, \frac{729}{256}\right)$.

Solution

The key here is that we want an exponential function of the form $f(x) = ab^x$. Without that instruction, we would have an infinite number of exponential functions going through the given points. Since both points lie on the graph of f, we know that

$$54 = ab^3$$

and

$$\frac{729}{256} = ab^6.$$

These two equations form a system of two (nonlinear) equations in two unknowns.

We can solve the first equation for a to get $a = \frac{54}{b^3}$. Using our trusty **Substitution Method** from Elementary Algebra, we substitute this value of a into the second equation to find

$$\frac{729}{256} = \frac{54}{b^3} \cdot b^6 \implies \frac{729}{256} = \frac{54b^6}{b^3}.$$

Using the Laws of Exponents, we get

$$\frac{729}{256} = 54b^3 \implies \frac{27}{512} = b^3 \implies \frac{3}{8} = b.$$

Continuing with the Substitution Method, we allow $b = \frac{3}{8}$ in either of the equations above. Let's choose the one with the smaller exponent.

$$54 = a\left(\frac{3}{8}\right)^3 \implies 54 = \frac{27}{512}a \implies 1024 = a.$$

Thus, the equation of the exponential is

$$f(x) = 1024\left(\frac{3}{8}\right)^x.$$

Applications Involving Exponential Functions

The following examples give us an idea how exponential functions are used in the wild.

Example 6.1.2

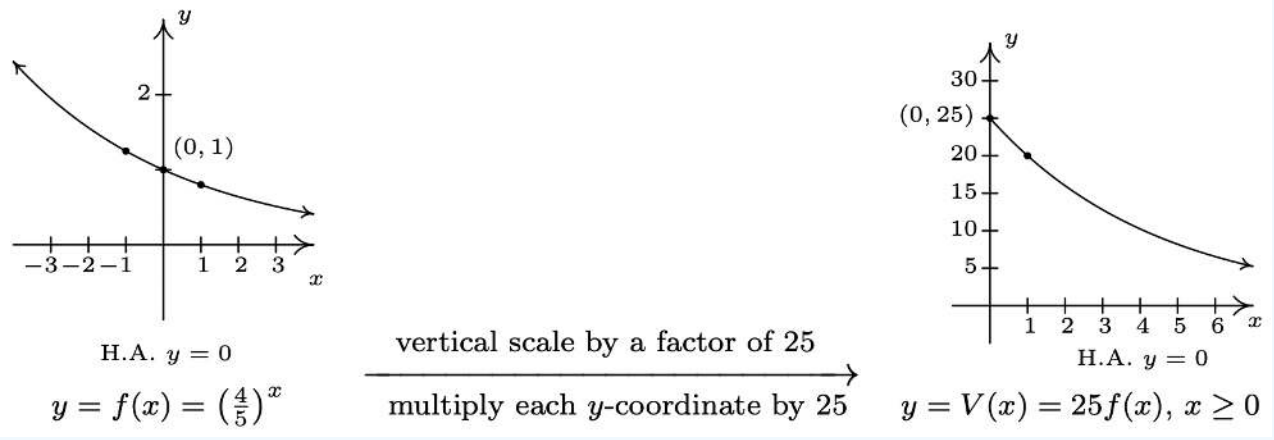
The value of a car can be modeled by $V(x) = 25\left(\frac{4}{5}\right)^x$, where $x \geq 0$ is the age of the car in years and $V(x)$ is the value in thousands of dollars.

a. Find and interpret $V(0)$.
b. Sketch the graph of $y = V(x)$ using transformations.
c. Find and interpret the horizontal asymptote of the graph you found in 2.

Solution

a. To find $V(0)$, we replace x with 0 to obtain $V(0) = 25\left(\frac{4}{5}\right)^0 = 25$. Since x represents the age of the car in years, $x = 0$ corresponds to the car being brand new. Since $V(x)$ is measured in thousands of dollars, $V(0) = 25$ corresponds to a value of \$25,000. Putting it all together, we interpret $V(0) = 25$ to mean the purchase price of the car was \$25,000.

b. To graph $y = 25\left(\frac{4}{5}\right)^x$, we start with the basic exponential function $f(x) = \left(\frac{4}{5}\right)^x$. Since the base $b = \frac{4}{5}$ is between 0 and 1, the graph of $y = f(x)$ is decreasing. We plot the y-intercept $(0, 1)$ and two other points, $\left(-1, \frac{5}{4}\right)$ and $\left(1, \frac{4}{5}\right)$, and label the horizontal asymptote $y = 0$. To obtain $V(x) = 25\left(\frac{4}{5}\right)^x$, $x \geq 0$, we multiply the output from f by 25, in other words, $V(x) = 25f(x)$. In accordance with Theorem 1.7.4, this results in a vertical stretch by a factor of 25. We multiply all of the y values in the graph by 25 (including the y value of the horizontal asymptote) and obtain the $\left(-1, \frac{125}{4}\right)$, $(0, 25)$ and $(1, 20)$. The horizontal asymptote remains $y = 0$. Finally, we restrict the domain to $[0, \infty)$ to fit with the applied domain given to us. We have the result below.



c. We see from the graph of V that its horizontal asymptote is $y = 0$. (We leave it to reader to verify this analytically by thinking about what happens as we take larger and larger powers of $\frac{4}{5}$.) This means as the car gets older, its value diminishes to 0.

The function in the previous example is often called a "decay curve." Increasing exponential functions are used to model "growth curves" and we shall see several different examples of those in Section 6.5. For now, we present another common decay curve which will serve as the basis for further study of exponential functions. Although it may look more complicated than the previous example, it is actually just a basic exponential function which has been modified by a few transformations from Section 1.7.

Example 6.1.3

According to Newton's Law of Cooling[9] the temperature of coffee T (in degrees Fahrenheit) t minutes after it is served can be modeled by $T(t) = 70 + 90e^{-0.1t}$.

a. Find and interpret $T(0)$.
b. Sketch the graph of $y = T(t)$ using transformations.
c. Find and interpret the horizontal asymptote of the graph.

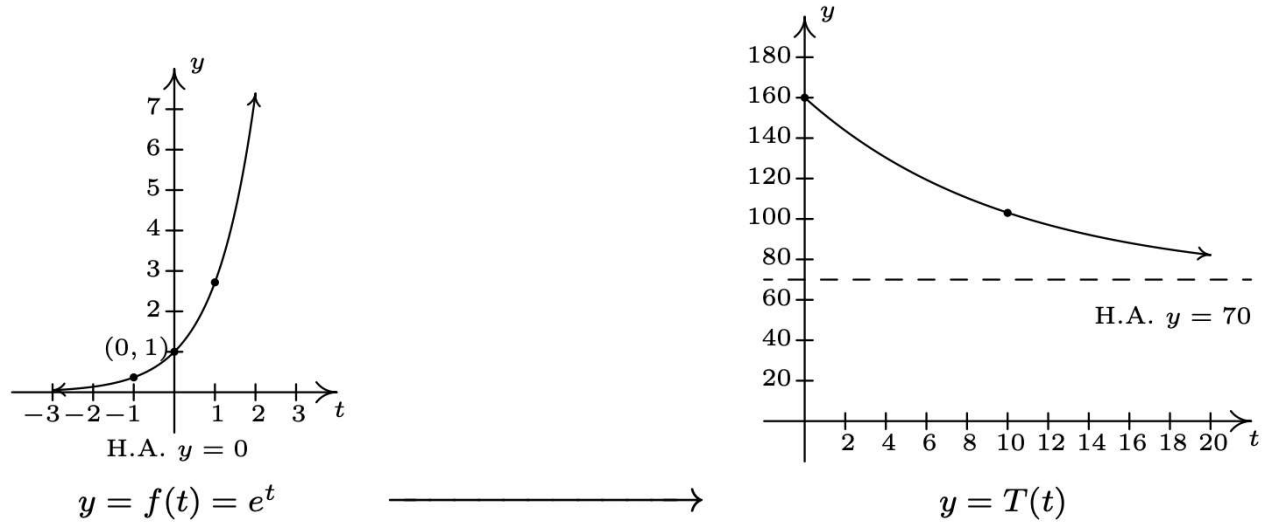
Solution

a. To find $T(0)$, we replace every occurrence of the independent variable t with 0 to obtain $T(0) = 70 + 90e^{-0.1(0)} = 160$. This means that the coffee was served at 160°F.

b. To graph $y = T(t)$ using transformations, we start with the basic function, $f(t) = e^t$. As we have already remarked, $e \approx 2.718 > 1$ so the graph of f is an increasing exponential with y-intercept $(0, 1)$ and horizontal asymptote $y = 0$. The points $\left(-1, e^{-1}\right) \approx (-1, 0.37)$ and $(1, e) \approx (1, 2.72)$ are also on the graph. Since the formula $T(t)$ looks rather complicated, we rewrite $T(t)$ in the form presented in Theorem 1.7.6 and use that result to track the change to our three points and the horizontal asymptote. We have

$$T(t) = 70 + 90e^{-0.1t} = 90e^{-0.1t} + 70 = 90f(-0.1t) + 70$$

Multiplication of the input to f, t, by -0.1 results in a horizontal expansion by a factor of 10 as well as a reflection about the y-axis. We divide each of the x values of our points by -0.1. (which amounts to multiplying them by -10) to obtain $\left(10, e^{-1}\right)$, $(0,1)$, and $(-10, e)$. Since none of these changes affected the y values, the horizontal asymptote remains $y=0$. Next, we see that the output from f is being multiplied by 90. This results in a vertical stretch by a factor of 90. We multiply the y-coordinates by 90 to obtain $\left(10, 90e^{-1}\right)$, $(0,90)$, $(-10, 90e)$. We also multiply the y value of the horizontal asymptote $y=0$ by 90, and it remains $y=0$. Finally, we add 70 to all of the y-coordinates, which shifts the graph upwards to obtain $\left(10, 90e^{-1}+70\right) \approx (10, 103.11)$, $(0,160)$, and $(-10, 90e+70) \approx (-10, 314.64)$. Adding 70 to the horizontal asymptote shifts it upwards as well to $y=70$. We connect these three points using the same shape in the same direction as in the graph of f and, last but not least, we restrict the domain to match the applied domain $[0, \infty)$. The result is below.



c. From the graph, we see that the horizontal asymptote is $y=70$. It is worth a moment or two of our time to see how this happens analytically and to review some of the "number sense" developed in Chapter 4. As $t \to \infty$, We get $T(t)=70+90e^{-0.1t} \approx 70+90e^{\text{very big }(-)}$. Since $e>1$,

$$e^{\text{very big }(-)}=\frac{1}{e^{\text{very big }(+)}} \approx \frac{1}{\text{very big }(+)} \approx \text{very small }(+)$$

The larger t becomes, the smaller $e^{-0.1t}$ becomes, so the term $90e^{-0.1t} \approx$ very small $(+)$. Hence, $T(t) \approx 70+$ very small $(+)$ which means the graph is approaching the horizontal line $y=70$ from above. This means that as time goes by, the temperature of the coffee is cooling to 70°F, presumably room temperature.

Subsection Footnotes

[9] We will discuss this in greater detail in Section 6.5.

Logarithmic Functions

As we have already remarked, the graphs of $f(x)=b^x$ all pass the Horizontal Line Test. Thus the exponential functions are invertible. We now turn our attention to these inverses, the logarithmic functions, which are called "logs" for short.

Definition: Logarithmic Function

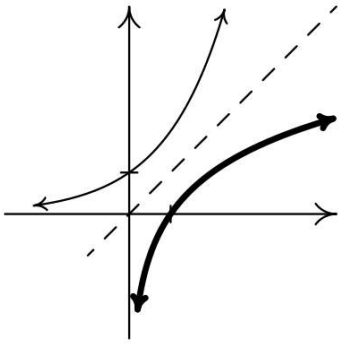
The inverse of the exponential function $f(x)=b^x$ is called the **base b logarithm function**, and is denoted $f^{-1}(x)=\log_b(x)$ We read "$\log_b(x)$" as "log base b of x."

We have special notations for the common base, $b=10$, and the natural base, $b=e$.

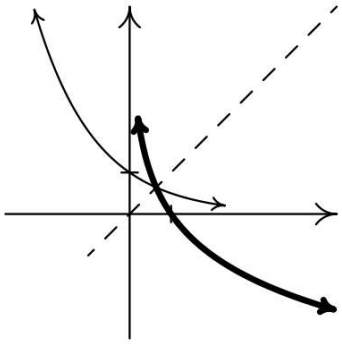
Definition: Common and Natural Logarithms

The **common logarithm** of a real number x is $\log_{10}(x)$ and is usually written $\log(x)$. The **natural logarithm** of a real number x is $\log_e(x)$ and is usually written $\ln(x)$.

Since logs are defined as the inverses of exponential functions, we can use the properties of inverse functions and the uniqueness of inverse functions and their graphs to tell us about logarithmic functions. For example, we know that the domain of a log function is the range of an exponential function, namely $(0, \infty)$, and that the range of a log function is the domain of an exponential function, namely $(-\infty, \infty)$. Since we know the basic shapes of $y = f(x) = b^x$ for the different cases of b, we can obtain the graph of $y = f^{-1}(x) = \log_b(x)$ by reflecting the graph of f across the line $y = x$ as shown below. The y-intercept $(0, 1)$ on the graph of f corresponds to an x-intercept of $(1, 0)$ on the graph of f^{-1}. The horizontal asymptotes $y = 0$ on the graphs of the exponential functions become vertical asymptotes $x = 0$ on the log graphs.



$y = b^x,\ b > 1$
$\boldsymbol{y = \log_b(x),\ b > 1}$



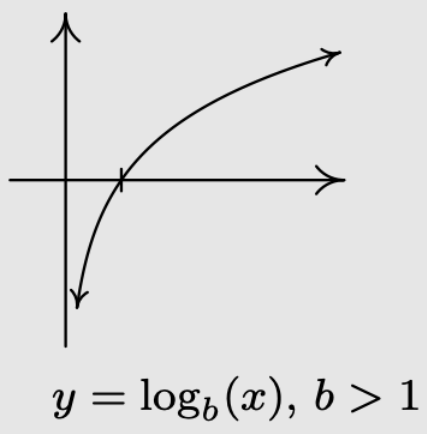
$y = b^x,\ 0 < b < 1$
$\boldsymbol{y = \log_b(x),\ 0 < b < 1}$

On a procedural level, logs undo the exponentials. Consider the function $f(x) = 2^x$. When we evaluate $f(3) = 2^3 = 8$, the input 3 becomes the exponent on the base 2 to produce the real number 8. The function $f^{-1}(x) = \log_2(x)$ then takes the number 8 as its input and returns the exponent 3 as its output. In symbols, $\log_2(8) = 3$. More generally, $\log_2(x)$ is the exponent you put on 2 to get x. Thus, $\log_2(16) = 4$, because $2^4 = 16$. The following theorem summarizes the basic properties of logarithmic functions, all of which come from the fact that they are inverses of exponential functions.

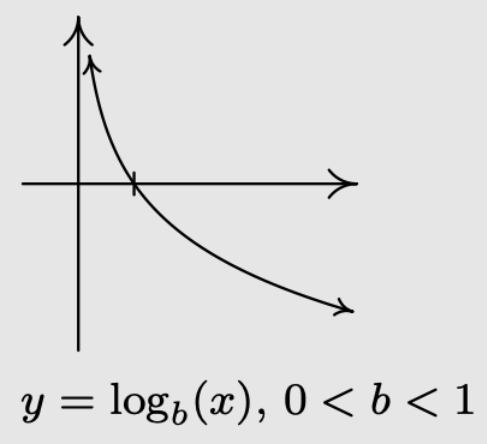
Theorem 6.1.2: Properties of Logarithmic Functions

Suppose $f(x) = \log_b(x)$.

- The domain of f is $(0, \infty)$ and the range of f is $(-\infty, \infty)$.
- $(1, 0)$ is on the graph of f and $x = 0$ is a vertical asymptote of the graph of f.
- f is one-to-one, continuous and smooth
- $b^a = c$ if and only if $\log_b(c) = a$. That is, $\log_b(c)$ is the exponent you put on b to obtain c.
- $\log_b(b^x) = x$ for all x and $b^{\log_b(x)} = x$ for all $x > 0$
- If $b > 1$:
  - f is always increasing
  - As $x \to 0^+$, $f(x) \to -\infty$
  - As $x \to \infty$, $f(x) \to \infty$
  - The graph of f resembles:



- If $0 < b < 1$:
  - f is always decreasing
  - As $x \to 0^+$, $f(x) \to \infty$
  - As $x \to \infty$, $f(x) \to -\infty$
  - The graph of f resembles:



As we have mentioned, Theorem 6.1.2 is a consequence of the properties of inverse functions and the uniqueness of inverse functions and their graphs. However, it is worth the reader's time to understand Theorem 6.1.2 from an exponential perspective. For instance, we know that the domain of $g(x) = \log_2(x)$ is $(0, \infty)$. Why? Because the range of $f(x) = 2^x$ is $(0, \infty)$. In a way, this says everything, but at the same time, it doesn't. For example, if we try to find $\log_2(-1)$, we are trying to find the exponent we put on 2 to give us -1. In other words, we are looking for x that satisfies $2^x = -1$. There is no such real number, since all powers of 2 are positive. While what we have said is exactly the same thing as saying "the domain of $g(x) = \log_2(x)$ is $(0, \infty)$ because the range of $f(x) = 2^x$ is $(0, \infty)$," we feel it is in a student's best interest to understand the statements in Theorem 6.1.2 at this level instead of just merely memorizing the facts.

Example 6.1.4

Simplify the following.

a. $\log_3(81)$
b. $\log_2\left(\frac{1}{8}\right)$
c. $\log_{\sqrt{5}}(25)$
d. $\ln\left(\sqrt[3]{e^2}\right)$
e. $\log(0.001)$
f. $2^{\log_2(8)}$
g. $117^{-\log_{117}(6)}$

https://math.libretexts.org/@go/page/119168

Solution

a. The number $\log_3(81)$ is the exponent we put on 3 to get 81. As such, we want to write 81 as a power of 3. We find $81 = 3^4$, so that $\log_3(81) = 4$.

b. To find $\log_2\left(\frac{1}{8}\right)$, we need rewrite $\frac{1}{8}$ as a power of 2. We find $\frac{1}{8} = \frac{1}{2^3} = 2^{-3}$, so $\log_2\left(\frac{1}{8}\right) = -3$.

c. To determine $\log_{\sqrt{5}}(25)$, we need to express 25 as a power of $\sqrt{5}$. We know $25 = 5^2$, and $5 = (\sqrt{5})^2$, so we have $25 = \left((\sqrt{5})^2\right)^2 = (\sqrt{5})^4$. We get $\log_{\sqrt{5}}(25) = 4$.

d. First, recall that the not $\ln\left(\sqrt[3]{e^2}\right)$ means $\log_e\left(\sqrt[3]{e^2}\right)$, so we are looking for the exponent to put on e to obtain $\sqrt[3]{e^2}$. Rewriting $\sqrt[3]{e^2} = e^{2/3}$, we find $\ln\left(\sqrt[3]{e^2}\right) = \ln\left(e^{2/3}\right) = \frac{2}{3}$.

e. Rewriting $\log(0.001)$as $\log_{10}(0.001)$, we see that we need to write 0.001 as a power of 10. We have $0.001 = \frac{1}{1000} = \frac{1}{10^3} = 10^{-3}$. Hence, $\log(0.001) = \log\left(10^{-3}\right) = -3$.

f. We can use Theorem 6.1.2 directly to so simplify $2^{\log_2(8)} = 8$. We can also understand this problem by first finding $\log_2(8)$. By definition, $\log_2(8)$ is the exponent we put on 2 to get 8. Since $8 = 2^3$, we have $\log_2(8) = 3$. We now substitute to find $2^{\log_2(8)} = 2^3 = 8$.

g. $117^{-\log_{117}(6)} = \frac{1}{117^{\log_{117}(6)}} = \frac{1}{6}$

Up until this point, restrictions on the domains of functions came from avoiding division by zero and keeping negative numbers from beneath even radicals. With the introduction of logs, we now have another restriction. Since the domain of $f(x) = \log_b(x)$ is $(0, \infty)$, the argument of the log must be strictly positive.

Example 6.1.5

Find the domain of the following functions. Check your answers graphing technology.

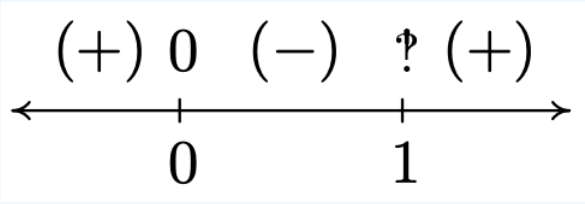
a. $f(x) = 2\log(3 - x) - 1$

b. $g(x) = \ln\left(\frac{x}{x-1}\right)$

Solution

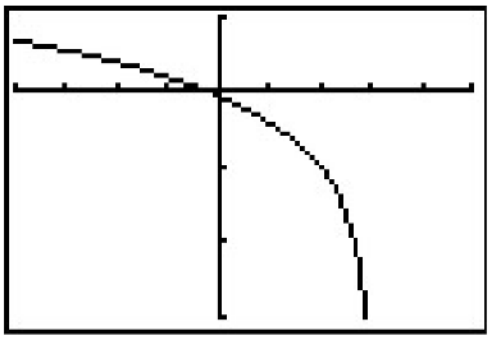
a. We set $3 - x > 0$ to obtain $x < 3$, or $(-\infty, 3)$. The graph from the calculator below verifies this. Note that we could have graphed f using transformations. Taking a cue from Theorem 1.7.6, we rewrite $f(x) = 2\log_{10}(-x + 3) - 1$ and find the main function involved is $y = h(x) = \log_{10}(x)$. We select three points to track, $\left(\frac{1}{10}, -1\right)$, $(1, 0)$ and $(10, 1)$, along with the vertical asymptote $x = 0$. Since $f(x) = 2h(-x + 3) - 1$, Theorem 1.7.6 tells us that to obtain the destinations of these points, we first subtract 3 from the x-coordinates (shifting the graph left 3 units), then divide (multiply) by the x-coordinates by -1 (causing a reflection across the y-axis). These transformations apply to the vertical asymptote $x = 0$ as well. Subtracting 3 gives us $x = -3$ as our asymptote, then multiplying by -1 gives us the vertical asymptote $x = 3$. Next, we multiply the y-coordinates by 2 which results in a vertical stretch by a factor of 2, then we finish by subtracting 1 from the y-coordinates which shifts the graph down 1 unit. We leave it to the reader to perform the indicated arithmetic on the points themselves and to verify the graph produced by the calculator below.

b. To find the domain of g, we need to solve the inequality $\frac{x}{x-1} > 0$. As usual, we proceed using a sign diagram. If we define $r(x) = \frac{x}{x-1}$, we find r is undefined at $x = 1$ and $r(x) = 0$ when $x = 0$. Choosing some test values, we generate the sign diagram below.

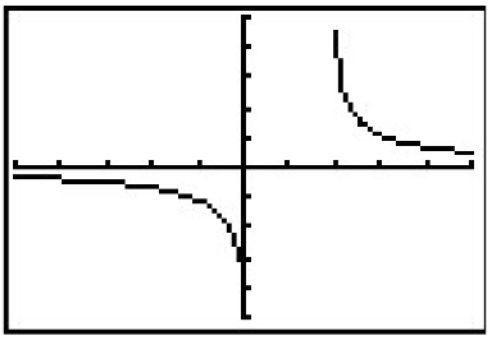


We find $\frac{x}{x-1} > 0$ on $(-\infty, 0) \cup (1, \infty)$ to get the domain of g. The graph of $y = g(x)$ confirms this. We can tell from the graph of g that it is not the result of Section 1.7 transformation being applied to the graph $y = \ln(x)$, so barring a more detailed analysis using Calculus, the calculator graph is the best we can do. One thing worthy of note, however, is the end

behavior of g. The graph suggests that as $x \to \pm\infty, g(x) \to 0$. We can verify this analytically. Using results from Chapter 4 and continuity, we know that as $x \to \pm\infty$, $\frac{x}{x-1} \approx 1$. Hence, it makes sense that $g(x) = \ln\left(\frac{x}{x-1}\right) \approx \ln(1) = 0$.



$y = f(x) = 2\log(3-x) - 1$



$y = g(x) = \ln\left(\frac{x}{x-1}\right)$

While logarithms have some interesting applications of their own which you'll explore in the exercises, their primary use to us will be to undo exponential functions. (This is, after all, how they were defined.) Our last example solidifies this and reviews all the material in the section.

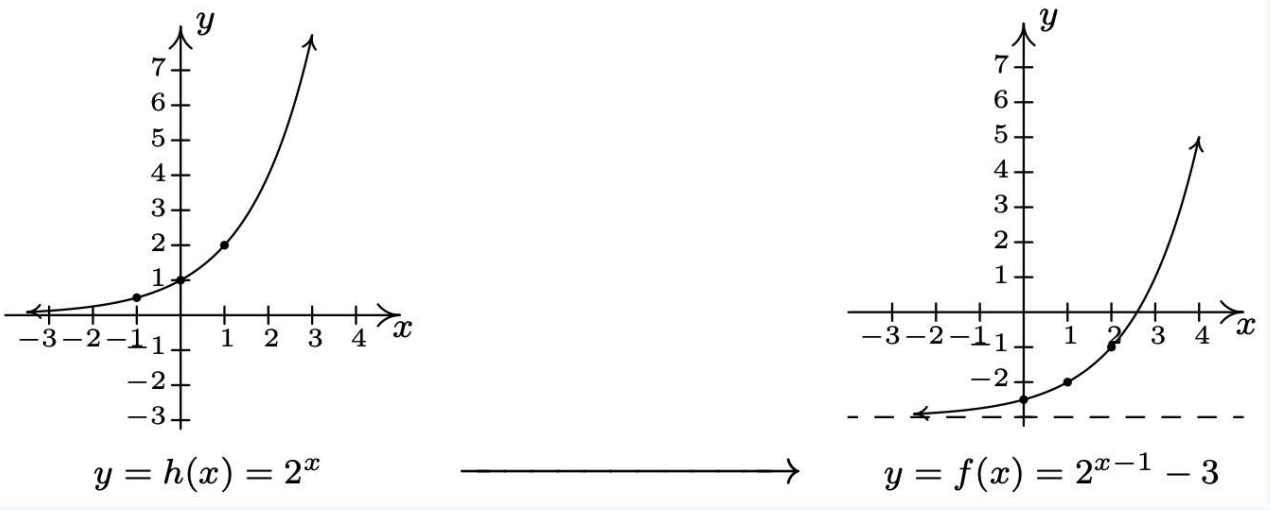
Example 6.1.6

Let $f(x) = 2^{x-1} - 3$.

a. Graph f using transformations and state the domain and range of f.
b. Explain why f is invertible and find a formula for $f^{-1}(x)$.
c. Graph f^{-1} using transformations and state the domain and range of f^{-1}.
d. Verify $\left(f^{-1} \circ f\right)(x) = x$ for all x in the domain of f and $\left(f \circ f^{-1}\right)(x) = x$ for all x in the domain of f^{-1}.
e. Graph f and f^{-1} on the same set of axes and check the symmetry about the line $y = x$.

Solution

a. If we identify $g(x) = 2^x$, we see $f(x) = g(x-1) - 3$. We pick the points $\left(-1, \frac{1}{2}\right)$, $(0,1)$ and $(1,2)$ on the graph of g along with the horizontal asymptote $y = 0$ to track through the transformations. By Theorem 1.7.6 we first add 1 to the x-coordinates of the points on the graph of g (shifting g to the right 1 unit) to get $\left(0, \frac{1}{2}\right)$, $(1,1)$ and $(2,2)$. The horizontal asymptote remains $y = 0$. Next, we subtract 3 from the y-coordinates, shifting the graph down 3 units. We get the points $\left(0, -\frac{5}{2}\right)$, $(1,-2)$ and $(2,-1)$ with the horizontal asymptote now at $y = -3$. Connecting the dots in the order and manner as they were on the graph of g, we get the graph below. We see that the domain of f is the same as g, namely $(-\infty, \infty)$, but that the range of f is $(-3, \infty)$.



b. The graph of f passes the Horizontal Line Test so f is one-to-one, hence invertible. To find a formula for $f^{-1}(x)$, we normally set $y = f(x)$, interchange the x and y, then proceed to solve for y. Doing so in this situation leads us to the equation $x = 2^{y-1} - 3$. We have yet to discuss how to solve this kind of equation, so we will attempt to find the formula for f^{-1} from a procedural perspective. If we break $f(x) = 2^{x-1} - 3$ into a series of steps, we find f takes an input x and applies the steps

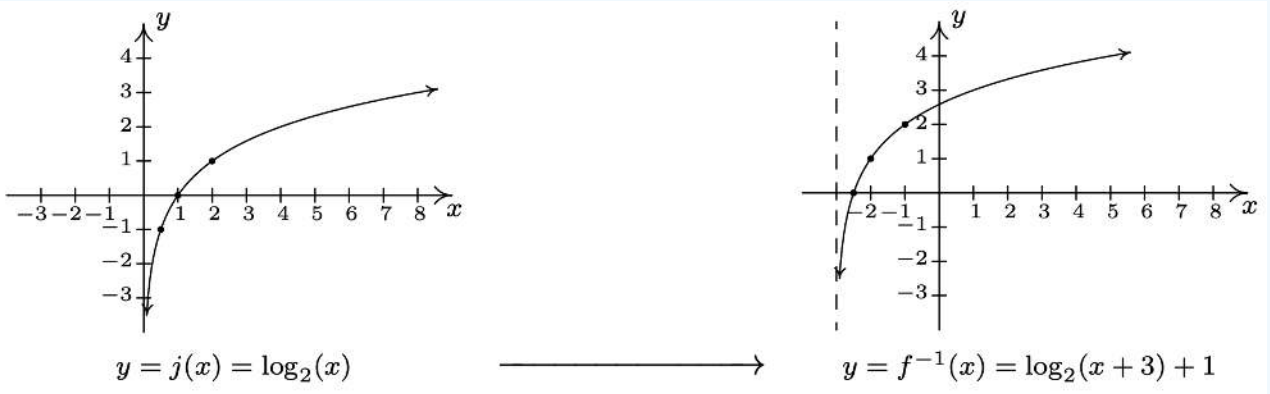
a. subtract 1
b. put as an exponent on 2
c. subtract 3

Clearly, to undo subtracting 1, we will add 1, and similarly we undo subtracting 3 by adding 3. How do we undo the second step? The answer is we use the logarithm. By definition, $\log_2(x)$ undoes exponentiation by 2. Hence, f^{-1} should

a. add 3
b. take the logarithm base 2
c. add 1

In symbols, $f^{-1}(x) = \log_2(x+3)+1$.

c. To graph $f^{-1}(x) = \log_2(x+3)+1$ using transformations, we start with $j(x) = \log_2(x)$. We track the points $\left(\frac{1}{2}, -1\right)$, $(1, 0)$ and $(2, 1)$ on the graph of j along with the vertical asymptote $x = 0$ through the transformations using Theorem 1.7.6. Since $f^{-1}(x) = j(x+3)+1$, we first subtract 3 from each of the x values (including the vertical asymptote) to obtain $\left(-\frac{5}{2}, -1\right)$, $(-2, 0)$ and $(-1, 1)$ with a vertical asymptote $x = -3$. Next, we add 1 to the y values on the graph and get $\left(-\frac{5}{2}, 0\right)$, $(-2, 1)$, and $(-1, 2)$. If you are experiencing deja vu, there is a good reason for it but we leave it to the reader to determine the source of this uncanny familiarity. We obtain the graph below. The domain of f^{-1} is $(-3, \infty)$, which matches the range of f, and the range of f^{-1} is $(-\infty, \infty)$, which matches the domain of f.



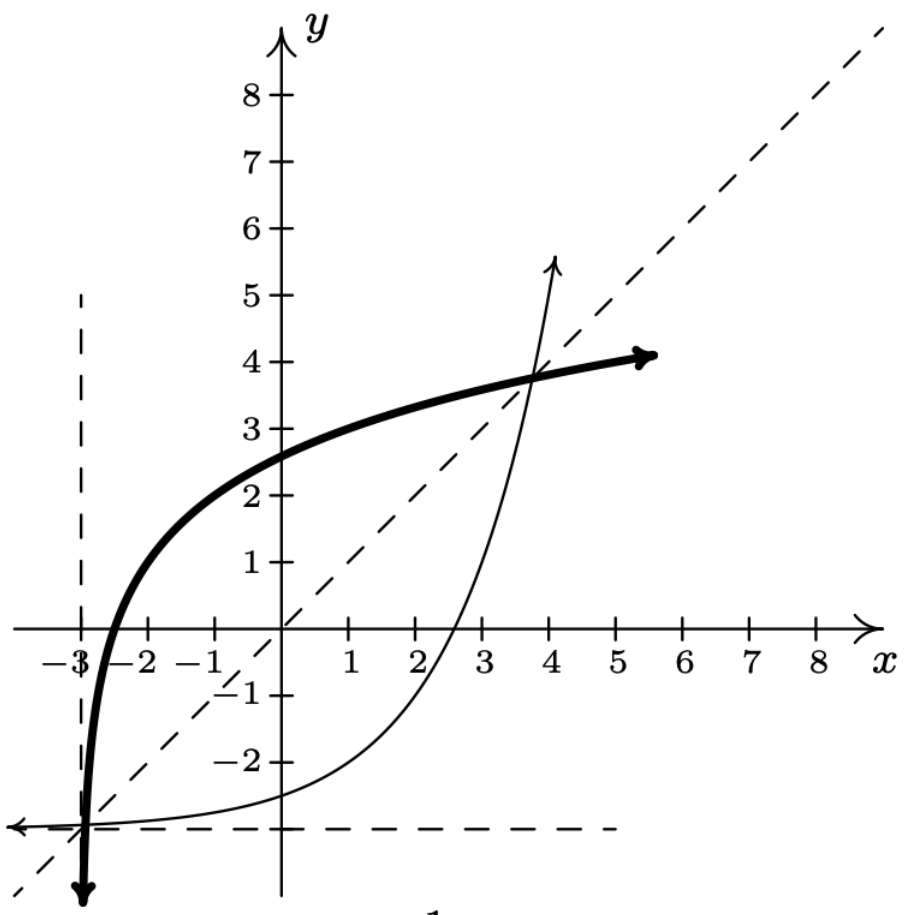
d. We now verify that $f(x) = 2^{x-1} - 3$ and $f^{-1}(x) = \log_2(x+3) + 1$ satisfy the composition requirement for inverses. For all real numbers x,

$$\begin{aligned}
\left(f^{-1} \circ f\right)(x) &= f^{-1}(f(x)) \\
&= f^{-1}\left(2^{x-1} - 3\right) \\
&= \log_2\left(\left[2^{x-1} - 3\right] + 3\right) + 1 \\
&= \log_2\left(2^{x-1}\right) + 1 \\
&= (x-1) + 1 && \text{(Since } \log_2(2^u) = u \text{ for all real numbers } u\text{)} \\
&= x && \checkmark
\end{aligned}$$

For all real numbers $x > -3$, we have[10]

$$\begin{aligned}
\left(f \circ f^{-1}\right)(x) &= f\left(f^{-1}(x)\right) \\
&= f\left(\log_2(x+3) + 1\right) \\
&= 2^{(\log_2(x+3)+1)-1} - 3 \\
&= 2^{\log_2(x+3)} - 3 \\
&= (x+3) - 3 && \left(\text{Since } 2^{\log_2(u)} = u \text{ for all real numbers } u > 0\right) \\
&= x && \checkmark
\end{aligned}$$

e. Last, but certainly not least, we graph $y = f(x)$ and $y = f^{-1}(x)$ on the same set of axes and see the symmetry about the line $y = x$.



$$y = f(x) = 2^{x-1} - 3$$

$$y = f^{-1}(x) = \log_2(x+3) + 1$$

Subsection Footnotes

[10] Pay attention - can you spot in which step below we need $x > -3$?

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6.1E: Exercises

Exercises

In Exercises 1 - 15, use the property: $b^a = c$ if and only if $\log_b(c) = a$ from Theorem 6.1.2 to rewrite the given equation in the other form. That is, rewrite the exponential equations as logarithmic equations and rewrite the logarithmic equations as exponential equations.

1. $2^3 = 8$
2. $5^{-3} = \frac{1}{125}$
3. $4^{5/2} = 32$
4. $\left(\frac{1}{3}\right)^{-2} = 9$
5. $\left(\frac{4}{25}\right)^{-1/2} = \frac{5}{2}$
6. $10^{-3} = 0.001$
7. $e^0 = 1$
8. $\log_5(25) = 2$
9. $\log_{25}(5) = \frac{1}{2}$
10. $\log_3\left(\frac{1}{81}\right) = -4$
11. $\log_{\frac{4}{3}}\left(\frac{3}{4}\right) = -1$
12. $\log(100) = 2$
13. $\log(0.1) = -1$
14. $\ln(e) = 1$
15. $\ln\left(\frac{1}{\sqrt{e}}\right) = -\frac{1}{2}$

In Exercises 16 - 42, evaluate the expression.

16. $\log_3(27)$
17. $\log_6(216)$
18. $\log_2(32)$
19. $\log_6\left(\frac{1}{36}\right)$
20. $\log_8(4)$
21. $\log_{36}(216)$
22. $\log_{\frac{1}{5}}(625)$
23. $\log_{\frac{1}{6}}(216)$
24. $\log_{36}(36)$
25. $\log\left(\frac{1}{1000000}\right)$
26. $\log(0.01)$
27. $\ln\left(e^3\right)$
28. $\log_4(8)$
29. $\log_6(1)$
30. $\log_{13}(\sqrt{13})$
31. $\log_{36}(\sqrt[4]{36})$
32. $7^{\log_7(3)}$
33. $36^{\log_{36}(216)}$
34. $\log_{36}\left(36^{216}\right)$
35. $\ln\left(e^5\right)$
36. $\log\left(\sqrt[9]{10^{11}}\right)$
37. $\log\left(\sqrt[3]{10^5}\right)$
38. $\ln\left(\frac{1}{\sqrt{e}}\right)$
39. $\log_5\left(3^{\log_3(5)}\right)$

40. $\log\left(e^{\ln(100)}\right)$
41. $\log_2\left(3^{-\log_3(2)}\right)$
42. $\ln\left(42^{6\log(1)}\right)$

In Exercises 43 - 57, find the domain of the function.

43. $f(x)=\ln\left(x^2+1\right)$
44. $f(x)=\log_7(4x+8)$
45. $f(x)=\ln(4x-20)$
46. $f(x)=\log\left(x^2+9x+18\right)$
47. $f(x)=\log\left(\frac{x+2}{x^2-1}\right)$
48. $f(x)=\log\left(\frac{x^2+9x+18}{4x-20}\right)$
49. $f(x)=\ln(7-x)+\ln(x-4)$
50. $f(x)=\ln(4x-20)+\ln\left(x^2+9x+18\right)$
51. $f(x)=\log\left(x^2+x+1\right)$
52. $f(x)=\sqrt[4]{\log_4(x)}$
53. $f(x)=\log_9(|x+3|-4)$
54. $f(x)=\ln(\sqrt{x-4}-3)$
55. $f(x)=\frac{1}{3-\log_5(x)}$
56. $f(x)=\frac{\sqrt{-1-x}}{\log_{\frac{1}{2}}(x)}$
57. $f(x)=\ln\left(-2x^3-x^2+13x-6\right)$

In Exercises 58 - 63, sketch the graph of $y=g(x)$ by starting with the graph of $y=f(x)$ and using transformations. Track at least three points of your choice and the horizontal asymptote through the transformations. State the domain and range of g.

58. $f(x)=2^x, g(x)=2^x-1$
59. $f(x)=\left(\frac{1}{3}\right)^x, g(x)=\left(\frac{1}{3}\right)^{x-1}$
60. $f(x)=3^x, g(x)=3^{-x}+2$
61. $f(x)=10^x, g(x)=10^{\frac{x+1}{2}}-20$
62. $f(x)=e^x, g(x)=8-e^{-x}$
63. $f(x)=e^x, g(x)=10e^{-0.1x}$

In Exercises 64 - 69, sketch the graph of $y=g(x)$ by starting with the graph of $y=f(x)$ and using transformations. Track at least three points of your choice and the vertical asymptote through the transformations. State the domain and range of g.

64. $f(x)=\log_2(x), g(x)=\log_2(x+1)$
65. $f(x)=\log_{\frac{1}{3}}(x), g(x)=\log_{\frac{1}{3}}(x)+1$
66. $f(x)=\log_3(x), g(x)=-\log_3(x-2)$
67. $f(x)=\log(x), g(x)=2\log(x+20)-1$
68. $f(x)=\ln(x), g(x)=-\ln(8-x)$
69. $f(x)=\ln(x), g(x)=-10\ln\left(\frac{x}{10}\right)$
70. Verify that each function in Exercises 64 - 69 is the inverse of the corresponding function in Exercises 58 - 63. (Match up #58 and #64, and so on.)

In Exercises 71 - 74, find the inverse of the function from the "procedural perspective" discussed in Example 6.1.5 and graph the function and its inverse on the same set of axes.

71. $f(x)=3^{x+2}-4$
72. $f(x)=\log_4(x-1)$
73. $f(x)=-2^{-x}+1$
74. $f(x)=5\log(x)-2$

(Logarithmic Scales) In Exercises 75 - 77, we introduce three widely used measurement scales which involve common logarithms: the Richter scale, the decibel scale and the pH scale. The computations involved in all three scales are nearly identical so pay

attention to the subtle differences.

75. Earthquakes are complicated events and it is not our intent to provide a complete discussion of the science involved in them. Instead, we refer the interested reader to a solid course in Geology or the U.S. Geological Survey's Earthquake Hazards Program found here and present only a simplified version of the Richter scale. The Richter scale measures the magnitude of an earthquake by comparing the amplitude of the seismic waves of the given earthquake to those of a "magnitude 0 event", which was chosen to be a seismograph reading of 0.001 millimeters recorded on a seismometer 100 kilometers from the earthquake's epicenter. Specifically, the magnitude of an earthquake is given by

$$M(x) = \log\left(\frac{x}{0.001}\right)$$

where x is the seismograph reading in millimeters of the earthquake recorded 100 kilometers from the epicenter.

    a. Show that $M(0.001) = 0$.
    b. Compute $M(80,000)$.
    c. Show that an earthquake which registered 6.7 on the Richter scale had a seismograph reading ten times larger than one which measured 5.7.
    d. Find two news stories about recent earthquakes which give their magnitudes on the Richter scale. How many times larger was the seismograph reading of the earthquake with larger magnitude?

76. While the decibel scale can be used in many disciplines, we shall restrict our attention to its use in acoustics, specifically its use in measuring the intensity level of sound.[14] The Sound Intensity Level L (measured in decibels) of a sound intensity I (measured in watts per square meter) is given by

$$L(I) = 10\log\left(\frac{I}{10^{-12}}\right).$$

Like the Richter scale, this scale compares I to baseline: $10^{-12}\,\frac{W}{m^2}$ is the threshold of human hearing.

    a. Compute $L\left(10^{-6}\right)$.
    b. Damage to your hearing can start with short term exposure to sound levels around 115 decibels. What intensity I is needed to produce this level?
    c. Compute $L(1)$. How does this compare with the threshold of pain which is around 140 decibels?

77. The pH of a solution is a measure of its acidity or alkalinity. Specifically, $\text{pH} = -\log\left[\text{H}^+\right]$ where $\left[\text{H}^+\right]$ is the hydrogen ion concentration in moles per liter. A solution with a pH less than 7 is an acid, one with a pH greater than 7 is a base (alkaline) and a pH of 7 is regarded as neutral.

    a. The hydrogen ion concentration of pure water is $\left[\text{H}^+\right] = 10^{-7}$. Find its pH.
    b. Find the pH of a solution with $\left[\text{H}^+\right] = 6.3 \times 10^{-13}$.
    c. The pH of gastric acid (the acid in your stomach) is about 0.7. What is the corresponding hydrogen ion concentration?

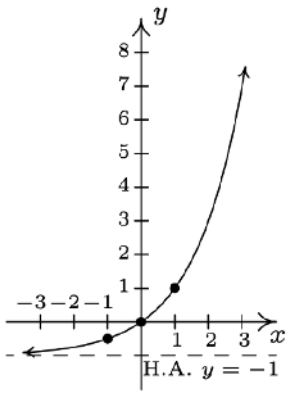
78. Show that $\log_b 1 = 0$ and $\log_b b = 1$ for every $b > 0, b \neq 1$.
79. (Crazy bonus question) Without using your calculator, determine which is larger: e^π or π^e.

Answers

1. $\log_2(8) = 3$
2. $\log_5\left(\frac{1}{125}\right) = -3$
3. $\log_4(32) = \frac{5}{2}$
4. $\log_{\frac{1}{3}}(9) = -2$
5. $\log_{\frac{4}{25}}\left(\frac{5}{2}\right) = -\frac{1}{2}$
6. $\log(0.001) = -3$
7. $\ln(1) = 0$
8. $5^2 = 25$
9. $(25)^{\frac{1}{2}} = 5$
10. $3^{-4} = \frac{1}{81}$
11. $\left(\frac{4}{3}\right)^{-1} = \frac{3}{4}$
12. $10^2 = 100$
13. $10^{-1} = 0.1$

14. $e^1 = e$
15. $e^{-\frac{1}{2}} = \frac{1}{\sqrt{e}}$
16. $\log_3(27) = 3$
17. $\log_6(216) = 3$
18. $\log_2(32) = 5$
19. $\log_6\left(\frac{1}{36}\right) = -2$
20. $\log_8(4) = \frac{2}{3}$
21. $\log_{36}(216) = \frac{3}{2}$
22. $\log_{\frac{1}{5}}(625) = -4$
23. $\log_{\frac{1}{6}}(216) = -3$
24. $\log_{36}(36) = 1$
25. $\log \frac{1}{1000000} = -6$
26. $\log(0.01) = -2$
27. $\ln\left(e^3\right) = 3$
28. $\log_4(8) = \frac{3}{2}$
29. $\log_6(1) = 0$
30. $\log_{13}(\sqrt{13}) = \frac{1}{2}$
31. $\log_{36}(\sqrt[4]{36}) = \frac{1}{4}$
32. $7^{\log_7(3)} = 3$
33. $36^{\log_{36}(216)} = 216$
34. $\log_{36}\left(36^{216}\right) = 216$
35. $\ln\left(e^5\right) = 5$
36. $\log\left(\sqrt[9]{10^{11}}\right) = \frac{11}{9}$
37. $\log\left(\sqrt[3]{10^5}\right) = \frac{5}{3}$
38. $\ln\left(\frac{1}{\sqrt{e}}\right) = -\frac{1}{2}$
39. $\log_5\left(3^{\log_3 5}\right) = 1$
40. $\log\left(e^{\ln(100)}\right) = 2$
41. $\log_2\left(3^{-\log_3(2)}\right) = -1$
42. $\ln\left(42^{6\log(1)}\right) = 0$
43. $(-\infty, \infty)$
44. $(-2, \infty)$
45. $(5, \infty)$
46. $(-\infty, -6) \cup (-3, \infty)$
47. $(-2, -1) \cup (1, \infty)$
48. $(-6, -3) \cup (5, \infty)$
49. $(4, 7)$
50. $(5, \infty)$
51. $(-\infty, \infty)$
52. $[1, \infty)$
53. $(-\infty, -7) \cup (1, \infty)$
54. $(13, \infty)$
55. $(0, 125) \cup (125, \infty)$
56. No domain
57. $(-\infty, -3) \cup \left(\frac{1}{2}, 2\right)$
58. Domain of g: $(-\infty, \infty)$

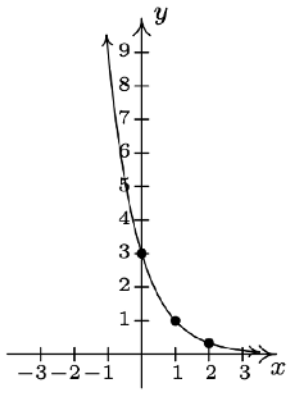
    Range of g: $(-1, \infty)$



$y = g(x) = 2^x - 1$

59. Domain of g: $(-\infty, \infty)$

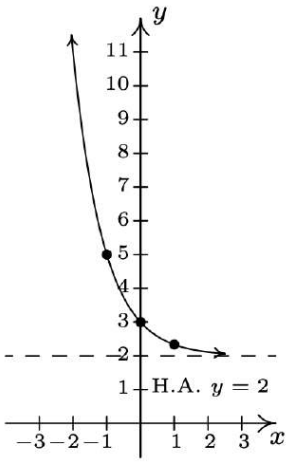
Range of g: $(0, \infty)$



$y = g(x) = \left(\frac{1}{3}\right)^{x-1}$

60. Domain of g: $(-\infty, \infty)$

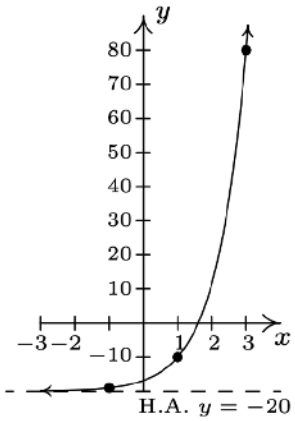
Range of g: $(-20, \infty)$



$y = g(x) = 3^{-x} + 2$

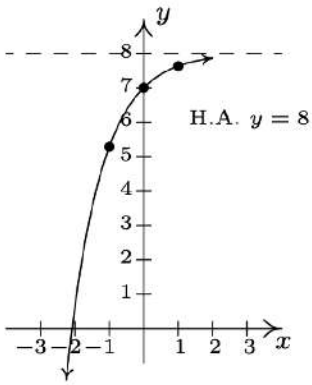
61. Domain of g: $(-\infty, \infty)$

Range of g: $(-\infty, 8)$



62. Domain of g: $(-\infty, \infty)$

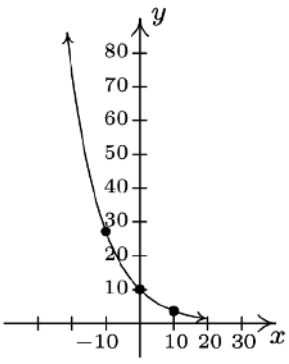
Range of g: $(0, \infty)$



$y = g(x) = 8 - e^{-x}$

63. Domain of g: $(-1, \infty)$

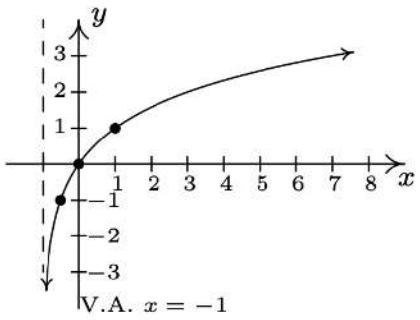
Range of g: $(-\infty, \infty)$



$y = g(x) = 10e^{-0.1x}$

64. Domain of g: $(-1, \infty)$

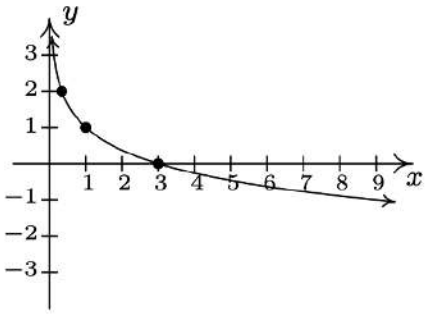
Range of g: $(-\infty, \infty)$



$$y = g(x) = \log_2(x+1)$$

65. Domain of g: $(0, \infty)$

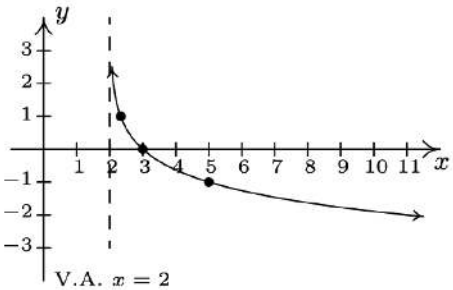
Range of g: $(-\infty, \infty)$



$$y = g(x) = \log_{\frac{1}{3}}(x) + 1$$

66. Domain of g: $(2, \infty)$

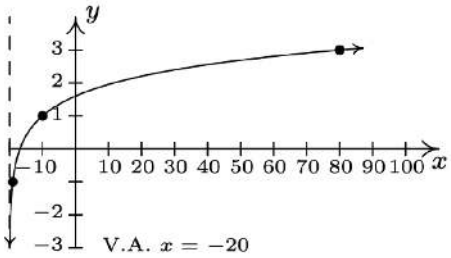
Range of g: $(-\infty, \infty)$



$$y = g(x) = -\log_3(x-2)$$

67. Domain of g: $(-20, \infty)$

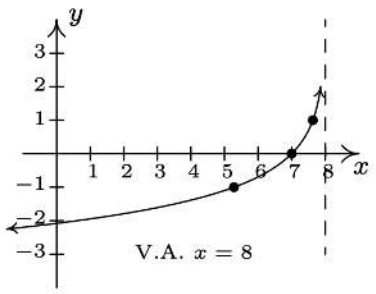
Range of g: $(-\infty, \infty)$



$$y = g(x) = 2\log(x+20) - 1$$

68. Domain of g: $(-\infty, 8)$

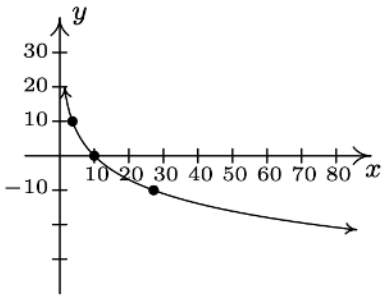
Range of g: $(-\infty, \infty)$



$y = g(x) = -\ln(8 - x)$

69. Domain of g: $(0, \infty)$

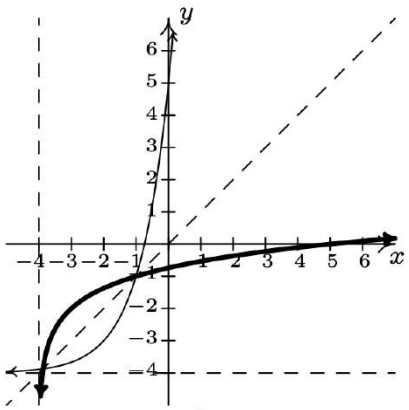
Range of g: $(-\infty, \infty)$



$y = g(x) = -10 \ln\left(\frac{x}{10}\right)$

70. $f(x) = 3^{x+2} - 4$

$f^{-1}(x) = \log_3(x + 4) - 2$

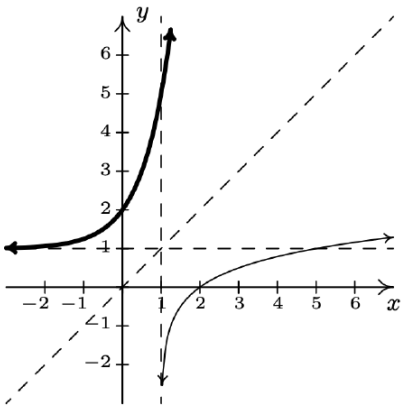


$y = f(x) = 3^{x+2} - 4$

$\boldsymbol{y = f^{-1}(x) = \log_3(x + 4) - 2}$

71. $f(x) = \log_4(x - 1)$

$f^{-1}(x) = 4^x + 1$

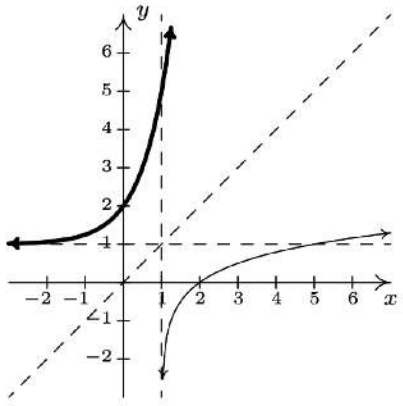


$y = f(x) = \log_4(x-1)$

$\boldsymbol{y = f^{-1}(x) = 4^x + 1}$

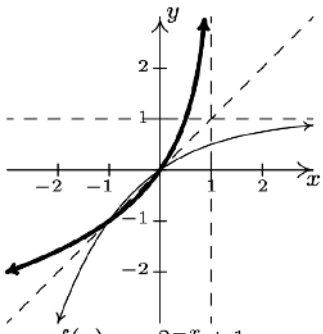
72. $f(x) = \log_4(x-1)$

$f^{-1}(x) = 4^x + 1$



73. $f(x) = -2^{-x} + 1$

$f^{-1}(x) = -\log_2(1-x)$

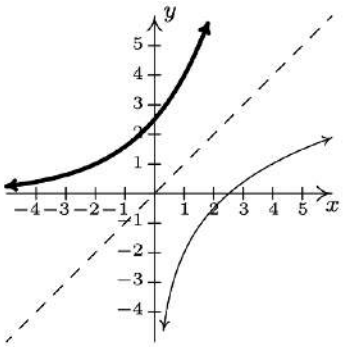


$y = f(x) = -2^{-x} + 1$

$\boldsymbol{y = f^{-1}(x) = -\log_2(1-x)}$

74. $f(x) = 5\log(x) - 2$

$f^{-1}(x) = 10^{\frac{x+2}{5}}$



$y = f(x) = 5\log(x) - 2$

$y = f^{-1}(x) = 10^{\frac{x+2}{5}}$

75. a. $M(0.001) = \log\left(\frac{0.001}{0.001}\right) = \log(1) = 0$.
    b. $M(80,000) = \log\left(\frac{80,000}{0.001}\right) = \log(80,000,000) \approx 7.9$

76. a. $L\left(10^{-6}\right) = 60$ decibels.
    b. $I = 10^{-.5} \approx 0.316$ watts per square meter.
    c. Since $L(1) = 120$ decibels and $L(100) = 140$ decibels, a sound with intensity level 140 decibels has an intensity 100 times greater than a sound with intensity level 120 decibels.

77. a. The pH of pure water is 7.
    b. If $\left[\mathrm{H}^{+}\right] = 6.3 \times 10^{-13}$ then the solution has a pH of 12.2.
    c. $\left[\mathrm{H}^{+}\right] = 10^{-0.7} \approx .1995$ moles per liter.

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6.2: Properties of Logarithms

Math 370 Learning Objectives

- Use the properties of logarithms to simplifying, expand, condense, and evaluate logarithmic expressions.

In Section 6.1, we introduced the logarithmic functions as inverses of exponential functions and discussed a few of their functional properties from that perspective. In this section, we explore the algebraic properties of logarithms. Historically, these have played a huge role in the scientific development of our society since, among other things, they were used to develop analog computing devices called slide rules which enabled scientists and engineers to perform accurate calculations leading to such things as space travel and the moon landing. As we shall see shortly, logs inherit analogs of all of the properties of exponents you learned in Elementary and Intermediate Algebra. We first extract two properties from the properties of logarithmic functions to remind us of the definition of a logarithm as the inverse of an exponential function.

Theorem 6.2.1: Inverse Properties of Exponential and Logarithmic Functions

Let $b > 0$, $b \neq 1$.

- $b^a = c$ if and only if $\log_b(c) = a$
- $\log_b(b^x) = x$ for all x and $b^{\log_b(x)} = x$ for all $x > 0$

Next, we spell out what it means for exponential and logarithmic functions to be one-to-one.

Theorem 6.2.2: One-to-one Properties of Exponential and Logarithmic Functions

Let $f(x) = b^x$ and $g(x) = \log_b(x)$ where $b > 0$, $b \neq 1$. Then f and g are one-to-one and

- $b^u = b^w$ if and only if $u = w$ for all real numbers u and w.
- $\log_b(u) = \log_b(w)$ if and only if $u = w$ for all real numbers $u > 0$, $w > 0$.

We now state the algebraic properties of exponential functions which will serve as a basis for the properties of logarithms. While these properties may look identical to the ones you learned in Elementary and Intermediate Algebra, they apply to real number exponents, not just rational exponents. Note that in the theorem that follows, we are interested in the properties of exponential functions, so the base b is restricted to $b > 0$, $b \neq 1$. An added benefit of this restriction is that it eliminates the pathologies discussed in Section 5.3 when, for example, we simplified $\left(x^{2/3}\right)^{3/2}$ and obtained $|x|$ instead of what we had expected from the arithmetic in the exponents, $x^1 = x$.

Theorem 6.2.3: Algebraic Properties of Exponential Functions

Let $f(x) = b^x$ be an exponential function ($b > 0$, $b \neq 1$) and let u and w be real numbers.

- **Product Rule of Exponential Functions:** $f(u+w) = f(u)f(w)$. In other words, $b^{u+w} = b^u b^w$
- **Quotient Rule of Exponential Functions:** $f(u-w) = \frac{f(u)}{f(w)}$. In other words, $b^{u-w} = \frac{b^u}{b^w}$
- **Power Rule of Exponential Functions:** $(f(u))^w = f(uw)$. In other words, $(b^u)^w = b^{uw}$

While the properties listed in Theorem 6.2.3 are certainly believable based on similar properties of integer and rational exponents, the full proofs require Calculus. To each of these properties of exponential functions corresponds an analogous property of logarithmic functions. We list these below in our next theorem.

Theorem 6.2.4: Algebraic Properties of Logarithmic Functions

Let $g(x) = \log_b(x)$ be a logarithmic function ($b > 0$, $b \neq 1$) and let $u > 0$ and $w > 0$ be real numbers.

- **Product Rule of Logarithmic Functions:** $g(uw) = g(u) + g(w)$. In other words, $\log_b(uw) = \log_b(u) + \log_b(w)$
- **Quotient Rule of Logarithmic Functions:** $g\left(\frac{u}{w}\right) = g(u) - g(w)$. In other words, $\log_b\left(\frac{u}{w}\right) = \log_b(u) - \log_b(w)$
- **Power Rule of Logarithmic Functions:** $g(u^w) = wg(u)$. In other words, $\log_b(u^w) = w\log_b(u)$

There are a couple of different ways to understand why Theorem 6.2.4 is true. Consider the Product Rule of Logarithmic Functions: $\log_b(uw) = \log_b(u) + \log_b(w)$. Let $a = \log_b(uw)$, $c = \log_b(u)$, and $d = \log_b(w)$. Then, by definition, $b^a = uw$, $b^c = u$ and $b^d = w$. Hence, $b^a = uw = b^c b^d = b^{c+d}$, so that $b^a = b^{c+d}$. By the one-to-one property of b^x, we have $a = c + d$. In other words, $\log_b(uw) = \log_b(u) + \log_b(w)$. The remaining properties are proved similarly.

From a purely functional approach, we can see the properties in Theorem 6.2.4 as an example of how inverse functions interchange the roles of inputs in outputs. For instance, the Product Rule for Exponential Functions given in Theorem 6.2.3, $f(u+w) = f(u)f(w)$, says that adding inputs results in multiplying outputs. Hence, whatever f^{-1} is, it must take the products of outputs from f and return them to the sum of their respective inputs. Since the outputs from f are the inputs to f^{-1} and vice-versa, we have that that f^{-1} must take products of its inputs to the sum of their respective outputs. This is precisely what the Product Rule for Logarithmic Functions states in Theorem 6.2.4: $g(uw) = g(u) + g(w)$. The reader is encouraged to view the remaining properties listed in Theorem 6.2.4 similarly.

The following examples help build familiarity with these properties. In our first example, we are asked to "expand" the logarithms. This means that we read the properties in Theorem 6.2.4 from left to right and rewrite products inside the log as sums outside the log, quotients inside the log as differences outside the log, and powers inside the log as factors outside the log.[1]

Example 6.2.1

Expand each logarithm.

a. $\log_2\left(\frac{8}{x}\right)$
b. $\log_{0.1}\left(10x^2\right)$
c. $\ln\left(\frac{3}{ex}\right)^2$
d. $\log\sqrt[3]{\frac{100x^2}{yz^5}}$
e. $\log_{117}\left(x^2-4\right)$

Solution

a. To expand $\log_2\left(\frac{8}{x}\right)$, we use the Quotient Rule of Logarithmic Functions identifying $u = 8$ and $w = x$ and simplify.

$$\begin{aligned} \log_2\left(\frac{8}{x}\right) &= \log_2(8) - \log_2(x) && \text{(Quotient Rule of Logarithmic Functions)} \\ &= 3 - \log_2(x) && \left(\text{Since } 2^3 = 8\right) \\ &= -\log_2(x) + 3 \end{aligned}$$

b. In the expression $\log_{0.1}\left(10x^2\right)$, we have a power (the x^2) and a product. In order to use the Product Rule of Logarithmic Functions, the *entire* quantity inside the logarithm must be raised to the same exponent. Since the exponent 2 applies only to the x, we first apply the Product Rule of Logarithmic Functions with $u = 10$ and $w = x^2$. Once we get the x^2 by itself inside the log, we may apply the Power Rule of Logarithmic Functions with $u = x$ and $w = 2$ and simplify.

$$\begin{aligned} \log_{0.1}\left(10x^2\right) &= \log_{0.1}(10) + \log_{0.1}\left(x^2\right) && \text{(Product Rule of Logarithmic Functions)} \\ &= \log_{0.1}(10) + 2\log_{0.1}(x) && \text{(Power Rule of Logarithmic Functions)} \\ &= -1 + 2\log_{0.1}(x) && \left(\text{Since } (0.1)^{-1} = 10\right) \\ &= 2\log_{0.1}(x) - 1 \end{aligned}$$

c. We have a power, quotient and product occurring in $\ln\left(\frac{3}{ex}\right)^2$. Since the exponent 2 applies to the entire quantity inside the logarithm, we begin with the Power Rule of Logarithmic Functions with $u = \frac{3}{ex}$ and $w = 2$. Next, we see the Quotient Rule of Logarithmic Functions is applicable, with $u = 3$ and $w = ex$, so we replace $\ln\left(\frac{3}{ex}\right)$ with the quantity $\ln(3) - \ln(ex)$. Since $\ln\left(\frac{3}{ex}\right)$ is being multiplied by 2, the entire quantity $\ln(3) - \ln(ex)$ is multiplied by 2. Finally, we apply the Product Rule of Logarithmic Functions with $u = e$ and $w = x$, and replace $\ln(ex)$ with the quantity $\ln(e) + \ln(x)$, and simplify, keeping in mind that the natural log is log base e.

$$\begin{aligned}
\ln\left(\frac{3}{ex}\right)^2 &= 2\ln\left(\frac{3}{ex}\right) && \text{(Power Rule of Logarithmic Functions)}\\
&= 2\left[\ln(3)-\ln(ex)\right] && \text{(Quotient Rule of Logarithmic Functions)}\\
&= 2\ln(3)-2\ln(ex)\\
&= 2\ln(3)-2\left[\ln(e)+\ln(x)\right] && \text{(Product Rule of Logarithmic Functions)}\\
&= 2\ln(3)-2\ln(e)-2\ln(x)\\
&= 2\ln(3)-2-2\ln(x) && \left(\text{Since } e^1=e\right)\\
&= -2\ln(x)+2\ln(3)-2
\end{aligned}$$

d. In Theorem 6.2.4, there is no mention of how to deal with radicals. However, thinking back to the definition of the rational exponent form of radicals, we can rewrite the cube root as a $\frac{1}{3}$ exponent. We begin by using the Power Rule of Logarithmic Functions[2] and we keep in mind that the common log is log base 10.

$$\begin{aligned}
\log\sqrt[3]{\frac{100x^2}{yz^5}} &= \log\left(\frac{100x^2}{yz^5}\right)^{1/3}\\
&= \frac{1}{3}\log\left(\frac{100x^2}{yz^5}\right) && \text{(Power Rule of Logarithmic Functions)}\\
&= \frac{1}{3}\left[\log\left(100x^2\right)-\log\left(yz^5\right)\right] && \text{(Quotient Rule of Logarithmic Functions)}\\
&= \frac{1}{3}\log\left(100x^2\right)-\frac{1}{3}\log\left(yz^5\right)\\
&= \frac{1}{3}\left[\log(100)+\log\left(x^2\right)\right]-\frac{1}{3}\left[\log(y)+\log\left(z^5\right)\right] && \text{(Product Rule of Logarithmic Functions)}\\
&= \frac{1}{3}\log(100)+\frac{1}{3}\log\left(x^2\right)-\frac{1}{3}\log(y)-\frac{1}{3}\log\left(z^5\right)\\
&= \frac{1}{3}\log(100)+\frac{2}{3}\log(x)-\frac{1}{3}\log(y)-\frac{5}{3}\log(z) && \text{(Power Rule of Logarithmic Functions)}\\
&= \frac{2}{3}+\frac{2}{3}\log(x)-\frac{1}{3}\log(y)-\frac{5}{3}\log(z) && \left(\text{Since } 10^2=100\right)\\
&= \frac{2}{3}\log(x)-\frac{1}{3}\log(y)-\frac{5}{3}\log(z)+\frac{2}{3}
\end{aligned}$$

e. At first it seems as if we have no means of simplifying $\log_{117}\left(x^2-4\right)$, since none of the properties of logs addresses the issue of expanding a difference *inside* the logarithm. However, we may factor $x^2-4=(x+2)(x-2)$ thereby introducing a product which gives us license to use the Product Rule of Logarithmic Functions.

$$\begin{aligned}
\log_{117}\left(x^2-4\right) &= \log_{117}[(x+2)(x-2)] && \text{(Factor)}\\
&= \log_{117}(x+2)+\log_{117}(x-2) && \text{(Product Rule of Logarithmic Functions)}
\end{aligned}$$

A couple of remarks about Example 6.2.1 are in order. First, while not explicitly stated in the above example, a general rule of thumb to determine which log property to apply first to a complicated problem is "reverse order of operations." For example, if we were to substitute a number for x into the expression $\log_{0.1}\left(10x^2\right)$, we would first square the x, then multiply by 10. The last step is the multiplication, which tells us the first log property to apply is the Product Rule of Logarithmic Functions. In a multi-step problem, this rule can give the required guidance on which log property to apply at each step. The reader is encouraged to look through the solutions to Example 6.2.1 to see this rule in action.

Second, while we were instructed to assume when necessary that all quantities represented positive real numbers, the authors would be committing a sin of omission if we failed to point out that, for instance, the functions $f(x)=\log_{117}\left(x^2-4\right)$ and $g(x)=\log_{117}(x+2)+\log_{117}(x-2)$ have different domains, and, hence, are different functions. We leave it to the reader to verify the domain of f is $(-\infty,-2)\cup(2,\infty)$ whereas the domain of g is $(2,\infty)$.

Note

In general, when using log properties to expand a logarithm, we may very well be restricting the domain as we do so.

One last comment before we move to reassembling logs from their various bits and pieces. The authors are well aware of the propensity for some students to become overexcited and invent their own properties of logs like $\log_{117}\left(x^2-4\right)=\log_{117}\left(x^2\right)-\log_{117}(4)$, which simply isn't true, in general. The unwritten property of logarithms is that if it isn't written in a textbook, it probably isn't true.

Example 6.2.2

Use the properties of logarithms to write the following as a single logarithm.

a. $\log_3(x-1)-\log_3(x+1)$
b. $\log(x)+2\log(y)-\log(z)$
c. $4\log_2(x)+3$
d. $-\ln(x)-\frac{1}{2}$

Solution

Whereas in Example 6.2.1 we read the properties in Theorem 6.2.4 from left-to-right to expand logarithms, in this example we read them from right-to-left.

a. The difference of logarithms requires the Quotient Rule of Logarithmic Functions:
$\log_3(x-1)-\log_3(x+1)=\log_3\left(\frac{x-1}{x+1}\right)$.

b. In the expression, $\log(x)+2\log(y)-\log(z)$, we have both a sum and difference of logarithms. However, before we use the Product Rule of Logarithmic Functions to combine $\log(x)+2\log(y)$, we note that we need to somehow deal with the coefficient 2 on $\log(y)$. This can be handled using the Power Rule of Logarithmic Functions. We can then apply the Product and Quotient Rules of Logarithmic Functions as we move from left to right. Putting it all together, we have

$$\begin{aligned}\log(x)+2\log(y)-\log(z) &= \log(x)+\log\left(y^2\right)-\log(z) && \text{(Power Rule of Logarithmic Functions)}\\ &= \log\left(xy^2\right)-\log(z) && \text{(Product Rule of Logarithmic Functions)}\\ &= \log\left(\frac{xy^2}{z}\right) && \text{(Quotient Rule of Logarithmic Functions)}\end{aligned}$$

c. We can certainly get started rewriting $4\log_2(x)+3$ by applying the Power Rule of Logarithmic Functions to $4\log_2(x)$ to obtain $\log_2\left(x^4\right)$, but in order to use the Product Rule of Logarithmic Functions to handle the addition, we need to rewrite 3 as a logarithm base 2. From Theorem 6.2.1, we know $3=\log_2\left(2^3\right)$, so we get

$$\begin{aligned}4\log_2(x)+3 &= \log_2\left(x^4\right)+3 && \text{(Power Rule of Logarithmic Functions)}\\ &= \log_2\left(x^4\right)+\log_2\left(2^3\right) && \left(\text{Since } 3=\log_2\left(2^3\right)\right)\\ &= \log_2\left(x^4\right)+\log_2(8)\\ &= \log_2\left(8x^4\right) && \text{(Product Rule of Logarithmic Functions)}\end{aligned}$$

d. To get started with $-\ln(x)-\frac{1}{2}$, we rewrite $-\ln(x)$ as $(-1)\ln(x)$. We can then use the Power Rule of Logarithmic Functions to obtain $(-1)\ln(x)=\ln\left(x^{-1}\right)$. In order to use the Quotient Rule of Logarithmic Functions, we need to write $\frac{1}{2}$ as a natural logarithm. Theorem 6.2.1 gives us $\frac{1}{2}=\ln\left(e^{1/2}\right)=\ln(\sqrt{e})$. We have

$$\begin{aligned} -\ln(x)-\frac{1}{2} &= (-1)\ln(x)-\frac{1}{2} \\ &= \ln\left(x^{-1}\right)-\frac{1}{2} && \text{(Power Rule of Logarithmic Functions)} \\ &= \ln\left(x^{-1}\right)-\ln\left(e^{1/2}\right) && \left(\text{Since } \frac{1}{2}=\ln\left(e^{1/2}\right)\right) \\ &= \ln\left(x^{-1}\right)-\ln\left(\sqrt{e}\right) \\ &= \ln\left(\frac{x^{-1}}{\sqrt{e}}\right) && \text{(Quotient Rule of Logarithmic Functions)} \\ &= \ln\left(\frac{1}{x\sqrt{e}}\right) \end{aligned}$$

As we would expect, the rule of thumb for re-assembling logarithms is the opposite of what it was for dismantling them. That is, if we are interested in rewriting an expression as a single logarithm, we apply log properties following the usual order of operations: deal with multiples of logs first with the Power Rule of Logarithmic Functions, then deal with addition and subtraction using the Product and Quotient Rules of Logarithmic Functions, respectively. Additionally, we find that using log properties in this fashion can increase the domain of the expression. For example, we leave it to the reader to verify the domain of $f(x)=\log_3(x-1)-\log_3(x+1)$ is $(1,\infty)$ but the domain of $g(x)=\log_3\left(\frac{x-1}{x+1}\right)$ is $(-\infty,-1)\cup(1,\infty)$. We will need to keep this in mind when we solve equations involving logarithms in Section 6.4 - it is precisely for this reason we will have to check for extraneous solutions.

The two logarithm buttons commonly found on calculators are the "**LOG**" and "**LN**" buttons which correspond to the common and natural logs, respectively. Suppose we wanted an approximation to $\log_2(7)$. The answer should be a little less than 3, (Can you explain why?) but how do we coerce the calculator into telling us a more accurate answer? We need the following theorem.

Theorem 6.2.5: Change of Base Formulas

Let $a, b>0$, $a, b \neq 1$.

- $a^x=b^{x\log_b(a)}$ for all real numbers x.
- $\log_a(x)=\frac{\log_b(x)}{\log_b(a)}$ for all real numbers $x>0$.

The proofs of the Change of Base formulas are a result of the other properties studied in this section. If we start with $b^{x\log_b(a)}$ and use the Power Rule of Logarithmic Functions to rewrite $x\log_b(a)$ as $\log_b(a^x)$ and then apply one of the Inverse Properties in Theorem 6.2.1, we get

$$b^{x\log_b(a)}=b^{\log_b(a^x)}=a^x,$$

as required. To verify the logarithmic form of the property, we also use the Power Rule of Logarithmic Functions and an Inverse Property. We note that

$$\log_a(x)\cdot\log_b(a)=\log_b\left(a^{\log_a(x)}\right)=\log_b(x),$$

and we get the result by dividing through by $\log_b(a)$. Of course, the authors can't help but point out the inverse relationship between these two change of base formulas. To change the base of an exponential expression, we *multiply* the *input* by the factor $\log_b(a)$. To change the base of a logarithmic expression, we *divide* the *output* by the factor $\log_b(a)$.

While, in the grand scheme of things, both change of base formulas are really saying the same thing, the logarithmic form is the one usually encountered in Algebra while the exponential form isn't usually introduced until Calculus.[3] What Theorem 6.2.5 really tells us is that all exponential and logarithmic functions are just scalings of one another. Not only does this explain why their graphs have similar shapes, but it also tells us that we could do all of mathematics with a single base - be it 10, e, 42, or 117. Your Calculus teacher will have more to say about this when the time comes.

Example 6.2.3

Use an appropriate change of base formula to convert the following expressions to ones with the indicated base. Verify your answers using a calculator, as appropriate.

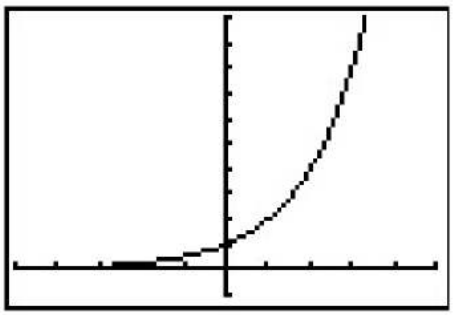
a. 3^2 to base 10
b. 2^x to base e
c. $\log_4(5)$ to base e
d. $\ln(x)$ to base 10

Solution

a. We apply the Change of Base formula with $a = 3$ and $b = 10$ to obtain $3^2 = 10^{2\log(3)}$. Typing the latter in the calculator produces an answer of 9 as required.

b. Here, $a = 2$ and $b = e$ so we have $2^x = e^{x\ln(2)}$. To verify this on our calculator, we can graph $f(x) = 2^x$ and $g(x) = e^{x\ln(2)}$. Their graphs are indistinguishable which provides evidence that they are the same function.



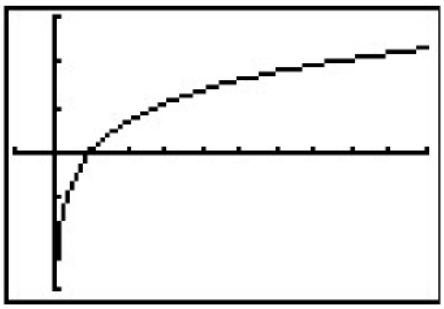


$y = f(x) = 2^x$ and $y = g(x) = e^{x\ln(2)}$

c. Applying the change of base with $a = 4$ and $b = e$ leads us to write $\log_4(5) = \frac{\ln(5)}{\ln(4)}$. Evaluating this in the calculator gives $\frac{\ln(5)}{\ln(4)} \approx 1.16$. How do we check this really is the value of $\log_4(5)$? By definition, $\log_4(5)$ is the exponent we put on 4 to get 5. The calculator confirms this.

d. We write $\ln(x) = \log_e(x) = \frac{\log(x)}{\log(e)}$. We graph both $f(x) = \ln(x)$ and $g(x) = \frac{\log(x)}{\log(e)}$ and find both graphs appear to be identical.





$y = f(x) = \ln(x)$ and $y = g(x) = \frac{\log(x)}{\log(e)}$

Section Footnotes

[1] Interestingly enough, it is the exact opposite process (which we will practice later) that is most useful in Algebra, the utility of expanding logarithms becomes apparent in Calculus.

[2] At this point in the text, the reader is encouraged to carefully read through each step and think of which quantity is playing the role of u and which is playing the role of w as we apply each property.

[3] The authors feel so strongly about showing students that every property of logarithms comes from and corresponds to a property of exponents that we have broken tradition with the vast majority of other authors in this field. This isn't the first time this happened, and it certainly won't be the last.

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6.2E: Exercises

Exercises

In Exercises 1 - 15, expand the given logarithm and simplify. Assume when necessary that all quantities represent positive real numbers.

1. $\ln(x^3y^2)$
2. $\log_2\left(\dfrac{128}{x^2+4}\right)$
3. $\log_5\left(\dfrac{z}{25}\right)^3$
4. $\log(1.23\times10^{37})$
5. $\ln\left(\dfrac{\sqrt{z}}{xy}\right)$
6. $\log_5\left(x^2-25\right)$
7. $\log_{\sqrt{2}}\left(4x^3\right)$
8. $\log_{\frac{1}{3}}\left(9x(y^3-8)\right)$
9. $\log\left(1000x^3y^5\right)$
10. $\log_3\left(\dfrac{x^2}{81y^4}\right)$
11. $\ln\left(\sqrt[4]{\dfrac{xy}{ez}}\right)$
12. $\log_6\left(\dfrac{216}{x^3y}\right)^4$
13. $\log\left(\dfrac{100x\sqrt{y}}{\sqrt[3]{10}}\right)$
14. $\log_{\frac{1}{2}}\left(\dfrac{4\sqrt[3]{x^2}}{y\sqrt{z}}\right)$
15. $\ln\left(\dfrac{\sqrt[3]{x}}{10\sqrt{yz}}\right)$

In Exercises 16 - 29, use the properties of logarithms to write the expression as a single logarithm.

16. $4\ln(x)+2\ln(y)$
17. $\log_2(x)+\log_2(y)-\log_2(z)$
18. $\log_3(x)-2\log_3(y)$
19. $\frac{1}{2}\log_3(x)-2\log_3(y)-\log_3(z)$
20. $2\ln(x)-3\ln(y)-4\ln(z)$
21. $\log(x)-\frac{1}{3}\log(z)+\frac{1}{2}\log(y)$
22. $-\frac{1}{3}\ln(x)-\frac{1}{3}\ln(y)+\frac{1}{3}\ln(z)$
23. $\log_5(x)-3$
24. $3-\log(x)$
25. $\log_7(x)+\log_7(x-3)-2$
26. $\ln(x)+\frac{1}{2}$
27. $\log_2(x)+\log_4(x)$
28. $\log_2(x)+\log_4(x-1)$
29. $\log_2(x)+\log_{\frac{1}{2}}(x-1)$

In Exercises 30 - 33, use the appropriate change of base formula to convert the given expression to an expression with the indicated base.

30. 7^{x-1} to base e
31. $\log_3(x+2)$ to base 10

32. $\left(\frac{2}{3}\right)^x$ to base e
33. $\log(x^2+1)$ to base e

In Exercises 34 - 39, use the appropriate change of base formula to approximate the logarithm.

34. $\log_3(12)$
35. $\log_5(80)$
36. $\log_6(72)$
37. $\log_4\left(\frac{1}{10}\right)$
38. $\log_{\frac{3}{5}}(1000)$
39. $\log_{\frac{2}{3}}(50)$
40. Compare and contrast the graphs of $y=\ln(x^2)$ and $y=2\ln(x)$.
41. Prove the Quotient Rule and Power Rule for Logarithms.
42. Give numerical examples to show that, in general,
    a. $\log_b(x+y)\neq\log_b(x)+\log_b(y)$
    b. $\log_b(x-y)\neq\log_b(x)-\log_b(y)$
    c. $\log_b\left(\frac{x}{y}\right)\neq\frac{\log_b(x)}{\log_b(y)}$
43. The Henderson-Hasselbalch Equation: Suppose HA represents a weak acid. Then we have a reversible chemical reaction

$$HA \rightleftharpoons H^+ + A^-.$$

    The acid disassociation constant, K_a, is given by

$$K_\alpha = \frac{[H^+][A^-]}{[HA]} = [H^+]\frac{[A^-]}{[HA]},$$

    where the square brackets denote the concentrations just as they did in Exercise 77 in Section 6.1. The symbol $\mathrm{p}K_a$ is defined similarly to pH in that $\mathrm{p}K_a = -\log(K_a)$. Using the definition of pH from Exercise 77 and the properties of logarithms, derive the Henderson-Hasselbalch Equation which states

$$\mathrm{pH} = \mathrm{p}K_a + \log\frac{[A^-]}{[HA]}$$

44. Research the history of logarithms including the origin of the word ‘logarithm’ itself. Why is the abbreviation of natural log ‘ln’ and not ‘nl’?
45. There is a scene in the movie "Apollo 13" in which several people at Mission Control use slide rules to verify a computation. Was that scene accurate? Look for other pop culture references to logarithms and slide rules.

Answers

1. $3\ln(x)+2\ln(y)$
2. $7-\log_2(x^2+4)$
3. $3\log_5(z)-6$
4. $\log(1.23)+37$
5. $\frac{1}{2}\ln(z)-\ln(x)-\ln(y)$
6. $\log_5(x-5)+\log_5(x+5)$
7. $3\log_{\sqrt{2}}(x)+4$
8. $-2+\log_{\frac{1}{3}}(x)+\log_{\frac{1}{3}}(y-2)+\log_{\frac{1}{3}}(y^2+2y+4)$
9. $3+3\log(x)+5\log(y)$
10. $2\log_3(x)-4-4\log_3(y)$
11. $\frac{1}{4}\ln(x)+\frac{1}{4}\ln(y)-\frac{1}{4}-\frac{1}{4}\ln(z)$
12. $12-12\log_6(x)-4\log_6(y)$
13. $\frac{5}{3}+\log(x)+\frac{1}{2}\log(y)$

14. $-2+\frac{2}{3}\log_{\frac{1}{2}}(x)-\log_{\frac{1}{2}}(y)-\frac{1}{2}\log_{\frac{1}{2}}(z)$
15. $\frac{1}{3}\ln(x)-\ln(10)-\frac{1}{2}\ln(y)-\frac{1}{2}\ln(z)$
16. $\ln(x^4y^2)$
17. $\log_2\left(\frac{xy}{z}\right)$
18. $\log_3\left(\frac{x}{y^2}\right)$
19. $\log_3\left(\frac{\sqrt{x}}{y^2z}\right)$
20. $\ln\left(\frac{x^2}{y^3z^4}\right)$
21. $\log\left(\frac{x\sqrt{y}}{\sqrt[3]{z}}\right)$
22. $\ln\left(\sqrt[3]{\frac{z}{xy}}\right)$
23. $\log_5\left(\frac{x}{125}\right)$
24. $\log\left(\frac{1000}{x}\right)$
25. $\log_7\left(\frac{x(x-3)}{49}\right)$
26. $\ln(x\sqrt{e})$
27. $\log_2\left(x^{3/2}\right)$
28. $\log_2(x\sqrt{x-1})$
29. $\log_2\left(\frac{x}{x-1}\right)$
30. $7^{x-1}=e^{(x-1)\ln(7)}$
31. $\log_3(x+2)=\frac{\log(x+2)}{\log(3)}$
32. $\left(\frac{2}{3}\right)^x=e^{x\ln(\frac{2}{3})}$
33. $\log(x^2+1)=\frac{\ln(x^2+1)}{\ln(10)}$
34. $\log_3(12)\approx 2.26186$
35. $\log_5(80)\approx 2.72271$
36. $\log_6(72)\approx 2.38685$
37. $\log_4\left(\frac{1}{10}\right)\approx -1.66096$
38. $\log_{\frac{3}{5}}(1000)\approx -13.52273$
39. $\log_{\frac{2}{3}}(50)\approx -9.64824$

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6.3: Exponential Equations and Inequalities

Math 370 Learning Objectives

- Briefly review solving exponential equations using logarithms.
- Optional: Solve exponential inequalities.
- Optional: Find the inverse when given an equation involving several exponential functions.

Solving Exponential Equations

In this section we will develop techniques for solving equations involving exponential functions. Suppose, for instance, we wanted to solve the equation $2^x = 128$. After a moment's calculation, we find $128 = 2^7$, so we have $2^x = 2^7$. The one-to-one property of exponential functions, detailed in Theorem 6.2.2, tells us that $2^x = 2^7$ if and only if $x = 7$. This means that not only is $x = 7$ a solution to $2^x = 2^7$, it is the *only* solution.

Now suppose we change the problem ever so slightly to $2^x = 129$. We could use one of the inverse properties of exponentials and logarithms to write $129 = 2^{\log_2(129)}$. We'd then have $2^x = 2^{\log_2(129)}$, which means our solution is $x = \log_2(129)$. This makes sense because, after all, the definition of $\log_2(129)$ is "the exponent we put on 2 to get 129." Indeed we could have obtained this solution directly by rewriting the equation $2^x = 129$ in its logarithmic form $\log_2(129) = x$. Either way, in order to get a reasonable decimal approximation to this number, we'd use the Change of Base Formula to give us something more calculator friendly,[1] say $\log_2(129) = \frac{\ln(129)}{\ln(2)}$. Another way to arrive at this answer is as follows

$$\begin{aligned} 2^x &= 129 \\ \ln(2^x) &= \ln(129) && \text{(Take the natural log of both sides)} \\ x\ln(2) &= \ln(129) && \text{(Power Rule of Logarithmic Functions)} \\ x &= \frac{\ln(129)}{\ln(2)} \end{aligned}$$

"Taking the natural log" of both sides is akin to squaring both sides: since $f(x) = \ln(x)$ is a *function*, as long as two quantities are equal, their natural logs are equal.[2] Also note that we treat $\ln(2)$ as any other non-zero real number and divide it through[3] to isolate the variable x.

Example 6.3.1

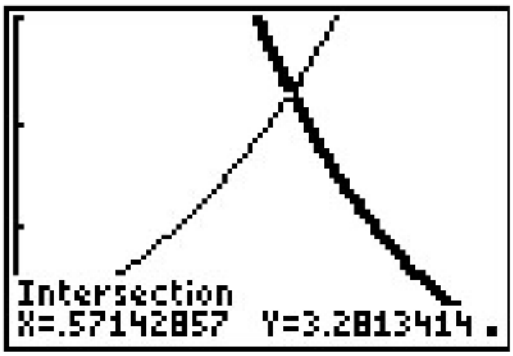
Solve the following equations. Check your answer graphically using a calculator.

a. $2^{3x} = 16^{1-x}$
b. $2000 = 1000 \cdot 3^{-0.1t}$
c. $9 \cdot 3^x = 7^{2x}$
d. $75 = \frac{100}{1+3e^{-2t}}$
e. $25^x = 5^x + 6$
f. $\frac{e^x - e^{-x}}{2} = 5$

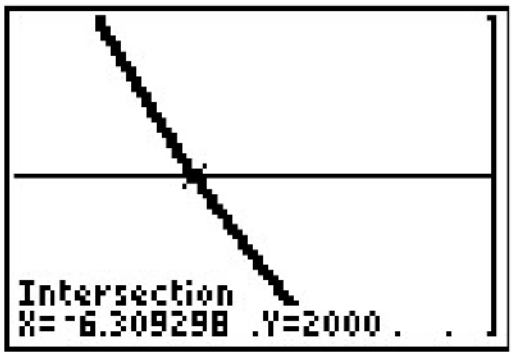
Solution

a. Since 16 is a power of 2, we can rewrite $2^{3x} = 16^{1-x}$ as $2^{3x} = \left(2^4\right)^{1-x}$. Using properties of exponents, we get $2^{3x} = 2^{4(1-x)}$. Using the one-to-one property of exponential functions, we get $3x = 4(1-x)$ which gives $x = \frac{4}{7}$. To check graphically, we set $f(x) = 2^{3x}$ and $g(x) = 16^{1-x}$ and see that they intersect at $x = \frac{4}{7} \approx 0.5714$.

b. We begin solving $2000 = 1000 \cdot 3^{-0.1t}$ by dividing both sides by 1000 to isolate the exponential which yields $3^{-0.1t} = 2$. Since it is inconvenient to write 2 as a power of 3, we use the natural log to get $\ln\left(3^{-0.1t}\right) = \ln(2)$. Using the Power Rule of Logarithmic Functions, we get $-0.1t\ln(3) = \ln(2)$, so we divide both sides by $-0.1\ln(3)$ to get $t = -\frac{\ln(2)}{0.1\ln(3)} = -\frac{10\ln(2)}{\ln(3)}$. On the calculator, we graph $f(x) = 2000$ and $g(x) = 1000 \cdot 3^{-0.1x}$ and find that they intersect at $x = -\frac{10\ln(2)}{\ln(3)} \approx -6.3093$.



$y = f(x) = 2^{3x}$ and
$y = g(x) = 16^{1-x}$



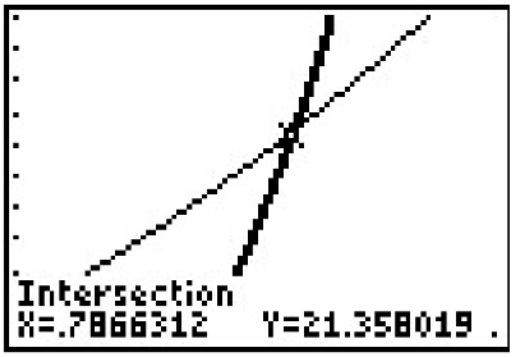
$y = f(x) = 2000$ and
$y = g(x) = 1000 \cdot 3^{-0.1x}$

c. We first note that we can rewrite the equation $9 \cdot 3^x = 7^{2x}$ as $3^2 \cdot 3^x = 7^{2x}$ to obtain $3^{x+2} = 7^{2x}$. Since it is not convenient to express both sides as a power of 3 (or 7 for that matter) we use the natural log: $\ln\left(3^{x+2}\right) = \ln\left(7^{2x}\right)$. The Power Rule of Logarithmic Functions gives $(x+2)\ln(3) = 2x\ln(7)$. Even though this equation appears very complicated, keep in mind that $\ln(3)$ and $\ln(7)$ are just constants. The equation $(x+2)\ln(3) = 2x\ln(7)$ is actually a linear equation and as such we gather all of the terms with x on one side, and the constants on the other. We then divide both sides by the coefficient of x, which we obtain by factoring.

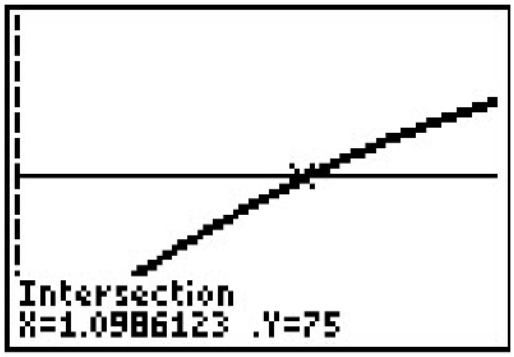
$$\begin{aligned} (x+2)\ln(3) &= 2x\ln(7) \\ x\ln(3)+2\ln(3) &= 2x\ln(7) \\ 2\ln(3) &= 2x\ln(7)-x\ln(3) \\ 2\ln(3) &= x(2\ln(7)-\ln(3)) \quad \text{(Factor)} \\ x &= \frac{2\ln(3)}{2\ln(7)-\ln(3)} \end{aligned}$$

Graphing $f(x) = 9 \cdot 3^x$ and $g(x) = 7^{2x}$ on the calculator, we see that these two graphs intersect at $x = \frac{2\ln(3)}{2\ln(7)-\ln(3)} \approx 0.7866$.

d. Our objective in solving $75 = \frac{100}{1+3e^{-2t}}$ is to first isolate the exponential. To that end, we clear denominators and get $75\left(1+3e^{-2t}\right) = 100$. From this we get $75 + 225e^{-2t} = 100$, which leads to $225e^{-2t} = 25$, and finally, $e^{-2t} = \frac{1}{9}$. Taking the natural log of both sides gives $\ln\left(e^{-2t}\right) = \ln\left(\frac{1}{9}\right)$. Since natural log is log base e, $\ln\left(e^{-2t}\right) = -2t$. We can also use the Power Rule of Logarithmic Functions to write $\ln\left(\frac{1}{9}\right) = -\ln(9)$. Putting these two steps together, we simplify $\ln\left(e^{-2t}\right) = \ln\left(\frac{1}{9}\right)$ to $-2t = -\ln(9)$. We arrive at our solution, $t = \frac{\ln(9)}{2}$ which simplifies to $t = \ln(3)$. (Can you explain why?) The calculator confirms the graphs of $f(x) = 75$ and $g(x) = \frac{100}{1+3e^{-2x}}$ intersect at $x = \ln(3) \approx 1.099$.



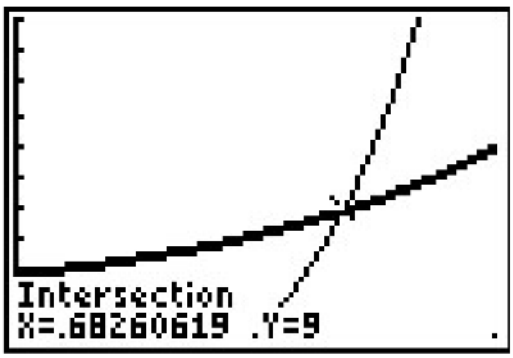
$y = f(x) = 9 \cdot 3^x$ and
$y = g(x) = 7^{2x}$



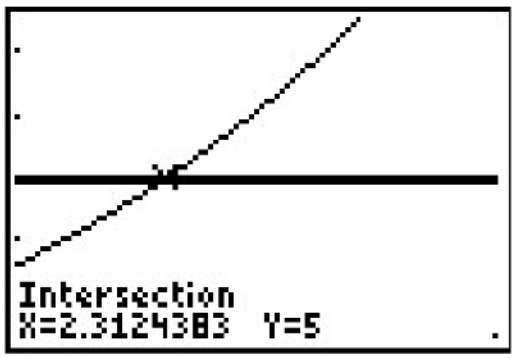
$y = f(x) = 75$ and
$y = g(x) = \frac{100}{1+3e^{-2x}}$

e. We start solving $25^x = 5^x + 6$ by rewriting $25 = 5^2$ so that we have $\left(5^2\right)^x = 5^x + 6$, or $5^{2x} = 5^x + 6$. Even though we have a common base, having two terms on the right hand side of the equation foils our plan of equating exponents or taking logs. If we stare at this long enough, we notice that we have three terms with the exponent on one term exactly twice that of another. To our surprise and delight, we have a "quadratic in disguise." Letting $u = 5^x$, we have $u^2 = \left(5^x\right)^2 = 5^{2x}$ so the equation $5^{2x} = 5^x + 6$ becomes $u^2 = u + 6$. Solving this as $u^2 - u - 6 = 0$ gives $u = -2$ or $u = 3$. Since $u = 5^x$, we have $5^x = -2$ or $5^x = 3$. Since $5^x = -2$ has no real solution, (Why not?) we focus on $5^x = 3$. Since it isn't convenient to express 3 as a power of 5, we take natural logs and get $\ln(5^x) = \ln(3)$ so that $x\ln(5) = \ln(3)$ or $x = \frac{\ln(3)}{\ln(5)}$. On the calculator, we see the graphs of $f(x) = 25^x$ and $g(x) = 5^x + 6$ intersect at $x = \frac{\ln(3)}{\ln(5)} \approx 0.6826$.

f. At first, it's unclear how to proceed with $\frac{e^x - e^{-x}}{2} = 5$, besides clearing the denominator to obtain $e^x - e^{-x} = 10$. Of course, if we rewrite $e^{-x} = \frac{1}{e^x}$, we see we have another denominator lurking in the problem: $e^x - \frac{1}{e^x} = 10$. Clearing this denominator gives us $e^{2x} - 1 = 10e^x$, and once again, we have an equation with three terms where the exponent on one term is exactly twice that of another - a "quadratic in disguise." If we let $u = e^x$, then $u^2 = e^{2x}$ so the equation $e^{2x} - 1 = 10e^x$ can be viewed as $u^2 - 1 = 10u$. Solving $u^2 - 10u - 1 = 0$, we obtain by the Quadratic Formula $u = 5 \pm \sqrt{26}$. From this, we have $e^x = 5 \pm \sqrt{26}$. Since $5 - \sqrt{26} < 0$, we get no real solution to $e^x = 5 - \sqrt{26}$, but for $e^x = 5 + \sqrt{26}$, we take natural logs to obtain $x = \ln\left(5 + \sqrt{26}\right)$. If we graph $f(x) = \frac{e^x - e^{-x}}{2}$ and $g(x) = 5$, we see that the graphs intersect at $x = \ln\left(5 + \sqrt{26}\right) \approx 2.312$



$y = f(x) = 25^x$ and
$y = g(x) = 5^x + 6$



$y = f(x) = \frac{e^x - e^{-x}}{2}$ and
$y = g(x) = 5$

The authors would be remiss not to mention that Example 6.3.1 holds great educational value. Much can be learned about logarithms and exponentials by verifying the solutions obtained in Example 6.3.1 analytically. For example, to verify our solution to $2000 = 1000 \cdot 3^{-0.1t}$, we substitute $t = -\frac{10\ln(2)}{\ln(3)}$ and obtain

$$\begin{aligned}
2000 &\stackrel{?}{=} 1000 \cdot 3^{-0.1\left(-\frac{10\ln(2)}{\ln(3)}\right)} \\
2000 &\stackrel{?}{=} 1000 \cdot 3^{\frac{\ln(2)}{\ln(3)}} \\
2000 &\stackrel{?}{=} 1000 \cdot 3^{\log_3(2)} && \text{(Change of Base)} \\
2000 &\stackrel{?}{=} 1000 \cdot 2 && \text{(Inverse Property)} \\
2000 &\stackrel{\checkmark}{=} 2000
\end{aligned}$$

The other solutions can be verified by using a combination of log and inverse properties. Some fall out quite quickly, while others are more involved. We leave them to the reader.

Subsection Footnotes

[1] You can use natural logs or common logs. We choose natural logs. (In Calculus, you'll learn these are the most "mathy" of the logarithms.)

[2] This is also the "if" part of the statement $\log_b(u) = \log_b(w)$ if and only if $u = w$ in Theorem 6.2.2.

[3] Please resist the temptation to divide both sides by "ln" instead of $\ln(2)$. Just like it wouldn't make sense to divide both sides by the square root symbol "$\sqrt{\ }$" when solving $x\sqrt{2} = 5$, it makes no sense to divide by "ln".

Solving Exponential Inequalities

Since exponential functions are continuous on their domains, the Intermediate Value Theorem applies. As with the algebraic functions in Section 5.3, this allows us to solve inequalities using sign diagrams as demonstrated below.

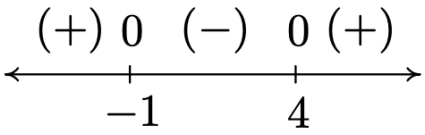
Example 6.3.2

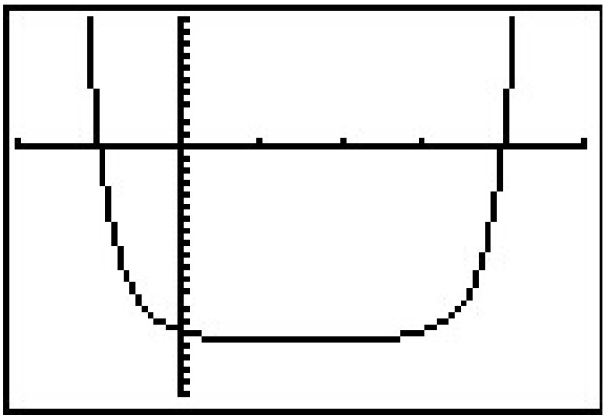
Solve the following inequalities. Check your answer graphically using a calculator.

a. $2^{x^2-3x} - 16 \geq 0$
b. $\frac{e^x}{e^x-4} \leq 3$
c. $xe^{2x} < 4x$

Solution

a. Since we already have 0 on one side of the inequality, we set $r(x) = 2^{x^2-3x} - 16$. The domain of r is all real numbers, so in order to construct our sign diagram, we need to find the zeros of r. Setting $r(x) = 0$ gives $2^{x^2-3x} - 16 = 0$ or $2^{x^2-3x} = 16$. Since $16 = 2^4$ we have $2^{x^2-3x} = 2^4$, so by the one-to-one property of exponential functions, $x^2 - 3x = 4$. Solving $x^2 - 3x - 4 = 0$ gives $x = 4$ and $x = -1$. From the sign diagram, we see $r(x) \geq 0$ on $(-\infty, -1] \cup [4, \infty)$, which corresponds to where the graph of $y = r(x) = 2^{x^2-3x} - 16$, is on or above the x-axis.





$$y = r(x) = 2^{x^2-3x} - 16$$

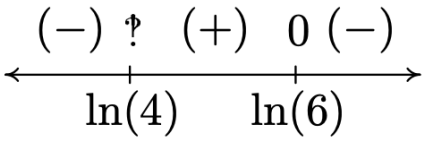
b. The first step we need to take to solve $\frac{e^x}{e^x-4} \leq 3$ is to get 0 on one side of the inequality. To that end, we subtract 3 from both sides and get a common denominator

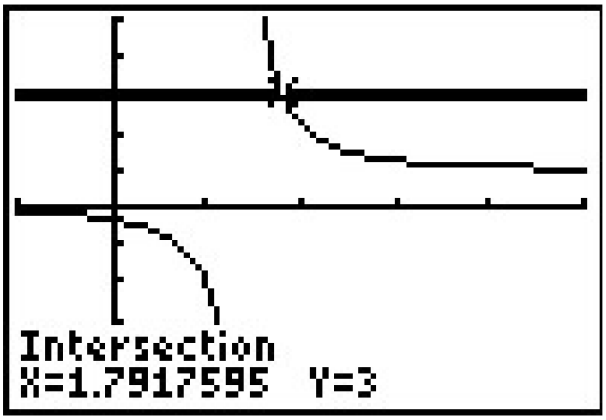
$$\begin{aligned} \frac{e^x}{e^x-4} &\leq 3 \\ \frac{e^x}{e^x-4}-3 &\leq 0 \\ \frac{e^x}{e^x-4}-\frac{3\left(e^x-4\right)}{e^x-4} &\leq 0 \quad \text{(Common denominators)} \\ \frac{12-2e^x}{e^x-4} &\leq 0 \end{aligned}$$

We set $r(x)=\frac{12-2e^x}{e^x-4}$ and we note that r is undefined when its denominator $e^x-4=0$, or when $e^x=4$. Solving this gives $x=\ln(4)$, so the domain of r is $(-\infty,\ln(4))\cup(\ln(4),\infty)$. To find the zeros of r, we solve $r(x)=0$ and obtain $12-2e^x=0$. Solving for e^x, we find $e^x=6$, or $x=\ln(6)$. When we build our sign diagram, finding test values may be a little tricky since we need to check values around $\ln(4)$ and $\ln(6)$. Recall that the function $\ln(x)$ is increasing[4] which means $\ln(3)<\ln(4)<\ln(5)<\ln(6)<\ln(7)$. While the prospect of determining the sign of $r\left(\ln(3)\right)$ may be very unsettling, remember that $e^{\ln(3)}=3$, so

$$r\left(\ln(3)\right)=\frac{12-2e^{\ln(3)}}{e^{\ln(3)}-4}=\frac{12-2(3)}{3-4}=-6$$

We determine the signs of $r\left(\ln(5)\right)$ and $r\left(\ln(7)\right)$ similarly.[5] From the sign diagram, we find our answer to be $(-\infty,\ln(4))\cup[\ln(6),\infty)$. Using the calculator, we see the graph of $f(x)=\frac{e^x}{e^x-4}$ is below the graph of $g(x)=3$ on $(-\infty,\ln(4))\cup(\ln(6),\infty)$, and they intersect at $x=\ln(6)\approx 1.792$.



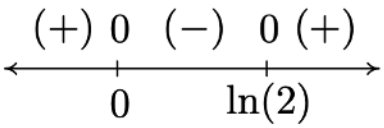


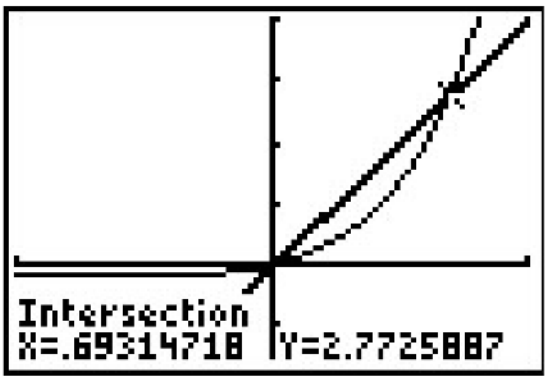
$$y=f(x)=\frac{e^x}{e^x-4}$$
$$y=g(x)=3$$

c. As before, we start solving $xe^{2x}<4x$ by getting 0 on one side of the inequality, $xe^{2x}-4x<0$. We set $r(x)=xe^{2x}-4x$ and since there are no denominators, even-indexed radicals, or logs, the domain of r is all real numbers. Setting $r(x)=0$ produces $xe^{2x}-4x=0$. We factor to get $x\left(e^{2x}-4\right)=0$ which gives $x=0$ or $e^{2x}-4=0$. To solve the latter, we isolate the exponential and take logs to get $2x=\ln(4)$, or $x=\frac{\ln(4)}{2}=\ln(2)$. (Can you explain the last equality using properties of logs?) As in the previous example, we need to be careful about choosing test values. Since $\ln(1)=0$, we choose $\ln\left(\frac{1}{2}\right)$, $\ln\left(\frac{3}{2}\right)$ and $\ln(3)$. Evaluating,[6] we get

$$\begin{aligned} r\left(\ln\left(\frac{1}{2}\right)\right) &= \ln\left(\frac{1}{2}\right)e^{2\ln\left(\frac{1}{2}\right)} - 4\ln\left(\frac{1}{2}\right) \\ &= \ln\left(\frac{1}{2}\right)e^{\ln\left(\frac{1}{2}\right)^2} - 4\ln\left(\frac{1}{2}\right) \qquad \text{(Power Rule of Logarithmic Functions)} \\ &= \ln\left(\frac{1}{2}\right)e^{\ln\left(\frac{1}{4}\right)} - 4\ln\left(\frac{1}{2}\right) \\ &= \frac{1}{4}\ln\left(\frac{1}{2}\right) - 4\ln\left(\frac{1}{2}\right) = -\frac{15}{4}\ln\left(\frac{1}{2}\right) \end{aligned}$$

Since $\frac{1}{2} < 1$, $\ln\left(\frac{1}{2}\right) < 0$ and we get $r(\ln(\frac{1}{2}))$ is $(+)$, so $r(x) < 0$ on $(0, \ln(2))$. The calculator confirms that the graph of $f(x) = xe^{2x}$ is below the graph of $g(x) = 4x$ on these intervals.[7]





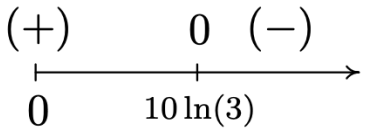
$$y = f(x) = xe^{2x} \text{ and } y = g(x) = 4x$$

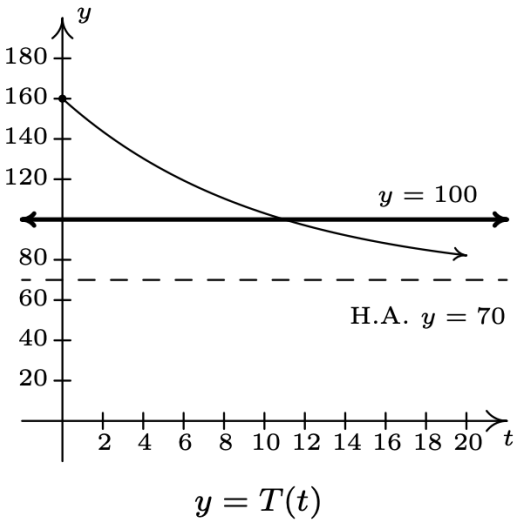
Example 6.3.3

Recall from Example 6.1.2 that the temperature of coffee T (in degrees Fahrenheit) t minutes after it is served can be modeled by $T(t) = 70 + 90e^{-0.1t}$. When will the coffee be warmer than 100°F?

Solution

We need to find when $T(t) > 100$, or in other words, we need to solve the inequality $70 + 90e^{-0.1t} > 100$. Getting 0 on one side of the inequality, we have $90e^{-0.1t} - 30 > 0$, and we set $r(t) = 90e^{-0.1t} - 30$. The domain of r is artificially restricted due to the context of the problem to $[0, \infty)$, so we proceed to find the zeros of r. Solving $90e^{-0.1t} - 30 = 0$ results in $e^{-0.1t} = \frac{1}{3}$ so that $t = -10\ln\left(\frac{1}{3}\right)$ which, after a quick application of the Power Rule of Logarithmic Functions leaves us with $t = 10\ln(3)$. If we wish to avoid using the calculator to choose test values, we note that since $1 < 3$, $0 = \ln(1) < \ln(3)$ so that $10\ln(3) > 0$. So we choose $t = 0$ as a test value in $[0, 10\ln(3))$. Since $3 < 4$, $10\ln(3) < 10\ln(4)$, so the latter is our choice of a test value for the interval $(10\ln(3), \infty)$. Our sign diagram is below, and next to it is our graph of $y = T(t)$ from Example 6.1.2 with the horizontal line $y = 100$.





In order to interpret what this means in the context of the real world, we need a reasonable approximation of the number $10\ln(3) \approx 10.986$. This means it takes approximately 11 minutes for the coffee to cool to 100°F. Until then, the coffee is warmer than that.[8]

Subsection Footnotes

[4] This is because the base of $\ln(x)$ is $e > 1$. If the base b were in the interval $0 < b < 1$, then $\log_b(x)$ would decreasing.

[5] We could, of course, use the calculator, but what fun would that be?

[6] A calculator can be used at this point. As usual, we proceed without apologies, with the analytical method.

[7] Note: $\ln(2) \approx 0.693$.

[8] Critics may point out that since we needed to use the calculator to interpret our answer anyway, why not use it earlier to simplify the computations? It is a fair question which we answer unfairly: it's our book.

Finding the Inverse When Given an Equation Involving Exponentials

We close this section by finding the inverse of a function which is a composition of a rational function with an exponential function.

Example 6.3.4

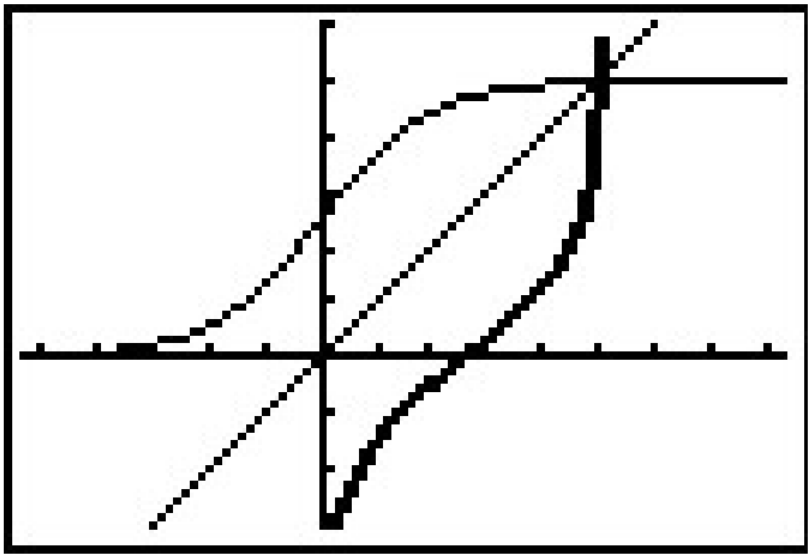
The function $f(x) = \frac{5e^x}{e^x+1}$ is one-to-one. Find a formula for $f^{-1}(x)$ and check your answer graphically using your calculator.

Solution

We start by writing $y = f(x)$, and interchange the roles of x and y. To solve for y, we first clear denominators and then isolate the exponential function.

$$
\begin{aligned}
y &= \frac{5e^x}{e^x+1} \\
x &= \frac{5e^y}{e^y+1} \qquad \text{(Switch } x \text{ and } y\text{)} \\
x\left(e^y+1\right) &= 5e^y \\
xe^y+x &= 5e^y \\
x &= 5e^y - xe^y \\
x &= e^y(5-x) \\
e^y &= \frac{x}{5-x} \\
\ln(e^y) &= \ln\left(\frac{x}{5-x}\right) \\
y &= \ln\left(\frac{x}{5-x}\right)
\end{aligned}
$$

We claim $f^{-1}(x) = \ln\left(\frac{x}{5-x}\right)$. To verify this analytically, we would need to verify the compositions $\left(f^{-1} \circ f\right)(x) = x$ for all x in the domain of f and that $\left(f \circ f^{-1}\right)(x) = x$ for all x in the domain of f^{-1}. We leave this to the reader. To verify our solution graphically, we graph $y = f(x) = \frac{5e^x}{e^x+1}$ and $y = g(x) = \ln\left(\frac{x}{5-x}\right)$ on the same set of axes and observe the symmetry about the line $y = x$. Note the domain of f is the range of g and vice-versa.



$$\boldsymbol{y = f(x) = \frac{5e^x}{e^x+1} \text{ and } y = g(x) = \ln\left(\frac{x}{5-x}\right)}$$

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6.3E: Exercises

Exercises

In Exercises 1 - 33, solve the equation analytically.

1. $2^{4x} = 8$
2. $3^{(x-1)} = 27$
3. $5^{2x-1} = 125$
4. $4^{2x} = \frac{1}{2}$
5. $8^{x} = \frac{1}{128}$
6. $2^{(x^3-x)} = 1$
7. $3^{7x} = 81^{4-2x}$
8. $9 \cdot 3^{7x} = \left(\frac{1}{9}\right)^{2x}$
9. $3^{2x} = 5$
10. $5^{-x} = 2$
11. $5^{x} = -2$
12. $3^{(x-1)} = 29$
13. $(1.005)^{12x} = 3$
14. $e^{-5730k} = \frac{1}{2}$
15. $2000e^{0.1t} = 4000$
16. $500\left(1 - e^{2x}\right) = 250$
17. $70 + 90e^{-0.1t} = 75$
18. $30 - 6e^{-0.1x} = 20$
19. $\dfrac{100e^{x}}{e^{x} + 2} = 50$
20. $\dfrac{5000}{1 + 2e^{-3t}} = 2500$
21. $\dfrac{150}{1 + 29e^{-0.8t}} = 75$
22. $25\left(\frac{4}{5}\right)^{x} = 10$
23. $e^{2x} = 2e^{x}$
24. $7e^{2x} = 28e^{-6x}$
25. $3^{(x-1)} = 2^{x}$
26. $3^{(x-1)} = \left(\frac{1}{2}\right)^{(x+5)}$
27. $7^{3+7x} = 3^{4-2x}$
28. $e^{2x} - 3e^{x} - 10 = 0$
29. $e^{2x} = e^{x} + 6$
30. $4^{x} + 2^{x} = 12$
31. $e^{x} - 3e^{-x} = 2$
32. $e^{x} + 15e^{-x} = 8$
33. $3^{x} + 25 \cdot 3^{-x} = 10$

In Exercises 34 - 39, solve the inequality analytically.

34. $e^{x} > 53$
35. $1000(1.005)^{12t} \geq 3000$
36. $2^{(x^3-x)} < 1$
37. $25\left(\frac{4}{5}\right)^{x} \geq 10$
38. $\dfrac{150}{1 + 29e^{-0.8t}} \leq 130$
39. $70 + 90e^{-0.1t} \leq 75$

In Exercises 40 - 45, use your calculator to help you solve the equation or inequality.

40. $2^x = x^2$
41. $e^x = \ln(x) + 5$
42. $e^{\sqrt{x}} = x + 1$
43. $e^{-x} - xe^{-x} \geq 0$
44. $3^{(x-1)} < 2^x$
45. $e^x < x^3 - x$
46. Since $f(x) = \ln(x)$ is a strictly increasing function, if $0 < a < b$ then $\ln(a) < \ln(b)$. Use this fact to solve the inequality $e^{(3x-1)} > 6$ without a sign diagram. Use this technique to solve the inequalities in Exercises 34 - 39. (NOTE: Isolate the exponential function first!)
47. Compute the inverse of $f(x) = \dfrac{e^x - e^{-x}}{2}$. State the domain and range of both f and f^{-1}.
48. In Example 6.3.4, we found that the inverse of $f(x) = \dfrac{5e^x}{e^x + 1}$ was $f^{-1}(x) = \ln\left(\dfrac{x}{5 - x}\right)$ but we left a few loose ends for you to tie up.
    1. Show that $\left(f^{-1} \circ f\right)(x) = x$ for all x in the domain of f and that $\left(f \circ f^{-1}\right)(x) = x$ for all x in the domain of f^{-1}.
    2. Find the range of f by finding the domain of f^{-1}.
    3. Let $g(x) = \dfrac{5x}{x + 1}$ and $h(x) = e^x$. Show that $f = g \circ h$ and that $(g \circ h)^{-1} = h^{-1} \circ g^{-1}$. (We know this is true in general by Exercise 31 in Section 5.2, but it's nice to see a specific example of the property.)
49. With the help of your classmates, solve the inequality $e^x > x^n$ for a variety of natural numbers n. What might you conjecture about the "speed" at which $f(x) = e^x$ grows versus any polynomial?

Answers

1. $x = \frac{3}{4}$
2. $x = 4$
3. $x = 2$
4. $x = -\frac{1}{4}$
5. $x = -\frac{7}{3}$
6. $x = -1,\ 0,\ 1$
7. $x = \frac{16}{15}$
8. $x = -\frac{2}{11}$
9. $x = \frac{\ln(5)}{2\ln(3)}$
10. $x = -\frac{\ln(2)}{\ln(5)}$
11. No solution.
12. $x = \frac{\ln(29)+\ln(3)}{\ln(3)}$
13. $x = \frac{\ln(3)}{12\ln(1.005)}$
14. $k = \frac{\ln\left(\frac{1}{2}\right)}{-5730} = \frac{\ln(2)}{5730}$
15. $t = \frac{\ln(2)}{0.1} = 10\ln(2)$
16. $x = \frac{1}{2}\ln\left(\frac{1}{2}\right) = -\frac{1}{2}\ln(2)$
17. $t = \frac{\ln\left(\frac{1}{18}\right)}{-0.1} = 10\ln(18)$
18. $x = -10\ln\left(\frac{5}{3}\right) = 10\ln\left(\frac{3}{5}\right)$
19. $x = \ln(2)$
20. $t = \frac{1}{3}\ln(2)$
21. $t = \frac{\ln\left(\frac{1}{29}\right)}{-0.8} = \frac{5}{4}\ln(29)$
22. $x = \frac{\ln\left(\frac{2}{5}\right)}{\ln\left(\frac{4}{5}\right)} = \frac{\ln(2)-\ln(5)}{\ln(4)-\ln(5)}$

23. $x = \ln(2)$
24. $x = -\frac{1}{8}\ln\left(\frac{1}{4}\right) = \frac{1}{4}\ln(2)$
25. $x = \frac{\ln(3)}{\ln(3)-\ln(2)}$
26. $x = \frac{\ln(3)+5\ln\left(\frac{1}{2}\right)}{\ln(3)-\ln\left(\frac{1}{2}\right)} = \frac{\ln(3)-5\ln(2)}{\ln(3)+\ln(2)}$
27. $x = \frac{4\ln(3)-3\ln(7)}{7\ln(7)+2\ln(3)}$
28. $x = \ln(5)$
29. $x = \ln(3)$
30. $x = \frac{\ln(3)}{\ln(2)}$
31. $x = \ln(3)$
32. $x = \ln(3), \ln(5)$
33. $x = \frac{\ln(5)}{\ln(3)}$
34. $(\ln(53), \infty)$
35. $\left[\frac{\ln(3)}{12\ln(1.005)}, \infty\right)$
36. $(-\infty, -1) \cup (0, 1)$
37. $\left(-\infty, \frac{\ln\left(\frac{2}{5}\right)}{\ln\left(\frac{4}{5}\right)}\right] = \left(-\infty, \frac{\ln(2)-\ln(5)}{\ln(4)-\ln(5)}\right]$
38. $\left(-\infty, \frac{\ln\left(\frac{2}{377}\right)}{-0.8}\right] = \left(-\infty, \frac{5}{4}\ln\left(\frac{377}{2}\right)\right]$
39. $\left[\frac{\ln\left(\frac{1}{18}\right)}{-0.1}, \infty\right) = [10\ln(18), \infty)$
40. $x \approx -0.76666,\ x = 2,\ x = 4$
41. $x \approx 0.01866,\ x \approx 1.7115$
42. $x = 0$
43. $(-\infty, 1]$
44. $\approx (-\infty, 2.7095)$
45. $\approx (2.3217, 4.3717)$
46. $x > \frac{1}{3}(\ln(6)+1)$
47. $f^{-1} = \ln\left(x + \sqrt{x^2+1}\right)$. Both f and f^{-1} have domain $(-\infty, \infty)$ and range $(-\infty, \infty)$.

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6.4: Logarithmic Equations and Inequalities

Math 370 Learning Objectives

- Review solving logarithmic equations.
- Optional: Solve logarithmic inequalities.
- Optional: Find the inverse when given an equation involving logarithms.

Solving Logarithmic Equations

In Section 6.3 we solved equations and inequalities involving exponential functions using one of two basic strategies. We now turn our attention to equations and inequalities involving logarithmic functions, and not surprisingly, there are two basic strategies to choose from. For example, suppose we wish to solve $\log_2(x) = \log_2(5)$. Theorem 6.2.2 tells us that the *only* solution to this equation is $x = 5$. Now suppose we wish to solve $\log_2(x) = 3$. If we want to use Theorem 6.2.2, we need to rewrite 3 as a logarithm base 2. We can use Theorem 6.2.1 to do just that: $3 = \log_2\left(2^3\right) = \log_2(8)$. Our equation then becomes $\log_2(x) = \log_2(8)$ so that $x = 8$. However, we could have arrived at the same answer, in fewer steps, by using Theorem 6.2.1 to rewrite the equation $\log_2(x) = 3$ as $2^3 = x$, or $x = 8$.

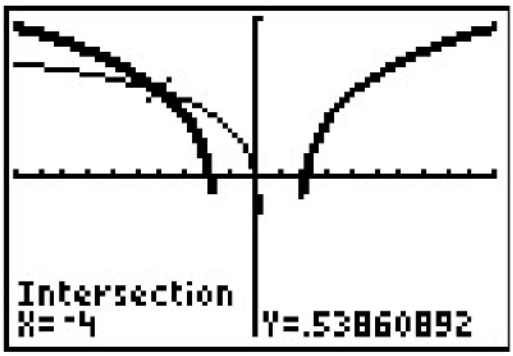
Example 6.4.1

a. $\log_{117}(1-3x) = \log_{117}\left(x^2-3\right)$
b. $2 - \ln(x-3) = 1$
c. $\log_6(x+4) + \log_6(3-x) = 1$
d. $\log_7(1-2x) = 1 - \log_7(3-x)$
e. $\log_2(x+3) = \log_2(6-x) + 3$
f. $1 + 2\log_4(x+1) = 2\log_2(x)$

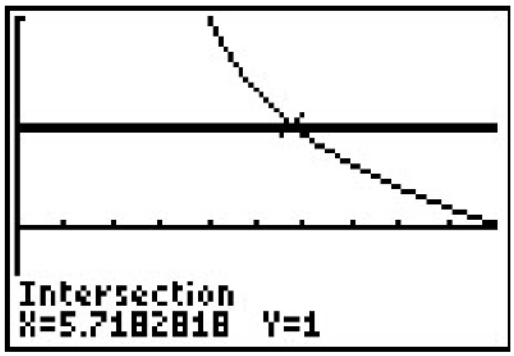
Solution

a. Since we have the same base on both sides of the equation $\log_{117}(1-3x) = \log_{117}\left(x^2-3\right)$, we equate what's inside the logs to get $1-3x = x^2-3$. Solving $x^2+3x-4=0$ gives $x=-4$ and $x=1$. To check these answers using the calculator, we make use of the Change of Base Formula and graph $f(x) = \frac{\ln(1-3x)}{\ln(117)}$ and $g(x) = \frac{\ln\left(x^2-3\right)}{\ln(117)}$ and we see they intersect only at $x=-4$. To see what happened to the solution $x=1$, we substitute it into our original equation to obtain $\log_{117}(-2) = \log_{117}(-2)$. While these expressions look identical, neither is a real number,[1] which means $x=1$ is not in the domain of the original equation, and is not a solution.

b. Our first objective in solving $2 - \ln(x-3) = 1$ is to isolate the logarithm. We get $\ln(x-3) = 1$, which, as an exponential equation, is $e^1 = x-3$. We get our solution $x = e+3$. On the calculator, we see the graph of $f(x) = 2 - \ln(x-3)$ intersects the graph of $g(x) = 1$ at $x = e+3 \approx 5.718$.

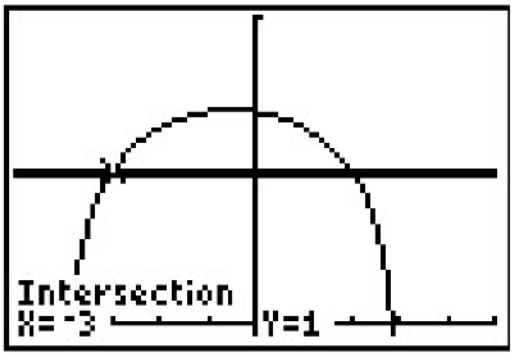


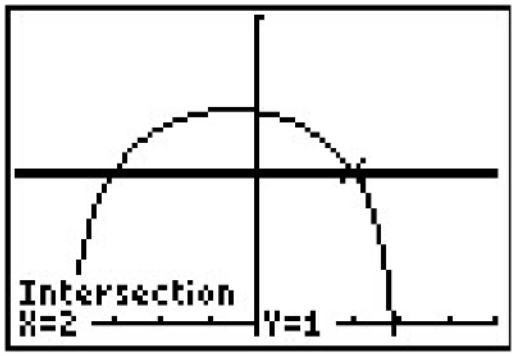
$y = f(x) = \log_{117}(1-3x)$ and $y = g(x) = \log_{117}\left(x^2-3\right)$



$y = f(x) = 2 - \ln(x-3)$ and $y = g(x) = 1$

c. We can start solving $\log_6(x+4)+\log_6(3-x)=1$ by using the Product Rule for Logarithmic Functions to rewrite the equation as $\log_6[(x+4)(3-x)]=1$. Rewriting this as an exponential equation, we get $6^1=(x+4)(3-x)$. This reduces to $x^2+x-6=0$, which gives $x=-3$ and $x=2$. Graphing $y=f(x)=\frac{\ln(x+4)}{\ln(6)}+\frac{\ln(3-x)}{\ln(6)}$ and $y=g(x)=1$, we see they intersect twice, at $x=-3$ and $x=2$.





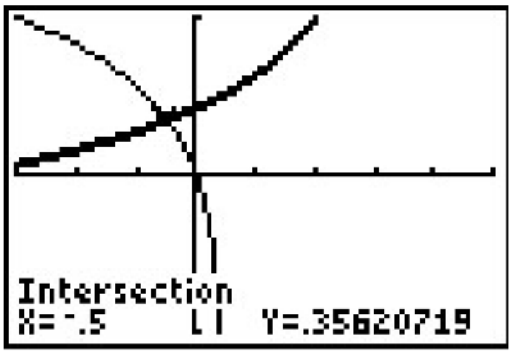
$$y=f(x)=\log_6(x+4)+\log_6(3-x) \text{ and } \boldsymbol{y=g(x)=1}$$

d. Taking a cue from the previous problem, we begin solving $\log_7(1-2x)=1-\log_7(3-x)$ by first collecting the logarithms on the same side, $\log_7(1-2x)+\log_7(3-x)=1$, and then using the Product Rule for Logarithmic Functions to get $\log_7[(1-2x)(3-x)]=1$. Rewriting this as an exponential equation gives $7^1=(1-2x)(3-x)$ which gives the quadratic equation $2x^2-7x-4=0$. Solving, we find $x=-\frac{1}{2}$ and $x=4$. Graphing, we find $y=f(x)=\frac{\ln(1-2x)}{\ln(7)}$ and $y=g(x)=1-\frac{\ln(3-x)}{\ln(7)}$ intersect only at $x=-\frac{1}{2}$. Checking $x=4$ in the original equation produces $\log_7(-7)=1-\log_7(-1)$, which is a clear domain violation.

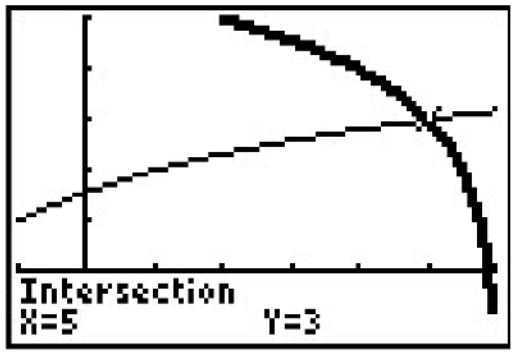
e. Starting with $\log_2(x+3)=\log_2(6-x)+3$, we gather the logarithms to one side and get $\log_2(x+3)-\log_2(6-x)=3$. We then use the Quotient Rule of Logarithmic Functions and convert to an exponential equation

$$\log_2\left(\frac{x+3}{6-x}\right)=3 \iff 2^3=\frac{x+3}{6-x}$$

This reduces to the linear equation $8(6-x)=x+3$, which gives us $x=5$. When we graph $f(x)=\frac{\ln(x+3)}{\ln(2)}$ and $g(x)=\frac{\ln(6-x)}{\ln(2)}+3$, we find they intersect at $x=5$.



$$y=f(x)=\log_7(1-2x) \text{ and } \boldsymbol{y=g(x)=1-\log_7(3-x)}$$



$$y=f(x)=\log_2(x+3) \text{ and } \boldsymbol{y=g(x)=\log_2(6-x)+3}$$

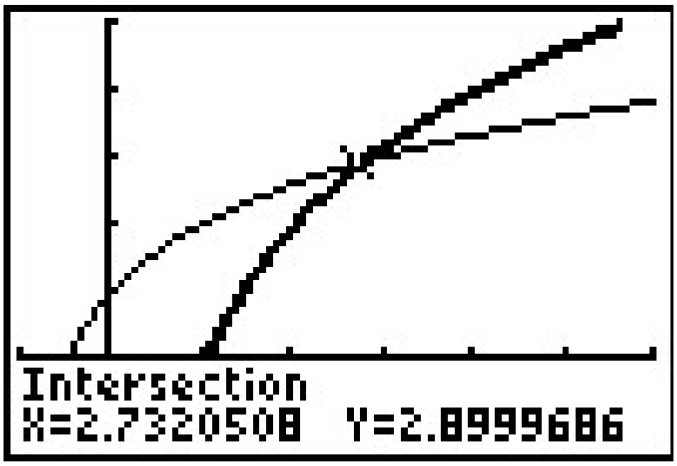
f. Starting with $1+2\log_4(x+1)=2\log_2(x)$, we gather the logs to one side to get the equation $1=2\log_2(x)-2\log_4(x+1)$. Before we can combine the logarithms, however, we need a common base. Since 4 is a power of 2, we use change of base to convert

$$\log_4(x+1) = \frac{\log_2(x+1)}{\log_2(4)} = \frac{1}{2}\log_2(x+1)$$

Hence, our original equation becomes

$$\begin{aligned} 1 &= 2\log_2(x) - 2\left(\frac{1}{2}\log_2(x+1)\right) \\ 1 &= 2\log_2(x) - \log_2(x+1) \\ 1 &= \log_2\left(x^2\right) - \log_2(x+1) && \text{(Power Rule of Logarithmic Functions)} \\ 1 &= \log_2\left(\frac{x^2}{x+1}\right) && \text{(Quotient Rule of Logarithmic Functions)} \end{aligned}$$

Rewriting this in exponential form, we get $\frac{x^2}{x+1} = 2$ or $x^2 - 2x - 2 = 0$. Using the Quadratic Formula, we get $x = 1 \pm \sqrt{3}$. Graphing $f(x) = 1 + \frac{2\ln(x+1)}{\ln(4)}$ and $g(x) = \frac{2\ln(x)}{\ln(2)}$, we see the graphs intersect only at $x = 1 + \sqrt{3} \approx 2.732$. The solution $x = 1 - \sqrt{3} < 0$, which means if substituted into the original equation, the term $2\log_2\left(1 - \sqrt{3}\right)$ is undefined.



$y = f(x) = 1 + 2\log_4(x+1)$ and $y = g(x) = 2\log_2(x)$

If nothing else, Example 6.4.1 demonstrates the importance of checking for extraneous solutions[2] when solving equations involving logarithms. Even though we checked our answers graphically, extraneous solutions are easy to spot - any supposed solution which causes a negative number inside a logarithm needs to be discarded. As with the equations in Example 6.3.1, much can be learned from checking all of the answers in Example 6.4.1 analytically. We leave this to the reader and turn our attention to inequalities involving logarithmic functions.

Subsection Footnotes

[1] They do, however, represent the same **family** of complex numbers. We stop ourselves at this point and refer the reader to a good course in Complex Variables.

[2] Recall that an extraneous solution is an answer obtained analytically which does not satisfy the original equation.

Solving Logarithmic Inequalities

Since logarithmic functions are continuous on their domains, we can use sign diagrams.

Example 6.4.2

Solve the following inequalities. Check your answer graphically using a calculator.

a. $\frac{1}{\ln(x)+1} \leq 1$
b. $(\log_2(x))^2 < 2\log_2(x)+3$
c. $x\log(x+1) \geq x$

Solution

a. We start solving $\frac{1}{\ln(x)+1} \leq 1$ by getting 0 on one side of the inequality: $\frac{1}{\ln(x)+1} - 1 \leq 0$.

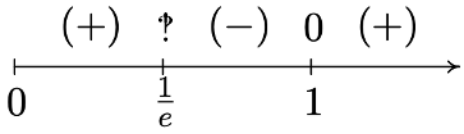
Getting a common denominator yields $\frac{1}{\ln(x)+1} - \frac{\ln(x)+1}{\ln(x)+1} \leq 0$ which reduces to $\frac{-\ln(x)}{\ln(x)+1} \leq 0$, or $\frac{\ln(x)}{\ln(x)+1} \geq 0$.

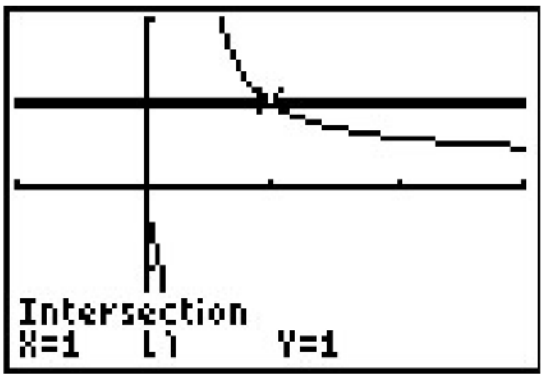
We define $r(x) = \frac{\ln(x)}{\ln(x)+1}$ and set about finding the domain and the zeros of r. Due to the appearance of the term $\ln(x)$, we require $x > 0$. In order to keep the denominator away from zero, we solve $\ln(x)+1 = 0$ so $\ln(x) = -1$, so $x = e^{-1} = \frac{1}{e}$. Hence, the domain of r is $\left(0, \frac{1}{e}\right) \cup \left(\frac{1}{e}, \infty\right)$.

To find the zeros of r, we set $r(x) = \frac{\ln(x)}{\ln(x)+1} = 0$ so that $\ln(x) = 0$, and we find $x = e^0 = 1$.

In order to determine test values for r without resorting to the calculator, we need to find numbers between 0, $\frac{1}{e}$, and 1 which have a base of e. Since $e \approx 2.718 > 1$, $0 < \frac{1}{e^2} < \frac{1}{e} < \frac{1}{\sqrt{e}} < 1 < e$. To determine the sign of $r\left(\frac{1}{e^2}\right)$, we use the fact that $\ln\left(\frac{1}{e^2}\right) = \ln\left(e^{-2}\right) = -2$, and find $r\left(\frac{1}{e^2}\right) = \frac{-2}{-2+1} = 2$, which is $(+)$. The rest of the test values are determined similarly. From our sign diagram, we find the solution to be $\left(0, \frac{1}{e}\right) \cup [1, \infty)$.

Graphing $f(x) = \frac{1}{\ln(x)+1}$ and $g(x) = 1$, we see the graph of f is below the graph of g on the solution intervals, and that the graphs intersect at $x = 1$.



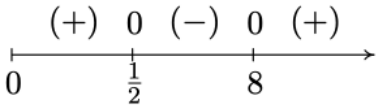


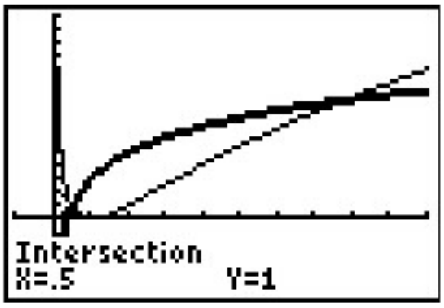
$$y = f(x) = \frac{1}{\ln(x)+1} \text{ and } y = g(x) = 1$$

b. Moving all of the nonzero terms of $(\log_2(x))^2 < 2\log_2(x)+3$ to one side of the inequality, we have $(\log_2(x))^2 - 2\log_2(x) - 3 < 0$. Defining $r(x) = (\log_2(x))^2 - 2\log_2(x) - 3$, we get the domain of r is $(0, \infty)$, due to the presence of the logarithm.

To find the zeros of r, we set $r(x) = (\log_2(x))^2 - 2\log_2(x) - 3 = 0$ which results in a "quadratic in disguise." We set $u = \log_2(x)$ so our equation becomes $u^2 - 2u - 3 = 0$ which gives us $u = -1$ and $u = 3$. Since $u = \log_2(x)$, we get $\log_2(x) = -1$, which gives us $x = 2^{-1} = \frac{1}{2}$, and $\log_2(x) = 3$, which yields $x = 2^3 = 8$.

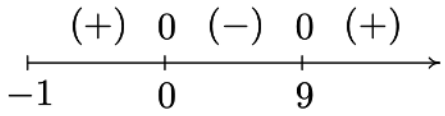
We use test values which are powers of 2: $0 < \frac{1}{4} < \frac{1}{2} < 1 < 8 < 16$, and from our sign diagram, we see $r(x) < 0$ on $\left(\frac{1}{2}, 8\right)$. Geometrically, we see the graph of $f(x) = \left(\frac{\ln(x)}{\ln(2)}\right)^2$ is below the graph of $y = g(x) = \frac{2\ln(x)}{\ln(2)} + 3$ on the solution interval.

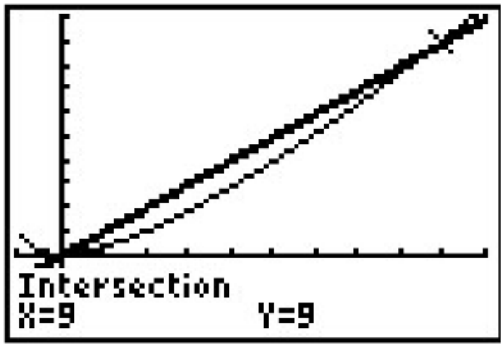




$$y = f(x) = (\log_2(x))^2 \text{ and } \boldsymbol{y = g(x) = 2\log_2(x) + 3}$$

c. We begin to solve $x\log(x+1) \geq x$ by subtracting x from both sides to get $x\log(x+1) - x \geq 0$. We define $r(x) = x\log(x+1) - x$ and due to the presence of the logarithm, we require $x+1 > 0$, or $x > -1$. To find the zeros of r, we set $r(x) = x\log(x+1) - x = 0$. Factoring, we get $x\,(\log(x+1) - 1) = 0$, which gives $x = 0$ or $\log(x+1) - 1 = 0$. The latter gives $\log(x+1) = 1$, or $x + 1 = 10^1$, which admits $x = 9$. We select test values x so that $x+1$ is a power of 10, and we obtain $-1 < -0.9 < 0 < \sqrt{10} - 1 < 9 < 99$. Our sign diagram gives the solution to be $(-1, 0] \cup [9, \infty)$. The calculator indicates the graph of $y = f(x) = x\log(x+1)$ is above $y = g(x) = x$ on the solution intervals, and the graphs intersect at $x = 0$ and $x = 9$.





$$y = f(x) = x\log(x+1) \text{ and } \boldsymbol{y = g(x) = x}$$

Our next example revisits the concept of pH first seen in the homework exercises of Section 6.1.

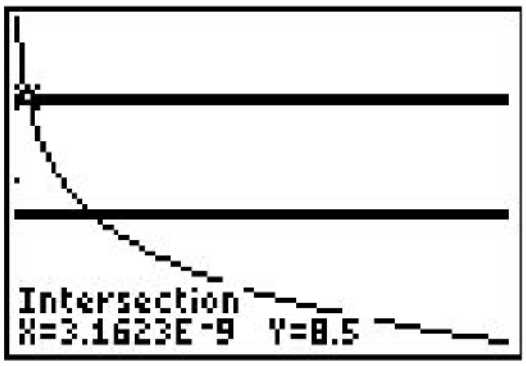
Example 6.4.3

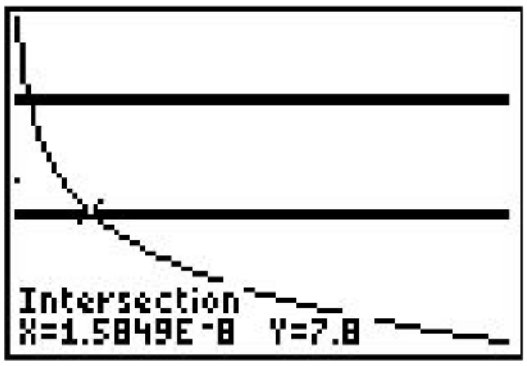
In order to successfully breed Ippizuti fish the pH of a freshwater tank must be at least 7.8 but can be no more than 8.5. Determine the corresponding range of hydrogen ion concentration, and check your answer using a calculator.

Solution

From the homework exercises in Section 6.1, $\text{pH} = -\log[\text{H}^+]$ where $[\text{H}^+]$ is the hydrogen ion concentration in moles per liter. We require $7.8 \leq -\log[\text{H}^+] \leq 8.5$ or $-7.8 \geq \log[\text{H}^+] \geq -8.5$. To solve this compound inequality we solve $-7.8 \geq \log[\text{H}^+]$ and $\log[\text{H}^+] \geq -8.5$ and take the intersection of the solution sets.

The former inequality yields $0 < [\mathrm{H}^+] \leq 10^{-7.8}$ and the latter yields $[\mathrm{H}^+] \geq 10^{-8.5}$. Taking the intersection gives us our final answer $10^{-8.5} \leq [\mathrm{H}^+] \leq 10^{-7.8}$. (Your Chemistry professor may want the answer written as $3.16 \times 10^{-9} \leq [\mathrm{H}^+] \leq 1.58 \times 10^{-8}$.) After carefully adjusting the viewing window on the graphing calculator we see that the graph of $f(x) = -\log(x)$ lies between the lines $y = 7.8$ and $y = 8.5$ on the interval $[3.16 \times 10^{-9}, 1.58 \times 10^{-8}]$.





The graphs of $y = f(x) = -\log(x)$, $\boldsymbol{y = 7.8}$ and $\boldsymbol{y = 8.5}$

Finding the Inverse When Given an Equation Involving Logarithms

We close this section by finding an inverse of a one-to-one function which involves logarithms.

Example 6.4.4

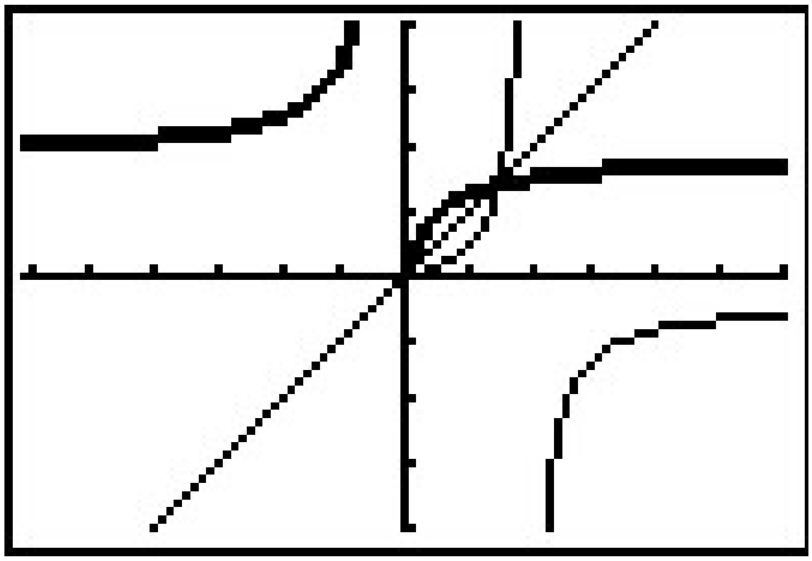
The function $f(x) = \frac{\log(x)}{1-\log(x)}$ is one-to-one. Find a formula for $f^{-1}(x)$ and check your answer graphically using your calculator.

Solution

We first write $y = f(x)$ then interchange the x and y and solve for y.

$$\begin{aligned} y &= f(x) \\ y &= \frac{\log(x)}{1-\log(x)} \\ x &= \frac{\log(y)}{1-\log(y)} && \text{(Interchange } x \text{ and } y\text{)} \\ x\,(1-\log(y)) &= \log(y) \\ x - x\log(y) &= \log(y) \\ x &= x\log(y) + \log(y) \\ x &= (x+1)\log(y) \\ \frac{x}{x+1} &= \log(y) \\ y &= 10^{\frac{x}{x+1}} && \text{(Rewrite as an exponential equation)} \end{aligned}$$

We have $f^{-1}(x) = 10^{\frac{x}{x+1}}$. Graphing f and f^{-1} on the same viewing window yields



$$y = f(x) = \frac{\log(x)}{1 - \log(x)} \text{ and } y = g(x) = 10^{\frac{x}{x+1}}$$

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6.4E: Exercises

Exercises

In Exercises 1 - 24, solve the equation analytically.

1. $\log(3x-1)=\log(4-x)$
2. $\log_2\left(x^3\right)=\log_2(x)$
3. $\ln\left(8-x^2\right)=\ln(2-x)$
4. $\log_5\left(18-x^2\right)=\log_5(6-x)$
5. $\log_3(7-2x)=2$
6. $\log_{\frac{1}{2}}(2x-1)=-3$
7. $\ln\left(x^2-99\right)=0$
8. $\log(x^2-3x)=1$
9. $\log_{125}\left(\dfrac{3x-2}{2x+3}\right)=\dfrac{1}{3}$
10. $\log\left(\dfrac{x}{10^{-3}}\right)=4.7$
11. $-\log(x)=5.4$
12. $10\log\left(\dfrac{x}{10^{-12}}\right)=150$
13. $6-3\log_5(2x)=0$
14. $3\ln(x)-2=1-\ln(x)$
15. $\log_3(x-4)+\log_3(x+4)=2$
16. $\log_5(2x+1)+\log_5(x+2)=1$
17. $\log_{169}(3x+7)-\log_{169}(5x-9)=\dfrac{1}{2}$
18. $\ln(x+1)-\ln(x)=3$
19. $2\log_7(x)=\log_7(2)+\log_7(x+12)$
20. $\log(x)-\log(2)=\log(x+8)-\log(x+2)$
21. $\log_3(x)=\log_{\frac{1}{3}}(x)+8$
22. $\ln(\ln(x))=3$
23. $(\log(x))^2=2\log(x)+15$
24. $\ln(x^2)=(\ln(x))^2$

In Exercises 25 - 30, solve the inequality analytically.

25. $\dfrac{1-\ln(x)}{x^2}<0$
26. $x\ln(x)-x>0$
27. $10\log\left(\dfrac{x}{10^{-12}}\right)\geq 90$
28. $5.6\leq\log\left(\dfrac{x}{10^{-3}}\right)\leq 7.1$
29. $2.3<-\log(x)<5.4$
30. $\ln(x^2)\leq(\ln(x))^2$

In Exercises 31 - 34, use your calculator to help you solve the equation or inequality.

31. $\ln(x)=e^{-x}$
32. $\ln(x)=\sqrt[4]{x}$
33. $\ln(x^2+1)\geq 5$
34. $\ln(-2x^3-x^2+13x-6)<0$
35. Since $f(x)=e^x$ is a strictly increasing function, if $a<b$ then $e^a<e^b$. Use this fact to solve the inequality $\ln(2x+1)<3$ without a sign diagram. Use this technique to solve the inequalities in Exercises 27 - 29. (Compare this to Exercise 46 in

Section 6.3.)

36. Solve $\ln(3-y)-\ln(y)=2x+\ln(5)$ for y.
37. In Example 6.4.4 we found the inverse of $f(x)=\dfrac{\log(x)}{1-\log(x)}$ to be $f^{-1}(x)=10^{\frac{x}{x+1}}$.
    1. Show that $\left(f^{-1}\circ f\right)(x)=x$ for all x in the domain of f and that $\left(f\circ f^{-1}\right)(x)=x$ for all x in the domain of f^{-1}.
    2. Find the range of f by finding the domain of f^{-1}.
    3. Let $g(x)=\dfrac{x}{1-x}$ and $h(x)=\log(x)$. Show that $f=g\circ h$ and $(g\circ h)^{-1}=h^{-1}\circ g^{-1}$.
    (We know this is true in general by Exercise 31 in Section 5.2, but it's nice to see a specific example of the property.)
38. Let $f(x)=\dfrac{1}{2}\ln\left(\dfrac{1+x}{1-x}\right)$. Compute $f^{-1}(x)$ and find its domain and range.
39. Explain the equation in Exercise 10 and the inequality in Exercise 28 above in terms of the Richter scale for earthquake magnitude. (See Exercise 75 in Section 6.1.)
40. Explain the equation in Exercise 12 and the inequality in Exercise 27 above in terms of sound intensity level as measured in decibels. (See Exercise 76 in Section 6.1.)
41. Explain the equation in Exercise 11 and the inequality in Exercise 29 above in terms of the pH of a solution. (See Exercise 77 in Section 6.1.)
42. With the help of your classmates, solve the inequality $\sqrt[n]{x}>\ln(x)$ for a variety of natural numbers n. What might you conjecture about the "speed" at which $f(x)=\ln(x)$ grows versus any principal n^{th} root function?

Answers

1. $x=\frac{5}{4}$
2. $x=1$
3. $x=-2$
4. $x=-3,\ 4$
5. $x=-1$
6. $x=\frac{9}{2}$
7. $x=\pm 10$
8. $x=-2,\ 5$
9. $x=-\frac{17}{7}$
10. $x=10^{1.7}$
11. $x=10^{-5.4}$
12. $x=10^{3}$
13. $x=\frac{25}{2}$
14. $x=e^{3/4}$
15. $x=5$
16. $x=\frac{1}{2}$
17. $x=2$
18. $x=\frac{1}{e^{3}-1}$
19. $x=6$
20. $x=4$
21. $x=81$
22. $x=e^{e^{3}}$
23. $x=10^{-3},\ 10^{5}$
24. $x=1,\ x=e^{2}$
25. (e,∞)
26. (e,∞)
27. $\left[10^{-3},\infty\right)$
28. $\left[10^{2.6},10^{4.1}\right]$
29. $\left(10^{-5.4},10^{-2.3}\right)$
30. $(0,1]\cup[e^{2},\infty)$

31. $x \approx 1.3098$
32. $x \approx 4.177,\ x \approx 5503.665$
33. $\approx (-\infty, -12.1414) \cup (12.1414, \infty)$
34. $\approx (-3.0281, -3) \cup (0.5, 0.5991) \cup (1.9299, 2)$
35. $-\dfrac{1}{2} < x < \dfrac{e^3 - 1}{2}$
36. $y = \dfrac{3}{5e^{2x} + 1}$
38. $f^{-1}(x) = \dfrac{e^{2x} - 1}{e^{2x} + 1} = \dfrac{e^x - e^{-x}}{e^x + e^{-x}}$. The domain of f^{-1} is $(-\infty, \infty)$ and its range is the same as the domain of f, namely $(-1, 1)$.

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6.5: Applications of Exponential and Logarithmic Functions

Math 370 Learning Objectives

- Analyze and model financial problems involving continuous compounding.
- Understand and use relative growth rates in population models.
- Use half-life to model decay problems.
- Use Newton's Law of Cooling and logistic growth models.

As we mentioned in Section 6.1, exponential and logarithmic functions are used to model a wide variety of behaviors in the real world. In the examples that follow, note that while the applications are drawn from many different disciplines, the mathematics remains essentially the same. Due to the applied nature of the problems we will examine in this section, the calculator is often used to express our answers as decimal approximations.

Applications of Exponential Functions

Financial Models

Perhaps the most well-known application of exponential functions comes from the financial world. Suppose you have $\$100$ to invest at your local bank and they are offering a whopping $5\,\%$ annual percentage interest rate. This means that after one year, the bank will pay *you* 5% of that $\$100$, or $\$100(0.05) = \$5$ in interest, so you now have $\$105$. This is in accordance with the formula for *simple interest* which you have undoubtedly run across at some point before.

Theorem 6.5.1: Simple Interest

The amount of interest I accrued at an annual rate r on an investment[1] P_0 (pronounced "P nought") after t years is

$$I = P_0 rt.$$

The amount A in the account after t years is given by

$$A = P_0 + I = P_0 + P_0 rt = P_0(1 + rt).$$

Suppose, however, that six months into the year, you hear of a better deal at a rival bank. Naturally, you withdraw your money and try to invest it at the higher rate there. Since six months is one half of a year, that initial $\$100$ yields $\$100(0.05)\left(\frac{1}{2}\right) = \$2.50$ in interest. You take your $\$102.50$ off to the competitor and find out that those restrictions which *may* apply actually apply to you, and you return to your bank which happily accepts your $\$102.50$ for the remaining six months of the year.

To your surprise and delight, at the end of the year your statement reads $\$105.06$, not $\$105$ as you had expected.[2] Where did those extra six cents come from? For the first six months of the year, interest was earned on the original principal of $\$100$, but for the second six months, interest was earned on $\$102.50$, that is, you earned interest on your interest.

This is the basic concept behind **compound interest**. In the previous discussion, we would say that the interest was compounded twice, or semiannually.[3] If more money can be earned by earning interest on interest already earned, a natural question to ask is what happens if the interest is compounded more often, say 4 times a year, which is every three months, or "quarterly." In this case, the money is in the account for three months, or $\frac{1}{4}$ of a year, at a time. After the first quarter, we have

$$A = P_0(1 + rt) = \$100\left(1 + 0.05 \cdot \frac{1}{4}\right) = \$101.25.$$

We now invest the $\$101.25$ for the next three months and find that at the end of the second quarter, we have

$$A = \$101.25\left(1 + 0.05 \cdot \frac{1}{4}\right) \approx \$102.51.$$

Continuing in this manner, the balance at the end of the third quarter is $\$103.79$, and, at last, we obtain $\$105.08$. The extra two cents hardly seems worth it, but we see that we do in fact get more money the more often we compound.

In order to develop a formula for this phenomenon, we need to do some abstract calculations. Suppose we wish to invest our principal P_0 at an annual rate r and compound the interest n times per year. This means the money sits in the account $\frac{1}{n}^{\text{th}}$ of a year between compoundings. Let A_k denote the amount in the account after the kth compounding. Then

$$A_1 = P_0\left(1 + r\left(\frac{1}{n}\right)\right),$$

which simplifies to

$$A_1 = P_0\left(1 + \frac{r}{n}\right).$$

After the second compounding, we use A_1 as our new principal and get

$$A_2 = A_1\left(1 + \frac{r}{n}\right) = \left[P_0\left(1 + \frac{r}{n}\right)\right]\left(1 + \frac{r}{n}\right) = P_0\left(1 + \frac{r}{n}\right)^2.$$

Continuing in this fashion, we get

$$A_3 = P_0\left(1 + \frac{r}{n}\right)^3, A_4 = P_0\left(1 + \frac{r}{n}\right)^4,$$

and so on, so that

$$A_k = P_0\left(1 + \frac{r}{n}\right)^k.$$

Since we compound the interest n times per year, after t years, we have nt compoundings. We have just derived the general formula for compound interest below.

Theorem 6.5.2: Compound Interest

If an initial principal P_0 is invested at an annual rate r and the interest is compounded n times per year, the amount A in the account after t years is

$$A(t) = P_0\left(1 + \frac{r}{n}\right)^{nt}.$$

If we take $P_0 = 100$, $r = 0.05$, and $n = 4$, then we have $A(t) = 100\left(1 + \frac{0.05}{4}\right)^{4t}$ which reduces to $A(t) = 100(1.0125)^{4t}$. To check this new formula against our previous calculations, we find $A\left(\frac{1}{4}\right) = 100(1.0125)^{4\left(\frac{1}{4}\right)} = 101.25$, $A\left(\frac{1}{2}\right) \approx \$102.51$, $A\left(\frac{3}{4}\right) \approx \$103.79$, and $A(1) \approx \$105.08$.

Example 6.5.1

Suppose $\$2000$ is invested in an account which offers 7.125% compounded monthly.

a. Express the amount A in the account as a function of the term of the investment t in years.
b. How much is in the account after 5 years?
c. How long will it take for the initial investment to double?
d. Find and interpret the average rate of change[4] of the amount in the account from the end of the fourth year to the end of the fifth year, and from the end of the thirty-fourth year to the end of the thirty-fifth year.

Solution

a. Substituting $P_0 = 2000$, $r = 0.07125$, and $n = 12$ (since interest is compounded *monthly*) into the compound interest formula yields $A(t) = 2000\left(1 + \frac{0.07125}{12}\right)^{12t} = 2000(1.0059375)^{12t}$.
b. Since t represents the length of the investment in years, we substitute $t = 5$ into $A(t)$ to find $A(5) = 2000(1.0059375)^{12(5)} \approx 2852.92$After 5 years, we have approximately $\$2852.92$

c. Our initial investment is $2000, so to find the time it takes this to double, we need to find t when $A(t) = 4000$. We get $2000(1.0059375)^{12t} = 4000$ or $(1.0059375)^{12t} = 2$ Taking natural logs as in Section 6.3, we get $t = \frac{\ln(2)}{12\ln(1.0059375)} \approx 9.75$. Hence, it takes approximately 9 years 9 months for the investment to double.

d. To find the average rate of change of A from the end of the fourth year to the end of the fifth year, we compute $\frac{A(5)-A(4)}{5-4} \approx 195.63$. Similarly, the average rate of change of A from the end of the thirty-fourth year to the end of the thirty-fifth year is $\frac{A(35)-A(34)}{35-34} \approx 1648.21$. This means that the value of the investment is increasing at a rate of approximately $195.63 per year between the end of the fourth and fifth years, while that rate jumps to $1648.21 per year between the end of the thirty-fourth and thirty-fifth years. So, not only is it true that the longer you wait, the more money you have, but also the longer you wait, the faster the money increases.[5]

We have observed that the more times you compound the interest per year, the more money you will earn in a year. Let's push this notion to the limit.[6] Consider an investment of $1 invested at 100% interest for 1 year compounded n times a year. The compound interest formula tells us that the amount of money in the account after 1 year is $A = \left(1 + \frac{1}{n}\right)^n$. Below is a table of values relating n and A.

n	A
1	2
2	2.25
4	≈ 2.4414
12	≈ 2.6130
360	≈ 2.7145
1000	≈ 2.7169
10000	≈ 2.7181
100000	≈ 2.7182

As promised, the more compoundings per year, the more money there is in the account, but we also observe that the increase in money is greatly diminishing. We are witnessing a mathematical "tug of war." While we are compounding more times per year, and hence getting interest on our interest more often, the amount of time between compoundings is getting smaller and smaller, so there is less time to build up additional interest. With Calculus, we can show[7] that as $n \to \infty$, $A = \left(1 + \frac{1}{n}\right)^n \to e$, where e is the natural base first presented in Section 6.1. Taking the number of compoundings per year to infinity results in what is called **continuously** compounded interest.

Theorem 6.5.3

If you invest $1 at 100% interest compounded continuously, then you will have $\$e$ at the end of one year.

Using this definition of e and a little Calculus, we can take the compound interest formula and produce a formula for continuously compounded interest.

Theorem 6.5.4: Continuously Compounded Interest

If an initial principal P_0 is invested at an annual rate r and the interest is compounded continuously, the amount A in the account after t years is

$$A(t) = P_0 e^{rt}.$$

If we take the scenario of Example 6.5.1 and compare monthly compounding to continuous compounding over 35 years, we find that monthly compounding yields $A(35) = 2000(1.0059375)^{12(35)}$ which is about $24,035.28, whereas continuously compounding gives $A(35) = 2000e^{0.07125(35)}$ which is about $24,213.18 - a difference of less than 1%.

Subsection Footnotes

[1] Called the **principal**.

[2] Actually, the final balance should be $105.0625.

[3] Using this convention, simple interest after one year is the same as compounding the interest only once.

[4] See Section 2.1 for the definition of the average rate of change.

[5] In fact, the rate of increase of the amount in the account is exponential as well. This is the quality that really defines exponential functions and we refer the reader to a course in Calculus.

[6] Once you've had a semester of Calculus, you'll be able to fully appreciate this very lame pun.

[7] Or define, depending on your point of view.

Population Growth Models

The compound interest and continuously compounding interest formulas both use exponential functions to describe the growth of an investment. Curiously enough, the same principles which govern compound interest are also used to model short term growth of populations. In Biology, **The Law of Uninhibited Growth** states as its premise that the *instantaneous* rate at which a population increases at any time is directly proportional to the population at that time.[8] In other words, the more organisms there are at a given moment, the faster they reproduce. Formulating the law as stated results in a **differential equation**, which requires Calculus to solve. Its solution is stated below.

Theorem 6.5.5: Uninhibited Growth

If a population increases according to The Law of Uninhibited Growth, the population of organisms P at time t is given by the formula

$$P(t) = P_0 e^{rt},$$

where $P(0) = P_0$ is the initial number of organisms and $r > 0$ is the constant of proportionality which satisfies the equation

$$\text{instantaneous rate of change of } P(t) \text{ at time } t = r\,P(t).$$

It is worth taking some time to compare the formulas for continuously compounding interest and the equation of uninhibited growth. In continuous compounding, we use P_0 to denote the initial investment. In the formula for uninhibited growth, we use P_0 to denote the initial population. In the continuous compounding formula, r denotes the annual interest rate, and so it shouldn't be too surprising that the r in the uninhibited growth formula corresponds to a growth rate as well.

Example 6.5.2

In order to perform arthrosclerosis research, epithelial cells are harvested from discarded umbilical tissue and grown in the laboratory. A technician observes that a culture of twelve thousand cells grows to five million cells in one week. Assuming that the cells follow The Law of Uninhibited Growth, find a formula for the number of cells, P, in thousands, after t days.

Solution

We begin with $P(t) = P_0 e^{rt}$. Since P is to give the number of cells *in thousands*, we have $P_0 = 12$, so $P(t) = 12e^{rt}$. In order to complete the formula, we need to determine the growth rate r. We know that after one week, the number of cells has grown to five million. Since t measures days and the units of P are in thousands, this translates mathematically to $P(7) = 5000$. We get the equation $12e^{7r} = 5000$ which gives $r = \frac{1}{7}\ln\left(\frac{1250}{3}\right)$. Hence, $P(t) = 12e^{\frac{t}{7}\ln\left(\frac{1250}{3}\right)}$. Of course, in practice, we would approximate r to some desired accuracy, say $r \approx 0.8618$, which we can interpret as an 86.18% daily growth rate for the cells.

Subsection Footnotes

[8] The average rate of change of a function over an interval was first introduced in Section 2.1. Instantaneous rates of change are the business of Calculus.

Population Decay Models

Whereas the formulas for continuous compounding and uninhibited growth model the growth of quantities, we can use equations like them to describe the decline of quantities. One example we've seen already is Example 6.1.1 in Section 6.1. There, the value of a car declined from its purchase price of $\$25{,}000$ to nothing at all. Another real world phenomenon which follows suit is radioactive decay. There are elements which are unstable and emit energy spontaneously. In doing so, the amount of the element itself diminishes. The assumption behind this model is that the rate of decay of an element at a particular time is directly proportional to the amount of the element present at that time. In other words, the more of the element there is, the faster the element decays. This is precisely the same kind of hypothesis which drives The Law of Uninhibited Growth, and as such, the equation governing radioactive decay is hauntingly similar to the formula for uninhibited growth with the exception that the rate constant r is negative.

Theorem 6.5.6: Radioactive Decay

The amount of a radioactive element P[9] at time t is given by the formula

$$P(t) = P_0 e^{rt},$$

where $P(0) = P_0$ is the initial amount of the element and $r < 0$ is the constant of proportionality which satisfies the equation

$$\text{instantaneous rate of change of } P(t) \text{ at time } t = r\,P(t).$$

Example 6.5.3

Iodine-131 is a commonly used radioactive isotope used to help detect how well the thyroid is functioning. Suppose the decay of Iodine-131 follows the radioactive decay model, and that the half-life[10] of Iodine-131 is approximately 8 days. If 5 grams of Iodine-131 is present initially, find a function which gives the amount of Iodine-131, A, in grams, t days later.

Solution

Since we start with 5 grams initially, our initial formula is $P(t) = 5e^{rt}$. Since the half-life is 8 days, it takes 8 days for half of the Iodine-131 to decay, leaving half of it behind. Hence, $P(8) = 2.5$ which means $5e^{8r} = 2.5$. Solving, we get $r = \frac{1}{8}\ln\left(\frac{1}{2}\right) = -\frac{\ln(2)}{8} \approx -0.08664$, which we can interpret as a loss of material at a rate of 8.664% daily. Hence,

$$P(t) = 5e^{-\frac{t\ln(2)}{8}} \approx 5e^{-0.08664t}.$$

Subsection Footnotes

[9] If you haven't figured it our by now, we use P for the dependent variable and P_0 for $P(0)$ because almost all exponential models can be thought of as modeling a **p**opulation P that starts with a "time zero" **p**opulation (a.k.a., an initial population) of P_0.

[10] The time it takes for half of the substance to decay.

Newton's Law of Cooling

We now turn our attention to some more mathematically sophisticated models. One such model is Newton's Law of Cooling, which we first encountered in Example 6.1.2 of Section 6.1. In that example we had a cup of coffee cooling from 160°F to room temperature 70°F according to the formula $T(t) = 70 + 90e^{-0.1t}$, where t was measured in minutes. In this situation, we know the physical limit of the temperature of the coffee is room temperature,[11] and the differential equation which gives rise to our formula for $T(t)$ takes this into account.

Whereas the radioactive decay model had a rate of decay at time t directly proportional to the amount of the element which remained at time t, Newton's Law of Cooling states that the rate of cooling of the coffee at a given time t is directly proportional to how much of a temperature differential exists between the coffee at time t and room temperature, not the temperature of the coffee itself. In other words, the coffee cools faster when it is first served, and as its temperature nears room temperature, the coffee cools ever more slowly. Of course, if we take an item from the refrigerator and let it sit out in the kitchen, the object's temperature will rise to room temperature, and since the physics behind warming and cooling is the same, we combine both cases in the equation below.

Theorem 6.5.7: Newton's Law of Cooling (and Warming)

The temperature T of an object at time t is given by the formula

$$T(t) = T_a + (T_0 - T_a)\, e^{-kt},$$

where $T(0) = T_0$ is the initial temperature of the object, T_a is the ambient temperature[12] and $k > 0$ is the constant of proportionality which satisfies the equation

$$\text{instantaneous rate of change of } T(t) \text{ at time } t = k\ (T(t) - T_a)$$

If we re-examine the situation in Example 6.1.2 with $T_0 = 160$, $T_a = 70$, and $k = 0.1$, we get, according to Newton's Law of Cooling, $T(t) = 70 + (160 - 70)e^{-0.1t}$ which reduces to the original formula given. The rate constant $k = 0.1$ indicates the coffee is cooling at a rate equal to 10% of the difference between the temperature of the coffee and its surroundings. Note in Newton's Law of Cooling that the constant k is positive for both the cooling and warming scenarios. What determines if the function $T(t)$ is increasing or decreasing is if T_0 (the initial temperature of the object) is greater than T_a (the ambient temperature) or vice-versa, as we see in our next example.

Example 6.5.4

A 40°F roast is cooked in a 350°F oven. After 2 hours, the temperature of the roast is 125°F.

a. Assuming the temperature of the roast follows Newton's Law of Cooling (or, in this case, Warming), find a formula for the temperature of the roast T as a function of its time in the oven, t, in hours.
b. The roast is done when the internal temperature reaches 165°F. When will the roast be done?

Solution

a. The initial temperature of the roast is 40°F, so $T_0 = 40$. The environment in which we are placing the roast is the 350°F oven, so $T_a = 350$. Newton's Law of Cooling tells us $T(t) = 350 + (40 - 350)e^{-kt}$, or $T(t) = 350 - 310e^{-kt}$. To determine k, we use the fact that after 2 hours, the roast is 125°F, which means $T(2) = 125$. This gives rise to the equation $350 - 310e^{-2k} = 125$ which yields $k = -\frac{1}{2}\ln\left(\frac{45}{62}\right) \approx 0.1602$. The temperature function is

$$T(t) = 350 - 310e^{\frac{t}{2}\ln\left(\frac{45}{62}\right)} \approx 350 - 310e^{-0.1602t}.$$

b. To determine when the roast is done, we set $T(t) = 165$. This gives $350 - 310e^{-0.1602t} = 165$ whose solution is $t = -\frac{1}{0.1602}\ln\left(\frac{37}{62}\right) \approx 3.22$. It takes roughly 3 hours and 15 minutes to cook the roast completely.

Subsection Footnotes

[11] The Second Law of Thermodynamics states that heat can spontaneously flow from a hotter object to a colder one, but not the other way around. Thus, the coffee could not continue to release heat into the air so as to cool below room temperature.

[12] That is, the temperature of the surroundings.

Logistical Growth Models

If we had taken the time to graph $y = T(t)$ in Example 6.5.4, we would have found the horizontal asymptote to be $y = 350$, which corresponds to the temperature of the oven. We can also arrive at this conclusion by applying a bit of "number sense." As $t \to \infty$, $-0.1602t \approx$ very big $(-)$ so that $e^{-0.1602t} \approx$ very small $(+)$. The larger the value of t, the smaller $e^{-0.1602t}$ becomes

so that $T(t) \approx 350 -$ very small $(+)$, which indicates the graph of $y = T(t)$ is approaching its horizontal asymptote $y = 350$ from below. Physically, this means the roast will eventually warm up to 350°F.[13]

The function T is sometimes called a **limited** growth model, since the function T remains bounded as $t \to \infty$. If we apply the principles behind Newton's Law of Cooling to a biological example, it says the growth rate of a population is directly proportional to how much room the population has to grow. In other words, the more room for expansion, the faster the growth rate. The **logistic** growth model combines the Law of Uninhibited Growth with limited growth and states that the rate of growth of a population varies jointly with the population itself as well as the room the population has to grow.

Theorem 6.5.8: Logistic Growth

If a population behaves according to the assumptions of **logistic growth**, the number of organisms P at time t is given by the equation

$$P(t) = \frac{L}{1 + Ce^{-kLt}},$$

where $P(0) = P_0$ is the initial population, L is the limiting population,[14] C is a measure of how much room there is to grow given by

$$C = \frac{L}{P_0} - 1,$$

and $k > 0$ is the constant of proportionality which satisfies the equation

$$\text{instantaneous rate of change of } P(t) \text{ at time } t = kP(t)\left(L - P(t)\right).$$

The logistic function is used not only to model the growth of organisms, but is also often used to model the spread of disease and rumors.

Example 6.5.5

The number of people P, in hundreds, at a local community college who have heard the rumor "Carl is afraid of Virginia Woolf" can be modeled using the logistic equation

$$P(t) = \frac{84}{1 + 2799e^{-t}},$$

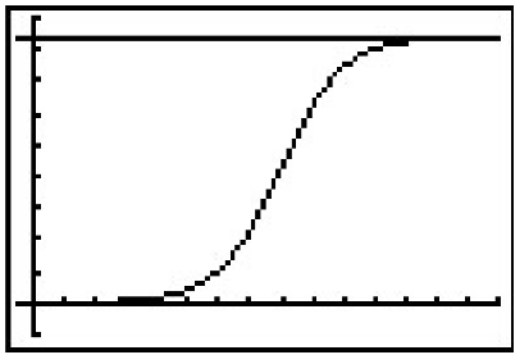
where $t \geq 0$ is the number of days after April 1, 2009.

a. Find and interpret $P(0)$.
b. Find and interpret the end behavior of $P(t)$.
c. How long until 4200 people have heard the rumor?
d. Check your answers to 2 and 3 using your calculator.

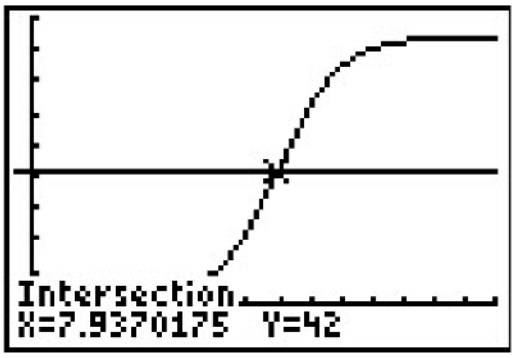
Solution

a. We find $P(0) = \frac{84}{1+2799e^0} = \frac{84}{2800} = \frac{3}{100}$. Since $P(t)$ measures the number of people who have heard the rumor in hundreds, $P(0)$ corresponds to 3 people. Since $t = 0$ corresponds to April 1, 2009, we may conclude that on that day, 3 people have heard the rumor.
b. We could simply note that $P(t)$ is written in the form of the logistic growth model, and identify $L = 84$. However, to see *why* the answer is 84, we proceed analytically. Since the domain of P is restricted to $t \geq 0$, the only end behavior of significance is $t \to \infty$. As we've seen before,[15] as $t \to \infty$, we have $1997e^{-t} \to 0^+$ and so $P(t) \approx \frac{84}{1+\text{ very small }(+)} \approx 84$. Hence, as $t \to \infty$, $P(t) \to 84$. This means that as time goes by, the number of people who will have heard the rumor approaches 8400.
c. To find how long it takes until 4200 people have heard the rumor, we set $P(t) = 42$. Solving $\frac{84}{1+2799e^{-t}} = 42$ gives $t = \ln(2799) \approx 7.937$. It takes around 8 days until 4200 people have heard the rumor.

d. We graph $y = P(x)$ using the calculator and see that the line $y = 84$ is the horizontal asymptote of the graph, confirming our answer to part 2, and the graph intersects the line $y = 42$ at $x = \ln(2799) \approx 7.937$, which confirms our answer to part 3.

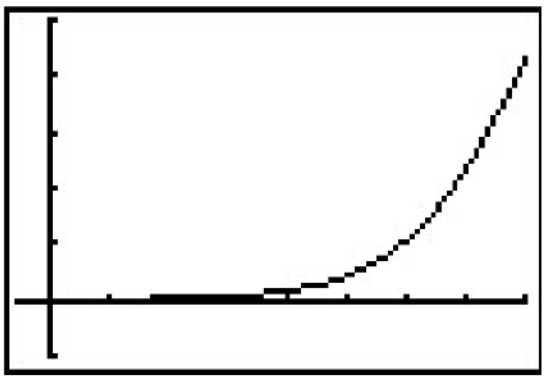


$y = f(x) = \frac{84}{1+2799e^{-x}}$ and $y = 84$

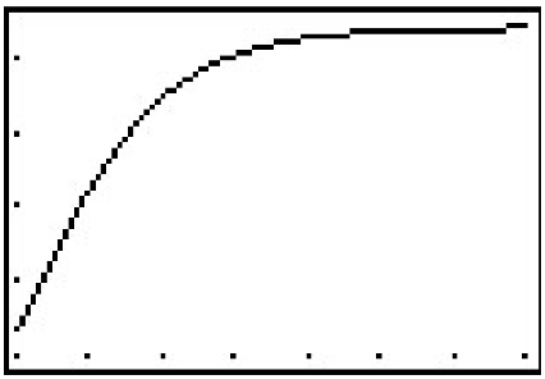


$y = f(x) = \frac{84}{1+2799e^{-x}}$ and $y = 42$

If we take the time to analyze the graph of $y = P(x)$ above, we can see graphically how logistic growth combines features of uninhibited and limited growth. The curve seems to rise steeply, then at some point, begins to level off. The point at which this happens is called an **inflection point** or is sometimes called the "point of diminishing returns." At this point, even though the function is still increasing, the rate at which it does so begins to decline. It turns out the point of diminishing returns always occurs at half the limiting population. (In our case, when $y = 42$.) While these concepts are more precisely quantified using Calculus, below are two views of the graph of $y = P(x)$, one on the interval $[0, 8]$, the other on $[8, 15]$. The former looks strikingly like uninhibited growth; the latter like limited growth.



$y = f(x) = \frac{84}{1+2799e^{-x}}$ for $0 \le x \le 8$



$y = f(x) = \frac{84}{1+2799e^{-x}}$ for $8 \le x \le 16$

Subsection Footnotes

[13] At which point it would be more toast than roast.

[14] That is, as $t \to \infty$, $P(t) \to L$.

[15] See, for example, Example 6.1.2.

Applications of Logarithmic Functions

Just as many physical phenomena can be modeled by exponential functions, the same is true of logarithmic functions. In a few of the homework exercises in Section 6.1, we showed that logarithms are useful in measuring the intensities of earthquakes (the

Richter scale), sound (decibels) and acids and bases (pH). We now present yet a different use of the a basic logarithm function, password strength.

Example 6.5.6

The information entropy H, in bits, of a randomly generated password consisting of L characters is given by

$$H = L\log_2(N),$$

where N is the number of possible symbols for each character in the password. In general, the higher the entropy, the stronger the password.

a. If a 7 character case-sensitive[16] password is comprised of letters and numbers only, find the associated information entropy.
b. How many possible symbol options per character is required to produce a 7 character password with an information entropy of 50 bits?

Solution

a. There are 26 letters in the alphabet, 52 if upper and lower case letters are counted as different. There are 10 digits (0 through 9) for a total of $N = 62$ symbols. Since the password is to be 7 characters long, $L = 7$. Thus, $H = 7\log_2(62) = \frac{7\ln(62)}{\ln(2)} \approx 41.68$.
b. We have $L = 7$ and $H = 50$ and we need to find N. Solving the equation $50 = 7\log_2(N)$ gives $N = 2^{50/7} \approx 141.323$, so we would need 142 different symbols to choose from.[17]

Chemical systems known as buffer solutions have the ability to adjust to small changes in acidity to maintain a range of pH values. Buffer solutions have a wide variety of applications from maintaining a healthy fish tank to regulating the pH levels in blood. Our next example shows how the pH in a buffer solution is a little more complicated than the pH we first encountered in the homework exercises of Section 6.1.

Example 6.5.7

Blood is a buffer solution. When carbon dioxide is absorbed into the bloodstream it produces carbonic acid and lowers the pH. The body compensates by producing bicarbonate, a weak base to partially neutralize the acid. The equation[18] which models blood pH in this situation is

$$\text{pH} = 6.1 + \log\left(\frac{800}{x}\right),$$

where x is the partial pressure of carbon dioxide in arterial blood, measured in torr. Find the partial pressure of carbon dioxide in arterial blood if the pH is 7.4.

Solution

We set $\text{pH} = 7.4$ and get $7.4 = 6.1 + \log\left(\frac{800}{x}\right)$, or $\log\left(\frac{800}{x}\right) = 1.3$. Solving, we find $x = \frac{800}{10^{1.3}} \approx 40.09$. Hence, the partial pressure of carbon dioxide in the blood is about 40 torr.

Subsection Footnotes

[16] That is, upper and lower case letters are treated as different characters.

[17] Since there are only 94 distinct ASCII keyboard characters, to achieve this strength, the number of characters in the password should be increase.

[18] Derived from the Henderson-Hasselbalch Equation (see the homework in Section 6.2). Hasselbalch himself was studying carbon dioxide dissolving in blood - a process called metabolic acidosis.

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6.5E: Exercises

Exercises

For each of the scenarios given in Exercises 1 - 6,

- Find the amount A in the account as a function of the term of the investment t in years.
- Determine how much is in the account after 5 years, 10 years, 30 years and 35 years. Round your answers to the nearest cent.
- Determine how long will it take for the initial investment to double. Round your answer to the nearest year.
- Find and interpret the average rate of change of the amount in the account from the end of the fourth year to the end of the fifth year, and from the end of the thirty-fourth year to the end of the thirty-fifth year. Round your answer to two decimal places.

1. $\$500$ is invested in an account which offers 0.75%, compounded monthly.
2. $\$500$ is invested in an account which offers 0.75%, compounded continuously.
3. $\$1000$ is invested in an account which offers 1.25%, compounded monthly.
4. $\$1000$ is invested in an account which offers 1.25%, compounded continuously.
5. $\$5000$ is invested in an account which offers 2.125%, compounded monthly.
6. $\$5000$ is invested in an account which offers 2.125%, compounded continuously.
7. Look back at your answers to Exercises 1 - 6. What can be said about the difference between monthly compounding and continuously compounding the interest in those situations? With the help of your classmates, discuss scenarios where the difference between monthly and continuously compounded interest would be more dramatic. Try varying the interest rate, the term of the investment and the principal. Use computations to support your answer.
8. How much money needs to be invested now to obtain $\$2000$ in 3 years if the interest rate in a savings account is 0.25%, compounded continuously? Round your answer to the nearest cent.
9. How much money needs to be invested now to obtain $\$5000$ in 10 years if the interest rate in a CD is 2.25%, compounded monthly? Round your answer to the nearest cent.
10. On May, 31, 2009, the Annual Percentage Rate listed at Jeff's bank for regular savings accounts was 0.25% compounded monthly.
    a. If $P = 2000$ what is $A(8)$?
    b. Solve the equation $A(t) = 4000$ for t.
    c. What principal P should be invested so that the account balance is $2000 is three years?
11. Jeff's bank also offers a 36-month Certificate of Deposit (CD) with an APR of 2.25%.
    a. If $P = 2000$ what is $A(8)$?
    b. Solve the equation $A(t) = 4000$ for t.
    c. What principal P should be invested so that the account balance is $2000 in three years?
    d. The Annual Percentage Yield is the interest rate that returns the same amount of interest after one year as the compound interest does. With the help of your classmates, compute the APY for this investment.
12. A finance company offers a promotion on $\$5000$ loans. The borrower does not have to make any payments for the first three years, however interest will continue to be charged to the loan at 29.9% compounded continuously. What amount will be due at the end of the three year period, assuming no payments are made? If the promotion is extended an additional three years, and no payments are made, what amount would be due?
13. Show that the time it takes for an investment to double in value does depend on the principal P, but rather, depends only on the APR and the number of compoundings per year. Let $n = 12$ and with the help of your classmates compute the doubling time for a variety of rates r. Then look up the Rule of 72 and compare your answers to what that rule says. If you're really interested in Financial Mathematics, you could also compare and contrast the Rule of 72 with the Rule of 70 and the Rule of 69.

In Exercises 14 - 18, we list some radioactive isotopes and their associated half-lives. Assume that each decays according to the formula $A(t) = A_0 e^{kt}$ where A_0 is the initial amount of the material and k is the decay constant. For each isotope:

- Find the decay constant k. Round your answer to four decimal places.
- Find a function which gives the amount of isotope A which remains after time t. (Keep the units of A and t the same as the given data.)
- Determine how long it takes for 90% of the material to decay. Round your answer to two decimal places. (HINT: If 90% of the material decays, how much is left?)

14. Cobalt 60, used in food irradiation, initial amount 50 grams, half-life of 5.27 years.
15. Phosphorus 32, used in agriculture, initial amount 2 milligrams, half-life 14 days.
16. Chromium 51, used to track red blood cells, initial amount 75 milligrams, half-life 27.7 days.
17. Americium 241, used in smoke detectors, initial amount 0.29 micrograms, half-life 432.7 years.
18. Uranium 235, used for nuclear power, initial amount 1 kg grams, half-life 704 million years.
19. With the help of your classmates, show that the time it takes for 90% of each isotope listed in Exercises 14 - 18 to decay does not depend on the initial amount of the substance, but rather, on only the decay constant k. Find a formula, in terms of k only, to determine how long it takes for 90% of a radioactive isotope to decay.
20. In Example 6.1.2 in Section 6.1, the exponential function $V(x) = 25\left(\frac{4}{5}\right)^x$ was used to model the value of a car over time. Use the properties of logs and/or exponents to rewrite the model in the form $V(t) = 25e^{kt}$.
21. The Gross Domestic Product (GDP) of the US (in billions of dollars) t years after the year 2000 can be modeled by:

$$G(t) = 9743.77e^{0.0514t}$$

    a. Find and interpret $G(0)$.
    b. According to the model, what should have been the GDP in 2007? In 2010? (According to the US Department of Commerce, the 2007 GDP was $\$14,369.1$billion and the 2010 GDP was $\$14,657.8$billion.)
22. The diameter D of a tumor, in millimeters, t days after it is detected is given by:

$$D(t) = 15e^{0.0277t}$$

    a. What was the diameter of the tumor when it was originally detected?
    b. How long until the diameter of the tumor doubles?
23. Under optimal conditions, the growth of a certain strain of *E. Coli* is modeled by the Law of Uninhibited Growth $N(t) = N_0e^{kt}$ where N_0 is the initial number of bacteria and t is the elapsed time, measured in minutes. From numerous experiments, it has been determined that the doubling time of this organism is 20 minutes. Suppose 1000 bacteria are present initially.
    a. Find the growth constant k. Round your answer to four decimal places.
    b. Find a function which gives the number of bacteria $N(t)$ after t minutes.
    c. How long until there are 9000 bacteria? Round your answer to the nearest minute.
24. Yeast is often used in biological experiments. A research technician estimates that a sample of yeast suspension contains 2.5 million organisms per cubic centimeter (cc). Two hours later, she estimates the population density to be 6 million organisms per cc. Let t be the time elapsed since the first observation, measured in hours. Assume that the yeast growth follows the Law of Uninhibited Growth $N(t) = N_0e^{kt}$.
    a. Find the growth constant k. Round your answer to four decimal places.
    b. Find a function which gives the number of yeast (in millions) per cc $N(t)$ after t hours.
    c. What is the doubling time for this strain of yeast?
25. The Law of Uninhibited Growth also applies to situations where an animal is re-introduced into a suitable environment. Such a case is the reintroduction of wolves to Yellowstone National Park. According to the National Park Service, the wolf population in Yellowstone National Park was 52 in 1996 and 118 in 1999. Using these data, find a function of the form $N(t) = N_0e^{kt}$ which models the number of wolves t years after 1996. (Use $t = 0$ to represent the year 1996. Also, round your value of k to four decimal places.) According to the model, how many wolves were in Yellowstone in 2002? (The recorded number is 272.)
26. During the early years of a community, it is not uncommon for the population to grow according to the Law of Uninhibited Growth. According to the Painesville Wikipedia entry, in 1860, the Village of Painesville had a population of 2649. In 1920, the population was 7272. Use these two data points to fit a model of the form $N(t) = N_0e^{kt}$ were $N(t)$ is the number of Painesville Residents t years after 1860. (Use $t = 0$ to represent the year 1860. Also, round the value of k to four decimal places.) According to this model, what was the population of Painesville in 2010? (The 2010 census gave the population as 19,563) What could be some causes for such a vast discrepancy? For more on this, see Exercise 37.
27. The population of Sasquatch in Bigfoot county is modeled by

$$P(t) = \frac{120}{1 + 3.167e^{-0.05t}}$$

    where $P(t)$ is the population of Sasquatch t years after 2010.

a. Find and interpret $P(0)$.
b. Find the population of Sasquatch in Bigfoot county in 2013. Round your answer to the nearest Sasquatch.
c. When will the population of Sasquatch in Bigfoot county reach 60? Round your answer to the nearest year.
d. Find and interpret the end behavior of the graph of $y = P(t)$. Check your answer using a graphing utility.

28. The half-life of the radioactive isotope Carbon-14 is about 5730 years.
    a. Express the amount of Carbon-14 left from an initial N milligrams as a function of time t in years.
    b. What percentage of the original amount of Carbon-14 is left after 20,000 years?
    c. If an old wooden tool is found in a cave and the amount of Carbon-14 present in it is estimated to be only 42% of the original amount, approximately how old is the tool?
    d. Radiocarbon dating is not as easy as these exercises might lead you to believe. With the help of your classmates, research radiocarbon dating and discuss why our model is somewhat over-simplified.
29. Carbon-14 cannot be used to date inorganic material such as rocks, but there are many other methods of radiometric dating which estimate the age of rocks. One of them, Rubidium-Strontium dating, uses Rubidium-87 which decays to Strontium-87 with a half-life of 50 billion years. Express the amount of Rubidium-87 left from an initial 2.3 micrograms as a function of time t in *billions* of years. Research this and other radiometric techniques and discuss the margins of error for various methods with your classmates.
30. Show that $k = -\dfrac{\ln(2)}{h}$ where h is the half-life of the radioactive isotope.
31. A pork roast was taken out of a hardwood smoker when its internal temperature had reached 180°F and it was allowed to rest in a 75°F house for 20 minutes after which its internal temperature had dropped to 170°F. Assuming that the temperature of the roast follows Newton's Law of Cooling,
    a. Express the temperature T (in $^\circ$F) as a function of time t (in minutes).
    b. Find the time at which the roast would have dropped to 140°F had it not been carved and eaten.
32. In reference to Exercise 44 in Section 5.3, if Fritzy the Fox's speed is the same as Chewbacca the Bunny's speed, Fritzy's pursuit curve is given by

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

    Use your calculator to graph this path for $x > 0$. Describe the behavior of y as $x \to 0^+$ and interpret this physically.
33. The current i measured in amps in a certain electronic circuit with a constant impressed voltage of 120 volts is given by $i(t) = 2 - 2e^{-10t}$ where $t \geq 0$ is the number of seconds after the circuit is switched on. Determine the value of i as $t \to \infty$. (This is called the **steady state** current.)
34. If the voltage in the circuit in Exercise 33 above is switched off after 30 seconds, the current is given by the piecewise-defined function

$$i(t) = \begin{cases} 2 - 2e^{-10t} & \text{if} \quad 0 \leq t < 30 \\ [6pt]\left(2 - 2e^{-300}\right)e^{-10t+300} & \text{if} \quad t \geq 30 \end{cases}$$

    With the help of your calculator, graph $y = i(t)$ and discuss with your classmates the physical significance of the two parts of the graph $0 \leq t < 30$ and $t \geq 30$.
35. A free hanging cable forms a basic shape is given by $y = \frac{1}{2}(e^x + e^{-x})$. Use your calculator to graph this function. What are its domain and range? What is its end behavior? Is it invertible? How do you think it is related to the function given in Exercise 47 in Section 6.3 and the one given in the answer to Exercise 38 in Section 6.4? When flipped upside down, the catenary makes an arch. The Gateway Arch in St. Louis, Missouri has the shape

$$y = 757.7 - \frac{127.7}{2}\left(e^{\frac{x}{127.7}} + e^{-\frac{x}{127.7}}\right)$$

    where x and y are measured in feet and $-315 \leq x \leq 315$. Find the highest point on the arch.
36. In Exercise 6a in Section 2.5, we examined the data set given below which showed how two cats and their surviving offspring can produce over 80 million cats in just ten years. It is virtually impossible to see this data plotted on your calculator, so plot x versus $\ln(x)$ as was done on page 480. Find a linear model for this new data and comment on its goodness of fit. Find an exponential model for the original data and comment on its goodness of fit.

Year x	1	2	3	4	5	6	7	8		9
Number of Cats $N(x)$	12	66	382	2201	12680	73041	420715	2423316	13968290	80399780

37. This exercise is a follow-up to Exercise 26 which more thoroughly explores the population growth of Painesville, Ohio. According to Wikipedia, the population of Painesville, Ohio is given by

Year t	1860	1870	1880	1890	1900	1910	1920	1930	1940	1950
Population	2649	3728	3841	4755	5024	5501	7272	10944	12235	14432

Year t	1960	1970	1980	1990	2000
Population	16116	16536	16351	15699	17503

a. Use a graphing utility to perform an exponential regression on the data from 1860 through 1920 only, letting $t = 0$ represent the year 1860 as before. How does this calculator model compare with the model you found in Exercise 26? Use the calculator's exponential model to predict the population in 2010. (The 2010 census gave the population as 19,563)

b. The logistic model fit to *all* of the given data points for the population of Painesville t years after 1860 (again, using $t = 0$ as 1860) is

$$P(t) = \frac{18691}{1 + 9.8505e^{-0.03617t}}$$

According to this model, what should the population of Painesville have been in 2010? (The 2010 census gave the population as 19,563.) What is the population limit of Painesville?

38. According to OhioBiz , the census data for Lake County, Ohio is as follows:

Year t	1860	1870	1880	1890	1900	1910	1920	1930	1940	1950
Population	15576	15935	16326	18235	21680	22927	28667	41674	50020	75979

Year t	1960	1970	1980	1990	2000
Population	148700	197200	212801	215499	227511

a. Use your calculator to fit a logistic model to these data, using $x = 0$ to represent the year 1860.

b. Graph these data and your logistic function on your calculator to judge the reasonableness of the fit.

c. Use this model to estimate the population of Lake County in 2010. (The 2010 census gave the population to be 230,041.)

d. According to your model, what is the population limit of Lake County, Ohio?

39. According to Facebook , the number of active users of Facebook has grown significantly since its initial launch from a Harvard dorm room in February 2004. The chart below has the approximate number $U(x)$ of active users, in , x months after February 2004. For example, the first entry $(10, 1)$ means that there were 1 million active users in December 2004 and the last entry $(77, 500)$ means that there were 500 million active users in July 2010.

With the help of your classmates, find a model for this data.

40. Each Monday during the registration period before the Fall Semester at LCCC, the Enrollment Planning Council gets a report prepared by the data analysts in Institutional Effectiveness and Planning. While the ongoing enrollment data is analyzed in many different ways, we shall focus only on the overall headcount. Below is a chart of the enrollment data for Fall Semester 2008. It starts 21 weeks before "Opening Day" and ends on "Day 15" of the semester, but we have relabeled the top row to be $x = 1$ through $x = 24$ so that the math is easier. (Thus, $x = 22$ is Opening Day.)

Week x	1	2	3	4	5	6	7	8
Total Headcount	1194	1564	2001	2475	2802	3141	3527	3790

Week x	9	10	11	12	13	14	15	16
Total Headcount	4065	4371	4611	4945	5300	5657	6056	6478

Week x	17	18	19	20	21	22	23	24
Total Headcount	7161	7772	8505	9256	10201	10743	11102	11181

With the help of your classmates, find a model for this data. Unlike most of the phenomena we have studied in this section, there is no single differential equation which governs the enrollment growth. Thus there is no scientific reason to rely on a logistic function even though the data plot may lead us to that model. What are some factors which influence enrollment at a community college and how can you take those into account mathematically?

41. When we wrote this exercise, the Enrollment Planning Report for Fall Semester 2009 had only 10 data points for the first 10 weeks of the registration period. Those numbers are given below.

Week x	17	18	19	20	21	22	23	24
Total Headcount	7161	7772	8505	9256	10201	10743	11102	11181

With the help of your classmates, find a model for this data and make a prediction for the Opening Day enrollment as well as the Day 15 enrollment. (WARNING: The registration period for 2009 was one week shorter than it was in 2008 so Opening Day would be $x = 21$ and Day 15 is $x = 23$.)

Answers

1.
   - $A(t) = 500\left(1 + \frac{0.0075}{12}\right)^{12t}$
   - $A(5) \approx \$519.10$, $A(10) \approx \$538.93$, $A(30) \approx \$626.12$, $A(35) \approx \$650.03$
   - It will take approximately 92 years for the investment to double.
   - The average rate of change from the end of the fourth year to the end of the fifth year is approximately 3.88. This means that the investment is growing at an average rate of $\$3.88$ per year at this point. The average rate of change from the end of the thirty-fourth year to the end of the thirty-fifth year is approximately 4.85. This means that the investment is growing at an average rate of $\$4.85$ per year at this point.
2.
   - $A(t) = 500e^{0.0075t}$
   - $A(5) \approx \$519.11$, $A(10) \approx \$538.94$, $A(30) \approx \$626.16$, $A(35) \approx \$650.09$
   - It will take approximately 92 years for the investment to double.
   - The average rate of change from the end of the fourth year to the end of the fifth year is approximately 3.88. This means that the investment is growing at an average rate of $\$3.88$ per year at this point. The average rate of change from the end of the thirty-fourth year to the end of the thirty-fifth year is approximately 4.86. This means that the investment is growing at an average rate of $\$4.86$ per year at this point.
3.
   - $A(t) = 1000\left(1 + \frac{0.0125}{12}\right)^{12t}$
   - $A(5) \approx \$1064.46$, $A(10) \approx \$1133.07$, $A(30) \approx \$1454.71$, $A(35) \approx \$1548.48$
   - It will take approximately 55 years for the investment to double.
   - The average rate of change from the end of the fourth year to the end of the fifth year is approximately 13.22. This means that the investment is growing at an average rate of $\$13.22$ per year at this point. The average rate of change from the end of the thirty-fourth year to the end of the thirty-fifth year is approximately 19.23. This means that the investment is growing at an average rate of $\$19.23$ per year at this point.
4.
   - $A(t) = 1000e^{0.0125t}$
   - $A(5) \approx \$1064.49$, $A(10) \approx \$1133.15$, $A(30) \approx \$1454.99$, $A(35) \approx \$1548.83$
   - It will take approximately 55 years for the investment to double.
   - The average rate of change from the end of the fourth year to the end of the fifth year is approximately 13.22. This means that the investment is growing at an average rate of $\$13.22$ per year at this point. The average rate of change from the end of the thirty-fourth year to the end of the thirty-fifth year is approximately 19.24. This means that the investment is growing at an average rate of $\$19.24$ per year at this point.
5.
   - $A(t) = 5000\left(1 + \frac{0.02125}{12}\right)^{12t}$
   - $A(5) \approx \$5559.98$, $A(10) \approx \$6182.67$, $A(30) \approx \$9453.40$, $A(35) \approx \$10512.13$
   - It will take approximately 33 years for the investment to double.

- The average rate of change from the end of the fourth year to the end of the fifth year is approximately 116.80. This means that the investment is growing at an average rate of $\$116.80$per year at this point. The average rate of change from the end of the thirty-fourth year to the end of the thirty-fifth year is approximately 220.83. This means that the investment is growing at an average rate of $\$220.83$per year at this point.

6.
   - $A(t) = 5000e^{0.02125t}$
   - $A(5) \approx \$5560.50$, $A(10) \approx \$6183.83$, $A(30) \approx \$9458.73$, $A(35) \approx \$10519.05$
   - It will take approximately 33 years for the investment to double.
   - The average rate of change from the end of the fourth year to the end of the fifth year is approximately 116.91. This means that the investment is growing at an average rate of $\$116.91$per year at this point. The average rate of change from the end of the thirty-fourth year to the end of the thirty-fifth year is approximately 221.17. This means that the investment is growing at an average rate of $\$221.17$per year at this point.

8. $P = \frac{2000}{e^{0.0025 \cdot 3}} \approx \$1985.06$
9. $P = \frac{5000}{\left(1+\frac{0.0225}{12}\right)^{12 \cdot 10}} \approx \$3993.42$
10. a. $A(8) = 2000\left(1+\frac{0.0025}{12}\right)^{12 \cdot 8} \approx \$2040.40$
    b. $t = \frac{\ln(2)}{12\ln\left(1+\frac{0.0025}{12}\right)} \approx 277.29$ years
    c. $P = \frac{2000}{\left(1+\frac{0.0025}{12}\right)^{36}} \approx \$1985.06$
11. a. $A(8) = 2000\left(1+\frac{0.0225}{12}\right)^{12 \cdot 8} \approx \$2394.03$
    b. $t = \frac{\ln(2)}{12\ln\left(1+\frac{0.0225}{12}\right)} \approx 30.83$ years
    c. $P = \frac{2000}{\left(1+\frac{0.0225}{12}\right)^{36}} \approx \$1869.57$
    d. $\left(1+\frac{0.0225}{12}\right)^{12} \approx 1.0227$ so the APY is 2.27%
12. $A(3) = 5000e^{0.299 \cdot 3} \approx \$12,226.18$, $A(6) = 5000e^{0.299 \cdot 6} \approx \$30,067.29$
14.
    - $k = \frac{\ln(1/2)}{5.27} \approx -0.1315$
    - $A(t) = 50e^{-0.1315t}$
    - $t = \frac{\ln(0.1)}{-0.1315} \approx 17.51$ years.
15.
    - $k = \frac{\ln(1/2)}{14} \approx -0.0495$
    - $A(t) = 2e^{-0.0495t}$
    - $t = \frac{\ln(0.1)}{-0.0495} \approx 46.52$ days.
16.
    - $k = \frac{\ln(1/2)}{27.7} \approx -0.0250$
    - $A(t) = 75e^{-0.0250t}$
    - $t = \frac{\ln(0.1)}{-0.025} \approx 92.10$ days.
17.
    - $k = \frac{\ln(1/2)}{432.7} \approx -0.0016$
    - $A(t) = 0.29e^{-0.0016t}$
    - $t = \frac{\ln(0.1)}{-0.0016} \approx 1439.11$ years.
18.
    - $k = \frac{\ln(1/2)}{704} \approx -0.0010$
    - $A(t) = e^{-0.0010t}$
    - $t = \frac{\ln(0.1)}{-0.0010} \approx 2302.58$ million years, or 2.30 billion years.
19. $t = \frac{\ln(0.1)}{k} = -\frac{\ln(10)}{k}$
20. $V(t) = 25e^{\ln\left(\frac{4}{5}\right)t} \approx 25e^{-0.22314355t}$
21. a. $G(0) = 9743.77$ This means that the GDP of the US in 2000 was $\$9743.77$billion dollars.

b. $G(7) = 13963.24$ and $G(10) = 16291.25$, so the model predicted a GDP of $\$13,963.24$ billion in 2007 and $\$16,291.25$ billion in 2010.

22. a. $D(0) = 15$, so the tumor was 15 millimeters in diameter when it was first detected.
    b. $t = \frac{\ln(2)}{0.0277} \approx 25$ days.
23. a. $k = \frac{\ln(2)}{20} \approx 0.0346$
    b. $N(t) = 1000e^{0.0346t}$
    c. $t = \frac{\ln(9)}{0.0346} \approx 63$ minutes
24. a. $k = \frac{1}{2}\frac{\ln(6)}{2.5} \approx 0.4377$
    b. $N(t) = 2.5e^{0.4377t}$
    c. $t = \frac{\ln(2)}{0.4377} \approx 1.58$ hours
25. $N_0 = 52, k = \frac{1}{3}\ln\left(\frac{118}{52}\right) \approx 0.2731, N(t) = 52e^{0.2731t} \cdot N(6) \approx 268$.
26. $N_0 = 2649, k = \frac{1}{60}\ln\left(\frac{7272}{2649}\right) \approx 0.0168, N(t) = 2649e^{0.0168t} \cdot N(150) \approx 32923$, so the population of Painesville in 2010 based on this model would have been 32,923.
27. a. $P(0) = \frac{120}{4.167} \approx 29$. There are 29 Sasquatch in Bigfoot County in 2010.
    b. $P(3) = \frac{120}{1+3.167e^{-0.05(3)}} \approx 32$ Sasquatch.
    c. $t = 20\ln(3.167) \approx 23$ years.
    d. As $t \to \infty$, $P(t) \to 120$. As time goes by, the Sasquatch Population in Bigfoot County will approach 120. Graphically, $y = P(x)$ has a horizontal asymptote $y = 120$.
28. a. $A(t) = Ne^{-\left(\frac{\ln(2)}{5730}\right)t} \approx Ne^{-0.00012097t}$
    b. $A(20000) \approx 0.088978 \cdot N$ so about 8.9% remains
    c. $t \approx \dfrac{\ln(.42)}{-0.00012097} \approx 7171$ years old
29. $A(t) = 2.3e^{-0.0138629t}$
31. a. $T(t) = 75 + 105e^{-0.005005t}$
    b. The roast would have cooled to 140°F in about 95 minutes.
32. From the graph, it appears that as $x \to 0^+$, $y \to \infty$. This is due to the presence of the $\ln(x)$ term in the function. This means that Fritzy will never catch Chewbacca, which makes sense since Chewbacca has a head start and Fritzy only runs as fast as he does.



$$y(x) = \tfrac{1}{4}x^2 - \tfrac{1}{4}\ln(x) - \tfrac{1}{4}$$

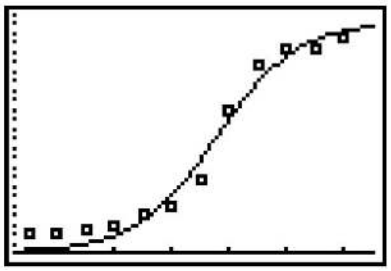
33. The steady state current is 2 amps.
36. The linear regression on the data below is $y = 1.74899x + 0.70739$ with $r^2 \approx 0.999995$. This is an excellent fit.

x	1	2	3	4	5	6	7	8	9	10
$\ln(N(x))$	2.4849	4.1897	5.9454	7.6967	9.4478	11.1988	12.9497	14.7006	16.4523	18.2025

$N(x) = 2.02869(5.74879)^x = 2.02869e^{1.74899x}$ with $r^2 \approx 0.999995$. This is also an excellent fit and corresponds to our linearized model because $\ln(2.02869) \approx 0.70739$

37. a. The calculator gives: $y = 2895.06(1.0147)^x$. Graphing this along with our answer from Exercise 26 over the interval $[0, 60]$ shows that they are pretty close. From this model, $y(150) \approx 25840$ which once again overshoots the actual data value.
    b. $P(150) \approx 18717$, so this model predicts 17,914 people in Painesville in 2010, a more conservative number than was recorded in the 2010 census. As $t \to \infty$, $P(t) \to 18691$. So the limiting population of Painesville based on this model is 18,691 people.

38. a. $y = \dfrac{242526}{1 + 874.62e^{-0.07113x}}$, where x is the number of years since 1860.
    b. The plot of the data and the curve is below.



    c. $y(140) \approx 232889$, so this model predicts 232,889 people in Lake County in 2010.
    d. As $x \to \infty$, $y \to 242526$, so the limiting population of Lake County based on this model is 242,526 people.

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CHAPTER OVERVIEW

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7.1: Sequences

Math 370 Learning Objectives

- All the material in this section is critical for success in Math 370, 400, and 401.

Introduction to Sequences

When we first introduced a function as a special type of relation in Section 1.3, we did not put any restrictions on the domain of the function. All we said was that the set of x-coordinates of the points in the function F is called the domain, and it turns out that any subset of the real numbers, regardless of how weird that subset may be, can be the domain of a function. As our exploration of functions continued beyond Section 1.3, we saw fewer and fewer functions with "weird" domains. It is worth your time to go back through the text to see that the domains of the polynomial, rational, exponential, logarithmic and algebraic functions discussed thus far have fairly predictable domains which almost always consist of just a collection of intervals on the real line. This may lead some readers to believe that the only important functions in a College Algebra text have domains which consist of intervals and everything else was just introductory nonsense.

In this section, we introduce **sequences** which are an important class of functions whose domains are the set of natural numbers.[1] Before we get to far ahead of ourselves, let's look at what the term "sequence" means mathematically. Informally, we can think of a sequence as an infinite list of numbers. For example, consider the sequence

$$\frac{1}{2}, -\frac{3}{4}, \frac{9}{8}, -\frac{27}{16}, \ldots \tag{7.1.1}$$

As usual, the periods of ellipsis, . . ., indicate that the proposed pattern continues forever. Each of the numbers in the list is called a **term**, and we call $\frac{1}{2}$ the "first term," $-\frac{3}{4}$ the "second term," $\frac{9}{8}$ the "third term" and so forth. In numbering them this way, we are setting up a function, which we'll call a (per tradition), between the natural numbers and the terms in the sequence.

n	$a(n)$
1	$\frac{1}{2}$
2	$-\frac{3}{4}$
3	$\frac{9}{8}$
4	$-\frac{27}{16}$
$\vdots$	$\vdots$

In other words, $a(n)$ is the nth term in the sequence. We formalize these ideas in our definition of a sequence and introduce some accompanying notation.

Definition: Sequence

A **sequence** is a function a whose domain is the natural numbers. The value $a(n)$ is often written as a_n and is called the $\boldsymbol{n^{\text{th}}}$ **term** of the sequence. The sequence itself is usually denoted using the notation: a_n, $n \geq 1$ or the notation: $\{a_n\}_{n=1}^{\infty}$.

Applying the notation provided in the definition of a sequence to the sequence given in the list 7.1.1, we have $a_1 = \frac{1}{2}$, $a_2 = -\frac{3}{4}$, $a_3 = \frac{9}{8}$ and so forth. Now suppose we wanted to know a_{117}, that is, the 117th term in the sequence. While the pattern of the sequence is apparent, it would benefit us greatly to have an explicit formula for a_n. Unfortunately, there is no general algorithm that will produce a formula for every sequence, so any formulas we do develop will come from that greatest of teachers - experience. In other words, it is time for an example.

Example 7.1.1

Write the first four terms of the following sequences.

a. $a_n = \frac{5^{n-1}}{3^n}$, $n \geq 1$

b. $b_k = \frac{(-1)^k}{2k+1}$, $k \geq 0$

c. $\{2n-1\}_{n=1}^{\infty}$

d. $\left\{\frac{1+(-1)^i}{i}\right\}_{i=2}^{\infty}$

e. $a_1 = 7$, $a_{n+1} = 2 - a_n$, $n \geq 1$

f. $f_0 = 1$, $f_n = n \cdot f_{n-1}$, $n \geq 1$

Solution

a. Since we are given $n \geq 1$, the first four terms of the sequence are a_1, a_2, a_3 and a_4. Since the notation a_1 means the same thing as $a(1)$, we obtain our first term by replacing every occurrence of n in the formula for a_n with $n = 1$ to get $a_1 = \frac{5^{1-1}}{3^1} = \frac{1}{3}$. Proceeding similarly, we get $a_2 = \frac{5^{2-1}}{3^2} = \frac{5}{9}$, $a_3 = \frac{5^{3-1}}{3^3} = \frac{25}{27}$ and $a_4 = \frac{5^{4-1}}{3^4} = \frac{125}{81}$.

b. For this sequence we have $k \geq 0$, so the first four terms are b_0, b_1, b_2 and b_3. Proceeding as before, replacing in this case the variable k with the appropriate whole number, beginning with 0, we get $b_0 = \frac{(-1)^0}{2(0)+1} = 1$, $b_1 = \frac{(-1)^1}{2(1)+1} = -\frac{1}{3}$, $b_2 = \frac{(-1)^2}{2(2)+1} = \frac{1}{5}$ and $b_3 = \frac{(-1)^3}{2(3)+1} = -\frac{1}{7}$. This sequence is called an **alternating sequence** since the signs alternate between $+$ and $-$. The reader is encouraged to think what component of the formula is producing this effect.

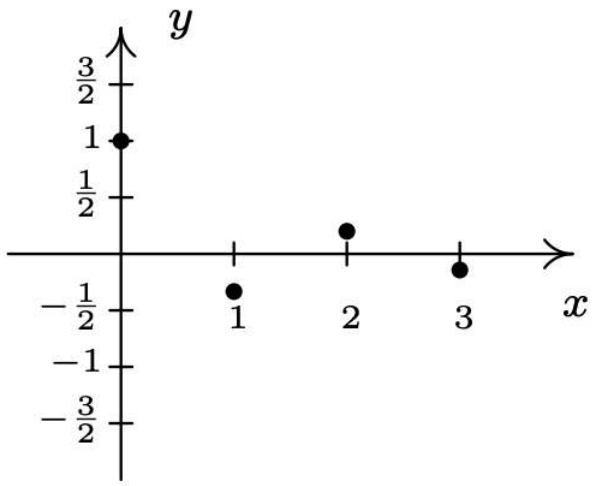
c. From $\{2n-1\}_{n=1}^{\infty}$, we have that $a_n = 2n-1$, $n \geq 1$. We get $a_1 = 1$, $a_2 = 3$, $a_3 = 5$ and $a_4 = 7$. The first four terms are the first four odd natural numbers. The reader is encouraged to examine whether or not this pattern continues indefinitely.

d. Here, we are using the letter i as a counter, not as the imaginary unit we saw in Section 3.4. Proceeding as before, we set $a_i = \frac{1+(-1)^i}{i}$, $i \geq 2$. We find $a_2 = 1$, $a_3 = 0$, $a_4 = \frac{1}{2}$ and $a_5 = 0$.

e. To obtain the terms of this sequence, we start with $a_1 = 7$ and use the equation $a_{n+1} = 2 - a_n$ for $n \geq 1$ to generate successive terms. When $n = 1$, this equation becomes $a_{1+1} = 2 - a_1$ which simplifies to $a_2 = 2 - a_1 = 2 - 7 = -5$. When $n = 2$, the equation becomes $a_{2+1} = 2 - a_2$ so we get $a_3 = 2 - a_2 = 2 - (-5) = 7$. Finally, when $n = 3$, we get $a_{3+1} = 2 - a_3$ so $a_4 = 2 - a_3 = 2 - 7 = -5$.

f. As with the problem above, we are given a place to start with $f_0 = 1$ and given a formula to build other terms of the sequence. Substituting $n = 1$ into the equation $f_n = n \cdot f_{n-1}$, we get $f_1 = 1 \cdot f_0 = 1 \cdot 1 = 1$. Advancing to $n = 2$, we get $f_2 = 2 \cdot f_1 = 2 \cdot 1 = 2$. Finally, $f_3 = 3 \cdot f_2 = 3 \cdot 2 = 6$.

Some remarks about Example 7.1.1 are in order. We first note that since sequences are functions, we can graph them in the same way we graph functions. For example, if we wish to graph the sequence $\{b_k\}_{k=0}^{\infty}$ from Example 7.1.1, we graph the equation $y = b(k)$ for the values $k \geq 0$. That is, we plot the points $(k, b(k))$ for the values of k in the domain, $k = 0, 1, 2, \ldots$. The resulting collection of points is the graph of the sequence. Note that we do not connect the dots in a pleasing fashion as we are used to doing, because the domain is just the whole numbers in this case, not a collection of intervals of real numbers. If you feel a sense of nostalgia, you should see Section 1.2.



Graphing $y = b_k = \dfrac{(-1)^k}{2k+1}$, $k \geq 0$

Speaking of $\{b_k\}_{k=0}^{\infty}$, the astute and mathematically-minded reader will correctly note that this technically isn't a sequence, since according to the definition of a sequence, sequences are functions whose domains are the *natural* numbers, not the *whole* numbers, as is the case with $\{b_k\}_{k=0}^{\infty}$. In other words, to satisfy the definition of a sequence, we need to shift the variable k so it starts at $k = 1$ instead of $k = 0$. To see how we can do this, it helps to think of the problem graphically. What we want is to shift the graph of $y = b(k)$ to the right one unit, and thinking back to Section 1.7, we can accomplish this by replacing k with $k-1$ in the definition of $\{b_k\}_{k=0}^{\infty}$. Specifically, let $c_k = b_{k-1}$ where $k-1 \geq 0$. We get $c_k = \frac{(-1)^{k-1}}{2(k-1)+1} = \frac{(-1)^{k-1}}{2k-1}$, where now $k \geq 1$. We leave to the reader to verify that $\{c_k\}_{k=1}^{\infty}$ generates the same list of numbers as does $\{b_k\}_{k=0}^{\infty}$, but the former satisfies the definition of a sequence, while the latter does not. Like so many things in this text, we acknowledge that this point is pedantic and join the vast majority of authors who adopt a more relaxed view of the definition of a sequence to include any function which generates a list of numbers which can then be matched up with the natural numbers.[2]

Finally, we wish to note the sequences in parts 5 and 6 are examples of sequences described **recursively**. In each instance, an initial value of the sequence is given which is then followed by a **recursion equation** – a formula which enables us to use known terms of the sequence to determine other terms. The terms of the sequence in part 6 are given a special name: $f_n = n!$ is called $\boldsymbol{n}$**-factorial**. We *define* $0!$ to be the value 1 (this will become important later). Using the "!" notation, we can describe the factorial sequence as: $0! = 1$ and $n! = n(n-1)!$ for $n \geq 1$. After $0! = 1$ the next four terms, written out in detail, are $1! = 1 \cdot 0! = 1 \cdot 1 = 1$, $2! = 2 \cdot 1! = 2 \cdot 1 = 2$, $3! = 3 \cdot 2! = 3 \cdot 2 \cdot 1 = 6$ and $4! = 4 \cdot 3! = 4 \cdot 3 \cdot 2 \cdot 1 = 24$. From this, we see a more informal way of computing $n!$, which is $n! = n \cdot (n-1) \cdot (n-2) \cdots 2 \cdot 1$ with $0! = 1$ as a special case. (We will study factorials in greater detail in Section 9.4.) The world famous Fibonacci Numbers are defined recursively and are explored in the exercises. While none of the sequences worked out to be the sequence in 7.1.1, they do give us some insight into what kinds of patterns to look for.

Subsection Footnotes

[1] Recall that this is the set $\{1, 2, 3, \ldots\}$.

[2] We're basically talking about the "countably infinite" subsets of the real number line when we do this.

Arithmetic and Geometric Sequences

Two patterns in particular are given in the next definition.

Definition: Arithmetic and Geometric Sequences

Suppose $\{a_n\}_{n=k}^{\infty}$ is a sequence.[3]

- If there is a number d so that $a_{n+1} = a_n + d$ for all $n \geq k$, then $\{a_n\}_{n=k}^{\infty}$ is called an **arithmetic sequence**. The number d is called the **common difference**.

- If there is a number r so that $a_{n+1} = ra_n$ for all $n \geq k$, then $\{a_n\}_{n=k}^{\infty}$ is called a **geometric sequence**. The number r is called the **common ratio**.

Both arithmetic and geometric sequences are defined in terms of recursion equations. In English, an arithmetic sequence is one in which we proceed from one term to the next by always *adding* the fixed number d. The name "common difference" comes from a slight rewrite of the recursion equation from $a_{n+1} = a_n + d$ to $a_{n+1} - a_n = d$. Analogously, a geometric sequence is one in which we proceed from one term to the next by always *multiplying* by the same fixed number r. If $r \neq 0$, we can rearrange the recursion equation to get $\frac{a_{n+1}}{a_n} = r$, hence the name "common ratio." Some sequences are arithmetic, some are geometric, and some are neither as the next example illustrates.[4]

Example 7.1.2

Determine if the following sequences are arithmetic, geometric or neither. If arithmetic, find the common difference d; if geometric, find the common ratio r.

a. $a_n = \frac{5^{n-1}}{3^n}$, $n \geq 1$
b. $b_k = \frac{(-1)^k}{2k+1}$, $k \geq 0$
c. $\{2n-1\}_{n=1}^{\infty}$
d. $\frac{1}{2}, -\frac{3}{4}, \frac{9}{8}, -\frac{27}{16}, \ldots$

Solution

A good rule of thumb to keep in mind when working with sequences is the following:

"When in doubt, write it out!"

Writing out the first several terms can help you identify the pattern of the sequence should one exist.

a. From Example 7.1.1, we know that the first four terms of this sequence are $\frac{1}{3}$, $\frac{5}{9}$, $\frac{25}{27}$ and $\frac{125}{81}$. To see if this is an arithmetic sequence, we look at the successive differences of terms. We find that $a_2 - a_1 = \frac{5}{9} - \frac{1}{3} = \frac{2}{9}$ and $a_3 - a_2 = \frac{25}{27} - \frac{5}{9} = \frac{10}{27}$. Since we get different numbers, there is no "common difference" and we have established that the sequence is not arithmetic.

   To investigate whether or not it is geometric, we compute the ratios of successive terms. The first three ratios

$$\frac{a_2}{a_1} = \frac{\frac{5}{9}}{\frac{1}{3}} = \frac{5}{3}, \quad \frac{a_3}{a_2} = \frac{\frac{25}{27}}{\frac{5}{9}} = \frac{5}{3} \quad \text{and} \quad \frac{a_4}{a_3} = \frac{\frac{125}{81}}{\frac{25}{27}} = \frac{5}{3}$$

   suggest that the sequence is geometric. To prove it, we must show that $\frac{a_{n+1}}{a_n} = r$ for all n.

$$\frac{a_{n+1}}{a_n} = \frac{\frac{5^{(n+1)-1}}{3^{n+1}}}{\frac{5^{n-1}}{3^n}} = \frac{5^n}{3^{n+1}} \cdot \frac{3^n}{5^{n-1}} = \frac{5}{3}$$

   This sequence is geometric with common ratio $r = \frac{5}{3}$.

b. Again, we have Example 7.1.1 to thank for providing the first four terms of this sequence: 1, $-\frac{1}{3}$, $\frac{1}{5}$ and $-\frac{1}{7}$. We find $b_1 - b_0 = -\frac{4}{3}$ and $b_2 - b_1 = \frac{8}{15}$. Hence, the sequence is not arithmetic. To see if it is geometric, we compute $\frac{b_1}{b_0} = -\frac{1}{3}$ and $\frac{b_2}{b_1} = -\frac{3}{5}$. Since there is no "common ratio," we conclude the sequence is not geometric, either.

c. As we saw in Example 7.1.1, the sequence $\{2n-1\}_{n=1}^{\infty}$ generates the odd numbers: $1, 3, 5, 7, \ldots$. Computing the first few differences, we find $a_2 - a_1 = 2$, $a_3 - a_2 = 2$, and $a_4 - a_3 = 2$. This suggests that the sequence is arithmetic. To verify this, we find

$$a_{n+1} - a_n = (2(n+1)-1) - (2n-1) = 2n+2-1-2n+1 = 2$$

   This establishes that the sequence is arithmetic with common difference $d = 2$. To see if it is geometric, we compute $\frac{a_2}{a_1} = 3$ and $\frac{a_3}{a_2} = \frac{5}{3}$. Since these ratios are different, we conclude the sequence is not geometric.

d. We met our last sequence at the beginning of the section. Given that $a_2 - a_1 = -\frac{5}{4}$ and $a_3 - a_2 = \frac{15}{8}$, the sequence is not arithmetic. Computing the first few ratios, however, gives us $\frac{a_2}{a_1} = -\frac{3}{2}$, $\frac{a_3}{a_2} = -\frac{3}{2}$ and $\frac{a_4}{a_3} = -\frac{3}{2}$. Since these are the only terms given to us, we assume that the pattern of ratios continue in this fashion and conclude that the sequence is geometric.

We are now one step away from determining an explicit formula for the sequence given in 7.1.1. We know that it is a geometric sequence and our next result gives us the explicit formula we require.

Theorem 7.1.1: Formulas for Arithmetic and Geometric Sequences

- An arithmetic sequence with first term a and common difference d is given by
$$a_n = a + (n-1)d, \quad n \geq 1.$$
- A geometric sequence with first term a and common ratio $r \neq 0$ is given by
$$a_n = ar^{n-1}, \quad n \geq 1.$$

While the formal proofs of the formulas in Theorem 7.1.1 require the techniques set forth in Section 7.3, we attempt to motivate them here. According to the definition of an arithmetic sequence, given the first term a and common difference d, the way we get from one term to the next is by adding d. Hence, the terms of the sequence are: a, $a+d$, $a+2d$, $a+3d$, ... We see that to reach the nth term, we add d to a exactly $(n-1)$ times, which is what the formula says.

The derivation of the formula for geometric series follows similarly. Here, we start with a and go from one term to the next by multiplying by r. We get a, ar, ar^2, ar^3 and so forth. The nth term results from multiplying a by r exactly $(n-1)$ times. We note here that the reason $r = 0$ is excluded from Theorem 7.1.1 is to avoid an instance of 0^0 which is an indeterminate form.[5]

Note: Relating Arithmetic and Geometric Sequences to Previous Material

One of the most important observations you can make as a student of mathematics at this point is the connection of arithmetic sequences to linear functions and geometric sequences to exponential functions.

Linking Arithmetic Sequences to Linear Functions

Recall, a linear function has the form $y = mx + b$, where m is called the slope and b is the y-intercept. In applications, we often call the b the "initial value" of the linear function because this is the value when $x = 0$; however, what if we want the "time zero value" to be associated with $x = 1$ instead? From our work in Section 1.7, we know that we just need to perform a horizontal shift to the right by one unit. Performing this shift, we get the form

$$f(x) = m(x-1) + b.$$

Note that $f(x+1) = m(x+1-1) + b = mx + b$ so that $f(x+1) - f(x) = mx + b - (m(x-1)+b) = m$. That is, the common difference in function values between x-values of step size 1 is m. Moreover, $f(1) = b$. What does all of this mean?

> *The linear function $f(x) = m(x-1) + b$ and the arithmetic sequence $b_n = b + (n-1)m$ share the same common difference. Moreover, $f(1) = b_1 = b$. Hence, linear functions are just continuous versions of arithmetic sequences! The slope of a linear function is the common difference of the arithmetic sequence.*

Linking Geometric Sequences to Exponential Functions

Exponential functions have the form $y = ab^x$, where $b > 0$ and $b \neq 1$ is called the base and a is the y-intercept. Again, we perform a horizontal shift to the right by one unit to get the form

$$g(x) = ab^{x-1}.$$

Note that $\frac{g(x+1)}{g(x)} = \frac{ab^x}{ab^{x-1}} = b$. That is, the common ratio in function values between x-values of step size 1 is b. Moreover, $g(1) = a$.

> *The exponential function $g(x) = ab^{x-1}$ and the geometric sequence $a_n = ab^{n-1}$ share the same common ratio. Moreover, $g(1) = a_1 = a$. Hence, exponential functions are just continuous versions of geometric sequences! The base of an exponential function is the common ratio of the arithmetic sequence.*

Caution

There is one *very* important difference (other than continuity) between geometric sequences and exponential functions. The base of an exponential function must be positive and cannot be 1. On the other hand, the base of a geometric sequence *can* be negative.

With Theorem 7.1.1 in place, we finally have the tools required to find an explicit formula for the nth term of the sequence 7.1.1. We know from Example 7.1.2 that it is geometric with common ratio $r = -\frac{3}{2}$. The first term is $a = \frac{1}{2}$ so by Theorem 7.1.1 we get $a_n = ar^{n-1} = \frac{1}{2}\left(-\frac{3}{2}\right)^{n-1}$ for $n \geq 1$. After a touch of simplifying, we get $a_n = \frac{(-3)^{n-1}}{2^n}$ for $n \geq 1$. Note that we can easily check our answer by substituting in values of n and seeing that the formula generates the sequence 7.1.1. We leave this to the reader.

Subsection Footnotes

[3] Note that we have adjusted for the fact that not all "sequences" begin at $n = 1$.

[4] Sequences which are both arithmetic and geometric are discussed in the Exercises.

[5] See Section 3.1 and Section 6.1.

Finding Formulas for Given Sequences

Our next example gives us more practice finding patterns.

Example 7.1.3

Find an explicit formula for the nth term of the following sequences.

a. $0.9, 0.09, 0.009, 0.0009, \ldots$
b. $\frac{2}{5}, 2, -\frac{2}{3}, -\frac{2}{7}, \ldots$
c. $1, -\frac{2}{7}, \frac{4}{13}, -\frac{8}{19}, \ldots$

Solution

a. Although this sequence may seem strange, the reader can verify it is actually a geometric sequence with common ratio $r = 0.1 = \frac{1}{10}$. With $a = 0.9 = \frac{9}{10}$, we get $a_n = \frac{9}{10}\left(\frac{1}{10}\right)^{n-1}$ for $n \geq 0$. Simplifying, we get $a_n = \frac{9}{10^n}$, $n \geq 1$. There is more to this sequence than meets the eye and we shall return to this example in the next section.

b. As the reader can verify, this sequence is neither arithmetic nor geometric. In an attempt to find a pattern, we rewrite the second term with a denominator to make all the terms appear as fractions. We have $\frac{2}{5}, \frac{2}{1}, -\frac{2}{3}, -\frac{2}{7}, \ldots$. If we associate the negative "$-$" of the last two terms with the denominators we get $\frac{2}{5}, \frac{2}{1}, \frac{2}{-3}, \frac{2}{-7}, \ldots$. This tells us that we can tentatively sketch out the formula for the sequence as $a_n = \frac{2}{d_n}$ where d_n is the sequence of denominators. Looking at the denominators $5, 1, -3, -7, \ldots$, we find that they go from one term to the next by subtracting 4 which is the same as adding -4. This means we have an arithmetic sequence on our hands. Using Theorem 7.1.1 with $a = 5$ and $d = -4$, we get the nth denominator by the formula $d_n = 5 + (n-1)(-4) = 9 - 4n$ for $n \geq 1$. Our final answer is $a_n = \frac{2}{9-4n}$, $n \geq 1$.

It's important to reiterate that despite the denominator of this sequence being arithmetic, the overall sequence is *not* arithmetic.

c. The sequence as given is neither arithmetic nor geometric, so we proceed as in the last problem to try to get patterns individually for the numerator and denominator. Letting c_n and d_n denote the sequence of numerators and denominators, respectively, we have $a_n = \frac{c_n}{d_n}$. After some experimentation,[6] we choose to write the first term as a fraction and associate

the negatives "$-$" with the numerators. This yields $\frac{1}{1}, \frac{-2}{7}, \frac{4}{13}, \frac{-8}{19}, \ldots$. The numerators form the sequence $1, -2, 4, -8, \ldots$ which is geometric with $a = 1$ and $r = -2$, so we get $c_n = (-2)^{n-1}$, for $n \geq 1$. The denominators $1, 7, 13, 19, \ldots$ form an arithmetic sequence with $a = 1$ and $d = 6$. Hence, we get $d_n = 1 + 6(n-1) = 6n - 5$, for $n \geq 1$. We obtain our formula for $a_n = \frac{c_n}{d_n} = \frac{(-2)^{n-1}}{6n-5}$, for $n \geq 1$. We leave it to the reader to show that this checks out.

While the last problem in Example 7.1.3 was neither geometric nor arithmetic, it did resolve into a combination of these two kinds of sequences. If handed the sequence $2, 5, 10, 17, \ldots$, we would be hard-pressed to find a formula for a_n if we restrict our attention to these two archetypes. We said before that there is no general algorithm for finding the explicit formula for the nth term of a given sequence, and it is only through experience gained from evaluating sequences from explicit formulas that we learn to begin to recognize number patterns. The pattern $1, 4, 9, 16, \ldots$ is rather recognizable as the squares, so the formula $a_n = n^2$, $n \geq 1$ may not be too hard to determine. With this in mind, it's possible to see $2, 5, 10, 17, \ldots$ as the sequence $1+1, 4+1, 9+1, 16+1, \ldots$, so that $a_n = n^2 + 1$, $n \geq 1$. Of course, since we are given only a small *sample* of the sequence, we shouldn't be too disappointed to find out this isn't the *only* formula which generates this sequence. For example, consider the sequence defined by $b_n = -\frac{1}{4}n^4 + \frac{5}{2}n^3 - \frac{31}{4}n^2 + \frac{25}{2}n - 5$, $n \geq 1$. The reader is encouraged to verify that it also produces the terms $2, 5, 10, 17$. In fact, it can be shown that given any finite sample of a sequence, there are infinitely many explicit formulas all of which generate those same finite points. This means that there will be infinitely many correct answers to some of the exercises in this section.[7] Just because your answer doesn't match ours doesn't mean it's wrong. As always, when in doubt, write your answer out. As long as it produces the same terms in the same order as what the problem wants, your answer is correct.

Sequences play a major role in the Mathematics of Finance, as we have already seen with the formula for compound interest in Section 6.5. Recall that if we invest P dollars at an annual percentage rate r and compound the interest n times per year, the formula for A_k, the amount in the account after k compounding periods, is $A_k = P\left(1 + \frac{r}{n}\right)^k = \left[P\left(1 + \frac{r}{n}\right)\right]\left(1 + \frac{r}{n}\right)^{k-1}$, $k \geq 1$. We now spot this as a geometric sequence with first term $P\left(1 + \frac{r}{n}\right)$ and common ratio $\left(1 + \frac{r}{n}\right)$. In retirement planning, it is seldom the case that an investor deposits a set amount of money into an account and waits for it to grow. Usually, additional payments of principal are made at regular intervals and the value of the investment grows accordingly. This kind of investment is called an **annuity** and is generally discussed in a course on mathematical finance.

Subsection Footnotes

[6] Here we take "experimentation" to mean a frustrating guess-and-check session.

[7] For more on this, see When Every Answer is Correct: Why Sequences and Number Patterns Fail the Test.

Finding Terms of Sequences

We finish this section with an example showing how to find terms of arithmetic and geometric sequences.

Example 7.1.4

Find the first, twentieth, and n^{th} terms of the given sequences.

a. $2.1, 2.6, 3.1, 3.6, \ldots$
b. the sequence whose 13th term is 84 and common difference is -3
c. $3, 6\sqrt{3}, 36, 72\sqrt{3}, \ldots$
d. the *geometric* sequence whose third term is -54 and sixth term is $\frac{729}{256}$

Solution

a. We can easily see this sequence is arithmetic with common difference 0.5. The formula is

$$a_n = 2.1 + 0.5(n-1).$$

The first term is obviously 2.1 and the 20th term is

$$a_{20} = 2.1 + 0.5(20-1) = 2.1 + 0.5(19) = 2.1 + 9.5 = 11.6.$$

b. The fact that the given sequence is arithmetic stems from the wording "common difference." We know the formula for the sequence is

$$a_n = a + (n-1)(-3) = a - 3(n-1).$$

We are told that $a_{13} = 84$. Hence,

$$84 = a - 3(13-1) \implies 84 = a - 36 \implies a = 120.$$

Thus, the formula (and the nth term) is

$$a_n = 120 - 3(n-1).$$

Therefore, the first term is $a_1 = 120$ and the twentieth term is

$$a_{20} = 120 - 3(20-1) = 120 - 3(19) = 63.$$

c. This sequence is definitely *not* arithmetic (we leave it to the reader to verify this); however, taking ratios of subsequent terms, we get

$$\frac{a_2}{a_1} = \frac{6\sqrt{3}}{3} = 2\sqrt{3}, \qquad \frac{a_3}{a_2} = \frac{36}{6\sqrt{3}} = \frac{6}{\sqrt{3}} = \frac{6\sqrt{3}}{3} = 2\sqrt{3}, \qquad \frac{a_4}{a_3} = \frac{72\sqrt{3}}{36} = 2\sqrt{3}$$

Hence, the sequence is geometric with common ratio $2\sqrt{3}$. $a_1 = 3$ and

$$a_n = 3(2\sqrt{3})^{n-1}.$$

Finally, the twentieth term of this sequence is miserably large. This is going to be a lesson in knowing when to *not* grab a calculator.

$$a_{20} = 3(2\sqrt{3})^{19} = 3(2)^{19}(3)^{19/2} = (2)^{19}(3)^{21/2}.$$

(If you truly want to see how large this number is, it's $30,958,682,112\sqrt{3}$)

d. We are fortunate enough here to be given the fact that the sequence is geometric. We are told that

$$a_3 = -54 \qquad \text{and} \qquad a_6 = \frac{729}{256}.$$

If these values seem somewhat familiar, it's because they are almost the same values from Example 6.1.1.

We need to solve the system

$$\begin{cases} -54 &= ab^3 \\ \dfrac{729}{256} &= ab^6 \end{cases}$$

Using the **Substitution Method** from Elementary Algebra, we solve the first equation for a to get $a = -\frac{54}{b^3}$. We then *substitute* this into the second equation.

$$\frac{729}{256} = -\frac{54b^6}{b^3} \implies \frac{729}{256} = -54b^3 \implies -\frac{27}{512} = b^3 \implies -\frac{3}{8} = b.$$

Substituting this into this first equation (just because it has the smaller power), yields

$$-54 = a\left(-\frac{3}{8}\right)^3 \implies 1024 = a.$$

Therefore, the nth term of the sequence is given by

$$a_n = 1024\left(-\frac{3}{8}\right)^{n-1},$$

the first term is $a_1 = 1024$, and the twentieth term is

$$a_{20} = 1024\left(-\frac{3}{8}\right)^{20-1} = 0.000008258.$$

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7.1E: Exercises

Exercises

In Exercises 1 - 13, write out the first four terms of the given sequence.

1. $a_n = 2^n - 1$, $n \geq 0$
2. $d_j = (-1)^{\frac{j(j+1)}{2}}$, $j \geq 1$
3. $\{5k - 2\}_{k=1}^{\infty}$
4. $\left\{\dfrac{n^2+1}{n+1}\right\}_{n=0}^{\infty}$
5. $\left\{\dfrac{x^n}{n^2}\right\}_{n=1}^{\infty}$
6. $\left\{\dfrac{\ln(n)}{n}\right\}_{n=1}^{\infty}$
7. $a_1 = 3$, $a_{n+1} = a_n - 1$, $n \geq 1$
8. $d_0 = 12$, $d_m = \dfrac{d_{m-1}}{100}$, $m \geq 1$
9. $b_1 = 2, b_{k+1} = 3b_k + 1, k \geq 1$
10. $c_0 = -2, c_j = \frac{c_{j-1}}{(j+1)(j+2)}, j \geq 1$
11. $a_1 = 117, a_{n+1} = \dfrac{1}{a_n}$, $n \geq 1$
12. $s_0 = 1$, $s_{n+1} = x^{n+1} + s_n$, $n \geq 0$
13. $F_0 = 1$, $F_1 = 1$, $F_n = F_{n-1} + F_{n-2}$, $n \geq 2$ (This is the famous Fibonacci Sequence)

In Exercises 14 - 21 determine if the given sequence is arithmetic, geometric or neither. If it is arithmetic, find the common difference d; if it is geometric, find the common ratio r.

14. $\{3n - 5\}_{n=1}^{\infty}$
15. $a_n = n^2 + 3n + 2$, $n \geq 1$
16. $\dfrac{1}{3}, \dfrac{1}{6}, \dfrac{1}{12}, \dfrac{1}{24}, \ldots$
17. $\left\{3\left(\dfrac{1}{5}\right)^{n-1}\right\}_{n=1}^{\infty}$
18. $17, 5, -7, -19, \ldots$
19. $2, 22, 222, 2222, \ldots$
20. $0.9, 9, 90, 900, \ldots$
21. $a_n = \dfrac{n!}{2}$, $n \geq 0$.

In Exercises 22 - 30, find an explicit formula for the nth term of the given sequence.

22. $3, 5, 7, 9, \ldots$
23. $1, -\dfrac{1}{2}, \dfrac{1}{4}, -\dfrac{1}{8}, \ldots$
24. $1, \dfrac{2}{3}, \dfrac{4}{5}, \dfrac{8}{7}, \ldots$
25. $1, \dfrac{2}{3}, \dfrac{1}{3}, \dfrac{4}{27}, \ldots$
26. $1, \dfrac{1}{4}, \dfrac{1}{9}, \dfrac{1}{16}, \ldots$

27. $x, -\frac{x^3}{3}, \frac{x^5}{5}, -\frac{x^7}{7}, \ldots$
28. $0.9, 0.99, 0.999, 0.9999, \ldots$
29. $27, 64, 125, 216, \ldots$
30. $1, 0, 1, 0, \ldots$
31. Find a sequence which is both arithmetic and geometric. (Hint: Start with $a_n = c$ for all n.)
32. Show that a geometric sequence can be transformed into an arithmetic sequence by taking the natural logarithm of the terms.
33. Thomas Robert Malthus is credited with saying, "The power of population is indefinitely greater than the power in the earth to produce subsistence for man. Population, when unchecked, increases in a geometrical ratio. Subsistence increases only in an arithmetical ratio. A slight acquaintance with numbers will show the immensity of the first power in comparison with the second." (See this webpage for more information.) Discuss this quote with your classmates from a sequences point of view.
34. This classic problem involving sequences shows the power of geometric sequences. Suppose that a wealthy benefactor agrees to give you one penny today and then double the amount she gives you each day for 30 days. So, for example, you get two pennies on the second day and four pennies on the third day. How many pennies do you get on the 30th day? What is the dollar value of the gift you have received?
35. Research the terms 'arithmetic mean' and 'geometric mean.' With the help of your classmates, show that a given term of a arithmetic sequence $a_k, k \geq 2$ is the arithmetic mean of the term immediately preceding, a_{k-1} it and immediately following it, a_{k+1}. State and prove an analogous result for geometric sequences.

Answers

1. $0, 1, 3, 7$
2. $-1, -1, 1, 1$
3. $3, 8, 13, 18$
4. $1, 1, \frac{5}{3}, \frac{5}{2}$
5. $x, \frac{x^2}{4}, \frac{x^3}{9}, \frac{x^4}{16}$
6. $0, \frac{\ln(2)}{2}, \frac{\ln(3)}{3}, \frac{\ln(4)}{4}$
7. $3, 2, 1, 0$
8. $12, 0.12, 0.0012, 0.000012$
9. $2, 7, 22, 67$
10. $-2, -\frac{1}{3}, -\frac{1}{36}, -\frac{1}{720}$
11. $117, \frac{1}{117}, 117, \frac{1}{117}$
12. $1, x+1, x^2+x+1, x^3+x^2+x+1$
13. $1, 1, 2, 3$
14. arithmetic, $d = 3$
15. neither
16. geometric, $r = \frac{1}{2}$
17. geometric, $r = \frac{1}{5}$
18. arithmetic, $d = -12$
19. neither
20. geometric, $r = 10$
21. neither
22. $a_n = 1 + 2n,\ n \geq 1$
23. $a_n = \left(-\frac{1}{2}\right)^{n-1},\ n \geq 1$
24. $a_n = \frac{2^{n-1}}{2n-1},\ n \geq 1$
25. $a_n = \frac{n}{3^{n-1}},\ n \geq 1$
26. $a_n = \frac{1}{n^2},\ n \geq 1$
27. $\frac{(-1)^{n-1}x^{2n-1}}{2n-1},\ n \geq 1$
28. $a_n = \frac{10^n - 1}{10^n},\ n \geq 1$
29. $a_n = (n+2)^3,\ n \geq 1$
30. $a_n = \frac{1+(-1)^{n-1}}{2},\ n \geq 1$

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7.2: Summation Notation

Math 370 Learning Objectives

- Understand and use summation notation.
- Manipulate sums using properties of summation notation.
- Compute the values of arithmetic and geometric summations.
- Use summations within applications.
- Understand series, specifically geometric series, and determine when a geometric series is convergent or divergent.

Introduction to Summation Notation

In the previous section, we introduced sequences and now we shall present notation and theorems concerning the sum of terms of a sequence. We begin with a definition, which, while intimidating, is meant to make our lives easier.

Definition: Summation Notation

Given a sequence $\{a_n\}_{n=k}^{\infty}$ and numbers m and p satisfying $k \leq m \leq p$, the summation from m to p of the sequence $\{a_n\}$ is written

$$\sum_{n=m}^{p} a_n = a_m + a_{m+1} + \ldots + a_p.$$

The variable n is called the **index of summation**. The number m is called the **lower limit of summation** while the number p is called the **upper limit of summation**.

In English, the definition of summation notation is simply defining a short-hand notation for adding up the terms of the sequence $\{a_n\}_{n=k}^{\infty}$ from a_m through a_p. The symbol Σ is the capital Greek letter sigma and is shorthand for "sum." The lower and upper limits of the summation tells us which term to start with and which term to end with, respectively. For example, using the sequence $a_n = 2n-1$ for $n \geq 1$, we can write the sum $a_3 + a_4 + a_5 + a_6$ as

$$\begin{aligned} \sum_{n=3}^{6}(2n-1) &= (2(3)-1)+(2(4)-1)+(2(5)-1)+(2(6)-1) \\ &= 5+7+9+11 \\ &= 32 \end{aligned}$$

The index variable is considered a "dummy variable" in the sense that it may be changed to any letter without affecting the value of the summation. For instance,

$$\sum_{n=3}^{6}(2n-1) = \sum_{k=3}^{6}(2k-1) = \sum_{j=3}^{6}(2j-1)$$

One place you may encounter summation notation is in mathematical definitions. For example, summation notation allows us to define polynomials as functions of the form

$$f(x) = \sum_{k=0}^{n} a_k x^k$$

for real numbers a_k, $k = 0, 1, \ldots n$. The reader is invited to compare this with what is given in the definition of a polynomial function in Section 3.1.

Our next example gives us practice with this new notation.

Example 7.2.1

a. Find the following sums.

i. $\displaystyle\sum_{k=1}^{4} \frac{13}{100^k}$

ii. $\displaystyle\sum_{n=0}^{4} \frac{n!}{2}$

iii. $\displaystyle\sum_{n=1}^{5} \frac{(-1)^{n+1}}{n}(x-1)^n$

b. Write the following sums using summation notation.

i. $1+3+5+\ldots+117$

ii. $1-\frac{1}{2}+\frac{1}{3}-\frac{1}{4}+\ldots+\frac{1}{117}$

iii. $0.9+0.09+0.009+\ldots 0.\underbrace{0\cdots0}_{n-1 \text{ zeros}}9$

Solution

a. i. We substitute $k=1$ into the formula $\frac{13}{100^k}$ and add successive terms until we reach $k=4$.

$$\begin{aligned}\sum_{k=1}^{4}\frac{13}{100^k} &= \frac{13}{100^1}+\frac{13}{100^2}+\frac{13}{100^3}+\frac{13}{100^4}\\ &= 0.13+0.0013+0.000013+0.00000013\\ &= 0.13131313\end{aligned}$$

ii. Proceeding as in (i), we replace every occurrence of n with the values 0 through 4. We recall the factorials, $n!$ as defined in number Example 7.1.1, number 6 and get:

$$\begin{aligned}\sum_{n=0}^{4}\frac{n!}{2} &= \frac{0!}{2}+\frac{1!}{2}+\frac{2!}{2}+\frac{3!}{2}+\frac{4!}{2}\\ &= \frac{1}{2}+\frac{1}{2}+\frac{2\cdot 1}{2}+\frac{3\cdot 2\cdot 1}{2}+\frac{4\cdot 3\cdot 2\cdot 1}{2}\\ &= \frac{1}{2}+\frac{1}{2}+1+3+12\\ &= 17\end{aligned}$$

iii. We proceed as before, replacing the index n, but not the variable x, with the values 1 through 5 and adding the resulting terms.

$$\begin{aligned}\sum_{n=1}^{5}\frac{(-1)^{n+1}}{n}(x-1)^n &= \frac{(-1)^{1+1}}{1}(x-1)^1+\frac{(-1)^{2+1}}{2}(x-1)^2+\frac{(-1)^{3+1}}{3}(x-1)^3\\ &= +\frac{(-1)^{1+4}}{4}(x-1)^4+\frac{(-1)^{1+5}}{5}(x-1)^5\\ &= (x-1)-\frac{(x-1)^2}{2}+\frac{(x-1)^3}{3}-\frac{(x-1)^4}{4}+\frac{(x-1)^5}{5}\end{aligned}$$

b. The key to writing these sums with summation notation is to find the pattern of the terms. To that end, we make good use of the techniques presented in Section 7.1.

i. The terms of the sum 1, 3, 5, etc., form an arithmetic sequence with first term $a=1$ and common difference $d=2$. We get the formula for the nth term of the sequence $a_n=1+(n-1)2=2n-1$, $n\geq 1$. At this stage, we have the formula for the terms, namely $2n-1$, and the lower limit of the summation, $n=1$. To finish the problem, we need to determine the upper limit of the summation. In other words, we need to determine which value of n produces the term 117. Setting $a_n=117$, we get $2n-1=117$ or $n=59$. Our final answer is

$$1+3+5+\ldots+117 = \sum_{n=1}^{59}(2n-1)$$

ii. We rewrite all of the terms as fractions, the subtraction as addition, and associate the negatives "$-$" with the numerators to get

$$\frac{1}{1}+\frac{-1}{2}+\frac{1}{3}+\frac{-1}{4}+\ldots+\frac{1}{117}$$

The numerators, 1, -1, etc. can be described by the geometric sequence[1] $c_n=(-1)^{n-1}$ for $n\geq 1$, while the denominators are given by the arithmetic sequence[2] $d_n=n$ for $n\geq 1$. Hence, we get the formula $a_n=\frac{(-1)^{n-1}}{n}$ for our terms, and we find the lower and upper limits of summation to be $n=1$ and $n=117$, respectively. Thus

$$1-\frac{1}{2}+\frac{1}{3}-\frac{1}{4}+-\ldots+\frac{1}{117} = \sum_{n=1}^{117}\frac{(-1)^{n-1}}{n}$$

iii. Thanks to Example 7.1.3, we know that one formula for the nth term is $a_n=\frac{9}{10^n}$ for $n\geq 1$. This gives us a formula for the summation as well as a lower limit of summation. To determine the upper limit of summation, we note that to produce the $n-1$ zeros to the right of the decimal point before the 9, we need a denominator of 10^n. Hence, n is the upper limit of summation. Since n is used in the limits of the summation, we need to choose a different letter for the index of summation.[3] We choose k and get

$$0.9+0.09+0.009+\ldots 0.\underbrace{0\cdots 0}_{n-1\text{ zeros}}9=\sum_{k=1}^{n}\frac{9}{10^k}$$

Subsection Footnotes

[1] This is indeed a geometric sequence with first term $a=1$ and common ratio $r=-1$.

[2] It is an arithmetic sequence with first term $a=1$ and common difference $d=1$.

[3] To see why, try writing the summation using "n" as the index.

Properties of Summation Notation

The following theorem presents some general properties of summation notation. While we shall not have much need of these properties in Algebra, they do play a great role in Calculus. Moreover, there is much to be learned by thinking about why the properties hold. We invite the reader to prove these results. To get started, remember, "When in doubt, write it out!"

Theorem: Properties of Summation Notation

Suppose $\{a_n\}$ and $\{b_n\}$ are sequences so that the following sums are defined.

- $\sum_{n=m}^{p}(a_n \pm b_n) = \sum_{n=m}^{p} a_n \pm \sum_{n=m}^{p} b_n$
- $\sum_{n=m}^{p} c\,a_n = c\sum_{n=m}^{p} a_n$, for any real number c.
- $\sum_{n=m}^{p} a_n = \sum_{n=m}^{j} a_n + \sum_{n=j+1}^{p} a_n$, for any natural number $m \le j < j+1 \le p$.
- $\sum_{n=m}^{p} a_n = \sum_{n=m+r}^{p+r} a_{n-r}$, for any whole number r.

Proof of $\sum_{n=m}^{p}(a_n + b_n) = \sum_{n=m}^{p} a_n + \sum_{n=m}^{p} b_n$

$$\begin{aligned}
\sum_{n=m}^{p}(a_n+b_n) &= (a_m+b_m)+(a_{m+1}+b_{m+1})+\cdots+(a_{p-1}+b_{p-1})+(a_p+b_p) && \text{(Definition of Summation Notation)}\\
&= (a_m+a_{m+1}+\cdots+a_{p-1}+a_p)+(b_m+b_{m+1}+\cdots+b_{p-1}+b_p) && \text{(Commutative and Associative Properties of Addition)}\\
&= \sum_{n=m}^{p} a_n + \sum_{n=m}^{p} b_n && \text{(Definition of Summation Notation)}
\end{aligned}$$

Summations of Arithmetic and Geometric Sequences

We now turn our attention to the sums involving arithmetic and geometric sequences. Given an arithmetic sequence $a_k = a+(k-1)d$ for $k \ge 1$, we let S_n denote the sum of the first n terms. To derive a formula for S_n, we write it out in two different ways

$$\begin{array}{rcccccccccc}
S_n &=& a &+& (a+d) &+& \ldots &+& (a+(n-2)d) &+& (a+(n-1)d)\\
S_n &=& (a+(n-1)d) &+& (a+(n-2)d) &+& \ldots &+& (a+d) &+& a
\end{array}$$

If we add these two equations and combine the terms which are aligned vertically, we get

$$2S_n = (2a+(n-1)d)+(2a+(n-1)d)+\ldots+(2a+(n-1)d)+(2a+(n-1)d)$$

The right hand side of this equation contains n terms, all of which are equal to $(2a+(n-1)d)$ so we get $2S_n = n(2a+(n-1)d)$. Dividing both sides of this equation by 2, we obtain the formula

$$S_n = \frac{n}{2}(2a+(n-1)d)$$

If we rewrite the quantity $2a+(n-1)d$ as $a+(a+(n-1)d) = a_1+a_n$, we get the formula

$$S_n = n\left(\frac{a_1+a_n}{2}\right)$$

A helpful way to remember this last formula is to recognize that we have expressed the sum as the product of the number of terms n and the *average* of the first and n^{th} terms.

To derive the formula for the geometric sum, we start with a geometric sequence $a_k = ar^{k-1}$, $k \ge 1$, and let S_n once again denote the sum of the first n terms. Comparing S_n and rS_n, we get

$$\begin{array}{rcccccccccccc}
S_n &=& a &+& ar &+& ar^2 &+& \ldots &+& ar^{n-2} &+& ar^{n-1}\\
rS_n &=& & & ar &+& ar^2 &+& \ldots &+& ar^{n-2} &+& ar^{n-1} &+& ar^n
\end{array}$$

Subtracting the second equation from the first forces all of the terms except a and ar^n to cancel out and we get $S_n - rS_n = a - ar^n$. Factoring, we get $S_n(1-r) = a\,(1-r^n)$. Assuming $r \ne 1$, we can divide both sides by the quantity $(1-r)$ to obtain

$$S_n = a\left(\frac{1-r^n}{1-r}\right)$$

If we distribute a through the numerator, we get $a - ar^n = a_1 - a_{n+1}$ which yields the formula

$$S_n = \frac{a_1 - a_{n+1}}{1-r}$$

In the case when $r = 1$, we get the formula

$$S_n = \underbrace{a + a + \ldots + a}_{n \text{ times}} = n\,a$$

Our results are summarized below.

Theorem 7.2.2: Sums of Arithmetic and Geometric Sequences

- The sum S_n of the first n terms of an arithmetic sequence $a_k = a + (k-1)d$ for $k \geq 1$ is

$$S_n = \sum_{k=1}^{n} a_k = n\left(\frac{a_1 + a_n}{2}\right) = \frac{n}{2}(2a + (n-1)d) \tag{7.2.1}$$

- The sum S_n of the first n terms of a geometric sequence $a_k = ar^{k-1}$ for $k \geq 1$ is

$$S_n = \begin{cases} \sum_{k=1}^{n} a_k = \dfrac{a_1 - a_{n+1}}{1-r} = a\left(\dfrac{1-r^n}{1-r}\right), & \text{if } r \neq 1 \\ \sum_{k=1}^{n} a_k = \sum_{k=1}^{n} a = na, & \text{if } r = 1 \end{cases} \tag{7.2.2}$$

While we have made an honest effort to derive the formulas in Theorem 7.2.2, formal proofs require the machinery in Section 7.3.

Example 7.2.2

a. Find the value of the sum.

$$-7 - \frac{9}{2} - 2 + \frac{1}{2} + 3 + \cdots + 108$$

b. Compute

$$\sum_{n=1}^{5} 7\left(\frac{2}{3}\right)^{n-1}$$

Solution

a. We can see that the first term of this summation (and, hence, the first term of the corresponding sequence) is $a_1 = -7$. In order to guarantee we can find the value of this summation,[4] we must determine if the underlying sequence is an arithmetic or geometric sequence. Writing out the terms so we can clearly see what's going on, we build the following table:

k	a_k
1	-7
2	$-\frac{9}{2}$
3	-2
4	$\frac{1}{2}$
5	3
$\vdots$	$\vdots$
?	108

A quick computation shows that $a_2 - a_1 = a_3 - a_2 = a_4 - a_3 = a_5 - a_4 = \frac{5}{2}$. Therefore, we hope that this pattern continues and that this sequence is arithmetic with common difference $d = \frac{5}{2}$ and initial value $a_1 = -7$. We now turn to Theorem 7.2.2 to compute the value of this summation.

$$S_n = n\left(\frac{-7 + 108}{2}\right) = \frac{101}{2}n.$$

Our current issue is that we need to find n. Luckily, we have a formula for the sequence. We just need to find n so that

$$108 = -7 + \frac{5}{2}(n-1).$$

Solving this equation for n (you should do this), we get $n = 47$. Therefore, the sum of these 47 terms is

$$-7 - \frac{9}{2} - 2 + \frac{1}{2} + 3 + \cdots + 108 = \frac{101}{2} \cdot 47 = 2373.5.$$

b. The sequence that this summation is built upon is

$$a_n = 7\left(-\frac{2}{3}\right)^{n-1}.$$

This is definitely geometric with $a = 7$ and common ratio $r = -\frac{2}{3}$. Thus, by Theorem 7.2.2,

$$\sum_{n=1}^{5} 7\left(\frac{2}{3}\right)^{n-1} = 7 \cdot \frac{1-\left(-\frac{2}{3}\right)^5}{1-\left(-\frac{2}{3}\right)} = 7 \cdot \frac{1+\frac{2^5}{3^5}}{1+\frac{2}{3}} = 7 \cdot \frac{3^5+2^5}{3^5+2\cdot 3^4} = \frac{1925}{405} = \frac{385}{81}.$$

Subsection Footnotes

[4] This *is* a summation. It's just that we are adding negative values for the first few terms.

Applications of Summations

Example 7.2.3

One way to stack wood for the winter (if you have a wood-burning stove) is to dry stack the wood so that each layer contains one fewer log than the layer below. If I dry stacked wood so that the bottom layer had 40 logs and the top layer ended with 18 logs, how long can I keep my house warm considering that I burn one log per hour?

Solution

This is a *very* common application of arithmetic summations. We have the following sum:

$$40+39+38+\cdots+18$$

Therefore, the initial term of our sequence this summation is based on is $a_1 = 40$. The common difference (how we get to each successive term) is $d = -1$. Finally, there are $n = 40-18+1 = 23$ layers of wood (why did we add the 1?). Thus, by Theorem 7.2.2, we have

$$S_n = n\frac{a_1+a_n}{2} = 23\frac{40+18}{2} = (23)(29) = 667$$

pieces of wood. That's 667 hours of heat (or almost 28 days of warmth).

An application of the arithmetic sum formula which proves useful in Calculus results in formula for the sum of the first n natural numbers. The natural numbers themselves are a sequence[5] $1, 2, 3, \ldots$ which is arithmetic with $a = d = 1$. Applying Theorem 7.2.2,

$$1+2+3+\ldots+n \quad = \quad \frac{n(n+1)}{2}$$

So, for example, the sum of the first 100 natural numbers[6] is $\frac{100(101)}{2} = 5050$.

This formula, and some related formulas, are so important that we need to make a theorem out of it.

Theorem: Common Summations

$$\begin{aligned}\sum_{k=1}^{n} k &= \frac{n(n+1)}{2}\\ \sum_{k=1}^{n} k^2 &= \frac{n(n+1)(2n+1)}{6}\\ \sum_{k=1}^{n} k^3 &= \frac{n^2(n+1)^2}{4}\end{aligned}$$

The proofs of these will have to wait until we cover Mathematical Induction.

An important application of the geometric sum formula is the investment plan called an **annuity**. Annuities differ from the kind of investments we studied in Section 6.5 in that payments are deposited into the account on an on-going basis, and this complicates the mathematics a little.[7] Suppose you have an account with annual interest rate r which is compounded n times per year. We let $i = \frac{r}{n}$ denote the interest rate per period. Suppose we wish to make ongoing deposits of P dollars at the *end* of each compounding period. Let A_k denote the amount in the account after k compounding periods. Then $A_1 = P$, because we have made our first deposit at the *end* of the first compounding period and no interest has been earned. During the second compounding period, we earn interest on A_1 so that our initial investment has grown to $A_1(1+i) = P(1+i)$ in accordance with the Simple Interest formula. When we add our second payment at the end of the second period, we get

$$A_2 = A_1(1+i)+P = P(1+i)+P = P(1+i)\left(1+\frac{1}{1+i}\right)$$

The reason for factoring out the $P(1+i)$ will become apparent in short order. During the third compounding period, we earn interest on A_2 which then grows to $A_2(1+i)$. We add our third payment at the end of the third compounding period to obtain

$$A_3 = A_2(1+i)+P = P(1+i)\left(1+\frac{1}{1+i}\right)(1+i)+P = P(1+i)^2\left(1+\frac{1}{1+i}+\frac{1}{(1+i)^2}\right)$$

During the fourth compounding period, A_3 grows to $A_3(1+i)$, and when we add the fourth payment, we factor out $P(1+i)^3$ to get

$$A_4 = P(1+i)^3\left(1+\frac{1}{1+i}+\frac{1}{(1+i)^2}+\frac{1}{(1+i)^3}\right)$$

This pattern continues so that at the end of the kth compounding, we get

$$A_k = P(1+i)^{k-1}\left(1+\frac{1}{1+i}+\frac{1}{(1+i)^2}+\ldots+\frac{1}{(1+i)^{k-1}}\right)$$

The sum in the parentheses above is the sum of the first k terms of a geometric sequence with $a=1$ and $r=\frac{1}{1+i}$. Using Theorem 7.2.2, we get

$$1+\frac{1}{1+i}+\frac{1}{(1+i)^2}+\ldots+\frac{1}{(1+i)^{k-1}} = 1\left(\frac{1-\frac{1}{(1+i)^k}}{1-\frac{1}{1+i}}\right) = \frac{(1+i)\left(1-(1+i)^{-k}\right)}{i}$$

Hence, we get

$$A_k = P(1+i)^{k-1}\left(\frac{(1+i)\left(1-(1+i)^{-k}\right)}{i}\right) = \frac{P\left((1+i)^k-1\right)}{i}$$

If we let t be the number of years this investment strategy is followed, then $k=nt$, and we get the formula for the future value of an **ordinary annuity**.

Theorem 7.2.3: Future Value of an Ordinary Annuity

Suppose an annuity offers an annual interest rate r compounded n times per year. Let $i=\frac{r}{n}$ be the interest rate per compounding period. If a deposit P is made at the end of each compounding period, the amount A in the account after t years is given by

$$A = \frac{P\left((1+i)^{nt}-1\right)}{i}$$

The reader is encouraged to substitute $i=\frac{r}{n}$ into the formula for the future value of an ordinary annuity and simplify. Some familiar equations arise which are cause for pause and meditation.

One last note: if the deposit P is made a the *beginning* of the compounding period instead of at the end, the annuity is called an **annuity-due**. We leave the derivation of the formula for the future value of an annuity-due as an exercise for the reader.

Example 7.2.4

An ordinary annuity offers a 6% annual interest rate, compounded monthly.

a. If monthly payments of $\$50$ are made, find the value of the annuity in 30 years.
b. How many years will it take for the annuity to grow to $\$100{,}000$?

Solution

a. We have $r=0.06$ and $n=12$ so that $i=\frac{r}{n}=\frac{0.06}{12}=0.005$. With $P=50$ and $t=30$,

$$A = \frac{50\left((1+0.005)^{(12)(30)}-1\right)}{0.005} \approx 50225.75$$

Our final answer is $\$50{,}225.75$

b. To find how long it will take for the annuity to grow to $\$100{,}000$, we set $A=100000$ and solve for t. We isolate the exponential and take natural logs of both sides of the equation.

$$\begin{aligned} 100000 &= \frac{50\left((1+0.005)^{12t}-1\right)}{0.005} \\ 10 &= (1.005)^{12t}-1 \\ (1.005)^{12t} &= 11 \\ \ln\left((1.005)^{12t}\right) &= \ln(11) \\ 12t\ln(1.005) &= \ln(11) \\ t &= \frac{\ln(11)}{12\ln(1.005)} \approx 40.06 \end{aligned}$$

This means that it takes just over 40 years for the investment to grow to $\$100{,}000$ Comparing this with our answer to part a, we see that in just 10 additional years, the value of the annuity nearly doubles. This is a lesson worth remembering.

Subsection Footnotes

[5] This is the identity function on the natural numbers!

[6] There is an interesting anecdote which says that the famous mathematician Carl Friedrich Gauss was given this problem in primary school and devised a very clever solution.

[7] The reader may wish to re-read the discussion on compound interest in Section 6.5 before proceeding

Series

We close this section with a peek into Calculus by considering *infinite* sums, called **series**. Consider the number $0.\bar{9}$. We can write this number as

$$0.\bar{9} = 0.9999\ldots = 0.9 + 0.09 + 0.009 + 0.0009 + \ldots$$

From Example 7.2.1, we know we can write the sum of the first n of these terms as

$$0.\underbrace{9\cdots9}_{n \text{ nines}} = .9 + 0.09 + 0.009 + \ldots 0.\underbrace{0\cdots0}_{n-1 \text{ zeros}}9 = \sum_{k=1}^{n} \frac{9}{10^k}$$

Using Theorem 7.2.2, we have

$$\sum_{k=1}^{n} \frac{9}{10^k} = \frac{9}{10}\left(\frac{1-\frac{1}{10^{n+1}}}{1-\frac{1}{10}}\right) = 1 - \frac{1}{10^{n+1}}$$

It stands to reason that $0.\bar{9}$ is the same value of $1 - \frac{1}{10^{n+1}}$ as $n \to \infty$. Our knowledge of exponential expressions from Section 6.1 tells us that $\frac{1}{10^{n+1}} \to 0$ as $n \to \infty$, so $1 - \frac{1}{10^{n+1}} \to 1$. We have just argued that $0.\bar{9} = 1$, which may cause some distress for some readers.[8] Any non-terminating decimal can be thought of as an infinite sum whose denominators are the powers of 10, so the phenomenon of adding up infinitely many terms and arriving at a finite number is not as foreign of a concept as it may appear. We end this section with a theorem concerning geometric series.

Theorem 7.2.4: Sums of Geometric Series

Given the sequence $a_k = ar^{k-1}$ for $k \geq 1$, where $|r| < 1$,

$$a + ar + ar^2 + \ldots = \sum_{k=1}^{\infty} ar^{k-1} = \frac{a}{1-r}$$

If $|r| \geq 1$, the sum $a + ar + ar^2 + \ldots$ is not defined.

The justification of the result in Theorem 7.2.4 comes from taking the formula in Theorem 7.2.2 for the sum of the first n terms of a geometric sequence and examining the formula as $n \to \infty$. Assuming $|r| < 1$ means $-1 < r < 1$, so $r^n \to 0$ as $n \to \infty$. Hence as $n \to \infty$,

$$\sum_{k=1}^{n} ar^{k-1} = a\left(\frac{1-r^n}{1-r}\right) \to \frac{a}{1-r}$$

As to what goes wrong when $|r| \geq 1$, we leave that to Calculus as well, but will explore some cases in the exercises. Before we jump into exercises, it's in our best interest to introduce a little bit of mathematical language that is used frequently in Calculus.

Definition: Convergent and Divergent Geometric Series

The **geometric series**

$$\sum_{k=1}^{\infty} ar^{k-1}$$

is called **convergent** if $|r| < 1$ and, in such a case, it is said to **converge** to $\frac{a}{1-r}$. If $|r| \geq 1$, the series is said to be **divergent**.

Caution

The formula for a convergent geometric series

$$\sum_{k=1}^{\infty} ar^{k-1} = \frac{a}{1-r},$$

only works if $|r| < 1$. Moreover, due to the fact that series will often be given to you with a lower limit not equal to 1, or with exponents not equal to $k-1$, it is very important to rephrase the required "structure" of the geometric series form. Essentially, you want to manipulate your given series (through factoring) to the form

$$b\sum r^p,$$

where the power, p, is 0 when evaluated at the lower limit of the summation.

That "Cautionary" statement needs some clarification, so let's see it in an example.

Example 7.2.5

Determine if the series converges or diverges. If it is convergent, find its value.

a. $\sum_{n=0}^{\infty} \frac{3(2)^{n+1}}{(-5)^{n+3}}$

b. $\frac{3}{2} - \frac{15}{4} + \frac{75}{8} - \frac{375}{16} + \cdots$

Solution

a. Note that the sequence being summed, $\frac{3(2)^{n+1}}{(-5)^{n+3}}$, is fairly complex. Moreover, the lower limit of the summation is not 1 as *seems* to be required by Theorem 7.2.4. However, fear not! The "Cautionary" statement asserts that, as long as the first power of our summation is 0, we should be fine.

Unfortunately, when we get the first term of the expansion,

$$\sum_{n=0}^{\infty} \frac{3(2)^{n+1}}{(-5)^{n+3}} = \frac{3 \cdot 2^1}{(-5)^3} + \cdots,$$

we can clearly see that those exponents are definitely not 0 **and** they don't even match each other! What do we do?

A little algebra goes a long way here.

$$\begin{aligned} \sum_{n=0}^{\infty} \frac{3(2)^{n+1}}{(-5)^{n+3}} &= 3\sum_{n=0}^{\infty} \frac{(2)^{n+1}}{(-5)^{n+3}} \\ &= 3\left(\frac{2^1}{(-5)^3}\right)\sum_{n=0}^{\infty} \frac{(2)^n}{(-5)^n} \\ &= -\frac{6}{125}\sum_{n=0}^{\infty}\left(-\frac{2}{5}\right)^n \end{aligned}$$

We now have our series in a form where the exponent of the first term of the expansion will be 0 (try it out and see!). Moreover, we can see that $|r| = \left|-\frac{2}{5}\right| = \frac{2}{5} < 1$. Therefore, this series converges. Specifically,

$$\begin{aligned} \sum_{n=0}^{\infty} \frac{3(2)^{n+1}}{(-5)^{n+3}} &= -\frac{6}{125}\sum_{n=0}^{\infty}\left(-\frac{2}{5}\right)^n \\ &= -\frac{6}{125} \cdot \frac{1}{1-\left(-\frac{2}{5}\right)} \\ &= -\frac{6}{125} \cdot \frac{1}{1+\frac{2}{5}} \\ &= -\frac{6}{125} \cdot \frac{5}{5+2} \\ &= -\frac{6}{125} \cdot \frac{5}{7} \\ &= -\frac{6}{25} \cdot \frac{1}{7} \\ &= -\frac{6}{175} \end{aligned}$$

b. Rewriting this summation in series form, we get

$$\sum_{k=0}^{\infty} \frac{3}{2}\left(-\frac{5}{2}\right)^n.$$

Note that I used the lower index of $k = 0$ here to reinforce the point that you don't need your lower index to always start at 1 as long as your first power in your expansion has an exponent of 0 on $r = -\frac{5}{2}$. Speaking of which, since $|r| = \left|-\frac{5}{2}\right| = \frac{5}{2} \geq 1$, this geometric series is divergent.

Example 7.2.6

A common starting discussion in Calculus about the topic of limits concerns walking "half-distances." Suppose you are playing a game and the goal is to move your game piece so it eventually touches the edge of the board. The rules of the game are that you can always move in any direction, but you must move *at most* a distance that is half the current distance between your game piece and the edge. How can you win?

Solution

You can't.

Okay, we need more discussion than that. Suppose you take the most direct route to the edge. On your first turn, you must half the distance from the current position to the edge. On your second turn, you move half the remaining distance. You repeat this process ad infinitum.

You can compute the total distance traveled using a series. Let D be the *initial* distance the piece is from the edge of the board, and let i be the number of the turn.

So, on turn $i=1$, you move your piece a total of $\frac{1}{2}D$ directly toward the edge of the board.

On your second turn, you move half of the *remaining* distance. Since the remaining distance is $\frac{1}{2}D$, you move $\frac{1}{2}\left(\frac{1}{2}D\right)=\frac{1}{2^2}D$.[10]

On the third turn, you move half of the *remaining* distance. Let's see, you have moved $\frac{1}{2}D+\frac{1}{4}D=\frac{3}{4}D$. Therefore, the remaining distance is $\frac{1}{4}D$. So you move your piece $\frac{1}{2}\left(\frac{1}{4}D\right)=\frac{1}{2^3}D$.

The fourth turn comes and you now see a pattern. To check, let's do one last computation. You have already moved your piece $\frac{1}{2}D+\frac{1}{4}D+\frac{1}{8}D=\frac{7}{8}D$. So you only have $\frac{1}{8}D$ to go. You move your piece half this distance, $\frac{1}{2}\left(\frac{1}{8}D\right)=\frac{1}{2^4}D$, toward the edge.

This pattern continues on and on.

Building a table of our "step sizes," we get

i	S_i
1	$\frac{1}{2}D$
2	$\frac{1}{2^2}D$
3	$\frac{1}{2^3}D$
4	$\frac{1}{2^4}D$
$\vdots$	$\vdots$

Summing the sequence S_i in the table, we get

$$\text{Total distance moved } =\sum_{i=1}^{\infty}\frac{1}{2^i}D=\sum_{i=1}^{\infty}D\left(\frac{1}{2}\right)^i.$$

At this point, we have the common ratio, $r=\frac{1}{2}$, and *what looks to be* the value of a (it *looks* like $a=D$); however, there is a problem. The form of this series does not match the form in Theorem 7.2.4. We need the exponent on the common ratio, $r=\frac{1}{2}$, to be $i-1$. The easiest way to reduce the power on an expression is to factor off one power. That is, $\frac{1}{2^i}=\frac{1}{2}\left(\frac{1}{2^{i-1}}\right)$. Hence, our series becomes

$$\begin{aligned}\text{Total distance moved} &= \sum_{i=1}^{\infty}\frac{1}{2^i}D\\ &= \sum_{i=1}^{\infty}\frac{D}{2}\cdot\frac{1}{2^{i-1}}\\ &= \sum_{i=1}^{\infty}\frac{D}{2}\left(\frac{1}{2}\right)^{i-1}\\ &= \frac{D/2}{1-\frac{1}{2}}\\ &= \frac{D}{2-1}\\ &= D.\end{aligned}$$

Thus, given an infinite amount of turns, we will have moved the game piece a total distance of D (which is the full length of the initial distance the piece was from the edge of the board); **however**, there is no possibility for us to have an infinite number of moves! Moreover, pretending that we had 10^{100} turns,[11] we would *still* have half of a remaining distance before the piece would actually reach the true edge.

Hence, despite *theoretically* being able to move the piece the full distance D to the edge of the board, the moment we believe we have actually reached the edge of the board would be on some finite turn, say the nth turn, and at that moment, we would still have a sliver of space left between the game piece and the edge - and we can only move *half* that remaining distance.

Subsection Footnotes

[8] To make this more palatable, it is usually accepted that $0.\overline{3}=\frac{1}{3}$ so that $0.\overline{9}=3(0.\overline{3})=3\left(\frac{1}{3}\right)=1$. Feel better?

[9] When in doubt, write them out!

[10] It is a great idea when dealing with sequences, summations, and series to *not* simplify expressions. This allows you to see the patterns within sums.

[11] You should Google this number. The namesake is very familiar to you!

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7.2E: Exercises

Exercises

In Exercises 1 - 8, find the value of each sum using the definition of Summation Notation.

1. $\sum_{g=4}^{9}(5g+3)$
2. $\sum_{k=3}^{8}\frac{1}{k}$
3. $\sum_{j=0}^{5}2^j$
4. $\sum_{k=0}^{2}(3k-5)x^k$
5. $\sum_{i=1}^{4}\frac{1}{4}(i^2+1)$
6. $\sum_{n=1}^{100}(-1)^n$
7. $\sum_{n=1}^{5}\frac{(n+1)!}{n!}$
8. $\sum_{j=1}^{3}\frac{5!}{j!\,(5-j)!}$

In Exercises 9 - 16, rewrite the sum using summation notation.

9. $8+11+14+17+20$
10. $1-2+3-4+5-6+7-8$
11. $x-\frac{x^3}{3}+\frac{x^5}{5}-\frac{x^7}{7}$
12. $1+2+4+\cdots+2^{29}$
13. $2+\frac{3}{2}+\frac{4}{3}+\frac{5}{4}+\frac{6}{5}$
14. $-\ln(3)+\ln(4)-\ln(5)+\cdots+\ln(20)$
15. $1-\frac{1}{4}+\frac{1}{9}-\frac{1}{16}+\frac{1}{25}-\frac{1}{36}$
16. $\frac{1}{2}(x-5)+\frac{1}{4}(x-5)^2+\frac{1}{6}(x-5)^3+\frac{1}{8}(x-5)^4$

In Exercises 17 - 28, use the Properties of Summation Notation to find the sum.

17. $\sum_{n=1}^{10}5n+3$
18. $\sum_{n=1}^{20}2n-1$
19. $\sum_{k=0}^{15}3-k$
20. $\sum_{n=1}^{10}\left(\frac{1}{2}\right)^n$
21. $\sum_{n=1}^{5}\left(\frac{3}{2}\right)^n$
22. $\sum_{k=0}^{5}2\left(\frac{1}{4}\right)^k$

23. $1+4+7+\ldots+295$
24. $4+2+0-2-\ldots-146$
25. $1+3+9+\ldots+2187$
26. $\frac{1}{2}+\frac{1}{4}+\frac{1}{8}+\ldots+\frac{1}{256}$
27. $3-\frac{3}{2}+\frac{3}{4}-\frac{3}{8}+-\cdots+\frac{3}{256}$
28. $\sum_{n=1}^{10}-2n+\left(\frac{5}{3}\right)^n$

In Exercises 29 - 34, determine whether the infinite geometric series is convergent or divergent. If convergent, find the value the series converges to.

29. $1+\frac{1}{6}+\frac{1}{36}+\frac{1}{216}+\cdots$
30. $\sum_{n=1}^{\infty}\left(-\frac{4}{5}\right)^{n-1}$
31. $\sum_{k=0}^{\infty}\left(\frac{1}{3}\right)^k$
32. $\sum_{k=0}^{\infty}\left(\frac{18}{7}\right)^k$
33. $\sum_{n=1}^{\infty}\left(\frac{5}{8}\right)^{n+3}$
34. $\sum_{n=1}^{\infty}\left(\frac{3^{n-1}}{8^n}\right)$

In Exercises 35 - 38, use Theorem 7.2.4 to express each repeating decimal as a fraction of integers.

35. $0.\overline{7}$
36. $0.\overline{13}$
37. $10.\overline{159}$
38. $-5.86\overline{7}$

In Exercises 39 - 45, use Theorem 7.2.3 to compute the future value of the annuity with the given terms. In all cases, assume the payment is made monthly, the interest rate given is the annual rate, and interest is compounded monthly.

39. payments are \$300, interest rate is 2.5%, term is 17 years.
40. payments are \$50, interest rate is 1.0%, term is 30 years.
41. payments are \$100, interest rate is 2.0%, term is 20 years
42. payments are \$100, interest rate is 2.0%, term is 25 years
43. payments are \$100, interest rate is 2.0%, term is 30 years
44. payments are \$100, interest rate is 2.0%, term is 35 years
45. Suppose an ordinary annuity offers an annual interest rate of 2%, compounded monthly, for 30 years. What should the monthly payment be to have $\$100{,}000$at the end of the term?
46. Prove the properties listed in Theorem 7.2.1.
47. Show that the formula for the future value of an annuity due is

$$A=P(1+i)\left[\frac{(1+i)^{nt}-1}{i}\right]$$

48. Discuss with your classmates what goes wrong when trying to find the following sums.
    a. $\sum_{k=1}^{\infty}2^{k-1}$

b. $\sum_{k=1}^{\infty}(1.0001)^{k-1}$

c. $\sum_{k=1}^{\infty}(-1)^{k-1}$

Answers

1. 213
2. $\frac{341}{280}$
3. 63
4. $-5-2x+x^2$
5. $\frac{17}{2}$
6. 0
7. 20
8. 25
9. $\sum_{k=1}^{5}(3k+5)$
10. $\sum_{k=1}^{8}(-1)^{k-1}k$
11. $\sum_{k=1}^{4}(-1)^{k-1}\frac{x^{2k-1}}{2k-1}$
12. $\sum_{k=1}^{30}2^{k-1}$
13. $\sum_{k=1}^{5}\frac{k+1}{k}$
14. $\sum_{k=3}^{20}(-1)^{k}\ln(k)$
15. $\sum_{k=1}^{6}\frac{(-1)^{k-1}}{k^2}$
16. $\sum_{k=1}^{4}\frac{1}{2k}(x-5)^{k}$
17. 305
18. 400
19. -72
20. $\frac{1023}{1024}$
21. $\frac{633}{32}$
22. $\frac{1365}{512}$
23. 14652
24. -5396
25. 3280
26. $\frac{255}{256}$
27. $\frac{513}{256}$
28. $\frac{17771050}{59049}$
29.
30.

31.
32.
33.
34.
35. $\frac{7}{9}$
36. $\frac{13}{99}$
37. $\frac{3383}{333}$
38. $-\frac{5809}{990}$
39. $\$76{,}163.67$
40. $\$20{,}981.40$
41. $\$29{,}479.69$
42. $\$38{,}882.12$
43. $49{,}272.55$
44. $60{,}754.80$
45. For $\$100{,}000$ the monthly payment is $\approx \$202.95$.

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7.3: Mathematical Induction

Math 370 Learning Objectives

- Use the Principle of Mathematical Induction to prove algebraic identities.

The Chinese philosopher Confucius is credited with the saying, "A journey of a thousand miles begins with a single step." In many ways, this is the central theme of this section. Here we introduce a method of proof, Mathematical Induction, which allows us to *prove* many of the formulas we have merely *motivated* in Sections 7.1 and 7.2 by starting with just a single step. A good example is the formula for arithmetic sequences we touted in Theorem 7.1.1.

Arithmetic sequences are defined recursively, starting with $a_1 = a$ and then $a_{n+1} = a_n + d$ for $n \geq 1$. This tells us that we start the sequence with a and we go from one term to the next by successively adding d. In symbols,

$$a, a+d, a+2d, a+3d, a+4d, \ldots$$

The pattern *suggested* here is that to reach the nth term, we start with a and add d to it exactly $n-1$ times, which lead us to our formula $a_n = a + (n-1)d$ for $n \geq 1$. But how do we *prove* this to be the case? We have the following.

The Principle of Mathematical Induction (PMI)

Suppose $P(n)$ is a sentence involving the natural number n.

IF

1. $P(1)$ is true **and**
2. whenever $P(k)$ is true, it follows that $P(k+1)$ is also true

THEN the sentence $P(n)$ is true for all natural numbers n.

The Principle of Mathematical Induction, or PMI for short, is exactly that - a principle.[1] It is a property of the natural numbers we either choose to accept or reject. In English, it says that if we want to prove that a formula works for all natural numbers n, we start by showing it is true for $n = 1$ (the "**base step**") and then show that if it is true for a generic natural number k, it must be true for the next natural number, $k+1$ (the "**inductive step**").

The notation $P(n)$ acts just like function notation. For example, if $P(n)$ is the sentence (formula) "$n^2 + 1 = 3$," then $P(1)$ would be "$1^2 + 1 = 3$," which is false. The construction $P(k+1)$ would be "$(k+1)^2 + 1 = 3$." As usual, this new concept is best illustrated with an example.

Returning to our quest to prove the formula for an arithmetic sequence, we first identify $P(n)$ as the formula $a_n = a + (n-1)d$. To prove this formula is valid for all natural numbers n, we need to do two things. First, we need to establish that $P(1)$ is true. In other words, is it true that $a_1 = a + (1-1)d$? The answer is yes, since this simplifies to $a_1 = a$, which is part of the definition of the arithmetic sequence. The second thing we need to show is that whenever $P(k)$ is true, it follows that $P(k+1)$ is true. In other words, we *assume* $P(k)$ is true (this is called the "**induction hypothesis**") and *deduce* that $P(k+1)$ is also true.

Assuming $P(k)$ to be true seems to invite disaster - after all, isn't this essentially what we're trying to prove in the first place? To help explain this step a little better, we show how this works for specific values of n. We've already established $P(1)$ is true, and we now want to show that $P(2)$ is true. Thus, we need to show that $a_2 = a + (2-1)d$. Since $P(1)$ is true, we have $a_1 = a$, and by the definition of an arithmetic sequence, $a_2 = a_1 + d = a + d = a + (2-1)d$. So $P(2)$ is true. We now use the fact that $P(2)$ is true to show that $P(3)$ is true. Using the fact that $a_2 = a + (2-1)d$, we show $a_3 = a + (3-1)d$. Since $a_3 = a_2 + d$, we get $a_3 = (a + (2-1)d) + d = a + 2d = a + (3-1)d$, so we have shown $P(3)$ is true. Similarly, we can use the fact that $P(3)$ is true to show that $P(4)$ is true, and so forth. In general, if $P(k)$ is true (i.e., $a_k = a + (k-1)d$) we set out to show that $P(k+1)$ is true (i.e., $a_{k+1} = a + ((k+1)-1)d$. Assuming $a_k = a + (k-1)d$, we have by the definition of an arithmetic sequence that $a_{k+1} = a_k + d$ so we get $a_{k+1} = (a + (k-1)d) + d = a + kd = a + ((k+1)-1)d$. Hence, $P(k+1)$ is true.

In essence, by showing that $P(k+1)$ must always be true when $P(k)$ is true, we are showing that the formula $P(1)$ can be used to get the formula $P(2)$, which in turn can be used to derive the formula $P(3)$, which in turn can be used to establish the formula $P(4)$, and so on. Thus as long as $P(k)$ is true for some natural number k, $P(n)$ is true for all of the natural numbers n which follow k. Coupling this with the fact $P(1)$ is true, we have established $P(k)$ is true for all natural numbers which follow $n = 1$, in

other words, all natural numbers n. One might liken Mathematical Induction to a repetitive process like climbing stairs.[2] If you are sure that (1) you can get on the stairs (the base case) and (2) you can climb from any one step to the next step (the inductive step), then presumably you can climb the entire staircase. We get some more practice with induction in the following example.

Example 7.3.1

Prove the following assertions using the Principle of Mathematical Induction. Unless otherwise noted, n is a natural number.

a. The sum formula for arithmetic sequences: $\sum_{j=1}^{n}(a+(j-1)d)=\frac{n}{2}(2a+(n-1)d)$.

b. For a complex number z, $(\overline{z})^n=\overline{z^n}$, where $n\geq 1$.

c. $1^3+2^3+3^3+\cdots+n^3=\frac{n^2(n+1)^2}{4}$

d. $3^n>100n$ for $n>5$.

e. n^2+n is divisible by 2.

Solution

a. We set $P(n)$ to be the equation we are asked to prove. For $n=1$, we compare both sides of the equation given in $P(n)$

$$\begin{aligned}\sum_{j=1}^{1}(a+(j-1)d) &\stackrel{?}{=} \frac{1}{2}(2a+(1-1)d)\\ a+(1-1)d &\stackrel{?}{=} \frac{1}{2}(2a)\\ a &= a\checkmark\end{aligned}$$

This shows the base case $P(1)$ is true. Next we assume $P(k)$ is true, that is, we assume

$$\sum_{j=1}^{k}(a+(j-1)d)=\frac{k}{2}(2a+(k-1)d)$$

and attempt to use this to show $P(k+1)$ is true. Namely, we must show

$$\sum_{j=1}^{k+1}(a+(j-1)d)=\frac{k+1}{2}(2a+(k+1-1)d)$$

To see how we can use $P(k)$ in this case to prove $P(k+1)$, we note that the sum in $P(k+1)$ is the sum of the first $k+1$ terms of the sequence $a_k=a+(k-1)d$ for $k\geq 1$ while the sum in $P(k)$ is the sum of the first k terms. We compare both side of the equation in $P(k+1)$.

$$\underbrace{\sum_{j=1}^{k+1}(a+(j-1)d)}_{\text{summing the first } k+1 \text{ terms}} \stackrel{?}{=} \frac{k+1}{2}(2a+(k+1-1)d)$$

$$\underbrace{\sum_{j=1}^{k}(a+(j-1)d)}_{\text{summing the first } k \text{ terms}} + \underbrace{(a+(k+1-1)d)}_{\text{adding the } (k+1)\text{st term}} \stackrel{?}{=} \frac{k+1}{2}(2a+kd)$$

$$\underbrace{\frac{k}{2}(2a+(k-1)d)}_{\text{Using } P(k)} + (a+kd) \stackrel{?}{=} \frac{(k+1)(2a+kd)}{2}$$

$$\frac{k(2a+(k-1)d)+2(a+kd)}{2} \stackrel{?}{=} \frac{2ka+k^2d+2a+kd}{2}$$

$$\frac{2ka+2a+k^2d+kd}{2} = \frac{2ka+2a+k^2d+kd}{2} \checkmark$$

Since all of our steps on both sides of the string of equations are reversible, we conclude that the two sides of the equation are equivalent and hence, $P(k+1)$ is true. By the Principle of Mathematical Induction, we have that $P(n)$ is true for all natural numbers n.

b. Let $P(n)$ be the formula $(\overline{z})^n = \overline{z^n}$.

i. For $n=1$, we have $(\overline{z})^1 = \overline{z} = \overline{z^1}$. Thus, $P(1)$ is true.

ii. **[Induction Hypothesis]** Assume $P(k)$ is true. That is, assume $(\overline{z})^k = \overline{z^k}$.

iii. To show $P(k+1)$ is true, we need to show that $(\overline{z})^{k+1} = \overline{z^{k+1}}$.

$$\begin{aligned}(\overline{z})^{k+1} &= (\overline{z})^k\,\overline{z} \\ &= \overline{z^k}\,\overline{z} && \text{(Induction Hypothesis)} \\ &= \overline{z^k z} && \text{(Product Rule for Conjugates)} \\ &= \overline{z^{k+1}}\end{aligned}$$

This establishes $(\overline{z})^{k+1} = \overline{z^{k+1}}$, so that $P(k+1)$ is true. Hence, by the Principle of Mathematical Induction, $(\overline{z})^n = \overline{z^n}$ for all $n \geq 1$.

c. Let $P(n)$ be the formula $1^3+2^3+3^3+\cdots+n^3 = \frac{n^2(n+1)^2}{4}$.

i. For $n=1$, we have $1^3 = \frac{1^2(1+1)^2}{4}$. Thus, $P(1)$ is true.

ii. **[Induction Hypothesis]** Assume $P(k)$ is true. That is, assume $1^3+2^3+3^3+\cdots+k^3 = \frac{k^2(k+1)^2}{4}$.

iii. To show $P(k+1)$ is true, we need to show that $1^3+2^3+3^3+\cdots+k^3+(k+1)^3 = \frac{(k+1)^2(k+1+1)^2}{4} = \frac{(k+1)^2(k+2)^2}{4}$.

$$\begin{aligned}
1^3+2^3+3^3+\ldots+k^3+(k+1)^3 &= \left(1^3+2^3+3^3+\ldots+k^3\right)+(k+1)^3 \\
&= \frac{k^2(k+1)^2}{4}+(k+1)^3 && \text{(Induction Hypothesis)} \\
&= \frac{k^2(k+1)^2+4(k+1)^3}{4} \\
&= \frac{(k+1)^2\left(k^2+4(k+1)\right)}{4} \\
&= \frac{(k+1)^2\left(k^2+4k+4\right)}{4} \\
&= \frac{(k+1)^2(k+2)^2}{4}
\end{aligned}$$

Therefore, $1^3+2^3+3^3+\cdots+k^3+(k+1)^3=\frac{(k+1)^2(k+1+1)^2}{4}=\frac{(k+1)^2(k+2)^2}{4}$, and so $P(k+1)$ is true. Hence, by the Principle of Mathematical Induction, $1^3+2^3+3^3+\cdots+n^3=\frac{n^2(n+1)^2}{4}$ for all natural numbers n.

d. The first wrinkle we encounter in this problem is that we are asked to prove this formula for $n>5$ instead of $n\geq 1$. Since n is a natural number, this means our base step occurs at $n=6$. We can still use the PMI in this case, but our conclusion will be that the formula is valid for all $n\geq 6$.
Let $P(n)$ be the inequality $3^n>100n$.

i. For $n=6$, we have $3^6=729>600=100(6)$. Thus, $P(6)$ is true.
ii. **[Induction Hypothesis]** Assume $P(k)$ is true. That is, assume $3^k>100k$.
iii. To show $P(k+1)$ is true, we need to show $3^{k+1}>100(k+1)=100k+100$.

$$\begin{aligned}
3^{k+1} &= 3^k\cdot 3 \\
&> 100k\cdot 3 && \text{(Induction Hypothesis)} \\
&= 100k+200k && \text{(our goal is to get to } 100k+100\text{, so isolating } 100k \text{ is helpful)} \\
&> 100k+100 && \left(200k>100 \text{ when } k>\tfrac{1}{2}\text{. Since } k\geq 6,\ 200k>100\right)
\end{aligned}$$

Hence $P(k+1)$ is true. By induction, $3^n>100n$ for all $n\geq 6$.

e. Let $(P(n)$ be the statement that n^2+n is divisible by 2.

i. For $n=1$, we have $1^1+1=2$. This is definitely divisible by 2 (since $\frac{2}{2}=1$), so $P(1)$ is true
ii. **[Induction Hypothesis]** Assume $P(k)$ is true. That is, assume k^2+k is divisible by 2.
iii. To show $P(k+1)$ is true, we need to show that $(k+1)^2+(k+1)$ is divisible by 2.

$$\begin{aligned}
(k+1)^2+(k+1) &= k^2+2k+1+k+1 \\
&= (k^2+k)+2k+1+1 && \left(\text{Associative and Commutative Properties of Addition}^3\right) \\
&= (k^2+k)+2k+2 \\
&= (k^2+k)+2(k+1)
\end{aligned}$$

We know that k^2+k is divisible by 2, by the Induction Hypothesis. We also know that $2(k+1)$ is divisible by 2. The sum of numbers divisible by 2 is also divisible by 2,[d] so $(k+1)^2+(k+1)$ must be divisible by 2. Hence, $P(k+1)$ is true. Thus, the claim is true for all natural numbers n by Mathematical Induction.

While we have used the Principle of Mathematical Induction to prove some of the formulas we have merely motivated in the text, our main use of this result comes in Section 7.4 to prove the celebrated Binomial Theorem. The ardent Mathematics student will no doubt see the PMI in many courses yet to come. Sometimes it is explicitly stated and sometimes it remains hidden in the background. If ever you see a property stated as being true "for all natural numbers n," it's a solid bet that the formal proof requires the Principle of Mathematical Induction.

Section Footnotes

[1] Another word for this you may have seen is "axiom."

[2] Falling dominoes is the most widely used metaphor in the mainstream College Algebra books.

[3] The reason for this step is to group $k^2 + k$ together so we can use the Induction Hypothesis.

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7.3E: Exercises

Exercises

In Exercises 1 - 7, prove each assertion using the Principle of Mathematical Induction.

1. $\sum_{j=1}^{n} j^2 = \frac{n(n+1)(2n+1)}{6}$
2. $\sum_{j=1}^{n} j^3 = \frac{n^2(n+1)^2}{4}$
3. $2^n > 500n$ for $n > 12$
4. $3^n \geq n^3$ for $n \geq 4$
5. Use the Product Rule for Absolute Value to show $|x^n| = |x|^n$ for all real numbers x and all natural numbers $n \geq 1$
6. Use the Product Rule for Logarithms to show $\log(x^n) = n\log(x)$ for all real numbers $x > 0$ and all natural numbers $n \geq 1$.
7. Prove Theorem 7.1.1 and Theorem 7.2.2 for the case of geometric sequences. That is:
   a. For the sequence $a_1 = a$, $a_1 = a, a_{n+1} = ra_n, n \geq 1,$ prove $a_n = ar^{n-1}, n \geq 1$.
   b. $\sum_{j=1}^{n} ar^{n-1} = a\left(\frac{1-r^n}{1-r}\right)$, if $r \neq 1$, $\sum_{j=1}^{n} ar^{n-1} = na$, if $r = 1$.
8. Discuss the classic 'paradox' All Horses are the Same Color problem with your classmates.

Selected Answers

1. Let $P(n)$ be the sentence $\sum_{j=1}^{n} j^2 = \frac{n(n+1)(2n+1)}{6}$. For the base case, $n = 1$, we get

$$\sum_{j=1}^{1} j^2 \stackrel{?}{=} \frac{(1)(1+1)(2(1)+1)}{6}$$

$$1^2 = 1 \checkmark$$

We now assume $P(k)$ is true and use it to show $P(k+1)$ is true. We have

$$\sum_{j=1}^{k+1} j^2 \stackrel{?}{=} \frac{(k+1)((k+1)+1)(2(k+1)+1)}{6}$$

$$\sum_{j=1}^{k} j^2 + (k+1)^2 \stackrel{?}{=} \frac{(k+1)(k+2)(2k+3)}{6}$$

$$\underbrace{\frac{k(k+1)(2k+1)}{6}}_{\text{Using } P(k)} + (k+1)^2 \stackrel{?}{=} \frac{(k+1)(k+2)(2k+3)}{6}$$

$$\begin{aligned}
\frac{k(k+1)(2k+1)}{6} + \frac{6(k+1)^2}{6} &\stackrel{?}{=} \frac{(k+1)(k+2)(2k+3)}{6} \\
\frac{k(k+1)(2k+1)+6(k+1)^2}{6} &\stackrel{?}{=} \frac{(k+1)(k+2)(2k+3)}{6} \\
\frac{(k+1)(k(2k+1)+6(k+1))}{6} &\stackrel{?}{=} \frac{(k+1)(k+2)(2k+3)}{6} \\
\frac{(k+1)\left(2k^2+7k+6\right)}{6} &\stackrel{?}{=} \frac{(k+1)(k+2)(2k+3)}{6} \\
\frac{(k+1)(k+2)(2k+3)}{6} &= \frac{(k+1)(k+2)(2k+3)}{6} \checkmark
\end{aligned}$$

By induction, $\sum_{j=1}^{n} j^2 = \frac{n(n+1)(2n+1)}{6}$ is true for all natural numbers $n \geq 1$.

4. Let $P(n)$ be the sentence $3^n > n^3$. Our base case is $n = 4$ and we check $3^4 = 81$ and $4^3 = 64$ so that $3^4 > 4^3$ as required. We now assume $P(k)$ is true, that is $3^k > k^3$, and try to show $P(k+1)$ is true. We note that $3^{k+1} = 3 \cdot 3^k > 3k^3$ and so we are done if we can show $3k^3 > (k+1)^3$ for $k \geq 4$. We can solve the inequality $3x^3 > (x+1)^3$ using the techniques of Section 5.3, and doing so gives us $x > \frac{1}{\sqrt[3]{3}-1} \approx 2.26$. Hence, for $k \geq 4$, $3^{k+1} = 3 \cdot 3^k > 3k^3 > (k+1)^3$ so that $3^{k+1} > (k+1)^3$. By induction, $3^n > n^3$ is true for all natural numbers $n \geq 4$.

6. Let $P(n)$ be the sentence $\log(x^n) = n\log(x)$. For the duration of this argument, we assume $x > 0$. The base case $P(1)$ amounts checking that $\log\left(x^1\right) = 1\log(x)$ which is clearly true. Next we assume $P(k)$ is true, that is $\log\left(x^k\right) = k\log(x)$ and try to show $P(k+1)$ is true. Using the Product Rule for Logarithms along with the induction hypothesis, we get

$$\log\left(x^{k+1}\right) = \log\left(x^k \cdot x\right) = \log\left(x^k\right) + \log(x) = k\log(x) + \log(x) = (k+1)\log(x)$$

Hence, $\log\left(x^{k+1}\right) = (k+1)\log(x)$. By induction $\log(x^n) = n\log(x)$ is true for all $x > 0$ and all natural numbers $n \geq 1$.

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7.4: The Binomial Theorem

Math 370 Learning Objectives

- Simplify expressions involving factorials.
- Understand and use binomial coefficients and the Binomial Theorem to quickly expand powers of binomials.

In this section, we aim to prove the celebrated **Binomial Theorem**. Simply stated, the Binomial Theorem is a formula for the expansion of quantities $(a+b)^n$ for natural numbers n. In Elementary and Intermediate Algebra, you should have seen specific instances of the formula, namely

$$\begin{aligned}(a+b)^1 &= a+b\\ (a+b)^2 &= a^2+2ab+b^2\\ (a+b)^3 &= a^3+3a^2b+3ab^2+b^3\end{aligned}$$

If we wanted the expansion for $(a+b)^4$ we would write $(a+b)^4=(a+b)(a+b)^3$ and use the formula that we have for $(a+b)^3$ to get

$$(a+b)^4=(a+b)\left(a^3+3a^2b+3ab^2+b^3\right)=a^4+4a^3b+6a^2b^2+4ab^3+b^4.$$

Generalizing this a bit, we see that if we have a formula for $(a+b)^k$, we can obtain a formula for $(a+b)^{k+1}$ by rewriting the latter as

$$(a+b)^{k+1}=(a+b)(a+b)^k.$$

Clearly this means Mathematical Induction plays a major role in the proof of the Binomial Theorem.

Factorials

Before we can state the theorem we need to revisit the sequence of factorials which were introduced in Example 7.1.1 in Section 7.1.

Definition: Factorial

For a whole number n, $\boldsymbol{n}$ **factorial**, denoted $n!$, is the nth term of the recursive sequence defined by

$$f_0=1, \qquad f_n=n\cdot f_{n-1}, \qquad n\geq 1.$$

Recall this means $0!=1$ and $n!=n(n-1)!$ for $n\geq 1$. Using the recursive definition, we get: $1!=1\cdot 0!=1\cdot 1=1$, $2!=2\cdot 1!=2\cdot 1=2$, $3!=3\cdot 2!=3\cdot 2\cdot 1=6$ and $4!=4\cdot 3!=4\cdot 3\cdot 2\cdot 1=24$. Informally, $n!=n\cdot(n-1)\cdot(n-2)\cdots 2\cdot 1$ with $0!=1$ as our "base case." Our first example familiarizes us with some of the basic computations involving factorials.

Example 7.4.1

a. Simplify the following expressions.

i. $\frac{3!\,2!}{0!}$

ii. $\frac{7!}{5!}$

iii. $\frac{1000!}{998!\,2!}$

iv. $\frac{(k+2)!}{(k-1)!}$, $k\geq 1$

b. Prove $n!>3^n$ for all $n\geq 7$.

Solution

a. We keep in mind the mantra, "When in doubt, write it out!" as we simplify the following.

i. We have been programmed to react with alarm to the presence of a 0 in the denominator, but in this case $0! = 1$, so the fraction is defined after all. As for the numerator, $3! = 3 \cdot 2 \cdot 1 = 6$ and $2! = 2 \cdot 1 = 2$, so we have $\frac{3!\,2!}{0!} = \frac{(6)(2)}{1} = 12$.

ii. We have $7! = 7 \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 = 5040$ while $5! = 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 = 120$. Dividing, we get $\frac{7!}{5!} = \frac{5040}{120} = 42$. While this is correct, we note that we could have saved ourselves some of time had we proceeded as follows

$$\frac{7!}{5!} = \frac{7 \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1}{5 \cdot 4 \cdot 3 \cdot 2 \cdot 1} = \frac{7 \cdot 6 \cdot \cancel{5} \cdot \cancel{4} \cdot \cancel{3} \cdot \cancel{2} \cdot \cancel{1}}{\cancel{5} \cdot \cancel{4} \cdot \cancel{3} \cdot \cancel{2} \cdot \cancel{1}} = 7 \cdot 6 = 42$$

In fact, should we want to fully exploit the recursive nature of the factorial, we can write

$$\frac{7!}{5!} = \frac{7 \cdot 6 \cdot 5!}{5!} = \frac{7 \cdot 6 \cdot \cancel{5!}}{\cancel{5!}} = 42$$

iii. Keeping in mind the lesson we learned from the previous problem, we have

$$\frac{1000!}{998!\,2!} = \frac{1000 \cdot 999 \cdot 998!}{998! \cdot 2!} = \frac{1000 \cdot 999 \cdot \cancel{998!}}{\cancel{998!} \cdot 2!} = \frac{999000}{2} = 499500$$

iv. This problem continues the theme which we have seen in the previous two problems. We first note that since $k+2$ is larger than $k-1$, $(k+2)!$ contains all of the factors of $(k-1)!$ and as a result we can get the $(k-1)!$ to cancel from the denominator. To see this, we begin by writing out $(k+2)!$ starting with $(k+2)$ and multiplying it by the numbers which precede it until we reach $(k-1)$: $(k+2)! = (k+2)(k+1)(k)(k-1)!$. As a result, we have

$$\frac{(k+2)!}{(k-1)!} = \frac{(k+2)(k+1)(k)(k-1)!}{(k-1)!} = \frac{(k+2)(k+1)(k)\ \cancel{(k-1)!}}{\cancel{(k-1)!}} = k(k+1)(k+2)$$

The stipulation $k \geq 1$ is there to ensure that all of the factorials involved are defined.

b. This will require a proof by Mathematical Induction. In this case, the claim is only supposed to hold for $n \geq 7$. Let $P(n)$ be the statement $n! > 3^n$.

i. For $n = 7$, we have $7! = 5040 > 2187 = 3^7$. Thus, $P(7)$ is true.

ii. **[Induction Hypothesis]** Assume $P(k)$ is true. That is, assume $k! > 3^k$.

iii. We want to show that $P(k+1)$ is true. That is, we want to show $(k+1)! > 3^{k+1} = 3 \cdot 3^k$.

$$\begin{aligned}
(k+1)! &= (k+1)k! && \text{(Definition of a factorial)} \\
&> (k+1)3^k && \text{(Induction Hypothesis)} \\
&> (3)3^k && (k+1 > 3 \text{ when } k > 2. \text{ Luckily, we know that } k \geq 7, \text{ so } k+1 > 3) \\
&= 3^{k+1}
\end{aligned}$$

Hence, we have shown $(k+1)! > 3^{k+1}$. Thus, $P(k+1)$ is true. By the Principle of Mathematical Induction, we have $n! > 3^n$ for all $n \geq 7$.

Of all of the mathematical animals we have discussed in the text, factorials grow most quickly. In problem b of Example 7.4.1, we proved that $n!$ overtakes 3^n at $n = 7$. "Overtakes" may be too polite a word, since $n!$ thoroughly trounces 3^n for $n \geq 7$, as any reasonable set of data will show. It can be shown that for any real number $x > 0$, not only does $n!$ eventually overtake x^n, but the ratio $\frac{x^n}{n!} \to 0$ as $n \to \infty$.[1]

Subsection Footnotes

[1] This fact is far more important than you could ever possibly imagine.

Binomial Coefficients

Applications of factorials in the wild often involve counting arrangements. For example, if you have fifty songs on your phone and wish arrange these songs in a playlist in which the order of the songs matters, it turns out that there are 50! different possible

playlists. That equates to $30,414,093,201,713,378,043,612,608,166,064,768,844,377,641,568,960,512,000,000,000$ possible playlists. If you wish to select only ten of the songs to create a playlist, then there are $\frac{50!}{40!} = 37,276,043,023,296,000$ such playlists. If, on the other hand, you just want to select ten song files out of the fifty to play in *any* order, there are $\frac{50!}{40!10!} = 10,272,278,170$ ways to achieve this.

While some of these ideas are explored in the Exercises, the authors encourage you to take courses such as Finite Mathematics, Discrete Mathematics, and Statistics. We introduce these concepts here because this is how the factorials make their way into the Binomial Theorem, as our next definition indicates.

Definition: Binomial Coefficients

Given two whole numbers n and j with $n \geq j$, the **binomial coefficient** $\binom{n}{j}$ (read, "n choose j") is the whole number given by

$$\binom{n}{j} = \frac{n!}{j!(n-j)!}.$$

The name "binomial coefficient" will be justified shortly. For now, we can physically interpret $\binom{n}{j}$ as the number of ways to select j items from n items where the order of the items selected is unimportant. For example, suppose you won two free tickets to a special screening of the latest Hollywood blockbuster and have five good friends each of whom would love to accompany you to the movies. There are $\binom{5}{2}$ ways to choose who goes with you. Applying the definition of the binomial coefficient, we get

$$\binom{5}{2} = \frac{5!}{2!(5-2)!} = \frac{5!}{2!3!} = \frac{5 \cdot 4}{2} = 10.$$

So there are 10 different ways to distribute those two tickets among five friends. (Some will see it as 10 ways to decide which three friends have to stay home.) The reader is encouraged to verify this by actually taking the time to list all of the possibilities.

The Binomial Theorem

We now state and prove a theorem which is crucial to the proof of the Binomial Theorem.

Theorem 7.4.1

For natural numbers n and j with $n \geq j$,

$$\binom{n}{j-1} + \binom{n}{j} = \binom{n+1}{j}.$$

Proof

$$\begin{aligned}
\binom{n}{j-1}+\binom{n}{j} &= \frac{n!}{(j-1)!(n-(j-1))!}+\frac{n!}{j!(n-j)!} \\
&= \frac{n!}{(j-1)!(n-j+1)!}+\frac{n!}{j!(n-j)!} \\
&= \frac{n!}{(j-1)!(n-j+1)(n-j)!}+\frac{n!}{j(j-1)!(n-j)!} \\
&= \frac{n!\,j}{j(j-1)!(n-j+1)(n-j)!}+\frac{n!(n-j+1)}{j(j-1)!(n-j+1)(n-j)!} \\
&= \frac{n!\,j}{j!(n-j+1)!}+\frac{n!(n-j+1)}{j!(n-j+1)!} \\
&= \frac{n!\,j+n!(n-j+1)}{j!(n-j+1)!} \\
&= \frac{n!\,(j+(n-j+1))}{j!(n-j+1)!} \\
&= \frac{(n+1)n!}{j!(n+1-j))!} \\
&= \frac{(n+1)!}{j!((n+1)-j))!} \\
&= \binom{n+1}{j}\checkmark
\end{aligned}$$

We are now in position to state and prove the Binomial Theorem where we see that binomial coefficients are just that - coefficients in the binomial expansion.

Theorem 7.4.2: Binomial Theorem

For nonzero real numbers a and b,

$$(a+b)^n=\sum_{j=0}^{n}\binom{n}{j}a^{n-j}b^j$$

for all natural numbers n.

Proof

To prove the Binomial Theorem, we let $P(n)$ be the expansion formula given in the statement of the theorem and we note that $P(1)$ is true since

$$\begin{aligned}
(a+b)^1 &\stackrel{?}{=} \sum_{j=0}^{1}\binom{1}{j}a^{1-j}b^j \\
a+b &\stackrel{?}{=} \binom{1}{0}a^{1-0}b^0+\binom{1}{1}a^{1-1}b^1 \\
a+b &= a+b\checkmark
\end{aligned}$$

Now we assume that $P(k)$ is true. That is, we assume that we can expand $(a+b)^k$ using the formula given in the Binomial Theorem and attempt to show that $P(k+1)$ is true.

$$\begin{aligned}(a+b)^{k+1} &= (a+b)(a+b)^k \\ &= (a+b)\sum_{j=0}^{k}\binom{k}{j}a^{k-j}b^j \\ &= a\sum_{j=0}^{k}\binom{k}{j}a^{k-j}b^j + b\sum_{j=0}^{k}\binom{k}{j}a^{k-j}b^j \\ &= \sum_{j=0}^{k}\binom{k}{j}a^{k+1-j}b^j + \sum_{j=0}^{k}\binom{k}{j}a^{k-j}b^{j+1}\end{aligned}$$

Our goal is to combine as many of the terms as possible within the two summations. As the counter j in the first summation runs from 0 through k, we get terms involving a^{k+1}, $a^k b$, $a^{k-1}b^2$, …, ab^k. In the second summation, we get terms involving $a^k b$, $a^{k-1}b^2$, …, ab^k, b^{k+1}. In other words, apart from the first term in the first summation and the last term in the second summation, we have terms common to both summations. Our next move is to 'kick out' the terms which we cannot combine and rewrite the summations so that we can combine them. To that end, we note

$$\sum_{j=0}^{k}\binom{k}{j}a^{k+1-j}b^j = a^{k+1} + \sum_{j=1}^{k}\binom{k}{j}a^{k+1-j}b^j$$

and

$$\sum_{j=0}^{k}\binom{k}{j}a^{k-j}b^{j+1} = \sum_{j=0}^{k-1}\binom{k}{j}a^{k-j}b^{j+1} + b^{k+1}$$

so that

$$(a+b)^{k+1} = a^{k+1} + \sum_{j=1}^{k}\binom{k}{j}a^{k+1-j}b^j + \sum_{j=0}^{k-1}\binom{k}{j}a^{k-j}b^{j+1} + b^{k+1}$$

We now wish to write

$$\sum_{j=1}^{k}\binom{k}{j}a^{k+1-j}b^j + \sum_{j=0}^{k-1}\binom{k}{j}a^{k-j}b^{j+1}$$

as a single summation. The wrinkle is that the first summation starts with $j=1$, while the second starts with $j=0$. Even though the sums produce terms with the same powers of a and b, they do so for different values of j. To resolve this, we need to shift the index on the second summation so that the index j starts at $j=1$ instead of $j=0$ and we make use of Theorem 7.2.1 in the process.

$$\begin{aligned}\sum_{j=0}^{k-1}\binom{k}{j}a^{k-j}b^{j+1} &= \sum_{j=0+1}^{k-1+1}\binom{k}{j-1}a^{k-(j-1)}b^{(j-1)+1} \\ &= \sum_{j=1}^{k}\binom{k}{j-1}a^{k+1-j}b^j\end{aligned}$$

We can now combine our two sums using Theorem 7.2.1 and simplify using Theorem 7.4.1

$$\begin{aligned}\sum_{j=1}^{k}\binom{k}{j}a^{k+1-j}b^j + \sum_{j=0}^{k-1}\binom{k}{j}a^{k-j}b^{j+1} &= \sum_{j=1}^{k}\binom{k}{j}a^{k+1-j}b^j + \sum_{j=1}^{k}\binom{k}{j-1}a^{k+1-j}b^j \\ &= \sum_{j=1}^{k}\left[\binom{k}{j} + \binom{k}{j-1}\right]a^{k+1-j}b^j \\ &= \sum_{j=1}^{k}\binom{k+1}{j}a^{k+1-j}b^j\end{aligned}$$

Using this and the fact that $\binom{k+1}{0}=1$ and $\binom{k+1}{k+1}=1$, we get

$$\begin{aligned}(a+b)^{k+1} &= a^{k+1}+\sum_{j=1}^{k}\binom{k+1}{j}a^{k+1-j}b^j+b^{k+1}\\ &= \binom{k+1}{0}a^{k+1}b^0+\sum_{j=1}^{k}\binom{k+1}{j}a^{k+1-j}b^j+\binom{k+1}{k+1}a^0b^{k+1}\\ &= \sum_{j=0}^{k+1}\binom{k+1}{j}a^{(k+1)-j}b^j\end{aligned}$$

which shows that $P(k+1)$ is true. Hence, by induction, we have established that the Binomial Theorem holds for all natural numbers n.

To get a feel of what this theorem is saying and how it really isn't as hard to remember as it may first appear, let's consider the specific case of $n=4$. According to the theorem, we have

$$\begin{aligned}(a+b)^4 &= \sum_{j=0}^{4}\binom{4}{j}a^{4-j}b^j\\ &= \binom{4}{0}a^{4-0}b^0+\binom{4}{1}a^{4-1}b^1+\binom{4}{2}a^{4-2}b^2+\binom{4}{3}a^{4-3}b^3+\binom{4}{4}a^{4-4}b^4\\ &= \binom{4}{0}a^4+\binom{4}{1}a^3b+\binom{4}{2}a^2b^2+\binom{4}{3}ab^3+\binom{4}{4}b^4\end{aligned}$$

We forgo the simplification of the coefficients in order to note the pattern in the expansion. First note that in each term, the total of the exponents is 4 which matched the exponent of the binomial $(a+b)^4$. The exponent on a begins at 4 and decreases by one as we move from one term to the next while the exponent on b starts at 0 and increases by one each time. Also note that the binomial coefficients themselves have a pattern. The upper number, 4, matches the exponent on the binomial $(a+b)^4$ whereas the lower number changes from term to term and matches the exponent of b in that term. This is no coincidence and corresponds to the kind of counting we discussed earlier. If we think of obtaining $(a+b)^4$ by multiplying $(a+b)(a+b)(a+b)(a+b)$, our answer is the sum of all possible products with exactly four factors - some a, some b. If we wish to count, for instance, the number of ways we obtain 1 factor of b out of a total of 4 possible factors, thereby forcing the remaining 3 factors to be a, the answer is $\binom{4}{1}$. Hence, the term $\binom{4}{1}a^3b$ is in the expansion. The other terms which appear cover the remaining cases. While this discussion gives an indication as to *why* the theorem is true, a formal proof requires Mathematical Induction.[2]

Example 7.4.2

Use the Binomial Theorem to find the following.

1. $(x-2)^4$
2. 2.1^3
3. The term containing x^3 in the expansion $(2x+y)^5$

Solution

1. Since $(x-2)^4=(x+(-2))^4$, we identify $a=x$, $b=-2$ and $n=4$ and obtain

$$\begin{aligned}(x-2)^4 &= \sum_{j=0}^{4}\binom{4}{j}x^{4-j}(-2)^j\\ &= \binom{4}{0}x^{4-0}(-2)^0+\binom{4}{1}x^{4-1}(-2)^1+\binom{4}{2}x^{4-2}(-2)^2+\binom{4}{3}x^{4-3}(-2)^3+\binom{4}{4}x^{4-4}(-2)^4\\ &= x^4-8x^3+24x^2-32x+16\end{aligned}$$

2. At first this problem seem misplaced, but we can write $2.1^3=(2+0.1)^3$. Identifying $a=2$, $b=0.1=\frac{1}{10}$ and $n=3$, we get

$$\begin{aligned}\left(2+\frac{1}{10}\right)^3 &= \sum_{j=0}^{3}\binom{3}{j}2^{3-j}\left(\frac{1}{10}\right)^j \\ &= \binom{3}{0}2^{3-0}\left(\frac{1}{10}\right)^0+\binom{3}{1}2^{3-1}\left(\frac{1}{10}\right)^1+\binom{3}{2}2^{3-2}\left(\frac{1}{10}\right)^2+\binom{3}{3}2^{3-3}\left(\frac{1}{10}\right)^3 \\ &= 8+\frac{12}{10}+\frac{6}{100}+\frac{1}{1000} \\ &= 8+1.2+0.06+0.001 \\ &= 9.261\end{aligned}$$

3. Identifying $a=2x$, $b=y$ and $n=5$, the Binomial Theorem gives

$$(2x+y)^5=\sum_{j=0}^{5}\binom{5}{j}(2x)^{5-j}y^j$$

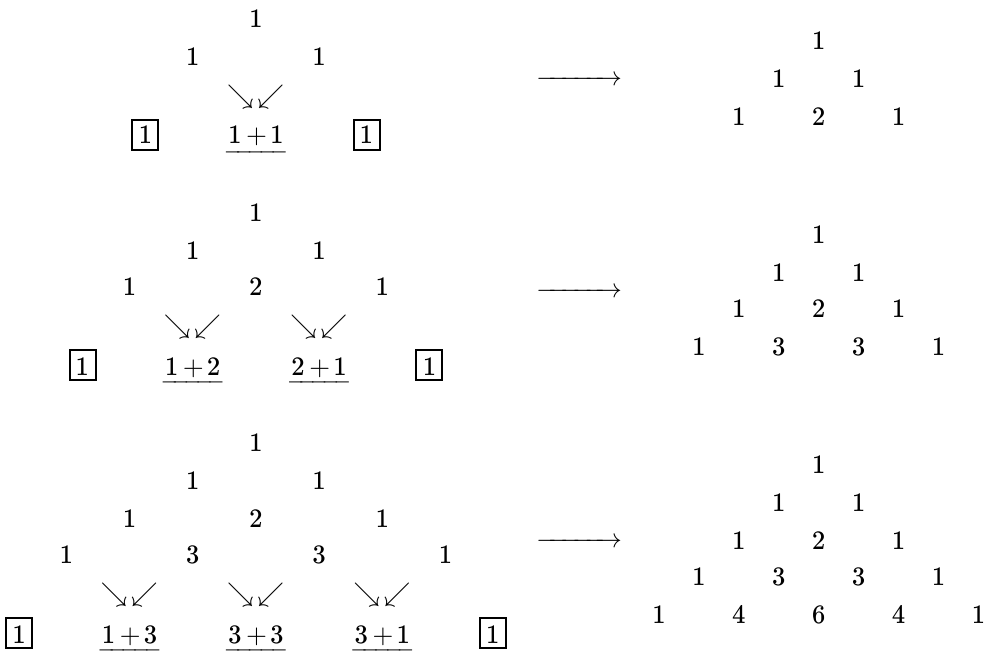
Since we are concerned with only the term containing x^3, there is no need to expand the entire sum. The exponents on each term must add to 5 and if the exponent on x is 3, the exponent on y must be 2. Plucking out the term $j=2$, we get

$$\binom{5}{2}(2x)^{5-2}y^2=10(2x)^3y^2=80x^3y^2$$

We close this section with Pascal's Triangle, named in honor of the mathematician Blaise Pascal. Pascal's Triangle is obtained by arranging the binomial coefficients in the triangular fashion below.

$$\begin{array}{ccccccccccc}
 & & & & \binom{0}{0} & & & & & & \\
 & & & \binom{1}{0} & & \binom{1}{1} & & & & & \\
 & & & & \searrow\swarrow & & & & & & \\
 & & \binom{2}{0} & & \binom{2}{1} & & \binom{2}{2} & & & & \\
 & & & \searrow\swarrow & & \searrow\swarrow & & & & & \\
 & \binom{3}{0} & & \binom{3}{1} & & \binom{3}{2} & & \binom{3}{3} & & & \\
 & & \searrow\swarrow & & \searrow\swarrow & & \searrow\swarrow & & & & \\
\binom{4}{0} & & \binom{4}{1} & & \binom{4}{2} & & \binom{4}{3} & & \binom{4}{4} & & \\
 & & & & \vdots & & & & & &
\end{array}$$

Since $\binom{n}{0}=1$ and $\binom{n}{n}=1$ for all whole numbers n, we get that each row of Pascal's Triangle begins and ends with 1. To generate the numbers in the middle of the rows (from the third row onwards), we take advantage of the additive relationship expressed in Theorem 7.4.1. For instance, $\binom{1}{0}+\binom{1}{1}=\binom{2}{1}$, $\binom{2}{0}+\binom{2}{1}=\binom{3}{1}$ and so forth. This relationship is indicated by the arrows in the array above. With these two facts in hand, we can quickly generate Pascal's Triangle. We start with the first two rows, 1 and 1 1. From that point on, each successive row begins and ends with 1 and the middle numbers are generated using Theorem 7.4.1. Below we attempt to demonstrate this building process to generate the first five rows of Pascal's Triangle.



To see how we can use Pascal's Triangle to expedite the Binomial Theorem, suppose we wish to expand $(3x-y)^4$. The coefficients we need are $\binom{4}{j}$ for $j=0,1,2,3,4$ and are the numbers which form the fifth row of Pascal's Triangle. Since we know that the exponent of $3x$ in the first term is 4 and then decreases by one as we go from left to right while the exponent of $-y$ starts at 0 in the first term and then increases by one as we move from left to right, we quickly obtain

$$\begin{aligned}(3x-y)^4 &= (1)(3x)^4+(4)(3x)^3(-y)+(6)(3x)^2(-y)^2+4(3x)(-y)^3+1(-y)^4\\ &= 81x^4-108x^3y+54x^2y^2-12xy^3+y^4\end{aligned}$$

We would like to stress that Pascal's Triangle is a very quick method to expand an *entire* binomial. If only a term (or two or three) is required, then the Binomial Theorem is definitely the way to go.

Subsection Footnotes

[2] ... and a fair amount of tenacity and attention to detail.

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7.4E: Exercises

Exercises

In Exercises 1 - 9, simplify the given expression.

1. $(3!)^2$
2. $\dfrac{10!}{7!}$
3. $\dfrac{7!}{2^3 3!}$
4. $\dfrac{9!}{4!3!2!}$
5. $\dfrac{(n+1)!}{n!}, n \geq 0.$
6. $\dfrac{(k-1)!}{(k+2)!}, k \geq 1.$
7. $\binom{8}{3}$
8. $\binom{117}{0}$
9. $\binom{n}{n-2}, n \geq 2$

In Exercises 10 - 13, use Pascal's Triangle to expand the given binomial.

10. $(x+2)^5$
11. $(2x-1)^4$
12. $\left(\frac{1}{3}x+y^2\right)^3$
13. $\left(x-x^{-1}\right)^4$

In Exercises 14 - 17, use Pascal's Triangle to simplify the given power of a complex number.

14. $(1+2i)^4$
15. $\left(-1+i\sqrt{3}\right)^3$
16. $\left(\dfrac{\sqrt{3}}{2}+\dfrac{1}{2}i\right)^3$
17. $\left(\dfrac{\sqrt{2}}{2}-\dfrac{\sqrt{2}}{2}i\right)^4$

In Exercises 18 - 22, use the Binomial Theorem to find the indicated term.

18. The term containing x^3 in the expansion $(2x-y)^5$
19. The term containing x^{117} in the expansion $(x+2)^{118}$
20. The term containing $x^{\frac{7}{2}}$ in the expansion $\left(\sqrt{x}-3\right)^8$
21. The term containing x^{-7} in the expansion $\left(2x-x^{-3}\right)^5$
22. The constant term in the expansion $\left(x+x^{-1}\right)^8$
23. Use the Principle of Mathematical Induction to prove $n! > 2^n$ for $n \geq 4$.
24. Prove $\displaystyle\sum_{j=0}^{n}\binom{n}{j} = 2^n$ for all natural numbers n. (HINT: Use the Binomial Theorem!)
25. With the help of your classmates, research Patterns and Properties of Pascal's Triangle.
26. You've just won three tickets to see the new film, '$8.\overline{9}$.' Five of your friends, Albert, Beth, Chuck, Dan, and Eugene, are interested in seeing it with you. With the help of your classmates, list all the possible ways to distribute your two extra tickets among your five friends. Now suppose you've come down with the flu. List all the different ways you can distribute the three tickets among these five friends. How does this compare with the first list you made? What does this have to do with the fact that $\binom{5}{2} = \binom{5}{3}$?

Answers

1. 36
2. 720
3. 105
4. 1260
5. $n+1$
6. $\frac{1}{k(k+1)(k+2)}$
7. 56
8. 1
9. $\frac{n(n-1)}{2}$
10. $(x+2)^5 = x^5+10x^4+40x^3+80x^2+80x+32$
11. $(2x-1)^4 = 16x^4-32x^3+24x^2-8x+1$
12. $\left(\frac{1}{3}x+y^2\right)^3 = \frac{1}{27}x^3+\frac{1}{3}x^2y^2+xy^4+y^6$
13. $\left(x-x^{-1}\right)^4 = x^4-4x^2+6-4x^{-2}+x^{-4}$
14. $-7-24i$
15. 8
16. i
17. -1
18. $80x^3y^2$
19. $236x^{117}$
20. $-24x^{\frac{7}{2}}$
21. $-40x^{-7}$
22. 70

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CHAPTER OVERVIEW

8: Hooked on Conics

In this chapter, we study the **Conic Sections** - literally 'sections of a cone'.

8.1: Introduction to Conics
8.2: Circles
8.2E: Exercises
8.3: Parabolas
8.3E: Exercises
8.4: Ellipses
8.4E: Exercises
8.5: Hyperbolas
8.5E: Exercises

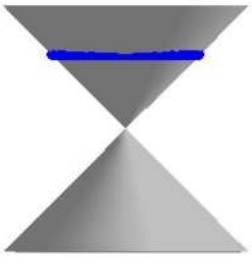
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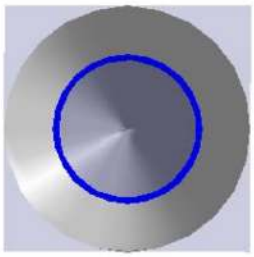
8.1: Introduction to Conics

In this chapter, we study the **Conic Sections** - literally "sections of a cone." Imagine a double-napped cone as seen below being "sliced" by a plane.

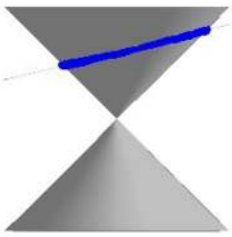


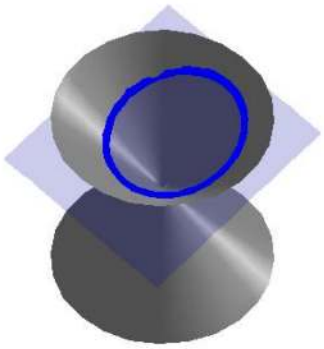
If we slice the cone with a horizontal plane the resulting curve is a **circle**.



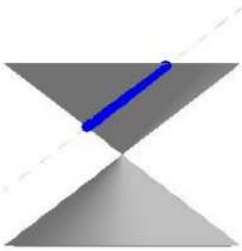


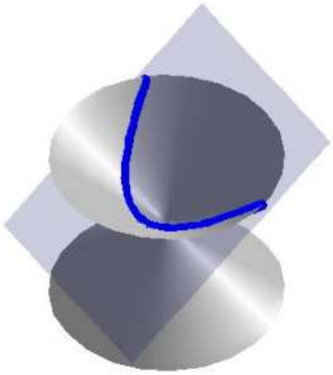
Tilting the plane ever so slightly produces an **ellipse**.



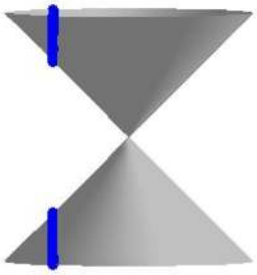


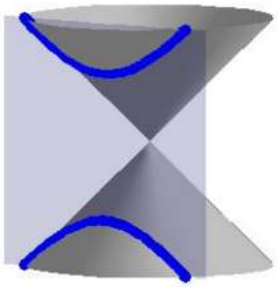
If the plane cuts parallel to the cone, we get a **parabola**.



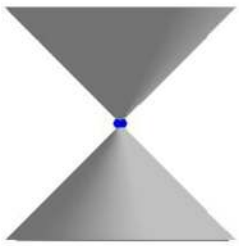


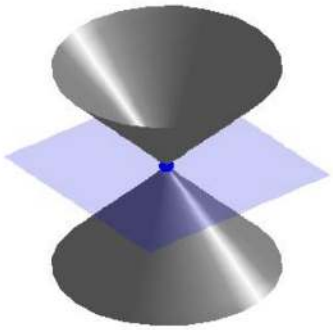
If we slice the cone with a vertical plane, we get a **hyperbola**.

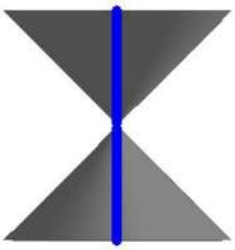


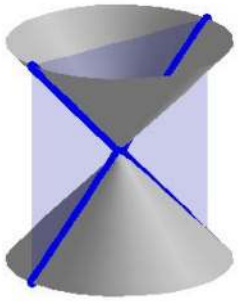


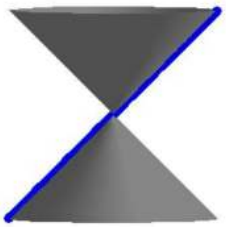
If the slicing plane contains the vertex of the cone, we get the so-called "degenerate" conics: a point, a line, or two intersecting lines.

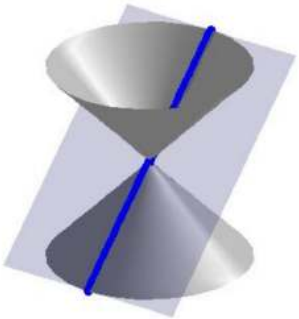












We will focus the discussion on the non-degenerate cases: circles, parabolas, ellipses, and hyperbolas, in that order. To determine equations which describe these curves, we will make use of their definitions in terms of distances.

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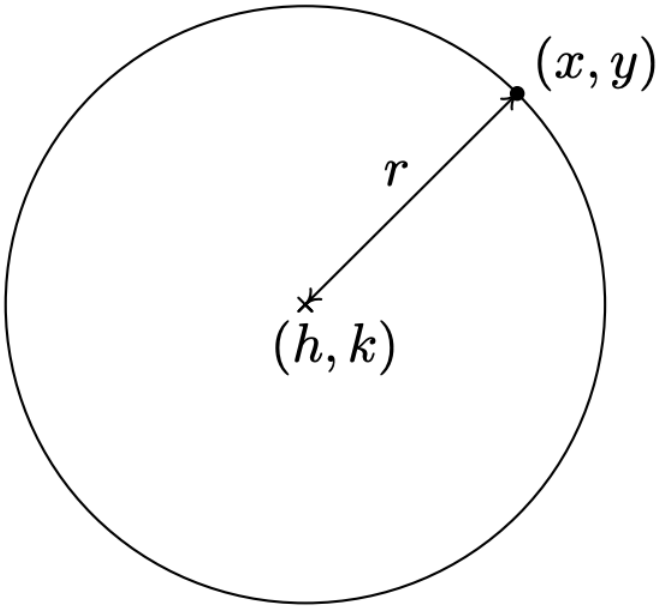
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8.2: Circles

Recall from Geometry that a circle can be determined by fixing a point (called the **center**) and a positive number (called the **radius**) as follows.

Definition: Circle

A **circle** with center (h, k) and radius $r > 0$ is the set of all points (x, y) in the plane whose distance to (h, k) is r.



From the picture, we see that a point (x, y) is on the circle if and only if its distance to (h, k) is r. We express this relationship algebraically using the Distance Formula as

$$r = \sqrt{(x-h)^2 + (y-k)^2}$$

By squaring both sides of this equation, we get an equivalent equation (since $r > 0$) which gives us the standard equation of a circle.

Theorem 8.2.1: Standard Equation of a Circle

The **standard equation of a circle** with center (h, k) and radius $r > 0$ is $(x-h)^2 + (y-k)^2 = r^2$.

Example 8.2.1

Write the standard equation of the circle with center $(-2, 3)$ and radius 5.

Solution

Here, $(h, k) = (-2, 3)$ and $r = 5$, so we get

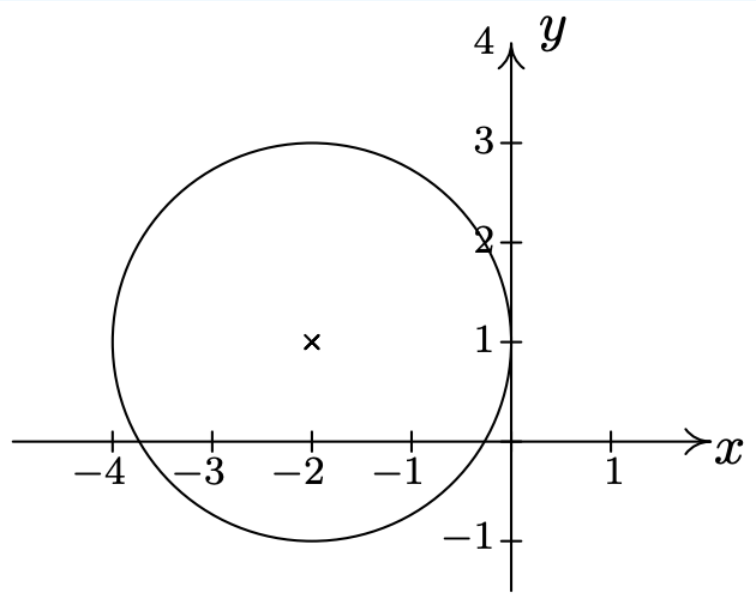
$$\begin{aligned} & (x-(-2))^2 + (y-3)^2 &&= (5)^2 \\ \Longrightarrow \quad & (x+2)^2 + (y-3)^2 &&= 25 \end{aligned}$$

Example 8.2.2

Graph $(x+2)^2+(y-1)^2=4$. Find the center and radius.

Solution

From the standard form of a circle we have that $x+2$ is $x-h$, so $h=-2$ and $y-1$ is $y-k$ so $k=1$. This tells us that our center is $(-2,1)$. Furthermore, $r^2=4$, so $r=2$. Thus we have a circle centered at $(-2,1)$ with a radius of 2. Graphing gives us



If we were to expand the equation in the previous example and gather up like terms, instead of the easily recognizable $(x+2)^2+(y-1)^2=4$, we'd be contending with $x^2+4x+y^2-2y+1=0$. If we're given such an equation, we can complete the square in each of the variables to see if it fits the form given in the standard equation of a circle. The following example illustrates this process.

Example 8.2.3

Complete the square to find the center and radius of $3x^2-6x+3y^2+4y-4=0$.

Solution

$$
\begin{aligned}
& 3x^2-6x+3y^2+4y-4 &&= 0 && \\
\Longrightarrow\quad & 3x^2-6x+3y^2+4y &&= 4 && \text{(add 4 to both sides)} \\
\Longrightarrow\quad & 3\left(x^2-2x\right)+3\left(y^2+\frac{4}{3}y\right) &&= 4 && \text{(factor out leading coefficients)} \\
\Longrightarrow\quad & 3\left(x^2-2x+\underline{1}\right)+3\left(y^2+\frac{4}{3}y+\underline{\underline{\frac{4}{9}}}\right) &&= 4+3\underline{(1)}+3\underline{\underline{\left(\frac{4}{9}\right)}} && \text{(complete the square)} \\
\Longrightarrow\quad & 3(x-1)^2+3\left(y+\frac{2}{3}\right)^2 &&= \frac{25}{3} && \text{(factor)} \\
\Longrightarrow\quad & (x-1)^2+\left(y+\frac{2}{3}\right)^2 &&= \frac{25}{9} && \text{(divide both sides by 3)}
\end{aligned}
$$

From the standard equation of a circle, we identify $x-1$ as $x-h$, so $h=1$, and $y+\frac{2}{3}$ as $y-k$, so $k=-\frac{2}{3}$. Hence, the center is $(h,k)=\left(1,-\frac{2}{3}\right)$. Furthermore, we see that $r^2=\frac{25}{9}$ so the radius is $r=\frac{5}{3}$.

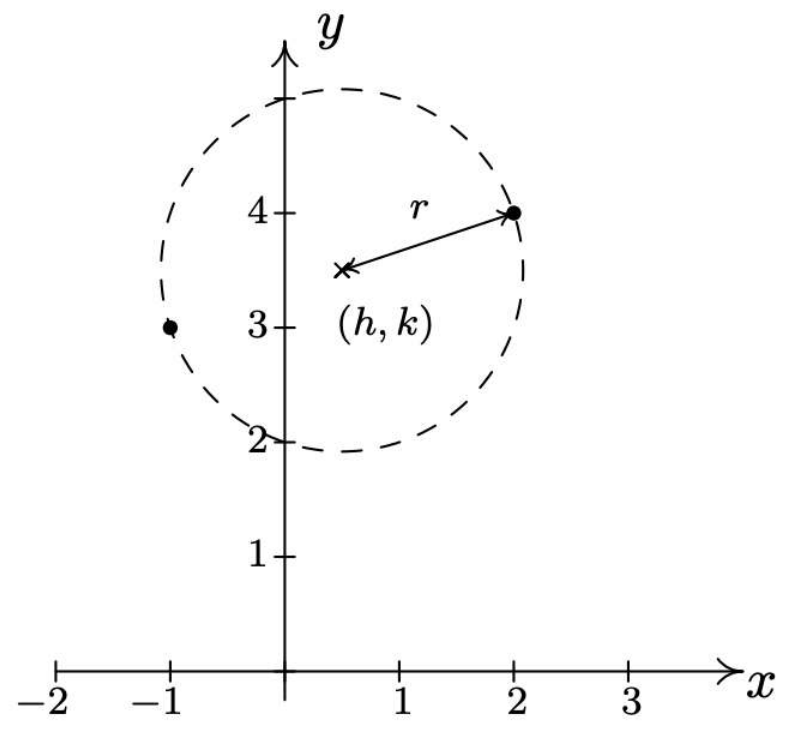
It is possible to obtain equations like $(x-3)^2+(y+1)^2=0$ or $(x-3)^2+(y+1)^2=-1$, neither of which describes a circle. (Do you see why not?) The reader is encouraged to think about what, if any, points lie on the graphs of these two equations. The next example uses the Midpoint Formula in conjunction with the ideas presented so far in this section.

Example 8.2.4

Write the standard equation of the circle which has $(-1,3)$ and $(2,4)$ as the endpoints of a diameter.

Solution

We recall that a diameter of a circle is a line segment containing the center and two points on the circle. Plotting the given data yields



Since the given points are endpoints of a diameter, we know their midpoint (h,k) is the center of the circle. The Midpoint Formula gives us

$$\begin{aligned}(h,k) &= \left(\frac{x_1+x_2}{2},\frac{y_1+y_2}{2}\right)\\ &= \left(\frac{-1+2}{2},\frac{3+4}{2}\right)\\ &= \left(\frac{1}{2},\frac{7}{2}\right)\end{aligned}$$

The diameter of the circle is the distance between the given points, so we know that half of the distance is the radius. Thus,

$$\begin{aligned}r &= \frac{1}{2}\sqrt{(x_2-x_1)^2+(y_2-y_1)^2}\\ &= \frac{1}{2}\sqrt{(2-(-1))^2+(4-3)^2}\\ &= \frac{1}{2}\sqrt{3^2+1^2}\\ &= \frac{\sqrt{10}}{2}\end{aligned}$$

Finally, since $\left(\frac{\sqrt{10}}{2}\right)^2 = \frac{10}{4}$, our answer becomes $\left(x-\frac{1}{2}\right)^2 + \left(y-\frac{7}{2}\right)^2 = \frac{10}{4}$

We close this section with the most important[1] circle in all of mathematics: the **unit circle**.

Definition: Unit Circle

The **unit circle** is the circle centered at $(0,0)$ with a radius of 1. The standard equation of the Unit Circle is $x^2+y^2=1$.

Example 8.2.5

Find the points on the unit circle with y-coordinate $\frac{\sqrt{3}}{2}$.

Solution

We replace y with $\frac{\sqrt{3}}{2}$ in the equation $x^2+y^2=1$ to get

$$\begin{aligned} x^2+y^2 &= 1 \\ \implies x^2+\left(\frac{\sqrt{3}}{2}\right)^2 &= 1 \\ \implies \frac{3}{4}+x^2 &= 1 \\ \implies x^2 &= \frac{1}{4} \\ \implies x &= \pm\sqrt{\frac{1}{4}} \\ \implies x &= \pm\frac{1}{2} \end{aligned}$$

Our final answers are $\left(\frac{1}{2},\frac{\sqrt{3}}{2}\right)$ and $\left(-\frac{1}{2},\frac{\sqrt{3}}{2}\right)$.

Section Footnotes

[1] While this may seem like an opinion, it is indeed a fact. See Chapters 10 and 11 for details.

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8.2E: Exercises

Exercises

In Exercises 1 - 6, find the standard equation of the circle and then graph it.

1. Center $(-1, -5)$, radius 10
2. Center $(4, -2)$, radius 3
3. Center $\left(-3, \frac{7}{13}\right)$, radius $\frac{1}{2}$
4. Center $(5, -9)$, radius $\ln(8)$
5. Center $\left(-e, \sqrt{2}\right)$, radius π
6. Center (π, e^2), radius $\sqrt[3]{91}$

In Exercises 7 - 12, complete the square in order to put the equation into standard form. Identify the center and the radius or explain why the equation does not represent a circle.

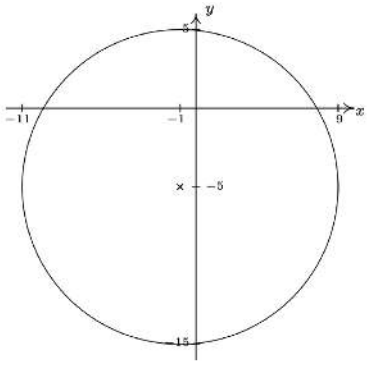
7. $x^2 - 4x + y^2 + 10y = -25$
8. $-2x^2 - 36x - 2y^2 - 112 = 0$
9. $x^2 + y^2 + 8x - 10y - 1 = 0$
10. $x^2 + y^2 + 5x - y - 1 = 0$
11. $4x^2 + 4y^2 - 24y + 36 = 0$
12. $x^2 + x + y^2 - \frac{6}{5}y = 1$

In Exercises 13 - 16, find the standard equation of the circle which satisfies the given criteria.

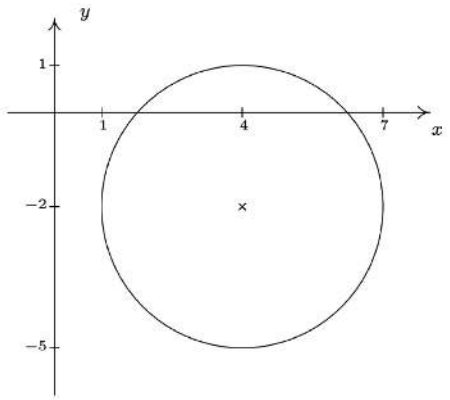
13. center $(3, 5)$, passes through $(-1, -2)$
14. center $(3, 6)$, passes through $(-1, 4)$
15. endpoints of a diameter: $(3, 6)$ and $(-1, 4)$
16. endpoints of a diameter: $\left(\frac{1}{2}, 4\right)$, $\left(\frac{3}{2}, -1\right)$
17. The Giant Wheel at Cedar Point is a circle with diameter 128 feet which sits on an 8 foot tall platform making its overall height is 136 feet.[2] Find an equation for the wheel assuming that its center lies on the y-axis and that the ground is the x-axis.
18. Verify that the following points lie on the Unit Circle: $(\pm 1, 0)$, $(0, \pm 1)$, $\left(\pm\frac{\sqrt{2}}{2}, \pm\frac{\sqrt{2}}{2}\right)$, $\left(\pm\frac{1}{2}, \pm\frac{\sqrt{3}}{2}\right)$ and $\left(\pm\frac{\sqrt{3}}{2}, \pm\frac{1}{2}\right)$
19. Discuss with your classmates how to obtain the standard equation of a circle from the equation of the Unit Circle, $x^2 + y^2 = 1$ using the transformations discussed in Section 1.7. (Thus every circle is just a few transformations away from the Unit Circle.)
20. Find an equation for the function represented graphically by the top half of the Unit Circle. Explain how the transformations is Section 1.7 can be used to produce a function whose graph is either the top or bottom of an arbitrary circle.
21. Find a one-to-one function whose graph is half of a circle. (Hint: Think piecewise.)

Answers

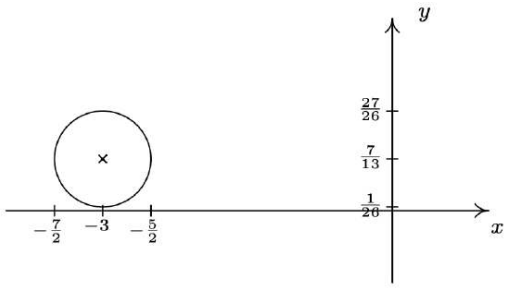
1. $(x+1)^2 + (y+5)^2 = 100$



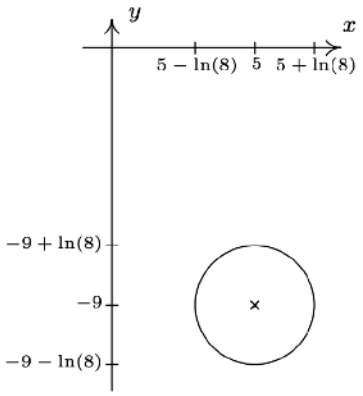
2. $(x-4)^2 + (y+2)^2 = 9$



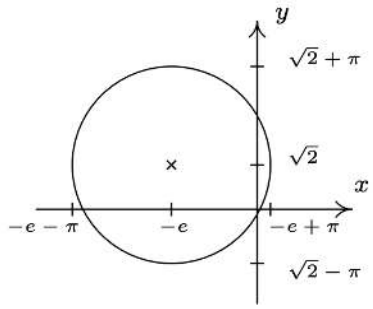
3. $(x+3)^2+\left(y-\frac{7}{13}\right)^2=\frac{1}{4}$



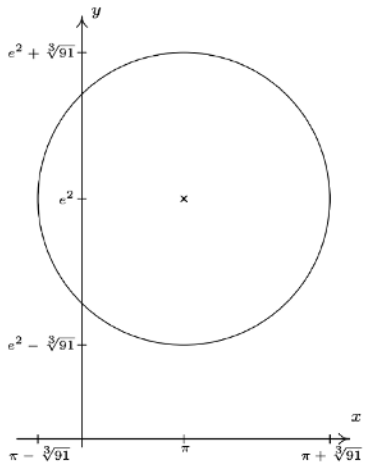
4. $(x-5)^2+(y+9)^2=(\ln(8))^2$



5. $(x+e)^2+\left(y-\sqrt{2}\right)^2=\pi^2$



6. $(x-\pi)^2+\left(y-e^2\right)^2=91^{\frac{2}{3}}$



7. $(x-2)^2+(y+5)^2=4$
   Center $(2,-5)$, radius $r=2$
8. $(x+9)^2+y^2=25$
   Center $(-9,0)$, radius $r=5$
9. $(x+4)^2+(y-5)^2=42$
   Center $(-4,5)$, radius $r=\sqrt{42}$
10. $\left(x+\frac{5}{2}\right)^2+\left(y-\frac{1}{2}\right)^2=\frac{30}{4}$
    Center $\left(-\frac{5}{2},\frac{1}{2}\right)$, radius $r=\frac{\sqrt{30}}{2}$
11. $x^2+(y-3)^2=0$
    This is not a circle.
12. $\left(x+\frac{1}{2}\right)^2+\left(y-\frac{3}{5}\right)^2=\frac{161}{100}$
    Center $\left(-\frac{1}{2},\frac{3}{5}\right)$, radius $r=\frac{\sqrt{161}}{10}$
13. $(x-3)^2+(y-5)^2=65$
14. $(x-3)^2+(y-6)^2=20$
15. $(x-1)^2+(y-5)^2=5$
16. $(x-1)^2+\left(y-\frac{3}{2}\right)^2=\frac{13}{2}$
17. $x^2+(y-72)^2=4096$

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8.3: Parabolas

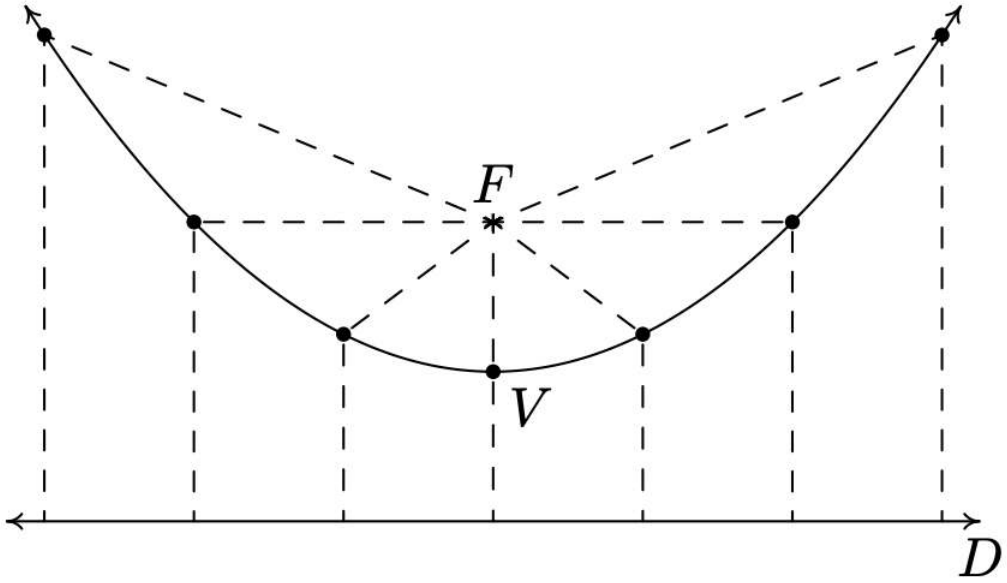
The Distance Definition of a Parabola

We have already learned that the graph of a quadratic function $f(x) = ax^2 + bx + c \ \ (a \neq 0)$ is called a **parabola**. To our surprise and delight, we may also define parabolas in terms of distance.

Definition: Parabola

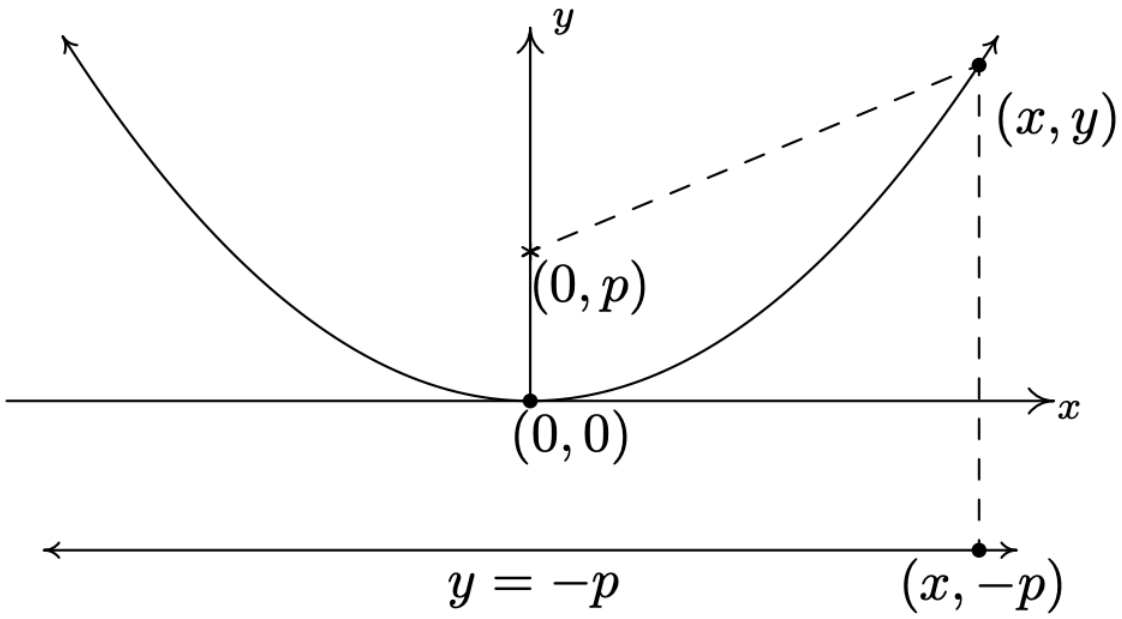
Let F be a point in the plane and D be a line not containing F. A **parabola** is the set of all points equidistant from F and D. The point F is called the **focus** of the parabola and the line D is called the **directrix** of the parabola.

Schematically, we have the following.



Each dashed line from the point F to a point on the curve has the same length as the dashed line from the point on the curve to the line D. The point suggestively labeled V is, as you should expect, the **vertex**. The vertex is the point on the parabola closest to the focus.

We want to use only the distance definition of parabola to derive the equation of a parabola and, if all is right with the universe, we should get an expression much like those studied in Section 2.3. Let p denote the directed[1] distance from the vertex to the focus, which by definition is the same as the distance from the vertex to the directrix. For simplicity, assume that the vertex is $(0, 0)$ and that the parabola opens upwards. Hence, the focus is $(0, p)$ and the directrix is the line $y = -p$. Our picture becomes



From the definition of parabola, we know the distance from $(0,p)$ to (x,y) is the same as the distance from $(x,-p)$ to (x,y). Using the Distance Formula we get

$$\begin{aligned}
& \sqrt{(x-0)^2+(y-p)^2} &&= \sqrt{(x-x)^2+(y-(-p))^2} && \\
\implies & \sqrt{x^2+(y-p)^2} &&= \sqrt{(y+p)^2} && \\
\implies & x^2+(y-p)^2 &&= (y+p)^2 && \text{(square both sides)} \\
\implies & x^2+y^2-2py+p^2 &&= y^2+2py+p^2 && \text{(expand quantities)} \\
\implies & x^2 &&= 4py && \text{(gather like terms)}
\end{aligned}$$

Solving for y yields $y=\frac{x^2}{4p}$, which is a quadratic function of the form found in the vertex form of a quadratic function with $a=\frac{1}{4p}$ and vertex $(0,0)$.

We know from previous experience that if the coefficient of x^2 is negative, the parabola opens downwards. In the equation $y=\frac{x^2}{4p}$ this happens when $p<0$. In our formulation, we say that p is a "directed distance" from the vertex to the focus: if $p>0$, the focus is above the vertex; if $p<0$, the focus is below the vertex. The **focal length** of a parabola is $|p|$.

If we choose to place the vertex at an arbitrary point (h,k), we arrive at the following formula using either transformations from Section 1.7 or re-deriving the formula from the definition of a parabola.

Theorem 8.3.1: Standard Equation of a Vertical[2] Parabola

The equation of a (vertical) parabola with vertex (h,k) and focal length $|p|$ is

$$(x-h)^2=4p(y-k).$$

If $p>0$, the parabola opens upwards; if $p<0$, it opens downwards.

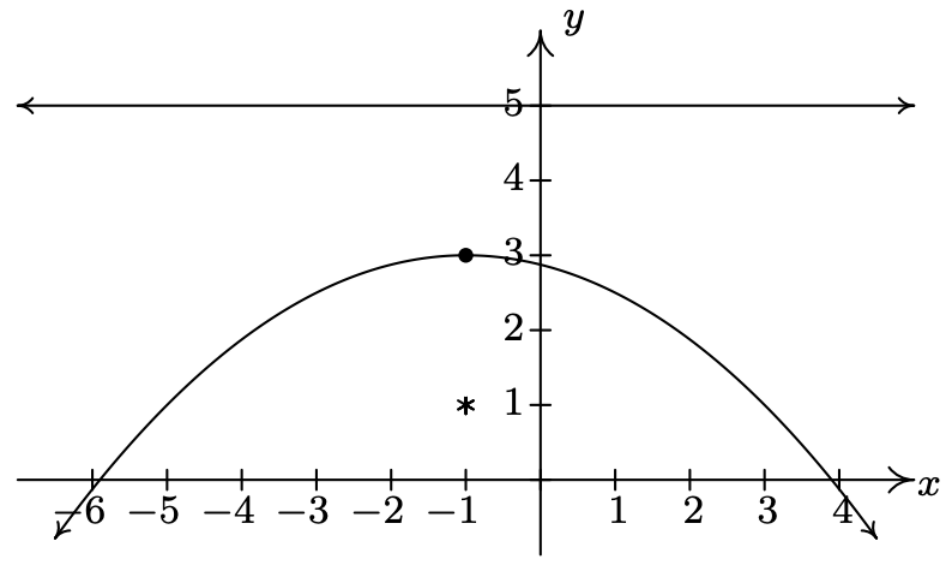
Notice that in the standard equation of the parabola above, only one of the variables, x, is squared. This is a quick way to distinguish an equation of a parabola from that of a circle because in the equation of a circle, both variables are squared.

Example 8.3.1

Graph $(x+1)^2=-8(y-3)$. Find the vertex, focus, and directrix.

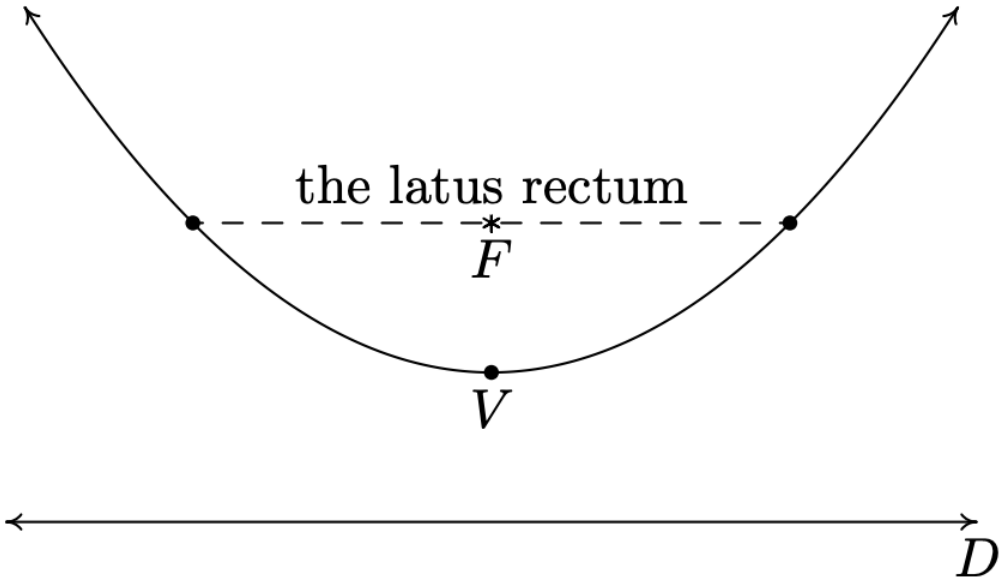
Solution

We recognize this as the form given in Theorem 8.3.1. Here, $x-h$ is $x+1$ so $h=-1$, and $y-k$ is $y-3$ so $k=3$. Hence, the vertex is $(-1,3)$. We also see that $4p=-8$ so $p=-2$. Since $p<0$, the focus will be below the vertex and the parabola will open downwards.



The distance from the vertex to the focus is $|p|=2$, which means the focus is 2 units below the vertex. From $(-1,3)$, we move down 2 units and find the focus at $(-1,1)$. The directrix, then, is 2 units above the vertex, so it is the line $y=5$.

Of all of the information requested in the previous example, only the vertex is part of the graph of the parabola. So in order to get a sense of the actual shape of the graph, we need some more information. While we could plot a few points randomly, a more useful measure of how wide a parabola opens is the length of the parabola's latus rectum. The **latus rectum** of a parabola is the line segment parallel to the directrix which contains the focus. The endpoints of the latus rectum are, then, two points on "opposite" sides of the parabola. Graphically, we have the following.



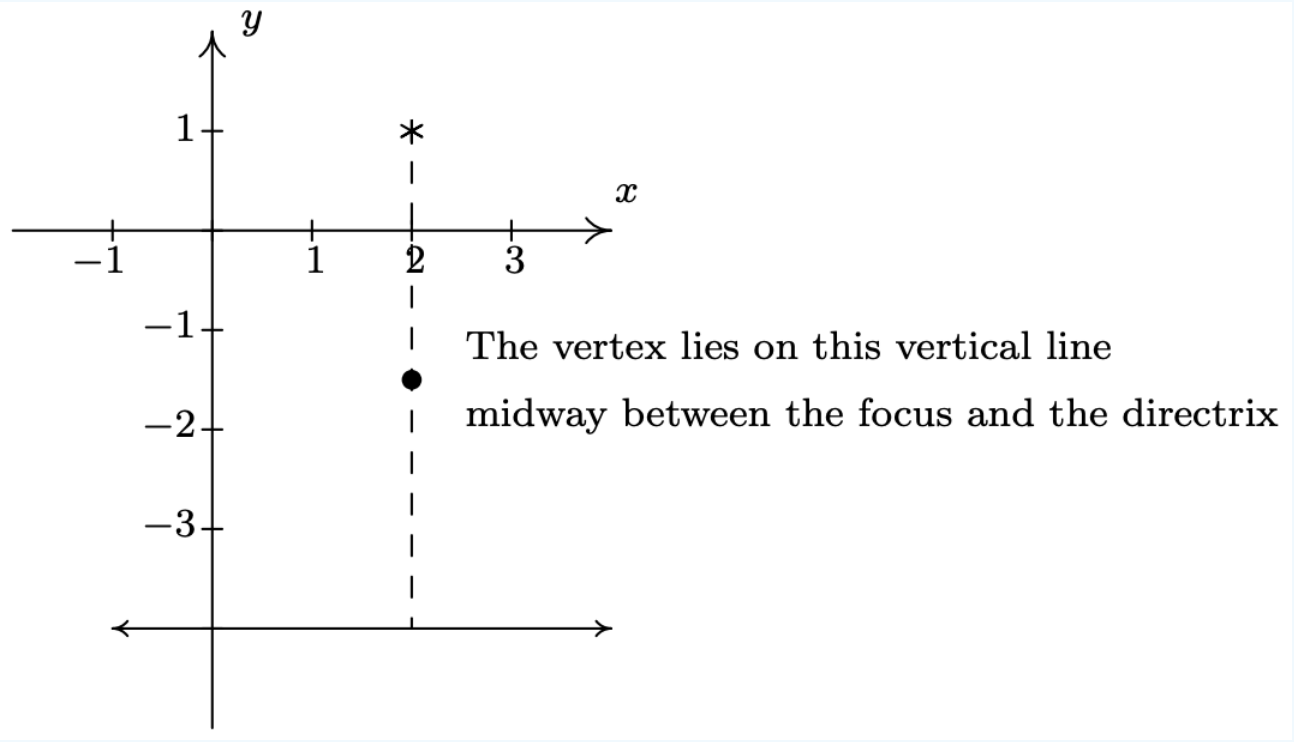
It turns out[3] that the length of the latus rectum, called the **focal diameter** of the parabola, is $|4p|$, which, in light of Theorem 8.3.1, is easy to find. In our last example, for instance, when graphing $(x+1)^2=-8(y-3)$, we can use the fact that the focal diameter is $|-8|=8$, which means the parabola is 8 units wide at the focus, to help generate a more accurate graph by plotting points 4 units to the left and right of the focus.

Example 8.3.2

Find the standard form of the parabola with focus $(2, 1)$ and directrix $y = -4$.

Solution

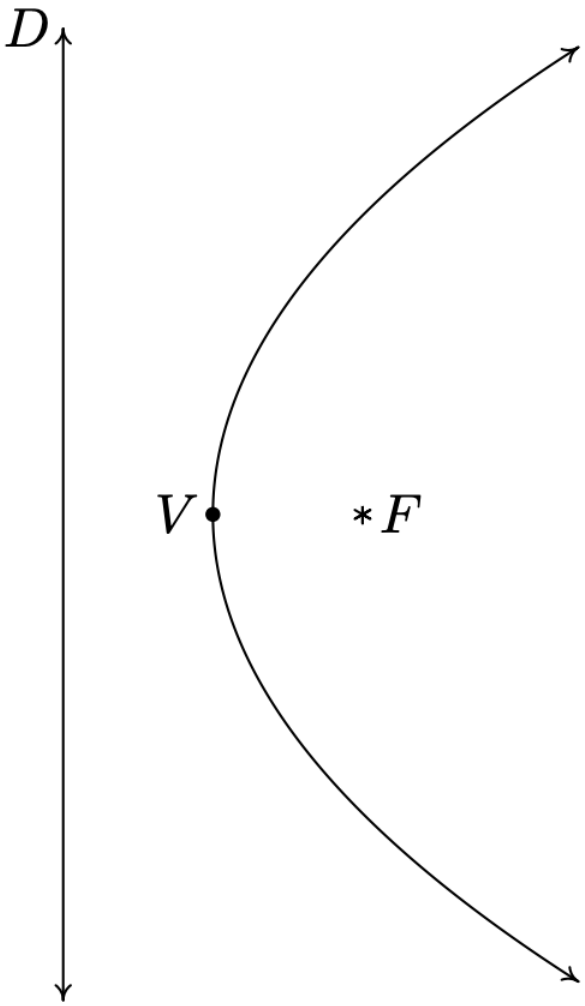
Sketching the data yields,



From the diagram, we see the parabola opens upwards. (Take a moment to think about it if you don't see that immediately.) Hence, the vertex lies below the focus and has an x-coordinate of 2. To find the y-coordinate, we note that the distance from the focus to the directrix is $1 - (-4) = 5$, which means the vertex lies $\frac{5}{2}$ units (halfway) below the focus. Starting at $(2, 1)$ and moving down $5/2$ units leaves us at $(2, -3/2)$, which is our vertex. Since the parabola opens upwards, we know p is positive. Thus $p = 5/2$. Plugging all of this data into Theorem 8.3.1 give us

$$\begin{aligned} (x-2)^2 &= 4\left(\frac{5}{2}\right)\left(y-\left(-\frac{3}{2}\right)\right) \\ \Longrightarrow \quad (x-2)^2 &= 10\left(y+\frac{3}{2}\right) \end{aligned}$$

If we interchange the roles of x and y, we can produce "horizontal" parabolas: parabolas which open to the left or to the right. The directrices[4] of such animals would be vertical lines and the focus would either lie to the left or to the right of the vertex, as seen below.



Theorem 8.3.2: Standard Equation of a Horizontal Parabola

The equation of a (horizontal) parabola with vertex (h, k) and focal length $|p|$ is

$$(y-k)^2 = 4p(x-h).$$

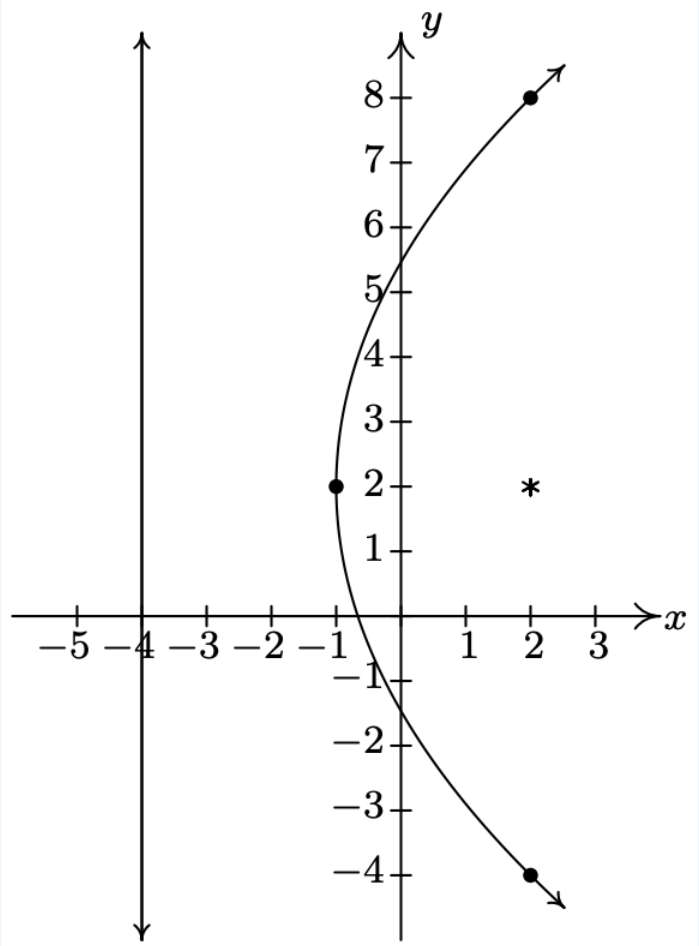
If $p > 0$, the parabola opens to the right; if $p < 0$, it opens to the left.

Example 8.3.3

Graph $(y-2)^2 = 12(x+1)$. Find the vertex, focus, and directrix.

Solution

We recognize this as the form given in Theorem 8.3.2. Here, $x-h$ is $x+1$ so $h=-1$, and $y-k$ is $y-2$ so $k=2$. Hence, the vertex is $(-1, 2)$. We also see that $4p = 12$ so $p = 3$. Since $p > 0$, the focus will be the right of the vertex and the parabola will open to the right. The distance from the vertex to the focus is $|p| = 3$, which means the focus is 3 units to the right. If we start at $(-1, 2)$ and move right 3 units, we arrive at the focus $(2, 2)$. The directrix, then, is 3 units to the left of the vertex and if we move left 3 units from $(-1, 2)$, we'd be on the vertical line $x = -4$. Since the focal diameter is $|4p| = 12$, the parabola is 12 units wide at the focus, and thus there are points 6 units above and below the focus on the parabola.



As with circles, not all parabolas will come to us in the forms in Theorems 8.3.1 or 8.3.2. If we encounter an equation with two variables in which exactly one variable is squared, we can attempt to put the equation into a standard form using the following example as a guide.

Example 8.3.4

Consider the equation $y^2+4y+8x=4$. Put this equation into standard form and graph the parabola. Find the vertex, focus, and directrix.

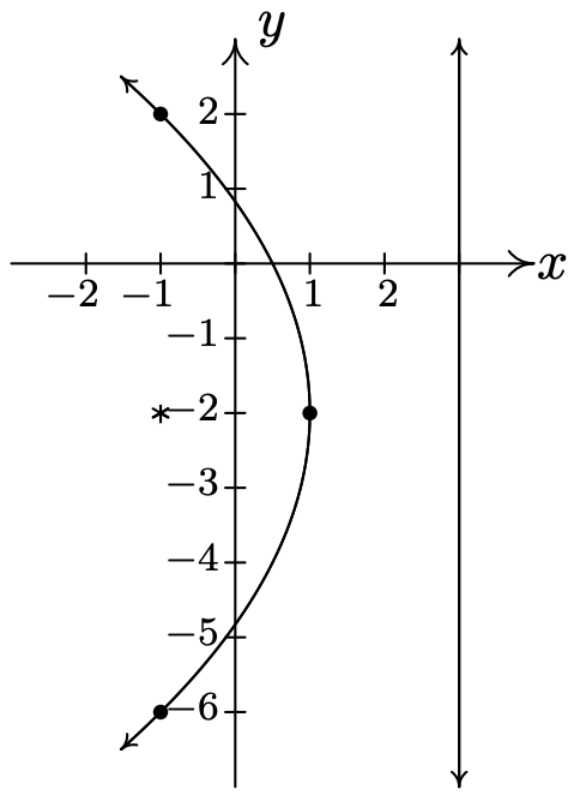
Solution

We need a perfect square (in this case, using y) on the left-hand side of the equation and factor out the coefficient of the non-squared variable (in this case, the x) on the other.

$$\begin{aligned} & y^2+4y+8x &=& 4 & \\ y^2+4y & &=& -8x+4 & \\ \Longrightarrow \quad & y^2+4y+4 &=& -8x+4+4 & \text{(complete the square)} \\ \Longrightarrow \quad & (y+2)^2 &=& -8x+8 & \text{(factor)} \\ \Longrightarrow \quad & (y+2)^2 &=& -8(x-1) & \end{aligned}$$

Now that the equation is in the form given in Theorem 8.3.2, we see that $x-h$ is $x-1$ so $h=1$, and $y-k$ is $y+2$ so $k=-2$. Hence, the vertex is $(1,-2)$. We also see that $4p=-8$ so that $p=-2$. Since $p<0$, the focus will be the left of the vertex and the parabola will open to the left. The distance from the vertex to the focus is $|p|=2$, which means the focus is 2 units to the left of 1, so if we start at $(1,-2)$ and move left 2 units, we arrive at the focus $(-1,-2)$. The directrix, then, is 2 units to the right of the vertex, so if we move right 2 units from $(1,-2)$, we'd be on the vertical line $x=3$. Since the focal

diameter is $|4p|$ is 8, the parabola is 8 units wide at the focus, so there are points 4 units above and below the focus on the parabola.



Subsection Footnotes

[1] We'll talk more about what "directed" means later.

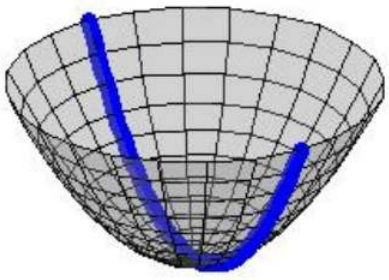
[2] That is, a parabola which opens either upwards or downwards.

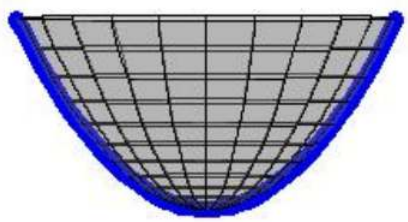
[3] Consider this an exercise to show what follows.

[4] Plural of "directrix."

Applications Involving Parabolas

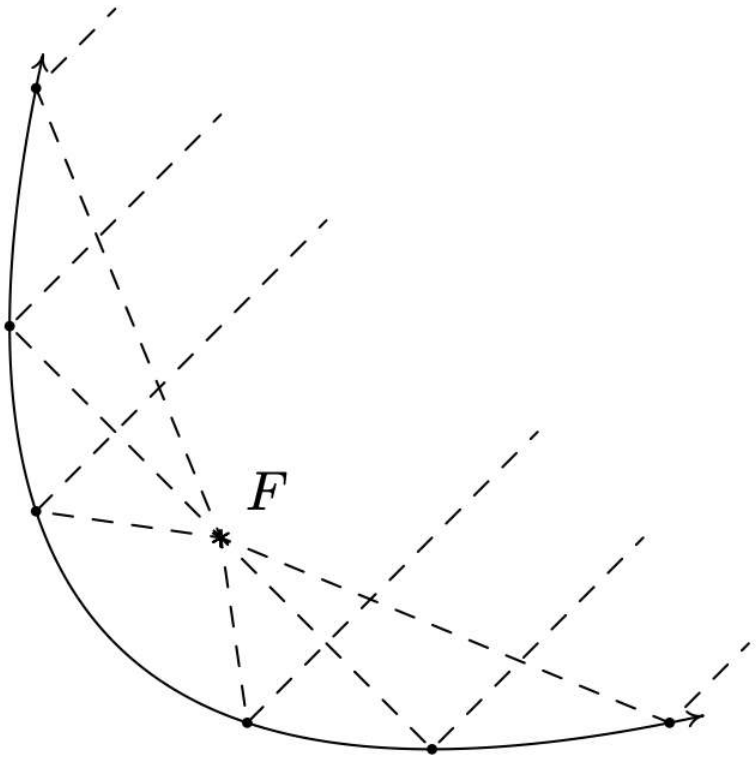
In studying quadratic functions, we have seen parabolas used to model physical phenomena such as the trajectories of projectiles. Other applications of the parabola concern its "reflective property" which necessitates knowing about the focus of a parabola. For example, many satellite dishes are formed in the shape of a **paraboloid of revolution** as depicted below.





Every cross section through the vertex of the paraboloid is a parabola with the same focus. To see why this is important, imagine the dashed lines below as electromagnetic waves heading towards a parabolic dish. It turns out that the waves reflect off the

parabola and concentrate at the focus which then becomes the optimal place for the receiver. If, on the other hand, we imagine the dashed lines as emanating from the focus, we see that the waves are reflected off the parabola in a coherent fashion as in the case in a flashlight. Here, the bulb is placed at the focus and the light rays are reflected off a parabolic mirror to give directional light.

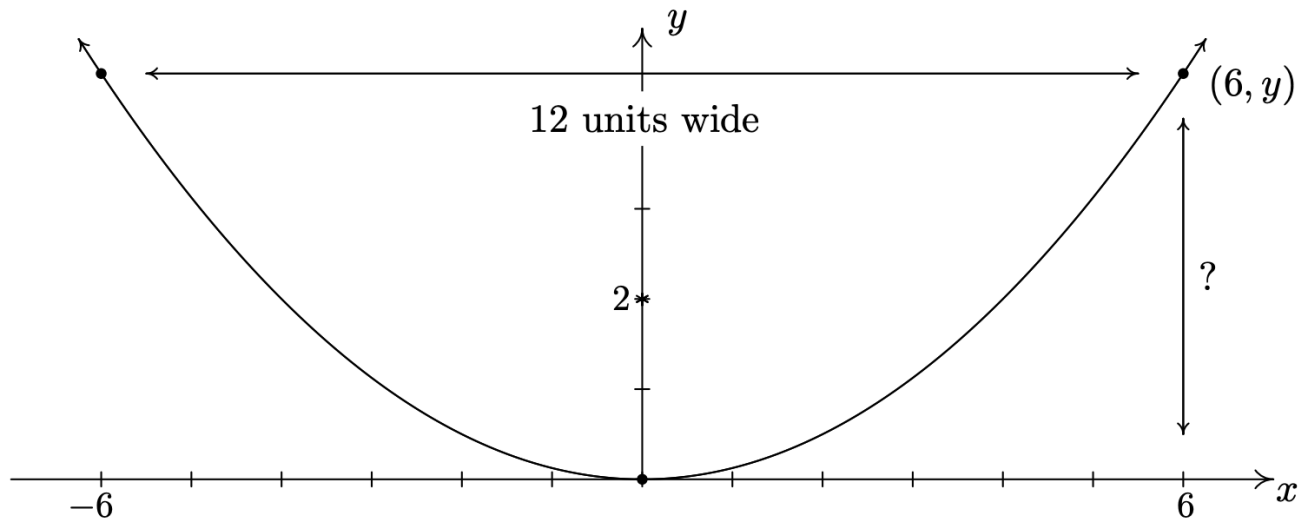


Example 8.3.5

A satellite dish is to be constructed in the shape of a paraboloid of revolution. If the receiver placed at the focus is located 2 ft above the vertex of the dish, and the dish is to be 12 feet wide, how deep will the dish be?

Solution

One way to approach this problem is to determine the equation of the parabola suggested to us by this data. For simplicity, we'll assume the vertex is $(0,0)$ and the parabola opens upwards. Our standard form for such a parabola is $x^2 = 4py$. Since the focus is 2 units above the vertex, we know $p = 2$, so we have $x^2 = 8y$. Visually,



Since the parabola is 12 feet wide, we know the edge is 6 feet from the vertex. To find the depth, we are looking for the y value when $x = 6$. Substituting $x = 6$ into the equation of the parabola yields $6^2 = 8y$ or $y = \frac{36}{8} = \frac{9}{2} = 4.5$. Hence, the dish will be 4.5 feet deep.

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8.3E: Exercises

In Exercises 1 - 8, sketch the graph of the given parabola. Find the vertex, focus and directrix. Include the endpoints of the latus rectum in your sketch.

1. $(x-3)^2=-16y$
2. $\left(x+\frac{7}{3}\right)^2=2\left(y+\frac{5}{2}\right)$
3. $(y-2)^2=-12(x+3)$
4. $(y+4)^2=4x$
5. $(x-1)^2=4(y+3)$
6. $(x+2)^2=-20(y-5)$
7. $(y-4)^2=18(x-2)$
8. $\left(y+\frac{3}{2}\right)^2=-7\left(x+\frac{9}{2}\right)$

In Exercises 9 - 14, put the equation into standard form and identify the vertex, focus and directrix.

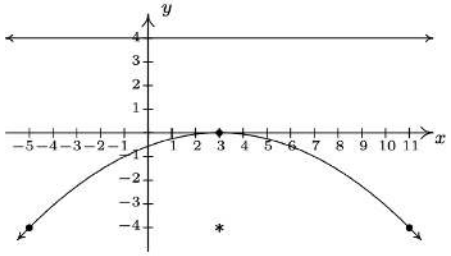
9. $y^2-10y-27x+133=0$
10. $25x^2+20x+5y-1=0$
11. $x^2+2x-8y+49=0$
12. $2y^2+4y+x-8=0$
13. $x^2-10x+12y+1=0$
14. $3y^2-27y+4x+\frac{211}{4}=0$

In Exercises 15 - 18, find an equation for the parabola which fits the given criteria.

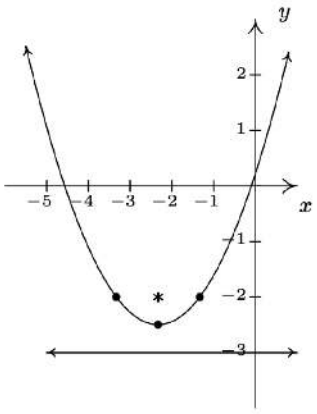
15. Vertex $(7,0)$, focus $(0,0)$
16. Focus $(10,1)$, directrix $x=5$
17. Vertex $(-8,-9)$; $(0,0)$ and $(-16,0)$ are points on the curve
18. The endpoints of latus rectum are $(-2,-7)$ and $(4,-7)$
19. The mirror in Carl's flashlight is a paraboloid of revolution. If the mirror is 5 centimeters in diameter and 2.5 centimeters deep, where should the light bulb be placed so it is at the focus of the mirror?
20. A parabolic Wi-Fi antenna is constructed by taking a flat sheet of metal and bending it into a parabolic shape.[5] If the cross section of the antenna is a parabola which is 45 centimeters wide and 25 centimeters deep, where should the receiver be placed to maximize reception?
21. [parabolaarch] A parabolic arch is constructed which is 6 feet wide at the base and 9 feet tall in the middle. Find the height of the arch exactly 1 foot in from the base of the arch.
22. A popular novelty item is the 'mirage bowl.' Follow this link to see another startling application of the reflective property of the parabola.
23. With the help of your classmates, research spinning liquid mirrors. To get you started, check out this website.

7.3.2. Answers

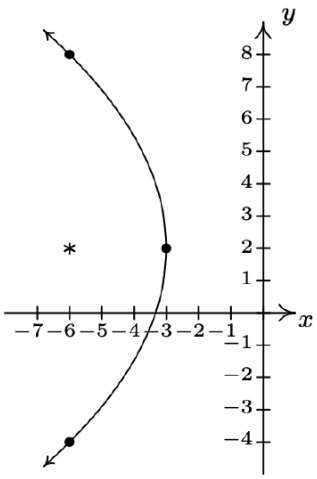
1. $(x-3)^2=-16y$
   Vertex $(3,0)$
   Focus $(3,-4)$
   Directrix $y=4$
   Endpoints of latus rectum $(-5,-4)$, $(11,-4)$



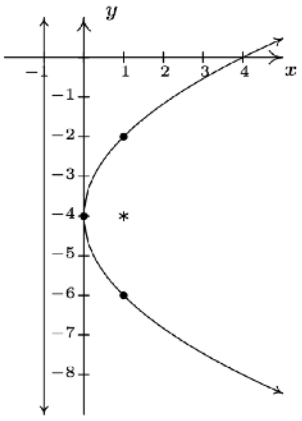
2. $\left(x+\frac{7}{3}\right)^2=2\left(y+\frac{5}{2}\right)$
   Vertex $\left(-\frac{7}{3},-\frac{5}{2}\right)$
   Focus $\left(-\frac{7}{3},-2\right)$
   Directrix $y=-3$
   Endpoints of latus rectum $\left(-\frac{10}{3},-2\right)$, $\left(-\frac{4}{3},-2\right)$



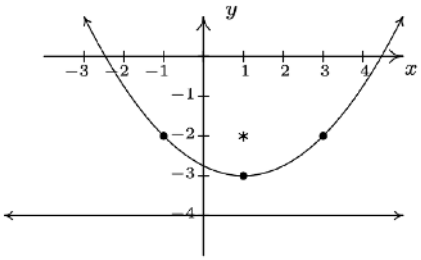
3. $(y-2)^2=-12(x+3)$
   Vertex $(-3,2)$
   Focus $(-6,2)$
   Directrix $x=0$
   Endpoints of latus rectum $(-6,8)$, $(-6,-4)$



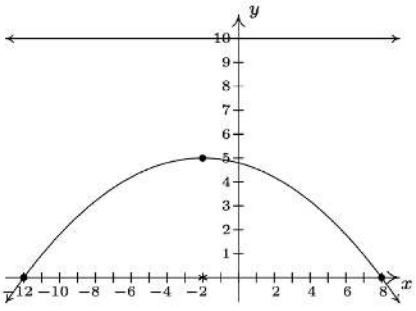
4. $(y+4)^2=4x$
   Vertex $(0,-4)$
   Focus $(1,-4)$
   Directrix $x=-1$
   Endpoints of latus rectum $(1,-2)$, $(1,-6)$



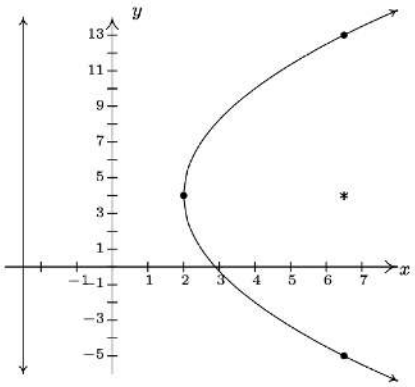
5. $(x-1)^2 = 4(y+3)$
   Vertex $(1, -3)$
   Focus $(1, -2)$
   Directrix $y = -4$
   Endpoints of latus rectum $(3, -2)$, $(-1, -2)$



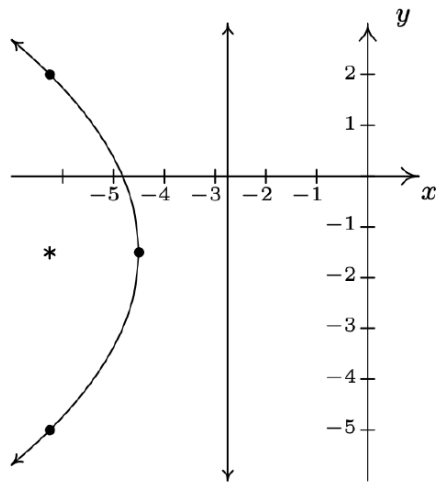
6. $(x+2)^2 = -20(y-5)$
   Vertex $(-2, 5)$
   Focus $(-2, 0)$
   Directrix $y = 10$
   Endpoints of latus rectum $(-12, 0)$, $(8, 0)$



7. $(y-4)^2 = 18(x-2)$
   Vertex $(2, 4)$
   Focus $\left(\frac{13}{2}, 4\right)$
   Directrix $x = -\frac{5}{2}$
   Endpoints of latus rectum $\left(\frac{13}{2}, -5\right)$, $\left(\frac{13}{2}, 13\right)$



8. $\left(y+\frac{3}{2}\right)^2=-7\left(x+\frac{9}{2}\right)$
   Vertex $\left(-\frac{9}{2},-\frac{3}{2}\right)$
   Focus $\left(-\frac{25}{4},-\frac{3}{2}\right)$
   Directrix $x=-\frac{11}{4}$
   Endpoints of latus rectum $\left(-\frac{25}{4},2\right),\left(-\frac{25}{4},-5\right)$



9. $(y-5)^2=27(x-4)$
   Vertex $(4,5)$
   Focus $\left(\frac{43}{4},5\right)$
   Directrix $x=-\frac{11}{4}$
10. $\left(x+\frac{2}{5}\right)^2=-\frac{1}{5}(y-1)$
    Vertex $\left(-\frac{2}{5},1\right)$
    Focus $\left(-\frac{2}{5},\frac{19}{20}\right)$
    Directrix $y=\frac{21}{20}$
11. $(x+1)^2=8(y-6)$
    Vertex $(-1,6)$
    Focus $(-1,8)$
    Directrix $y=4$
12. $(y+1)^2=-\frac{1}{2}(x-10)$
    Vertex $(10,-1)$
    Focus $\left(\frac{79}{8},-1\right)$
    Directrix $x=\frac{81}{8}$

13. $(x-5)^2=-12(y-2)$
    Vertex $(5,2)$
    Focus $(5,-1)$
    Directrix $y=5$
14. $\left(y-\frac{9}{2}\right)^2=-\frac{4}{3}(x-2)$
    Vertex $\left(2,\frac{9}{2}\right)$
    Focus $\left(\frac{5}{3},\frac{9}{2}\right)$
    Directrix $x=\frac{7}{3}$
15. $y^2=-28(x-7)$
16. $(y-1)^2=10\left(x-\frac{15}{2}\right)$
17. $(x+8)^2=\frac{64}{9}(y+9)$
18. $(x-1)^2=6\left(y+\frac{17}{2}\right)$ or
    $(x-1)^2=-6\left(y+\frac{11}{2}\right)$
19. The bulb should be placed 0.625 centimeters above the vertex of the mirror. (As verified by Carl himself!)
20. The receiver should be placed 5.0625 centimeters from the vertex of the cross section of the antenna.
21. The arch can be modeled by $x^2=-(y-9)$ or $y=9-x^2$. One foot in from the base of the arch corresponds to either $x=\pm 2$, so the height is $y=9-(\pm 2)^2=5$ feet.

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8.4: Ellipses

Math 370 Learning Objectives

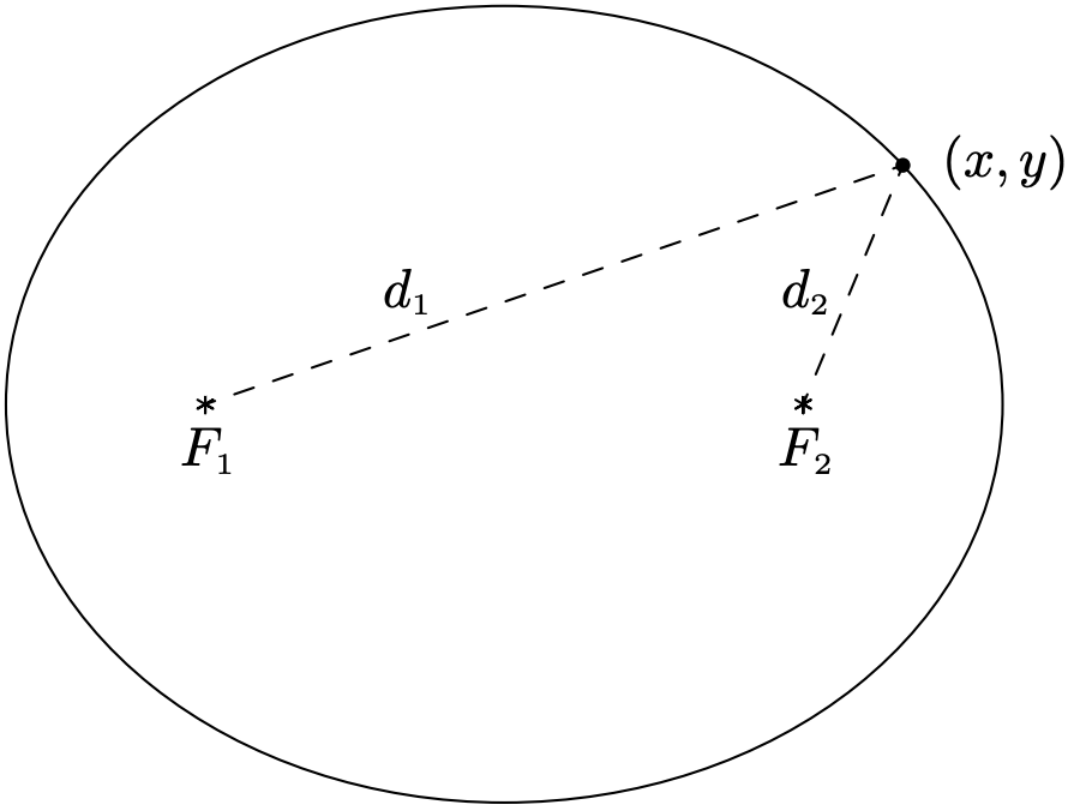
- Graph a shifted ellipse given its equation.
- Identify the equation of an ellipse given its graph.
- Use and/or identify the eccentricity of an ellipse.

The Definition of an Ellipse

In the definition of a circle, we fixed a point called the **center** and considered all of the points which were a fixed distance r from that one point. For our next conic section, the ellipse, we fix two distinct points and a distance d to use in our definition.

Definition: Ellipse

Given two distinct points F_1 and F_2 in the plane and a fixed distance d, an **ellipse** is the set of all points (x, y) in the plane such that the sum of each of the distances from F_1 and F_2 to (x, y) is d. The points F_1 and F_2 are called the **foci**[1] of the ellipse.

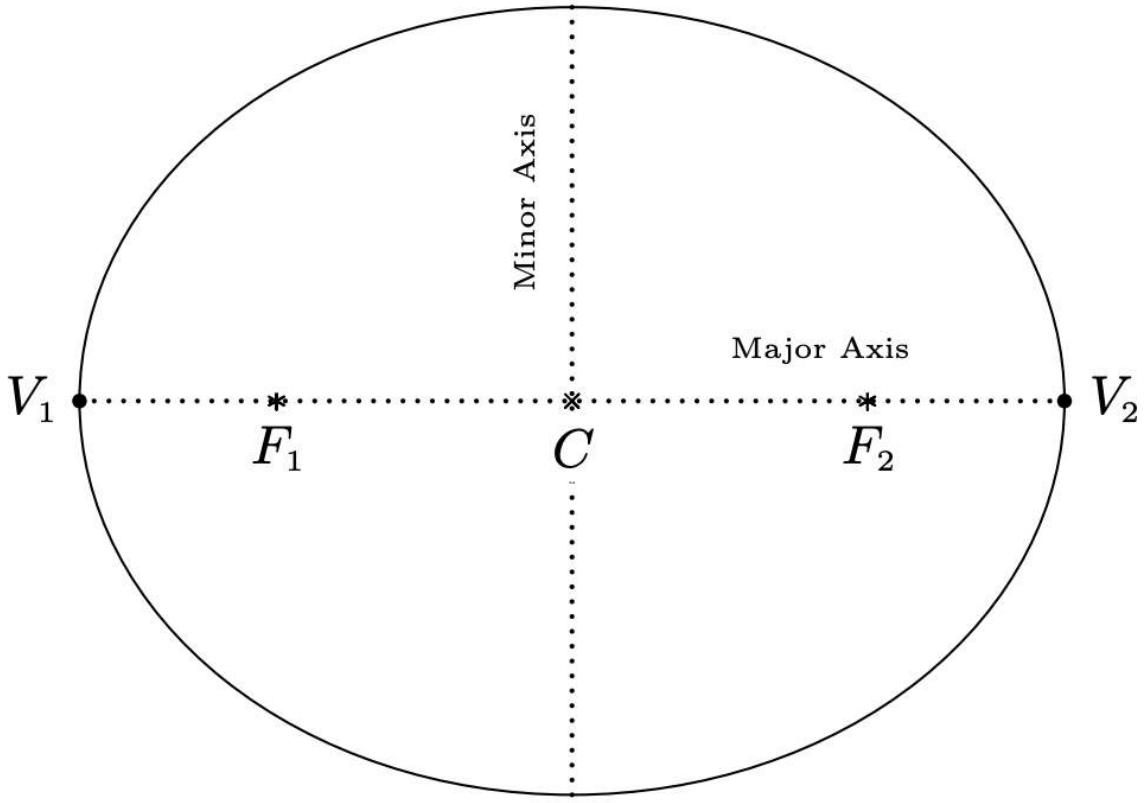


$$d_1 + d_2 = d \text{ for all } (x, y) \text{ on the ellipse}$$

We may imagine taking a length of string and anchoring it to two points on a piece of paper. The curve traced out by taking a pencil and moving it so the string is always taut is an ellipse.

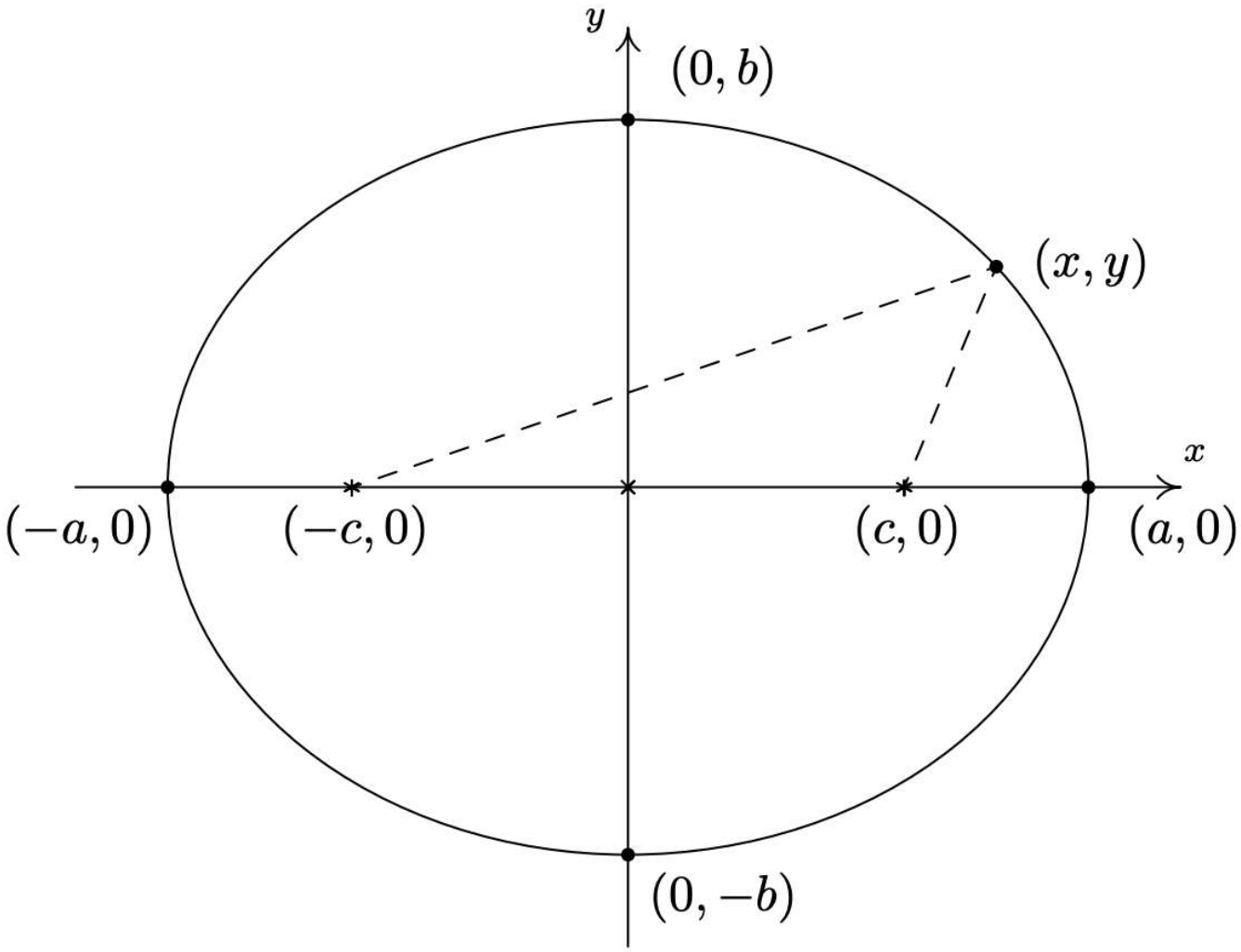
The **center** of the ellipse is the midpoint of the line segment connecting the two foci. The **major axis** of the ellipse is the line segment connecting two opposite ends of the ellipse which also contains the center and foci. The **minor axis** of the ellipse is the line segment connecting two opposite ends of the ellipse which contains the center but is perpendicular to the major axis. The

vertices of an ellipse are the points of the ellipse which lie on the major axis. Notice that the center is also the midpoint of the major axis, hence it is the midpoint of the vertices. In pictures we have,



An ellipse with center C; foci F_1, F_2; and vertices V_1, V_2

Note that the major axis is the longer of the two axes through the center, and likewise, the minor axis is the shorter of the two. In order to derive the standard equation of an ellipse, we assume that the ellipse has its center at $(0,0)$, its major axis along the x-axis, and has foci $(c,0)$ and $(-c,0)$ and vertices $(-a,0)$ and $(a,0)$. We will label the y-intercepts of the ellipse as $(0,b)$ and $(0,-b)$ (We assume a, b, and c are all positive numbers.) Schematically,



Note that since $(a,0)$ is on the ellipse, it must satisfy the conditions of the definition of an ellipse. That is, the distance from $(-c,0)$ to $(a,0)$ plus the distance from $(c,0)$ to $(a,0)$ must equal the fixed distance d. Since all of these points lie on the x-axis, we get

$$\begin{aligned} & \text{distance from } (-c,0) \text{ to } (a,0) + \text{distance from } (c,0) \text{ to } (a,0) &= d \\ \Longrightarrow \quad & (a+c)+(a-c) &= d \\ \Longrightarrow \quad & 2a &= d \end{aligned}$$

In other words, the fixed distance d mentioned in the definition of the ellipse is none other than the length of the major axis. We now use that fact $(0,b)$ is on the ellipse, along with the fact that $d = 2a$ to get

$$\begin{aligned} & \text{distance from } (-c,0) \text{ to } (0,b) + \text{distance from } (c,0) \text{ to } (0,b) &= 2a \\ \Longrightarrow \quad & \sqrt{(0-(-c))^2+(b-0)^2} + \sqrt{(0-c)^2+(b-0)^2} &= 2a \\ \Longrightarrow \quad & \sqrt{b^2+c^2} + \sqrt{b^2+c^2} &= 2a \\ \Longrightarrow \quad & 2\sqrt{b^2+c^2} &= 2a \\ \Longrightarrow \quad & \sqrt{b^2+c^2} &= a \end{aligned}$$

From this, we get $a^2 = b^2 + c^2$, or $b^2 = a^2 - c^2$, which will prove useful later. Now consider a point (x,y) on the ellipse. Applying the definition of an ellipse, we get

$$\begin{aligned} & \text{distance from } (-c,0) \text{ to } (x,y) + \text{distance from } (c,0) \text{ to } (x,y) &=& \ 2a \\ \Longrightarrow \quad & \sqrt{(x-(-c))^2+(y-0)^2} + \sqrt{(x-c)^2+(y-0)^2} &=& \ 2a \\ \Longrightarrow \quad & \sqrt{(x+c)^2+y^2} + \sqrt{(x-c)^2+y^2} &=& \ 2a \end{aligned}$$

In order to make sense of this situation, we need to make good use of Intermediate Algebra.

$$\begin{aligned} & \sqrt{(x+c)^2+y^2} + \sqrt{(x-c)^2+y^2} &=& \ 2a \\ \Longrightarrow \quad & \sqrt{(x+c)^2+y^2} &=& \ 2a - \sqrt{(x-c)^2+y^2} \\ \Longrightarrow \quad & \left(\sqrt{(x+c)^2+y^2}\right)^2 &=& \ \left(2a - \sqrt{(x-c)^2+y^2}\right)^2 \\ \Longrightarrow \quad & (x+c)^2+y^2 &=& \ 4a^2 - 4a\sqrt{(x-c)^2+y^2} + (x-c)^2+y^2 \\ \Longrightarrow \quad & 4a\sqrt{(x-c)^2+y^2} &=& \ 4a^2 + (x-c)^2 - (x+c)^2 \\ \Longrightarrow \quad & 4a\sqrt{(x-c)^2+y^2} &=& \ 4a^2 - 4cx \\ \Longrightarrow \quad & a\sqrt{(x-c)^2+y^2} &=& \ a^2 - cx \\ \Longrightarrow \quad & \left(a\sqrt{(x-c)^2+y^2}\right)^2 &=& \ \left(a^2 - cx\right)^2 \\ \Longrightarrow \quad & a^2\left((x-c)^2+y^2\right) &=& \ a^4 - 2a^2cx + c^2x^2 \\ \Longrightarrow \quad & a^2x^2 - 2a^2cx + a^2c^2 + a^2y^2 &=& \ a^4 - 2a^2cx + c^2x^2 \\ \Longrightarrow \quad & a^2x^2 - c^2x^2 + a^2y^2 &=& \ a^4 - a^2c^2 \\ \Longrightarrow \quad & \left(a^2-c^2\right)x^2 + a^2y^2 &=& \ a^2\left(a^2-c^2\right) \end{aligned}$$

We are nearly finished. Recall that $b^2 = a^2 - c^2$ so that

$$\begin{aligned} & \left(a^2-c^2\right)x^2 + a^2y^2 &=& \ a^2\left(a^2-c^2\right) \\ \Longrightarrow \quad & b^2x^2 + a^2y^2 &=& \ a^2b^2 \\ \Longrightarrow \quad & \frac{x^2}{a^2} + \frac{y^2}{b^2} &=& \ 1 \end{aligned}$$

This equation is for an ellipse centered at the origin. To get the formula for the ellipse centered at (h,k), we could use the transformations from Section 1.7 or re-derive the equation using the definition of an ellipse and the Distance Formula to obtain the formula below.

Theorem 8.4.1: Standard Equation of an Ellipse

For positive unequal numbers a and b, the equation of an ellipse with center (h,k) is

$$\frac{(x-h)^2}{a^2} + \frac{(y-k)^2}{b^2} = 1.$$

Some remarks about Theorem 8.4.1 are in order. First note that the values a and b determine how far in the x and y directions, respectively, one counts from the center to arrive at points on the ellipse. Also take note that if $a > b$, then we have an ellipse whose major axis is horizontal, and hence, the foci lie to the left and right of the center. In this case, as we've seen in the derivation, the distance from the center to the focus, c, can be found by $c = \sqrt{a^2 - b^2}$. If $b > a$, the roles of the major and minor axes are reversed, and the foci lie above and below the center. In this case, $c = \sqrt{b^2 - a^2}$. In either case, c is the distance from the center to each focus, and $c = \sqrt{\text{bigger denominator} - \text{smaller denominator}}$. Finally, it is worth mentioning that if we take the standard equation of a circle and divide both sides by r^2, we get

Theorem 8.4.2: Alternate Standard Equation of a Circle

The equation of a circle with center (h,k) and radius $r > 0$ is

$$\frac{(x-h)^2}{r^2} + \frac{(y-k)^2}{r^2} = 1.$$

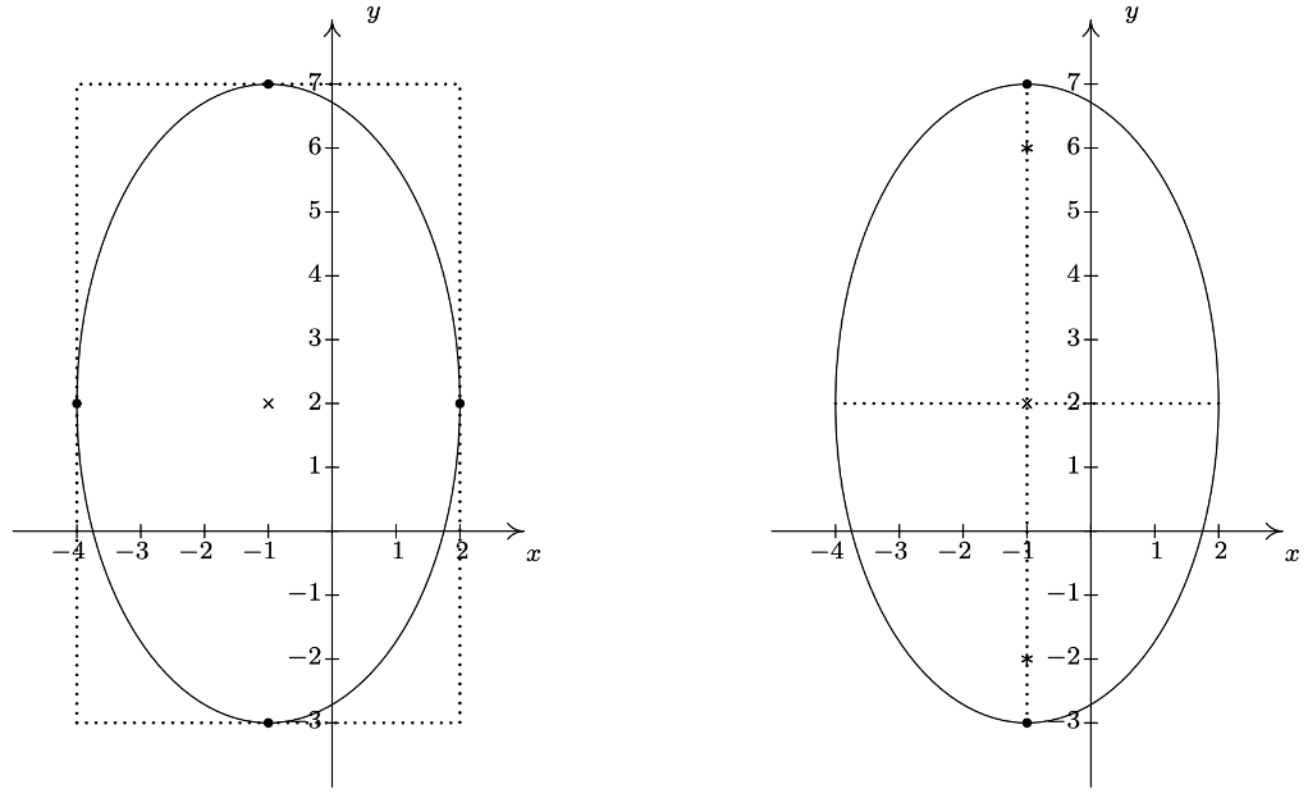
Notice the similarity between Theorem 8.4.1 and Theorem 8.4.2. Both equations involve a sum of squares equal to 1; the difference is that with a circle, the denominators are the same, and with an ellipse, they are different. If we take a transformational approach, we can consider both Theorems 8.4.1 and 8.4.2 as shifts and stretches of the Unit Circle $x^2+y^2=1$ in the definition of the unit circle. Replacing x with $(x-h)$ and y with $(y-k)$ causes the usual horizontal and vertical shifts. Replacing x with $\frac{x}{a}$ and y with $\frac{y}{b}$ causes the usual vertical and horizontal stretches. In other words, it is perfectly fine to think of an ellipse as the deformation of a circle in which the circle is stretched farther in one direction than the other.

Example 8.4.1

Graph $\frac{(x+1)^2}{9}+\frac{(y-2)^2}{25}=1$. Find the center, the lines which contain the major and minor axes, the vertices, the endpoints of the minor axis, and the foci.

Solution

We see that this equation is in the standard form of Theorem 8.4.1. Here $x-h$ is $x+1$ so $h=-1$, and $y-k$ is $y-2$ so $k=2$. Hence, our ellipse is centered at $(-1,2)$. We see that $a^2=9$ so $a=3$, and $b^2=25$ so $b=5$. This means that we move 3 units left and right from the center and 5 units up and down from the center to arrive at points on the ellipse. As an aid to sketching, we draw a rectangle matching this description, called a **guide rectangle**, and sketch the ellipse inside this rectangle as seen below on the left.



Since we moved farther in the y direction than in the x direction, the major axis will lie along the vertical line $x=-1$, which means the minor axis lies along the horizontal line, $y=2$. The vertices are the points on the ellipse which lie along the major axis so in this case, they are the points $(-1,7)$ and $(-1,-3)$, and the endpoints of the minor axis are $(-4,2)$ and $(2,2)$. (Notice these points are the four points we used to draw the guide rectangle.) To find the foci, we find $c=\sqrt{25-9}=\sqrt{16}=4$, which means the foci lie 4 units from the center. Since the major axis is vertical, the foci lie 4 units above and below the center, at $(-1,-2)$ and $(-1,6)$. Plotting all this information gives the graph seen above on the right.

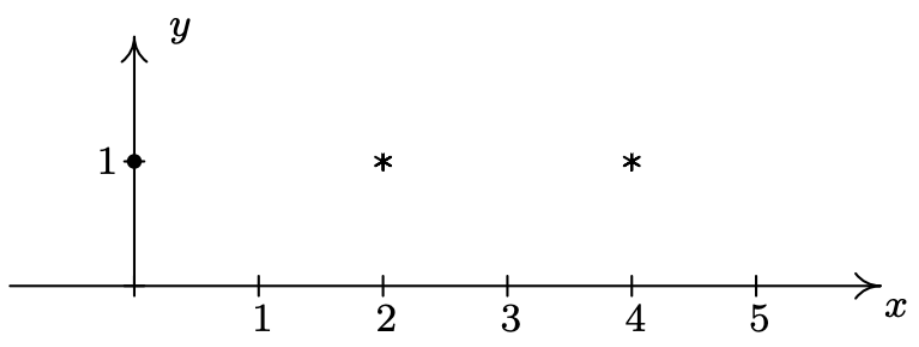
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Example 8.4.2

Find the equation of the ellipse with foci $(2,1)$ and $(4,1)$ and vertex $(0,1)$.

Solution

Plotting the data given to us, we have



From this sketch, we know that the major axis is horizontal, meaning $a > b$. Since the center is the midpoint of the foci, we know it is $(3,1)$. Since one vertex is $(0,1)$ we have that $a = 3$, so $a^2 = 9$. All that remains is to find b^2. Since the foci are 1 unit away from the center, we know $c = 1$. Since $a > b$, we have $c = \sqrt{a^2 - b^2}$, or $1 = \sqrt{9 - b^2}$, so $b^2 = 8$. Substituting all of our findings into the equation $\frac{(x-h)^2}{a^2} + \frac{(y-k)^2}{b^2} = 1$, we get our final answer to be $\frac{(x-3)^2}{9} + \frac{(y-1)^2}{8} = 1$.

As with circles and parabolas, an equation may be given which is an ellipse, but isn't in the standard form of Theorem 8.4.1. In those cases, as with circles and parabolas before, we will need to massage the given equation into the standard form.

Example 8.4.3

Graph $x^2 + 4y^2 - 2x + 24y + 33 = 0$. Find the center, the lines which contain the major and minor axes, the vertices, the endpoints of the minor axis, and the foci.

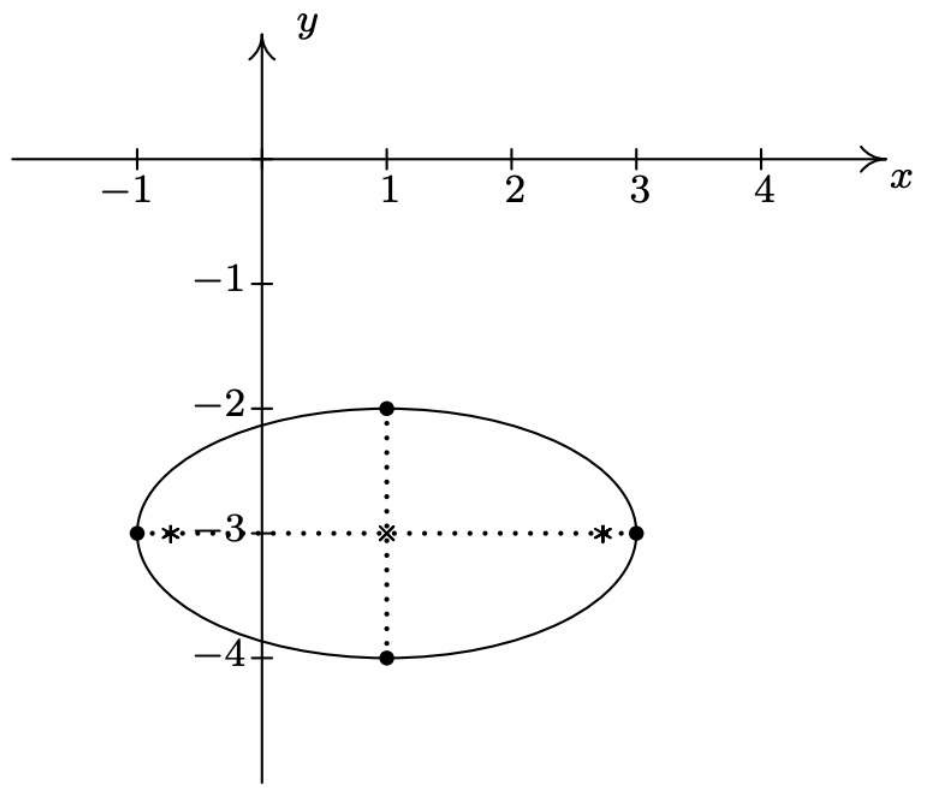
Solution

Since we have a sum of squares and the squared terms have unequal coefficients, it's a good bet we have an ellipse on our hands.[2] We need to complete both squares, and then divide, if necessary, to get the right-hand side equal to 1.

$$\begin{aligned}
& x^2 + 4y^2 - 2x + 24y + 33 = 0 \\
\Longrightarrow \quad & x^2 - 2x + 4y^2 + 24y = -33 \\
\Longrightarrow \quad & x^2 - 2x + 4\left(y^2 + 6y\right) = -33 \\
\Longrightarrow \quad & \left(x^2 - 2x + 1\right) + 4\left(y^2 + 6y + 9\right) = -33 + 1 + 4(9) \\
\Longrightarrow \quad & (x-1)^2 + 4(y+3)^2 = 4 \\
\Longrightarrow \quad & \frac{(x-1)^2 + 4(y+3)^2}{4} = \frac{4}{4} \\
\Longrightarrow \quad & \frac{(x-1)^2}{4} + (y+3)^2 = 1 \\
\Longrightarrow \quad & \frac{(x-1)^2}{4} + \frac{(y+3)^2}{1} = 1
\end{aligned}$$

Now that this equation is in the standard form of Theorem 8.4.1, we see that $x - h$ is $x - 1$ so $h = 1$, and $y - k$ is $y + 3$ so $k = -3$. Hence, our ellipse is centered at $(1,-3)$. We see that $a^2 = 4$ so $a = 2$, and $b^2 = 1$ so $b = 1$. This means we move 2 units left and right from the center and 1 unit up and down from the center to arrive at points on the ellipse. Since we moved farther in the x direction than in the y direction, the major axis will lie along the horizontal line $y = -3$, which means the minor axis lies along the vertical line $x = 1$. The vertices are the points on the ellipse which lie along the major axis so in this case, they are the points $(-1,-3)$ and $(3,-3)$, and the endpoints of the minor axis are $(1,-2)$ and $(1,-4)$. To find the foci,

we find $c = \sqrt{4-1} = \sqrt{3}$, which means the foci lie $\sqrt{3}$ units from the center. Since the major axis is horizontal, the foci lie $\sqrt{3}$ units to the left and right of the center, at $(1-\sqrt{3}, -3)$ and $(1+\sqrt{3}, -3)$. Plotting all of this information gives



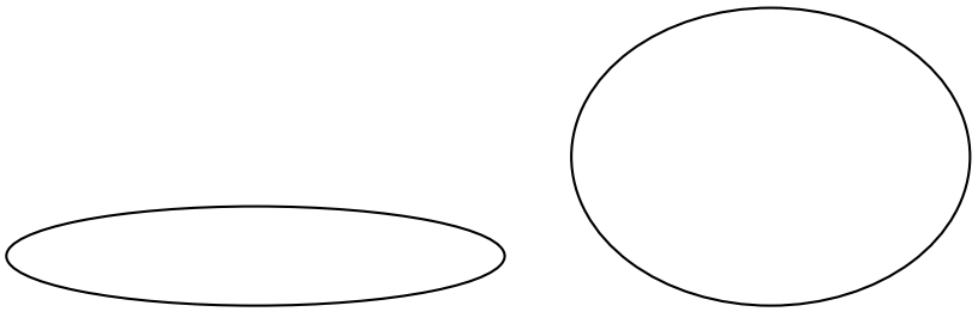
Subsection Footnotes

[1] Foci is the plural of "focus."

[2] The equation of a parabola has only one squared variable and the equation of a circle has two squared variables with identical coefficients.

Eccentricity

As you come across ellipses in the homework exercises and in the wild, you'll notice they come in all shapes in sizes. Compare the two ellipses below.



Certainly, one ellipse is more round than the other. This notion of "roundness" is quantified below.

Definition: Eccentricity

The **eccentricity** of an ellipse, denoted e, is the following ratio:

$$e = \frac{\text{distance from the center to a focus}}{\text{distance from the center to a vertex}}$$

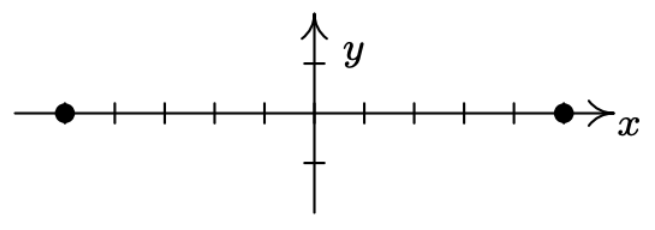
In an ellipse, the foci are closer to the center than the vertices, so $0 < e < 1$. The ellipse above on the left has eccentricity $e \approx 0.98$; for the ellipse above on the right, $e \approx 0.66$. In general, the closer the eccentricity is to 0, the more "circular" the ellipse; the closer the eccentricity is to 1, the more "eccentric" the ellipse.

Example 8.4.4

Find the equation of the ellipse whose vertices are $(\pm 5, 0)$ with eccentricity $e = \frac{1}{4}$.

Solution

As before, we plot the data given to us



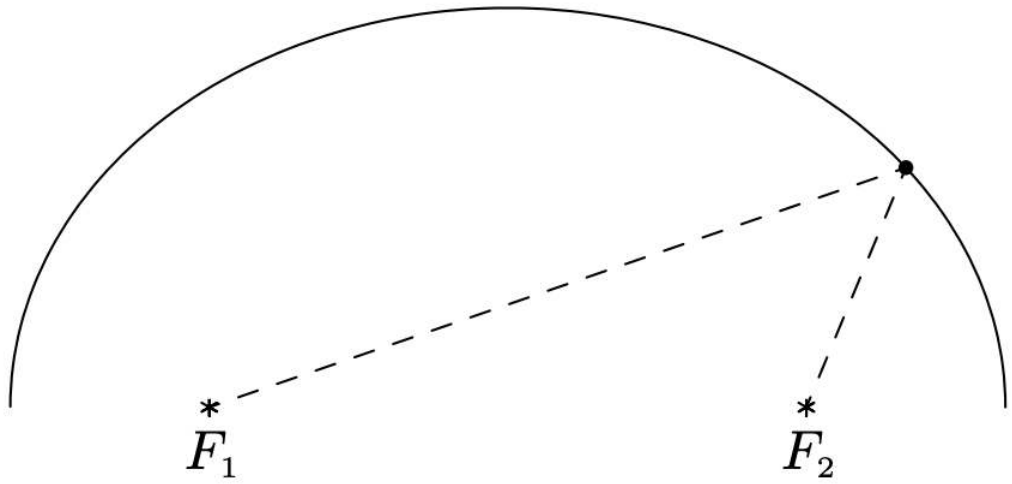
From this sketch, we know that the major axis is horizontal, meaning $a > b$. With the vertices located at $(\pm 5, 0)$, we get $a = 5$ so $a^2 = 25$. We also know that the center is $(0, 0)$ because the center is the midpoint of the vertices. All that remains is to find b^2. To that end, we use the fact that the eccentricity $e = \frac{1}{4}$ which means

$$e = \frac{\text{distance from the center to a focus}}{\text{distance from the center to a vertex}} = \frac{c}{a} = \frac{c}{5} = \frac{1}{4}$$

from which we get $c = \frac{5}{4}$. To get b^2, we use the fact that $c = \sqrt{a^2 - b^2}$, so $\frac{5}{4} = \sqrt{25 - b^2}$ from which we get $b^2 = \frac{375}{16}$. Substituting all of our findings into the equation $\frac{(x-h)^2}{a^2} + \frac{(y-k)^2}{b^2} = 1$, yields our final answer $\frac{x^2}{25} + \frac{16y^2}{375} = 1$.

Applications Involving Ellipses

As with parabolas, ellipses have a reflective property. If we imagine the dashed lines below representing sound waves, then the waves emanating from one focus reflect off the top of the ellipse and head towards the other focus.



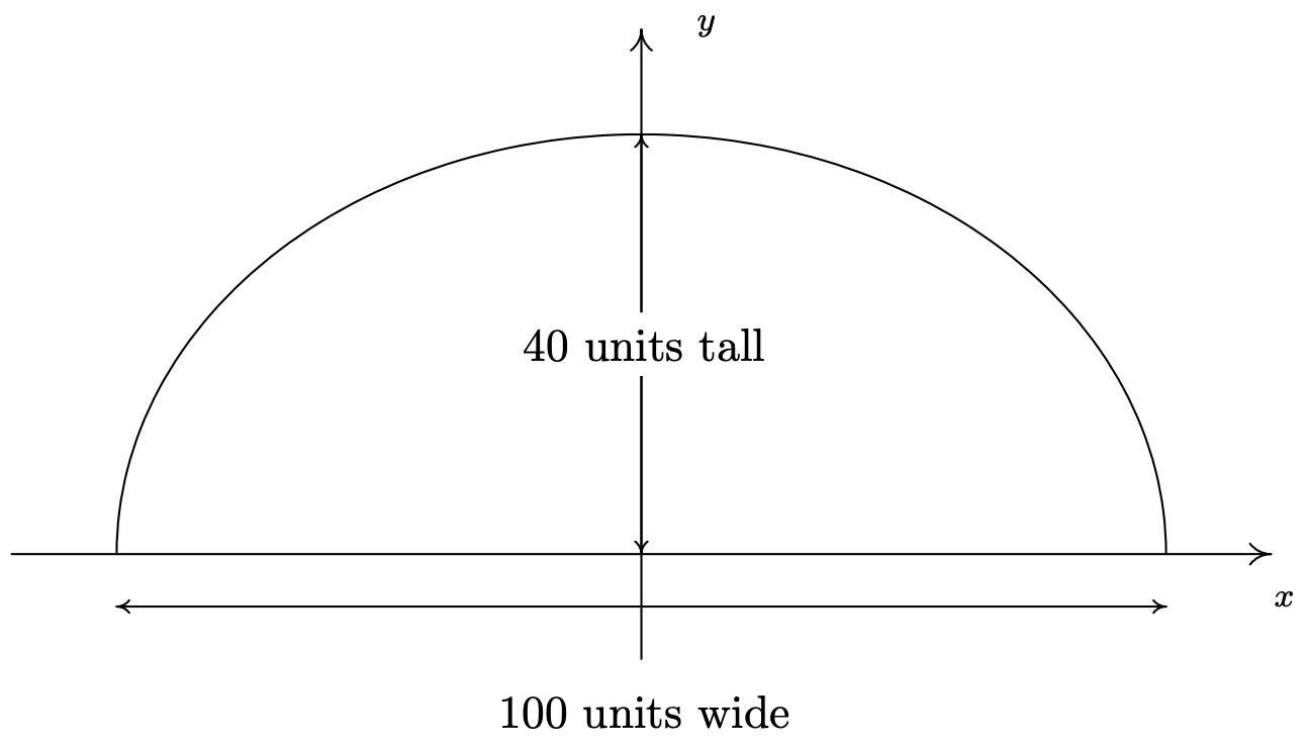
Such geometry is exploited in the construction of so-called "Whispering Galleries." If a person whispers at one focus, a person standing at the other focus will hear the first person as if they were standing right next to them. We explore the Whispering Galleries in our last example.

Example 8.4.5

Jamie and Jason want to exchange secrets (terrible secrets) from across a crowded whispering gallery. Recall that a whispering gallery is a room which, in cross section, is half of an ellipse. If the room is 40 feet high at the center and 100 feet wide at the floor, how far from the outer wall should each of them stand so that they will be positioned at the foci of the ellipse?

Solution

Graphing the data yields



It's most convenient to imagine this ellipse centered at $(0,0)$. Since the ellipse is 100 units wide and 40 units tall, we get $a=50$ and $b=40$. Hence, our ellipse has the equation $\frac{x^2}{50^2}+\frac{y^2}{40^2}=1$. We're looking for the foci, and we get $c=\sqrt{50^2-40^2}=\sqrt{900}=30$, so that the foci are 30 units from the center. That means they are $50-30=20$ units from the vertices. Hence, Jason and Jamie should stand 20 feet from opposite ends of the gallery.

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8.4E: Exercises

Exercises

In Exercises 1 - 8, graph the ellipse. Find the center, the lines which contain the major and minor axes, the vertices, the endpoints of the minor axis, the foci and the eccentricity.

1. $\frac{x^2}{169}+\frac{y^2}{25}=1$
2. $\frac{x^2}{9}+\frac{y^2}{25}=1$
3. $\frac{(x-2)^2}{4}+\frac{(y+3)^2}{9}=1$
4. $\frac{(x+5)^2}{16}+\frac{(y-4)^2}{1}=1$
5. $\frac{(x-1)^2}{10}+\frac{(y-3)^2}{11}=1$
6. $\frac{(x-1)^2}{9}+\frac{(y+3)^2}{4}=1$
7. $\frac{(x+2)^2}{16}+\frac{(y-5)^2}{20}=1$
8. $\frac{(x-4)^2}{8}+\frac{(y-2)^2}{18}=1$

In Exercises 9 - 14, put the equation in standard form. Find the center, the lines which contain the major and minor axes, the vertices, the endpoints of the minor axis, the foci and the eccentricity.

9. $9x^2+25y^2-54x-50y-119=0$
10. $12x^2+3y^2-30y+39=0$
11. $5x^2+18y^2-30x+72y+27=0$
12. $x^2-2x+2y^2-12y+3=0$
13. $9x^2+4y^2-4y-8=0$
14. $6x^2+5y^2-24x+20y+14=0$

In Exercises 15 - 20, find the standard form of the equation of the ellipse which has the given properties.

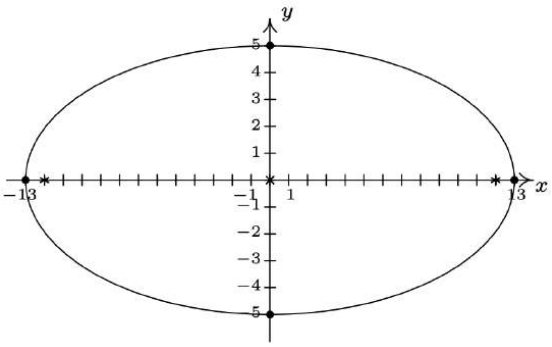
15. Center $(3,7)$, Vertex $(3,2)$, Focus $(3,3)$
16. Foci $(0,\pm5)$, Vertices $(0,\pm8)$.
17. Foci $(\pm3,0)$, length of the Minor Axis 10
18. Vertices $(3,2)$, $(13,2)$; Endpoints of the Minor Axis $(8,4)$, $(8,0)$
19. Center $(5,2)$, Vertex $(0,2)$, eccentricity $\frac{1}{2}$
20. All points on the ellipse are in Quadrant IV except $(0,-9)$ and $(8,0)$. (One might also say that the ellipse is “tangent to the axes” at those two points.)
21. Repeat Example 8.4.5 for a whispering gallery 200 feet wide and 75 feet tall.
22. An elliptical arch is constructed which is 6 feet wide at the base and 9 feet tall in the middle. Find the height of the arch exactly 1 foot in from the base of the arch.
23. The Earth’s orbit around the sun is an ellipse with the sun at one focus and eccentricity $e\approx0.0167$. The length of the semimajor axis (that is, half of the major axis) is defined to be 1 astronomical unit (AU). The vertices of the elliptical orbit are given special names: ‘aphelion’ is the vertex farthest from the sun, and ‘perihelion’ is the vertex closest to the sun. Find the distance in AU between the sun and aphelion and the distance in AU between the sun and perihelion.
24. The graph of an ellipse clearly fails the Vertical Line Test so the equation of an ellipse does not define y as a function of x. However, much like with circles and horizontal parabolas, we can split an ellipse into a top half and a bottom half, each of which would indeed represent y as a function of x. With the help of your classmates, use your calculator to graph the ellipses given in Exercises 1 - 8 above. What difficulties arise when you plot them on the calculator?
25. Some famous examples of whispering galleries include St. Paul’s Cathedral in London, England, National Statuary Hall in Washington, D.C., and The Cincinnati Museum Center. With the help of your classmates, research these whispering galleries. How does the whispering effect compare and contrast with the scenario in Example 8.4.5?

26. With the help of your classmates, research “extracorporeal shock-wave lithotripsy”. It uses the reflective property of the ellipsoid to dissolve kidney stones.

Answers

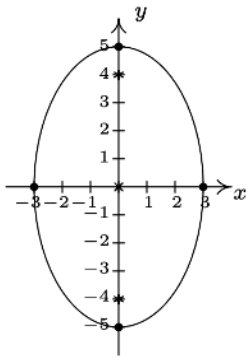
1. $\frac{x^2}{169}+\frac{y^2}{25}=1$

   Center $(0,0)$
   Major axis along $y=0$
   Minor axis along $x=0$
   Vertices $(13,0),\ (-13,0)$
   Endpoints of Minor Axis $(0,-5),\ (0,5)$
   Foci $(12,0),\ (-12,0)$
   $e=\frac{12}{13}$



2. $\frac{x^2}{9}+\frac{y^2}{25}=1$

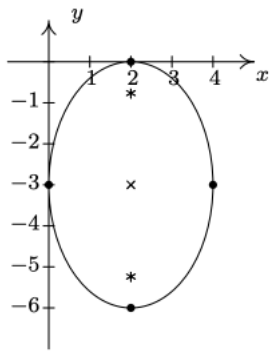
   Center $(0,0)$
   Major axis along $x=0$
   Minor axis along $y=0$
   Vertices $(0,5),\ (0,-5)$
   Endpoints of Minor Axis $(-3,0),\ (3,0)$
   Foci $(0,-4),\ (0,4)$
   $e=\frac{4}{5}$



3. $\frac{(x-2)^2}{4}+\frac{(y+3)^2}{9}=1$

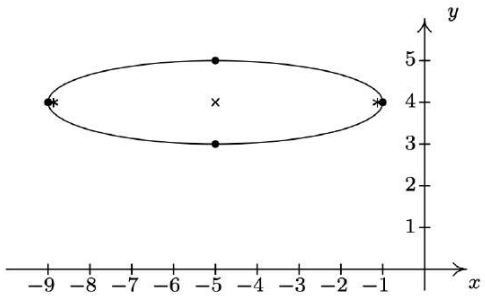
   Center $(2,-3)$
   Major axis along $x=2$
   Minor axis along $y=-3$
   Vertices $(2,0),\ (2,-6)$

Endpoints of Minor Axis $(0,-3),\ (4,-3)$
Foci $(2,-3+\sqrt{5}),\ (2,-3-\sqrt{5})$
$e=\frac{\sqrt{5}}{3}$



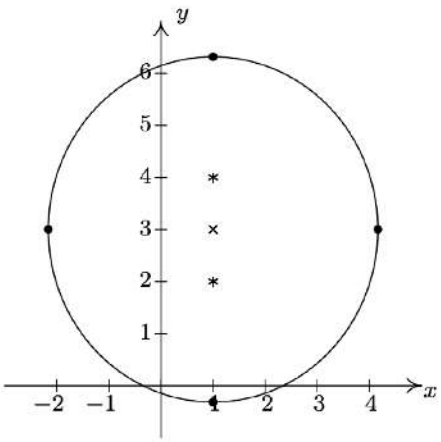
4. $\frac{(x+5)^2}{16}+\frac{(y-4)^2}{1}=1$

Center $(-5,4)$
Major axis along $y=4$
Minor axis along $x=-5$
Vertices $(-9,4),\ (-1,4)$
Endpoints of Minor Axis $(-5,3),\ (-5,5)$
Foci $(-5+\sqrt{15},4),\ (-5-\sqrt{15},4)$
$e=\frac{\sqrt{15}}{4}$



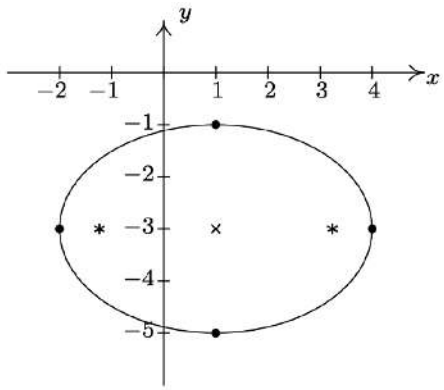
5. $\frac{(x-1)^2}{10}+\frac{(y-3)^2}{11}=1$

Center $(1,3)$
Major axis along $x=1$
Minor axis along $y=3$
Vertices $(1,3+\sqrt{11}),\ (1,3-\sqrt{11})$
Endpoints of the Minor Axis
$(1-\sqrt{10},3),\ (1+\sqrt{10},3)$
Foci $(1,2),\ (1,4)$
$e=\frac{\sqrt{11}}{11}$



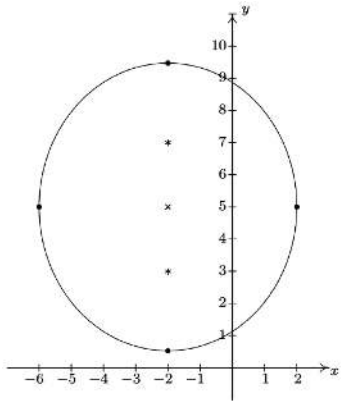
6. $\frac{(x-1)^2}{9}+\frac{(y+3)^2}{4}=1$

Center $(1,-3)$
Major axis along $y=-3$
Minor axis along $x=1$
Vertices $(4,-3),\ (-2,-3)$
Endpoints of the Minor Axis $(1,-1),\ (1,-5)$
Foci $(1+\sqrt{5},-3),\ (1-\sqrt{5},-3)$
$e=\frac{\sqrt{5}}{3}$



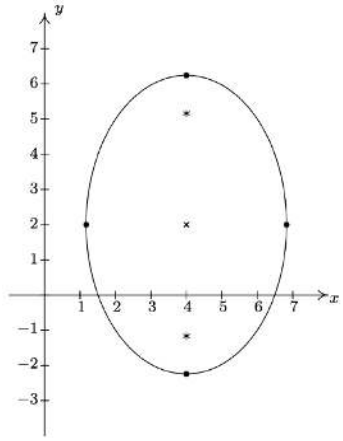
7. $\frac{(x+2)^2}{16}+\frac{(y-5)^2}{20}=1$

Center $(-2,5)$
Major axis along $x=-2$
Minor axis along $y=5$
Vertices $(-2,5+2\sqrt{5}),\ (-2,5-2\sqrt{5})$
Endpoints of the Minor Axis $(-6,5),\ (2,5)$ Foci $(-2,7),\ (-2,3)$
$e=\frac{\sqrt{5}}{5}$



8. $\frac{(x-4)^2}{8}+\frac{(y-2)^2}{18}=1$

Center $(4,2)$
Major axis along $x=4$
Minor axis along $y=2$
Vertices $(4,2+3\sqrt{2}),\ (4,2-3\sqrt{2})$
Endpoints of the Minor Axis
$(4-2\sqrt{2},2),(4+2\sqrt{2},2)$
Foci $(4,2+\sqrt{10}),\ (4,2-\sqrt{10})$
$e=\frac{\sqrt{5}}{3}$



9. $\frac{(x-3)^2}{25}+\frac{(y-1)^2}{9}=1$

Center $(3,1)$
Major Axis along $y=1$
Minor Axis along $x=3$
Vertices $(8,1),(-2,1)$
Endpoints of Minor Axis $(3,4),(3,-2)$
Foci $(7,1),(-1,1)$
$e=\frac{4}{5}$

10. $\frac{x^2}{3}+\frac{(y-5)^2}{12}=1$

Center $(0,5)$
Major axis along $x=0$
Minor axis along $y=5$
Vertices $(0,5-2\sqrt{3}),(0,5+2\sqrt{3})$

Endpoints of Minor Axis $(-\sqrt{3},5)$, $(\sqrt{3},5)$
Foci $(0,2)$, $(0,8)$
$e=\frac{\sqrt{3}}{2}$

11. $\frac{(x-3)^2}{18}+\frac{(y+2)^2}{5}=1$
Center $(3,-2)$
Major axis along $y=-2$
Minor axis along $x=3$
Vertices $(3-3\sqrt{2},-2)$, $(3+3\sqrt{2},-2)$
Endpoints of Minor Axis $(3,-2+\sqrt{5})$, $(3,-2-\sqrt{5})$
Foci $(3-\sqrt{13},-2)$, $(3+\sqrt{13},-2)$
$e=\frac{\sqrt{26}}{6}$

12. $\frac{(x-1)^2}{16}+\frac{(y-3)^2}{8}=1$
Center $(1,3)$
Major Axis along $y=3$
Minor Axis along $x=1$
Vertices $(5,3)$, $(-3,3)$
Endpoints of Minor Axis $(1,3+2\sqrt{2})$, $(1,3-2\sqrt{2})$
Foci $(1+2\sqrt{2},3)$, $(1-2\sqrt{2},3)$
$e=\frac{\sqrt{2}}{2}$

13. $\frac{x^2}{1}+\frac{4\left(y-\frac{1}{2}\right)^2}{9}=1$
Center $\left(0,\frac{1}{2}\right)$
Major Axis along $x=0$ (the y-axis)
Minor Axis along $y=\frac{1}{2}$
Vertices $(0,2)$, $(0,-1)$
Endpoints of Minor Axis $\left(-1,\frac{1}{2}\right)$, $\left(1,\frac{1}{2}\right)$
Foci $\left(0,\frac{1+\sqrt{5}}{2}\right)$, $\left(0,\frac{1-\sqrt{5}}{2}\right)$
$e=\frac{\sqrt{5}}{3}$

14. $\frac{(x-2)^2}{5}+\frac{(y+2)^2}{6}=1$
Center $(2,-2)$
Major Axis along $x=2$
Minor Axis along $y=-2$
Vertices $\left(2,-2+\sqrt{6}\right)$, $(2,-2-\sqrt{6})$
Endpoints of Minor Axis $\left(2-\sqrt{5},-2\right)$, $\left(2+\sqrt{5},-2\right)$
Foci $(2,-1)$, $(2,-3)$
$e=\frac{\sqrt{6}}{6}$

15. $\frac{(x-3)^2}{9}+\frac{(y-7)^2}{25}=1$
16. $\frac{x^2}{39}+\frac{y^2}{64}=1$
17. $\frac{x^2}{34}+\frac{y^2}{25}=1$
18. $\frac{(x-8)^2}{25}+\frac{(y-2)^2}{4}=1$
19. $\frac{(x-5)^2}{25}+\frac{4(y-2)^2}{75}=1$

20. $\frac{(x-8)^2}{64}+\frac{(y+9)^2}{81}=1$
21. Jamie and Jason should stand $100-25\sqrt{7}\approx 33.86$ feet from opposite ends of the gallery.
22. The arch can be modeled by the top half of $\frac{x^2}{9}+\frac{y^2}{81}=1$. One foot in from the base of the arch corresponds to either $x=\pm 2$. Plugging in $x=\pm 2$ gives $y=\pm 3\sqrt{5}$ and since y represents a height, we choose $y=3\sqrt{5}\approx 6.71$ feet.
23. Distance from the sun to aphelion ≈ 1.0167 AU.
    Distance from the sun to perihelion ≈ 0.9833 AU.

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8.5: Hyperbolas

Math 370 Learning Objectives

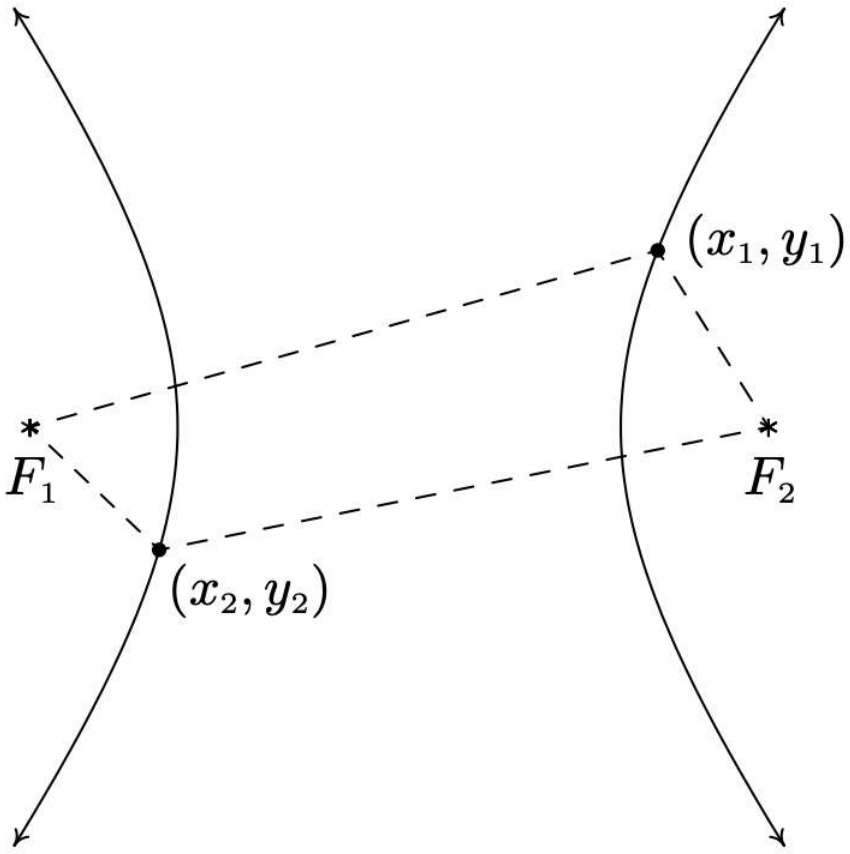
- Graph hyperbolas.
- State the equation of a hyperbola given the graph.

The Definition of a Hyperbola

In the definition of an ellipse, we fixed two points called foci and looked at points whose distances to the foci always *added* to a constant distance d. Those prone to syntactical tinkering may wonder what, if any, curve we'd generate if we replaced *added* with *subtracted*. The answer is a **hyperbola**.

Definition: Hyperbola

Given two distinct points F_1 and F_2 in the plane and a fixed distance d, a **hyperbola** is the set of all points (x, y) in the plane such that the absolute value of the difference of each of the distances from F_1 and F_2 to (x, y) is d. The points F_1 and F_2 are called the **foci** of the hyperbola.



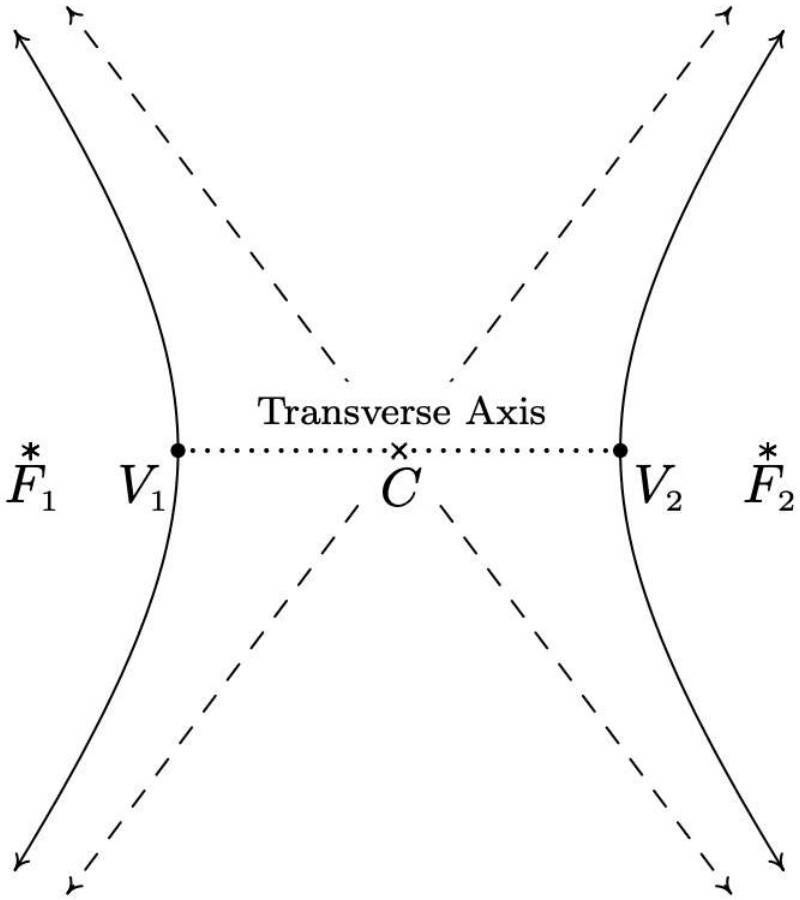
In the figure above:

$$\text{the distance from } F_1 \text{ to } (x_1, y_1) - \text{the distance from } F_2 \text{ to } (x_1, y_1) \quad = \quad d$$

and

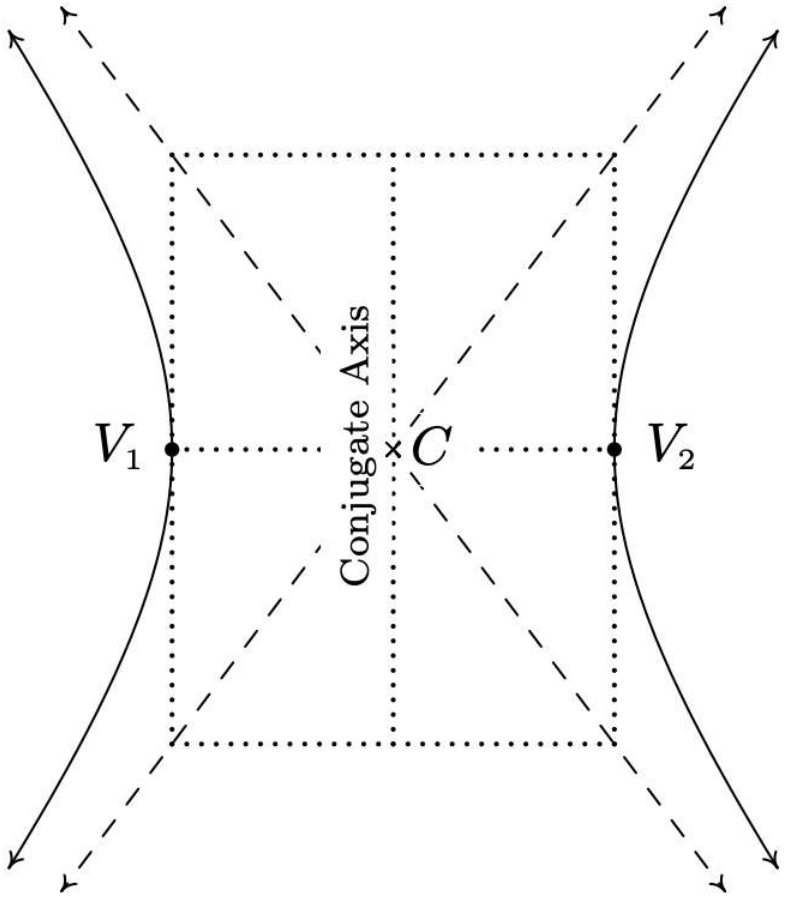
$$\text{the distance from } F_2 \text{ to } (x_2, y_2) - \text{the distance from } F_1 \text{ to } (x_2, y_2) \quad = \quad d$$

Note that the hyperbola has two parts, called **branches**. The **center** of the hyperbola is the midpoint of the line segment connecting the two foci. The **transverse axis** of the hyperbola is the line segment connecting two opposite ends of the hyperbola which also contains the center and foci. The **vertices** of a hyperbola are the points of the hyperbola which lie on the transverse axis. In addition, we will show momentarily that there are lines called **asymptotes** which the branches of the hyperbola approach for large x and y values. They serve as guides to the graph. In pictures,



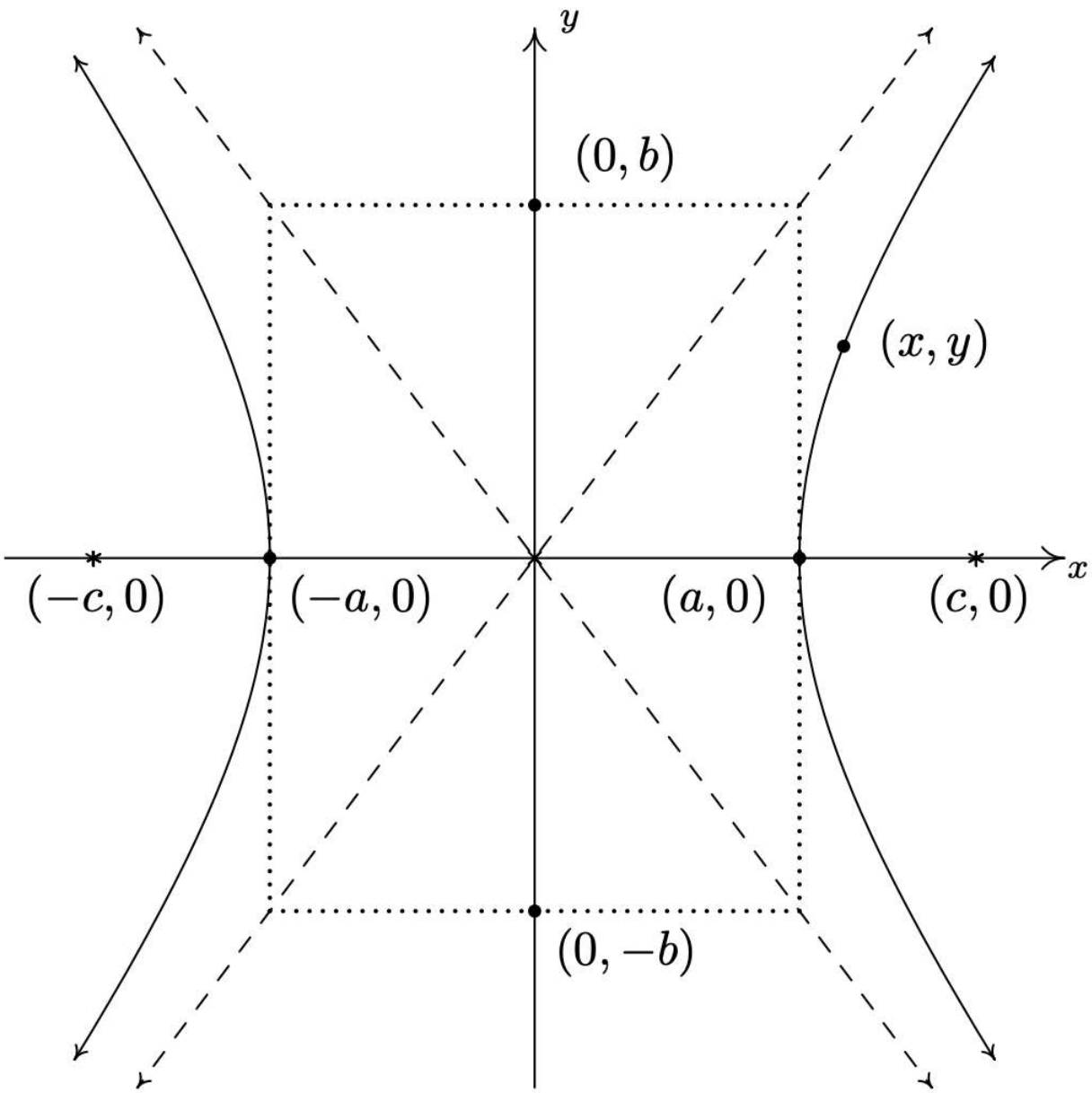
A hyperbola with center C; foci F_1, F_2; and vertices V_1, V_2 and asymptotes (dashed)

Before we derive the standard equation of the hyperbola, we need to discuss one further parameter, the **conjugate axis** of the hyperbola. The conjugate axis of a hyperbola is the line segment through the center which is perpendicular to the transverse axis and has the same length as the line segment through a vertex which connects the asymptotes. In pictures we have



Note that in the diagram, we can construct a rectangle using line segments with lengths equal to the lengths of the transverse and conjugate axes whose center is the center of the hyperbola and whose diagonals are contained in the asymptotes. This **guide rectangle**, much akin to the one we saw Section 8.4 to help us graph ellipses, will aid us in graphing hyperbolas.

Suppose we wish to derive the equation of a hyperbola. For simplicity, we shall assume that the center is $(0, 0)$, the vertices are $(a, 0)$ and $(-a, 0)$ and the foci are $(c, 0)$ and $(-c, 0)$. We label the endpoints of the conjugate axis $(0, b)$ and $(0, -b)$. (Although b does not enter into our derivation, we will have to justify this choice as you shall see later.) As before, we assume a, b, and c are all positive numbers. Schematically we have



Since $(a,0)$ is on the hyperbola, it must satisfy the conditions of the definition of a hyperbola. That is, the distance from $(-c,0)$ to $(a,0)$ minus the distance from $(c,0)$ to $(a,0)$ must equal the fixed distance d. Since all these points lie on the x-axis, we get

$$\begin{aligned} & \text{distance from } (-c,0) \text{ to } (a,0) - \text{distance from } (c,0) \text{ to } (a,0) &&= d \\ \Longrightarrow \quad & (a+c) - (c-a) &&= d \\ \Longrightarrow \quad & 2a &&= d \end{aligned}$$

In other words, the fixed distance d from the definition of the hyperbola is actually the length of the transverse axis! (Where have we seen that type of coincidence before?) Now consider a point (x,y) on the hyperbola. Applying the definition of a hyperbola, we get

$$\begin{aligned} & \text{distance from } (-c,0) \text{ to } (x,y) - \text{distance from } (c,0) \text{ to } (x,y) &&= 2a \\ \Longrightarrow \quad & \sqrt{(x-(-c))^2+(y-0)^2} - \sqrt{(x-c)^2+(y-0)^2} &&= 2a \\ \Longrightarrow \quad & \sqrt{(x+c)^2+y^2} - \sqrt{(x-c)^2+y^2} &&= 2a \end{aligned}$$

Using the same arsenal of Intermediate Algebra weaponry we used in deriving the standard formula of an ellipse, we arrive at the following.[1]

$$\left(a^2-c^2\right)x^2+a^2y^2 = a^2\left(a^2-c^2\right)$$

What remains is to determine the relationship between a, b and c. To that end, we note that since a and c are both positive numbers with $a<c$, we get $a^2<c^2$ so that a^2-c^2 is a negative number. Hence, c^2-a^2 is a positive number. For reasons which will become clear soon, we rewrite the equation by solving for y^2/x^2 to get

$$\begin{aligned}
& \left(a^2-c^2\right)x^2+a^2y^2 &&= a^2\left(a^2-c^2\right)\\
\Longrightarrow\quad & -\left(c^2-a^2\right)x^2+a^2y^2 &&= -a^2\left(c^2-a^2\right)\\
\Longrightarrow\quad & a^2y^2 &&= \left(c^2-a^2\right)x^2-a^2\left(c^2-a^2\right)\\
\Longrightarrow\quad & \frac{y^2}{x^2} &&= \frac{\left(c^2-a^2\right)}{a^2}-\frac{\left(c^2-a^2\right)}{x^2}
\end{aligned}$$

As x and y attain very large values, the quantity $\frac{\left(c^2-a^2\right)}{x^2}\to 0$ so that $\frac{y^2}{x^2}\to\frac{\left(c^2-a^2\right)}{a^2}$. By setting $b^2=c^2-a^2$ we get $\frac{y^2}{x^2}\to\frac{b^2}{a^2}$. This shows that $y\to\pm\frac{b}{a}x$ as $|x|$ grows large. Thus $y=\pm\frac{b}{a}x$ are the asymptotes to the graph as predicted and our choice of labels for the endpoints of the conjugate axis is justified. In our equation of the hyperbola we can substitute $a^2-c^2=-b^2$ which yields

$$\begin{aligned}
& \left(a^2-c^2\right)x^2+a^2y^2 &&= a^2\left(a^2-c^2\right)\\
\Longrightarrow\quad & -b^2x^2+a^2y^2 &&= -a^2b^2\\
\Longrightarrow\quad & \frac{x^2}{a^2}-\frac{y^2}{b^2} &&= 1
\end{aligned}$$

The equation above is for a hyperbola whose center is the origin and which opens to the left and right. If the hyperbola were centered at a point (h,k), we would get the following.

Theorem 8.5.1: Standard Equation of a Horizontal[2] Hyperbola

For positive numbers a and b, the equation of a horizontal hyperbola with center (h,k) is

$$\frac{(x-h)^2}{a^2}-\frac{(y-k)^2}{b^2}=1.$$

If the roles of x and y were interchanged, then the hyperbola's branches would open upwards and downwards and we would get a "vertical" hyperbola.

Theorem 8.5.2: Standard Equation of a Vertical Hyperbola

For positive numbers a and b, the equation of a vertical hyperbola with center (h,k) is:

$$\frac{(y-k)^2}{b^2}-\frac{(x-h)^2}{a^2}=1.$$

The values of a and b determine how far in the x and y directions, respectively, one counts from the center to determine the rectangle through which the asymptotes pass. In both cases, the distance from the center to the foci, c, as seen in the derivation, can be found by the formula $c=\sqrt{a^2+b^2}$. Lastly, note that we can quickly distinguish the equation of a hyperbola from that of a circle or ellipse because the hyperbola formula involves a *difference* of squares where the circle and ellipse formulas both involve the *sum* of squares.

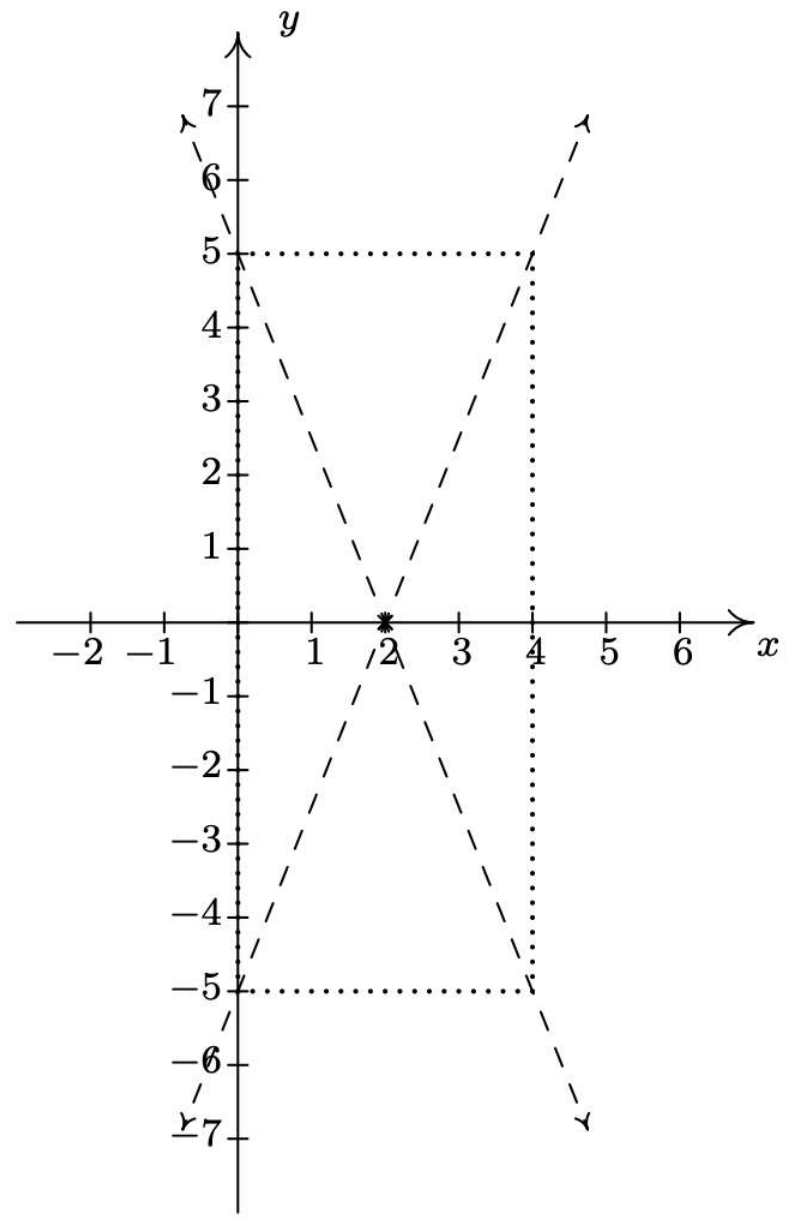
Example 8.5.1

Graph the equation $\frac{(x-2)^2}{4}-\frac{y^2}{25}=1$. Find the center, the lines which contain the transverse and conjugate axes, the vertices, the foci and the equations of the asymptotes.

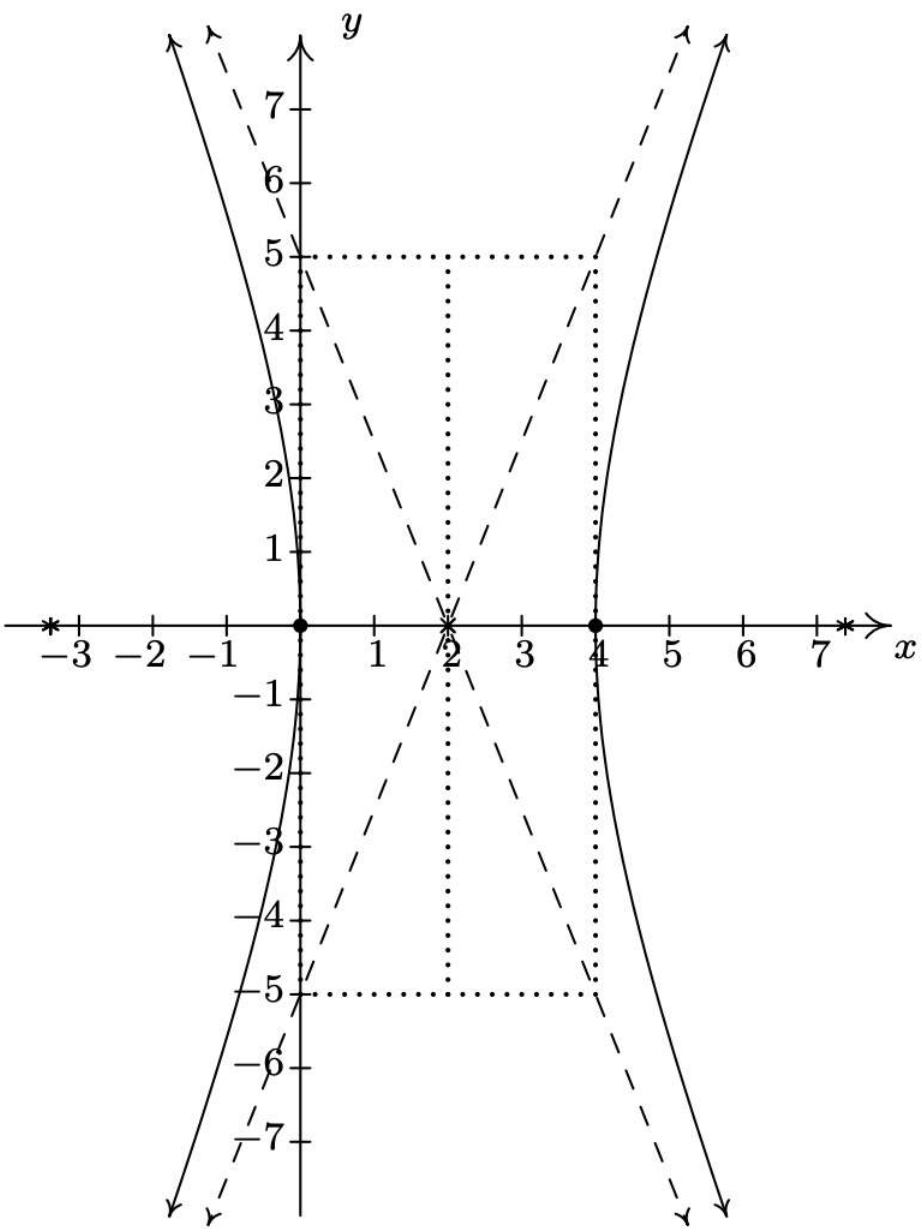
Solution

We first see that this equation is given to us in the standard form of Theorem 8.5.1. Here $x-h$ is $x-2$ so $h=2$, and $y-k$ is y so $k=0$. Hence, our hyperbola is centered at $(2,0)$. We see that $a^2=4$ so $a=2$, and $b^2=25$ so $b=5$. This means we

move 2 units to the left and right of the center and 5 units up and down from the center to arrive at points on the guide rectangle. The asymptotes pass through the center of the hyperbola as well as the corners of the rectangle. This yields the following set up.



Since the y^2 term is being subtracted from the x^2 term, we know that the branches of the hyperbola open to the left and right. This means that the transverse axis lies along the x-axis. Hence, the conjugate axis lies along the vertical line $x=2$. Since the vertices of the hyperbola are where the hyperbola intersects the transverse axis, we get that the vertices are 2 units to the left and right of $(2,0)$ at $(0,0)$ and $(4,0)$. To find the foci, we need $c=\sqrt{a^2+b^2}=\sqrt{4+25}=\sqrt{29}$. Since the foci lie on the transverse axis, we move $\sqrt{29}$ units to the left and right of $(2,0)$ to arrive at $(2-\sqrt{29},0)$ (approximately $(-3.39,0)$) and $(2+\sqrt{29},0)$ (approximately $(7.39,0)$). To determine the equations of the asymptotes, recall that the asymptotes go through the center of the hyperbola, $(2,0)$, as well as the corners of guide rectangle, so they have slopes of $\pm\frac{b}{a}=\pm\frac{5}{2}$. Using the point-slope equation of a line yields $y-0=\pm\frac{5}{2}(x-2)$, so we get $y=\frac{5}{2}x-5$ and $y=-\frac{5}{2}x+5$. Putting it all together, we get

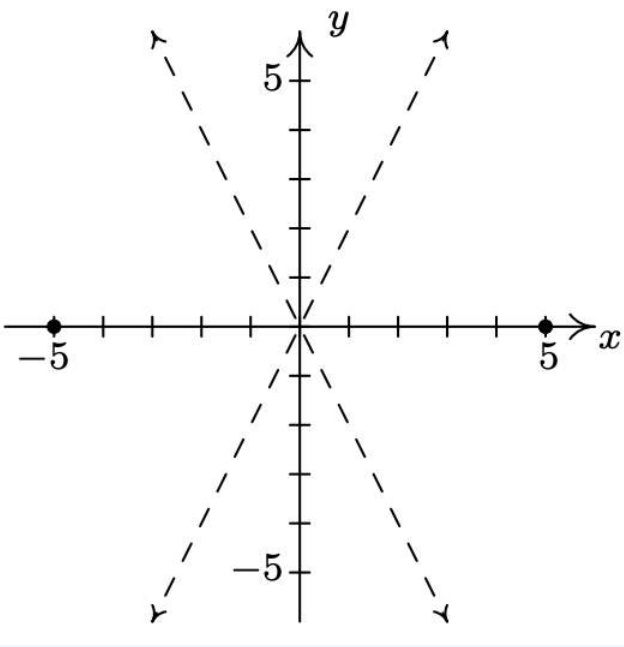


Example 8.5.2

Find the equation of the hyperbola with asymptotes $y = \pm 2x$ and vertices $(\pm 5, 0)$.

Solution

Plotting the data given to us, we have



This graph not only tells us that the branches of the hyperbola open to the left and to the right, it also tells us that the center is $(0,0)$. Hence, our standard form is $\frac{x^2}{a^2}-\frac{y^2}{b^2}=1$. Since the vertices are $(\pm 5,0)$, we have $a=5$ so $a^2=25$. In order to determine b^2, we recall that the slopes of the asymptotes are $\pm\frac{b}{a}$. Since $a=5$ and the slope of the line $y=2x$ is 2, we have that $\frac{b}{5}=2$, so $b=10$. Hence, $b^2=100$ and our final answer is $\frac{x^2}{25}-\frac{y^2}{100}=1$.

As with the other conic sections, an equation whose graph is a hyperbola may not be given in either of the standard forms. To rectify that, we have the following example.

Example 8.5.3

Consider the equation $9y^2-x^2-6x=10$. Put this equation in to standard form and graph. Find the center, the lines which contain the transverse and conjugate axes, the vertices, the foci, and the equations of the asymptotes.

Solution

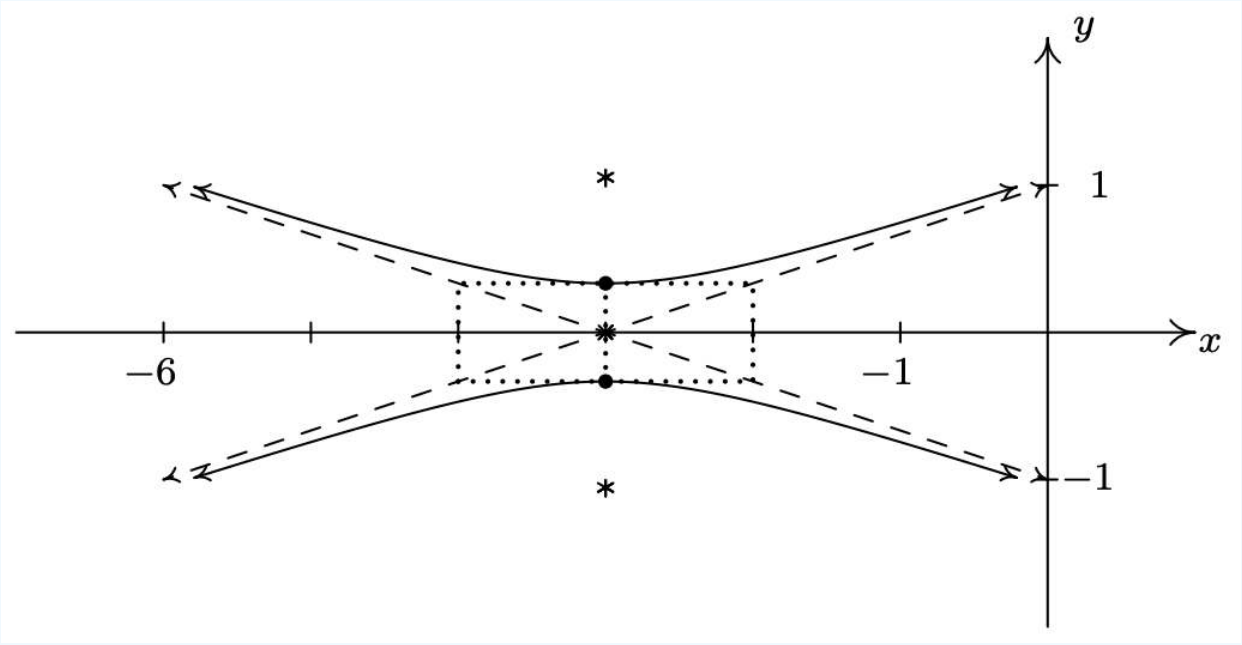
We need only complete the square on x:

$$\begin{aligned} & 9y^2-x^2-6x &&= 10 \\ \Longrightarrow\quad & 9y^2-1\left(x^2+6x\right) &&= 10 \\ \Longrightarrow\quad & 9y^2-\left(x^2+6x+9\right) &&= 10-1(9) \\ \Longrightarrow\quad & 9y^2-(x+3)^2 &&= 1 \\ \Longrightarrow\quad & \frac{y^2}{\frac{1}{9}}-\frac{(x+3)^2}{1} &&= 1 \end{aligned}$$

Now that this equation is in the standard form of Theorem 8.5.2, we see that $x-h$ is $x+3$ so $h=-3$, and $y-k$ is y so $k=0$. Hence, our hyperbola is centered at $(-3,0)$. We find that $a^2=1$ so $a=1$, and $b^2=\frac{1}{9}$ so $b=\frac{1}{3}$. This means that we move 1 unit to the left and right of the center and $\frac{1}{3}$ units up and down from the center to arrive at points on the guide rectangle. Since the x^2 term is being subtracted from the y^2 term, we know the branches of the hyperbola open upwards and downwards. This means the transverse axis lies along the vertical line $x=-3$ and the conjugate axis lies along the x-axis. Since the vertices of the hyperbola are where the hyperbola intersects the transverse axis, we get that the vertices are $\frac{1}{3}$ of a unit above and below $(-3,0)$ at $\left(-3,\frac{1}{3}\right)$ and $\left(-3,-\frac{1}{3}\right)$. To find the foci, we use

$$c=\sqrt{a^2+b^2}=\sqrt{\frac{1}{9}+1}=\frac{\sqrt{10}}{3}$$

Since the foci lie on the transverse axis, we move $\frac{\sqrt{10}}{3}$ units above and below $(-3,0)$ to arrive at $\left(-3,\frac{\sqrt{10}}{3}\right)$ and $\left(-3,-\frac{\sqrt{10}}{3}\right)$. To determine the asymptotes, recall that the asymptotes go through the center of the hyperbola, $(-3,0)$, as well as the corners of guide rectangle, so they have slopes of $\pm\frac{b}{a}=\pm\frac{1}{3}$. Using the point-slope equation of a line, we get $y=\frac{1}{3}x+1$ and $y=-\frac{1}{3}x-1$. Putting it all together, we get



Subsection Footnotes

[1] It is a good exercise to actually work this out.

[2] That is, a hyperbola whose branches open to the left and right.

Applications Involving Hyperbolics

Hyperbolas can be used in so-called "trilateration," or "positioning" problems. The procedure outlined in the next example is the basis of the (now virtually defunct) LOng Range Aid to Navigation (LORAN for short) system.[3]

Example 8.5.4

Jeff is stationed 10 miles due west of Carl in an otherwise empty forest in an attempt to locate an elusive Sasquatch. At the stroke of midnight, Jeff records a Sasquatch call 9 seconds earlier than Carl. If the speed of sound that night is 760 miles per hour, determine a hyperbolic path along which Sasquatch must be located.

Solution

Since Jeff hears Sasquatch sooner, it is closer to Jeff than it is to Carl. Since the speed of sound is 760 miles per hour, we can determine how much closer Sasquatch is to Jeff by multiplying

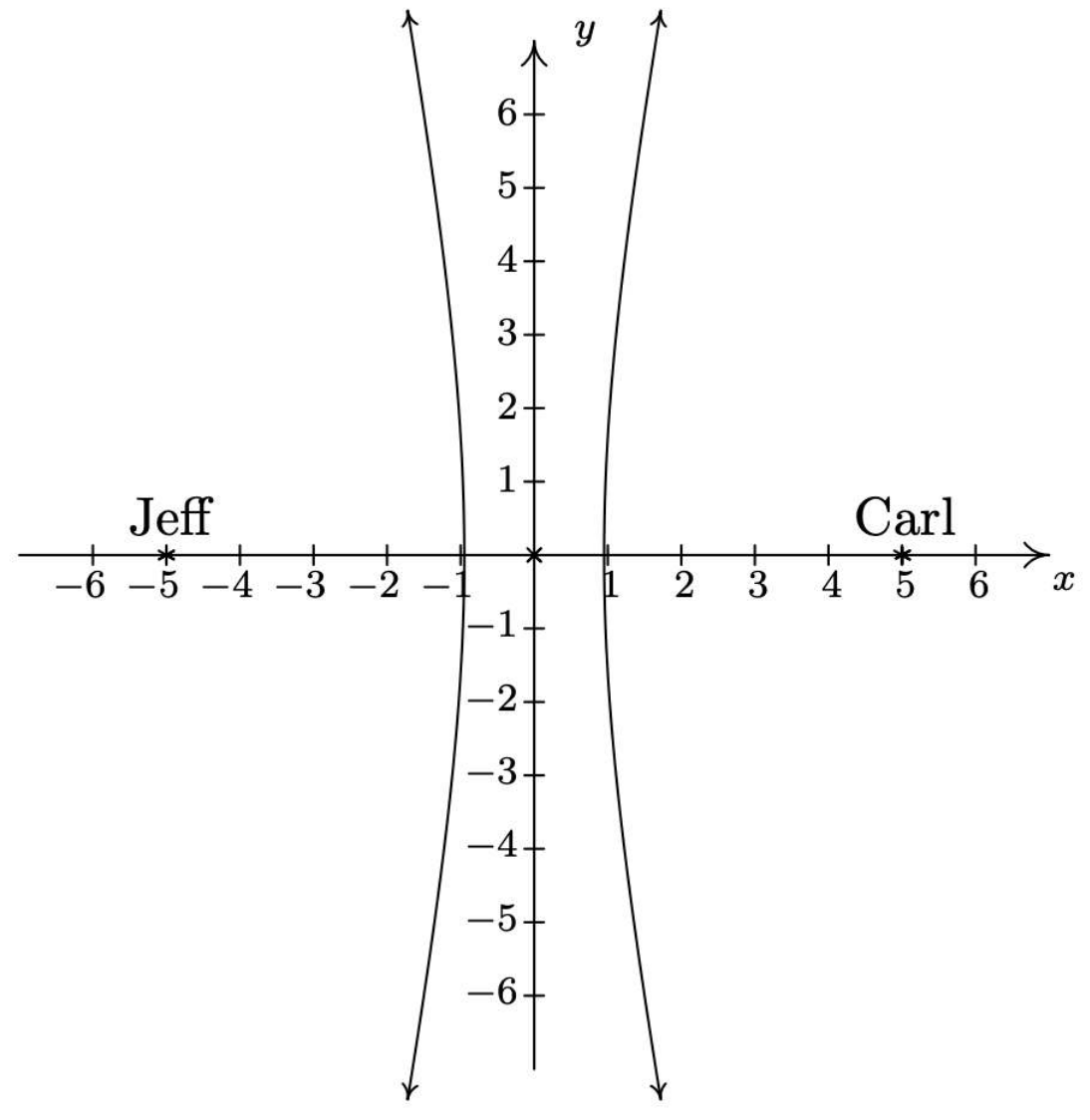
$$760\,\frac{\text{miles}}{\text{hour}}\times\frac{1\text{ hour}}{3600\text{ seconds}}\times 9\text{ seconds}=1.9\text{ miles}$$

This means that Sasquatch is 1.9 miles closer to Jeff than it is to Carl. In other words, Sasquatch must lie on a path where

$$(\text{the distance to Carl})-(\text{the distance to Jeff})=1.9$$

This is exactly the situation in the definition of a hyperbola. In this case, Jeff and Carl are located at the foci, and our fixed distance d is 1.9. For simplicity, we assume the hyperbola is centered at $(0,0)$ with its foci at $(-5,0)$ and $(5,0)$.

Schematically, we have



We are seeking a curve of the form $\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$ in which the distance from the center to each focus is $c = 5$. As we saw in the derivation of the standard equation of the hyperbola, Theorem 8.5.1, $d = 2a$, so that $2a = 1.9$, or $a = 0.95$ and $a^2 = 0.9025$. All that remains is to find b^2. To that end, we recall that $a^2 + b^2 = c^2$ so $b^2 = c^2 - a^2 = 25 - 0.9025 = 24.0975$. Since Sasquatch is closer to Jeff than it is to Carl, it must be on the western (left hand) branch of $\frac{x^2}{0.9025} - \frac{y^2}{24.0975} = 1$.

In our previous example, we did not have enough information to pin down the exact location of Sasquatch. To accomplish this, we would need a third observer.

Example 8.5.5

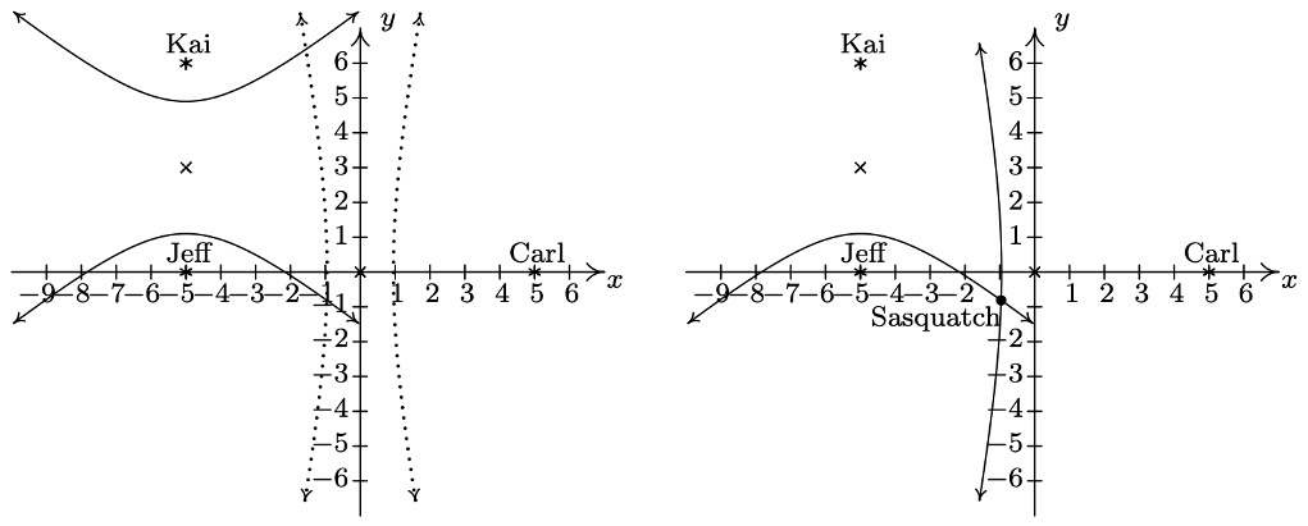
By a stroke of luck, Kai was also camping in the woods during the events of the previous example. He was located 6 miles due north of Jeff and heard the Sasquatch call 18 seconds after Jeff did. Use this added information to locate Sasquatch.

Solution

Kai and Jeff are now the foci of a second hyperbola where the fixed distance d can be determined as before

$$760\ \frac{\text{miles}}{\text{hour}} \times \frac{1\ \text{hour}}{3600\ \text{seconds}} \times 18\ \text{seconds} = 3.8\ \text{miles}$$

Since Jeff was positioned at $(-5, 0)$, we place Kai at $(-5, 6)$. This puts the center of the new hyperbola at $(-5, 3)$. Plotting Kai's position and the new center gives us the diagram below on the left. The second hyperbola is vertical, so it must be of the form $\frac{(y-3)^2}{b^2} - \frac{(x+5)^2}{a^2} = 1$. As before, the distance d is the length of the major axis, which in this case is $2b$. We get $2b = 3.8$ so that $b = 1.9$ and $b^2 = 3.61$. With Kai 6 miles due North of Jeff, we have that the distance from the center to the focus is $c = 3$. Since $a^2 + b^2 = c^2$, we get $a^2 = c^2 - b^2 = 9 - 3.61 = 5.39$. Kai heard the Sasquatch call after Jeff, so Kai is farther from Sasquatch than Jeff. Thus Sasquatch must lie on the southern branch of the hyperbola $\frac{(y-3)^2}{3.61} - \frac{(x+5)^2}{5.39} = 1$. Looking at the western branch of the hyperbola determined by Jeff and Carl along with the southern branch of the hyperbola determined by Kai and Jeff, we see that there is exactly one point in common, and this is where Sasquatch must have been when it called.



To determine the coordinates of this point of intersection exactly, we would need techniques for solving systems of non-linear equations (which we won't see until Section 9.3), so we use the calculator.[4] Doing so, we get Sasquatch is approximately at $(-0.9629, -0.8113)$

Each of the conic sections we have studied in this chapter result from graphing equations of the form $Ax^2 + Cy^2 + Dx + Ey + F = 0$ for different choices of A, C, D, E, and F.[5] While we've seen examples demonstrate *how* to convert an equation from this general form to one of the standard forms, we close this chapter with some advice about *which* standard form to choose.

Strategies for Identifying Conic Sections

Suppose the graph of equation $Ax^2 + Cy^2 + Dx + Ey + F = 0$ is a non-degenerate conic section.[6]

- If just *one* variable is squared, the graph is a parabola. Put the equation in the form of Theorem 8.3.1 (if x is squared) or Theorem 8.3.2 (if y is squared).

If *both* variables are squared, look at the coefficients of x^2 and y^2, A and B.

- If $A = B$, the graph is a circle. Put the equation in the form of Theorem 8.2.1.
- If $A \neq B$ but A and B have the *same sign*, the graph is an ellipse. Put the equation in the form of Theorem 8.4.1.
- If A and B have the *different signs*, the graph is a hyperbola. Put the equation in the form of either Theorem 8.5.1 or Theorem 8.5.2.

Subsection Footnotes

[3] GPS now rules the positioning kingdom.

[4] First solve each hyperbola for y, and choose the correct equation (branch) before proceeding.

[5] See Section 11.6 to see why we skip B.

[6] That is, a parabola, circle, ellipse, or hyperbola – see Section 8.1.

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8.5E: Exercises

Exercises

In Exercises 1 - 8, graph the hyperbola. Find the center, the lines which contain the transverse and conjugate axes, the vertices, the foci and the equations of the asymptotes.

1. $\frac{x^2}{16} - \frac{y^2}{9} = 1$
2. $\frac{y^2}{9} - \frac{x^2}{16} = 1$
3. $\frac{(x-2)^2}{4} - \frac{(y+3)^2}{9} = 1$
4. $\frac{(y-3)^2}{11} - \frac{(x-1)^2}{10} = 1$
5. $\frac{(x+4)^2}{16} - \frac{(y-4)^2}{1} = 1$
6. $\frac{(x+1)^2}{9} - \frac{(y-3)^2}{4} = 1$
7. $\frac{(y+2)^2}{16} - \frac{(x-5)^2}{20} = 1$
8. $\frac{(x-4)^2}{8} - \frac{(y-2)^2}{18} = 1$

In Exercises 9 - 12, put the equation in standard form. Find the center, the lines which contain the transverse and conjugate axes, the vertices, the foci and the equations of the asymptotes.

9. $12x^2 - 3y^2 + 30y - 111 = 0$
10. $18y^2 - 5x^2 + 72y + 30x - 63 = 0$
11. $9x^2 - 25y^2 - 54x - 50y - 169 = 0$
12. $-6x^2 + 5y^2 - 24x + 40y + 26 = 0$

In Exercises 13 - 18, find the standard form of the equation of the hyperbola which has the given properties.

13. Center $(3, 7)$, Vertex $(3, 3)$, Focus $(3, 2)$
14. Vertex $(0, 1)$, Vertex $(8, 1)$, Focus $(-3, 1)$
15. Foci $(0, \pm 8)$, Vertices $(0, \pm 5)$.
16. Foci $(\pm 5, 0)$, length of the Conjugate Axis 6
17. Vertices $(3, 2)$, $(13, 2)$; Endpoints of the Conjugate Axis $(8, 4)$, $(8, 0)$
18. Vertex $(-10, 5)$, Asymptotes $y = \pm\frac{1}{2}(x - 6) + 5$

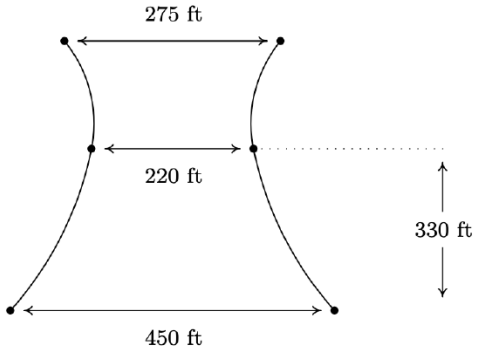
In Exercises 19 - 28, find the standard form of the equation using the guidelines on page and then graph the conic section.

19. $x^2 - 2x - 4y - 11 = 0$
20. $x^2 + y^2 - 8x + 4y + 11 = 0$
21. $9x^2 + 4y^2 - 36x + 24y + 36 = 0$
22. $9x^2 - 4y^2 - 36x - 24y - 36 = 0$
23. $y^2 + 8y - 4x + 16 = 0$
24. $4x^2 + y^2 - 8x + 4 = 0$
25. $4x^2 + 9y^2 - 8x + 54y + 49 = 0$
26. $x^2 + y^2 - 6x + 4y + 14 = 0$
27. $2x^2 + 4y^2 + 12x - 8y + 25 = 0$
28. $4x^2 - 5y^2 - 40x - 20y + 160 = 0$
29. The graph of a vertical or horizontal hyperbola clearly fails the Vertical Line Test so the equation of a vertical of horizontal hyperbola does not define y as a function of x. However, much like with circles, horizontal parabolas and ellipses, we can split a hyperbola into pieces, each of which would indeed represent y as a function of x. With the help of your classmates, use your calculator to graph the hyperbolas given in Exercises 1 - 8 above. How many pieces do you need for a vertical hyperbola? How many for a horizontal hyperbola?

30. The location of an earthquake's epicenter − the point on the surface of the Earth directly above where the earthquake actually occurred − can be determined by a process similar to how we located Sasquatch in Example 8.5.5. Our technique works only for relatively small distances because we need to assume that the Earth is flat in order to use hyperbolas in the plane. The P-waves ("P" stands for Primary) of an earthquake in Sasquatchia travel at 6 kilometers per second. Station A records the waves first. Then Station B, which is 100 kilometers due north of Station A, records the waves 2 seconds later. Station C, which is 150 kilometers due west of Station A records the waves 3 seconds after that (a total of 5 seconds after Station A). Where is the epicenter?
31. The notion of eccentricity introduced for ellipses in Section 8.4 is the same for hyperbolas in that we can define the eccentricity e of a hyperbola as

$$e = \frac{\text{distance from the center to a focus}}{\text{distance from the center to a vertex}}$$

    a. With the help of your classmates, explain why $e > 1$ for any hyperbola.
    b. Find the equation of the hyperbola with vertices $(\pm 3, 0)$ and eccentricity $e = 2$.
    c. With the help of your classmates, find the eccentricity of each of the hyperbolas in Exercises 1 - 8. What role does eccentricity play in the shape of the graphs?
32. In Section 7.3, we discussed paraboloids of revolution when studying the design of satellite dishes and parabolic mirrors. In much the same way, 'natural draft' cooling towers are often shaped as **hyperboloids of revolution**. Each vertical cross section of these towers is a hyperbola. Suppose the a natural draft cooling tower has the cross section below. Suppose the tower is 450 feet wide at the base, 275 feet wide at the top, and 220 feet at its narrowest point (which occurs 330 feet above the ground.) Determine the height of the tower to the nearest foot.

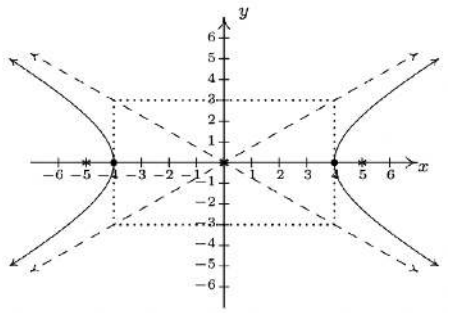


33. With the help of your classmates, research the Cassegrain Telescope. It uses the reflective property of the hyperbola as well as that of the parabola to make an ingenious telescope.
34. With the help of your classmates show that if $Ax^2 + Cy^2 + Dx + Ey + F = 0$ determines a non-degenerate conic then
    - $AC < 0$ means that the graph is a hyperbola
    - $AC = 0$ means that the graph is a parabola
    - $AC > 0$ means that the graph is an ellipse or circle

Answers

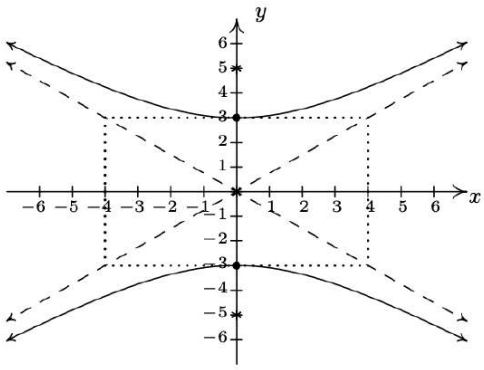
1. $\dfrac{x^2}{16} - \dfrac{y^2}{9} = 1$

   Center $(0, 0)$
   Transverse axis on $y = 0$
   Conjugate axis on $x = 0$
   Vertices $(4, 0), (-4, 0)$
   Foci $(5, 0), (-5, 0)$
   Asymptotes $y = \pm \frac{3}{4}x$



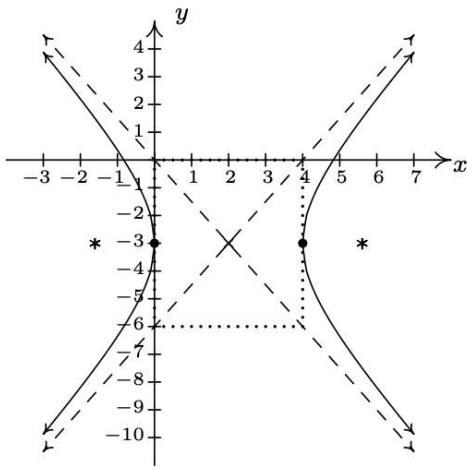
2. $\frac{y^2}{9}-\frac{x^2}{16}=1$

   Center $(0,0)$
   Transverse axis on $x=0$
   Conjugate axis on $y=0$
   Vertices $(0,3),(0,-3)$
   Foci $(0,5),(0,-5)$
   Asymptotes $y=\pm\frac{3}{4}x$



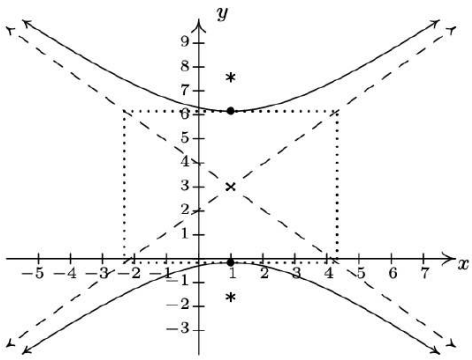
3. $\frac{(x-2)^2}{4}-\frac{(y+3)^2}{9}=1$

   Center $(2,-3)$
   Transverse axis on $y=-3$
   Conjugate axis on $x=2$
   Vertices $(0,-3),(4,-3)$
   Foci $(2+\sqrt{13},-3),(2-\sqrt{13},-3)$
   Asymptotes $y=\pm\frac{3}{2}(x-2)-3$



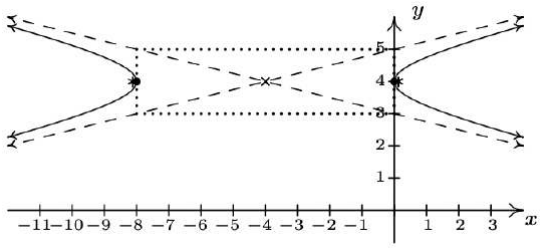
4. $\frac{(y-3)^2}{11}-\frac{(x-1)^2}{10}=1$

Center $(1,3)$
Transverse axis on $x=1$
Conjugate axis on $y=3$
Vertices $(1,3+\sqrt{11}),(1,3-\sqrt{11})$
Foci $(1,3+\sqrt{21}),(1,3-\sqrt{21})$
Asymptotes $y=\pm\frac{\sqrt{110}}{10}(x-1)+3$



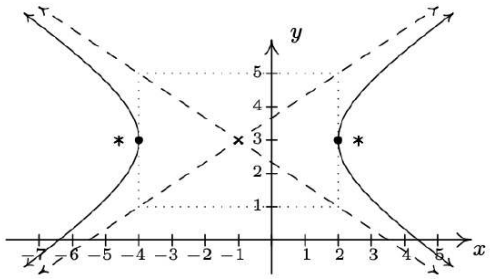
5. $\frac{(x+4)^2}{16}-\frac{(y-4)^2}{1}=1$

Center $(-4,4)$
Transverse axis on $y=4$
Conjugate axis on $x=-4$
Vertices $(-8,4),(0,4)$
Foci $(-4+\sqrt{17},4),(-4-\sqrt{17},4)$
Asymptotes $y=\pm\frac{1}{4}(x+4)+4$



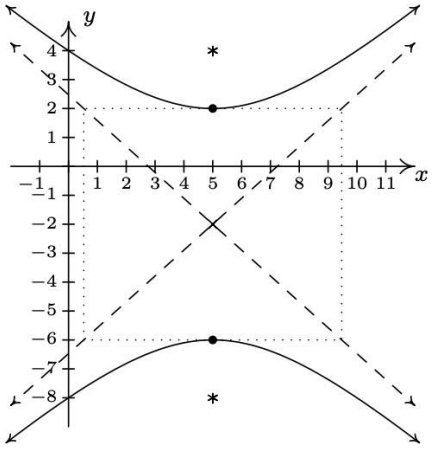
6. $\frac{(x+1)^2}{9}-\frac{(y-3)^2}{4}=1$

Center $(-1,3)$
Transverse axis on $y=3$
Conjugate axis on $x=-1$
Vertices $(2,3),(-4,3)$
Foci $\left(-1+\sqrt{13},3\right),\left(-1-\sqrt{13},3\right)$
Asymptotes $y=\pm\frac{2}{3}(x+1)+3$



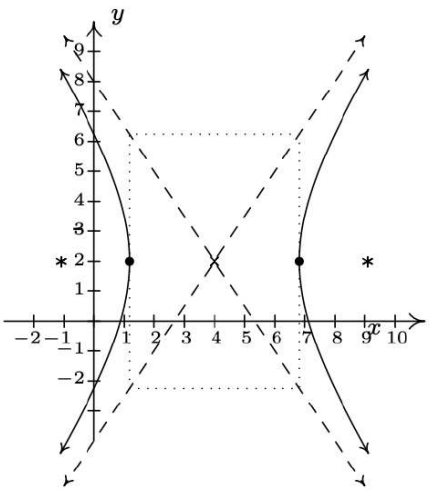
7. $\frac{(y+2)^2}{16}-\frac{(x-5)^2}{20}=1$

Center $(5,-2)$
Transverse axis on $x=5$
Conjugate axis on $y=-2$
Vertices $(5,2),(5,-6)$
Foci $(5,4),(5,-8)$
Asymptotes $y=\pm\frac{2\sqrt{5}}{5}(x-5)-2$



8. $\frac{(x-4)^2}{8}-\frac{(y-2)^2}{18}=1$

Center $(4,2)$
Transverse axis on $y=2$
Conjugate axis on $x=4$
Vertices $\left(4+2\sqrt{2},2\right),\left(4-2\sqrt{2},2\right)$
Foci $\left(4+\sqrt{26},2\right),\left(4-\sqrt{26},2\right)$
Asymptotes $y=\pm\frac{3}{2}(x-4)+2$



9. $\frac{x^2}{3}-\frac{(y-5)^2}{12}=1$

   Center $(0,5)$
   Transverse axis on $y=5$
   Conjugate axis on $x=0$
   Vertices $(\sqrt{3},5),(-\sqrt{3},5)$
   Foci $(\sqrt{15},5),(-\sqrt{15},5)$
   Asymptotes $y=\pm 2x+5$

10. $\frac{(y+2)^2}{5}-\frac{(x-3)^2}{18}=1$

    Center $(3,-2)$
    Transverse axis on $x=3$
    Conjugate axis on $y=-2$
    Vertices $(3,-2+\sqrt{5}),(3,-2-\sqrt{5})$
    Foci $(3,-2+\sqrt{23}),(3,-2-\sqrt{23})$
    Asymptotes $y=\pm\frac{\sqrt{10}}{6}(x-3)-2$

11. $\frac{(x-3)^2}{25}-\frac{(y+1)^2}{9}=1$

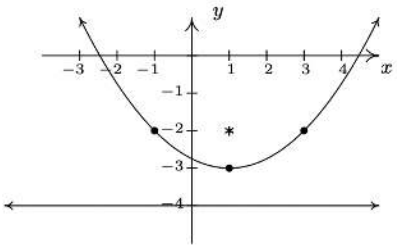
    Center $(3,-1)$
    Transverse axis on $y=-1$
    Conjugate axis on $x=3$
    Vertices $(8,-1),(-2,-1)$
    Foci $\left(3+\sqrt{34},-1\right),\left(3-\sqrt{34},-1\right)$
    Asymptotes $y=\pm\frac{3}{5}(x-3)-1$

12. $\frac{(y+4)^2}{6}-\frac{(x+2)^2}{5}=1$

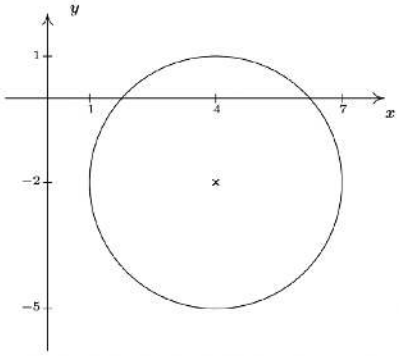
    Center $(-2,-4)$
    Transverse axis on $x=-2$
    Conjugate axis on $y=-4$
    Vertices $\left(-2,-4+\sqrt{6}\right),\left(-2,-4-\sqrt{6}\right)$
    Foci $\left(-2,-4+\sqrt{11}\right),\left(-2,-4-\sqrt{11}\right)$
    Asymptotes $y=\pm\frac{\sqrt{30}}{5}(x+2)-4$

13. $\frac{(y-7)^2}{16}-\frac{(x-3)^2}{9}=1$

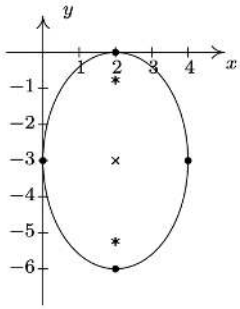
14. $\frac{(x-4)^2}{16}-\frac{(y-1)^2}{33}=1$
15. $\frac{y^2}{25}-\frac{x^2}{39}=1$
16. $\frac{x^2}{16}-\frac{y^2}{9}=1$
17. $\frac{(x-8)^2}{25}-\frac{(y-2)^2}{4}=1$
18. $\frac{(x-6)^2}{256}-\frac{(y-5)^2}{64}=1$
19. $(x-1)^2=4(y+3)$



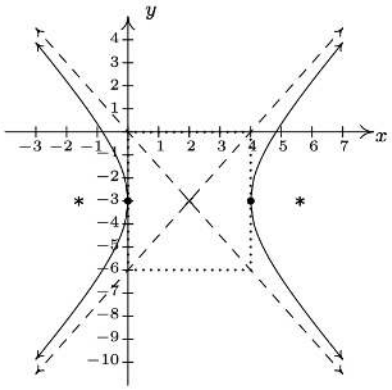
20. $(x-4)^2+(y+2)^2=9$



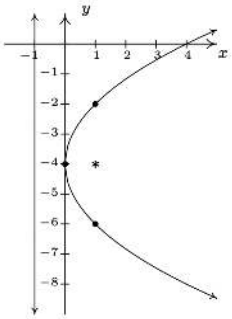
21. $\frac{(x-2)^2}{4}+\frac{(y+3)^2}{9}=1$



22. $\frac{(x-2)^2}{4}-\frac{(y+3)^2}{9}=1$



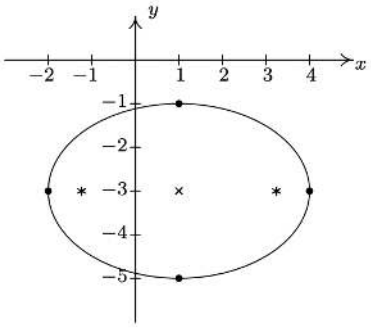
23. $(y+4)^2 = 4x$



24. $\dfrac{(x-1)^2}{1} + \dfrac{y^2}{4} = 0$

The graph is the point $(1, 0)$ only.

25. $\dfrac{(x-1)^2}{9} + \dfrac{(y+3)^2}{4} = 1$



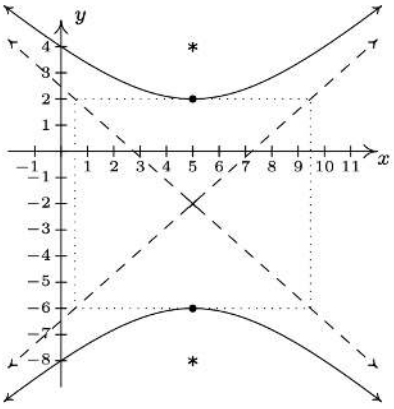
26. $(x-3)^2 + (y+2)^2 = -1$

There is no graph.

27. $\dfrac{(x+3)^2}{2} + \dfrac{(y-1)^2}{1} = -\dfrac{3}{4}$

There is no graph.

28. $\dfrac{(y+2)^2}{16} - \dfrac{(x-5)^2}{20} = 1$



29. By placing Station A at $(0,-50)$ and Station B at $(0,50)$, the two second time difference yields the hyperbola $\frac{y^2}{36}-\frac{x^2}{2464}=1$ with foci A and B and center $(0,0)$. Placing Station C at $(-150,-50)$ and using foci A and C gives us a center of $(-75,-50)$ and the hyperbola $\frac{(x+75)^2}{225}-\frac{(y+50)^2}{5400}=1$. The point of intersection of these two hyperbolas which is closer to A than B and closer to A than C is $(-57.8444,-9.21336)$ so that is the epicenter.
30. $\frac{x^2}{9}-\frac{y^2}{27}=1$.
31. The tower may be modeled (approximately) by $\frac{x^2}{12100}-\frac{(y-330)^2}{34203}=1$. To find the height, we plug in $x=137.5$ which yields $y\approx 191$ or $y\approx 469$. Since the top of the tower is above the narrowest point, we get the tower is approximately 469 feet tall.

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CHAPTER OVERVIEW

9: Systems of Equations and Inequalities

9.1: Systems of Linear Equations - Gaussian Elimination

9.1E: Exercises

9.2: Systems of Linear Equations - Augmented Matrices

9.2E: Exercises

9.3: Systems of Non-Linear Equations and Inequalities

9.3E: Exercises

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9.1: Systems of Linear Equations - Gaussian Elimination

Math 370 Learning Objectives

- Solve linear systems involving at least three variables using Gauss-Jordan elimination.
- Use parameters to represent solutions to systems with an infinite number of solutions.

A Quick Review of "Small" Linear Systems and Terminology

Up until now, when we concerned ourselves with solving different types of equations there was only one equation to solve at a time. Given an equation $f(x) = g(x)$, we could check our solutions geometrically by finding where the graphs of $y = f(x)$ and $y = g(x)$ intersect. The x-coordinates of these intersection points correspond to the solutions to the equation $f(x) = g(x)$, and the y-coordinates were largely ignored. If we modify the problem and ask for the intersection points of the graphs of $y = f(x)$ and $y = g(x)$, where both the solution to x and y are of interest, we have what is known as a **system of equations**, usually written as

$$\begin{cases} y &= f(x) \\ y &= g(x) \end{cases}$$

The "curly bracket" notation means we are to find all pairs of points (x, y) which satisfy both equations.

We begin our study of systems of equations by reviewing some basic notions from Intermediate Algebra. In this subsection (which should definitely consist of topics the reader has seen before), we concern ourselves with "small" linear systems. By "small," we mean systems of two linear equations involving two unknowns.

Definition: Linear Equation in Two Variables

A **linear equation in two variables** is an equation of the form $a_1x + a_2y = c$ where a_1, a_2 and c are real numbers and at least one of a_1 and a_2 is nonzero.

For reasons which will become clear later in the section, we are using subscripts in the definition of a linear equation in two variables to indicate different, but fixed, real numbers and those subscripts have no mathematical meaning beyond that.

For example, $3x - \frac{y}{2} = 0.1$ is a linear equation in two variables with $a_1 = 3$, $a_2 = -\frac{1}{2}$ and $c = 0.1$. We can also consider $x = 5$ to be a linear equation in two variables[1] by identifying $a_1 = 1$, $a_2 = 0$, and $c = 5$. If a_1 and a_2 are both 0, then depending on c, we get either an equation which is *always* true, called an **identity**, or an equation which is *never* true, called a **contradiction**. (If $c = 0$, then we get $0 = 0$, which is always true. If $c \neq 0$, then we'd have $0 \neq 0$, which is never true.) Even though identities and contradictions have a large role to play in the upcoming sections, we do not consider them linear equations.

The key to identifying linear equations is to note that the variables involved are to the first power and that the coefficients of the variables are numbers. Some examples of equations which are non-linear are $x^2 + y = 1$, $xy = 5$ and $e^{2x} + \ln(y) = 1$. We leave it to the reader to explain why these do not satisfy the definition of a linear equation in two variables. From what we know from Sections 1.2 and 2.1, the graphs of linear equations are lines. If we couple two or more linear equations together, in effect to find the points of intersection of two or more lines, we obtain a **system of linear equations in two variables**. Our first example reviews some of the basic techniques first learned in Intermediate Algebra.

Example 9.1.1

Solve the following systems of equations. Check your answer algebraically and graphically.

a. $\begin{cases} 2x - y &= 1 \\ y &= 3 \end{cases}$

b. $\begin{cases} 3x + 4y &= -2 \\ -3x - y &= 5 \end{cases}$

c. $\begin{cases} \frac{x}{3} - \frac{4y}{5} &= \frac{7}{5} \\ \frac{2x}{9} + \frac{y}{3} &= \frac{1}{2} \end{cases}$

d. $\begin{cases} 2x-4y &= 6 \\ 3x-6y &= 9 \end{cases}$

e. $\begin{cases} 6x+3y &= 9 \\ 4x+2y &= 12 \end{cases}$

f. $\begin{cases} x-y &= 0 \\ x+y &= 2 \\ -2x+y &= -2 \end{cases}$

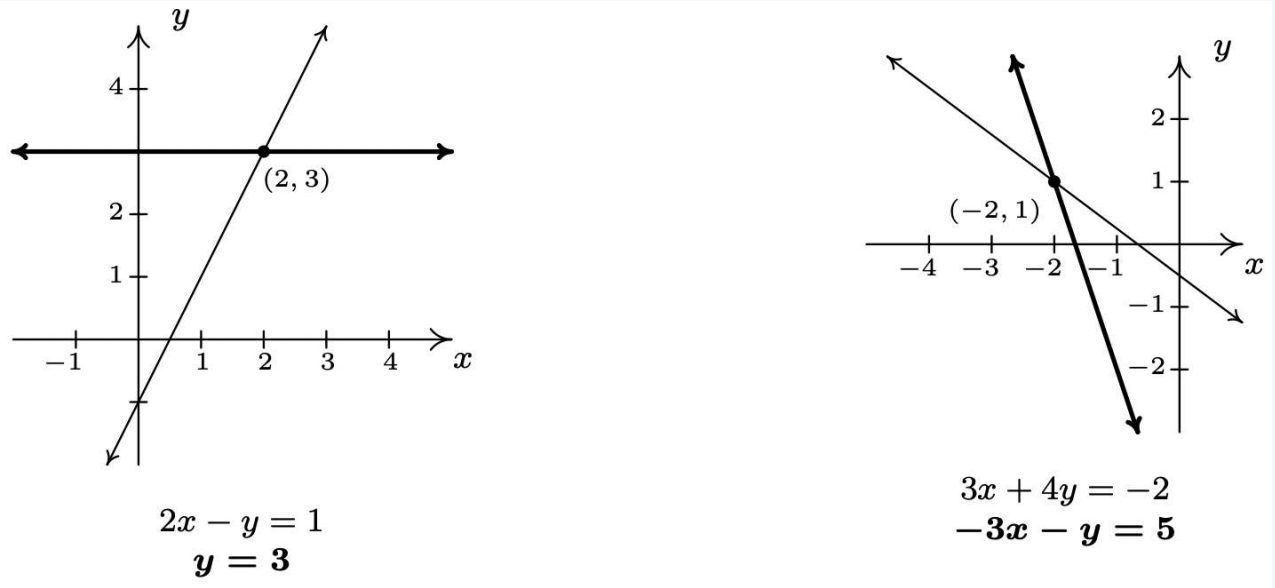
Solution

a. Our first system is nearly solved for us. The second equation tells us that $y=3$. To find the corresponding value of x, we use the **substitution method** and substitute this value for y into the the first equation to obtain $2x-3=1$, so that $x=2$. Our solution to the system is $(2,3)$. To check this algebraically, we substitute $x=2$ and $y=3$ into each equation and see that they are satisfied. We see $2(2)-3=1$, and $3=3$, as required. To check our answer graphically, we graph the lines $2x-y=1$ and $y=3$ and verify that they intersect at $(2,3)$.

b. To solve the second system, we use the **elimination method** to eliminate the variable x. We take the two equations as given and "add equals to equals" to obtain

$$\begin{array}{rrcr} & 3x+4y & = & -2 \\ + & (-3x-y & = & 5) \\ \hline & 3y & = & 3 \end{array}$$

This gives us $y=1$. We now substitute $y=1$ into either of the two equations, say $-3x-y=5$, to get $-3x-1=5$ so that $x=-2$. Our solution is $(-2,1)$. Substituting $x=-2$ and $y=1$ into the first equation gives $3(-2)+4(1)=-2$, which is true, and, likewise, when we check $(-2,1)$ in the second equation, we get $-3(-2)-1=5$, which is also true. Geometrically, the lines $3x+4y=-2$ and $-3x-y=5$ intersect at $(-2,1)$.



c. The equations in the third system are more approachable if we clear denominators. We multiply both sides of the first equation by 15 and both sides of the second equation by 18 to obtain the kinder, gentler system

$$\begin{cases} 5x-12y &= 21 \\ 4x+6y &= 9 \end{cases}$$

Adding these two equations directly fails to eliminate either of the variables, but we note that if we multiply the first equation by 4 and the second by -5, we will be in a position to eliminate the x term

$$\begin{array}{rcr} 20x-48y & = & 84 \\ +\quad (-20x-30y & = & -45) \\ \hline -78y & = & 39 \end{array}$$

From this we get $y=-\frac{1}{2}$. We can temporarily avoid too much unpleasantness by choosing to substitute $y=-\frac{1}{2}$ into one of the equivalent equations we found by clearing denominators, say into $5x-12y=21$. We get $5x+6=21$ which gives $x=3$. Our answer is $\left(3,-\frac{1}{2}\right)$. At this point, we have no choice − in order to check an answer algebraically, we must see if the answer satisfies both of the *original* equations, so we substitute $x=3$ and $y=-\frac{1}{2}$ into both $\frac{x}{3}-\frac{4y}{5}=\frac{7}{5}$ and $\frac{2x}{9}+\frac{y}{3}=\frac{1}{2}$. We leave it to the reader to verify that the solution is correct. Graphing both of the lines involved with considerable care yields an intersection point of $\left(3,-\frac{1}{2}\right)$.

d. An eerie calm settles over us as we cautiously approach our fourth system. Do its friendly integer coefficients belie something more sinister? We note that if we multiply both sides of the first equation by 3 and both sides of the second equation by -2, we are ready to eliminate the x

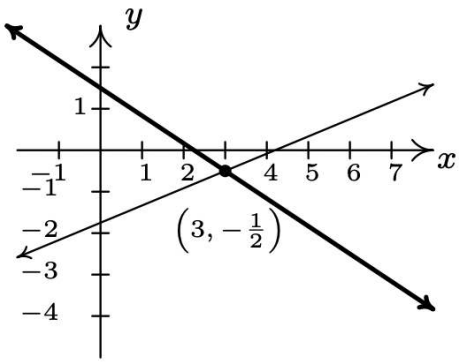
$$\begin{array}{rcr} 6x-12y & = & 18 \\ +\quad (-6x+12y & = & -18) \\ \hline 0 & = & 0 \end{array}$$

We eliminated not only the x, but the y as well and we are left with the identity $0=0$. This means that these two different linear equations are, in fact, equivalent. In other words, if an ordered pair (x,y) satisfies the equation $2x-4y=6$, it *automatically* satisfies the equation $3x-6y=9$.

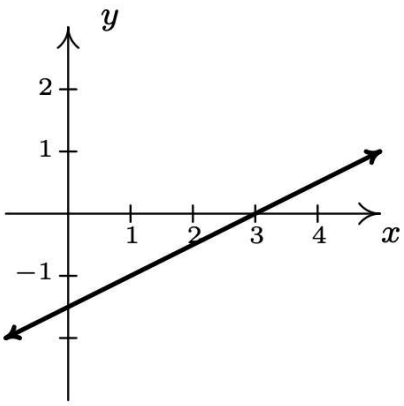
One way to describe the solution set to this system is to use the roster method[2] and write $\{(x,y)\mid 2x-4y=6\}$. While this is correct (and corresponds exactly to what's happening graphically, as we shall see shortly), we take this opportunity to introduce the notion of a **parametric solution to a system**. Our first step is to solve $2x-4y=6$ for one of the variables, say $y=\frac{1}{2}x-\frac{3}{2}$. For each value of x, the formula $y=\frac{1}{2}x-\frac{3}{2}$ determines the corresponding y-value of a solution. Since we have no restriction on x, it is called a **free variable**. We let $x=t$, a so-called "**parameter**," and get $y=\frac{1}{2}t-\frac{3}{2}$. Our set of solutions can then be described as $\left\{\left(t,\frac{1}{2}t-\frac{3}{2}\right)\mid -\infty<t<\infty\right\}$.[3]

For specific values of t, we can generate solutions. For example, $t=0$ gives us the solution $\left(0,-\frac{3}{2}\right)$; $t=117$ gives us $(117,57)$, and while we can readily check each of these particular solutions satisfy both equations, the question is how do we check our general answer algebraically? Same as always. We claim that for any real number t, the pair $\left(t,\frac{1}{2}t-\frac{3}{2}\right)$ satisfies both equations. Substituting $x=t$ and $y=\frac{1}{2}t-\frac{3}{2}$ into $2x-4y=6$ gives $2t-4\left(\frac{1}{2}t-\frac{3}{2}\right)=6$. Simplifying, we get $2t-2t+6=6$, which is always true. Similarly, when we make these substitutions in the equation $3x-6y=9$, we get $3t-6\left(\frac{1}{2}t-\frac{3}{2}\right)=9$ which reduces to $3t-3t+9=9$, so it checks out, too.

Geometrically, $2x-4y=6$ and $3x-6y=9$ are the same line, which means that they intersect at every point on their graphs. The reader is encouraged to think about how our parametric solution says exactly that.



$\frac{x}{3} - \frac{4y}{5} = \frac{7}{5}$
$\mathbf{\frac{2x}{9} + \frac{y}{3} = \frac{1}{2}}$



$2x - 4y = 6$
$\mathbf{3x - 6y = 9}$
(Same line.)

e. Multiplying both sides of the first equation by 2 and the both sides of the second equation by -3, we set the stage to eliminate x

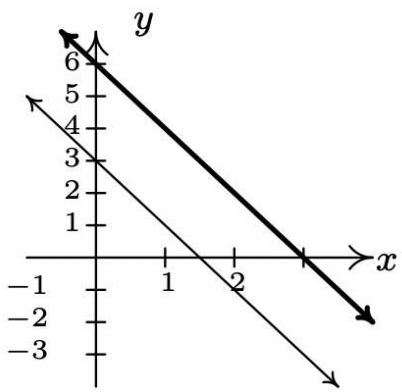
$$\begin{array}{rrcr} & 12x+6y & = & 18 \\ + & (-12x-6y & = & -36) \\ \hline & 0 & = & -18 \end{array}$$

As in the previous example, both x and y dropped out of the equation, but we are left with an irrevocable contradiction, $0 = -18$. This tells us that it is impossible to find a pair (x, y) which satisfies both equations; in other words, the system has no solution. Graphically, the lines $6x + 3y = 9$ and $4x + 2y = 12$ are distinct and parallel, so they do not intersect.

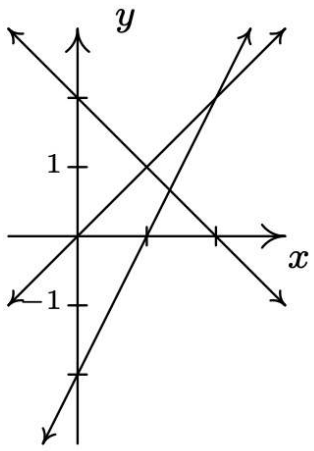
f. We can begin to solve our last system by adding the first two equations

$$\begin{array}{rrcr} & x-y & = & 0 \\ + & (x+y & = & 2) \\ \hline & 2x & = & 2 \end{array}$$

which gives $x = 1$. Substituting this into the first equation gives $1 - y = 0$ so that $y = 1$. We seem to have determined a solution to our system, $(1, 1)$. While this checks in the first two equations, when we substitute $x = 1$ and $y = 1$ into the third equation, we get $-2(1) + (1) = -2$ which simplifies to the contradiction $-1 = -2$. Graphing the lines $x - y = 0$, $x + y = 2$, and $-2x + y = -2$, we see that the first two lines do, in fact, intersect at $(1, 1)$, however, all three lines never intersect at the same point simultaneously, which is what is required if a solution to the system is to be found.



$$6x + 3y = 9$$
$$\mathbf{4x + 2y = 12}$$



$$y - x = 0$$
$$y + x = 2$$
$$-2x + y = -2$$

A few remarks about Example 9.1.1 are in order. It is clear that some systems of equations have solutions, and some do not. Those which have solutions are called **consistent**, those with no solution are called **inconsistent**. We also distinguish the two different types of behavior among consistent systems. Those which admit free variables are called **dependent**; those with no free variables are called **independent**.[4] Using this new vocabulary, we classify parts a, b and c in Example 9.1.1 as **consistent independent systems**, part d is **consistent dependent**, and parts e and f are inconsistent.[5] The system in f above is called **overdetermined**, since we have more equations than variables.[6] Not surprisingly, a system with more variables than equations is called **underdetermined**. While the system in part f is overdetermined and inconsistent, there exist overdetermined consistent systems (both dependent and independent) and we leave it to the reader to think about what is happening algebraically and geometrically in these cases. Likewise, there are both consistent and inconsistent underdetermined systems,[7] but a consistent underdetermined system of linear equations is necessarily dependent.[8]

Subsection Footnotes

[1] Critics may argue that $x = 5$ is clearly an equation in one variable. It can also be considered an equation in 117 variables with the coefficients of 116 variables set to 0. As with many conventions in Mathematics, the context will clarify the situation.

[2] See Section 1.2 for a review of this.

[3] Note that we could have just as easily chosen to solve $2x - 4y = 6$ for x to obtain $x = 2y + 3$. Letting y be the parameter t, we have that for any value of t, $x = 2t + 3$, which $\{(2t + 3, t) \mid -\infty < t < \infty\}$. There is no one correct way to parameterize the solution set, which is why it is always best to check your answers.

[4] In the case of systems of linear equations, regardless of the number of equations or variables, consistent independent systems have exactly one solution. The reader is encouraged to think about why this is the case for linear equations in two variables. Hint: think geometrically.

[5] The adjectives "dependent" and "independent" apply only to consistent systems - they describe the type of solutions. Is there a free variable (dependent) or not (independent)?

[6] If we think if each variable being an unknown quantity, then ostensibly, to recover two unknown quantities, we need two pieces of information - i.e., two equations. Having more than two equations suggests we have more information than necessary to determine the values of the unknowns. While this is not necessarily the case, it does explain the choice of terminology "overdetermined."

[7] We need more than two variables to give an example of the latter.

[8] Again, experience with systems with more variables helps to see this here, as does a solid course in Linear Algebra.

Large Linear Systems

In order to move this section beyond a review of Intermediate Algebra, we now define what is meant by a linear equation in n variables.

Definition: Linear Equation in n Variables

A **linear equation in n variables**, x_1, x_2, ..., x_n, is an equation of the form $a_1x_1 + a_2x_2 + \cdots + a_nx_n = c$ where $a_1, a_2, \ldots, a_n$ and c are real numbers and at least one of $a_1, a_2, \ldots, a_n$ is nonzero.

Instead of using more familiar variables like x, y, and even z and/or w in the definition of a linear equation in n variables, we use subscripts to distinguish the different variables. We have no idea how many variables may be involved, so we use numbers to distinguish them instead of letters. (There is an endless supply of distinct numbers.) As an example, the linear equation $3x_1 - x_2 = 4$ represents the same relationship between the variables x_1 and x_2 as the equation $3x - y = 4$ does between the variables x and y. In addition, just as we cannot combine the terms in the expression $3x - y$, we cannot combine the terms in the expression $3x_1 - x_2$.

Coupling more than one linear equation in n variables results in a **system of linear equations in n variables**. When solving these systems, it becomes increasingly important to keep track of what operations are performed to which equations and to develop a strategy based on the kind of manipulations we've already employed. To this end, we first remind ourselves of the maneuvers which can be applied to a system of linear equations that result in an equivalent system.[9]

Theorem 9.1.1

Given a system of equations, the following operations will result in an equivalent system of equations.

- Interchange the position of any two equations.
- Replace an equation with a nonzero multiple of itself.[10]
- Replace an equation with itself plus a nonzero multiple of another equation.

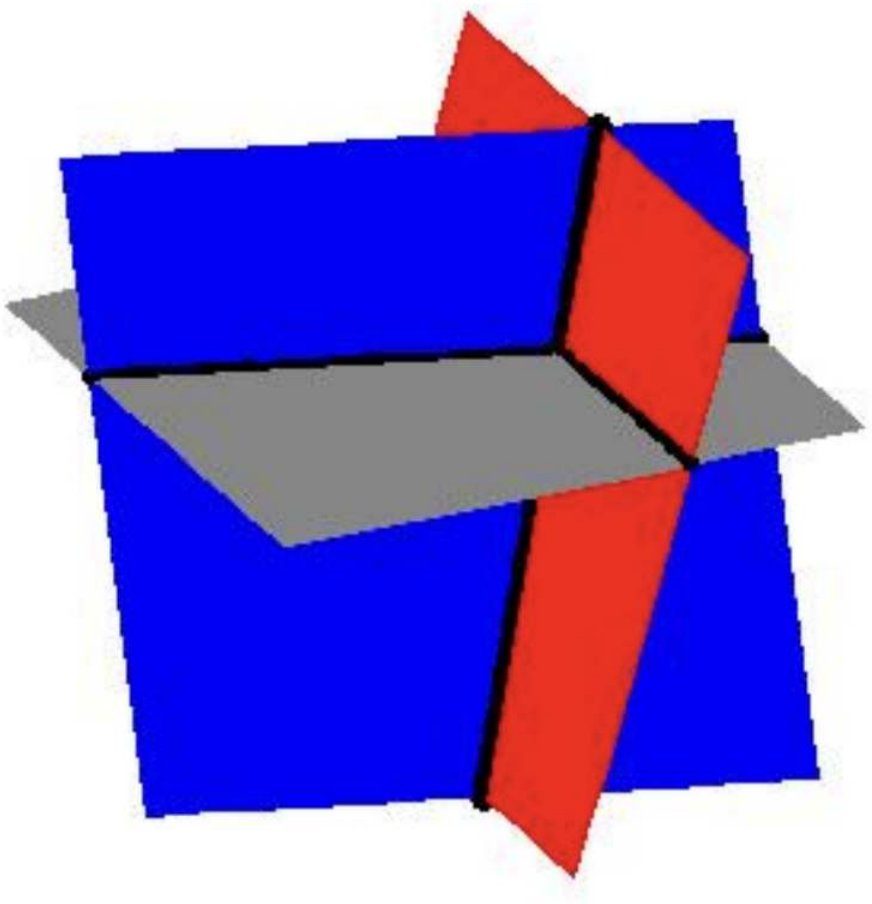
We have seen plenty of instances of the second and third operations in Theorem 9.1.1 when we solved the systems in Example 9.1.1. The first operation, while it obviously admits an equivalent system, seems silly. Our perception will change as we consider more equations and more variables in this, and later sections.

Consider the system of equations

$$\begin{cases} x - \frac{1}{3}y + \frac{1}{2}z &= 1 \\ y - \frac{1}{2}z &= 4 \\ z &= -1 \end{cases}$$

Clearly $z = -1$, and we substitute this into the second equation $y - \frac{1}{2}(-1) = 4$ to obtain $y = \frac{7}{2}$. Finally, we substitute $y = \frac{7}{2}$ and $z = -1$ into the first equation to get $x - \frac{1}{3}\left(\frac{7}{2}\right) + \frac{1}{2}(-1) = 1$, so that $x = \frac{8}{3}$. The reader can verify that these values of x, y and z satisfy all three original equations. It is tempting for us to write the solution to this system by extending the usual (x, y) notation to (x, y, z) and list our solution as $\left(\frac{8}{3}, \frac{7}{2}, -1\right)$. The question quickly becomes what does an "ordered triple" like $\left(\frac{8}{3}, \frac{7}{2}, -1\right)$ represent?

Just as ordered pairs are used to locate points on the two-dimensional plane, ordered triples can be used to locate points in space. Moreover, just as equations involving the variables x and y describe graphs of one-dimensional lines and curves in the two-dimensional plane, equations involving variables x, y, and z describe objects called **surfaces** in three-dimensional space. Each of the equations in the above system can be visualized as a plane situated in three-space. Geometrically, the system is trying to find the intersection, or common point, of all three planes. If you imagine three sheets of notebook paper each representing a portion of these planes, you will start to see the complexities involved in how three such planes can intersect. Below is a sketch of the three planes. It turns out that any two of these planes intersect in a line,[11] so our intersection point is where all three of these lines meet.



Since the geometry for equations involving more than two variables is complicated, we will focus our efforts on the algebra. Returning to the system

$$\begin{cases} x - \frac{1}{3}y + \frac{1}{2}z &= 1 \\ y - \frac{1}{2}z &= 4 \\ z &= -1 \end{cases}$$

we note the reason it was so easy to solve is that the third equation is solved for z, the second equation involves only y and z, and since the coefficient of y is 1, it makes it easy to solve for y using our known value for z. Lastly, the coefficient of x in the first equation is 1 making it easy to substitute the known values of y and z and then solve for x. We formalize this pattern below for the most general systems of linear equations. Again, we use subscripted variables to describe the general case. The variable with the smallest subscript in a given equation is typically called the **leading variable** of that equation.

Definition: Triangular Form

A system of linear equations with variables $x_1, x_2, \ldots, x_n$ is said to be in **triangular form** provided all of the following conditions hold:

1. The subscripts of the variables in each equation are always increasing from left to right.
2. The leading variable in each equation has coefficient 1.
3. The subscript on the leading variable in a given equation is greater than the subscript on the leading variable in the equation above it.
4. Any equation without variables[12] cannot be placed above an equation with variables.

In our previous system, if we make the obvious choices $x = x_1$, $y = x_2$, and $z = x_3$, we see that the system is in triangular form.[13] An example of a more complicated system in triangular form is

$$\begin{cases} x_1 - 4x_3 + x_4 - x_6 &= 6 \\ x_2 + 2x_3 &= 1 \\ x_4 + 3x_5 - x_6 &= 8 \\ x_5 + 9x_6 &= 10 \end{cases}$$

Our goal henceforth will be to transform a given system of linear equations into triangular form using the moves in Theorem 9.1.1.

Example 9.1.2

Use Theorem 9.1.1 to put the following systems into triangular form and then solve the system if possible. Classify each system as consistent independent, consistent dependent, or inconsistent.

a. $\begin{cases} 3x - y + z &= 3 \\ 2x - 4y + 3z &= 16 \\ x - y + z &= 5 \end{cases}$

b. $\begin{cases} 2x + 3y - z &= 1 \\ 10x - z &= 2 \\ 4x - 9y + 2z &= 5 \end{cases}$

c. $\begin{cases} 3x_1 + x_2 + x_4 &= 6 \\ 2x_1 + x_2 - x_3 &= 4 \\ x_2 - 3x_3 - 2x_4 &= 0 \end{cases}$

Solution

a. For definitiveness, we label the topmost equation in the system $E1$, the equation beneath that $E2$, and so forth. We now attempt to put the system in triangular form using an algorithm known as **Gaussian Elimination**. What this means is that, starting with x, we transform the system so that conditions 2 and 3 in the definition of triangular form are satisfied. Then we move on to the next variable, in this case y, and repeat. Since the variables in all of the equations have a consistent ordering from left to right, our first move is to get an x in $E1$'s spot with a coefficient of 1. While there are many ways to do this, the easiest is to apply the first move listed in Theorem 9.1.1 and interchange $E1$ and $E3$.

$$\begin{cases} (E1) & 3x - y + z &= 3 \\ (E2) & 2x - 4y + 3z &= 16 \\ (E3) & x - y + z &= 5 \end{cases} \xrightarrow{\text{Switch } E1 \text{ and } E3} \begin{cases} (E1) & x - y + z &= 5 \\ (E2) & 2x - 4y + 3z &= 16 \\ (E3) & 3x - y + z &= 3 \end{cases}$$

To satisfy the definition of triangular form, we need to eliminate the x's from $E2$ and $E3$. We accomplish this by replacing each of them with a sum of themselves and a multiple of $E1$. To eliminate the x from $E2$, we need to multiply $E1$ by -2 then add; to eliminate the x from $E3$, we need to multiply $E1$ by -3 then add. Applying the third move listed in Theorem 9.1.1 twice, we get

$$\begin{cases} (E1) & x - y + z &= 5 \\ (E2) & 2x - 4y + 3z &= 16 \\ (E3) & 3x - y + z &= 3 \end{cases} \xrightarrow[\text{Replace } E3 \text{ with } -3E1+E3]{\text{Replace } E2 \text{ with } -2E1+E2} \begin{cases} (E1) & x - y + z &= 5 \\ (E2) & -2y + z &= 6 \\ (E3) & 2y - 2z &= -12 \end{cases}$$

Now we enforce the conditions stated in the definition of triangular form for the variable y. To that end we need to get the coefficient of y in $E2$ equal to 1. We apply the second move listed in Theorem Theorem 9.1.1 and replace $E2$ with itself times $-\frac{1}{2}$.

$$\begin{cases} (E1) & x - y + z &= 5 \\ (E2) & -2y + z &= 6 \\ (E3) & 2y - 2z &= -12 \end{cases} \xrightarrow{\text{Replace } E2 \text{ with } -\frac{1}{2}E2} \begin{cases} (E1) & x - y + z &= 5 \\ (E2) & y - \frac{1}{2}z &= -3 \\ (E3) & 2y - 2z &= -12 \end{cases}$$

To eliminate the y in $E3$, we add $-2E2$ to it.

$$\begin{cases} (E1) & x-y+z &=& 5 \\ (E2) & y-\frac{1}{2}z &=& -3 \\ (E3) & 2y-2z &=& -12 \end{cases} \xrightarrow{\text{Replace } E3 \text{ with } -2E2+E3} \begin{cases} (E1) & x-y+z &=& 5 \\ (E2) & y-\frac{1}{2}z &=& -3 \\ (E3) & -z &=& -6 \end{cases}$$

Finally, we apply the second move from Theorem 9.1.1 one last time and multiply $E3$ by -1 to satisfy the conditions of the definition of triangular form for the variable z.

$$\begin{cases} (E1) & x-y+z &=& 5 \\ (E2) & y-\frac{1}{2}z &=& -3 \\ (E3) & -z &=& -6 \end{cases} \xrightarrow{\text{Replace } E3 \text{ with } -1E3} \begin{cases} (E1) & x-y+z &=& 5 \\ (E2) & y-\frac{1}{2}z &=& -3 \\ (E3) & z &=& 6 \end{cases}$$

Now we proceed to substitute. Plugging in $z=6$ into $E2$ gives $y-3=-3$ so that $y=0$. With $y=0$ and $z=6$, $E1$ becomes $x-0+6=5$, or $x=-1$. Our solution is $(-1,0,6)$. We leave it to the reader to check that substituting the respective values for x, y, and z into the original system results in three identities. Since we have found a solution, the system is consistent; since there are no free variables, it is independent.

b. Proceeding as we did in 1, our first step is to get an equation with x in the $E1$ position with 1 as its coefficient. Since there is no easy fix, we multiply $E1$ by $\frac{1}{2}$.

$$\begin{cases} (E1) & 2x+3y-z &=& 1 \\ (E2) & 10x-z &=& 2 \\ (E3) & 4x-9y+2z &=& 5 \end{cases} \xrightarrow{\text{Replace } E1 \text{ with } \frac{1}{2}E1} \begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & 10x-z &=& 2 \\ (E3) & 4x-9y+2z &=& 5 \end{cases}$$

Now it's time to take care of the x's in $E2$ and $E3$.

$$\begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & 10x-z &=& 2 \\ (E3) & 4x-9y+2z &=& 5 \end{cases} \xrightarrow[\text{Replace } E3 \text{ with } -4E1+E3]{\text{Replace } E2 \text{ with } -10E1+E2} \begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & -15y+4z &=& -3 \\ (E3) & -15y+4z &=& 3 \end{cases}$$

Our next step is to get the coefficient of y in $E2$ equal to 1. To that end, we have

$$\begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & -15y+4z &=& -3 \\ (E3) & -15y+4z &=& 3 \end{cases} \xrightarrow{\text{Replace } E2 \text{ with } -\frac{1}{15}E2} \begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & y-\frac{4}{15}z &=& \frac{1}{5} \\ (E3) & -15y+4z &=& 3 \end{cases}$$

Finally, we rid $E3$ of y.

$$\begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & y-\frac{4}{15}z &=& \frac{1}{5} \\ (E3) & -15y+4z &=& 3 \end{cases} \xrightarrow{\text{Replace } E3 \text{ with } 15E2+E3} \begin{cases} (E1) & x-y+z &=& 5 \\ (E2) & y-\frac{1}{2}z &=& -3 \\ (E3) & 0 &=& 6 \end{cases}$$

The last equation, $0=6$, is a contradiction so the system has no solution. According to Theorem 9.1.1, since this system has no solutions, neither does the original, thus we have an inconsistent system.

c. For our last system, we begin by multiplying $E1$ by $\frac{1}{3}$ to get a coefficient of 1 on x_1.

$$\begin{cases} (E1) & 3x_1+x_2+x_4 &=& 6 \\ (E2) & 2x_1+x_2-x_3 &=& 4 \\ (E3) & x_2-3x_3-2x_4 &=& 0 \end{cases} \xrightarrow{\text{Replace } E1 \text{ with } \frac{1}{3}E1} \begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & 2x_1+x_2-x_3 &=& 4 \\ (E3) & x_2-3x_3-2x_4 &=& 0 \end{cases}$$

Next we eliminate x_1 from $E2$

$$\begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & 2x_1+x_2-x_3 &=& 4 \\ (E3) & x_2-3x_3-2x_4 &=& 0 \end{cases} \xrightarrow[\text{with } -2E1+E2]{\text{Replace } E2} \begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & \frac{1}{3}x_2-x_3-\frac{2}{3}x_4 &=& 0 \\ (E3) & x_2-3x_3-2x_4 &=& 0 \end{cases}$$

We switch $E2$ and $E3$ to get a coefficient of 1 for x_2.

$$\begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & \frac{1}{3}x_2-x_3-\frac{2}{3}x_4 &=& 0 \\ (E3) & x_2-3x_3-2x_4 &=& 0 \end{cases} \xrightarrow{\text{Switch } E2 \text{ and } E3} \begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & x_2-3x_3-2x_4 &=& 0 \\ (E3) & \frac{1}{3}x_2-x_3-\frac{2}{3}x_4 &=& 0 \end{cases}$$

Finally, we eliminate x_2 in $E3$.

$$\begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & x_2-3x_3-2x_4 &=& 0 \\ (E3) & \frac{1}{3}x_2-x_3-\frac{2}{3}x_4 &=& 0 \end{cases} \xrightarrow[\text{with } -\frac{1}{3}E2+E3]{\text{Replace } E3} \begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & x_2-3x_3-2x_4 &=& 0 \\ (E3) & 0 &=& 0 \end{cases}$$

Equation $E3$ reduces to $0=0$,which is always true. Since we have no equations with x_3 or x_4 as leading variables, they are both free, which means we have a consistent dependent system. We parametrize the solution set by letting $x_3=s$ and $x_4=t$ and obtain from $E2$ that $x_2=3s+2t$. Substituting this and $x_4=t$ into $E1$, we have $x_1+\frac{1}{3}(3s+2t)+\frac{1}{3}t=2$ which gives $x_1=2-s-t$. Our solution is the set $\{(2-s-t,2s+3t,s,t)\,|\,-\infty<s,t<\infty\}$.[14] We leave it to the reader to verify that the substitutions $x_1=2-s-t$, $x_2=3s+2t$, $x_3=s$ and $x_4=t$ satisfy the equations in the original system.

Like all algorithms, Gaussian Elimination has the advantage of always producing what we need, but it can also be inefficient at times. For example, when solving Example $9.1.2b$above, it is clear after we eliminated the x's in the second step to get the system

$$\begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & -15y+4z &=& -3 \\ (E3) & -15y+4z &=& 3 \end{cases}$$

that equations $E2$ and $E3$ when taken together form a contradiction since we have identical left hand sides and different right hand sides. The algorithm takes two more steps to reach this contradiction. We also note that substitution in Gaussian Elimination is delayed until all the elimination is done, thus it gets called **back-substitution**. This may also be inefficient in many cases. Rest assured, the technique of substitution as you may have learned it in Intermediate Algebra will once again take center stage in Section 9.3. Lastly, we note that the system in Example $9.1.2c$ above is underdetermined, and as it is consistent, we have free variables in our answer.

Subsection Footnotes

[9] That is, a system with the same solution set.

[10] That is, an equation which results from multiplying both sides of the equation by the same nonzero number.

[11] In fact, these lines are described by the parametric solutions to the systems formed by taking any two of these equations by themselves.

[12] Necessarily an identity or contradiction.

[13] If letters are used instead of subscripted variables, the triangular form definition can be suitably modified using alphabetical order of the variables instead of numerical order on the subscripts of the variables.

[14] Here, any choice of s and t will determine a solution which is a point in 4-dimensional space. Yeah, we have trouble visualizing that, too.

Applications Involving Large Linear Systems

We close this section with a standard "mixture" type application of systems of linear equations.

Example 9.1.3

Lucas needs to create a 500 milliliters (mL) of a 40% acid solution. He has stock solutions of 30% and 90% acid as well as all of the distilled water he wants. Set-up and solve a system of linear equations which determines all of the possible combinations of the stock solutions and water which would produce the required solution.

Solution

We are after three unknowns, the amount (in mL) of the 30% stock solution (which we'll call x), the amount (in mL) of the 90% stock solution (which we'll call y) and the amount (in mL) of water (which we'll call w). We now need to determine some relationships between these variables. Our goal is to produce 500 milliliters of a 40% acid solution. This product has two defining characteristics. First, it must be 500 mL; second, it must be 40% acid. We take each of these qualities in turn. First, the total volume of 500 mL must be the sum of the contributed volumes of the two stock solutions and the water. That is

$$\text{amount of } 30\% \text{ stock solution} + \text{amount of } 90\% \text{ stock solution} + \text{amount of water} = 500 \text{ mL}$$

Using our defined variables, this reduces to $x + y + w = 500$. Next, we need to make sure the final solution is 40% acid. Since water contains no acid, the acid will come from the stock solutions only. We find 40% of 500 mL to be 200 mL which means the final solution must contain 200 mL of acid. We have

$$\text{amount of acid in } 30\% \text{ stock solution} + \text{amount of acid } 90\% \text{ stock solution} = 200 \text{ mL}$$

The amount of acid in x mL of 30% stock is $0.30x$ and the amount of acid in y mL of 90% solution is $0.90y$. We have $0.30x + 0.90y = 200$. Converting to fractions, our system of equations becomes

$$\begin{cases} x + y + w &= 500 \\ \frac{3}{10}x + \frac{9}{10}y &= 200 \end{cases}$$

We first eliminate the x from the second equation

$$\begin{cases} (E1) \quad x + y + w &= 500 \\ (E2) \quad \frac{3}{10}x + \frac{9}{10}y &= 200 \end{cases} \xrightarrow{\text{Replace } E2 \text{ with } -\frac{3}{10}E1+E2} \begin{cases} (E1) \quad x + y + w &= 500 \\ (E2) \quad \frac{3}{5}y - \frac{3}{10}w &= 50 \end{cases}$$

Next, we get a coefficient of 1 on the leading variable in $E2$

$$\begin{cases} (E1) \quad x + y + w &= 500 \\ (E2) \quad \frac{3}{5}y - \frac{3}{10}w &= 50 \end{cases} \xrightarrow{\text{Replace } E2 \text{ with } \frac{5}{3}E2} \begin{cases} (E1) \quad x + y + w &= 500 \\ (E2) \quad y - \frac{1}{2}w &= \frac{250}{3} \end{cases}$$

Notice that we have no equation to determine w, and as such, w is free. We set $w = t$ and from $E2$ get $y = \frac{1}{2}t + \frac{250}{3}$. Substituting into $E1$ gives $x + \left(\frac{1}{2}t + \frac{250}{3}\right) + t = 500$ so that $x = -\frac{3}{2}t + \frac{1250}{3}$. This system is consistent, dependent and its solution set is $\left\{\left(-\frac{3}{2}t + \frac{1250}{3}, \frac{1}{2}t + \frac{250}{3}, t\right) \mid -\infty < t < \infty\right\}$.

While this answer checks algebraically, we have neglected to take into account that x, y and w, being amounts of acid and water, need to be nonnegative. That is, $x \geq 0$, $y \geq 0$ and $w \geq 0$. The constraint $x \geq 0$ gives us $-\frac{3}{2}t + \frac{1250}{3} \geq 0$, or $t \leq \frac{2500}{9}$. From $y \geq 0$, we get $\frac{1}{2}t + \frac{250}{3} \geq 0$ or $t \geq -\frac{500}{3}$. The condition $z \geq 0$ yields $t \geq 0$, and we see that when we take the set theoretic intersection of these intervals, we get $0 \leq t \leq \frac{2500}{9}$. Our final answer is $\left\{\left(-\frac{3}{2}t + \frac{1250}{3}, \frac{1}{2}t + \frac{250}{3}, t\right) \mid 0 \leq t \leq \frac{2500}{9}\right\}$.

Of what practical use is our answer? Suppose there is only 100 mL of the 90% solution remaining and it is due to expire. Can we use all of it to make our required solution? We would have $y = 100$ so that $\frac{1}{2}t + \frac{250}{3} = 100$, and we get $t = \frac{100}{3}$. This means the amount of 30% solution required is $x = -\frac{3}{2}t + \frac{1250}{3} = -\frac{3}{2}\left(\frac{100}{3}\right) + \frac{1250}{3} = \frac{1100}{3}$ mL, and for the water, $w = t = \frac{100}{3}$ mL. The reader is invited to check that mixing these three amounts of our constituent solutions produces the required 40% acid mix.

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9.1E: Exercises

Exercises

(Review Exercises) In Exercises 1 - 8, take a trip down memory lane and solve the given system using substitution and/or elimination. Classify each system as consistent independent, consistent dependent, or inconsistent. Check your answers both algebraically and graphically.

1. $\begin{cases} x+2y &= 5 \\ x &= 6 \end{cases}$
2. $\begin{cases} 2y-3x &= 1 \\ y &= -3 \end{cases}$
3. $\begin{cases} \frac{x+2y}{4} &= -5 \\ \frac{3x-y}{2} &= 1 \end{cases}$
4. $\begin{cases} \frac{2}{3}x-\frac{1}{5}y &= 3 \\ \frac{1}{2}x+\frac{3}{4}y &= 1 \end{cases}$
5. $\begin{cases} \frac{1}{2}x-\frac{1}{3}y &= -1 \\ 2y-3x &= 6 \end{cases}$
6. $\begin{cases} x+4y &= 6 \\ \frac{1}{12}x+\frac{1}{3}y &= \frac{1}{2} \end{cases}$
7. $\begin{cases} 3y-\frac{3}{2}x &= -\frac{15}{2} \\ \frac{1}{2}x-y &= \frac{3}{2} \end{cases}$
8. $\begin{cases} \frac{5}{6}x+\frac{5}{3}y &= -\frac{7}{3} \\ -\frac{10}{3}x-\frac{20}{3}y &= 10 \end{cases}$

In Exercises 9 - 26, put each system of linear equations into triangular form and solve the system if possible. Classify each system as consistent independent, consistent dependent, or inconsistent.

9. $\begin{cases} -5x+y &= 17 \\ x+y &= 5 \end{cases}$
10. $\begin{cases} x+y+z &= 3 \\ 2x-y+z &= 0 \\ -3x+5y+7z &= 7 \end{cases}$
11. $\begin{cases} 4x-y+z &= 5 \\ 2y+6z &= 30 \\ x+z &= 5 \end{cases}$
12. $\begin{cases} 4x-y+z &= 5 \\ 2y+6z &= 30 \\ x+z &= 6 \end{cases}$
13. $\begin{cases} x+y+z &= -17 \\ y-3z &= 0 \end{cases}$
14. $\begin{cases} x-2y+3z &= 7 \\ -3x+y+2z &= -5 \\ 2x+2y+z &= 3 \end{cases}$
15. $\begin{cases} 3x-2y+z &= -5 \\ x+3y-z &= 12 \\ x+y+2z &= 0 \end{cases}$
16. $\begin{cases} 2x-y+z &= -1 \\ 4x+3y+5z &= 1 \\ 5y+3z &= 4 \end{cases}$

17. $\begin{cases} x-y+z &= -4 \\ -3x+2y+4z &= -5 \\ x-5y+2z &= -18 \end{cases}$

18. $\begin{cases} 2x-4y+z &= -7 \\ x-2y+2z &= -2 \\ -x+4y-2z &= 3 \end{cases}$

19. $\begin{cases} 2x-y+z &= 1 \\ 2x+2y-z &= 1 \\ 3x+6y+4z &= 9 \end{cases}$

20. $\begin{cases} x-3y-4z &= 3 \\ 3x+4y-z &= 13 \\ 2x-19y-19z &= 2 \end{cases}$

21. $\begin{cases} x+y+z &= 4 \\ 2x-4y-z &= -1 \\ x-y &= 2 \end{cases}$

22. $\begin{cases} x-y+z &= 8 \\ 3x+3y-9z &= -6 \\ 7x-2y+5z &= 39 \end{cases}$

23. $\begin{cases} 2x-3y+z &= -1 \\ 4x-4y+4z &= -13 \\ 6x-5y+7z &= -25 \end{cases}$

24. $\begin{cases} 2x_1+x_2-12x_3-x_4 &= 16 \\ -x_1+x_2+12x_3-4x_4 &= -5 \\ 3x_1+2x_2-16x_3-3x_4 &= 25 \\ x_1+2x_2-5x_4 &= 11 \end{cases}$

25. $\begin{cases} x_1-x_3 &= -2 \\ 2x_2-x_4 &= 0 \\ x_1-2x_2+x_3 &= 0 \\ -x_3+x_4 &= 1 \end{cases}$

26. $\begin{cases} x_1-x_2-5x_3+3x_4 &= -1 \\ x_1+x_2+5x_3-3x_4 &= 0 \\ x_2+5x_3-3x_4 &= 1 \\ x_1-2x_2-10x_3+6x_4 &= -1 \end{cases}$

27. Find two other forms of the parametric solution to Exercise 11 above by reorganizing the equations so that x or y can be the free variable.
28. A local buffet charges $\$7.50$ per person for the basic buffet and $\$9.25$ for the deluxe buffet (which includes crab legs.) If 27 diners went out to eat and the total bill was $\$227.00$ before taxes, how many chose the basic buffet and how many chose the deluxe buffet?
29. At The Old Home Fill'er Up and Keep on a-Truckin' Cafe, Mavis mixes two different types of coffee beans to produce a house blend. The first type costs \$3 per pound and the second costs \$8 per pound. How much of each type does Mavis use to make 50 pounds of a blend which costs \$6 per pound?
30. Skippy has a total of \$10,000 to split between two investments. One account offers 3% simple interest, and the other account offers 8% simple interest. For tax reasons, he can only earn $\$500$ in interest the entire year. How much money should Skippy invest in each account to earn $\$500$ in interest for the year?
31. A 10% salt solution is to be mixed with pure water to produce 75 gallons of a 3% salt solution. How much of each are needed?
32. At The Crispy Critter's Head Shop and Patchouli Emporium along with their dried up weeds, sunflower seeds and astrological postcards they sell an herbal tea blend. By weight, Type I herbal tea is 30% peppermint, 40% rose hips and 30% chamomile, Type II has percents 40%, 20% and 40%, respectively, and Type III has percents 35%, 30% and 35%, respectively. How much of each Type of tea is needed to make 2 pounds of a new blend of tea that is equal parts peppermint, rose hips and chamomile?
33. Discuss with your classmates how you would approach Exercise 32 above if they needed to use up a pound of Type I tea to make room on the shelf for a new canister.

34. If you were to try to make 100 mL of a 60% acid solution using stock solutions at 20% and 40%, respectively, what would the triangular form of the resulting system look like? Explain.

Answers

1. Consistent independent
   Solution $\left(6, -\frac{1}{2}\right)$
2. Consistent independent
   Solution $\left(-\frac{7}{3}, -3\right)$
3. Consistent independent
   Solution $\left(-\frac{16}{7}, -\frac{62}{7}\right)$
4. Consistent independent
   Solution $\left(\frac{49}{12}, -\frac{25}{18}\right)$
5. Consistent dependent
   Solution $\left(t, \frac{3}{2}t+3\right)$
   for all real numbers t
6. Consistent dependent
   Solution $(6-4t, t)$
   for all real numbers t
7. Inconsistent
   No solution
8. Inconsistent
   No solution

Because triangular form is not unique, we give only one possible answer to that part of the question. Yours may be different and still be correct.

9. $\begin{cases} x+y &= 5 \\ y &= 7 \end{cases}$

   Consistent independent

   Solution $(-2, 7)$

10. $\begin{cases} x-\frac{5}{3}y-\frac{7}{3}z &= -\frac{7}{3} \\ y+\frac{5}{4}z &= 2 \\ z &= 0 \end{cases}$

    Consistent independent

    Solution $(1, 2, 0)$

11. $\begin{cases} x-\frac{1}{4}y+\frac{1}{4}z &= \frac{5}{4} \\ y+3z &= 15 \\ 0 &= 0 \end{cases}$

    Consistent dependent

    Solution $(-t+5, -3t+15, t)$

    for all real numbers t

12. $\begin{cases} x-\frac{1}{4}y+\frac{1}{4}z &= \frac{5}{4} \\ y+3z &= 15 \\ 0 &= 1 \end{cases}$

Inconsistent

No solution

13. $\begin{cases} x+y+z &= -17 \\ y-3z &= 0 \end{cases}$

Consistent dependent

Solution $(-4t-17, 3t, t)$

for all real numbers t

14. $\begin{cases} x-2y+3z &= 7 \\ y-\frac{11}{5}z &= -\frac{16}{5} \\ z &= 1 \end{cases}$

Consistent independent

Solution $(2, -1, 1)$

15. $\begin{cases} x+y+2z &= 0 \\ y-\frac{3}{2}z &= 6 \\ z &= -2 \end{cases}$

Consistent independent

Solution $(1, 3, -2)$

16. $\begin{cases} x-\frac{1}{2}y+\frac{1}{2}z &= -\frac{1}{2} \\ y+\frac{3}{5}z &= \frac{3}{5} \\ 0 &= 1 \end{cases}$

Inconsistent

no solution

17. $\begin{cases} x-y+z &= -4 \\ y-7z &= 17 \\ z &= -2 \end{cases}$

Consistent independent

Solution $(1, 3, -2)$

18. $\begin{cases} x-2y+2z &= -2 \\ y &= \frac{1}{2} \\ z &= 1 \end{cases}$

Consistent independent

Solution $\left(-3, \frac{1}{2}, 1\right)$

19. $\begin{cases} x-\frac{1}{2}y+\frac{1}{2}z &= \frac{1}{2} \\ y-\frac{2}{3}z &= 0 \\ z &= 1 \end{cases}$

Consistent independent

Solution $\left(\frac{1}{3}, \frac{2}{3}, 1\right)$

20. $\begin{cases} x-3y-4z &= 3 \\ y+\frac{11}{13}z &= \frac{4}{13} \\ 0 &= 0 \end{cases}$

Consistent dependent

Solution $\left(\frac{19}{13}t+\frac{51}{13},-\frac{11}{13}t+\frac{4}{13},t\right)$

for all real numbers t

21. $\begin{cases} x+y+z &= 4 \\ y+\frac{1}{2}z &= \frac{3}{2} \\ 0 &= 1 \end{cases}$

Inconsistent

no solution

22. $\begin{cases} x-y+z &= 8 \\ y-2z &= -5 \\ z &= 1 \end{cases}$

Consistent independent

Solution $(4,-3,1)$

23. $\begin{cases} x-\frac{3}{2}y+\frac{1}{2}z &= -\frac{1}{2} \\ y+z &= -\frac{11}{2} \\ 0 &= 0 \end{cases}$

Consistent dependent

Solution $\left(-2t-\frac{35}{4},-t-\frac{11}{2},t\right)$

for all real numbers \(t\

24. $\begin{cases} x_1+\frac{2}{3}x_2-\frac{16}{3}x_3-x_4 &= \frac{25}{3} \\ x_2+4x_3-3x_4 &= 2 \\ 0 &= 0 \\ 0 &= 0 \end{cases}$

Consistent dependent

Solution $(8s-t+7,-4s+3t+2,s,t)$

for all real numbers s and t

25. $\begin{cases} x_1-x_3 &= -2 \\ x_2-\frac{1}{2}x_4 &= 0 \\ x_3-\frac{1}{2}x_4 &= 1 \\ x_4 &= 4 \end{cases}$

Consistent independent

Solution $(1,2,3,4)$

26. $\begin{cases} x_1-x_2-5x_3+3x_4 &= -1 \\ x_2+5x_3-3x_4 &= \frac{1}{2} \\ 0 &= 1 \\ 0 &= 0 \end{cases}$

Inconsistent

No solution

27. If x is the free variable then the solution is $(t,3t,-t+5)$ and if y is the free variable then the solution is $\left(\frac{1}{3}t,t,-\frac{1}{3}t+5\right)$.
28. 13 chose the basic buffet and 14 chose the deluxe buffet.

29. Mavis needs 20 pounds of \$3 per pound coffee and 30 pounds of \$8 per pound coffee.
30. Skippy needs to invest \$6000 in the 3% account and \$4000 in the 8% account.
31. 22.5 gallons of the 10% solution and 52.5 gallons of pure water.
32. $\frac{4}{3}-\frac{1}{2}t$ pounds of Type I, $\frac{2}{3}-\frac{1}{2}t$ pounds of Type II and t pounds of Type III where $0 \leq t \leq \frac{4}{3}$.

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9.2: Systems of Linear Equations - Augmented Matrices

An Introduction to Matrices

In Section 9.1 we introduced Gaussian Elimination as a means of transforming a system of linear equations into triangular form with the ultimate goal of producing an equivalent system of linear equations which is easier to solve. If we take a step back and study the process, we see that all of our moves are determined entirely by the *coefficients* of the variables involved, and not the variables themselves. Much the same thing happened when we studied long division in Section 3.2. Just as we developed synthetic division to streamline that process, in this section, we introduce a similar bookkeeping device to help us solve systems of linear equations. To that end, we define a **matrix** as a rectangular array of real numbers. We typically enclose matrices with square brackets, "[" and "]," and we size matrices by the number of rows and columns they have. For example, the **size** (sometimes incorrectly called the **dimension**) of

$$\begin{bmatrix} 3 & 0 & -1 \\ 2 & -5 & 10 \end{bmatrix}$$

is 2×3 because it has 2 rows and 3 columns. The individual numbers in a matrix are called its **entries** and are usually labeled with double subscripts: the first tells which row the element is in and the second tells which column it is in. The rows are numbered from top to bottom and the columns are numbered from left to right. Matrices themselves are usually denoted by uppercase letters ($\mathbf{A}$, $\mathbf{B}$, $\mathbf{C}$, etc.) while their entries are usually denoted by the corresponding letter. So, for instance, if we have

$$\mathbf{A} = \begin{bmatrix} 3 & 0 & -1 \\ 2 & -5 & 10 \end{bmatrix}$$

then $a_{11} = 3$, $a_{12} = 0$, $a_{13} = -1$, $a_{21} = 2$, $a_{22} = -5$, and $a_{23} = 10$. While the theory of matrices takes up an entire course called Linear Algebra, we shall introduce them here solely as a bookkeeping device. Consider the system of linear equations from Example 9.1.2.b

$$\begin{cases} (E1) & 2x + 3y - z &= 1 \\ (E2) & 10x - z &= 2 \\ (E3) & 4x - 9y + 2z &= 5 \end{cases}$$

We encode this system into a matrix by assigning each equation to a corresponding row. Within that row, each variable and the constant gets its own column, and to separate the variables on the left hand side of the equation from the constants on the right hand side, we use a vertical bar, $|$. Note that in $E2$, since y is not present, we record its coefficient as 0. The matrix associated with this system is

$$\begin{array}{r} \\ (E1) \rightarrow \\ (E2) \rightarrow \\ (E3) \rightarrow \end{array} \begin{array}{c} \begin{array}{cccc} x & y & z & c \end{array} \\ \left[\begin{array}{ccc|c} 2 & 3 & -1 & 1 \\ 10 & 0 & -1 & 2 \\ 4 & -9 & 2 & 5 \end{array}\right] \end{array}$$

This matrix is called an **augmented matrix** because the column containing the constants is appended to the matrix containing the coefficients. In fact, the matrix containing the coefficients of the variables in the original linear system is called the **coefficient matrix**. The column of entries to the right side of the vertical bar is called the **augmentation column**.

To solve this system, we can use the same kind operations on the *rows* of the matrix that we performed on the *equations* of the system. More specifically, we have the following analog of Theorem 9.1.1 below.

Theorem 9.2.1: Row Operations

Given an augmented matrix for a system of linear equations, the following row operations produce an augmented matrix which corresponds to an equivalent system of linear equations.

- Interchange any two rows.
- Replace a row with a nonzero multiple of itself.[1]
- Replace a row with itself plus a nonzero multiple of another row.[2]

As a demonstration of the moves in Theorem 9.2.1, we revisit some of the steps that were used in solving the systems of linear equations in Example 9.1.2 of Section 9.1. The reader is encouraged to perform the indicated operations on the rows of the augmented matrix to see that the machinations are identical to what is done to the coefficients of the variables in the equations. We first see a demonstration of switching two rows using the first step of Example 9.1.2.a.

$$\begin{cases} (E1) & 3x-y+z &=& 3 \\ (E2) & 2x-4y+3z &=& 16 \\ (E3) & x-y+z &=& 5 \end{cases} \xrightarrow{\text{Switch } E1 \text{ and } E3} \begin{cases} (E1) & x-y+z &=& 5 \\ (E2) & 2x-4y+3z &=& 16 \\ (E3) & 3x-y+z &=& 3 \end{cases}$$

$$\left[\begin{array}{ccc|c} 3 & -1 & -1 & 3 \\ 2 & -4 & 3 & 16 \\ 1 & -1 & 1 & 5 \end{array}\right] \xrightarrow{\text{Switch } R1 \text{ and } R3} \left[\begin{array}{ccc|c} 1 & -1 & -1 & 5 \\ 2 & -4 & 3 & 16 \\ 3 & -1 & 1 & 3 \end{array}\right]$$

Next, we have a demonstration of replacing a row with a nonzero multiple of itself using the first step of Example 9.1.2.c.

$$\begin{cases} (E1) & 3x_1+x_2+x_4 &=& 6 \\ (E2) & 2x_1+x_2-x_3 &=& 4 \\ (E3) & x_2-3x_3-2x_4 &=& 0 \end{cases} \xrightarrow{\text{Replace } E1 \text{ with } \frac{1}{3}E1} \begin{cases} (E1) & x_1+\frac{1}{3}x_2+\frac{1}{3}x_4 &=& 2 \\ (E2) & 2x_1+x_2-x_3 &=& 4 \\ (E3) & x_2-3x_3-2x_4 &=& 0 \end{cases}$$

$$\left[\begin{array}{cccc|c} 3 & 1 & 0 & 1 & 6 \\ 2 & 1 & -1 & 0 & 4 \\ 0 & 1 & -3 & -2 & 0 \end{array}\right] \xrightarrow{\text{Replace } R1 \text{ with } \frac{1}{3}R1} \left[\begin{array}{cccc|c} 1 & \frac{1}{3} & 0 & \frac{1}{3} & 2 \\ 2 & 1 & -1 & 0 & 4 \\ 0 & 1 & -3 & -2 & 0 \end{array}\right]$$

Finally, we have an example of replacing a row with itself plus a multiple of another row using the second step from Example 9.1.2.b.

$$\begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & 10x-z &=& 2 \\ (E3) & 4x-9y+2z &=& 5 \end{cases} \xrightarrow[\text{Replace } E3 \text{ with } -4E1+E3]{\text{Replace } E2 \text{ with } -10E1+E2} \begin{cases} (E1) & x+\frac{3}{2}y-\frac{1}{2}z &=& \frac{1}{2} \\ (E2) & -15y+4z &=& -3 \\ (E3) & -15y+4z &=& 3 \end{cases}$$

$$\left[\begin{array}{ccc|c} 1 & \frac{3}{2} & -\frac{1}{2} & \frac{1}{2} \\ 10 & 0 & -1 & 2 \\ 4 & -9 & 2 & 5 \end{array}\right] \xrightarrow[\text{Replace } R3 \text{ with } -4R1+R3]{\text{Replace } R2 \text{ with } -10R1+R2} \left[\begin{array}{ccc|c} 1 & \frac{3}{2} & -\frac{1}{2} & \frac{1}{2} \\ 0 & -15 & 4 & -3 \\ 0 & -15 & 4 & 3 \end{array}\right]$$

Subsection Footnotes

[1] That is, the row obtained by multiplying each entry in the row by the same nonzero number.

[2] Where we add entries in corresponding columns.

Row Echelon Form

The matrix equivalent of "triangular form" is **row echelon form**. The reader is encouraged to refer to the definition of triangular form for comparison. Note that the analog of "leading variable" of an equation is "leading entry" of a row. Specifically, the first nonzero entry (if it exists) in a row is called the **leading entry** of that row.

Definition: Row Echelon Form

A matrix is said to be in **row echelon form** provided all of the following conditions hold:

1. The leading entry of a given row must be to the right of the leading entry of the row above it.
2. Any row of all zeros cannot be placed above a row with nonzero entries.

Note

Some authors also require that all leading entries be 1 for a matrix to be in row echelon form. Strictly speaking, this is not necessary and, in fact, can lead to some atrocious calculations; however, if forcing a leading entry to be 1 doesn't cause too many fractional entries, then we will do that here.

To solve a system of a linear equations using an augmented matrix, we encode the system into an augmented matrix and apply Gaussian Elimination to the rows to get the matrix into row-echelon form. We then decode the matrix and back substitute. The next example illustrates this nicely.

Example 9.2.1

Use an augmented matrix to transform the following system of linear equations into triangular form. Solve the system.

$$\begin{cases} 3x-y+z &= 8 \\ x+2y-z &= 4 \\ 2x+3y-4z &= 10 \end{cases}$$

Solution

We first encode the system into an augmented matrix.

$$\begin{cases} 3x-y+z &= 8 \\ x+2y-z &= 4 \\ 2x+3y-4z &= 10 \end{cases} \xrightarrow{\text{Encode into the matrix}} \left[\begin{array}{rrr|r} 3 & -1 & 1 & 8 \\ 1 & 2 & -1 & 4 \\ 2 & 3 & -4 & 10 \end{array}\right]$$

Thinking back to Gaussian Elimination at an equations level, our first order of business is to get x in $E1$ with a coefficient of 1. At the matrix level, this means getting a leading 1 in $R1$. To that end, we interchange $R1$ and $R2$.

$$\left[\begin{array}{rrr|r} 3 & -1 & 1 & 8 \\ 1 & 2 & -1 & 4 \\ 2 & 3 & -4 & 10 \end{array}\right] \xrightarrow{\text{Switch } R1 \text{ and } R2} \left[\begin{array}{rrr|r} 1 & 2 & -1 & 4 \\ 3 & -1 & 1 & 8 \\ 2 & 3 & -4 & 10 \end{array}\right]$$

Our next step is to eliminate the x's from $E2$ and $E3$. From a matrix standpoint, this means we need 0's below the leading 1 in $R1$. This guarantees the leading 1 in $R2$ will be to the right of the leading 1 in $R1$ in accordance with the first requirement of the definition of Row Echelon Form.

$$\left[\begin{array}{rrr|r} 1 & 2 & -1 & 4 \\ 3 & -1 & 1 & 8 \\ 2 & 3 & -4 & 10 \end{array}\right] \xrightarrow[\text{Replace } R3 \text{ with } -2R1+R3]{\text{Replace } R2 \text{ with } -3R1+R2} \left[\begin{array}{rrr|r} 1 & 2 & -1 & 4 \\ 0 & -7 & 4 & -4 \\ 0 & -1 & -2 & 2 \end{array}\right]$$

Now we repeat the above process for the variable y which means we need to get the leading entry in $R2$ to be 1.

$$\left[\begin{array}{rrr|r} 1 & 2 & -1 & 4 \\ 0 & -7 & 4 & -4 \\ 0 & -1 & -2 & 2 \end{array}\right] \xrightarrow{\text{Replace } R2 \text{ with } -\frac{1}{7}R2} \left[\begin{array}{rrr|r} 1 & 2 & -1 & 4 \\ 0 & 1 & -\frac{4}{7} & \frac{4}{7} \\ 0 & -1 & -2 & 2 \end{array}\right]$$

To guarantee the leading 1 in $R3$ is to the right of the leading 1 in $R2$, we get a 0 in the second column of $R3$.

$$\left[\begin{array}{rrr|r} 1 & 2 & -1 & 4 \\ 0 & 1 & -\frac{4}{7} & \frac{4}{7} \\ 0 & -1 & -2 & 2 \end{array}\right] \xrightarrow{\text{Replace } R3 \text{ with } R2+R3} \left[\begin{array}{rrr|r} 1 & 2 & -1 & 4 \\ 0 & 1 & -\frac{4}{7} & \frac{4}{7} \\ 0 & 0 & -\frac{18}{7} & \frac{18}{7} \end{array}\right]$$

Finally, we get the leading entry in $R3$ to be 1.

$$\left[\begin{array}{ccc|c} 1 & 2 & -1 & 4 \\ 0 & 1 & -\frac{4}{7} & \frac{4}{7} \\ 0 & 0 & -\frac{18}{7} & \frac{18}{7} \end{array}\right] \xrightarrow{\text{Replace } R3 \text{ with } -\frac{7}{18}R3} \left[\begin{array}{ccc|c} 1 & 2 & -1 & 4 \\ 0 & 1 & -\frac{4}{7} & \frac{4}{7} \\ 0 & 0 & 1 & -1 \end{array}\right]$$

Decoding from the matrix gives a system in triangular form

$$\left[\begin{array}{ccc|c} 1 & 2 & -1 & 4 \\ 0 & 1 & -\frac{4}{7} & \frac{4}{7} \\ 0 & 0 & 1 & -1 \end{array}\right] \xrightarrow{\text{Decode from the matrix}} \begin{cases} x+2y-z &= 4 \\ y-\frac{4}{7}z &= \frac{4}{7} \\ z &= -1 \end{cases}$$

We get $z=-1$, $y=\frac{4}{7}z+\frac{4}{7}=\frac{4}{7}(-1)+\frac{4}{7}=0$ and $x=-2y+z+4=-2(0)+(-1)+4=3$ for a final answer of $(3,0,-1)$. We leave it to the reader to check.

Reduced Row Echelon Form

As part of Gaussian Elimination, we used row operations to obtain 0's beneath each leading entry to put the matrix into row echelon form. If we also require that 0's are the only numbers above a leading entry, and if we require that all leading entries are 1, we have what is known as the **reduced row echelon form** of the matrix.

Definition: Reduced Row Echelon Form

A matrix is said to be in **reduced row echelon form** provided both of the following conditions hold:

1. The matrix is in row echelon form.
2. All leading entries are 1s.
3. The leading 1s are the only nonzero entry in their respective columns.

Of what significance is the reduced row echelon form of a matrix? To illustrate, let's take the row echelon form from Example 9.2.1 and perform the necessary steps to put into reduced row echelon form. We start by using the leading 1 in $R3$ to zero out the numbers in the rows above it.

$$\left[\begin{array}{ccc|c} 1 & 2 & -1 & 4 \\ 0 & 1 & -\frac{4}{7} & \frac{4}{7} \\ 0 & 0 & 1 & -1 \end{array}\right] \xrightarrow[\text{Replace } R2 \text{ with } \frac{4}{7}R3+R2]{\text{Replace } R1 \text{ with } R3+R1} \left[\begin{array}{ccc|c} 1 & 2 & 0 & 3 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & -1 \end{array}\right]$$

Finally, we take care of the 2 in $R1$ above the leading 1 in $R2$.

$$\left[\begin{array}{ccc|c} 1 & 2 & 0 & 3 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & -1 \end{array}\right] \xrightarrow{\text{Replace } R1 \text{ with } -2R2+R1} \left[\begin{array}{ccc|c} 1 & 0 & 0 & 3 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & -1 \end{array}\right]$$

To our surprise and delight, when we decode this matrix, we obtain the solution instantly without having to deal with any back-substitution at all.

$$\left[\begin{array}{ccc|c} 1 & 0 & 0 & 3 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & -1 \end{array}\right] \xrightarrow{\text{Decode from the matrix}} \begin{cases} x &= 3 \\ y &= 0 \\ z &= -1 \end{cases}$$

Note that in the previous discussion, we could have started with $R2$ and used it to get a zero above its leading 1 and then done the same for the leading 1 in $R3$. By starting with $R3$, however, we get more zeros first, and the more zeros there are, the faster the remaining calculations will be. It is also worth noting that while a matrix has several[3] row echelon forms, it has only one reduced row echelon form. The process by which we have put a matrix into reduced row echelon form is called **Gauss-Jordan Elimination**.

Example 9.2.2

Solve the following system using an augmented matrix. Use Gauss-Jordan Elimination to put the augmented matrix into reduced row echelon form.

$$\begin{cases} x_2 - 3x_1 + x_4 &= 2 \\ 2x_1 + 4x_3 &= 5 \\ 4x_2 - x_4 &= 3 \end{cases}$$

Solution

We first encode the system into a matrix. (Pay attention to the subscripts!)

$$\begin{cases} x_2 - 3x_1 + x_4 &= 2 \\ 2x_1 + 4x_3 &= 5 \\ 4x_2 - x_4 &= 3 \end{cases} \xrightarrow{\text{Encode into the matrix}} \left[\begin{array}{cccc|c} -3 & 1 & 0 & 1 & 2 \\ 2 & 0 & 4 & 0 & 5 \\ 0 & 4 & 0 & -1 & 3 \end{array}\right]$$

Next, we get a leading 1 in the first column of $R1$.

$$\left[\begin{array}{cccc|c} -3 & 1 & 0 & 1 & 2 \\ 2 & 0 & 4 & 0 & 5 \\ 0 & 4 & 0 & -1 & 3 \end{array}\right] \xrightarrow{\text{Replace } R1 \text{ with } -\frac{1}{3}R1} \left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 2 & 0 & 4 & 0 & 5 \\ 0 & 4 & 0 & -1 & 3 \end{array}\right]$$

Now we eliminate the nonzero entry below our leading 1.

$$\left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 2 & 0 & 4 & 0 & 5 \\ 0 & 4 & 0 & -1 & 3 \end{array}\right] \xrightarrow{\text{Replace } R2 \text{ with } -2R1+R2} \left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & \frac{2}{3} & 4 & \frac{2}{3} & \frac{19}{3} \\ 0 & 4 & 0 & -1 & 3 \end{array}\right]$$

We proceed to get a leading 1 in $R2$.

$$\left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & \frac{2}{3} & 4 & \frac{2}{3} & \frac{19}{3} \\ 0 & 4 & 0 & -1 & 3 \end{array}\right] \xrightarrow{\text{Replace } R2 \text{ with } \frac{3}{2}R2} \left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 6 & 1 & \frac{19}{2} \\ 0 & 4 & 0 & -1 & 3 \end{array}\right]$$

We now zero out the entry below the leading 1 in $R2$.

$$\left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 6 & 1 & \frac{19}{2} \\ 0 & 4 & 0 & -1 & 3 \end{array}\right] \xrightarrow{\text{Replace } R3 \text{ with } -4R2+R3} \left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 6 & 1 & \frac{19}{2} \\ 0 & 0 & -24 & -5 & -35 \end{array}\right]$$

Next, it's time for a leading 1 in $R3$.

$$\left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 6 & 1 & \frac{19}{2} \\ 0 & 0 & -24 & -5 & -35 \end{array}\right] \xrightarrow{\text{Replace } R3 \text{ with } -\frac{1}{24}R3} \left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 6 & 1 & \frac{19}{2} \\ 0 & 0 & 1 & \frac{5}{24} & \frac{35}{24} \end{array}\right]$$

The matrix is now in row echelon form. To get the reduced row echelon form, we start with the last leading 1 we produced and work to get 0's above it.

$$\left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 6 & 1 & \frac{19}{2} \\ 0 & 0 & 1 & \frac{5}{24} & \frac{35}{24} \end{array}\right] \xrightarrow{\text{Replace } R2 \text{ with } -6R3+R2} \left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 0 & -\frac{1}{4} & \frac{3}{4} \\ 0 & 0 & 1 & \frac{5}{24} & \frac{35}{24} \end{array}\right]$$

Lastly, we get a 0 above the leading 1 of $R2$.

$$\left[\begin{array}{cccc|c} 1 & -\frac{1}{3} & 0 & -\frac{1}{3} & -\frac{2}{3} \\ 0 & 1 & 0 & -\frac{1}{4} & \frac{3}{4} \\ 0 & 0 & 1 & \frac{5}{24} & \frac{35}{24} \end{array}\right] \xrightarrow{\text{Replace } R1 \text{ with } \frac{1}{3}R2+R1} \left[\begin{array}{cccc|c} 1 & 0 & 0 & -\frac{5}{12} & -\frac{5}{12} \\ 0 & 1 & 0 & -\frac{1}{4} & \frac{3}{4} \\ 0 & 0 & 1 & \frac{5}{24} & \frac{35}{24} \end{array}\right]$$

At last, we decode to get

$$\left[\begin{array}{cccc|c} 1 & 0 & 0 & -\frac{5}{12} & -\frac{5}{12} \\ 0 & 1 & 0 & -\frac{1}{4} & \frac{3}{4} \\ 0 & 0 & 1 & \frac{5}{24} & \frac{35}{24} \end{array}\right] \xrightarrow{\text{Decode from the matrix}} \left\{\begin{array}{rcl} x_1 - \frac{5}{12}x_4 & = & -\frac{5}{12} \\ x_2 - \frac{1}{4}x_4 & = & \frac{3}{4} \\ x_3 + \frac{5}{24}x_4 & = & \frac{35}{24} \end{array}\right.$$

We have that x_4 is free and we assign it the parameter t. We obtain $x_3 = -\frac{5}{24}t + \frac{35}{24}$, $x_2 = \frac{1}{4}t + \frac{3}{4}$, and $x_1 = \frac{5}{12}t - \frac{5}{12}$. Our solution is $\left\{\left(\frac{5}{12}t - \frac{5}{12}, \frac{1}{4}t + \frac{3}{4}, -\frac{5}{24}t + \frac{35}{24}, t\right) : -\infty < t < \infty\right\}$ and leave it to the reader to check.

Like all good algorithms, putting a matrix in row echelon or reduced row echelon form can easily be performed by technology. We use this in our next example.

Example 9.2.3

Find the quadratic function passing through the points $(-1, 3)$, $(2, 4)$, $(5, -2)$.

Solution

A quadratic function has the form $f(x) = ax^2 + bx + c$ where $a \neq 0$. Our goal is to find a, b and c so that the three given points are on the graph of f. If $(-1, 3)$ is on the graph of f, then $f(-1) = 3$, or $a(-1)^2 + b(-1) + c = 3$ which reduces to $a - b + c = 3$, an honest-to-goodness linear equation with the variables a, b and c. Since the point $(2, 4)$ is also on the graph of f, then $f(2) = 4$ which gives us the equation $4a + 2b + c = 4$. Lastly, the point $(5, -2)$ is on the graph of f gives us $25a + 5b + c = -2$. Putting these together, we obtain a system of three linear equations. Encoding this into an augmented matrix produces

$$\left\{\begin{array}{rcl} a - b + c & = & 3 \\ 4a + 2b + c & = & 4 \\ 25a + 5b + c & = & -2 \end{array}\right. \xrightarrow{\text{Encode into the matrix}} \left[\begin{array}{ccc|c} 1 & -1 & 1 & 3 \\ 4 & 2 & 1 & 4 \\ 25 & 5 & 1 & -2 \end{array}\right]$$

Using Desmos, we find $a = -\frac{7}{18}$, $b = \frac{13}{18}$ and $c = \frac{37}{9}$. Hence, the one and only quadratic which fits the bill is $f(x) = -\frac{7}{18}x^2 + \frac{13}{18}x + \frac{37}{9}$. To verify this analytically, we see that $f(-1) = 3$, $f(2) = 4$, and $f(5) = -2$. We can use the calculator to check our solution as well by plotting the three data points and the function f.

$$A = \begin{bmatrix} 1 & -1 & 1 & 3 \\ 4 & 2 & 1 & 4 \\ 25 & 5 & 1 & -2 \end{bmatrix}$$

New Matrix | clear all

Edit Matrix A

Rows 3

Columns 4

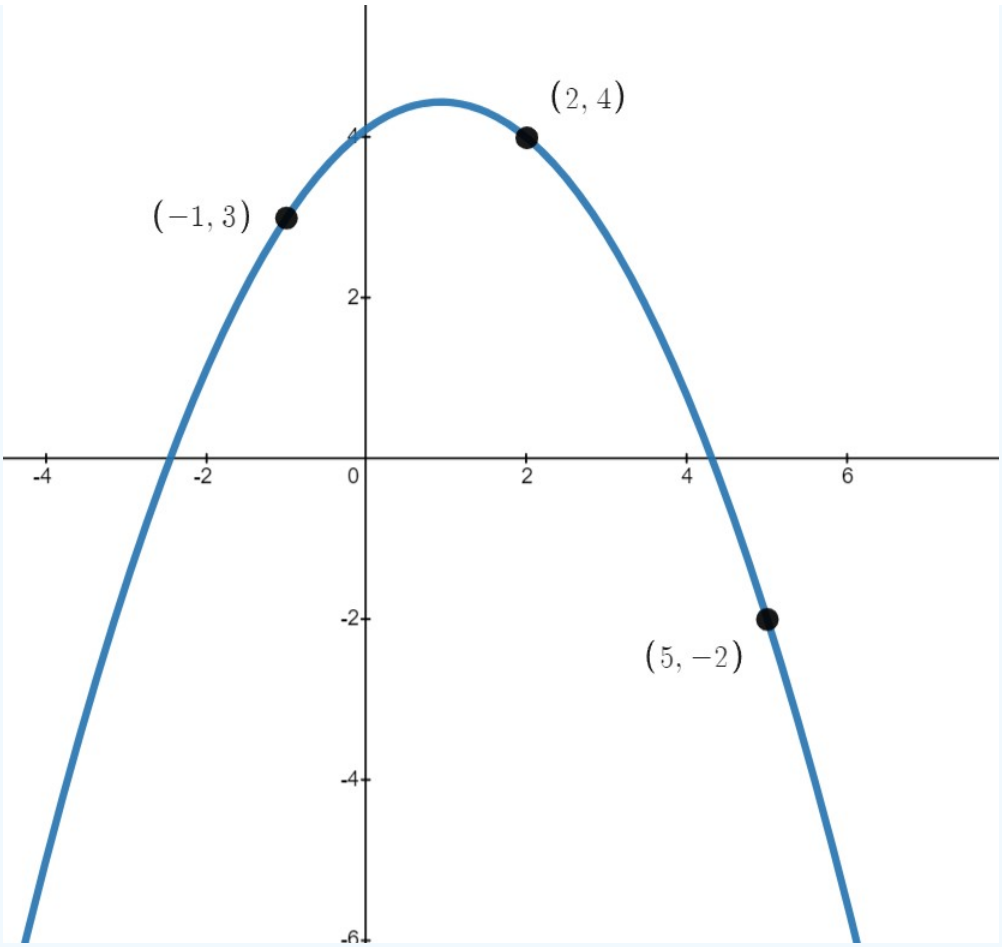
7 8 9 ÷ ( )
4 5 6 × ← →
1 2 3 + ⌫
0 . √ − ↵

$$\text{rref}(A) = \begin{bmatrix} 1 & 0 & 0 & -\frac{7}{18} \\ 0 & 1 & 0 & \frac{13}{18} \\ 0 & 0 & 1 & \frac{37}{9} \end{bmatrix}$$

New Matrix | clear

A B C D
E F G H
A^2 A^{-1} A^T A^n
rref det trace

7 8 9 ÷ ( )
4 5 6 × ← →
1 2 3 + ⌫
0 . √ − ↵



Subsection Footnotes

[3] Infinite, in fact.

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9.2E: Exercises

Exercises

In Exercises 1 - 6, state whether the given matrix is in reduced row echelon form, row echelon form only or in neither of those forms.

1. $\left[\begin{array}{cc|c} 1 & 0 & 3 \\ 0 & 1 & 3 \end{array}\right]$
2. $\left[\begin{array}{ccc|c} 3 & -1 & 1 & 3 \\ 2 & -4 & 3 & 16 \\ 1 & -1 & 1 & 5 \end{array}\right]$
3. $\left[\begin{array}{ccc|c} 1 & 1 & 4 & 3 \\ 0 & 1 & 3 & 6 \\ 0 & 0 & 0 & 1 \end{array}\right]$
4. $\left[\begin{array}{ccc|c} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 0 & 1 \end{array}\right]$
5. $\left[\begin{array}{cccc|c} 1 & 0 & 4 & 3 & 0 \\ 0 & 1 & 3 & 6 & 0 \\ 0 & 0 & 0 & 0 & 0 \end{array}\right]$
6. $\left[\begin{array}{ccc|c} 1 & 1 & 4 & 3 \\ 0 & 1 & 3 & 6 \end{array}\right]$

In Exercises 7 - 12, the following matrices are in reduced row echelon form. Determine the solution of the corresponding system of linear equations or state that the system is inconsistent.

7. $\left[\begin{array}{cc|c} 1 & 0 & -2 \\ 0 & 1 & 7 \end{array}\right]$
8. $\left[\begin{array}{ccc|c} 1 & 0 & 0 & -3 \\ 0 & 1 & 0 & 20 \\ 0 & 0 & 1 & 19 \end{array}\right]$
9. $\left[\begin{array}{cccc|c} 1 & 0 & 0 & 3 & 4 \\ 0 & 1 & 0 & 6 & -6 \\ 0 & 0 & 1 & 0 & 2 \end{array}\right]$
10. $\left[\begin{array}{cccc|c} 1 & 0 & 0 & 3 & 0 \\ 0 & 1 & 2 & 6 & 0 \\ 0 & 0 & 0 & 0 & 1 \end{array}\right]$
11. $\left[\begin{array}{cccc|c} 1 & 0 & -8 & 1 & 7 \\ 0 & 1 & 4 & -3 & 2 \\ 0 & 0 & 0 & 0 & 0 \\ 0 & 0 & 0 & 0 & 0 \end{array}\right]$
12. $\left[\begin{array}{ccc|c} 1 & 0 & 9 & -3 \\ 0 & 1 & -4 & 20 \\ 0 & 0 & 0 & 0 \end{array}\right]$

In Exercises 13 - 26, solve the following systems of linear equations using the techniques discussed in this section. Compare and contrast these techniques with those you used to solve the systems in the Exercises in Section 9.1.

13. $\begin{cases} -5x+y &= 17 \\ x+y &= 5 \end{cases}$

14. $\begin{cases} x+y+z &= 3 \\ 2x-y+z &= 0 \\ -3x+5y+7z &= 7 \end{cases}$

15. $\begin{cases} 4x-y+z &= 5 \\ 2y+6z &= 30 \\ x+z &= 5 \end{cases}$

16. $\begin{cases} x-2y+3z &= 7 \\ -3x+y+2z &= -5 \\ 2x+2y+z &= 3 \end{cases}$

17. $\begin{cases} 3x-2y+z &= -5 \\ x+3y-z &= 12 \\ x+y+2z &= 0 \end{cases}$

18. $\begin{cases} 2x-y+z &= -1 \\ 4x+3y+5z &= 1 \\ 5y+3z &= 4 \end{cases}$

19. $\begin{cases} x-y+z &= -4 \\ -3x+2y+4z &= -5 \\ x-5y+2z &= -18 \end{cases}$

20. $\begin{cases} 2x-4y+z &= -7 \\ x-2y+2z &= -2 \\ -x+4y-2z &= 3 \end{cases}$

21. $\begin{cases} 2x-y+z &= 1 \\ 2x+2y-z &= 1 \\ 3x+6y+4z &= 9 \end{cases}$

22. $\begin{cases} x-3y-4z &= 3 \\ 3x+4y-z &= 13 \\ 2x-19y-19z &= 2 \end{cases}$

23. $\begin{cases} x+y+z &= 4 \\ 2x-4y-z &= -1 \\ x-y &= 2 \end{cases}$

24. $\begin{cases} x-y+z &= 8 \\ 3x+3y-9z &= -6 \\ 7x-2y+5z &= 39 \end{cases}$

25. $\begin{cases} 2x-3y+z &= -1 \\ 4x-4y+4z &= -13 \\ 6x-5y+7z &= -25 \end{cases}$

26. $\begin{cases} x_1-x_3 &= -2 \\ 2x_2-x_4 &= 0 \\ x_1-2x_2+x_3 &= 0 \\ -x_3+x_4 &= 1 \end{cases}$

27. It's time for another meal at our local buffet. This time, 22 diners (5 of whom were children) feasted for $\$162.25$ before taxes. If the kids buffet is $\$4.50$, the basic buffet is $\$7.50$, and the deluxe buffet (with crab legs) is $\$9.25$, find out how many diners chose the deluxe buffet.
28. Carl wants to make a party mix consisting of almonds (which cost $\$7$ per pound), cashews (which cost $\$5$ per pound), and peanuts (which cost $\$2$ per pound.) If he wants to make a 10 pound mix with a budget of $\$35$, what are the possible combinations almonds, cashews, and peanuts?
29. Find the quadratic function passing through the points $(-2,1)$, $(1,4)$, $(3,-2)$
30. At 9 PM, the temperature was 60°F; at midnight, the temperature was 50°F; and at 6 AM, the temperature was 70°F . Use the technique in Example 9.2.3 to fit a quadratic function to these data with the temperature, T, measured in degrees Fahrenheit, as the dependent variable, and the number of hours after 9 PM, t, measured in hours, as the independent variable. What was the coldest temperature of the night? When did it occur?

31. The price for admission into the Stitz-Zeager Sasquatch Museum and Research Station is $15 for adults and $8 for kids 13 years old and younger. When the Zahlenreich family visits the museum their bill is $38 and when the Nullsatz family visits their bill is $39. One day both families went together and took an adult babysitter along to watch the kids and the total admission charge was $92. Later that summer, the adults from both families went without the kids and the bill was $45. Is that enough information to determine how many adults and children are in each family? If not, state whether the resulting system is inconsistent or consistent dependent. In the latter case, give at least two plausible solutions.
32. Use the technique in Example 9.2.3 to find the line between the points $(-3, 4)$ and $(6, 1)$.
33. With the help of your classmates, find at least two different row echelon forms for the matrix

$$\left[\begin{array}{cc|c} 1 & 2 & 3 \\ 4 & 12 & 8 \end{array}\right]$$

Answers

1. Reduced row echelon form
2. Neither
3. Row echelon form only
4. Reduced row echelon form
5. Reduced row echelon form
6. Row echelon form only
7. $(-2, 7)$
8. $(-3, 20, 19)$
9. $(-3t+4, -6t-6, 2, t)$
   for all real numbers t
10. Inconsistent
11. $(8s-t+7, -4s+3t+2, s, t)$
    for all real numbers s and t
12. $(-9t-3, 4t+20, t)$
    for all real numbers t
13. $(-2, 7)$
14. $(1, 2, 0)$
15. $(-t+5, -3t+15, t)$
    for all real numbers t
16. $(2, -1, 1)$
17. $(1, 3, -2)$
18. Inconsistent
19. $(1, 3, -2)$
20. $\left(-3, \frac{1}{2}, 1\right)$
21. $\left(\frac{1}{3}, \frac{2}{3}, 1\right)$
22. $\left(\frac{19}{13}t+\frac{51}{13}, -\frac{11}{13}t+\frac{4}{13}, t\right)$
    for all real numbers t
23. Inconsistent
24. $(4, -3, 1)$
25. $\left(-2t-\frac{35}{4}, -t-\frac{11}{2}, t\right)$
    for all real numbers t
26. $(1, 2, 3, 4)$
27. This time, 7 diners chose the deluxe buffet.
28. If t represents the amount (in pounds) of peanuts, then we need $1.5t-7.5$ pounds of almonds and $17.5-2.5t$ pounds of cashews. Since we can't have a negative amount of nuts, $5 \leq t \leq 7$.

29. $f(x) = -\frac{4}{5}x^2 + \frac{1}{5}x + \frac{23}{5}$
30. $T(t) = \frac{20}{27}t^2 - \frac{50}{9}t + 60$. Lowest temperature of the evening $\frac{595}{12} \approx 49.58^\circ$ F at 12:45 AM.
31. Let x_1 and x_2 be the numbers of adults and children, respectively, in the Zahlenreich family and let x_3 and x_4 be the numbers of adults and children, respectively, in the Nullsatz family. The system of equations determined by the given information is

$$\begin{cases} 15x_1 + 8x_2 &= 38 \\ 15x_3 + 8x_4 &= 39 \\ 15x_1 + 8x_2 + 15x_3 + 8x_4 &= 77 \\ 15x_1 + 15x_3 &= 45 \end{cases}$$

We subtracted the cost of the babysitter in E3 so the constant is 77, not 92. This system is consistent dependent and its solution is $\left(\frac{8}{15}t + \frac{2}{5}, -t + 4, -\frac{8}{15}t + \frac{13}{5}, t\right)$. Our variables represent numbers of adults and children so they must be whole numbers. Running through the values $t = 0, 1, 2, 3, 4$ yields only one solution where all four variables are whole numbers; $t = 3$ gives us $(2, 1, 1, 3)$. Thus there are 2 adults and 1 child in the Zahlenreichs and 1 adult and 3 kids in the Nullsatzs.

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9.3: Systems of Non-Linear Equations and Inequalities

Math 370 Learning Objectives

- Solve systems of non-linear equations and inequalities.

Systems of Non-Linear Equations

In this section, we study systems of non-linear equations and inequalities. Unlike the systems of linear equations for which we have developed several algorithmic solution techniques, there is no general algorithm to solve systems of non-linear equations. Moreover, all of the usual hazards of non-linear equations like extraneous solutions and unusual function domains are once again present. Along with the tried and true techniques of substitution and elimination, we shall often need equal parts tenacity and ingenuity to see a problem through to the end. You may find it necessary to review topics throughout the text which pertain to solving equations involving the various functions we have studied thus far. To get the section rolling we begin with a fairly routine example.

Example 9.3.1

Solve the following systems of equations. Verify your answers algebraically and graphically.

a. $\begin{cases} x^2+y^2 = 4 \\ 4x^2+9y^2 = 36 \end{cases}$

b. $\begin{cases} x^2+y^2 = 4 \\ 4x^2-9y^2 = 36 \end{cases}$

c. 3. $\begin{cases} x^2+y^2=4 \\ y-2x=0 \end{cases}$

d. $\begin{cases} x^2+y^2=4 \\ y-x^2=0 \end{cases}$

Solution

a. Since both equations contain x^2 and y^2 only, we can eliminate one of the variables as we did in Section 9.1.

$$\begin{cases} (E1) & x^2+y^2 & = & 4 \\ (E2) & 4x^2+9y^2 & = & 36 \end{cases} \xrightarrow[-4E1+E2]{\text{Replace } E2 \text{ with}} \begin{cases} (E1) & x^2+y^2 & = & 4 \\ (E2) & 5y^2 & = & 20 \end{cases}$$

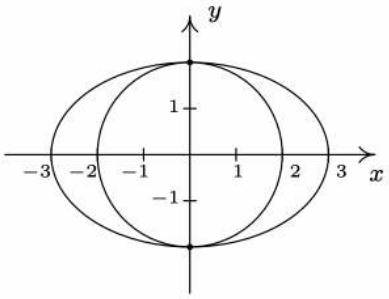
From $5y^2 = 20$, we get $y^2 = 4$ or $y = \pm 2$. To find the associated x values, we substitute each value of y into one of the equations to find the resulting value of x. Choosing $x^2+y^2=4$, we find that for both $y=-2$ and $y=2$, we get $x=0$. Our solution is thus $\{(0,2),(0,-2)\}$.

To check this algebraically, we need to show that both points satisfy both of the original equations. We leave it to the reader to verify this. To check our answer graphically, we sketch both equations and look for their points of intersection. The graph of $x^2+y^2=4$ is a circle centered at $(0,0)$ with a radius of 2, whereas the graph of $4x^2+9y^2=36$, when written in the standard form $\frac{x^2}{9}+\frac{y^2}{4}=1$ is easily recognized as an ellipse centered at $(0,0)$ with a major axis along the x-axis of length 6 and a minor axis along the y-axis of length 4. We see from the graph that the two curves intersect at their y-intercepts only, $(0,\pm 2)$.

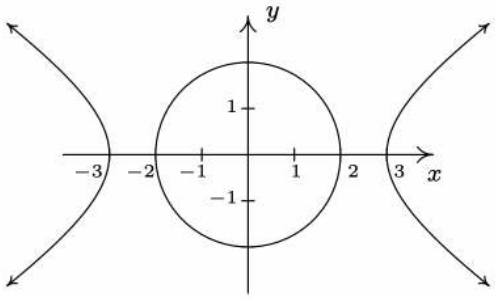
b. We proceed as before to eliminate one of the variables

$$\begin{cases} (E1) & x^2+ & y^2 & = & 4 \\ (E2) & 4x^2- & 9y^2 & = & 36 \end{cases} \xrightarrow[-4E1+E2]{\text{Replace } E2 \text{ with}} \begin{cases} (E1) & x^2+y^2 & = & 4 \\ (E2) & -13y^2 & = & 20 \end{cases}$$

Since the equation $-13y^2 = 20$ admits no real solution, the system is inconsistent. To verify this graphically, we note that $x^2+y^2=4$ is the same circle as before, but when writing the second equation in standard form, $\frac{x^2}{9}-\frac{y^2}{4}=1$, we find a hyperbola centered at (0, 0) opening to the left and right with a transverse axis of length 6 and a conjugate axis of length 4. We see that the circle and the hyperbola have no points in common.



Graphs for $\begin{cases} x^2+y^2 &= 4 \\ 4x^2+9y^2 &= 36 \end{cases}$



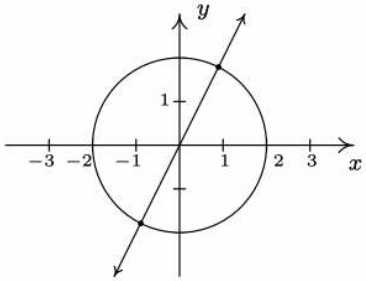
Graphs for $\begin{cases} x^2+y^2 &= 4 \\ 4x^2-9y^2 &= 36 \end{cases}$

c. Since there are no like terms among the two equations, elimination won't do us any good. We turn to substitution and from the equation $y-2x=0$, we get $y=2x$. Substituting this into $x^2+y^2=4$ gives $x^2+(2x)^2=4$. Solving, we find $5x^2=4$ or $x=\pm\frac{2\sqrt{5}}{5}$. Returning to the equation we used for the substitution, $y=2x$, we find $y=\frac{4\sqrt{5}}{5}$ when $x=\frac{2\sqrt{5}}{5}$, so one solution is $\left(\frac{2\sqrt{5}}{5},\frac{4\sqrt{5}}{5}\right)$. Similarly, we find the other solution to be $\left(-\frac{2\sqrt{5}}{5},-\frac{4\sqrt{5}}{5}\right)$. We leave it to the reader that both points satisfy both equations, so that our final answer is $\left\{\left(\frac{2\sqrt{5}}{5},\frac{4\sqrt{5}}{5}\right),\left(-\frac{2\sqrt{5}}{5},-\frac{4\sqrt{5}}{5}\right)\right\}$. The graph of $x^2+y^2=4$ is our circle from before and the graph of $y-2x=0$ is a line through the origin with slope 2. Though we cannot verify the numerical values of the points of intersection from our sketch, we do see that we have two solutions: one in Quadrant I and one in Quadrant III as required.

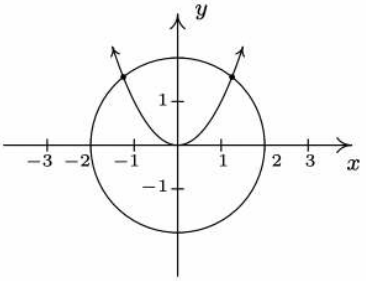
d. While it may be tempting to solve $y-x^2=0$ as $y=x^2$ and substitute, we note that this system is set up for elimination.[1]

$$\begin{cases} (E1) & x^2+y^2 &= 4 \\ (E2) & y-x^2 &= 0 \end{cases} \xrightarrow[E1+E2]{\text{Replace } E2 \text{ with}} \begin{cases} (E1) & x^2+y^2 &= 4 \\ (E2) & y^2+y &= 4 \end{cases}$$

From $y^2+y=4$ we get $y^2+y-4=0$ which gives $y=\frac{-1\pm\sqrt{17}}{2}$. Due to the complicated nature of these answers, it is worth our time to make a quick sketch of both equations to head off any extraneous solutions we may encounter. We see that the circle $x^2+y^2=4$ intersects the parabola $y=x^2$ exactly twice, and both of these points have a positive y value. Of the two solutions for y, only $y=\frac{-1+\sqrt{17}}{2}$ is positive, so to get our solution, we substitute this into $y-x^2=0$ and solve for x. We get $x=\pm\sqrt{\frac{-1+\sqrt{17}}{2}}=\pm\frac{\sqrt{-2+2\sqrt{17}}}{2}$. Our solution is $\left\{\left(\frac{\sqrt{-2+2\sqrt{17}}}{2},\frac{-1+\sqrt{17}}{2}\right),\left(-\frac{\sqrt{-2+2\sqrt{17}}}{2},\frac{-1+\sqrt{17}}{2}\right)\right\}$, which we leave to the reader to verify.



Graphs for $\begin{cases} x^2+y^2 &= 4 \\ y-2x &= 0 \end{cases}$



Graphs for $\begin{cases} x^2+y^2 &= 4 \\ y-x^2 &= 36 \end{cases}$

A couple of remarks about Example 9.3.1 are in order. First note that, unlike systems of linear equations, it is possible for a system of non-linear equations to have more than one solution without having infinitely many solutions. In fact, while we characterize systems of nonlinear equations as being "consistent" or "inconsistent," we generally don't use the labels "dependent" or "independent."

Secondly, as we saw with Example $9.3.1d$, sometimes making a quick sketch of the problem situation can save a lot of time and effort. While in general the curves in a system of non-linear equations may not be easily visualized, it sometimes pays to take advantage when they are. Our next example provides some considerable review of many of the topics introduced in this text.

Example 9.3.2

Solve the following systems of equations. Verify your answers algebraically and graphically, as appropriate.

a. $\begin{cases} x^2+2xy-16=0 \\ y^2+2xy-16=0 \end{cases}$

b. $\begin{cases} y+4e^{2x}=1 \\ y^2+2e^{x}=1 \end{cases}$

c. $\begin{cases} z(x-2)=x \\ yz=y \\ (x-2)^2+y^2=1 \end{cases}$

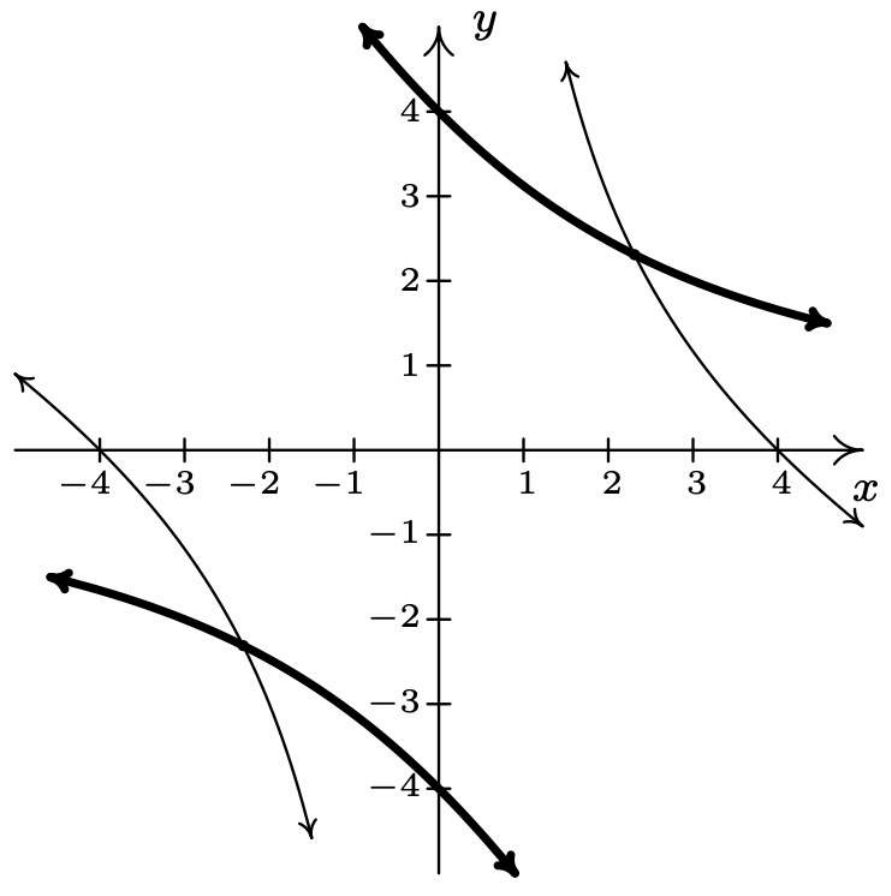
Solution

a. At first glance, it doesn't appear as though elimination will do us any good since it's clear that we cannot completely eliminate one of the variables. The alternative, solving one of the equations for one variable and substituting it into the other, is full of unpleasantness. Returning to elimination, we note that it is possible to eliminate the troublesome xy term, and the constant term as well, by elimination and doing so we get a more tractable relationship between x and y

$$\begin{cases} (E1) & x^2+2xy-16 &=& 0 \\ (E2) & y^2+2xy-16 &=& 0 \end{cases} \xrightarrow[-E1+E2]{\text{Replace } E2 \text{ with}} \begin{cases} (E1) & x^2+2xy-16 &=& 0 \\ (E2) & y^2-x^2 &=& 0 \end{cases}$$

We get $y^2-x^2=0$ or $y=\pm x$. Substituting $y=x$ into $E1$ we get $x^2+2x^2-16=0$ so that $x^2=\frac{16}{3}$ or $x=\pm\frac{4\sqrt{3}}{3}$. On the other hand, when we substitute $y=-x$ into $E1$, we get $x^2-2x^2-16=0$ or $x^2=-16$ which gives no real solutions. Substituting each of $x=\pm\frac{4\sqrt{3}}{3}$ into the substitution equation $y=x$ yields the solution $\left\{\left(\frac{4\sqrt{3}}{3},\frac{4\sqrt{3}}{3}\right),\left(-\frac{4\sqrt{3}}{3},-\frac{4\sqrt{3}}{3}\right)\right\}$. We leave it to the reader to show that both points satisfy both equations and now turn to verifying our solution graphically.

We begin by solving $x^2+2xy-16=0$ for y to obtain $y=\frac{16-x^2}{2x}$. This function is easily graphed using the techniques of Section 4.2. Solving the second equation, $y^2+2xy-16=0$, for y, however, is more complicated. We use the Quadratic Formula to obtain $y=-x\pm\sqrt{x^2+16}$ which would require the use of Calculus or a calculator to graph. Believe it or not, we don't need either because the equation $y^2+2xy-16=0$ can be obtained from the equation $x^2+2xy-16=0$ by interchanging y and x. Thinking back to Section 5.2, this means we can obtain the graph of $y^2+2xy-16=0$ by reflecting the graph of $x^2+2xy-16=0$ across the line $y=x$. Doing so confirms that the two graphs intersect twice: once in Quadrant I, and once in Quadrant III as required.



The graphs of $x^2+2xy-16=0$ and $y^2+2xy-16=0$

b. Unlike the previous problem, there seems to be no avoiding substitution and a bit of algebraic unpleasantness. Solving $y+4e^{2x}=1$ for y, we get $y=1-4e^{2x}$ which, when substituted into the second equation, yields $\left(1-4e^{2x}\right)^2+2e^x=1$. After expanding and gathering like terms, we get $16e^{4x}-8e^{2x}+2e^x=0$. Factoring gives us $2e^x\left(8e^{3x}-4e^x+1\right)=0$, and since $2e^x\neq 0$ for any real x, we are left with solving $8e^{3x}-4e^x+1=0$.

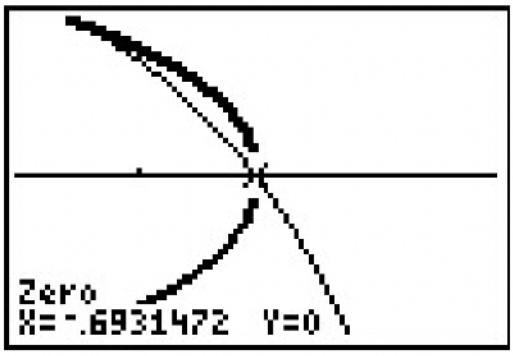
We have three terms, and even though this is not a "quadratic in disguise," we can benefit from the substitution $u=e^x$. The equation becomes $8u^3-4u+1=0$. Using the techniques set forth in Section 3.3, we find $u=\frac{1}{2}$ is a zero and use synthetic division to factor the left hand side $\left(u-\frac{1}{2}\right)\left(8u^2+4u-2\right)$. We use the Quadratic Formula to solve $8u^2+4u-2=0$ and find $u=\frac{-1\pm\sqrt{5}}{4}$. Since $u=e^x$, we now must solve $e^x=\frac{1}{2}$ and $e^x=\frac{-1\pm\sqrt{5}}{4}$. From $e^x=\frac{1}{2}$, we get $x=\ln\left(\frac{1}{2}\right)=-\ln(2)$. As for $e^x=\frac{-1\pm\sqrt{5}}{4}$, we first note that $\frac{-1-\sqrt{5}}{4}<0$, so $e^x=\frac{-1-\sqrt{5}}{4}$ has no real solutions. We are left with $e^x=\frac{-1+\sqrt{5}}{4}$, so that $x=\ln\left(\frac{-1+\sqrt{5}}{4}\right)$. We now return to $y=1-4e^{2x}$ to find the accompanying y values for each of our solutions for x. For $x=-\ln(2)$, we get

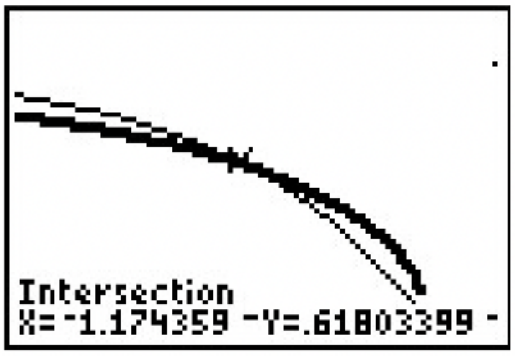
$$\begin{aligned} y &= 1-4e^{2x} \\ &= 1-4e^{-2\ln(2)} \\ &= 1-4e^{\ln\left(\frac{1}{4}\right)} \\ &= 1-4\left(\frac{1}{4}\right) \\ &= 0 \end{aligned}$$

For $x=\ln\left(\frac{-1+\sqrt{5}}{4}\right)$, we have

$$\begin{aligned} y &= 1-4e^{2x} \\ &= 1-4e^{2\ln\left(\frac{-1+\sqrt{5}}{4}\right)} \\ &= 1-4e^{\ln\left(\frac{-1+\sqrt{5}}{4}\right)^2} \\ &= 1-4\left(\frac{-1+\sqrt{5}}{4}\right)^2 \\ &= 1-4\left(\frac{3-\sqrt{5}}{8}\right) \\ &= \frac{-1+\sqrt{5}}{2} \end{aligned}$$

We get two solutions, $\left\{(0,-\ln(2)),\left(\ln\left(\frac{-1+\sqrt{5}}{4}\right),\frac{-1+\sqrt{5}}{2}\right)\right\}$. It is a good review of the properties of logarithms to verify both solutions, so we leave that to the reader. We are able to sketch $y=1-4e^{2x}$ using transformations, but the second equation is more difficult and we resort to the calculator. We note that to graph $y^2+2e^x=1$, we need to graph both the positive and negative roots, $y=\pm\sqrt{1-2e^x}$. After some careful zooming,[2] we get





The graphs of $y=1-4e^{2x}$ and $y=\pm\sqrt{1-2e^x}$.

c. Our last system involves three variables and gives some insight on how to keep such systems organized. Labeling the equations as before, we have

$$\begin{cases} E1 & z(x-2) &=& x \\ E2 & yz &=& y \\ E3 & (x-2)^2+y^2 &=& 1 \end{cases}$$

The easiest equation to start with appears to be $E2$. While it may be tempting to divide both sides of $E2$ by y, we caution against this practice because it presupposes $y\neq 0$. Instead, we take $E2$ and rewrite it as $yz-y=0$ so $y(z-1)=0$. From this, we get two cases: $y=0$ or $z=1$. We take each case in turn.

Case 1: $y=0$. Substituting $y=0$ into $E1$ and $E3$, we get

$$\begin{cases} E1 & z(x-2) &=& x \\ E3 & (x-2)^2 &=& 1 \end{cases}$$

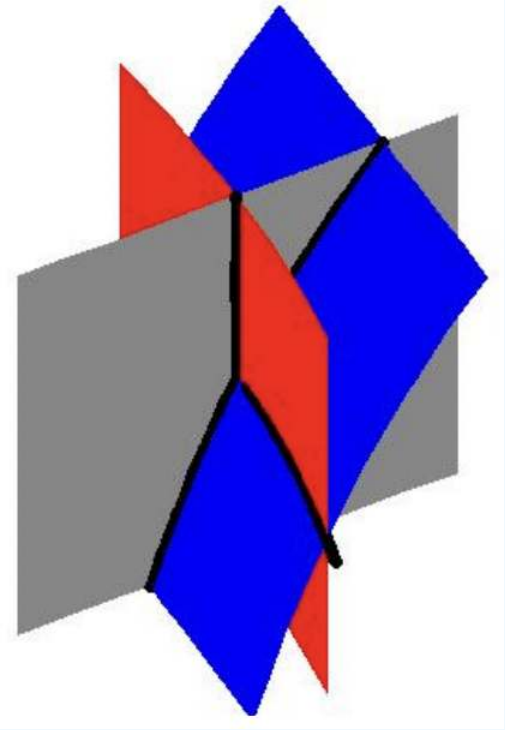
Solving $E3$ for x gives $x=1$ or $x=3$. Substituting these values into $E1$ gives $z=-1$ when $x=1$ and $z=3$ when $x=3$. We obtain two solutions, (1, 0, −1) and (3, 0, 3).

Case 2: $z=1$. Substituting $z=1$ into $E1$ and $E3$ gives us

$$\begin{cases} E1 & (1)(x-2) &=& x \\ E3 & (1-2)^2+y^2 &=& 1 \end{cases}$$

Equation $E1$ gives us $x-2=x$ or −2 = 0, which is a contradiction. This means we have no solution to the system in this case, even though $E3$ is solvable and gives y = 0. Hence, our final answer is {(1, 0, −1),(3, 0, 3)}. These points are easy enough to check algebraically in our three original equations, so that is left to the reader. As for verifying these solutions

graphically, they require plotting surfaces in three dimensions and looking for intersection points. While this is beyond the scope of this book, we provide a snapshot of the graphs of our three equations near one of the solution points, (1, 0, −1).



Example $9.3.2$ showcases some of the ingenuity and tenacity mentioned at the beginning of the section. Sometimes you just have to look at a system the right way to find the most efficient method to solve it. Sometimes you just have to try something.

Subsection Footnotes

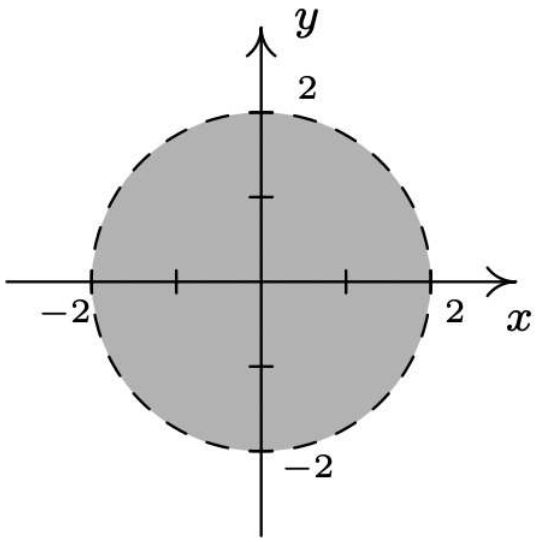
[1] We encourage the reader to solve the system using substitution to see that you get the same solution.

[2] The calculator has trouble confirming the solution $(-\ln(2), 0)$ due to its issues in graphing square root functions. If we mentally connect the two branches of the thicker curve, we see the intersection.

Systems of Non-Linear Inequalities

We close this section discussing how non-linear inequalities can be used to describe regions in the plane which we first introduced in Section 2.4. Before we embark on some examples, a little motivation is in order.

Suppose we wish to solve $x^2 < 4 - y^2$. If we mimic the algorithms for solving nonlinear inequalities in one variable, we would gather all of the terms on one side and leave a 0 on the other to obtain $x^2 + y^2 - 4 < 0$. Then we would find the zeros of the left hand side, that is, where is $x^2 + y^2 - 4 = 0$, or $x^2 + y^2 = 4$. Instead of obtaining a few *numbers* which divide the real number *line* into *intervals*, we get an equation of a *curve*, in this case, a circle, which divides the *plane* into two *regions* - the "inside" and "outside" of the circle - with the circle itself as the boundary between the two. Just like we used test *values* to determine whether or not an interval belongs to the solution of the inequality, we use test *points* in the each of the regions to see which of these belong to our solution set.[3] We choose $(0, 0)$ to represent the region inside the circle and $(0, 3)$ to represent the points outside of the circle. When we substitute $(0, 0)$ into $x^2 + y^2 - 4 < 0$, we get $-4 < 4$ which is true. This means $(0, 0)$ and all the other points inside the circle are part of the solution. On the other hand, when we substitute $(0, 3)$ into the same inequality, we get $5 < 0$ which is false. This means $(0, 3)$ along with all other points outside the circle are not part of the solution. What about points on the circle itself? Choosing a point on the circle, say $(0, 2)$, we get $0 < 0$, which means the circle itself does not satisfy the inequality.[4] As a result, we leave the circle dashed in the final diagram.



The solution to $x^2 < 4 - y^2$

We put this technique to good use in the following example.

Example 9.3.3

Sketch the solution to the following nonlinear inequalities in the plane.

a. $y^2 - 4 \leq x < y + 2$

b. $\begin{cases} x^2 + y^2 & \geq 4 \\ x^2 - 2x + y^2 - 2y & \leq 0 \end{cases}$

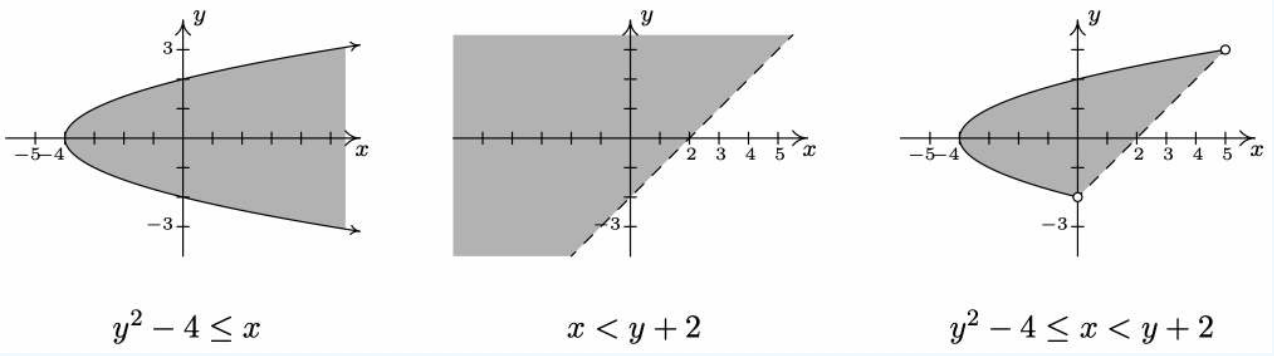
Solution

a. The inequality $y^2 - 4 \leq x < y + 2$ is a compound inequality. It translates as $y^2 - 4 \leq x$ and $x < y + 2$. As usual, we solve each inequality and take the set theoretic intersection to determine the region which satisfies both inequalities. To solve $y^2 - 4 \leq x$, we write $y^2 - x - 4 \leq 0$. The curve $y^2 - x - 4 = 0$ describes a parabola since exactly one of the variables is squared. Rewriting this in standard form, we get $y^2 = x + 4$ and we see that the vertex is (−4, 0) and the parabola opens to the right. Using the test points (−5, 0) and (0, 0), we find that the solution to the inequality includes the region to the right of, or "inside," the parabola. The points on the parabola itself are also part of the solution, since the vertex (−4, 0) satisfies the inequality.

We now turn our attention to $x < y + 2$. Proceeding as before, we write $x - y - 2 < 0$ and focus our attention on $x - y - 2 = 0$, which is the line $y = x - 2$. Using the test points (0, 0) and (0, −4), we find points in the region above the line $y = x - 2$ satisfy the inequality. The points on the line $y = x - 2$ do not satisfy the inequality, since the y-intercept (0, −2) does not. We see that these two regions do overlap, and to make the graph more precise, we seek the intersection of these two curves. That is, we need to solve the system of nonlinear equations

$$\begin{cases} (E1) & y^2 & = & x + 4 \\ (E2) & y & = & x - 2 \end{cases}$$

Solving $E1$ for x, we get $x = y^2 - 4$. Substituting this into $E2$ gives $y = y^2 - 4 - 2$, or $y^2 - y - 6 = 0$. We find $y = -2$ and $y = 3$ and since $x = y^2 - 4$, we get that the graphs intersect at (0, −2) and (5, 3). Putting all of this together, we get our final answer below.



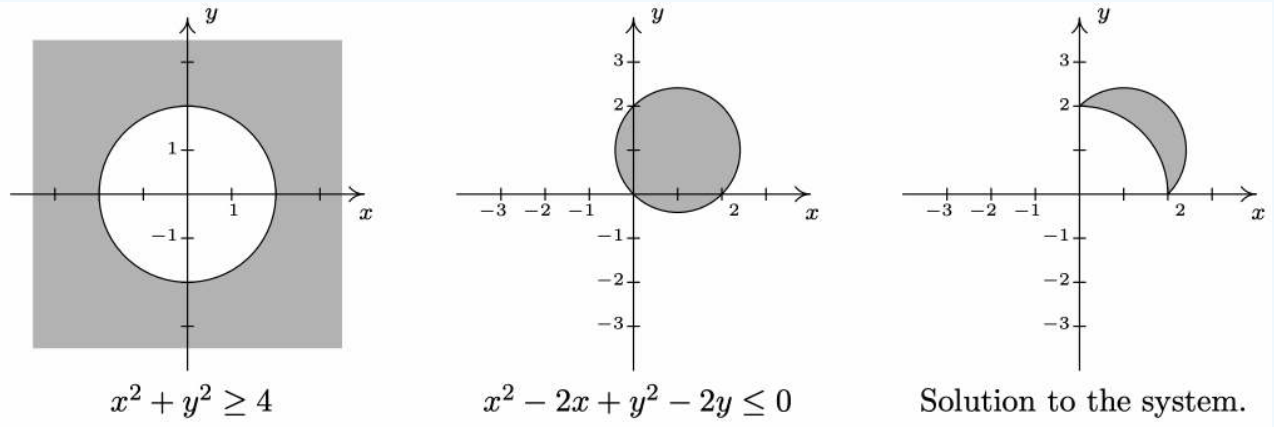
$y^2 - 4 \leq x$ $x < y + 2$ $y^2 - 4 \leq x < y + 2$

b. To solve this system of inequalities, we need to find all of the points (x, y) which satisfy both inequalities. To do this, we solve each inequality separately and take the set theoretic intersection of the solution sets. We begin with the inequality $x^2 + y^2 \geq 4$ which we rewrite as $x^2 + y^2 - 4 \geq 0$. The points which satisfy $x^2 + y^2 - 4 = 0$ form our friendly circle $x^2 + y^2 = 4$. Using test points (0, 0) and (0, 3) we find that our solution comprises the region outside the circle. As far as the circle itself, the point (0, 2) satisfies the inequality, so the circle itself is part of the solution set.

Moving to the inequality $x^2 - 2x + y^2 - 2y \leq 0$, we start with $x^2 - 2x + y^2 - 2y = 0$. Completing the squares, we obtain $(x-1)^2 + (y-1)^2 = 2$, which is a circle centered at (1, 1) with a radius of $\sqrt{2}$. Choosing (1, 1) to represent the inside of the circle, (1, 3) as a point outside of the circle and (0, 0) as a point on the circle, we find that the solution to the inequality is the inside of the circle, including the circle itself. Our final answer, then, consists of the points on or outside of the circle $x^2 + y^2 = 4$ which lie on or inside the circle $(x-1)^2 + (y-1)^2 = 2$. To produce the most accurate graph, we need to find where these circles intersect. To that end, we solve the system

$$\begin{cases} (E1) & x^2 + y^2 & = & 4 \\ (E2) & x^2 - 2x + y^2 - 2y & = & 0 \end{cases}$$

We can eliminate both the x^2 and y^2 by replacing $E2$ with $-E1 + E2$. Doing so produces $-2x - 2y = -4$. Solving this for y, we get $y = 2 - x$. Substituting this into $E1$ gives $x^2 + (2-x)^2 = 4$ which simplifies to $x^2 + 4 - 4x + x^2 = 4$ or $2x^2 - 4x = 0$. Factoring yields $2x(x-2)$ which gives $x = 0$ or $x = 2$. Substituting these values into $y = 2 - x$ gives the points (0, 2) and (2, 0). The intermediate graphs and final solution are below.



$x^2 + y^2 \geq 4$ $x^2 - 2x + y^2 - 2y \leq 0$ Solution to the system.

Subsection Footnotes

[3] The theory behind why all this works is, surprisingly, the same theory which guarantees that sign diagrams work the way they do - continuity and the Intermediate Value Theorem - but in this case, applied to functions of more than one variable.

[4] Another way to see this is that points on the circle satisfy $x^2 + y^2 - 4 = 0$, so they do not satisfy $x^2 + y^2 - 4 < 0$.

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9.3E: Exercises

Exercises

In Exercises 1 - 6, solve the given system of nonlinear equations. Sketch the graph of both equations on the same set of axes to verify the solution set.

1. $\begin{cases} x^2-y=4 \\ x^2+y^2=4 \end{cases}$
2. $\begin{cases} x^2+y^2=4 \\ x^2-y=5 \end{cases}$
3. $\begin{cases} x^2+y^2=16 \\ 16x^2+4y^2=64 \end{cases}$
4. $\begin{cases} x^2+y^2=16 \\ 9x^2-16y^2=144 \end{cases}$
5. $\begin{cases} x^2+y^2=16 \\ \frac{1}{9}y^2-\frac{1}{16}x^2=1 \end{cases}$
6. $\begin{cases} x^2+y^2=16 \\ x-y=2 \end{cases}$

In Exercises 7 - 15, solve the given system of nonlinear equations. Use a graph to help you avoid any potential extraneous solutions.

7. $\begin{cases} x^2-y^2=1 \\ x^2+4y^2=4 \end{cases}$
8. $\begin{cases} \sqrt{x+1}-y=0 \\ x^2+4y^2=4 \end{cases}$
9. $\begin{cases} x+2y^2=2 \\ x^2+4y^2=4 \end{cases}$
10. $\begin{cases} (x-2)^2+y^2=1 \\ x^2+4y^2=4 \end{cases}$
11. $\begin{cases} x^2+y^2=25 \\ y-x=1 \end{cases}$
12. $\begin{cases} x^2+y^2=25 \\ x^2+(y-3)^2=10 \end{cases}$
13. $\begin{cases} y=x^3+8 \\ y=10x-x^2 \end{cases}$
14. $\begin{cases} x^2-xy=8 \\ y^2-xy=8 \end{cases}$
15. $\begin{cases} x^2+y^2=25 \\ 4x^2-9y=0 \\ 3y^2-16x=0 \end{cases}$
16. A certain bacteria culture follows the Law of Uninhibited Growth. After 10 minutes, there are 10,000 bacteria. Five minutes later, there are 14,000 bacteria. How many bacteria were present initially? How long before there are 50,000 bacteria?

Consider the system of nonlinear equations below

$$\begin{cases} \frac{4}{x}+\frac{3}{y}=1 \\ \frac{3}{x}+\frac{2}{y}=-1 \end{cases}$$

If we let $u=\frac{1}{x}$ and $v=\frac{1}{y}$ then the system becomes

$$\begin{cases} 4u+3v=1 \\ 3u+2v=-1 \end{cases}$$

This associated system of linear equations can then be solved using any of the techniques presented earlier in the chapter to find that $u=-5$ and $v=7$. Thus $x=\frac{1}{u}=-\frac{1}{5}$ and $y=\frac{1}{v}=\frac{1}{7}$.

We say that the original system is **linear in form** because its equations are not linear but a few substitutions reveal a structure that we can treat like a system of linear equations. Each system in Exercises 17 - 19 is linear in form. Make the appropriate substitutions and solve for x and y.

17. $\begin{cases} 4x^3+3\sqrt{y}= & 1 \\ 3x^3+2\sqrt{y}= & -1 \end{cases}$
18. $\begin{cases} 4e^x+3e^{-y}=1 \\ 3e^x+2e^{-y}=-1 \end{cases}$
19. $\begin{cases} 4\ln(x)+3y^2 = & 1 \\ 3\ln(x)+2y^2 = & -1 \end{cases}$
20. Solve the following system

$$\begin{cases} x^2+\sqrt{y}+\log_2(z)=6 \\ 3x^2-2\sqrt{y}+2\log_2(z)=5 \\ -5x^2+3\sqrt{y}+4\log_2(z)=13 \end{cases}$$

In Exercises 21 - 26, sketch the solution to each system of nonlinear inequalities in the plane.

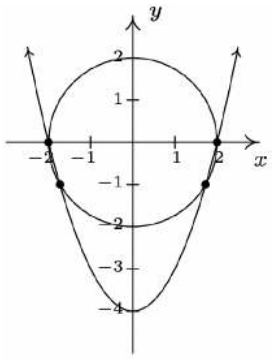
21. $\begin{cases} x^2-y^2 \le 1 \\ x^2+4y^2 \ge 4 \end{cases}$
22. $\begin{cases} x^2+y^2 < 25 \\ x^2+(y-3)^2 \ge 10 \end{cases}$
23. $\begin{cases} (x-2)^2+y^2 < 1 \\ x^2+4y^2 < 4 \end{cases}$
24. $\begin{cases} y > 10x-x^2 \\ y < x^3+8 \end{cases}$
25. $\begin{cases} x+2y^2 > 2 \\ x^2+4y^2 \le 4 \end{cases}$
26. $\begin{cases} x^2+y^2 \ge 25 \\ y-x \le 1 \end{cases}$
27. Systems of nonlinear equations show up in third semester Calculus in the midst of some really cool problems. The system below came from a problem in which we were asked to find the dimensions of a rectangular box with a volume of 1000 cubic inches that has minimal surface area. The variables x, y and z are the dimensions of the box and λ is called a Lagrange multiplier. With the help of your classmates, solve the system.[5]

$$\begin{cases} 2y+2z=\lambda yz \\ 2x+2z=\lambda xz \\ 2y+2x=\lambda xy \\ xyz=1000 \end{cases}$$

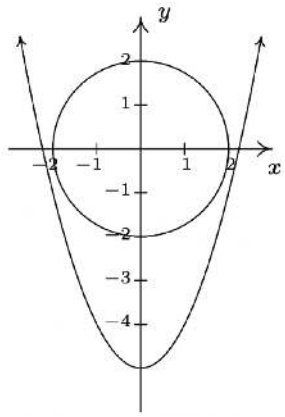
28. The polynomial $p(x)=x^4+4$ can be factored into the product linear and irreducible quadratic factors. In this exercise, we present a method for obtaining that factorization.
    a. Show that p has no real zeros.
    b. Because p has no real zeros, its factorization must be of the form $\left(x^2+ax+b\right)\left(x^2+cx+d\right)$ where each factor is an irreducible quadratic. Expand this quantity and gather like terms together.
    c. Create and solve the system of nonlinear equations which results from equating the coefficients of the expansion found above with those of x^4+4. You should get four equations in the four unknowns a, b, c and d. Write p(x) in factored form.
29. Factor $q(x)=x^4+6x^2-5x+6$.

Answers

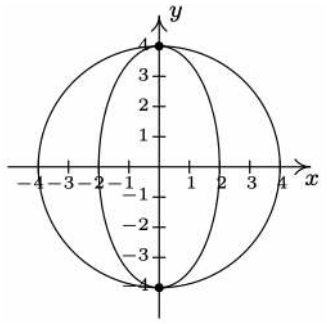
1. $(\pm 2, 0), (\pm\sqrt{3}, -1)$



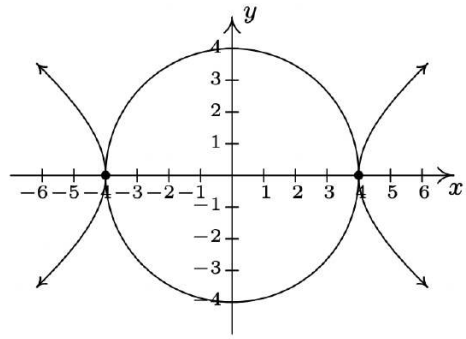
2. No solution



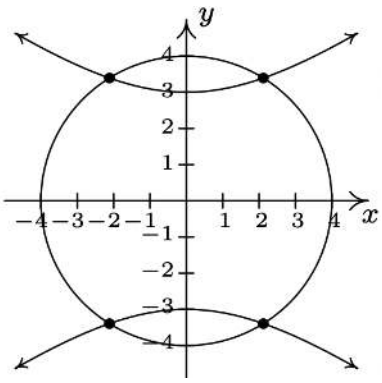
3. $(0, \pm 4)$



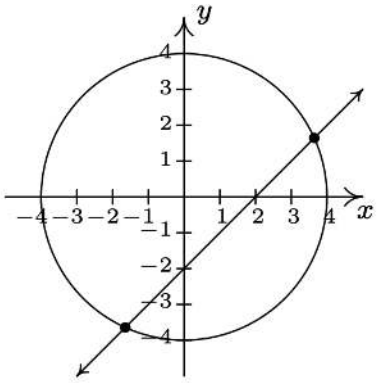
4. $(\pm 4, 0)$



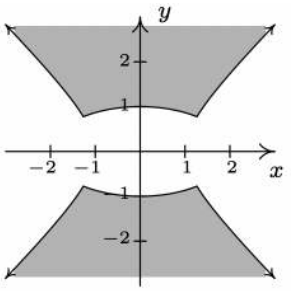
5. $\left(\pm\frac{4\sqrt{7}}{5}, \pm\frac{12\sqrt{2}}{5}\right)$



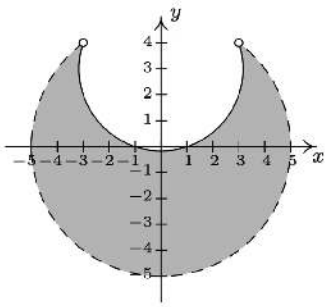
6. $(1+\sqrt{7}, -1+\sqrt{7}), (1-\sqrt{7}, -1-\sqrt{7})$



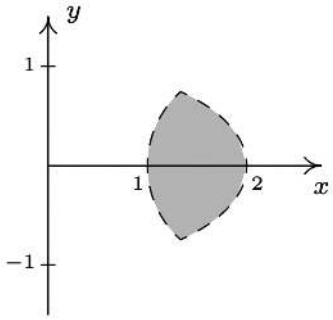
7. $\left(\pm\frac{2\sqrt{10}}{5}, \pm\frac{\sqrt{15}}{5}\right)$
8. $(0, 1)$
9. $(0, \pm 1), (2, 0)$
10. $\left(\frac{4}{3}, \pm\frac{\sqrt{5}}{3}\right)$
11. $(3, 4), (-4, -3)$
12. $(\pm 3, 4)$
13. $(-4, -56), (1, 9), (2, 16)$
14. $(-2, 2), (2, -2)$
15. $(3, 4)$
16. Initially, there are $\frac{250000}{49} \approx 5102$ bacteria. It will take $\frac{5\ln(49/5)}{\ln(7/5)} \approx 33.92$ minutes for the colony to grow to 50,000 bacteria.
17. $(-\sqrt[3]{5}, 49)$
18. No solution
19. $\left(e^{-5}, \pm\sqrt{7}\right)$
20. (1, 4, 8), (−1, 4, 8)
21. $\begin{cases} x^2 - y^2 \leq 1 \\ x^2 + 4y^2 \geq 4 \end{cases}$



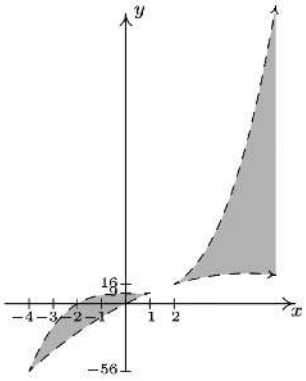
22. $\begin{cases} x^2+y^2 < 25 \\ x^2+(y-3)^2 \geq 10 \end{cases}$



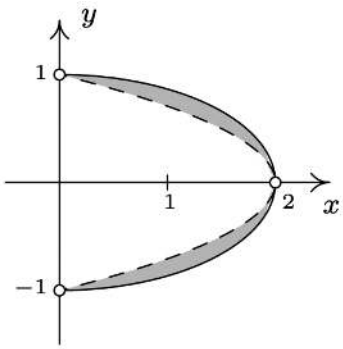
23. $\begin{cases} (x-2)^2+y^2 < 1 \\ x^2+4y^2 < 4 \end{cases}$



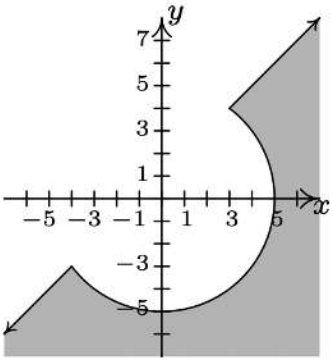
24. $\begin{cases} y > 10x-x^2 \\ y < x^3+8 \end{cases}$



25. $\begin{cases} x+2y^2 > 2 \\ x^2+4y^2 \leq 4 \end{cases}$



26. $\begin{cases} x^2+y^2 \geq 25 \\ y-x \leq 1 \end{cases}$



27. $x=10, y=10, z=10, \lambda=\frac{2}{5}$
28. (c) $x^4+4=\left(x^2-2x+2\right)\left(x^2+2x+2\right)$
29. $x^4+6x^2-5x+6=\left(x^2-x+1\right)\left(x^2+x+6\right)$

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CHAPTER OVERVIEW

10: Foundations of Trigonometry

10.1: Angles and their Measure

10.1E: Exercises

10.2: The Unit Circle - Cosine and Sine

10.2E: Exercises

10.3: The Six Circular Functions and Fundamental Identities

10.3E: Exercises

10.4: Trigonometric Identities

10.4E: Exercises

10.5: Graphs of the Trigonometric Functions

10.5E: Exercises

10.6: The Inverse Trigonometric Functions

10.6E: Exercises

10.7: Trigonometric Equations and Inequalities

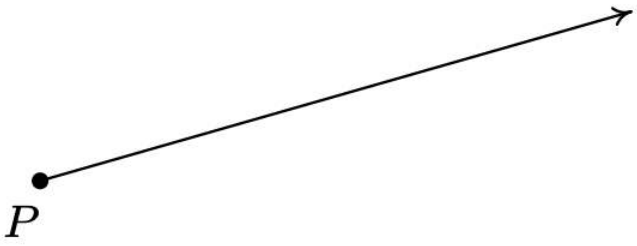
10.7E: Exercises

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10.1: Angles and their Measure

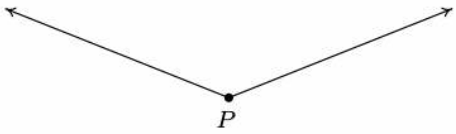
Basic Geometry for Trigonometry

This section begins our study of Trigonometry and to get started, we recall some basic definitions from Geometry. A **ray** is usually described as a "half-line" and can be thought of as a line segment in which one of the two endpoints is pushed off infinitely distant from the other, as pictured below. The point from which the ray originates is called the **initial point** of the ray.

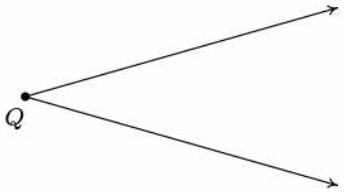


A ray with initial point P.

When two rays share a common initial point they form an **angle** and the common initial point is called the **vertex** of the angle. Two examples of what are commonly thought of as angles are

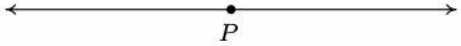


An angle with vertex P.



An angle with vertex Q.

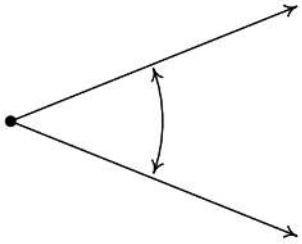
However, the two figures below also depict angles - albeit these are, in some sense, extreme cases. In the first case, the two rays are directly opposite each other forming what is known as a **straight angle**; in the second, the rays are identical so the "angle" is indistinguishable from the ray itself.

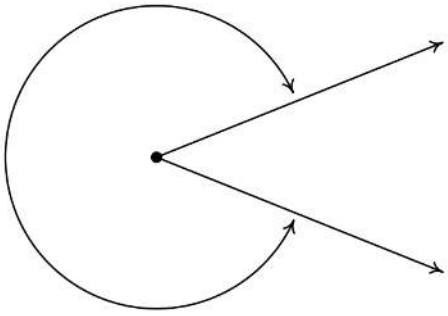


A straight angle.



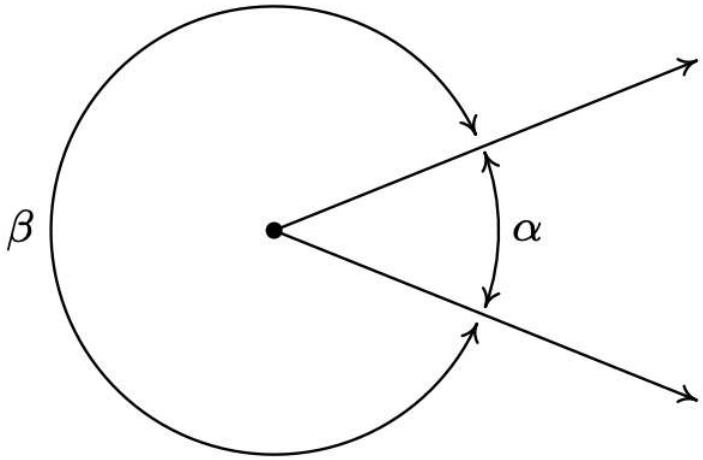
The **measure of an angle** is a number which indicates the amount of rotation that separates the rays of the angle. There is one immediate problem with this, as pictured below.



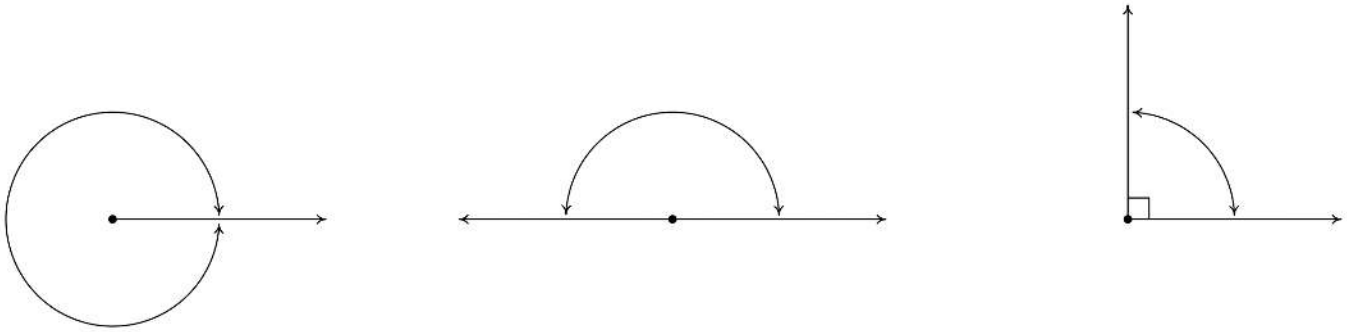


Which amount of rotation are we attempting to quantify? What we have just discovered is that we have at least two angles described by this diagram.[1] Clearly these two angles have different measures because one appears to represent a larger rotation than

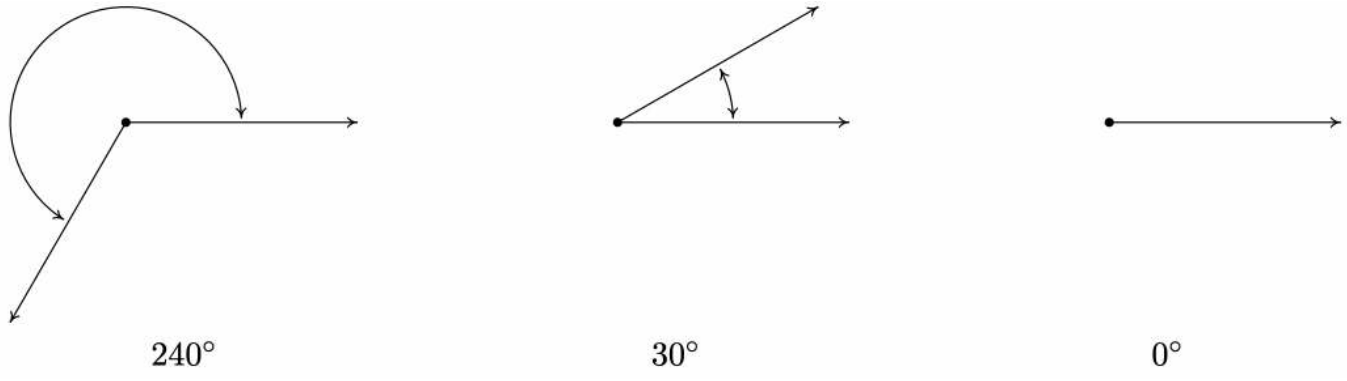
the other, so we must label them differently. In this book, we use lower case Greek letters such as α (alpha), β (beta), γ (gamma) and θ (theta) to label angles. So, for instance, we have



One commonly used system to measure angles is **degree measure**. Quantities measured in degrees are denoted by the familiar "$^\circ$" symbol. One complete revolution as shown below is 360°, and parts of a revolution are measured proportionately.[2] Thus half of a revolution (a straight angle) measures $\frac{1}{2}(360^\circ) = 180^\circ$, a quarter of a revolution (a **right angle**) measures $\frac{1}{4}(360^\circ) = 90^\circ$ and so on.



Note that in the above figure, we have used the small square "□" to denote a right angle, as is commonplace in Geometry. Recall that if an angle measures strictly between 0° and 90° it is called an **acute angle** and if it measures strictly between 90° and 180° it is called an **obtuse angle**. It is important to note that, theoretically, we can know the measure of any angle as long as we know the proportion it represents of entire revolution.[3] For instance, the measure of an angle which represents a rotation of $\frac{2}{3}$ of a revolution would measure $\frac{2}{3}(360^\circ) = 240^\circ$, the measure of an angle which constitutes only $\frac{1}{12}$ of a revolution measures $\frac{1}{12}(360^\circ) = 30^\circ$ and an angle which indicates no rotation at all is measured as 0°.



Using our definition of degree measure, we have that 1° represents the measure of an angle which constitutes $\frac{1}{360}$ of a revolution. Even though it may be hard to draw, it is nonetheless not difficult to imagine an angle with measure smaller than 1°. There are two ways to subdivide degrees. The first, and most familiar, is **decimal degrees**. For example, an angle with a measure of 30.5° would represent a rotation halfway between 30° and 31°, or equivalently, $\frac{30.5}{360} = \frac{61}{720}$ of a full rotation. This can be taken to the limit using Calculus so that measures like $\sqrt{2}^\circ$ make sense.[4]

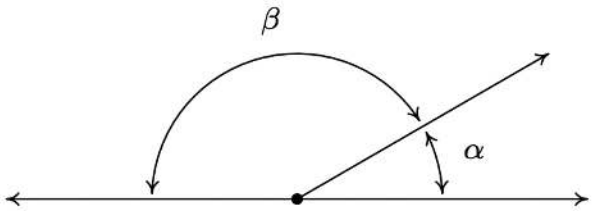
The second way to divide degrees is the **Degree - Minute - Second** (**DMS**) system. In this system, one degree is divided equally into sixty minutes, and in turn, each minute is divided equally into sixty seconds.[5] In symbols, we write $1^\circ = 60'$ and $1' = 60''$, from which it follows that $1^\circ = 3600''$. To convert a measure of 42.125° to the DMS system, we start by noting that $42.125^\circ = 42^\circ + 0.125^\circ$. Converting the partial amount of degrees to minutes, we find $0.125^\circ \left(\frac{60'}{1^\circ}\right) = 7.5' = 7' + 0.5'$. Converting the partial amount of minutes to seconds gives $0.5' \left(\frac{60''}{1'}\right) = 30''$. Putting it all together yields

$$\begin{aligned} 42.125^\circ &= 42^\circ + 0.125^\circ \\ &= 42^\circ + 7.5' \\ &= 42^\circ + 7' + 0.5' \\ &= 42^\circ + 7' + 30'' \\ &= 42^\circ 7' 30'' \end{aligned}$$

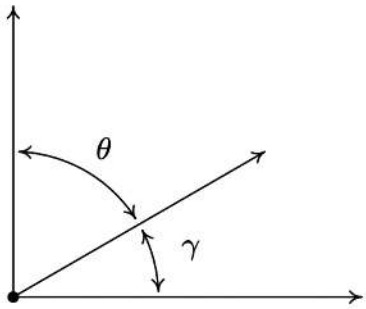
On the other hand, to convert $117^\circ 15' 45''$ to decimal degrees, we first compute $15' \left(\frac{1^\circ}{60'}\right) = \frac{1}{4}^\circ$ and $45'' \left(\frac{1^\circ}{3600''}\right) = \frac{1}{80}^\circ$. Then we find

$$\begin{aligned} 117^\circ 15' 45'' &= 117^\circ + 15' + 45'' \\ &= 117^\circ + \frac{1}{4}^\circ + \frac{1}{80}^\circ \\ &= \frac{9381}{80}^\circ \\ &= 117.2625^\circ \end{aligned}$$

Recall that two acute angles are called **complementary angles** if their measures add to 90°. Two angles, either a pair of right angles or one acute angle and one obtuse angle, are called **supplementary angles** if their measures add to 180°. In the diagram below, the angles α and β are supplementary angles while the pair γ and θ are complementary angles.



Supplementary Angles



Complementary Angles

In practice, the distinction between the angle itself and its measure is blurred so that the sentence "α is an angle measuring 42°" is often abbreviated as "$\alpha = 42^\circ$." It is now time for an example.

Example 10.1.1

Let $\alpha = 111.371^\circ$ and $\beta = 37^\circ 28' 17''$.

a. Convert α to the DMS system. Round your answer to the nearest second.
b. Convert β to decimal degrees. Round your answer to the nearest thousandth of a degree.
c. Sketch α and β.
d. Find a supplementary angle for α.
e. Find a complementary angle for β.

Solution

a. To convert α to the DMS system, we start with $111.371^\circ = 111^\circ + 0.371^\circ$. Next we convert $0.371^\circ \left(\frac{60'}{1^\circ}\right) = 22.26'$.

Writing $22.26' = 22' + 0.26'$, we convert $0.26' \left(\frac{60''}{1'}\right) = 15.6''$. Hence,

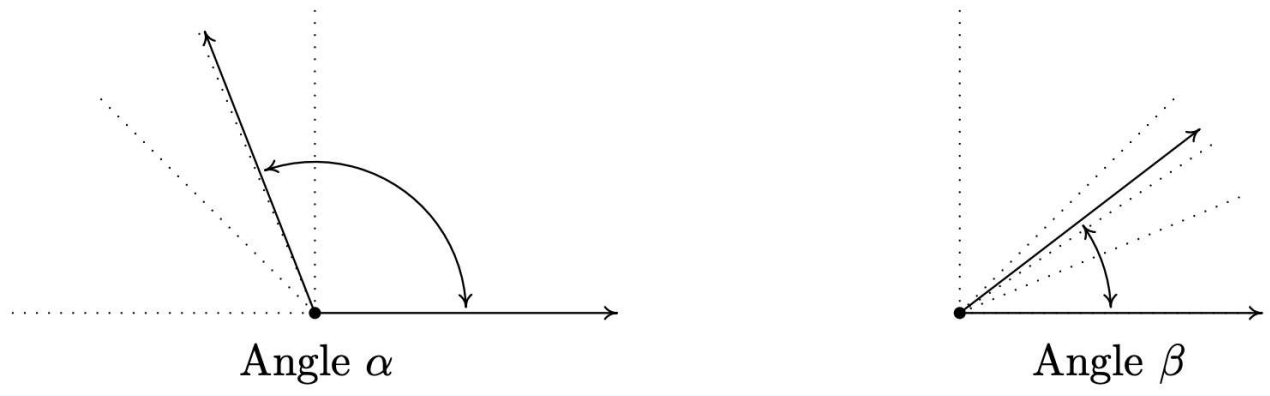
$$\begin{aligned} 111.371^\circ &= 111^\circ + 0.371^\circ \\ &= 111^\circ + 22.26' \\ &= 111^\circ + 22' + 0.26' \\ &= 111^\circ + 22' + 15.6'' \\ &= 111^\circ 22' 15.6'' \end{aligned}$$

Rounding to seconds, we obtain $\alpha \approx 111^\circ 22' 16''$.

b. To convert β to decimal degrees, we convert $28' \left(\frac{1^\circ}{60'}\right) = \frac{7}{15}^\circ$ and $17'' \left(\frac{1^\circ}{3600'}\right) = \frac{17}{3600}^\circ$. Putting it all together, we have

$$\begin{aligned} 37^\circ 28' 17'' &= 37^\circ + 28' + 17'' \\ &= 37^\circ + \frac{7}{15}^\circ + \frac{17}{3600}^\circ \\ &= \frac{134897^\circ}{3600} \\ &\approx 37.471^\circ \end{aligned}$$

c. To sketch α, we first note that $90^\circ < \alpha < 180^\circ$. If we divide this range in half, we get $90^\circ < \alpha < 135^\circ$, and once more, we have $90^\circ < \alpha < 112.5^\circ$. This gives us a pretty good estimate for α, as shown below. Proceeding similarly for β, we find $0^\circ < \beta < 90^\circ$, then $0^\circ < \beta < 45^\circ$, $22.5^\circ < \beta < 45^\circ$, and lastly, $33.75^\circ < \beta < 45^\circ$.



d. To find a supplementary angle for α, we seek an angle θ so that $\alpha + \theta = 180^\circ$. We get $\theta = 180^\circ - \alpha = 180^\circ - 111.371^\circ = 68.629^\circ$.

e. To find a complementary angle for β, we seek an angle γ so that $\beta + \gamma = 90^\circ$. We get $\gamma = 90^\circ - \beta = 90^\circ - 37^\circ 28' 17''$. While we could reach for the calculator to obtain an approximate answer, we choose instead to do a bit of sexagesimal[6] arithmetic. We first rewrite $90^\circ = 90^\circ 0' 0'' = 89^\circ 60' 0'' = 89^\circ 59' 60''$. In essence, we are "borrowing" $1^\circ = 60'$ from the degree place, and then "borrowing" $1' = 60''$ from the minutes place.[7] This yields, $\gamma = 90^\circ - 37^\circ 28' 17'' = 89^\circ 59' 60'' - 37^\circ 28' 17'' = 52^\circ 31' 43''$.

Subsection Footnotes

[1] The phrase "at least" will be justified in short order.

[2] The choice of "360" is most often attributed to the Babylonians.

[3] This is how a protractor is graded.

[4] Awesome math pun aside, this is the same idea behind defining irrational exponents in Section 6.1.

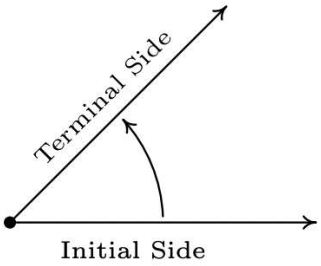
[5] Does this kind of system seem familiar?

[6] Like "latus rectum," this is also a real math term.

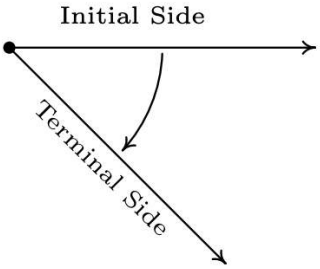
[7] This is the exact same kind of "borrowing" you used to do in Elementary School when trying to find 300 − 125. Back then, you were working in a base ten system; here, it is base sixty.

Angles in Standard Position

Up to this point, we have discussed only angles which measure between 0° and 360°, inclusive. Ultimately, we want to use the arsenal of Algebra which we have stockpiled in Chapters 1 through 9 to not only solve geometric problems involving angles, but also to extend their applicability to other real-world phenomena. A first step in this direction is to extend our notion of "angle" from merely measuring an extent of rotation to quantities which can be associated with real numbers. To that end, we introduce the concept of an **oriented angle**. As its name suggests, in an oriented angle, the direction of the rotation is important. We imagine the angle being swept out starting from an **initial side** and ending at a **terminal side**, as shown below. When the rotation is counter-clockwise from initial side to terminal side, we say that the angle is **positive**; when the rotation is clockwise, we say that the angle is **negative**.

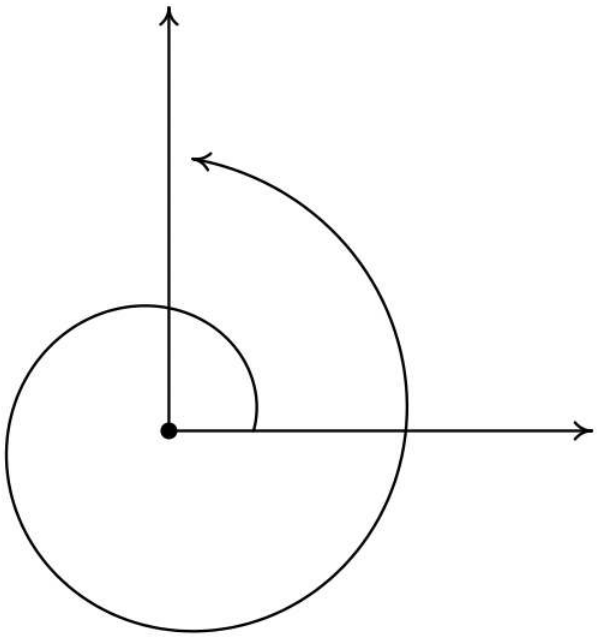


A positive angle, $45°$



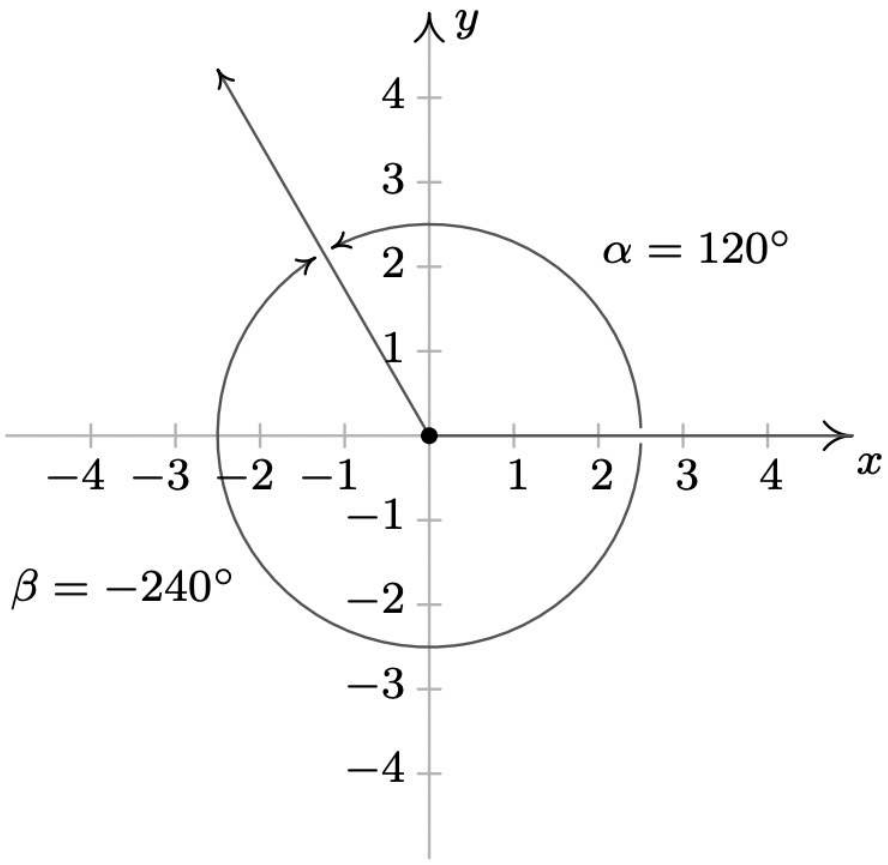
A negative angle, $-45°$

At this point, we also extend our allowable rotations to include angles which encompass more than one revolution. For example, to sketch an angle with measure $450°$ we start with an initial side, rotate counter-clockwise one complete revolution (to take care of the "first" $360°$) then continue with an additional $90°$ counter-clockwise rotation, as seen below.



$450°$

To further connect angles with the Algebra which has come before, we shall often overlay an angle diagram on the coordinate plane. An angle is said to be in **standard position** if its vertex is the origin and its initial side coincides with the positive x-axis. Angles in standard position are classified according to where their terminal side lies. For instance, an angle in standard position whose terminal side lies in Quadrant I is called a "Quadrant I angle." If the terminal side of an angle lies on one of the coordinate axes, it is called a **quadrantal angle**. Two angles in standard position share the same terminal side, they are called **coterminal**.[8] In the figure below, $\alpha = 120°$ and $\beta = -240°$ are two coterminal Quadrant II angles drawn in standard position. Note that $\alpha = \beta + 360°$, or equivalently, $\beta = \alpha - 360°$. We leave it as an exercise to the reader to verify that coterminal angles always differ by a multiple of $360°$.[9] More precisely, if α and β are coterminal angles, then $\beta = \alpha + 360° \cdot k$ where k is an integer.[10]



Two coterminal angles, $\alpha = 120^\circ$ and $\beta = -240^\circ$, in standard position.

Example 10.1.2

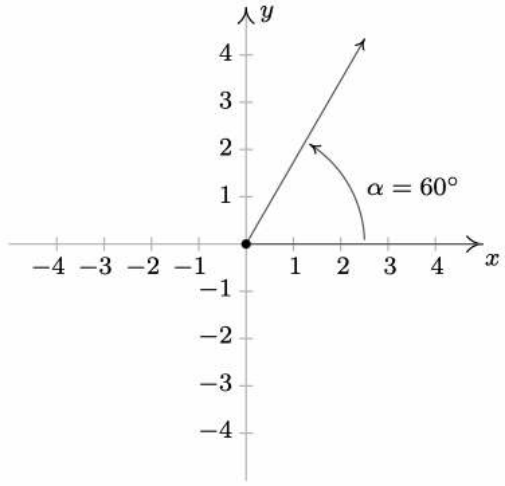
Graph each of the (oriented) angles below in standard position and classify them according to where their terminal side lies. Find three coterminal angles, at least one of which is positive and one of which is negative.

a. $\alpha = 60^\circ$
b. $\beta = -225^\circ$
c. $\gamma = 540^\circ$
d. $\phi = -750^\circ$

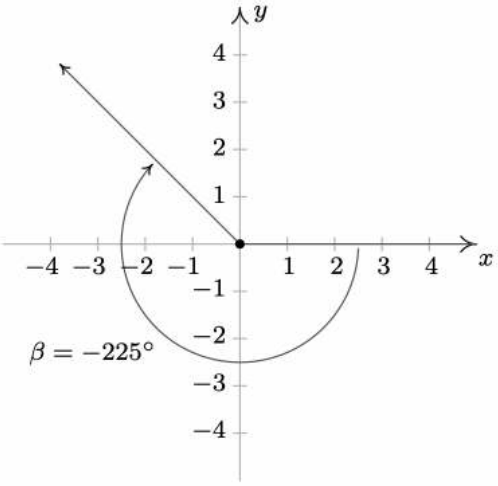
Solution

a. To graph $\alpha = 60^\circ$, we draw an angle with its initial side on the positive x-axis and rotate counter-clockwise $\frac{60^\circ}{360^\circ} = \frac{1}{6}$ of a revolution. We see that α is a Quadrant I angle. To find angles which are coterminal, we look for angles θ of the form $\theta = \alpha + 360^\circ \cdot k$, for some integer k. When $k = 1$, we get $\theta = 60^\circ + 360^\circ = 420^\circ$. Substituting $k = -1$ gives $\theta = 60^\circ - 360^\circ = -300^\circ$. Finally, if we let $k = 2$, we get $\theta = 60^\circ + 720^\circ = 780^\circ$.

b. Since $\beta = -225^\circ$ is negative, we start at the positive x-axis and rotate *clockwise* $\frac{225^\circ}{360^\circ} = \frac{5}{8}$ of a revolution. We see that β is a Quadrant II angle. To find coterminal angles, we proceed as before and compute $\theta = -225^\circ + 360^\circ \cdot k$ for integer values of k. We find 135°, -585° and 495° are all coterminal with -225°.



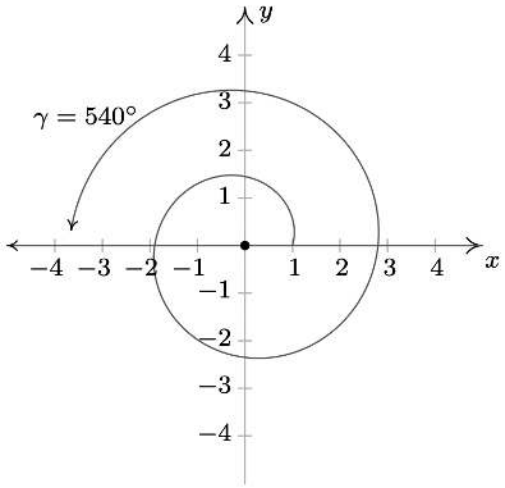
$\alpha = 60°$ in standard position.



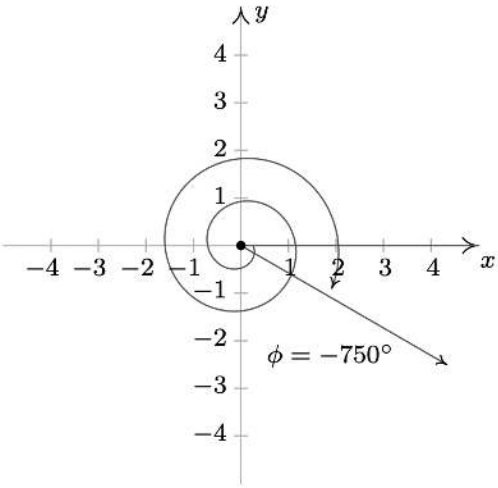
$\beta = -225°$ in standard position.

c. Since $\gamma = 540°$ is positive, we rotate counter-clockwise from the positive x-axis. One full revolution accounts for $360°$, with $180°$, or $\frac{1}{2}$ of a revolution remaining. Since the terminal side of γ lies on the negative x-axis, γ is a quadrantal angle. All angles coterminal with γ are of the form $\theta = 540° + 360° \cdot k$, where k is an integer. Working through the arithmetic, we find three such angles: $180°$, $-180°$ and $900°$.

d. The Greek letter ϕ is pronounced "fee" or "fie" and since ϕ is negative, we begin our rotation clockwise from the positive x-axis. Two full revolutions account for $720°$, with just $30°$ or $\frac{1}{12}$ of a revolution to go. We find that ϕ is a Quadrant IV angle. To find coterminal angles, we compute $\theta = -750° + 360° \cdot k$ for a few integers k and obtain $-390°$, $-30°$ and $330°$.



$\gamma = 540°$ in standard position.



$\phi = -750°$ in standard position.

Note that since there are infinitely many integers, any given angle has infinitely many coterminal angles, and the reader is encouraged to plot the few sets of coterminal angles found in Example 10.1.2to see this.

Subsection Footnotes

[8] Note that by being in standard position they automatically share the same initial side which is the positive x-axis.

[9] It is worth noting that all of the pathologies of Analytic Trigonometry result from this innocuous fact.

[10] Recall that this means $k = 0, \pm 1, \pm 2, \ldots$.

Radian Measure

Connecting Courses - Calculus

The radian measure of an angle, which we will discuss next, is critical to understand for your success in Calculus. In fact, you will forgo the use of degree measure and will solely use radian measure in Calculus. It's not that theoretical mathematicians throw out degree measure because we want to torture students - it's literally that Calculus cannot work with degree measure. As such, you should take the material presented here as of utmost importance.

We are now just one step away from completely marrying angles with the real numbers and the rest of Algebra. To that end, we recall this definition from Geometry.

Definition: π

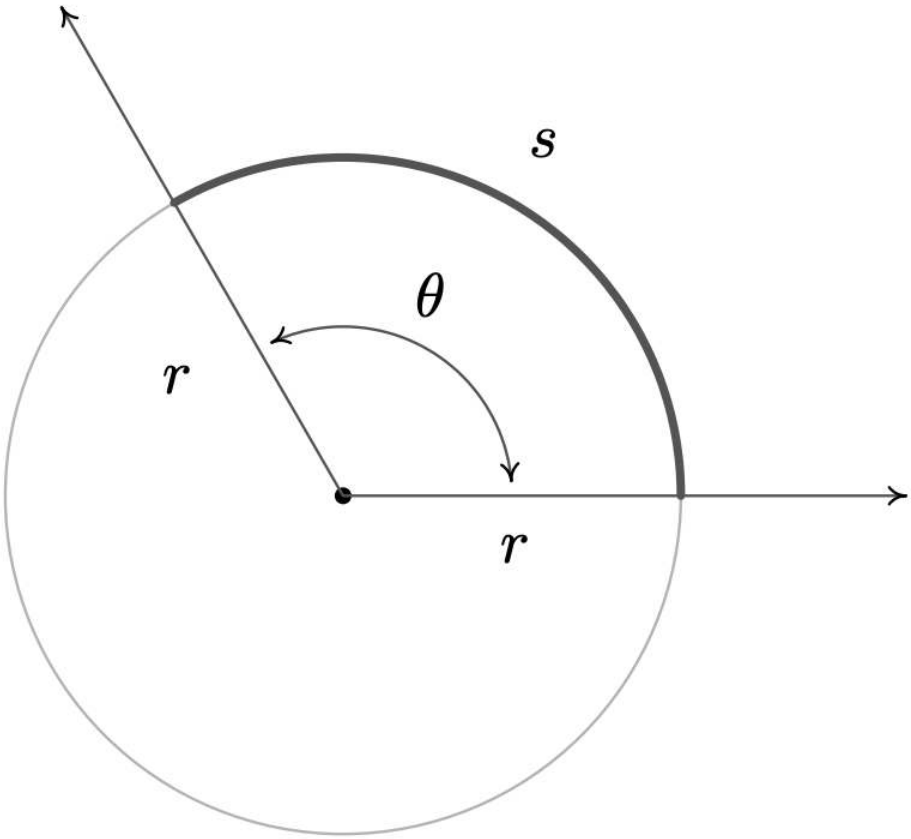
The real number $\boldsymbol{\pi}$ is defined to be the ratio of a circle's circumference to its diameter. In symbols, given a circle of circumference C and diameter d,

$$\pi = \frac{C}{d}.$$

While this definition is quite possibly the "standard" definition of π, the authors would be remiss if we didn't mention that buried in this definition is actually a theorem. As the reader is probably aware, the number π is a mathematical constant - that is, it doesn't matter *which* circle is selected, the ratio of its circumference to its diameter will have the same value as any other circle. While this is indeed true, it is far from obvious and leads to a counterintuitive scenario which is explored in the Exercises. Since the diameter of a circle is twice its radius, we can quickly rearrange the equation in the definition of π to get a formula more useful for our purposes, namely:

$$2\pi = \frac{C}{r}.$$

This tells us that for any circle, the ratio of its circumference to its radius is also always constant; in this case the constant is 2π. Suppose now we take a *portion* of the circle, so instead of comparing the entire circumference C to the radius, we compare some arc measuring s units in length to the radius, as depicted below. Let θ be the **central angle** subtended by this arc, that is, an angle whose vertex is the center of the circle and whose determining rays pass through the endpoints of the arc. Using proportionality arguments, it stands to reason that the ratio $\frac{s}{r}$ should also be a constant among all circles, and it is this ratio which defines the **radian measure** of an angle.



The radian measure of θ is $\frac{s}{r}$.

This is such an important concept that we shall formalize it as a definition.

Definition: Radian Measure

Let s be the length of the arc subtended by a central angle θ in a circle of radius r. The ratio

$$\frac{s}{r}$$

is defined to be the **radian measure** of θ. That is,

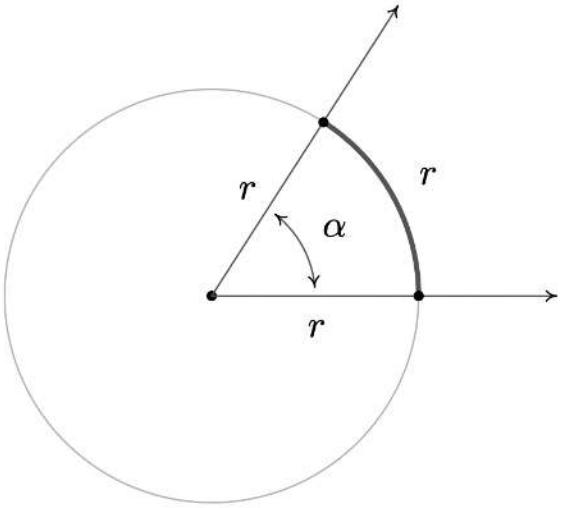
$$\frac{s}{r} = \theta$$

or equivalently

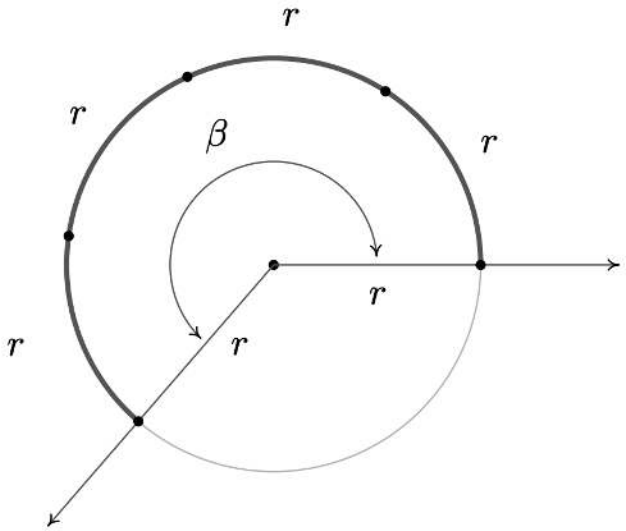
$$s = r\theta,$$

where θ (in both cases) is not measured in degrees, but instead in radians.

To get a better feel for radian measure, we note that an angle with radian measure 1 means the corresponding arc length s equals the radius of the circle r, hence $s = r$. When the radian measure is 2, we have $s = 2r$; when the radian measure is 3, $s = 3r$, and so forth. Thus the radian measure of an angle θ tells us how many "radius lengths" we need to sweep out along the circle to subtend the angle θ.



α has radian measure 1



β has radian measure 4

Since one revolution sweeps out the entire circumference $2\pi r$, one revolution has radian measure $\frac{2\pi r}{r} = 2\pi$. From this we can find the radian measure of other central angles using proportions, just like we did with degrees. For instance, half of a revolution has radian measure $\frac{1}{2}(2\pi) = \pi$, a quarter revolution has radian measure $\frac{1}{4}(2\pi) = \frac{\pi}{2}$, and so forth. Note that, by definition, the radian measure of an angle is a length divided by another length so that these measurements are actually dimensionless and are considered "pure" numbers. For this reason, we do not use any symbols to denote radian measure, but we use the word "radians" to denote these dimensionless units as needed. For instance, we say one revolution measures "2π radians," half of a revolution measures "π radians," and so forth.

As with degree measure, the distinction between the angle itself and its measure is often blurred in practice, so when we write "$\theta = \frac{\pi}{2}$," we mean θ is an angle which measures $\frac{\pi}{2}$ radians.[11] We extend radian measure to oriented angles, just as we did with degrees beforehand, so that a positive measure indicates counter-clockwise rotation and a negative measure indicates clockwise rotation.[12] Much like before, two positive angles α and β are supplementary if $\alpha + \beta = \pi$ and complementary if $\alpha + \beta = \frac{\pi}{2}$. Finally, we leave it to the reader to show that when using radian measure, two angles α and β are coterminal if and only if $\beta = \alpha + 2\pi k$ for some integer k.

Example 10.1.3

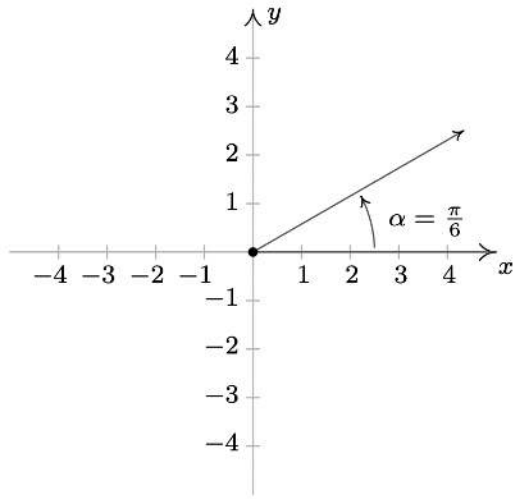
Graph each of the (oriented) angles below in standard position and classify them according to where their terminal side lies. Find three coterminal angles, at least one of which is positive and one of which is negative.

a. $\alpha = \frac{\pi}{6}$
b. $\beta = -\frac{4\pi}{3}$
c. $\gamma = \frac{9\pi}{4}$
d. $\phi = -\frac{5\pi}{2}$

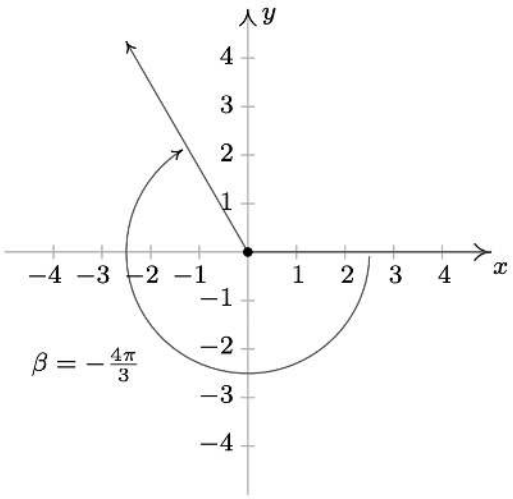
Solution

a. The angle $\alpha = \frac{\pi}{6}$ is positive, so we draw an angle with its initial side on the positive x-axis and rotate counter-clockwise $\frac{(\pi/6)}{2\pi} = \frac{1}{12}$ of a revolution. Thus α is a Quadrant I angle. Coterminal angles θ are of the form $\theta = \alpha + 2\pi \cdot k$, for some integer k. To make the arithmetic a bit easier, we note that $2\pi = \frac{12\pi}{6}$, thus when $k = 1$, we get $\theta = \frac{\pi}{6} + \frac{12\pi}{6} = \frac{13\pi}{6}$. Substituting $k = -1$ gives $\theta = \frac{\pi}{6} - \frac{12\pi}{6} = -\frac{11\pi}{6}$ and when we let $k = 2$, we get $\theta = \frac{\pi}{6} + \frac{24\pi}{6} = \frac{25\pi}{6}$.

b. Since $\beta = -\frac{4\pi}{3}$ is negative, we start at the positive x-axis and rotate clockwise $\frac{(4\pi/3)}{2\pi} = \frac{2}{3}$ of a revolution. We find β to be a Quadrant II angle. To find coterminal angles, we proceed as before using $2\pi = \frac{6\pi}{3}$, and compute $\theta = -\frac{4\pi}{3} + \frac{6\pi}{3} \cdot k$ for integer values of k. We obtain $\frac{2\pi}{3}$, $-\frac{10\pi}{3}$ and $\frac{8\pi}{3}$ as coterminal angles.



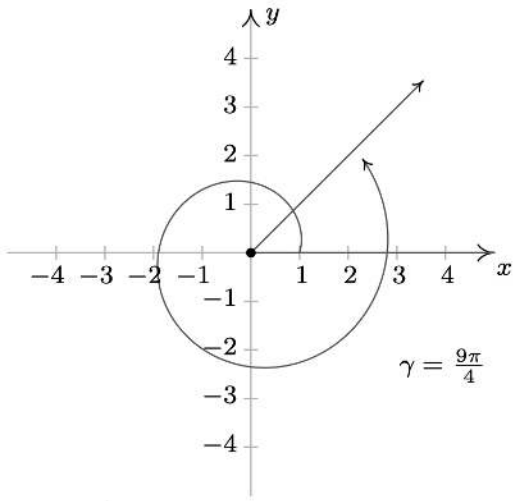
$\alpha = \frac{\pi}{6}$ in standard position.



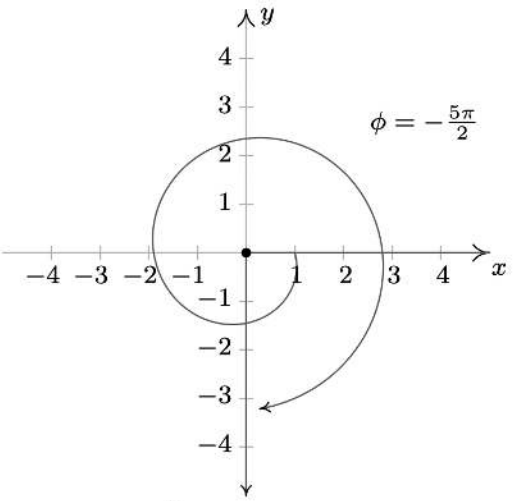
$\beta = -\frac{4\pi}{3}$ in standard position.

c. Since $\gamma = \frac{9\pi}{4}$ is positive, we rotate counter-clockwise from the positive x-axis. One full revolution accounts for $2\pi = \frac{8\pi}{4}$ of the radian measure with $\frac{\pi}{4}$ or $\frac{1}{8}$ of a revolution remaining. We have γ as a Quadrant I angle. All angles coterminal with γ are of the form $\theta = \frac{9\pi}{4} + \frac{8\pi}{4} \cdot k$, where k is an integer. Working through the arithmetic, we find: $\frac{\pi}{4}$, $-\frac{7\pi}{4}$ and $\frac{17\pi}{4}$.

d. To graph $\phi = -\frac{5\pi}{2}$, we begin our rotation clockwise from the positive x-axis. As $2\pi = \frac{4\pi}{2}$, after one full revolution clockwise, we have $\frac{\pi}{2}$ or $\frac{1}{4}$ of a revolution remaining. Since the terminal side of ϕ lies on the negative y-axis, ϕ is a quadrantal angle. To find coterminal angles, we compute $\theta = -\frac{5\pi}{2} + \frac{4\pi}{2} \cdot k$ for a few integers k and obtain $-\frac{\pi}{2}$, $\frac{3\pi}{2}$ and $\frac{7\pi}{2}$.



$\gamma = \frac{9\pi}{4}$ in standard position.



$\phi = -\frac{5\pi}{2}$ in standard position.

It is worth mentioning that we could have plotted the angles in Example 10.1.3 by first converting them to degree measure and following the procedure set forth in Example 10.1.2 While converting back and forth from degrees and radians is certainly a good skill to have, it is best that you learn to "think in radians" as well as you can "think in degrees." The authors would, however, be derelict in our duties if we ignored the basic conversion between these systems altogether.

Since one revolution counter-clockwise measures 360° and the same angle measures 2π radians, we can use the proportion $\frac{2\pi \text{ radians}}{360^\circ}$, or its reduced equivalent, $\frac{\pi \text{ radians}}{180^\circ}$, as the conversion factor between the two systems. For example, to convert 60° to radians we find $60^\circ \left(\frac{\pi \text{ radians}}{180^\circ}\right) = \frac{\pi}{3}$ radians, or simply $\frac{\pi}{3}$. To convert from radian measure back to degrees, we multiply by the

ratio $\frac{180^\circ}{\pi \text{ radian}}$. For example, $-\frac{5\pi}{6}$ radians is equal to $\left(-\frac{5\pi}{6} \text{ radians}\right)\left(\frac{180^\circ}{\pi \text{ radians}}\right) = -150^\circ$.[13] Of particular interest is the fact that an angle which measures 1 in radian measure is equal to $\frac{180^\circ}{\pi} \approx 57.2958^\circ$.

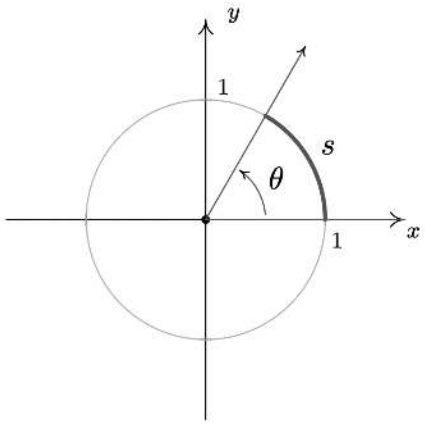
We summarize these conversions below.

Theorem 10.1.1: Degree-Radian Conversion

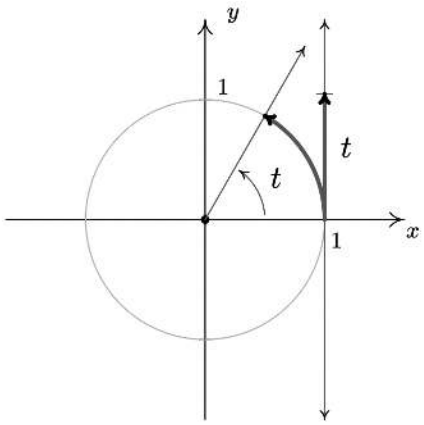
- To convert degree measure to radian measure, multiply by $\frac{\pi \text{ radians}}{180^\circ}$
- To convert radian measure to degree measure, multiply by $\frac{180^\circ}{\pi \text{ radians}}$

In light of Example 10.1.3 and Theorem 10.1.1, the reader may well wonder what the allure of radian measure is. The numbers involved are, admittedly, much more complicated than degree measure. The answer lies in how easily angles in radian measure can be identified with real numbers. Consider the Unit Circle, $x^2 + y^2 = 1$, as drawn below, the angle θ in standard position and the corresponding arc measuring s units in length. By definition, and the fact that the Unit Circle has radius 1, the radian measure of θ is $\frac{s}{r} = \frac{s}{1} = s$ so that, once again blurring the distinction between an angle and its measure, we have $\theta = s$. In order to identify real numbers with oriented angles, we make good use of this fact by essentially "wrapping" the real number line around the Unit Circle and associating to each real number t an *oriented* arc on the Unit Circle with initial point $(1, 0)$.

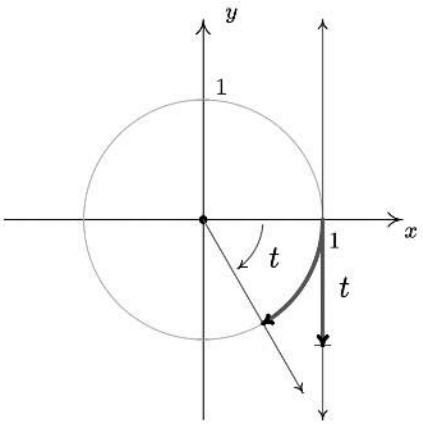
Viewing the vertical line $x = 1$ as another real number line demarcated like the y-axis, given a real number $t > 0$, we "wrap" the (vertical) interval $[0, t]$ around the Unit Circle in a counter-clockwise fashion. The resulting arc has a length of t units and therefore the corresponding angle has radian measure equal to t. If $t < 0$, we wrap the interval $[t, 0]$ *clockwise* around the Unit Circle. Since we have defined clockwise rotation as having negative radian measure, the angle determined by this arc has radian measure equal to t. If $t = 0$, we are at the point $(1, 0)$ on the x-axis which corresponds to an angle with radian measure 0. In this way, we identify each real number t with the corresponding angle with radian measure t.



On the Unit Circle, $\theta = s$.



Identifying $t > 0$ with an angle.



Identifying $t < 0$ with an angle.

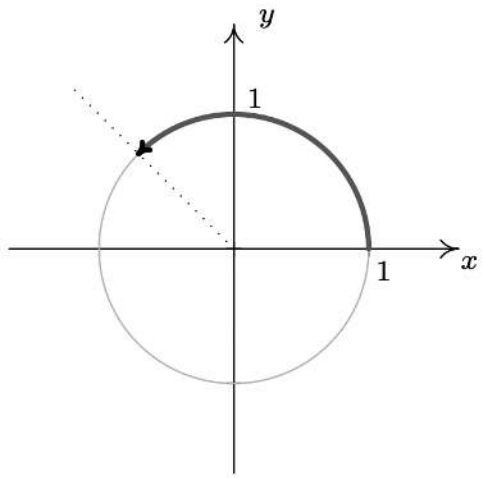
Example 10.1.4

Sketch the oriented arc on the Unit Circle corresponding to each of the following real numbers.

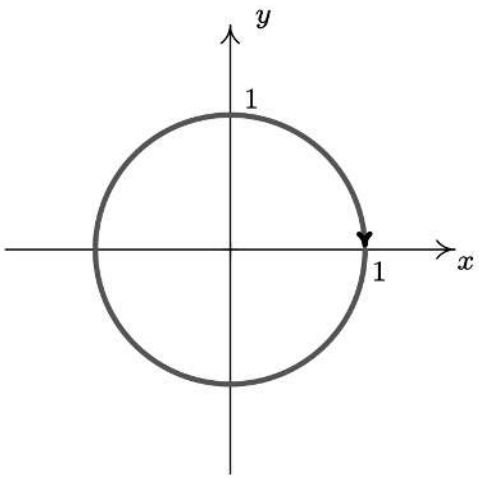
a. $t = \frac{3\pi}{4}$
b. $t = -2\pi$
c. $t = -2$
d. $t = 117$

Solution

a. The arc associated with $t = \frac{3\pi}{4}$ is the arc on the Unit Circle which subtends the angle $\frac{3\pi}{4}$ in radian measure. Since $\frac{3\pi}{4}$ is $\frac{3}{8}$ of a revolution, we have an arc which begins at the point $(1, 0)$ proceeds counter-clockwise up to midway through Quadrant II.
b. Since one revolution is 2π radians, and $t = -2\pi$ is negative, we graph the arc which begins at $(1, 0)$ and proceeds *clockwise* for one full revolution.



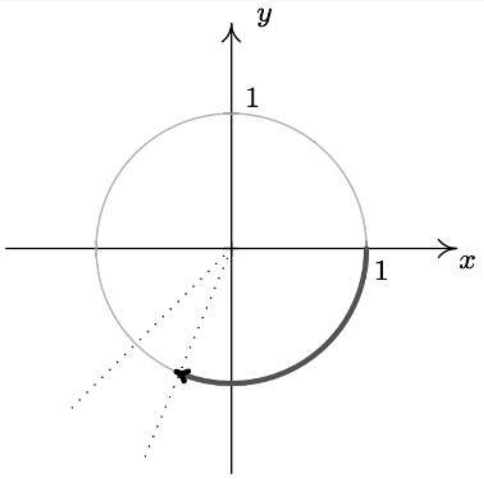
$t = \frac{3\pi}{4}$



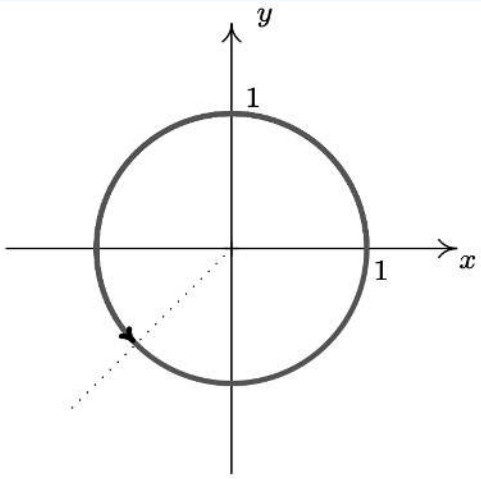
$t = -2\pi$

c. Like $t = -2\pi$, $t = -2$ is negative, so we begin our arc at $(1, 0)$ and proceed clockwise around the unit circle. Since $\pi \approx 3.14$ and $\frac{\pi}{2} \approx 1.57$, we find that rotating 2 radians clockwise from the point $(1, 0)$ lands us in Quadrant III. To more accurately place the endpoint, we proceed as we did in Example 10.1.1, successively halving the angle measure until we find $\frac{5\pi}{8} \approx 1.96$ which tells us our arc extends just a bit beyond the quarter mark into Quadrant III.

d. Since 117 is positive, the arc corresponding to $t = 117$ begins at $(1, 0)$ and proceeds counter-clockwise. As 117 is much greater than 2π, we wrap around the Unit Circle several times before finally reaching our endpoint. We approximate $\frac{117}{2\pi}$ as 18.62 which tells us we complete 18 revolutions counter-clockwise with 0.62, or just shy of $\frac{5}{8}$ of a revolution to spare. In other words, the terminal side of the angle which measures 117 radians in standard position is just short of being midway through Quadrant III.



$t = -2$



$t = 117$

Subsection Footnotes

[11] The authors are well aware that we are now identifying radians with real numbers. We will justify this shortly.

[12] This, in turn, endows the subtended arcs with an orientation as well. We address this in short order.

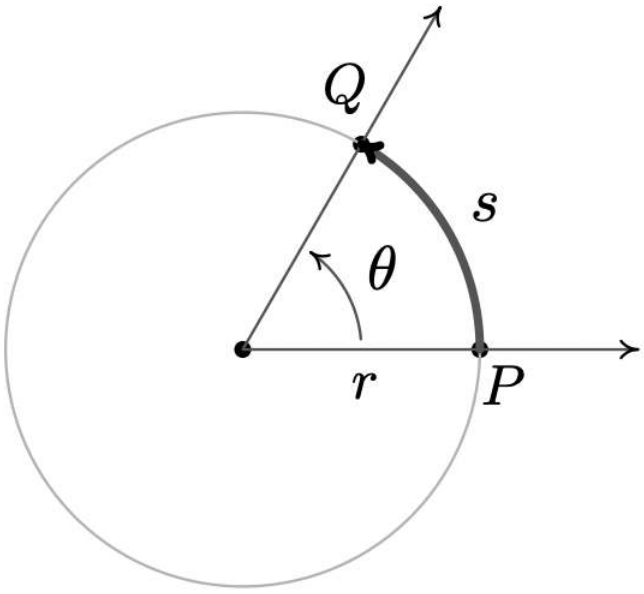
[13] Note that the negative sign indicates clockwise rotation in both systems, and so it is carried along accordingly.

Applications of Radian Measure: Circular Motion

Connecting Courses - Astronomy, Physics, and Engineering

Circular motion is a critical topic in astronomy, physics, engineering, and to a lesser degree, differential equations.

Now that we have paired angles with real numbers via radian measure, a whole world of applications awaits us. Our first excursion into this realm comes by way of circular motion. Suppose an object is moving as pictured below along a circular path of radius r from the point P to the point Q in an amount of time t.



Here s represents a *displacement* so that $s > 0$ means the object is traveling in a counter-clockwise direction and $s < 0$ indicates movement in a clockwise direction. Note that with this convention the formula we used to define radian measure, namely $\theta = \frac{s}{r}$, still holds since a negative value of s incurred from a clockwise displacement matches the negative we assign to θ for a clockwise rotation.

In Physics, the **average velocity** of the object, denoted $\overline{v}$ and read as "v-bar," is defined as the average rate of change of the position of the object with respect to time.[14] As a result, we have $\overline{v} = \frac{\text{displacement}}{\text{time}} = \frac{s}{t}$. The quantity $\overline{v}$ has units of $\frac{\text{length}}{\text{time}}$ and conveys two ideas: the direction in which the object is moving and how fast the position of the object is changing. The contribution of direction in the quantity $\overline{v}$ is either to make it positive (in the case of counter-clockwise motion) or negative (in the case of clockwise motion), so that the quantity $|\overline{v}|$ quantifies how fast the object is moving - it is the **speed** of the object. Measuring θ in radians we have $\theta = \frac{s}{r}$ thus $s = r\theta$ and

$$\overline{v} = \frac{s}{t} = \frac{r\theta}{t} = r \cdot \frac{\theta}{t}$$

The quantity $\frac{\theta}{t}$ is called the **average angular velocity** of the object. It is denoted by $\overline{\omega}$ and is read "omega-bar." The quantity $\overline{\omega}$ is the average rate of change of the angle θ with respect to time and thus has units $\frac{\text{radians}}{\text{time}}$. If $\overline{\omega}$ is constant throughout the duration of the motion, then it can be shown that the average velocities involved, namely $\overline{v}$ and $\overline{\omega}$, are the same as their instantaneous counterparts, v and ω, respectively. In this case, v is simply called the "velocity" of the object and is the instantaneous rate of change of the position of the object with respect to time. Similarly, ω is called the "angular velocity" and is the instantaneous rate of change of the angle with respect to time.

If the path of the object were "uncurled" from a circle to form a line segment, then the velocity of the object on that line segment would be the same as the velocity on the circle. For this reason, the quantity v is often called the **linear velocity** of the object in order to distinguish it from the **angular velocity**, ω. Putting together the ideas of the previous paragraph, we get the following.

Theorem 10.1.2: Velocity for Circular Motion

For an object moving on a circular path of radius r with constant angular velocity ω, the (linear) velocity of the object is given by $v = r\omega$.

We need to talk about units here. The units of v are $\frac{\text{length}}{\text{time}}$, the units of r are length only, and the units of ω are $\frac{\text{radians}}{\text{time}}$. Thus the left hand side of the equation $v = r\omega$ has units $\frac{\text{length}}{\text{time}}$, whereas the right hand side has units $\text{length} \cdot \frac{\text{radians}}{\text{time}} = \frac{\text{length} \cdot \text{radians}}{\text{time}}$. The supposed contradiction in units is resolved by remembering that radians are a dimensionless quantity and angles in radian measure are identified with real numbers so that the units $\frac{\text{length} \cdot \text{radians}}{\text{time}}$ reduce to the units $\frac{\text{length}}{\text{time}}$. We are long overdue for an example.

Example 10.1.5

Assuming that the surface of the Earth is a sphere, any point on the Earth can be thought of as an object traveling on a circle which completes one revolution in (approximately) 24 hours. The path traced out by the point during this 24 hour period is the Latitude of that point. Lakeland Community College is at 41.628° north latitude, and it can be shown that the radius of the earth at this Latitude is approximately 2960 miles. Find the linear velocity, in miles per hour, of Lakeland Community College as the world turns.

Solution

To use the formula $v = r\omega$, we first need to compute the angular velocity ω. The earth makes one revolution in 24 hours, and one revolution is 2π radians, so $\omega = \frac{2\pi \text{ radians}}{24 \text{ hours}} = \frac{\pi}{12 \text{ hours}}$, where, once again, we are using the fact that radians are real numbers and are dimensionless. (For simplicity's sake, we are also assuming that we are viewing the rotation of the earth as counter-clockwise so $\omega > 0$.) Hence, the linear velocity is

$$v = 2960 \text{ miles} \cdot \frac{\pi}{12 \text{ hours}} \approx 775 \frac{\text{miles}}{\text{hour}}$$

It is worth noting that the quantity $\frac{1 \text{ revolution}}{24 \text{ hours}}$ in Example 10.1.5 is called the **ordinary frequency** of the motion and is usually denoted by the variable f. The ordinary frequency is a measure of how often an object makes a complete cycle of the motion. The fact that $\omega = 2\pi f$ suggests that ω is also a frequency. Indeed, it is called the **angular frequency** of the motion. On a related note, the quantity $T = \frac{1}{f}$ is called the **period** of the motion and is the amount of time it takes for the object to complete one cycle of the motion. In the scenario of Example 10.1.5, the period of the motion is 24 hours, or one day.

The concepts of frequency and period help frame the equation $v = r\omega$ in a new light. That is, if ω is fixed, points which are farther from the center of rotation need to travel faster to maintain the same angular frequency since they have farther to travel to make one revolution in one period's time. The distance of the object to the center of rotation is the radius of the circle, r, and is the 'magnification factor' which relates ω and v. We will have more to say about frequencies and periods in Section 11.1. While we have exhaustively discussed velocities associated with circular motion, we have yet to discuss a more natural question: if an object is moving on a circular path of radius r with a fixed angular velocity (frequency) ω, what is the position of the object at time t? The answer to this question is the very heart of Trigonometry and is answered in the next section.

Subsection Footnotes

[14] See the definition of the average rate of change in Section 2.1 for a review of this concept.

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10.1E: Exercises

Exercises

In Exercises 1 - 4, convert the angles into the DMS system. Round each of your answers to the nearest second.

1. 63.75°
2. 200.325°
3. -317.06°
4. 179.999°

In Exercises 5 - 8, convert the angles into decimal degrees. Round each of your answers to three decimal places.

5. $125^\circ 50'$
6. $-32^\circ 10' 12''$
7. $502^\circ 35'$
8. $237^\circ 58' 43''$

In Exercises 9 - 28, graph the oriented angle in standard position. Classify each angle according to where its terminal side lies and then give two coterminal angles, one of which is positive and the other negative.

9. 330°
10. -135°
11. 120°
12. 405°
13. -270°
14. $\frac{5\pi}{6}$
15. $-\frac{11\pi}{3}$
16. $\frac{5\pi}{4}$
17. $\frac{3\pi}{4}$
18. $-\frac{\pi}{3}$
19. $\frac{7\pi}{2}$
20. $\frac{\pi}{4}$
21. $-\frac{\pi}{2}$
22. $\frac{7\pi}{6}$
23. $-\frac{5\pi}{3}$
24. 3π
25. -2π
26. $-\frac{\pi}{4}$
27. $\frac{15\pi}{4}$
28. $-\frac{13\pi}{6}$

In Exercises 29 - 36, convert the angle from degree measure into radian measure, giving the exact value in terms of π.

29. 0°
30. 240°
31. 135°
32. -270°
33. -315°

34. 150°
35. 45°
36. -225°

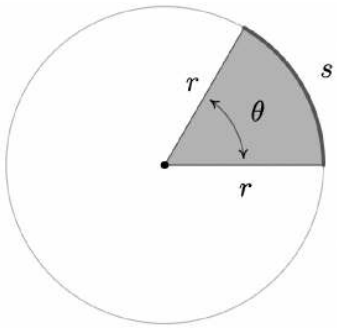
In Exercises 37 - 44, convert the angle from radian measure into degree measure.

37. π
38. $-\frac{2\pi}{3}$
39. $\frac{7\pi}{6}$
40. $\frac{11\pi}{6}$
41. $\frac{\pi}{3}$
42. $\frac{5\pi}{3}$
43. $-\frac{\pi}{6}$
44. $\frac{\pi}{2}$

In Exercises 45 - 49, sketch the oriented arc on the Unit Circle which corresponds to the given real number.

45. $t = \frac{5\pi}{6}$
46. $t = -\pi$
47. $t = 6$
48. $t = -2$
49. $t = 12$
50. A yo-yo which is 2.25 inches in diameter spins at a rate of 4500 revolutions per minute. How fast is the edge of the yo-yo spinning in miles per hour? Round your answer to two decimal places.
51. How many revolutions per minute would the yo-yo in exercise 50 have to complete if the edge of the yo-yo is to be spinning at a rate of 42 miles per hour? Round your answer to two decimal places.
52. In the yo-yo trick 'Around the World,' the performer throws the yo-yo so it sweeps out a vertical circle whose radius is the yo-yo string. If the yo-yo string is 28 inches long and the yo-yo takes 3 seconds to complete one revolution of the circle, compute the speed of the yo-yo in miles per hour. Round your answer to two decimal places.
53. A computer hard drive contains a circular disk with diameter 2.5 inches and spins at a rate of 7200 RPM (revolutions per minute). Find the linear speed of a point on the edge of the disk in miles per hour.
54. A rock got stuck in the tread of my tire and when I was driving 70 miles per hour, the rock came loose and hit the inside of the wheel well of the car. How fast, in miles per hour, was the rock traveling when it came out of the tread? (The tire has a diameter of 23 inches.)
55. The Giant Wheel at Cedar Point is a circle with diameter 128 feet which sits on an 8 foot tall platform making its overall height is 136 feet. It completes two revolutions in 2 minutes and 7 seconds. Assuming the riders are at the edge of the circle, how fast are they traveling in miles per hour?
56. Consider the circle of radius r pictured below with central angle θ, measured in radians, and subtended arc of length s. Prove that the area of the shaded sector is $A = \frac{1}{2}r^2\theta$.

    (Hint: Use the proportion $\frac{A}{\text{area of the circle}} = \frac{s}{\text{circumference of the circle}}$.)

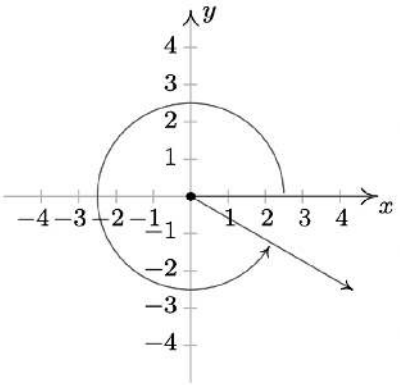


In Exercises 57 - 62, use the result of Exercise 56 to compute the areas of the circular sectors with the given central angles and radii.

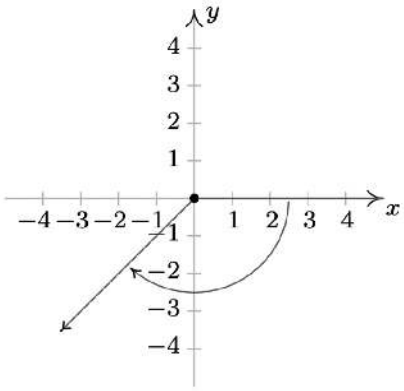
57. $\theta = \dfrac{\pi}{6},\ r = 12$
58. $\theta = \dfrac{5\pi}{4},\ r = 100$
59. $\theta = 330^\circ,\ r = 9.3$
60. $\theta = \pi,\ r = 1$
61. $\theta = 240^\circ,\ r = 5$
62. $\theta = 1^\circ,\ r = 117$
63. Imagine a rope tied around the Earth at the equator. Show that you need to add only 2π feet of length to the rope in order to lift it one foot above the ground around the entire equator. (You do NOT need to know the radius of the Earth to show this.)
64. With the help of your classmates, look for a proof that π is indeed a constant.

Answers

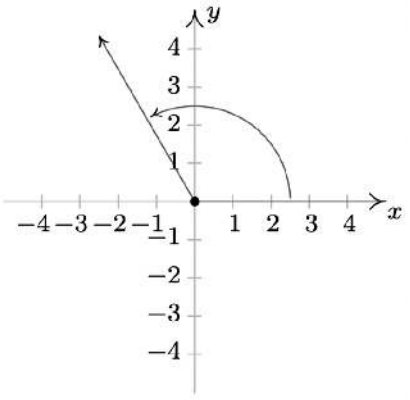
1. $63^\circ 45'$
2. $200^\circ 19' 30''$
3. $-317^\circ 3' 36''$
4. $179^\circ 59' 56''$
5. 125.833°
6. -32.17°
7. 502.583°
8. 237.979°
9. 330° is a Quadrant IV angle coterminal with 690° and -30°



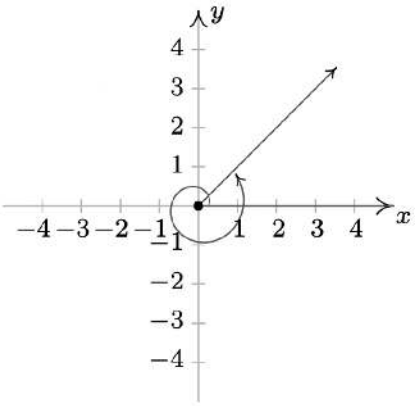
10. -135° is a Quadrant III angle coterminal with 225° and -495°



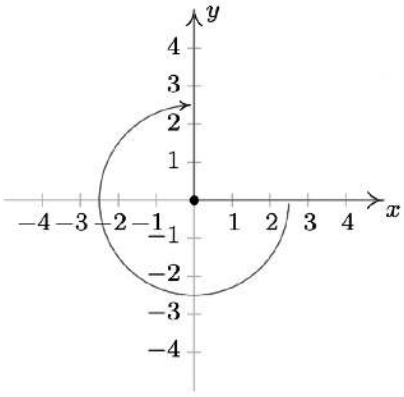
11. 120° is a Quadrant II angle coterminal with 480° and -240°



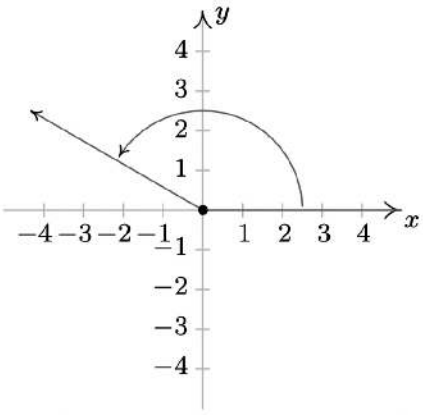
12. 405° is a Quadrant I angle coterminal with 45° and -315°



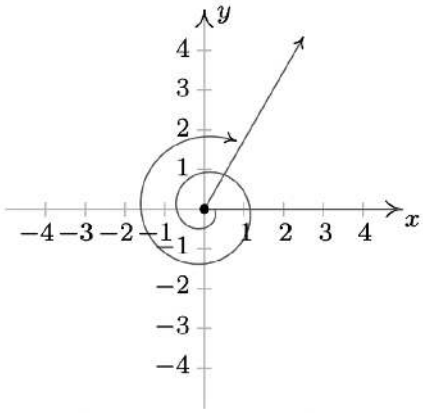
13. -270° lies on the positive y-axis coterminal with 90° and -630°



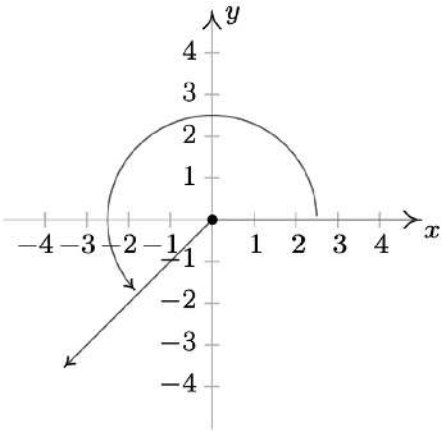
14. $\frac{5\pi}{6}$ is a Quadrant II angle coterminal with $\frac{17\pi}{6}$ and $-\frac{7\pi}{6}$



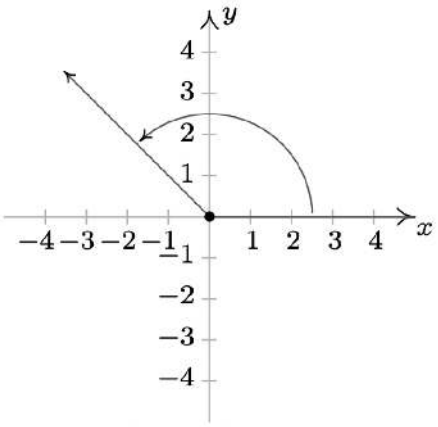
15. $-\frac{11\pi}{3}$ is a Quadrant I angle coterminal with $\frac{\pi}{3}$ and $-\frac{5\pi}{3}$



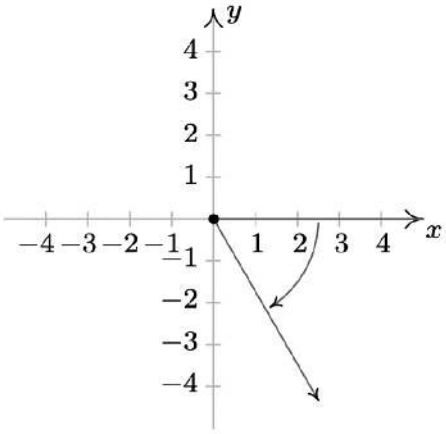
16. $\frac{5\pi}{4}$ is a Quadrant III angle coterminal with $\frac{13\pi}{4}$ and $-\frac{3\pi}{4}$



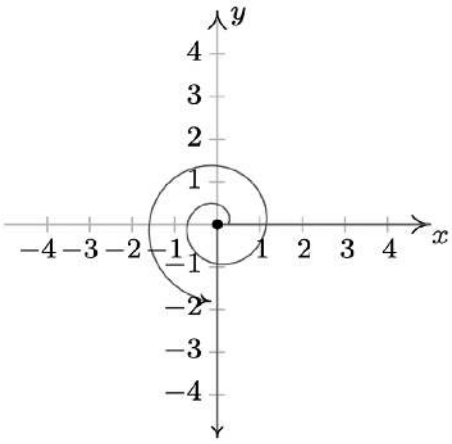
17. $\frac{3\pi}{4}$ is a Quadrant II angle coterminal with $\frac{11\pi}{4}$ and $-\frac{5\pi}{4}$



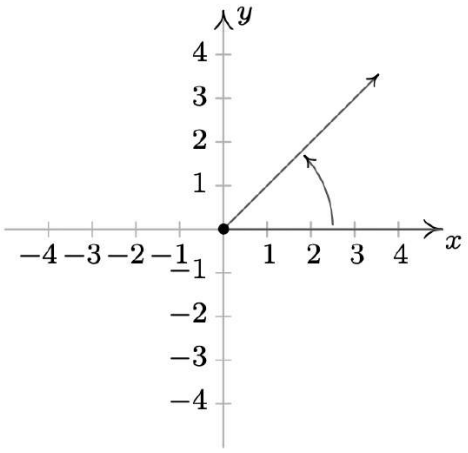
18. $-\frac{\pi}{3}$ is a Quadrant IV angle coterminal with $\frac{5\pi}{3}$ and $-\frac{7\pi}{3}$



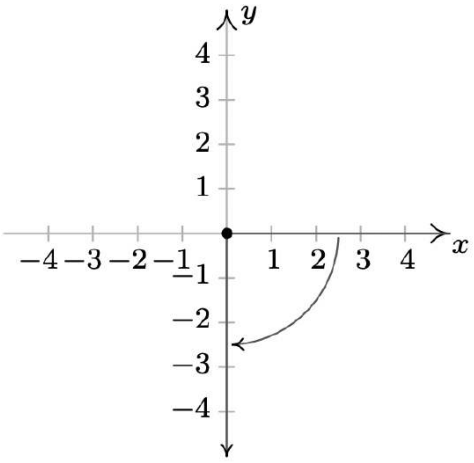
19. $\frac{7\pi}{2}$ lies on the negative y-axis coterminal with $\frac{3\pi}{2}$ and $-\frac{\pi}{2}$



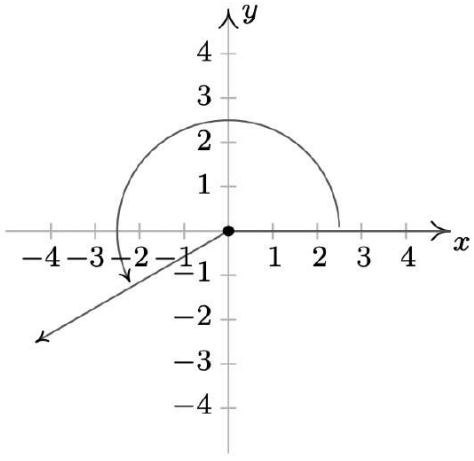
20. $\frac{\pi}{4}$ is a Quadrant I angle coterminal with $\frac{9\pi}{4}$ and $-\frac{7\pi}{4}$



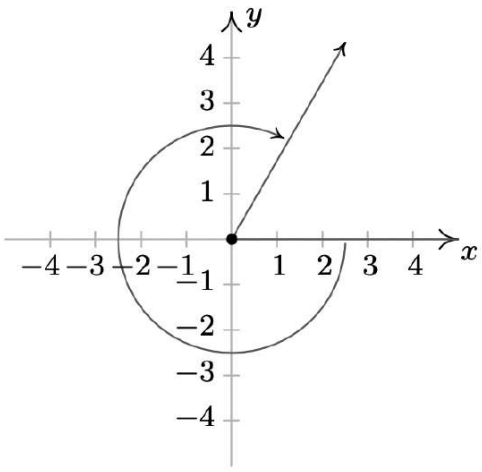
21. $-\frac{\pi}{2}$ lies on the negative y-axis coterminal with $\frac{3\pi}{2}$ and $-\frac{5\pi}{2}$



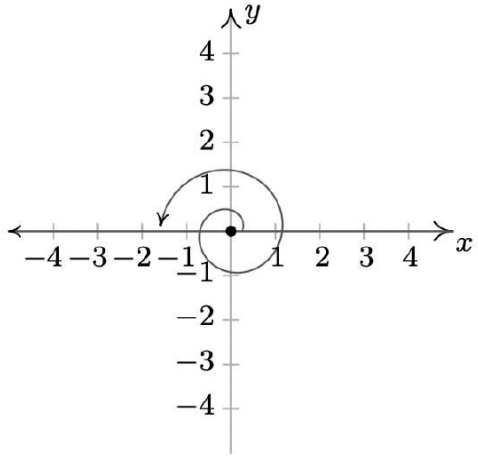
22. $\frac{7\pi}{6}$ is a Quadrant III angle coterminal with $\frac{19\pi}{6}$ and $-\frac{5\pi}{6}$



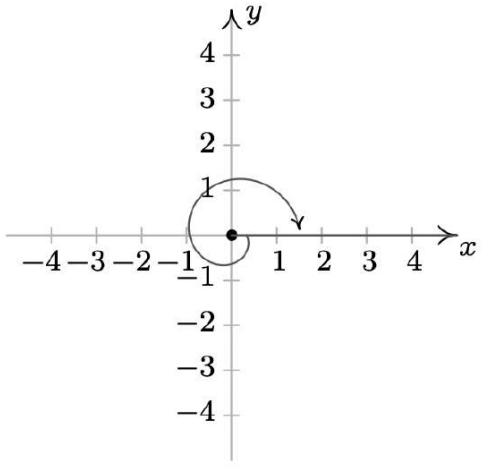
23. $-\frac{5\pi}{3}$ is a Quadrant I angle coterminal with $\frac{\pi}{3}$ and $-\frac{11\pi}{3}$



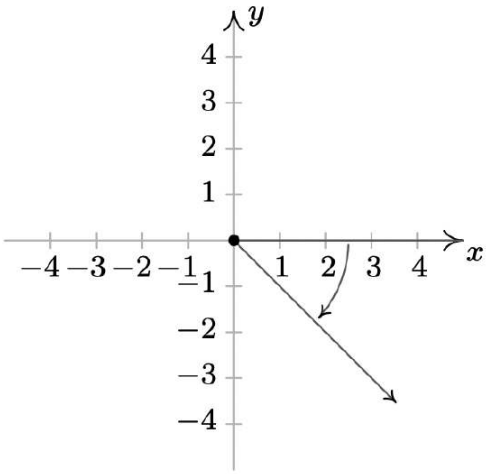
24. 3π lies on the negative x-axis coterminal with π and $-\pi$



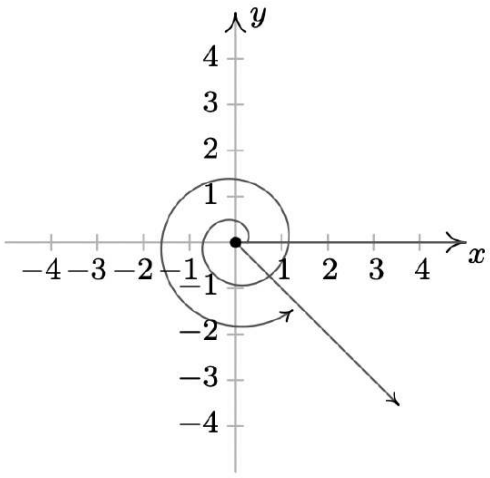
25. -2π lies on the positive x-axis coterminal with 2π and -4π



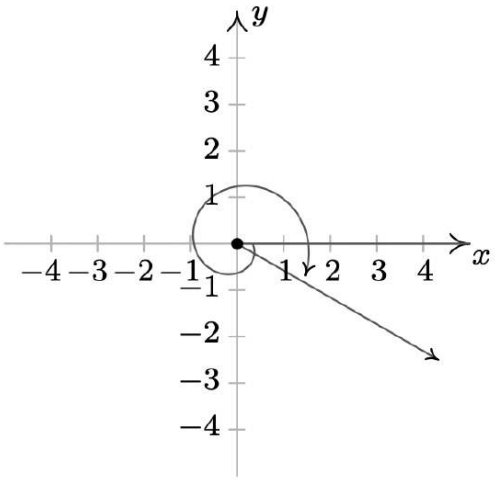
26. $-\frac{\pi}{4}$ is a Quadrant IV angle coterminal with $\frac{7\pi}{4}$ and $-\frac{9\pi}{4}$



27. $\frac{15\pi}{4}$ is a Quadrant IV angle coterminal with $\frac{7\pi}{4}$ and $-\frac{\pi}{4}$



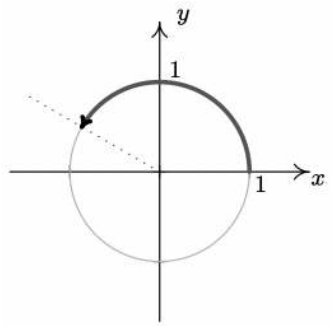
28. $-\frac{13\pi}{6}$ is a Quadrant IV angle coterminal with $\frac{11\pi}{6}$ and $-\frac{\pi}{6}$



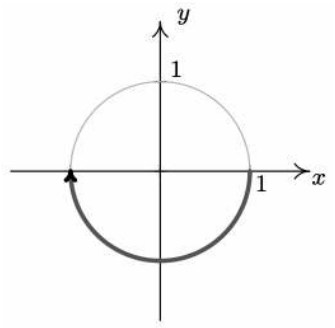
29. 0

30. $\frac{4\pi}{3}$

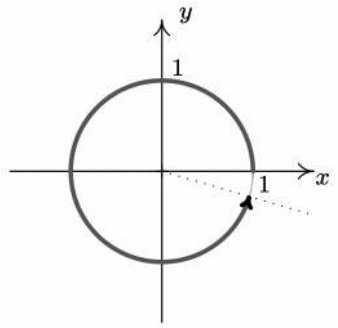
31. $\frac{3\pi}{4}$
32. $-\frac{3\pi}{2}$
33. $-\frac{7\pi}{4}$
34. $\frac{5\pi}{6}$
35. $\frac{\pi}{4}$
36. $-\frac{5\pi}{4}$
37. 180°
38. -120°
39. 210°
40. 330°
41. 60°
42. 300°
43. -30°
44. 90°
45. $t = \frac{5\pi}{6}$



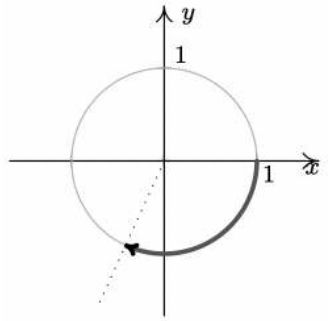
46. $t = -\pi$



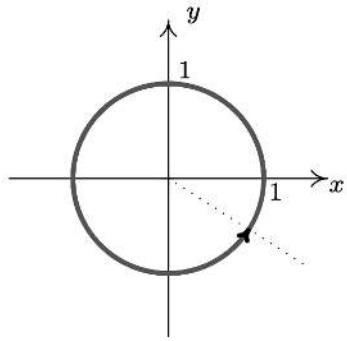
47. $t = 6$



48. $t = -2$



49. $t = 12$ (between 1 and 2 revolutions)



50. About 30.12 miles per hour
51. About 6274.52 revolutions per minute
52. About 3.33 miles per hour
53. About 53.55 miles per hour
54. 70 miles per hour
55. About 4.32 miles per hour
56. 12π square units
57. 6250π square units
58. $79.2825\pi \approx 249.07$ square units
59. $\frac{\pi}{2}$ square units
60. $\frac{50\pi}{3}$ square units
61. $38.025\pi \approx 119.46$ square units

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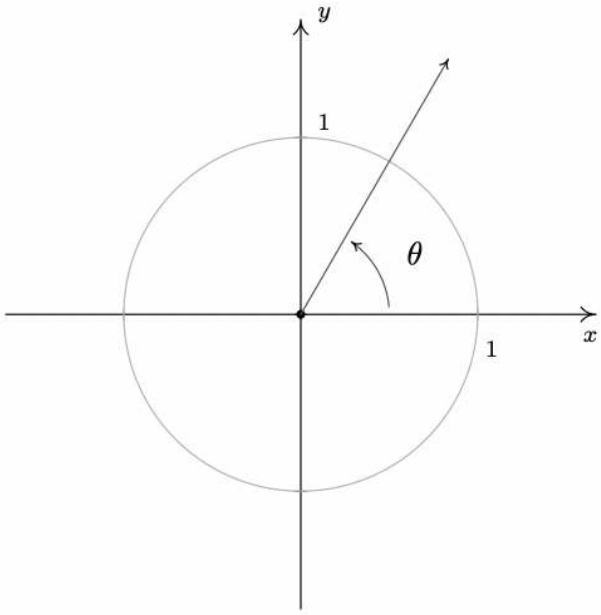
- **10.1: Angles and their Measure** by Carl Stitz & Jeff Zeager is licensed CC BY-NC-SA 3.0. Original source: https://www.stitz-zeager.com/latex-source-code.html.

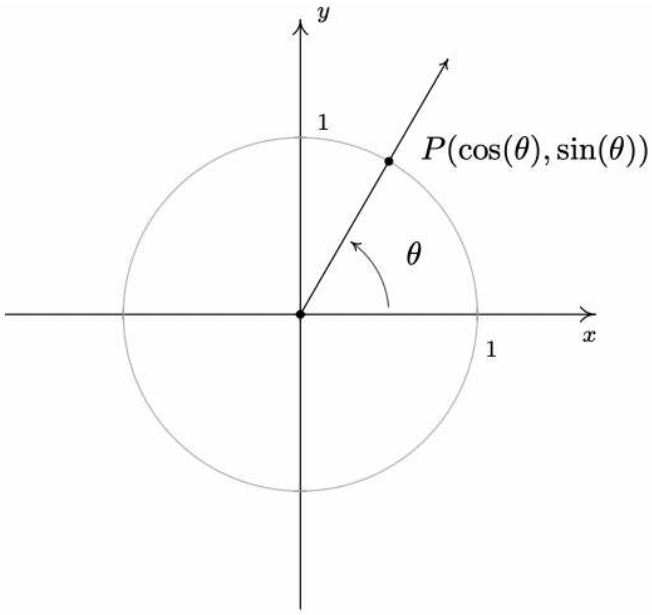
10.2: The Unit Circle - Cosine and Sine

The Cosine and Sine Functions as Coordinates on the Unit Circle

In Section 10.1, we introduced circular motion and derived a formula which describes the linear velocity of an object moving on a circular path at a constant angular velocity. One of the goals of this section is describe the *position* of such an object. To that end, consider an angle θ in standard position and let P denote the point where the terminal side of θ intersects the Unit Circle. By associating the point P with the angle θ, we are assigning a *position* on the Unit Circle to the angle θ.

We will define the x-coordinate of P as the **cosine** of θ, written $\cos(\theta)$, while the y-coordinate of P we define as the **sine** of θ, written $\sin(\theta)$.[1] The reader is encouraged to verify that these rules used to match an angle with its cosine and sine do, in fact, satisfy the definition of a function. That is, for each angle θ, there is only one associated value of $\cos(\theta)$ and only one associated value of $\sin(\theta)$.





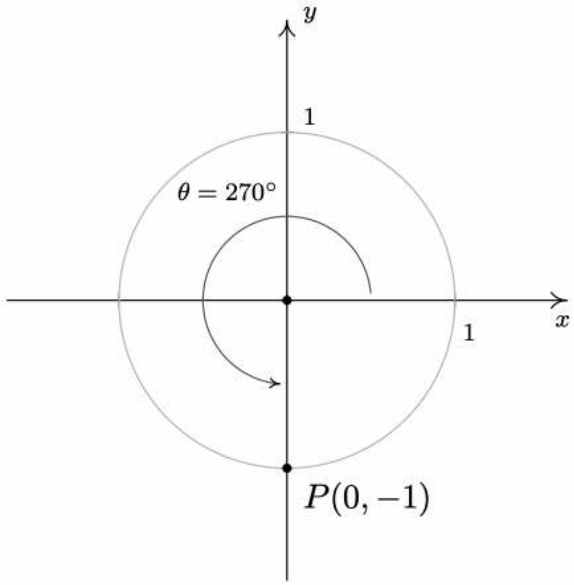
Example 10.2.1

Find the cosine and sine of the following angles.

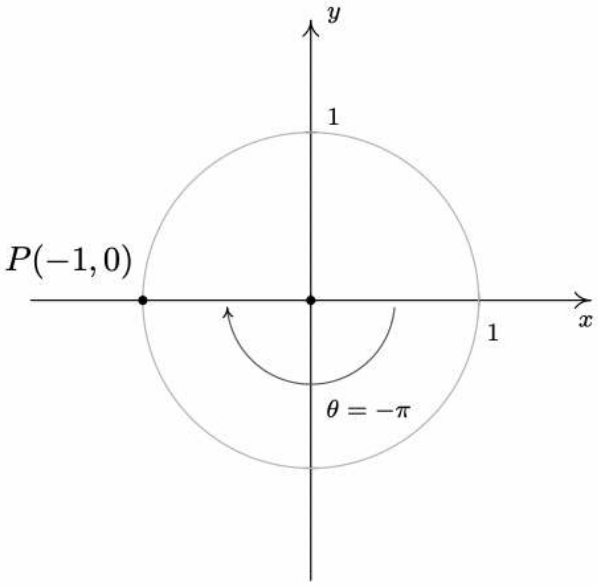
a. $\theta = 270^\circ$
b. $\theta = -\pi$
c. $\theta = 45^\circ$
d. $\theta = \frac{\pi}{6}$
e. $\theta = 60^\circ$

Solution

a. To find $\cos(270^\circ)$ and $\sin(270^\circ)$, we plot the angle $\theta = 270^\circ$ in standard position and find the point on the terminal side of θ which lies on the Unit Circle. Since 270° represents $\frac{3}{4}$ of a counter-clockwise revolution, the terminal side of θ lies along the negative y-axis. Hence, the point we seek is $(0, -1)$ so that $\cos(270^\circ) = 0$ and $\sin(270^\circ) = -1$.
b. The angle $\theta = -\pi$ represents one half of a clockwise revolution so its terminal side lies on the negative x-axis. The point on the Unit Circle that lies on the negative x-axis is $(-1, 0)$ which means $\cos(-\pi) = -1$ and $\sin(-\pi) = 0$.

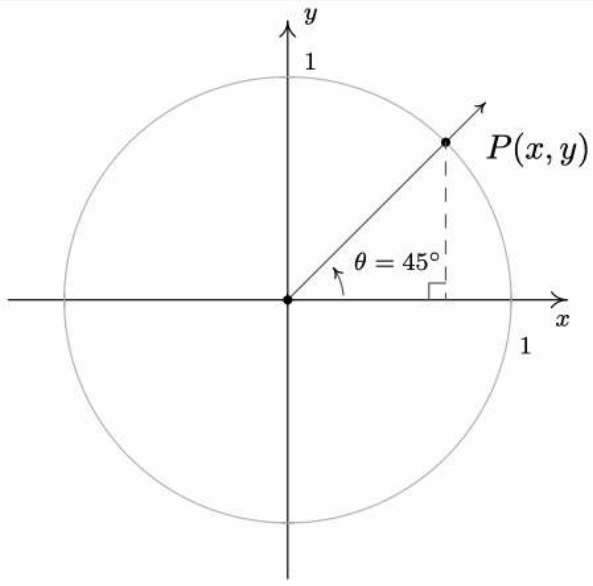


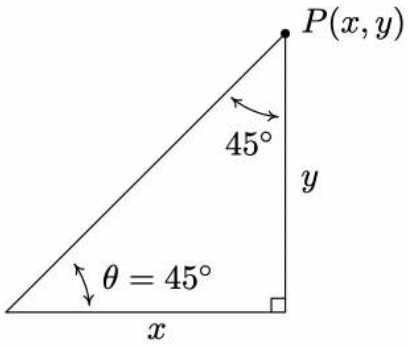
Finding $\cos(270°)$ and $\sin(270°)$



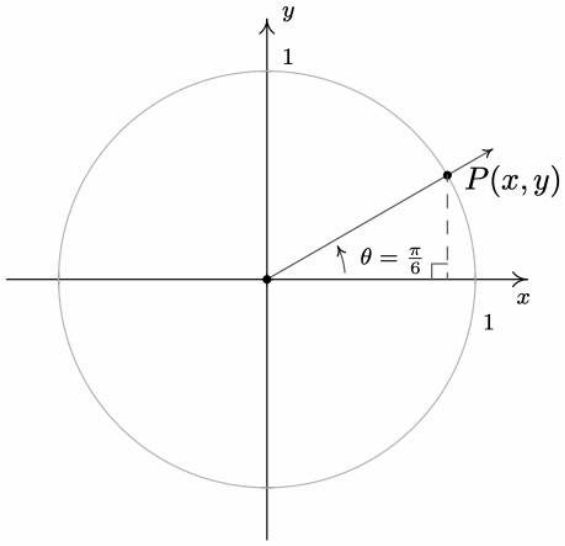
Finding $\cos(-\pi)$ and $\sin(-\pi)$

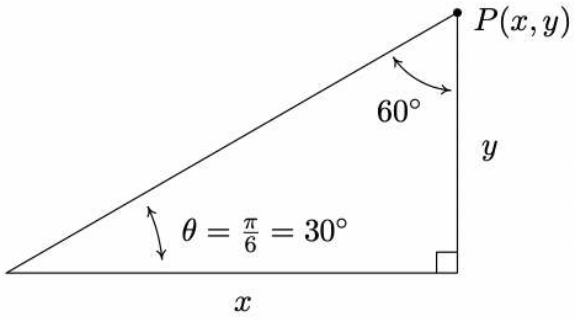
c. When we sketch $\theta = 45°$ in standard position, we see that its terminal does not lie along any of the coordinate axes which makes our job of finding the cosine and sine values a bit more difficult. Let $P(x, y)$ denote the point on the terminal side of θ which lies on the Unit Circle. By definition, $x = \cos(45°)$ and $y = \sin(45°)$. If we drop a perpendicular line segment from P to the x-axis, we obtain a $45° - 45° - 90°$ right triangle whose legs have lengths x and y units. From Geometry, we get $y = x$. Since $P(x, y)$ lies on the Unit Circle, we have $x^2 + y^2 = 1$. Substituting $y = x$ into this equation yields $2x^2 = 1$, or $x = \pm\sqrt{\frac{1}{2}} = \pm\frac{\sqrt{2}}{2}$. Since $P(x, y)$ lies in the first quadrant, $x > 0$, so $x = \cos(45°) = \frac{\sqrt{2}}{2}$ and with $y = x$ we have $y = \sin(45°) = \frac{\sqrt{2}}{2}$.



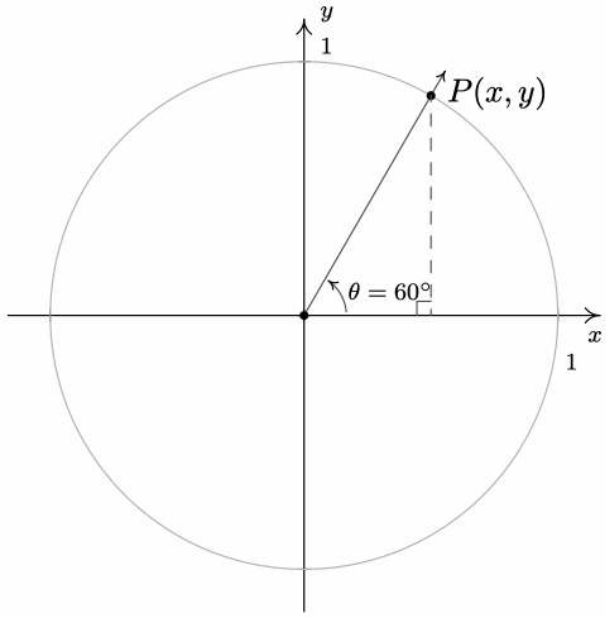


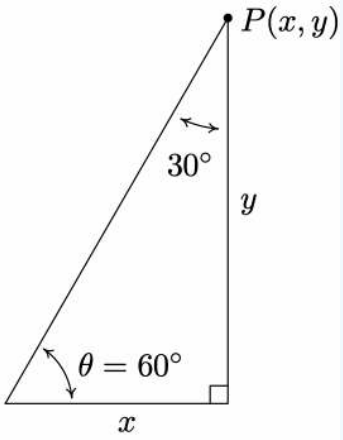
d. As before, the terminal side of $\theta = \frac{\pi}{6}$ does not lie on any of the coordinate axes, so we proceed using a triangle approach. Letting $P(x, y)$ denote the point on the terminal side of θ which lies on the Unit Circle, we drop a perpendicular line segment from P to the x-axis to form a $30° - 60° - 90°$ right triangle. After a bit of Geometry we find $y = \frac{1}{2}$ so $\sin\left(\frac{\pi}{6}\right) = \frac{1}{2}$. Since $P(x, y)$ lies on the Unit Circle, we substitute $y = \frac{1}{2}$ into $x^2 + y^2 = 1$ to get $x^2 = \frac{3}{4}$, or $x = \pm\frac{\sqrt{3}}{2}$. Here, $x > 0$ so $x = \cos\left(\frac{\pi}{6}\right) = \frac{\sqrt{3}}{2}$.





e. Plotting $\theta = 60^\circ$ in standard position, we find it is not a quadrantal angle and set about using a triangle approach. Once again, we get a $30^\circ - 60^\circ - 90^\circ$ right triangle and, after the usual computations, find $x = \cos(60^\circ) = \frac{1}{2}$ and $y = \sin(60^\circ) = \frac{\sqrt{3}}{2}$.





Subsection Footnotes

[1] The etymology of the name "sine" is quite colorful, and the interested reader is invited to research it; the "co" in "cosine" is explained in Section 10.4.

The Pythagorean Identity

In Example 10.2.1, it was quite easy to find the cosine and sine of the quadrantal angles, but for non-quadrantal angles, the task was much more involved. In these latter cases, we made good use of the fact that the point $P(x, y) = (\cos(\theta), \sin(\theta))$ lies on the Unit Circle, $x^2 + y^2 = 1$. If we substitute $x = \cos(\theta)$ and $y = \sin(\theta)$ into $x^2 + y^2 = 1$, we get $(\cos(\theta))^2 + (\sin(\theta))^2 = 1$. An unfortunate[2] convention, which the authors are compelled to perpetuate, is to write $(\cos(\theta))^2$ as $\cos^2(\theta)$ and $(\sin(\theta))^2$ as $\sin^2(\theta)$.

Rewriting the identity using this convention results in the following theorem, which is without a doubt one of the most important results in Trigonometry.

Theorem 10.2.1: The Pythagorean Identity

For any angle θ,

$$\cos^2(\theta) + \sin^2(\theta) = 1.$$

The moniker "Pythagorean" brings to mind the Pythagorean Theorem, from which both the Distance Formula and the equation for a circle are ultimately derived.[3] The word "Identity" reminds us that, regardless of the angle θ, the Pythagorean Identity is always true. If one of $\cos(\theta)$ or $\sin(\theta)$ is known, the Pythagorean Identity can be used to determine the other, up to a $(\pm)$ sign. If, in addition, we know where the terminal side of θ lies when in standard position, then we can remove the ambiguity of the $(\pm)$ and completely determine the missing value as the next example illustrates.

Example 10.2.2

Using the given information about θ, find the indicated value.

a. If θ is a Quadrant II angle with $\sin(\theta) = \frac{3}{5}$, find $\cos(\theta)$.

b. If $\pi < \theta < \frac{3\pi}{2}$ with $\cos(\theta) = -\frac{\sqrt{5}}{5}$, find $\sin(\theta)$.

c. If $\sin(\theta) = 1$, find $\cos(\theta)$.

Solution

a. When we substitute $\sin(\theta) = \frac{3}{5}$ into The Pythagorean Identity, $\cos^2(\theta) + \sin^2(\theta) = 1$, we obtain $\cos^2(\theta) + \frac{9}{25} = 1$. Solving, we find $\cos(\theta) = \pm\frac{4}{5}$. Since θ is a Quadrant II angle, its terminal side, when plotted in standard position, lies in Quadrant II. Since the x-coordinates are negative in Quadrant II, $\cos(\theta)$ is too. Hence, $\cos(\theta) = -\frac{4}{5}$.

b. Substituting $\cos(\theta) = -\frac{\sqrt{5}}{5}$ into $\cos^2(\theta) + \sin^2(\theta) = 1$ gives $\sin(\theta) = \pm\frac{2}{\sqrt{5}} = \pm\frac{2\sqrt{5}}{5}$. Since we are given that $\pi < \theta < \frac{3\pi}{2}$, we know θ is a Quadrant III angle. Hence both its sine and cosine are negative and we conclude $\sin(\theta) = -\frac{2\sqrt{5}}{5}$.

c. When we substitute $\sin(\theta) = 1$ into $\cos^2(\theta) + \sin^2(\theta) = 1$, we find $\cos(\theta) = 0$.

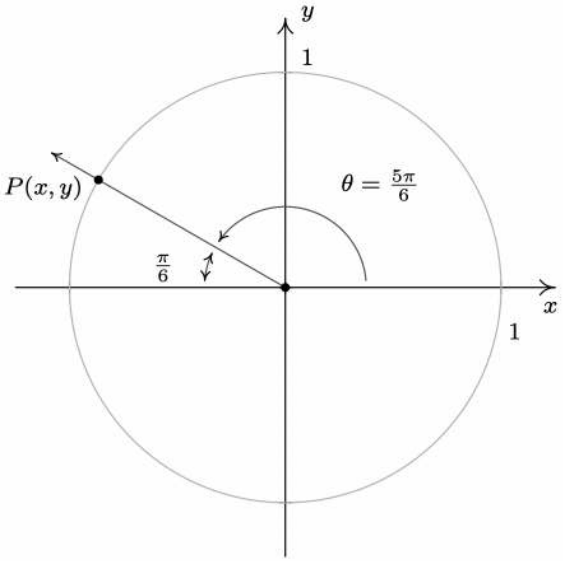
Subsection Footnotes

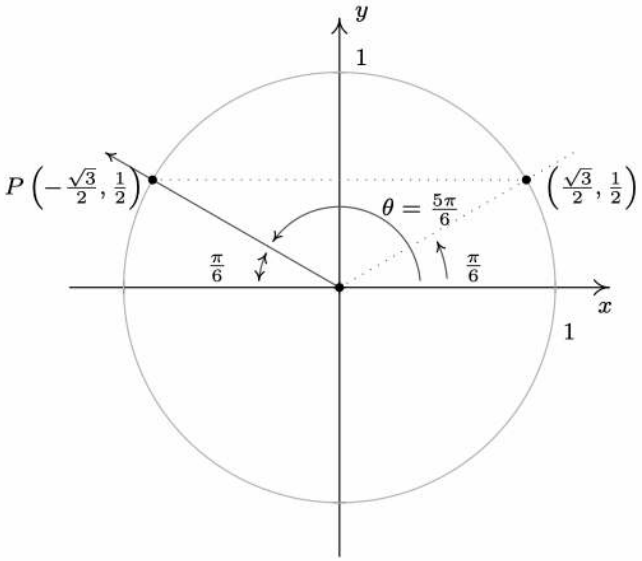
[2] This is unfortunate from a "function notation" perspective. See Section 10.6.

[3] See Sections 1.1 and 8.2 for details.

Symmetry Along the Unit Circle and Reference Angles

Another tool which helps immensely in determining cosines and sines of angles is the symmetry inherent in the Unit Circle. Suppose, for instance, we wish to know the cosine and sine of $\theta = \frac{5\pi}{6}$. We plot θ in standard position below and, as usual, let $P(x, y)$ denote the point on the terminal side of θ which lies on the Unit Circle. Note that the terminal side of θ lies $\frac{\pi}{6}$ radians short of one half revolution. In Example 10.2.1, we determined that $\cos\left(\frac{\pi}{6}\right) = \frac{\sqrt{3}}{2}$ and $\sin\left(\frac{\pi}{6}\right) = \frac{1}{2}$. This means that the point on the terminal side of the angle $\frac{\pi}{6}$, when plotted in standard position, is $\left(\frac{\sqrt{3}}{2}, \frac{1}{2}\right)$. From the figure below, it is clear that the point $P(x, y)$ we seek can be obtained by reflecting that point about the y-axis. Hence, $\cos\left(\frac{5\pi}{6}\right) = -\frac{\sqrt{3}}{2}$ and $\sin\left(\frac{5\pi}{6}\right) = \frac{1}{2}$.



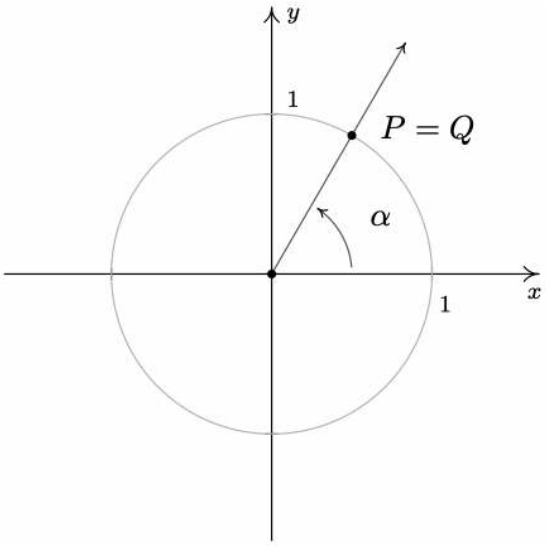


In the above scenario, the angle $\frac{\pi}{6}$ is called the **reference angle** for the angle $\frac{5\pi}{6}$. In general, for a non-quadrantal angle θ, the reference angle for θ (usually denoted $\hat{\theta}$)[4] is the *acute* angle made between the terminal side of θ and the x-axis.

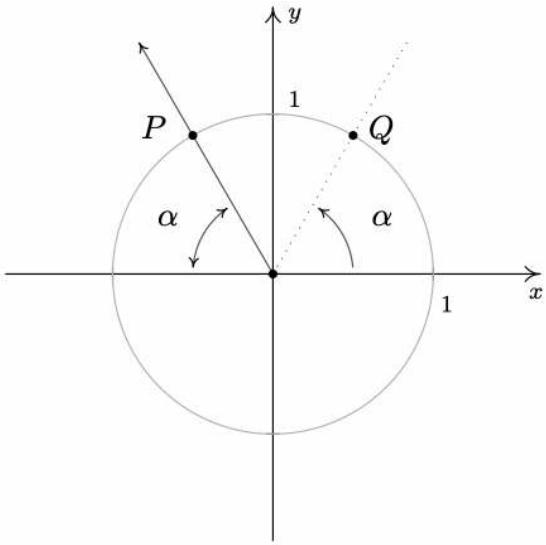
Note

The original authors chose to use a non-standard notation for the reference angle - α. I have tried to remove as many citations to this unfortunate notation as possible; however, the images (at this time) still have the authors' α notation for the reference angle. **To be clear, most mathematicians use the "hat" symbol to denote a reference angle for a given angle.** That is, if θ is the given angle, the reference angle is denoted $\hat{\theta}$.

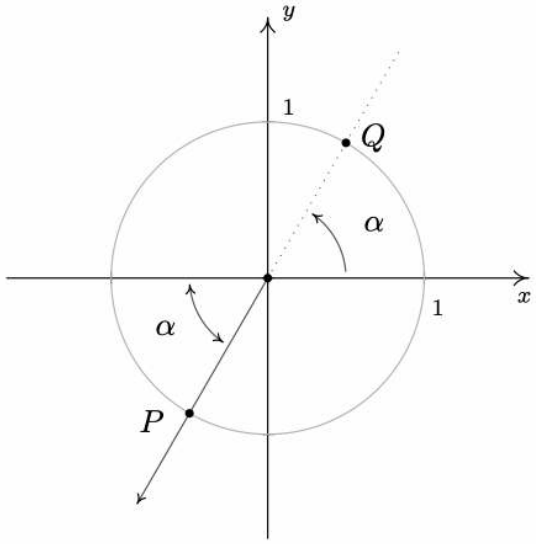
If θ is a Quadrant I or IV angle, $\hat{\theta}$ is the angle between the terminal side of θ and the *positive* x-axis; if θ is a Quadrant II or III angle, $\hat{\theta}$ is the angle between the terminal side of θ and the *negative* x-axis. If we let P denote the point $(\cos(\theta), \sin(\theta))$, then P lies on the Unit Circle. Since the Unit Circle possesses symmetry with respect to the x-axis, y-axis and origin, regardless of where the terminal side of θ lies, there is a point Q symmetric with P which determines θ's reference angle, $\hat{\theta}$ as seen below.



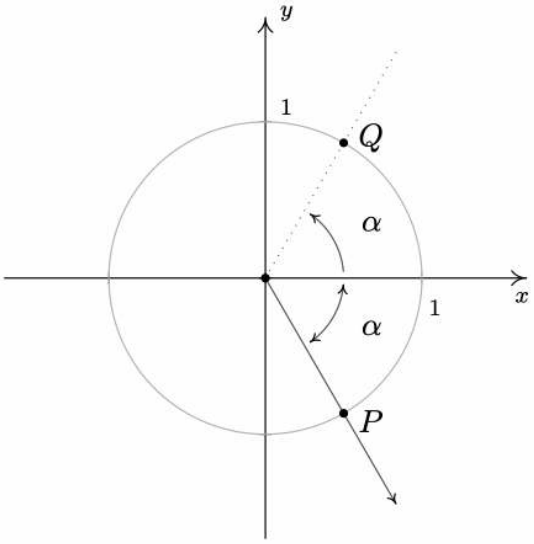
Reference angle α for a Quadrant I angle



Reference angle α for a Quadrant II angle



Reference angle α for a Quadrant III angle



Reference angle α for a Quadrant IV angle

We have just outlined the proof of the following theorem.

Theorem 10.2.2: Reference Angle Theorem

Suppose $\hat{\theta}$ is the reference angle for θ. Then $\cos(\theta) = \pm\cos(\hat{\theta})$ and $\sin(\theta) = \pm\sin(\hat{\theta})$, where the choice of the $(\pm)$ depends on the quadrant in which the terminal side of θ lies.

In light of Theorem 10.2.2, it pays to know the cosine and sine values for certain common angles. In the table below, we summarize the values which we consider essential and must be memorized. The proof of these values for cosine and sine is left for the reader as an exercise.

Theorem 10.2.3: Cosine and Sine Values of Common Angles

θ(degrees)	θ(radians)	$\cos(\theta)$	$\sin(\theta)$
0°	0	1	0
30°	$\frac{\pi}{6}$	$\frac{\sqrt{3}}{2}$	$\frac{1}{2}$
45°	$\frac{\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{2}}{2}$
60°	$\frac{\pi}{3}$	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$
90°	$\frac{\pi}{2}$	0	1

Example 10.2.3

Find the cosine and sine of the following angles.

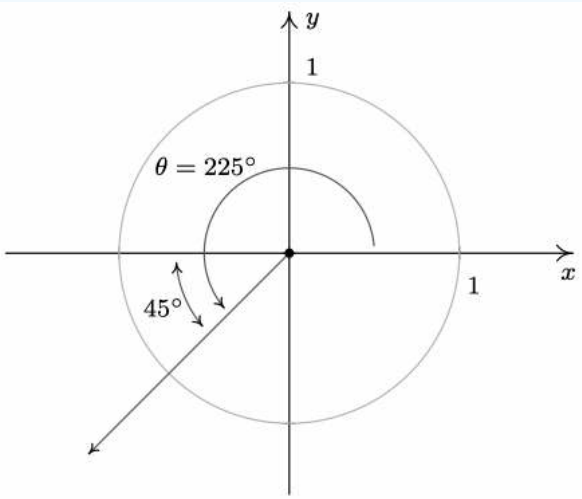
a. $\theta = 225^\circ$
b. $\theta = \frac{11\pi}{6}$
c. $\theta = -\frac{5\pi}{4}$
d. $\theta = \frac{7\pi}{3}$

Solution

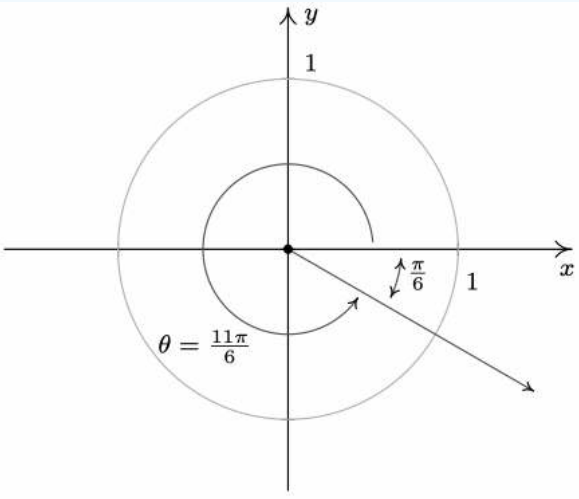
a. We begin by plotting $\theta = 225^\circ$ in standard position and find its terminal side overshoots the negative x-axis to land in Quadrant III. Hence, we obtain θ's reference angle $\hat{\theta}$ by subtracting: $\hat{\theta} = \theta - 180^\circ = 225^\circ - 180^\circ = 45^\circ$. Since θ is a Quadrant III angle, both $\cos(\theta) < 0$ and $\sin(\theta) < 0$. The Reference Angle Theorem yields:

$\cos(225^\circ) = -\cos(45^\circ) = -\frac{\sqrt{2}}{2}$ and $\sin(225^\circ) = -\sin(45^\circ) = -\frac{\sqrt{2}}{2}$.

b. The terminal side of $\theta = \frac{11\pi}{6}$, when plotted in standard position, lies in Quadrant IV, just shy of the positive x-axis. To find θ's reference angle $\hat{\theta}$, we subtract: $\hat{\theta} = 2\pi - \theta = 2\pi - \frac{11\pi}{6} = \frac{\pi}{6}$. Since θ is a Quadrant IV angle, $\cos(\theta) > 0$ and $\sin(\theta) < 0$, so the Reference Angle Theorem gives: $\cos\left(\frac{11\pi}{6}\right) = \cos\left(\frac{\pi}{6}\right) = \frac{\sqrt{3}}{2}$ and $\sin\left(\frac{11\pi}{6}\right) = -\sin\left(\frac{\pi}{6}\right) = -\frac{1}{2}$.



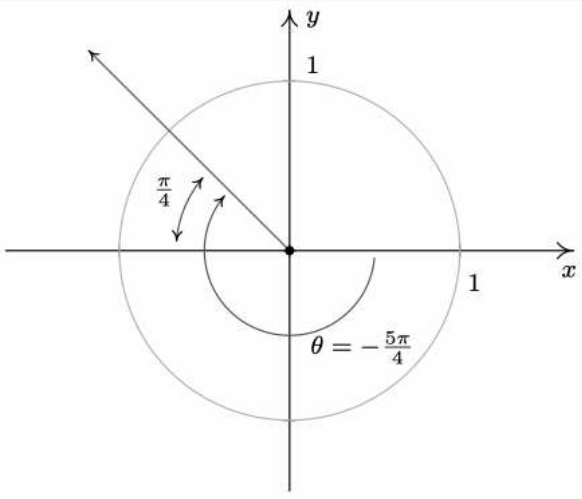
Finding $\cos(225^\circ)$ and $\sin(225^\circ)$



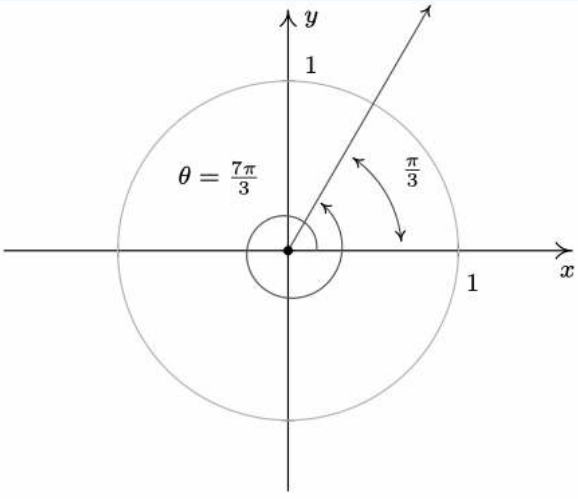
Finding $\cos\left(\frac{11\pi}{6}\right)$ and $\sin\left(\frac{11\pi}{6}\right)$

c. To plot $\theta = -\frac{5\pi}{4}$, we rotate *clockwise* an angle of $\frac{5\pi}{4}$ from the positive x-axis. The terminal side of θ, therefore, lies in Quadrant II making an angle of $\hat{\theta} = \frac{5\pi}{4} - \pi = \frac{\pi}{4}$ radians with respect to the negative x-axis. Since θ is a Quadrant II angle, the Reference Angle Theorem gives: $\cos\left(-\frac{5\pi}{4}\right) = -\cos\left(\frac{\pi}{4}\right) = -\frac{\sqrt{2}}{2}$ and $\sin\left(-\frac{5\pi}{4}\right) = \sin\left(\frac{\pi}{4}\right) = \frac{\sqrt{2}}{2}$.

d. Since the angle $\theta = \frac{7\pi}{3}$ measures more than $2\pi = \frac{6\pi}{3}$, we find the terminal side of θ by rotating one full revolution followed by an additional $\hat{\theta} = \frac{7\pi}{3} - 2\pi = \frac{\pi}{3}$ radians. Since θ and $\hat{\theta}$ are coterminal, $\cos\left(\frac{7\pi}{3}\right) = \cos\left(\frac{\pi}{3}\right) = \frac{1}{2}$ and $\sin\left(\frac{7\pi}{3}\right) = \sin\left(\frac{\pi}{3}\right) = \frac{\sqrt{3}}{2}$.

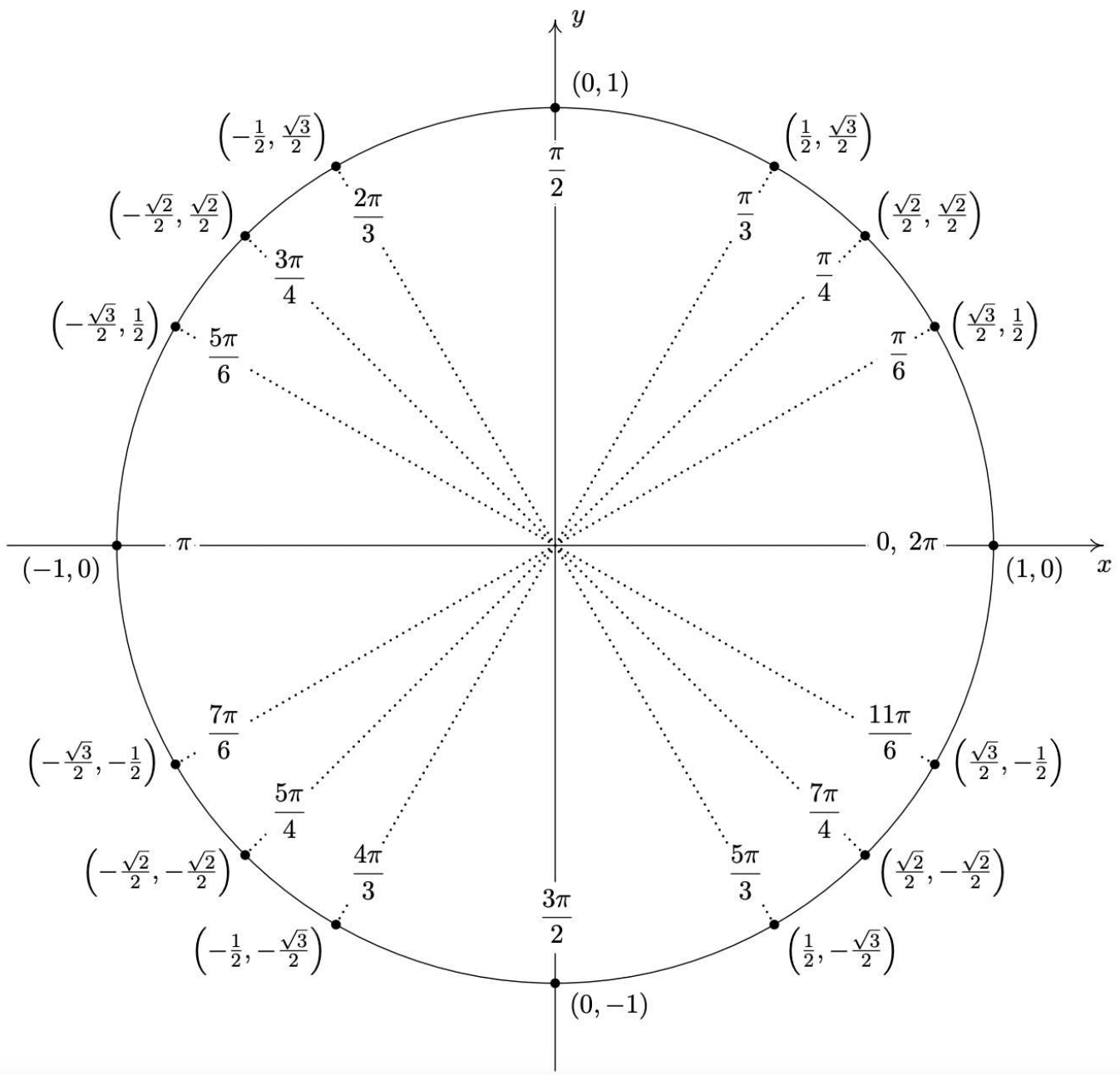


Finding $\cos\left(-\frac{5\pi}{4}\right)$ and $\sin\left(-\frac{5\pi}{4}\right)$



Finding $\cos\left(\frac{7\pi}{3}\right)$ and $\sin\left(\frac{7\pi}{3}\right)$

The reader may have noticed that when expressed in radian measure, the reference angle for a non-quadrantal angle is easy to spot. Reduced fraction multiples of π with a denominator of 6 have $\frac{\pi}{6}$ as a reference angle, those with a denominator of 4 have $\frac{\pi}{4}$ as their reference angle, and those with a denominator of 3 have $\frac{\pi}{3}$ as their reference angle.[5] The Reference Angle Theorem in conjunction with the table in Theorem 10.2.3 can be used to generate the following figure.



Important Points on the Unit Circle

Caution

Your instructor *should* focus more on a right triangle approach to trigonometry. Memorizing the figure above is not only a waste of time, but is actually detrimental to your true understanding of trigonometry. If your instructor has not mentioned right triangle trigonometry, you should ask them for a precise explanation of it, or when it will be covered. Future editions of this text will rewrite this material to *start* with a right triangle approach to avoid the issue of students memorizing this circle.

The next example summarizes all of the important ideas discussed thus far in the section.

Example 10.2.4

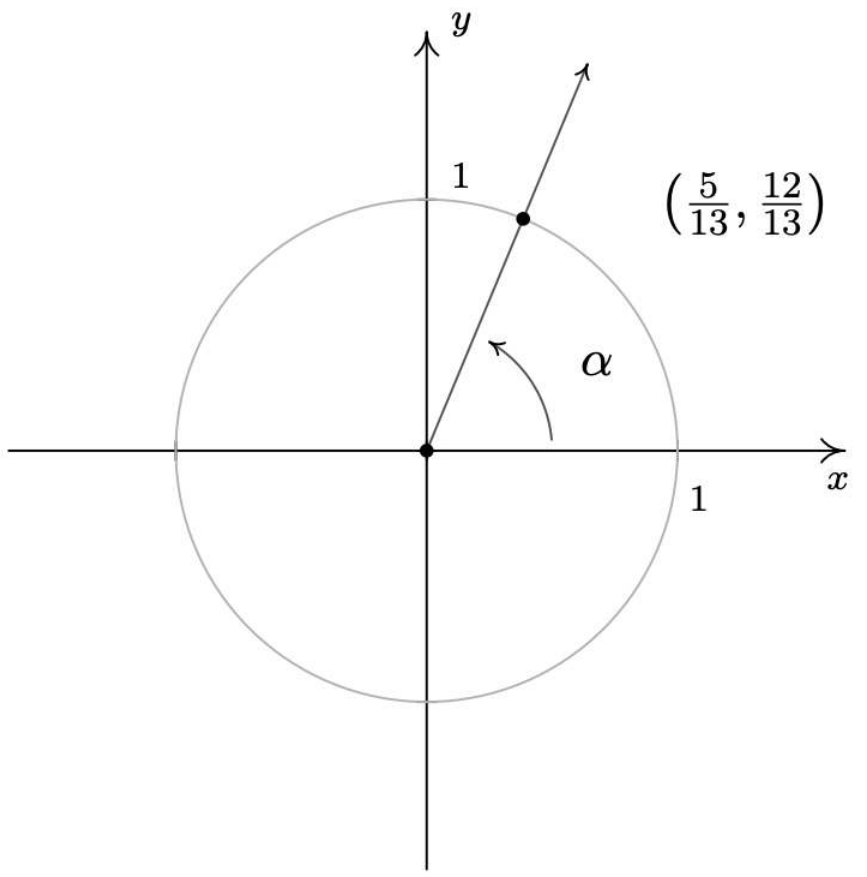
Suppose $\hat{\theta}$ is an acute angle with $\cos(\hat{\theta}) = \frac{5}{13}$.

a. Find $\sin(\hat{\theta})$ and use this to plot $\hat{\theta}$ in standard position.
b. Find the sine and cosine of the following angles:

1. $\theta = \pi + \hat{\theta}$
2. $\theta = 2\pi - \hat{\theta}$
3. $\theta = 3\pi - \hat{\theta}$
4. $\theta = \frac{\pi}{2} + \hat{\theta}$

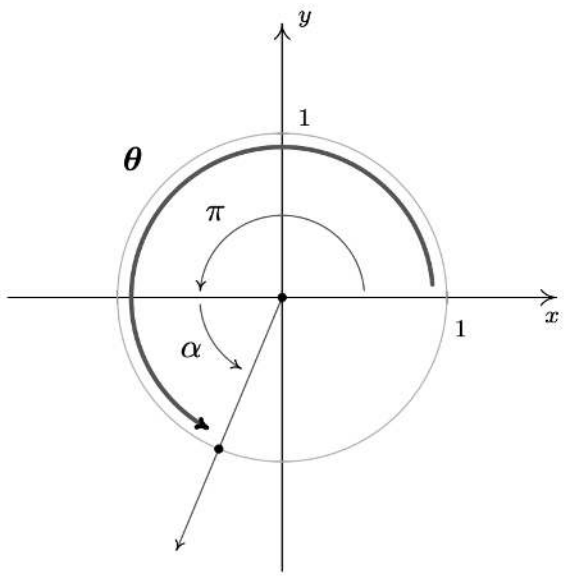
Solution

a. Proceeding as in Example 10.2.2, we substitute $\cos(\hat{\theta}) = \frac{5}{13}$ into $\cos^2(\hat{\theta}) + \sin^2(\hat{\theta}) = 1$ and find $\sin(\hat{\theta}) = \pm\frac{12}{13}$. Since $\hat{\theta}$ is an acute (and therefore Quadrant I) angle, $\sin(\hat{\theta})$ is positive. Hence, $\sin(\hat{\theta}) = \frac{12}{13}$. To plot $\hat{\theta}$ in standard position, we begin our rotation on the positive x-axis to the ray which contains the point $(\cos(\hat{\theta}), \sin(\hat{\theta})) = \left(\frac{5}{13}, \frac{12}{13}\right)$.

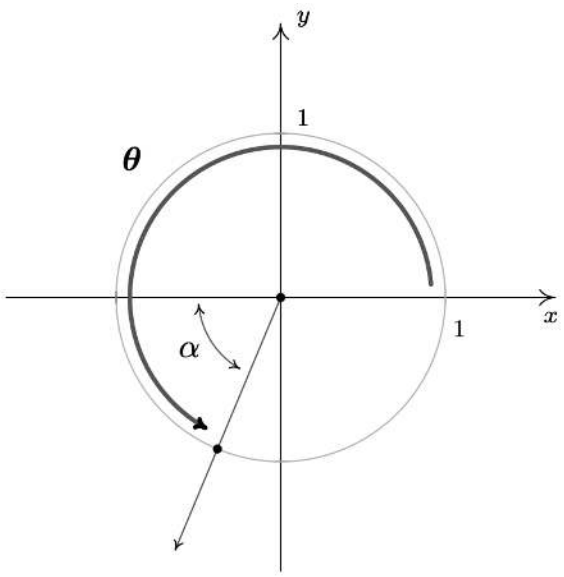


Sketching α

b. 1. To find the cosine and sine of $\theta = \pi + \hat{\theta}$, we first plot θ in standard position. We can imagine the sum of the angles $\pi + \hat{\theta}$ as a sequence of two rotations: a rotation of π radians followed by a rotation of $\hat{\theta}$ radians.[6] We see that $\hat{\theta}$ is the reference angle for θ, so by The Reference Angle Theorem, $\cos(\theta) = \pm\cos(\hat{\theta}) = \pm\frac{5}{13}$ and $\sin(\theta) = \pm\sin(\hat{\theta}) = \pm\frac{12}{13}$. Since the terminal side of θ falls in Quadrant III, both $\cos(\theta)$ and $\sin(\theta)$ are negative, hence, $\cos(\theta) = -\frac{5}{13}$ and $\sin(\theta) = -\frac{12}{13}$.

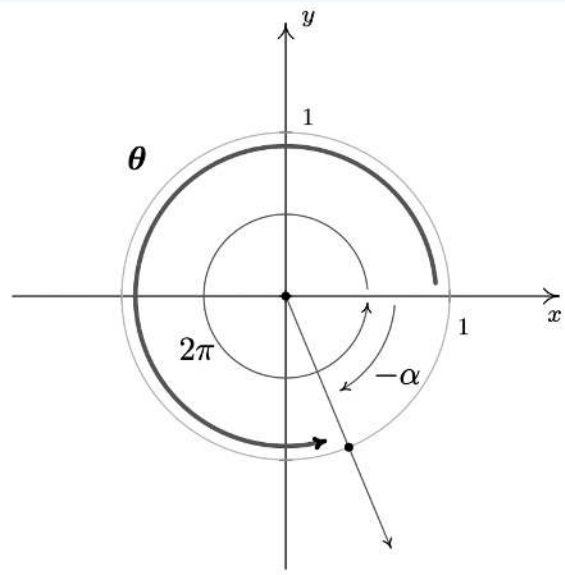


Visualizing $\theta = \pi + \alpha$

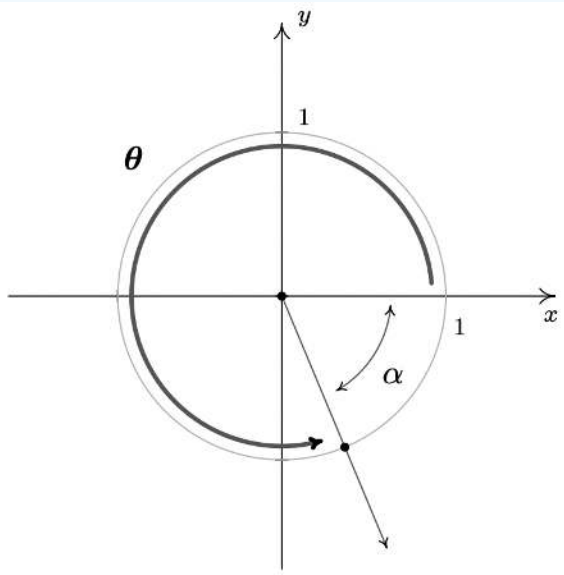


θ has reference angle α

2. Rewriting $\theta = 2\pi - \hat{\theta}$ as $\theta = 2\pi + (-\hat{\theta})$, we can plot θ by visualizing one complete revolution counter-clockwise followed by a *clockwise* revolution, or "backing up," of $\hat{\theta}$ radians. We see that $\hat{\theta}$ is θ's reference angle, and since θ is a Quadrant IV angle, the Reference Angle Theorem gives: $\cos(\theta) = \frac{5}{13}$ and $\sin(\theta) = -\frac{12}{13}$.

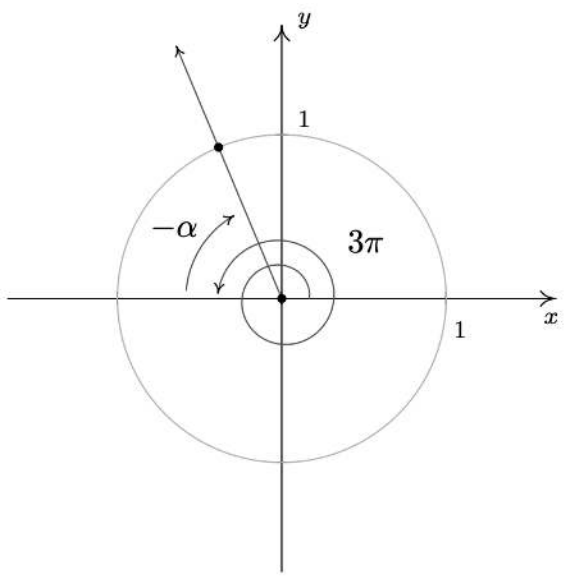


Visualizing $\theta = 2\pi - \alpha$

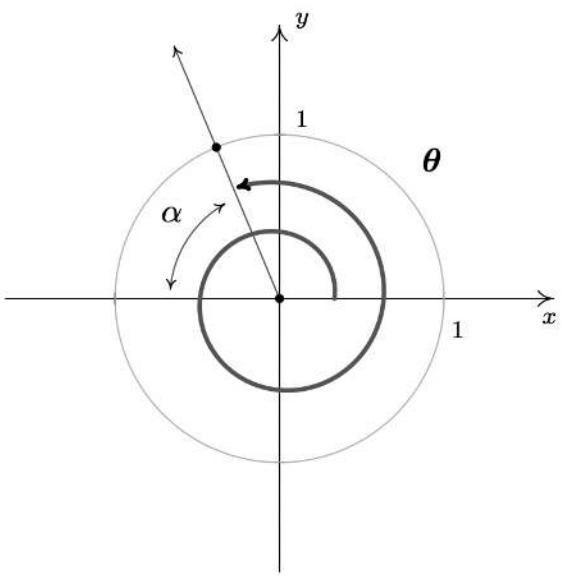


θ has reference angle α

3. Taking a cue from the previous problem, we rewrite $\theta = 3\pi - \hat{\theta}$ as $\theta = 3\pi + (-\hat{\theta})$. The angle 3π represents one and a half revolutions counter-clockwise, so that when we "back up" $\hat{\theta}$ radians, we end up in Quadrant II. Using the Reference Angle Theorem, we get $\cos(\theta) = -\frac{5}{13}$ and $\sin(\theta) = \frac{12}{13}$.

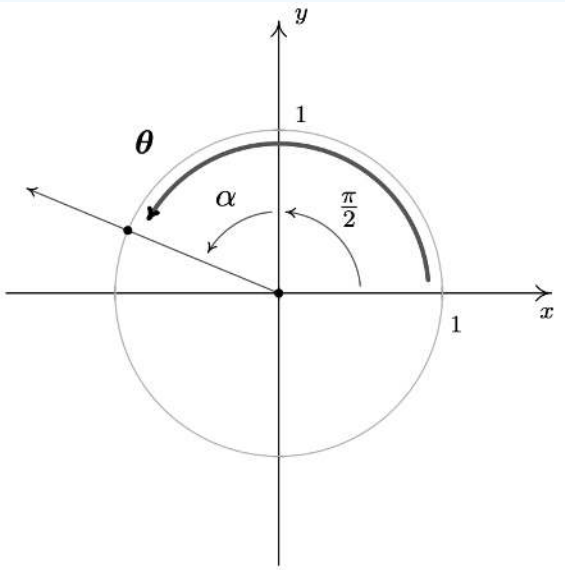


Visualizing $3\pi - \alpha$

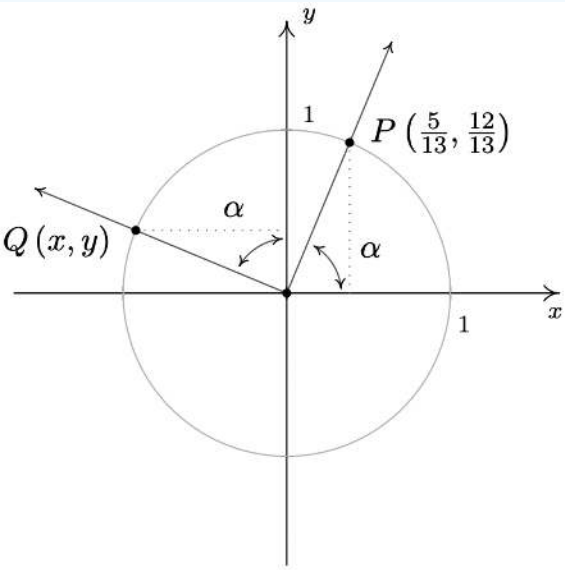


θ has reference angle α

4. To plot $\theta = \frac{\pi}{2} + \hat{\theta}$, we first rotate $\frac{\pi}{2}$ radians and follow up with $\hat{\theta}$ radians. The reference angle here is *not* $\hat{\theta}$, so The Reference Angle Theorem is not immediately applicable. (It's important that you see why this is the case. Take a moment to think about this before reading on.) Let $Q(x, y)$ be the point on the terminal side of θ which lies on the Unit Circle so that $x = \cos(\theta)$ and $y = \sin(\theta)$. Once we graph $\hat{\theta}$ in standard position, we use the fact that equal angles subtend equal chords to show that the dotted lines in the figure below are equal. Hence, $x = \cos(\theta) = -\frac{12}{13}$. Similarly, we find $y = \sin(\theta) = \frac{5}{13}$.



Visualizing $\theta = \frac{\pi}{2} + \alpha$



Using symmetry to determine $Q(x, y)$

Subsection Footnotes

[4] The authors' choice of α for the reference angle is an unfortunate decision. In reality, most people use $\hat{\theta}$ for the reference angle of θ. This *much better* convention allows the reference angle for, say, β to be $\hat{\beta}$ and, more importantly, the reference angle for α to be $\hat{\alpha}$.

[5] For once, we have something convenient about using radian measure in contrast to the abstract theoretical nonsense about using them as a "natural" way to match oriented angles with real numbers!

[6] Since $\pi + \hat{\theta} = \hat{\theta} + \pi$, θ may be plotted by reversing the order of rotations given here. You should do this.

Solving "Basic" Trigonometric Equations

Our next example asks us to solve some very basic trigonometric equations.[7]

Example 10.2.5

Find all of the angles which satisfy the given equation.

a. $\cos(\theta) = \dfrac{1}{2}$

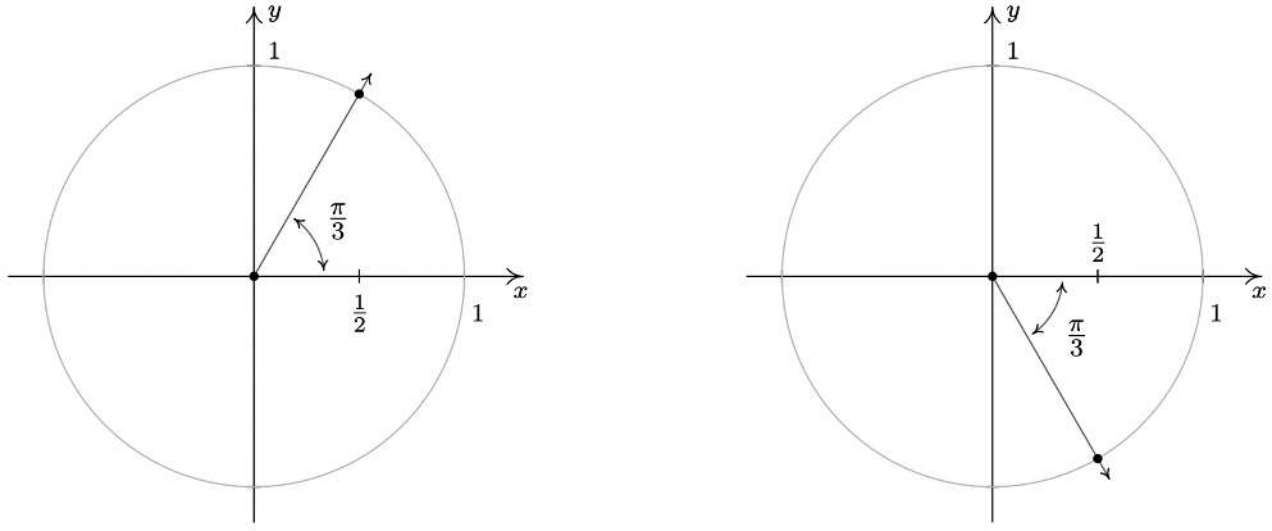
b. $\sin(\theta) = -\dfrac{1}{2}$

c. $\cos(\theta) = 0$.

Solution

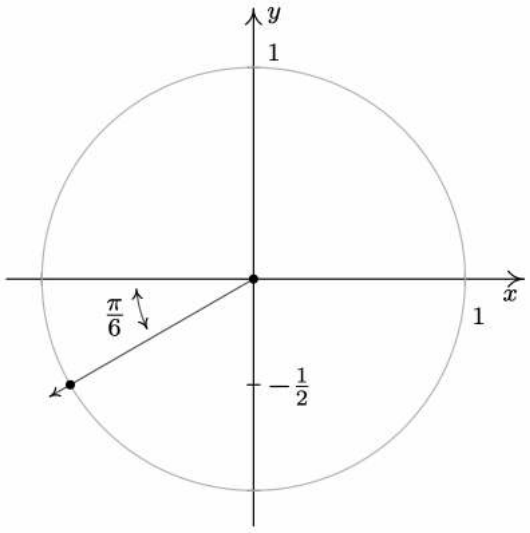
Since there is no context in the problem to indicate whether to use degrees or radians, we will default to using radian measure in our answers to each of these problems. This choice will be justified later in the text when we study what is known as Analytic Trigonometry. In those sections to come, radian measure will be the *only* appropriate angle measure so it is worth the time to become "fluent in radians" now.

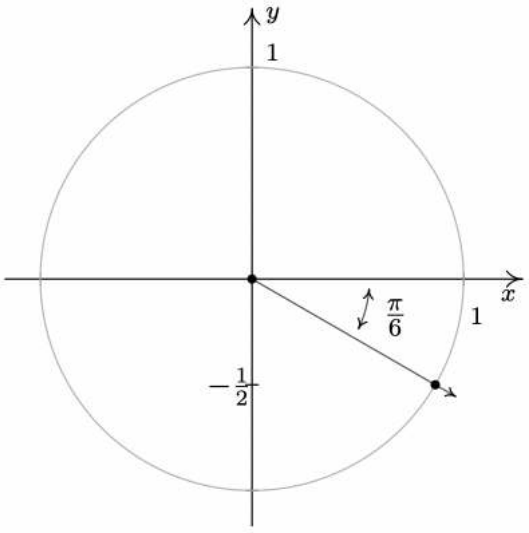
a. If $\cos(\theta) = \frac{1}{2}$, then the terminal side of θ, when plotted in standard position, intersects the Unit Circle at $x = \frac{1}{2}$. This means θ is a Quadrant I or IV angle with reference angle $\frac{\pi}{3}$.



One solution in Quadrant I is $\theta = \frac{\pi}{3}$, and since all other Quadrant I solutions must be coterminal with $\frac{\pi}{3}$, we find $\theta = \frac{\pi}{3} + 2\pi k$ for integers k.[8] Proceeding similarly for the Quadrant IV case, we find the solution to $\cos(\theta) = \frac{1}{2}$ here is $\frac{5\pi}{3}$, so our answer in this Quadrant is $\theta = \frac{5\pi}{3} + 2\pi k$ for integers k.

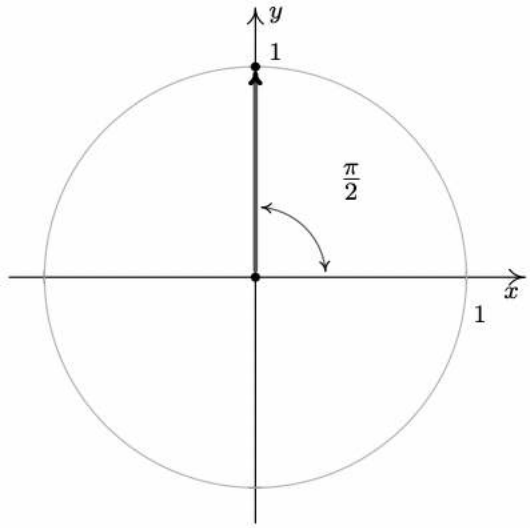
b. If $\sin(\theta) = -\frac{1}{2}$, then when θ is plotted in standard position, its terminal side intersects the Unit Circle at $y = -\frac{1}{2}$. From this, we determine θ is a Quadrant III or Quadrant IV angle with reference angle $\frac{\pi}{6}$.

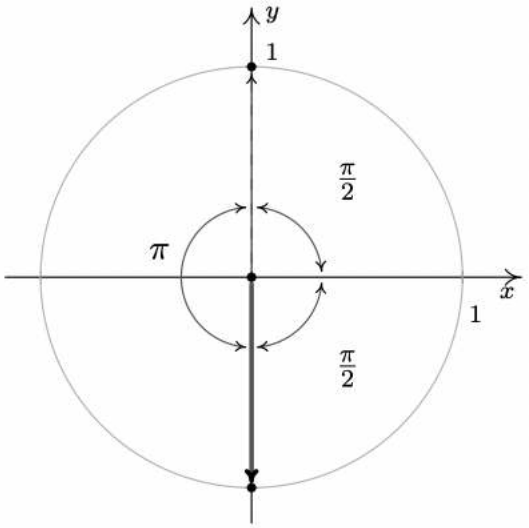




In Quadrant III, one solution is $\frac{7\pi}{6}$, so we capture all Quadrant III solutions by adding integer multiples of 2π: $\theta = \frac{7\pi}{6} + 2\pi k$. In Quadrant IV, one solution is $\frac{11\pi}{6}$ so all the solutions here are of the form $\theta = \frac{11\pi}{6} + 2\pi k$ for integers k.

c. The angles with $\cos(\theta) = 0$ are quadrantal angles whose terminal sides, when plotted in standard position, lie along the y-axis.





While, technically speaking, $\frac{\pi}{2}$ isn't a reference angle we can nonetheless use it to find our answers. If we follow the procedure set forth in the previous examples, we find $\theta = \frac{\pi}{2} + 2\pi k$ and $\theta = \frac{3\pi}{2} + 2\pi k$ for integers, k. While this solution is correct, it can be shortened to $\theta = \frac{\pi}{2} + \pi k$ for integers k. (Can you see why this works from the diagram?)

One of the key items to take from Example $10.2.5$ is that, in general, solutions to trigonometric equations consist of infinitely many answers. To get a feel for these answers, the reader is encouraged to follow our mantra from Chapter 7 - that is, "When in doubt, write it out!" This is especially important when checking answers to the Exercises. For example, another Quadrant IV solution to $\sin(\theta) = -\frac{1}{2}$ is $\theta = -\frac{\pi}{6}$. Hence, the family of Quadrant IV answers to number 2 above could just have easily been written $\theta = -\frac{\pi}{6} + 2\pi k$ for integers k. While on the surface, this family may look different than the stated solution of $\theta = \frac{11\pi}{6} + 2\pi k$ for integers k, we leave it to the reader to show they represent the same list of angles.

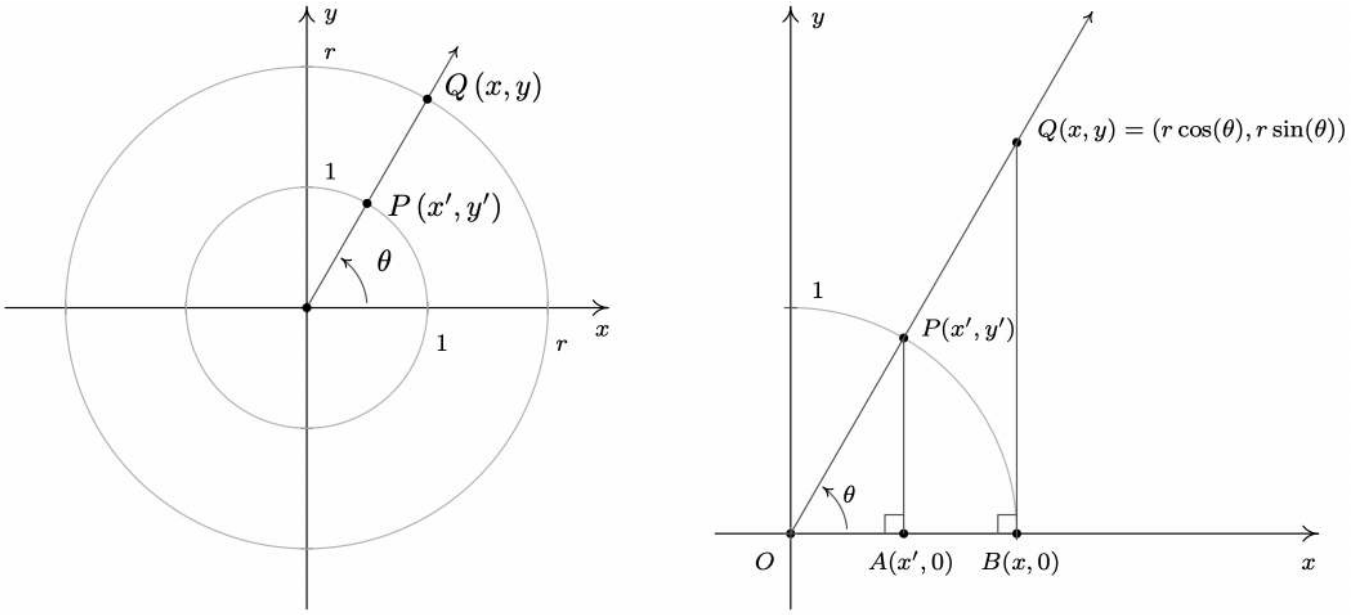
Subsection Footnotes

[7] We will study trigonometric equations more formally in Section 10.7. Enjoy these relatively straightforward exercises while they last!

[8] Recall in Section 10.1, two angles in radian measure are coterminal if and only if they differ by an integer multiple of 2π. Hence to describe all angles coterminal with a given angle, we add $2\pi k$ for integers $k = 0, \pm 1, \pm 2, \ldots$.

Beyond the Unit Circle

We began the section with a quest to describe the position of a particle experiencing circular motion. In defining the cosine and sine functions, we assigned to each angle a position on the *Unit* Circle. In this subsection, we broaden our scope to include circles of radius r centered at the origin. Consider for the moment the *acute* angle θ drawn below in standard position. Let $Q(x, y)$ be the point on the terminal side of θ which lies on the circle $x^2 + y^2 = r^2$, and let $P(x', y')$ be the point on the terminal side of θ which lies on the Unit Circle. Now consider dropping perpendiculars from P and Q to create two right triangles, ΔOPA and ΔOQB. These triangles are similar,[9] thus it follows that $\frac{x}{x'} = \frac{r}{1} = r$, so $x = rx'$ and, similarly, we find $y = ry'$. Since, by definition, $x' = \cos(\theta)$ and $y' = \sin(\theta)$, we get the coordinates of Q to be $x = r\cos(\theta)$ and $y = r\sin(\theta)$. By reflecting these points through the x-axis, y-axis and origin, we obtain the result for all non-quadrantal angles θ, and we leave it to the reader to verify these formulas hold for the quadrantal angles.



Not only can we describe the coordinates of Q in terms of $\cos(\theta)$ and $\sin(\theta)$ but since the radius of the circle is $r = \sqrt{x^2 + y^2}$, we can also express $\cos(\theta)$ and $\sin(\theta)$ in terms of the coordinates of Q. These results are summarized in the following theorem.

Theorem 10.2.4

If $Q(x, y)$ is the point on the terminal side of an angle θ, plotted in standard position, which lies on the circle $x^2 + y^2 = r^2$ then $x = r\cos(\theta)$ and $y = r\sin(\theta)$. Moreover,

$$\cos(\theta) = \frac{x}{r} = \frac{x}{\sqrt{x^2 + y^2}} \quad \text{and} \quad \sin(\theta) = \frac{y}{r} = \frac{y}{\sqrt{x^2 + y^2}}$$

Note that in the case of the Unit Circle we have $r = \sqrt{x^2 + y^2} = 1$, so Theorem 10.2.4 reduces to our definitions of $\cos(\theta)$ and $\sin(\theta)$.

Example 10.2.6

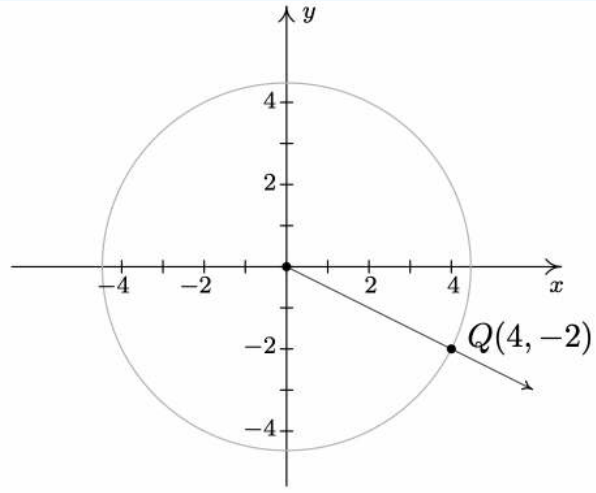
a. Suppose that the terminal side of an angle θ, when plotted in standard position, contains the point $Q(4,-2)$. Find $\sin(\theta)$ and $\cos(\theta)$.

b. In Example 10.1.5 in Section 10.1, we approximated the radius of the earth at 41.628° north latitude to be 2960 miles. Justify this approximation if the radius of the Earth at the Equator is approximately 3960 miles.

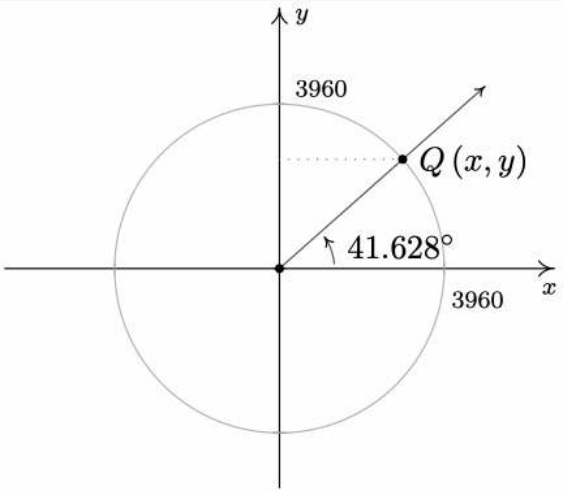
Solution

a. Using Theorem 10.2.4 with $x=4$ and $y=-2$, we find $r=\sqrt{(4)^2+(-2)^2}=\sqrt{20}=2\sqrt{5}$ so that $\cos(\theta)=\frac{x}{r}=\frac{4}{2\sqrt{5}}=\frac{2\sqrt{5}}{5}$ and $\sin(\theta)=\frac{y}{r}=\frac{-2}{2\sqrt{5}}=-\frac{\sqrt{5}}{5}$.

b. Assuming the Earth is a sphere, a cross-section through the poles produces a circle of radius 3960 miles. Viewing the Equator as the x-axis, the value we seek is the x-coordinate of the point $Q(x,y)$ indicated in the figure below.



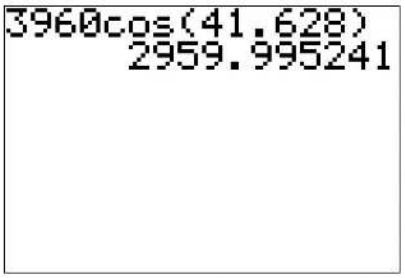
The terminal side of θ contains $Q(4,-2)$



A point on the Earth at 41.628°N

Using Theorem 10.2.4, we get $x=3960\cos(41.628^\circ)$. Using a calculator in "degree" mode, we find $3960\cos(41.628^\circ)\approx 2960$. Hence, the radius of the Earth at North Latitude 41.628° is approximately 2960 miles.

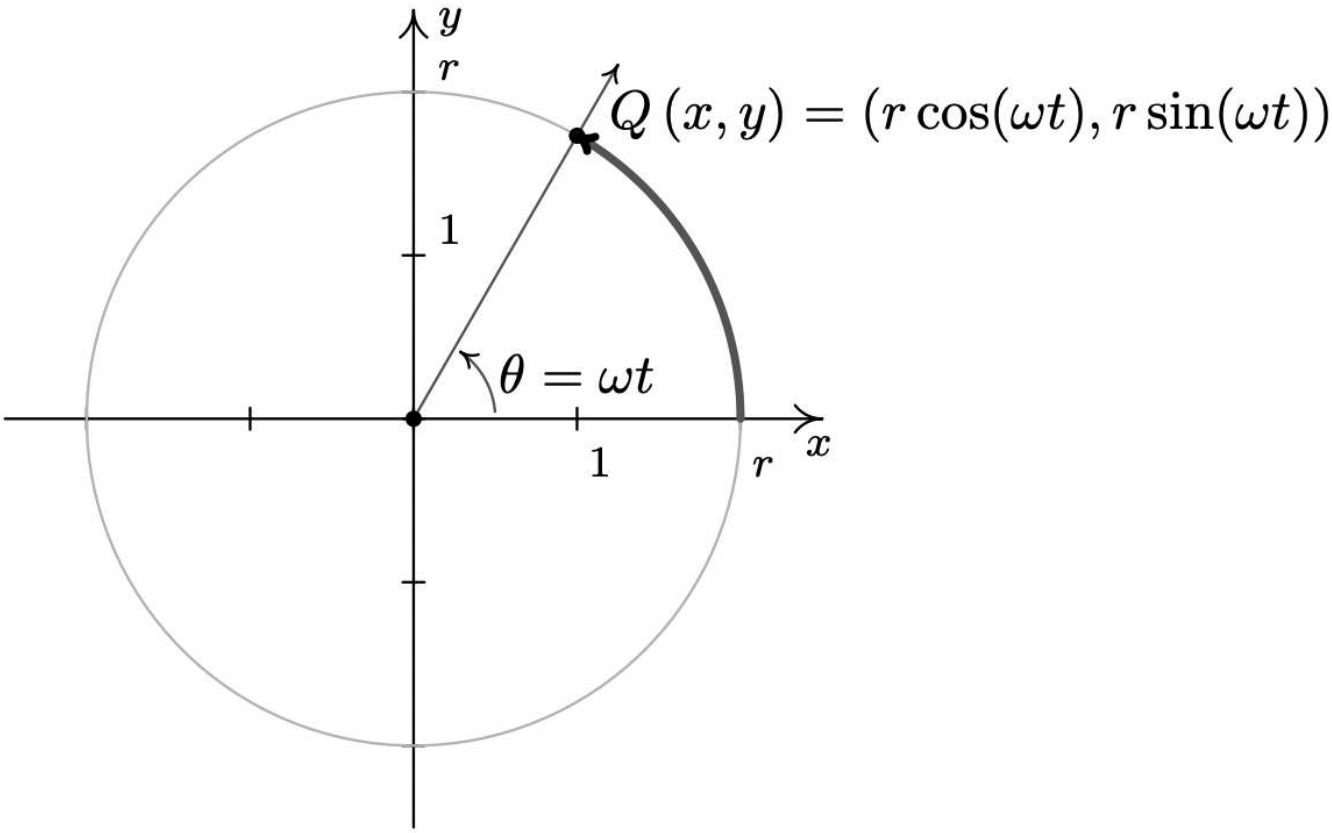




Theorem 10.2.4 gives us what we need to describe the position of an object traveling in a circular path of radius r with constant angular velocity ω. Suppose that at time t, the object has swept out an angle measuring θ radians. If we assume that the object is at the point $(r,0)$ when $t=0$, the angle θ is in standard position. By definition, $\omega=\frac{\theta}{t}$ which we rewrite as $\theta=\omega t$. According to Theorem 10.2.4, the location of the object $Q(x,y)$ on the circle is found using the equations $x=r\cos(\theta)=r\cos(\omega t)$ and $y=r\sin(\theta)=r\sin(\omega t)$. Hence, at time t, the object is at the point $(r\cos(\omega t), r\sin(\omega t))$. We have just argued the following.

Theorem 10.2.5

Suppose an object is traveling in a circular path of radius r centered at the origin with constant angular velocity ω. If $t=0$ corresponds to the point $(r,0)$, then the x and y coordinates of the object are functions of t and are given by $x=r\cos(\omega t)$ and $y=r\sin(\omega t)$. Here, $\omega>0$ indicates a counter-clockwise direction and $\omega<0$ indicates a clockwise direction.



Equations for Circular Motion

Example 10.2.7

Suppose we are in the situation of Example 10.1.5. Find the equations of motion of Lakeland Community College as the earth rotates.

Solution

From Example 10.1.5, we take $r = 2960$ miles and and $\omega = \frac{\pi}{12 \text{ hours}}$. Hence, the equations of motion are $x = r\cos(\omega t) = 2960\cos\left(\frac{\pi}{12}t\right)$ and $y = r\sin(\omega t) = 2960\sin\left(\frac{\pi}{12}t\right)$, where x and y are measured in miles and t is measured in hours.

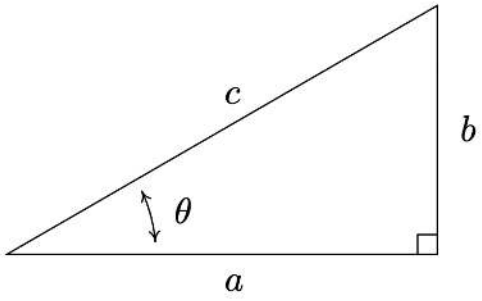
Subsection Footnotes

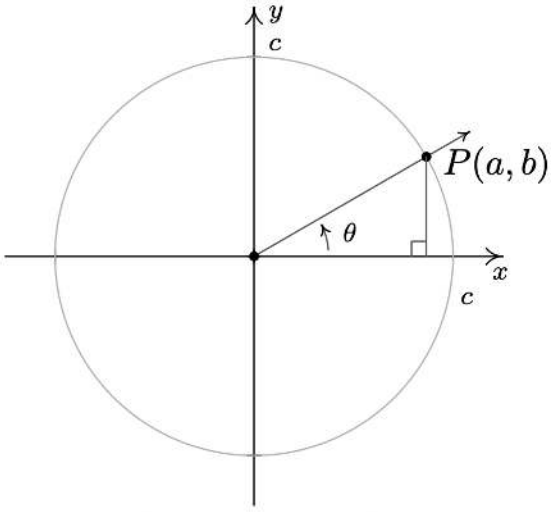
[9] Do you remember why?

Introduction to Right Triangle Trigonometry

In addition to circular motion, Theorem 10.2.4 is also the key to developing what is usually called "right triangle" trigonometry.[10] As we shall see in the sections to come, many applications in trigonometry involve finding the measures of the angles in, and lengths of the sides of, right triangles. Indeed, we made good use of some properties of right triangles to find the exact values of the cosine and sine of many of the angles in Example 10.2.1, so the following development shouldn't be that much of a surprise.

Consider the generic right triangle below with corresponding acute angle θ. The side with length a is called the side of the triangle *adjacent* to θ; the side with length b is called the side of the triangle *opposite* θ; and the remaining side of length c (the side opposite the right angle) is called the hypotenuse. We now imagine drawing this triangle in Quadrant I so that the angle θ is in standard position with the adjacent side to θ lying along the positive x-axis.





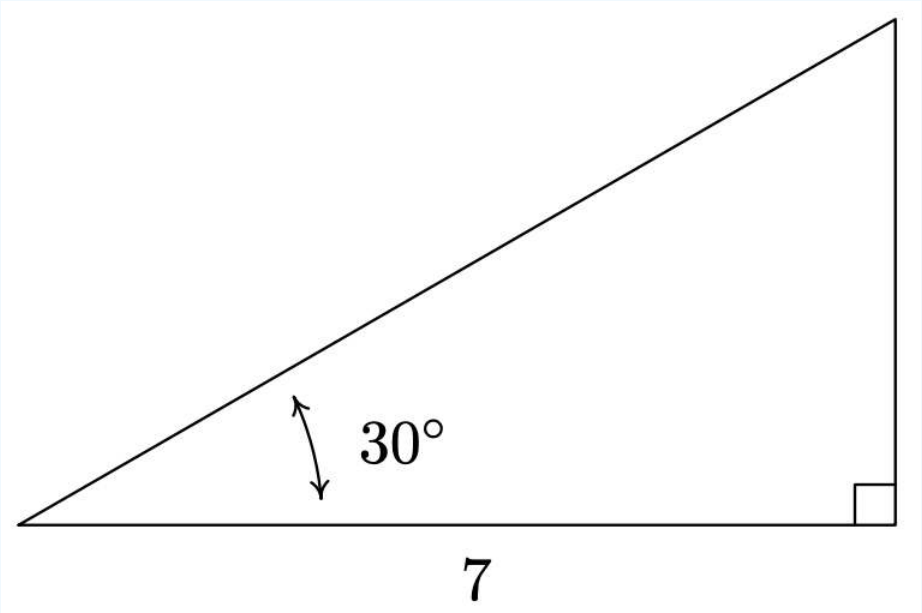
According to the Pythagorean Theorem, $a^2+b^2=c^2$, so that the point $P(a,b)$ lies on a circle of radius c. Theorem $10.2.4$ tells us that $\cos(\theta)=\frac{a}{c}$ and $\sin(\theta)=\frac{b}{c}$, so we have determined the cosine and sine of θ in terms of the lengths of the sides of the right triangle. Thus we have the following theorem.

Theorem 10.2.6

Suppose θ is an acute angle residing in a right triangle. If the length of the side adjacent to θ is a, the length of the side opposite θ is b, and the length of the hypotenuse is c, then $\cos(\theta)=\frac{a}{c}$ and $\sin(\theta)=\frac{b}{c}$.

Example 10.2.8

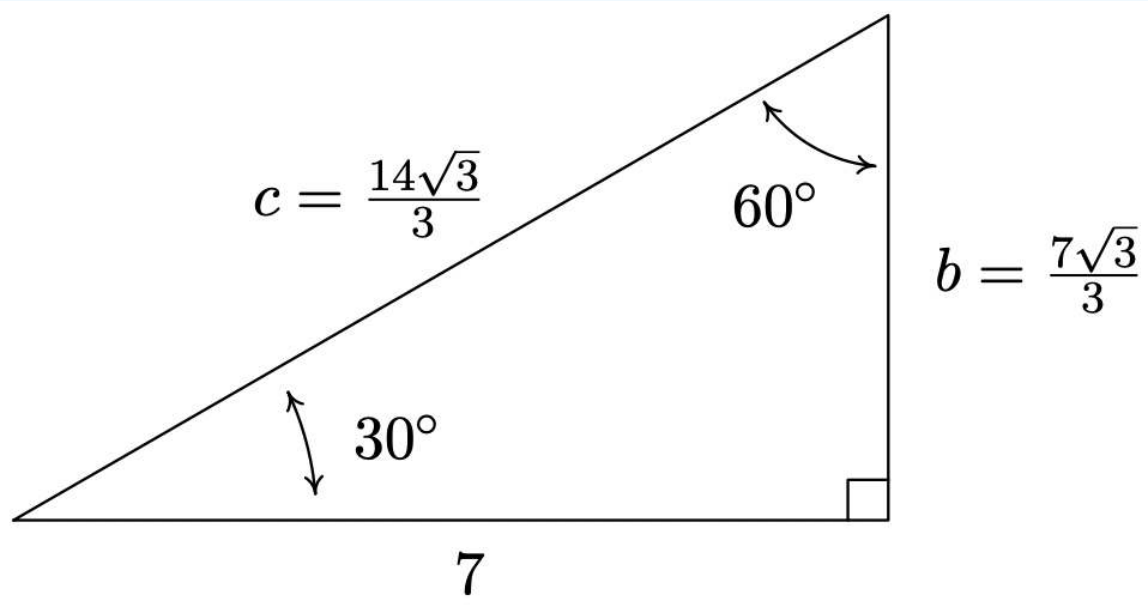
Find the measure of the missing angle and the lengths of the missing sides of:



Solution

The first and easiest task is to find the measure of the missing angle. Since the sum of angles of a triangle is 180°, we know that the missing angle has measure $180^\circ-30^\circ-90^\circ=60^\circ$. We now proceed to find the lengths of the remaining two sides of the triangle. Let c denote the length of the hypotenuse of the triangle. By Theorem $10.2.6$, we have $\cos(30^\circ)=\frac{7}{c}$, or $c=\frac{7}{\cos(30^\circ)}$. Since $\cos(30^\circ)=\frac{\sqrt{3}}{2}$, we have, after the usual fraction gymnastics, $c=\frac{14\sqrt{3}}{3}$. At this point, we have two ways

to proceed to find the length of the side opposite the 30° angle, which we'll denote b. We know the length of the adjacent side is 7 and the length of the hypotenuse is $\frac{14\sqrt{3}}{3}$, so we could use the Pythagorean Theorem to find the missing side and solve $(7)^2 + b^2 = \left(\frac{14\sqrt{3}}{3}\right)^2$ for b. Alternatively, we could use Theorem 10.2.6, namely that $\sin(30^\circ) = \frac{b}{c}$. Choosing the latter, we find $b = c\sin(30^\circ) = \frac{14\sqrt{3}}{3} \cdot \frac{1}{2} = \frac{7\sqrt{3}}{3}$. The triangle with all of its data is recorded below.

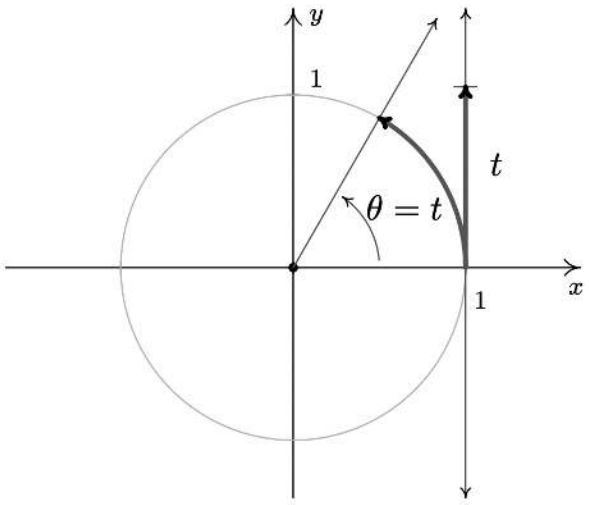


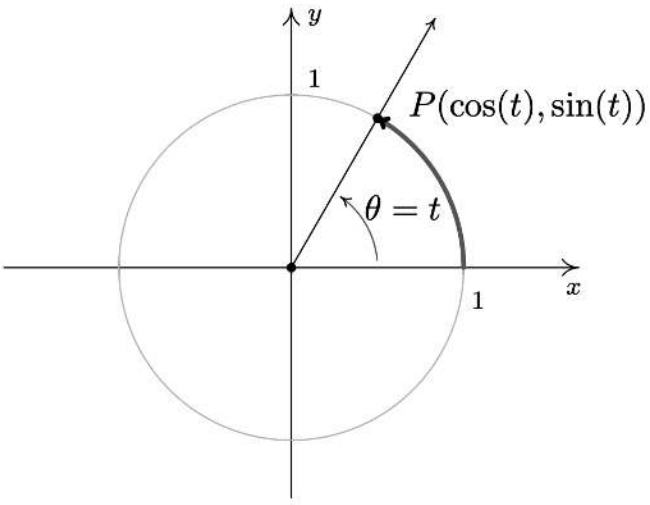
Subsection Footnotes

[10] You may have been exposed to this in High School.

Domains and Ranges of the Cosine and Sine Functions

We close this section by noting that we can easily extend the functions cosine and sine to real numbers by identifying a real number t with the angle $\theta = t$ radians. Using this identification, we define $\cos(t) = \cos(\theta)$ and $\sin(t) = \sin(\theta)$. In practice this means expressions like $\cos(\pi)$ and $\sin(2)$ can be found by regarding the inputs as angles in radian measure or real numbers; the choice is the reader's. If we trace the identification of real numbers t with angles θ in radian measure to its roots, we can spell out this correspondence more precisely. For each real number t, we associate an oriented arc t units in length with initial point $(1, 0)$ and endpoint $P(\cos(t), \sin(t))$.





In the same way we studied polynomial, rational, exponential, and logarithmic functions, we will study the trigonometric functions $f(t) = \cos(t)$ and $g(t) = \sin(t)$. The first order of business is to find the domains and ranges of these functions. Whether we think of identifying the real number t with the angle $\theta = t$ radians, or think of wrapping an oriented arc around the Unit Circle to find coordinates on the Unit Circle, it should be clear that both the cosine and sine functions are defined for all real numbers t. In other words, the domain of $f(t) = \cos(t)$ and of $g(t) = \sin(t)$ is $(-\infty, \infty)$. Since $\cos(t)$ and $\sin(t)$ represent x- and y-coordinates, respectively, of points on the Unit Circle, they both take on all of the values between -1 an 1, inclusive. In other words, the range of $f(t) = \cos(t)$ and of $g(t) = \sin(t)$ is the interval $[-1, 1]$. To summarize:

Theorem 10.2.7: Domain and Range of the Cosine and Sine Functions

- The function $f(t) = \cos(t)$
  - has domain $(-\infty, \infty)$
  - has range $[-1, 1]$
- The function $g(t) = \sin(t)$
  - has domain $(-\infty, \infty)$
  - has range $[-1, 1]$

Suppose, as in the Exercises, we are asked to solve an equation such as $\sin(t) = -\frac{1}{2}$. As we have already mentioned, the distinction between t as a real number and as an angle $\theta = t$ radians is often blurred. Indeed, we solve $\sin(t) = -\frac{1}{2}$ in the exact same manner[11] as we did in Example 10.2.5 number 2. Our solution is only cosmetically different in that the variable used is t rather than θ: $t = \frac{7\pi}{6} + 2\pi k$ or $t = \frac{11\pi}{6} + 2\pi k$ for integers, k. We will study the cosine and sine functions in greater detail in Section 10.5. Until then, keep in mind that any properties of cosine and sine developed in the following sections which regard them as functions of *angles* in *radian* measure apply equally well if the inputs are regarded as *real numbers*.

Subsection Footnotes

[11] Well, to be pedantic, we would be technically using "reference numbers" or "reference arcs" instead of "reference angles" – but the idea is the same.

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10.2E: Exercises

Exercises

In Exercises 1 - 20, find the exact value of the cosine and sine of the given angle.

1. $\theta = 0$
2. $\theta = \frac{\pi}{4}$
3. $\theta = \frac{\pi}{3}$
4. $\theta = \frac{\pi}{2}$
5. $\theta = \frac{2\pi}{3}$
6. $\theta = \frac{3\pi}{4}$
7. $\theta = \pi$
8. $\theta = \frac{7\pi}{6}$
9. $\theta = \frac{5\pi}{4}$
10. $\theta = \frac{4\pi}{3}$
11. $\theta = \frac{3\pi}{2}$
12. $\theta = \frac{5\pi}{3}$
13. $\theta = \frac{7\pi}{4}$
14. $\theta = \frac{23\pi}{6}$
15. $\theta = -\frac{13\pi}{2}$
16. $\theta = -\frac{43\pi}{6}$
17. $\theta = -\frac{3\pi}{4}$
18. $\theta = -\frac{\pi}{6}$
19. $\theta = \frac{10\pi}{3}$
20. $\theta = 117\pi$

In Exercises 21 - 30, use the results developed throughout the section to find the requested value.

21. If $\sin(\theta) = -\frac{7}{25}$ with θ in Quadrant IV, what is $\cos(\theta)$?
22. If $\cos(\theta) = \frac{4}{9}$ with θ in Quadrant I, what is $\sin(\theta)$?
23. If $\sin(\theta) = \frac{5}{13}$ with θ in Quadrant II, what is $\cos(\theta)$?
24. If $\cos(\theta) = -\frac{2}{11}$ with θ in Quadrant III, what is $\sin(\theta)$?
25. If $\sin(\theta) = -\frac{2}{3}$ with θ in Quadrant III, what is $\cos(\theta)$?
26. If $\cos(\theta) = \frac{28}{53}$ with θ in Quadrant IV, what is $\sin(\theta)$?
27. If $\sin(\theta) = \frac{2\sqrt{5}}{5}$ and $\frac{\pi}{2} < \theta < \pi$, what is $\cos(\theta)$?
28. If $\cos(\theta) = \frac{\sqrt{10}}{10}$ and $2\pi < \theta < \frac{5\pi}{2}$, what is $\sin(\theta)$?

29. If $\sin(\theta) = -0.42$ and $\pi < \theta < \dfrac{3\pi}{2}$, what is $\cos(\theta)$?
30. If $\cos(\theta) = -0.98$ and $\dfrac{\pi}{2} < \theta < \pi$, what is $\sin(\theta)$?

In Exercises 31 - 39, find all of the angles which satisfy the given equation.

31. $\sin(\theta) = \dfrac{1}{2}$
32. $\cos(\theta) = -\dfrac{\sqrt{3}}{2}$
33. $\sin(\theta) = 0$
34. $\cos(\theta) = \dfrac{\sqrt{2}}{2}$
35. $\sin(\theta) = \dfrac{\sqrt{3}}{2}$
36. $\cos(\theta) = -1$
37. $\sin(\theta) = -1$
38. $\cos(\theta) = \dfrac{\sqrt{3}}{2}$
39. $\cos(\theta) = -1.001$

In Exercises 40 - 48, solve the equation for t.

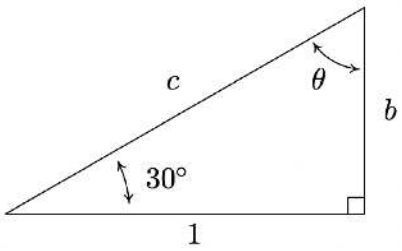
40. $\cos(t) = 0$
41. $\sin(t) = -\dfrac{\sqrt{2}}{2}$
42. $\cos(t) = 3$
43. $\sin(t) = -\dfrac{1}{2}$
44. $\cos(t) = \dfrac{1}{2}$
45. $\sin(t) = -2$
46. $\cos(t) = 1$
47. $\sin(t) = 1$
48. $\cos(t) = -\dfrac{\sqrt{2}}{2}$

In Exercises 49 - 54, use your calculator to approximate the given value to three decimal places. Make sure your calculator is in the proper angle measurement mode!

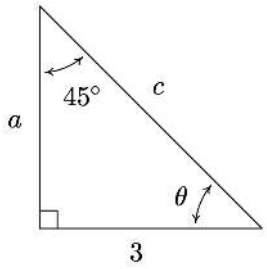
49. $\sin(78.95^\circ)$
50. $\cos(-2.01)$
51. $\sin(392.994)$
52. $\cos(207^\circ)$
53. $\sin(\pi^\circ)$
54. $\cos(e)$

In Exercises 55 - 58, find the measurement of the missing angle and the lengths of the missing sides.

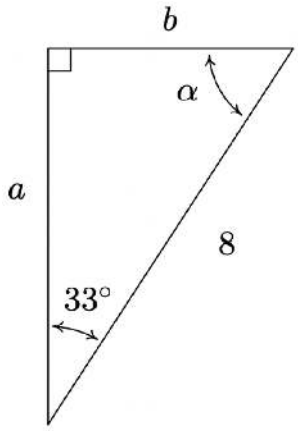
55. Find θ, b, and c.



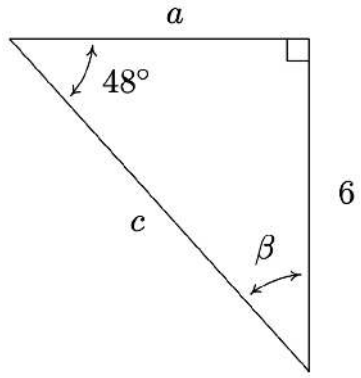
56. Find θ, a, and c.



57. Find α, a, and b.



58. Find β, a, and c.



In Exercises 59 - 64, assume that θ is an acute angle in a right triangle.

59. If $\theta = 12^\circ$ and the side adjacent to θ has length 4, how long is the hypotenuse?
60. If $\theta = 78.123^\circ$ and the hypotenuse has length 5280, how long is the side adjacent to θ?
61. If $\theta = 59^\circ$ and the side opposite θ has length 117.42, how long is the hypotenuse?
62. If $\theta = 5^\circ$ and the hypotenuse has length 10, how long is the side opposite θ?
63. If $\theta = 5^\circ$ and the hypotenuse has length 10, how long is the side adjacent to θ?
64. If $\theta = 37.5^\circ$ and the side opposite θ has length 306, how long is the side adjacent to θ?

In Exercises 65 - 68, let θ be the angle in standard position whose terminal side contains the given point then compute $\cos(\theta)$ and $\sin(\theta)$.

65. $P(-7, 24)$
66. $Q(3, 4)$
67. $R(5, -9)$
68. $T(-2, -11)$

In Exercises 69 - 72, find the equations of motion for the given scenario. Assume that the center of the motion is the origin, the motion is counter-clockwise and that $t = 0$ corresponds to a position along the positive x-axis.

69. A point on the edge of the spinning yo-yo in Exercise 50 from Section 10.1.

    Recall: The diameter of the yo-yo is 2.25 inches and it spins at 4500 revolutions per minute.

70. The yo-yo in Exercise 52 from Section 10.1.

    Recall: The radius of the circle is 28 inches and it completes one revolution in 3 seconds.

71. A point on the edge of the hard drive in Exercise 53 from Section 10.1.

    Recall: The diameter of the hard disk is 2.5 inches and it spins at 7200 revolutions per minute.

72. A passenger on the Big Wheel in Exercise 55 from Section 10.1.

    Recall: The diameter is 128 feet and completes 2 revolutions in 2 minutes, 7 seconds.

73. Consider the numbers: 0, 1, 2, 3, 4. Take the square root of each of these numbers, then divide each by 2. The resulting numbers should look hauntingly familiar. (See the values in the table on 722.)
74. Let α and β be the two acute angles of a right triangle. (Thus α and β are complementary angles.) Show that $\sin(\alpha) = \cos(\beta)$ and $\sin(\beta) = \cos(\alpha)$. The fact that co-functions of complementary angles are equal in this case is not an accident and a more general result will be given in Section 10.4.
75. In the scenario of Theorem 10.2.5, we assumed that at $t = 0$, the object was at the point $(r, 0)$. If this is not the case, we can adjust the equations of motion by introducing a 'time delay.' If $t_0 > 0$ is the first time the object passes through the point $(r, 0)$, show, with the help of your classmates, the equations of motion are $x = r\cos(\omega(t - t_0))$ and $y = r\sin(\omega(t - t_0))$.

Answers

1. $\cos(0) = 1,\ \sin(0) = 0$
2. $\cos\left(\frac{\pi}{4}\right) = \frac{\sqrt{2}}{2},\ \sin\left(\frac{\pi}{4}\right) = \frac{\sqrt{2}}{2}$
3. $\cos\left(\frac{\pi}{3}\right) = \frac{1}{2},\ \sin\left(\frac{\pi}{3}\right) = \frac{\sqrt{3}}{2}$
4. $\cos\left(\frac{\pi}{2}\right) = 0,\ \sin\left(\frac{\pi}{2}\right) = 1$
5. $\cos\left(\frac{2\pi}{3}\right) = -\frac{1}{2},\ \sin\left(\frac{2\pi}{3}\right) = \frac{\sqrt{3}}{2}$
6. $\cos\left(\frac{3\pi}{4}\right) = -\frac{\sqrt{2}}{2},\ \sin\left(\frac{3\pi}{4}\right) = \frac{\sqrt{2}}{2}$
7. $\cos(\pi) = -1,\ \sin(\pi) = 0$
8. $\cos\left(\frac{7\pi}{6}\right) = -\frac{\sqrt{3}}{2},\ \sin\left(\frac{7\pi}{6}\right) = -\frac{1}{2}$
9. $\cos\left(\frac{5\pi}{4}\right) = -\frac{\sqrt{2}}{2},\ \sin\left(\frac{5\pi}{4}\right) = -\frac{\sqrt{2}}{2}$
10. $\cos\left(\frac{4\pi}{3}\right) = -\frac{1}{2},\ \sin\left(\frac{4\pi}{3}\right) = -\frac{\sqrt{3}}{2}$
11. $\cos\left(\frac{3\pi}{2}\right) = 0,\ \sin\left(\frac{3\pi}{2}\right) = -1$
12. $\cos\left(\frac{5\pi}{3}\right) = \frac{1}{2},\ \sin\left(\frac{5\pi}{3}\right) = -\frac{\sqrt{3}}{2}$
13. $\cos\left(\frac{7\pi}{4}\right) = \frac{\sqrt{2}}{2},\ \sin\left(\frac{7\pi}{4}\right) = -\frac{\sqrt{2}}{2}$
14. $\cos\left(\frac{23\pi}{6}\right) = \frac{\sqrt{3}}{2},\ \sin\left(\frac{23\pi}{6}\right) = -\frac{1}{2}$
15. $\cos\left(-\frac{13\pi}{2}\right) = 0,\ \sin\left(-\frac{13\pi}{2}\right) = -1$
16. $\cos\left(-\frac{43\pi}{6}\right) = -\frac{\sqrt{3}}{2},\ \sin\left(-\frac{43\pi}{6}\right) = \frac{1}{2}$

17. $\cos\left(-\frac{3\pi}{4}\right)=-\frac{\sqrt{2}}{2},\ \sin\left(-\frac{3\pi}{4}\right)=-\frac{\sqrt{2}}{2}$
18. $\cos\left(-\frac{\pi}{6}\right)=\frac{\sqrt{3}}{2},\ \sin\left(-\frac{\pi}{6}\right)=-\frac{1}{2}$
19. $\cos\left(\frac{10\pi}{3}\right)=-\frac{1}{2},\ \sin\left(\frac{10\pi}{3}\right)=-\frac{\sqrt{3}}{2}$
20. $\cos(117\pi)=-1,\ \sin(117\pi)=0$
21. If $\sin(\theta)=-\frac{7}{25}$ with θ in Quadrant IV, then $\cos(\theta)=\frac{24}{25}$.
22. If $\cos(\theta)=\frac{4}{9}$ with θ in Quadrant I, then $\sin(\theta)=\frac{\sqrt{65}}{9}$.
23. If $\sin(\theta)=\frac{5}{13}$ with θ in Quadrant II, then $\cos(\theta)=-\frac{12}{13}$.
24. If $\cos(\theta)=-\frac{2}{11}$ with θ in Quadrant III, then $\sin(\theta)=-\frac{\sqrt{117}}{11}$.
25. If $\sin(\theta)=-\frac{2}{3}$ with θ in Quadrant III, then $\cos(\theta)=-\frac{\sqrt{5}}{3}$.
26. If $\cos(\theta)=\frac{28}{53}$ with θ in Quadrant IV, then $\sin(\theta)=-\frac{45}{53}$.
27. If $\sin(\theta)=\frac{2\sqrt{5}}{5}$ and $\frac{\pi}{2}<\theta<\pi$, then $\cos(\theta)=-\frac{\sqrt{5}}{5}$.
28. If $\cos(\theta)=\frac{\sqrt{10}}{10}$ and $2\pi<\theta<\frac{5\pi}{2}$, then $\sin(\theta)=\frac{3\sqrt{10}}{10}$.
29. If $\sin(\theta)=-0.42$ and $\pi<\theta<\frac{3\pi}{2}$, then $\cos(\theta)=-\sqrt{0.8236}\approx-0.9075$.
30. If $\cos(\theta)=-0.98$ and $\frac{\pi}{2}<\theta<\pi$, then $\sin(\theta)=\sqrt{0.0396}\approx 0.1990$.
31. $\sin(\theta)=\frac{1}{2}$ when $\theta=\frac{\pi}{6}+2\pi k$ or $\theta=\frac{5\pi}{6}+2\pi k$ for any integer k.
32. $\cos(\theta)=-\frac{\sqrt{3}}{2}$ when $\theta=\frac{5\pi}{6}+2\pi k$ or $\theta=\frac{7\pi}{6}+2\pi k$ for any integer k.
33. $\sin(\theta)=0$ when $\theta=\pi k$ for any integer k.
34. $\cos(\theta)=\frac{\sqrt{2}}{2}$ when $\theta=\frac{\pi}{4}+2\pi k$ or $\theta=\frac{7\pi}{4}+2\pi k$ for any integer k.
35. $\sin(\theta)=\frac{\sqrt{3}}{2}$ when $\theta=\frac{\pi}{3}+2\pi k$ or $\theta=\frac{2\pi}{3}+2\pi k$ for any integer k.
36. $\cos(\theta)=-1$ when $\theta=(2k+1)\pi$ for any integer k.
37. $\sin(\theta)=-1$ when $\theta=\frac{3\pi}{2}+2\pi k$ for any integer k.
38. $\cos(\theta)=\frac{\sqrt{3}}{2}$ when $\theta=\frac{\pi}{6}+2\pi k$ or $\theta=\frac{11\pi}{6}+2\pi k$ for any integer k.
39. $\cos(\theta)=-1.001$ never happens
40. $\cos(t)=0$ when $t=\frac{\pi}{2}+\pi k$ for any integer k.
41. $\sin(t)=-\frac{\sqrt{2}}{2}$ when $t=\frac{5\pi}{4}+2\pi k$ or $t=\frac{7\pi}{4}+2\pi k$ for any integer k.
42. $\cos(t)=3$ never happens.
43. $\sin(t)=-\frac{1}{2}$ when $t=\frac{7\pi}{6}+2\pi k$ or $t=\frac{11\pi}{6}+2\pi k$ for any integer k.
44. $\cos(t)=\frac{1}{2}$ when $t=\frac{\pi}{3}+2\pi k$ or $t=\frac{5\pi}{3}+2\pi k$ for any integer k.
45. $\sin(t)=-2$ never happens
46. $\cos(t)=1$ when $t=2\pi k$ for any integer k.
47. $\sin(t)=1$ when $t=\frac{\pi}{2}+2\pi k$ for any integer k.
48. $\cos(t)=-\frac{\sqrt{2}}{2}$ when $t=\frac{3\pi}{4}+2\pi k$ or $t=\frac{5\pi}{4}+2\pi k$ for any integer k.
49. $\sin(78.95^\circ)\approx 0.981$

50. $\cos(-2.01) \approx -0.425$
51. $\sin(392.994) \approx -0.291$
52. $\cos(207^\circ) \approx -0.891$
53. $\sin(\pi^\circ) \approx 0.055$
54. $\cos(e) \approx -0.912$
55. $\theta = 60^\circ$, $b = \dfrac{\sqrt{3}}{3}$, $c = \dfrac{2\sqrt{3}}{3}$
56. $\theta = 45^\circ$, $a = 3$, $c = 3\sqrt{2}$
57. $\alpha = 57^\circ$, $a = 8\cos(33^\circ) \approx 6.709$, $b = 8\sin(33^\circ) \approx 4.357$
58. $\beta = 42^\circ$, $c = \dfrac{6}{\sin(48^\circ)} \approx 8.074$, $a = \sqrt{c^2 - 6^2} \approx 5.402$
59. The hypotenuse has length $\dfrac{4}{\cos(12^\circ)} \approx 4.089$.
60. The side adjacent to θ has length $5280\cos(78.123^\circ) \approx 1086.68$
61. The hypotenuse has length $\dfrac{117.42}{\sin(59^\circ)} \approx 136.99$.
62. The side opposite θ has length $10\sin(5^\circ) \approx 0.872$.
63. The side adjacent to θ has length $10\cos(5^\circ) \approx 9.962$.
64. The hypotenuse has length $c = \dfrac{306}{\sin(37.5^\circ)} \approx 502.660$, so the side adjacent to θ has length $\sqrt{c^2 - 306^2} \approx 398.797$.
65. $\cos(\theta) = -\dfrac{7}{25}$, $\sin(\theta) = \dfrac{24}{25}$
66. $\cos(\theta) = \dfrac{3}{5}$, $\sin(\theta) = \dfrac{4}{5}$
67. $\cos(\theta) = \dfrac{5\sqrt{106}}{106}$, $\sin(\theta) = -\dfrac{9\sqrt{106}}{106}$
68. $\cos(\theta) = -\dfrac{2\sqrt{5}}{25}$, $\sin(\theta) = -\dfrac{11\sqrt{5}}{25}$
69. $r = 1.125$ inches, $\omega = 9000\pi \frac{\text{radians}}{\text{minute}}$, $x = 1.125\cos(9000\pi\, t)$ $y = 1.125\sin(9000\pi\, t)$ Here x and y are measured in inches and t is measured in minutes.
70. $r = 28$ inches, $\omega = \frac{2\pi}{3}$ $\frac{\text{radians}}{\text{second}}$, $x = 28\cos\left(\frac{2\pi}{3}\, t\right)$, $y = 28\sin\left(\frac{2\pi}{3}\, t\right)$. Here x and y are measured in inches and t is measured in seconds.
71. $r = 1.25$ inches, $\omega = 14400\pi \frac{\text{radians}}{\text{minute}}$, $x = 1.25\cos(14400\pi\, t)$ $y = 1.25\sin(14400\pi\, t)$ Here x and y are measured in inches and t is measured in minutes.
72. $r = 64$ feet, $\omega = \frac{4\pi}{127}$ $\frac{\text{radians}}{\text{second}}$, $x = 64\cos\left(\frac{4\pi}{127}\, t\right)$, $y = 64\sin\left(\frac{4\pi}{127}\, t\right)$. Here x and y are measured in feet and t is measured in seconds

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10.3: The Six Circular Functions and Fundamental Identities

The Six Circular Functions - Unit Circle Definition

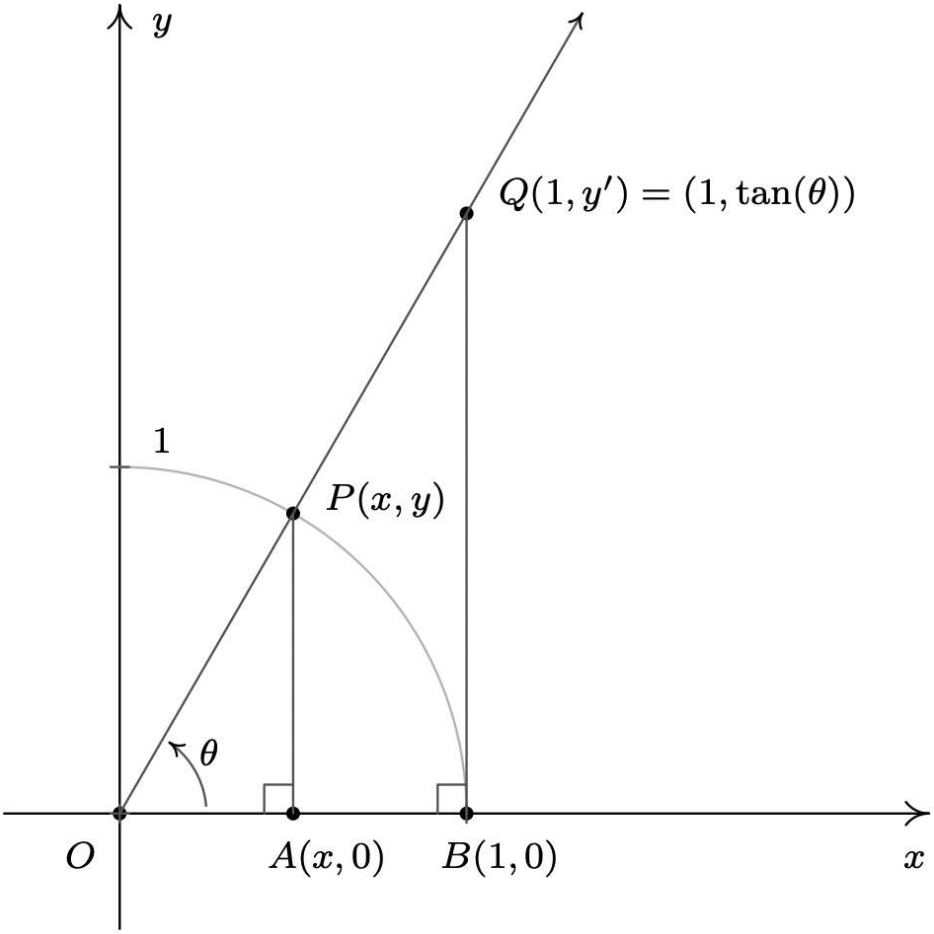
In Section 10.2, we defined $\cos(\theta)$ and $\sin(\theta)$ for angles θ using the coordinate values of points on the Unit Circle. As such, these functions earn the moniker **circular functions**.[1] It turns out that cosine and sine are just two of the six commonly used circular functions which we define below.

Definition: Circular Functions

Suppose θ is an angle plotted in standard position and $P(x, y)$ is the point on the terminal side of θ which lies on the Unit Circle.

- The **cosine** of θ, denoted $\cos(\theta)$, is defined by $\cos(\theta) = x$.
- The **sine** of θ, denoted $\sin(\theta)$, is defined by $\sin(\theta) = y$.
- The **secant** of θ, denoted $\sec(\theta)$, is defined by $\sec(\theta) = \frac{1}{x}$, provided $x \neq 0$.
- The **cosecant** of θ, denoted $\csc(\theta)$, is defined by $\csc(\theta) = \frac{1}{y}$, provided $y \neq 0$.
- The **tangent** of θ, denoted $\tan(\theta)$, is defined by $\tan(\theta) = \frac{y}{x}$, provided $x \neq 0$.
- The **cotangent** of θ, denoted $\cot(\theta)$, is defined by $\cot(\theta) = \frac{x}{y}$, provided $y \neq 0$.

While we left the history of the name "sine" as an interesting research project in Section 10.2, the names "tangent" and "secant" can be explained using the diagram below. Consider the acute angle θ below in standard position. Let $P(x, y)$ denote, as usual, the point on the terminal side of θ which lies on the Unit Circle and let $Q(1, y')$ denote the point on the terminal side of θ which lies on the vertical line $x = 1$.



The word "tangent" comes from the Latin meaning "to touch," and for this reason, the line $x = 1$ is called a *tangent* line to the Unit Circle since it intersects, or "touches," the circle at only one point, namely $(1, 0)$. Dropping perpendiculars from P and Q creates a pair of similar triangles ΔOPA and ΔOQB. Thus $\frac{y'}{y} = \frac{1}{x}$ which gives $y' = \frac{y}{x} = \tan(\theta)$, where this last equality comes from applying the definition of circular functions. We have just shown that for acute angles θ, $\tan(\theta)$ is the y-coordinate of the point on the terminal side of θ which lies on the line $x = 1$ which is *tangent* to the Unit Circle.

Now the word "secant" means "to cut," so a secant line is any line that "cuts through" a circle at two points.[2] The line containing the terminal side of θ is a secant line since it intersects the Unit Circle in Quadrants I and III. With the point P lying on the Unit Circle, the length of the hypotenuse of ΔOPA is 1. If we let h denote the length of the hypotenuse of ΔOQB, we have from similar triangles that $\frac{h}{1} = \frac{1}{x}$, or $h = \frac{1}{x} = \sec(\theta)$. Hence for an acute angle θ, $\sec(\theta)$ is the length of the line segment which lies on the secant line determined by the terminal side of θ and "cuts off" the tangent line $x = 1$.

The following interactive object might help you visualize everything we have developed so far.

Not only do these observations help explain the names of these functions, they serve as the basis for a fundamental inequality needed for Calculus which we'll explore in the Exercises.

Subsection Footnotes

[1] In Theorem 10.2.6 we also showed cosine and sine to be functions of an angle residing in a right triangle so we could just as easily call them trigonometric functions. In later sections, you will find that we do indeed use the phrase "trigonometric function" interchangeably with the term "circular function."

[2] Compare this with the definition given in Section 2.1.

The Reciprocal and Quotient Identities

Of the six circular functions, only cosine and sine are defined for all angles. Since $\cos(\theta) = x$ and $\sin(\theta) = y$ in the definition of circular functions, it is customary to rephrase the remaining four circular functions in terms of cosine and sine. The following theorem is a result of simply replacing x with $\cos(\theta)$ and y with $\sin(\theta)$ in the definition of circular functions.

Theorem 10.3.1: Reciprocal and Quotient Identities

- $\sec(\theta) = \frac{1}{\cos(\theta)}$, provided $\cos(\theta) \neq 0$; if $\cos(\theta) = 0$, $\sec(\theta)$ is undefined.
- $\csc(\theta) = \frac{1}{\sin(\theta)}$, provided $\sin(\theta) \neq 0$; if $\sin(\theta) = 0$, $\csc(\theta)$ is undefined.
- $\tan(\theta) = \frac{\sin(\theta)}{\cos(\theta)}$, provided $\cos(\theta) \neq 0$; if $\cos(\theta) = 0$, $\tan(\theta)$ is undefined.
- $\cot(\theta) = \frac{\cos(\theta)}{\sin(\theta)}$, provided $\sin(\theta) \neq 0$; if $\sin(\theta) = 0$, $\cot(\theta)$ is undefined.

It is high time for an example.

Example 10.3.1

Find the indicated value, if it exists.

a. $\sec(60^\circ)$
b. $\csc\left(\frac{7\pi}{4}\right)$
c. $\cot(3)$
d. $\tan(\theta)$, where θ is any angle coterminal with $\frac{3\pi}{2}$.
e. $\cos(\theta)$, where $\csc(\theta) = -\sqrt{5}$ and θ is a Quadrant IV angle.
f. $\sin(\theta)$, where $\tan(\theta) = 3$ and $\pi < \theta < \frac{3\pi}{2}$.

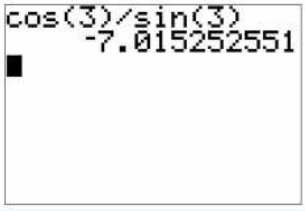
Solution

a. According to the Reciprocal Identities, $\sec(60^\circ) = \frac{1}{\cos(60^\circ)}$. Hence, $\sec(60^\circ) = \frac{1}{(1/2)} = 2$.

b. Since $\sin\left(\frac{7\pi}{4}\right) = -\frac{\sqrt{2}}{2}$, $\csc\left(\frac{7\pi}{4}\right) = \frac{1}{\sin\left(\frac{7\pi}{4}\right)} = \frac{1}{-\sqrt{2}/2} = -\frac{2}{\sqrt{2}} = -\sqrt{2}$.

c. Since $\theta = 3$ radians is not one of the "common angles" from Section 10.2, we resort to the calculator for a decimal approximation. Ensuring that the calculator is in radian mode, we find $\cot(3) = \frac{\cos(3)}{\sin(3)} \approx -7.015$.





d. If θ is coterminal with $\frac{3\pi}{2}$, then $\cos(\theta) = \cos\left(\frac{3\pi}{2}\right) = 0$ and $\sin(\theta) = \sin\left(\frac{3\pi}{2}\right) = -1$. Attempting to compute $\tan(\theta) = \frac{\sin(\theta)}{\cos(\theta)}$ results in $\frac{-1}{0}$, so $\tan(\theta)$ is undefined.

e. We are given that $\csc(\theta) = \frac{1}{\sin(\theta)} = -\sqrt{5}$ so $\sin(\theta) = -\frac{1}{\sqrt{5}} = -\frac{\sqrt{5}}{5}$. As we saw in Section 10.2, we can use the Pythagorean Identity, $\cos^2(\theta) + \sin^2(\theta) = 1$, to find $\cos(\theta)$ by knowing $\sin(\theta)$. Substituting, we get $\cos^2(\theta) + \left(-\frac{\sqrt{5}}{5}\right)^2 = 1$, which gives $\cos^2(\theta) = \frac{4}{5}$, or $\cos(\theta) = \pm\frac{2\sqrt{5}}{5}$. Since θ is a Quadrant IV angle, $\cos(\theta) > 0$, so $\cos(\theta) = \frac{2\sqrt{5}}{5}$.

f. If $\tan(\theta) = 3$, then $\frac{\sin(\theta)}{\cos(\theta)} = 3$. Be careful - this does **NOT** mean we can take $\sin(\theta) = 3$ and $\cos(\theta) = 1$. Instead, from $\frac{\sin(\theta)}{\cos(\theta)} = 3$ we get: $\sin(\theta) = 3\cos(\theta)$. To relate $\cos(\theta)$ and $\sin(\theta)$, we once again employ the Pythagorean Identity, $\cos^2(\theta) + \sin^2(\theta) = 1$. Solving $\sin(\theta) = 3\cos(\theta)$ for $\cos(\theta)$, we find $\cos(\theta) = \frac{1}{3}\sin(\theta)$. Substituting this into the Pythagorean Identity, we find $\sin^2(\theta) + \left(\frac{1}{3}\sin(\theta)\right)^2 = 1$. Solving, we get $\sin^2(\theta) = \frac{9}{10}$ so $\sin(\theta) = \pm\frac{3\sqrt{10}}{10}$. Since $\pi < \theta < \frac{3\pi}{2}$, θ is a Quadrant III angle. This means $\sin(\theta) < 0$, so our final answer is $\sin(\theta) = -\frac{3\sqrt{10}}{10}$.

While the Reciprocal and Quotient Identities allow us to always reduce problems involving secant, cosecant, tangent and cotangent to problems involving cosine and sine, it is not always convenient to do so.[3] It is worth taking the time to memorize the tangent and cotangent values of the common angles summarized below.

Tangent and Cotangent Values of Common Angles

θ (degrees)	θ (radians)	$\tan(\theta)$	$\cot(\theta)$
0°	0	0	undefined
30°	$\frac{\pi}{6}$	$\frac{\sqrt{3}}{3}$	$\sqrt{3}$
45°	$\frac{\pi}{4}$	1	1
60°	$\frac{\pi}{3}$	$\sqrt{3}$	$\frac{\sqrt{3}}{3}$
90°	$\frac{\pi}{2}$	undefined	0

Coupling the Reciprocal and Quotient Identities with the Reference Angle Theorem, we get the following.

Theorem 10.3.2: Generalized Reference Angle Theorem

The values of the circular functions of an angle, if they exist, are the same, up to a sign, of the corresponding circular functions of its reference angle. More specifically, if $\hat{\theta}$ is the reference angle for θ, then: $\cos(\theta) = \pm\cos(\hat{\theta})$, $\sin(\theta) = \pm\sin(\hat{\theta})$, $\sec(\theta) = \pm\sec(\hat{\theta})$, $\csc(\theta) = \pm\csc(\hat{\theta})$, $\tan(\theta) = \pm\tan(\hat{\theta})$ and $\cot(\theta) = \pm\cot(\hat{\theta})$. The choice of the $(\pm)$ depends on the quadrant in which the terminal side of θ lies.

We put Theorem $10.3.2$to good use in the following example.

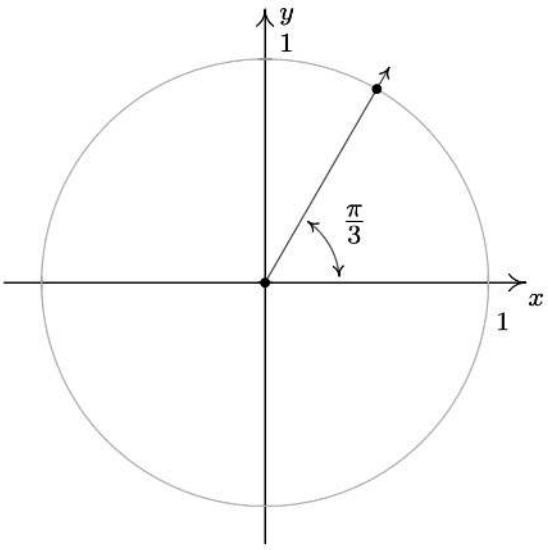
Example 10.3.2

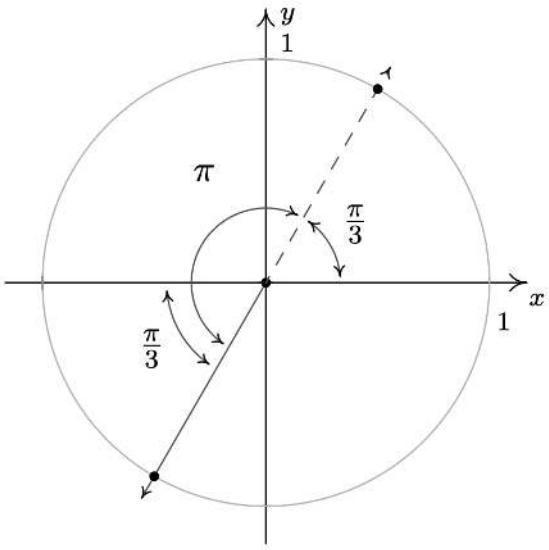
a. $\sec(\theta) = 2$
b. $\tan(\theta) = \sqrt{3}$
c. $\cot(\theta) = -1$.

Solution

a. To solve $\sec(\theta) = 2$, we convert to cosines and get $\frac{1}{\cos(\theta)} = 2$ or $\cos(\theta) = \frac{1}{2}$. This is the exact same equation we solved in Example 10.2.5, so we know the answer is: $\theta = \frac{\pi}{3} + 2\pi k$ or $\theta = \frac{5\pi}{3} + 2\pi k$ for integers k.

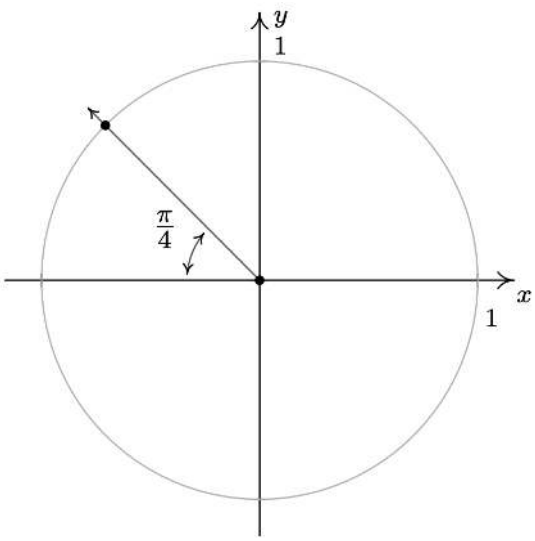
b. From the table of common values, we see that the tangent of $\frac{\pi}{3}$ is $\sqrt{3}$. Thus, our reference angle is $\frac{\pi}{3}$. Since the tangent is $\frac{y}{x}$ and $\sqrt{3}$ is positive, we are looking for quadrants where the x- and y-values have the same sign. This occurs in Quadrants I (where both $x > 0$ and $y > 0$) and III (where $x < 0$ and $y < 0$). The Quadrant I solution is $\theta = \frac{\pi}{3} + 2\pi k$ and the Quadrant III solution is $\theta = \frac{4\pi}{3} + 2\pi k$. **However**, we can *combine* these solutions into a more succinct statement: $\theta = \frac{\pi}{3} + \pi k$. Do you see why?

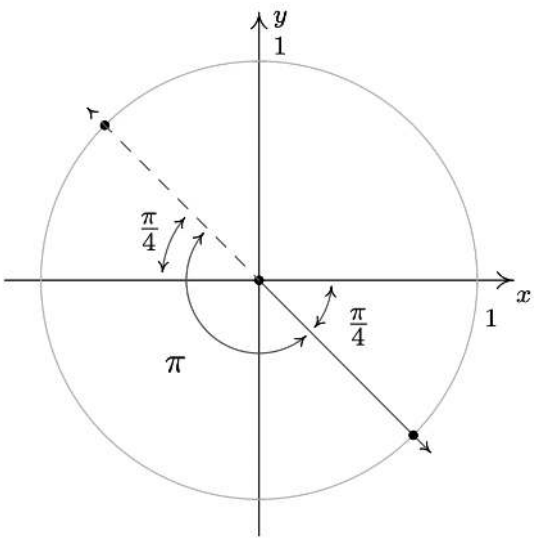




3. From the table of common values, we see that $\frac{\pi}{4}$ has a cotangent of 1, which means the solutions to $\cot(\theta) = -1$ have a reference angle of $\frac{\pi}{4}$. To find the quadrants in which our solutions lie, we note that $\cot(\theta) = \frac{x}{y}$ for a point (x, y) on the Unit Circle where $y \neq 0$. If $\cot(\theta)$ is negative, then x and y must have different signs (i.e., one positive and one negative.) Hence, our solutions lie in Quadrants II and IV. Our Quadrant II solution is $\theta = \frac{3\pi}{4} + 2\pi k$, and for Quadrant IV, we get $\theta = \frac{7\pi}{4} + 2\pi k$ for integers k. Can these lists be combined? Indeed they can - one such way to capture all the solutions is: $\theta = \frac{3\pi}{4} + \pi k$ for integers k.

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Subsection Footnotes

[3] As we shall see shortly, when solving equations involving secant and cosecant, we usually convert back to cosines and sines. However, when solving for tangent or cotangent, we usually stick with what we're dealt.

The Pythagorean Identities

We have already seen the importance of identities in trigonometry. Our next task is to use use the Reciprocal and Quotient Identities coupled with the Pythagorean Identity found in Theorem 10.2.1 to derive new Pythagorean-like identities for the remaining four circular functions. Assuming $\cos(\theta) \neq 0$, we may start with $\cos^2(\theta) + \sin^2(\theta) = 1$ and divide both sides by $\cos^2(\theta)$ to obtain $1 + \frac{\sin^2(\theta)}{\cos^2(\theta)} = \frac{1}{\cos^2(\theta)}$. Using properties of exponents along with the Reciprocal and Quotient Identities, this reduces to $1 + \tan^2(\theta) = \sec^2(\theta)$. If $\sin(\theta) \neq 0$, we can divide both sides of the identity $\cos^2(\theta) + \sin^2(\theta) = 1$ by $\sin^2(\theta)$, apply the Reciprocal and Quotient Identities once again, and obtain $\cot^2(\theta) + 1 = \csc^2(\theta)$. These three Pythagorean Identities are worth memorizing and they, along with some of their other common forms, are summarized in the following theorem.

Theorem 10.3.3: Pythagorean Identities

1. $\cos^2(\theta) + \sin^2(\theta) = 1$.

   Common Alternate Forms:

   - $1 - \sin^2(\theta) = \cos^2(\theta)$
   - $1 - \cos^2(\theta) = \sin^2(\theta)$
2. $1 + \tan^2(\theta) = \sec^2(\theta)$, provided $\cos(\theta) \neq 0$.

   Common Alternate Forms:

   - $\sec^2(\theta) - \tan^2(\theta) = 1$
   - $\sec^2(\theta) - 1 = \tan^2(\theta)$
3. $1 + \cot^2(\theta) = \csc^2(\theta)$, provided $\sin(\theta) \neq 0$.

   Common Alternate Forms:

   - $\csc^2(\theta) - \cot^2(\theta) = 1$
   - $\csc^2(\theta) - 1 = \cot^2(\theta)$

Verifying Identities

Trigonometric identities play an important role in not just Trigonometry, but in Calculus as well. We'll use them in this book to find the values of the circular functions of an angle and solve equations and inequalities. In Calculus, they are needed to simplify otherwise complicated expressions. In the next example, we make good use of the Reciprocal, Quotient, and Pythagorean Identities.

Example 10.3.3

Verify the following identities. Assume that all quantities are defined.

a. $\frac{1}{\csc(\theta)} = \sin(\theta)$
b. $\tan(\theta) = \sin(\theta)\sec(\theta)$

c. $(\sec(\theta)-\tan(\theta))(\sec(\theta)+\tan(\theta))=1$

d. $\frac{\sec(\theta)}{1-\tan(\theta)}=\frac{1}{\cos(\theta)-\sin(\theta)}$

e. $6\sec(\theta)\tan(\theta)=\frac{3}{1-\sin(\theta)}-\frac{3}{1+\sin(\theta)}$

f. $\frac{\sin(\theta)}{1-\cos(\theta)}=\frac{1+\cos(\theta)}{\sin(\theta)}$

Solution

In verifying identities, we typically start with the more complicated side of the equation and use known identities to *transform* it into the other side of the equation.

a. To verify $\frac{1}{\csc(\theta)}=\sin(\theta)$, we start with the left side.

$$\begin{aligned}\frac{1}{\csc(\theta)} &= \frac{1}{\frac{1}{\sin(\theta)}} && \text{(Reciprocal Identity)}\\ &= \sin(\theta)\end{aligned}$$

b. Starting with the right hand side of $\tan(\theta)=\sin(\theta)\sec(\theta)$, we find:

$$\begin{aligned}\sin(\theta)\sec(\theta) &= \sin(\theta)\frac{1}{\cos(\theta)} && \text{(Reciprocal Identity)}\\ &= \frac{\sin(\theta)}{\cos(\theta)}\\ &= \tan(\theta) && \text{(Quotient Identity)}\end{aligned}$$

c. Expanding the left hand side of the equation gives:

$$\begin{aligned}(\sec(\theta)-\tan(\theta))(\sec(\theta)+\tan(\theta)) &= \sec^2(\theta)-\tan^2(\theta) && \text{(Distribution)}\\ &= 1 && \text{(Pythagorean Identity)}\end{aligned}$$

d. While both sides of this identity contain fractions, the left side affords us more opportunities to use our identities.[4]

$$\begin{aligned}\frac{\sec(\theta)}{1-\tan(\theta)} &= \frac{\frac{1}{\cos(\theta)}}{1-\frac{\sin(\theta)}{\cos(\theta)}} && \text{(Reciprocal and Quotient Identities)}\\ &= \frac{\left(\frac{1}{\cos(\theta)}\right)}{\left(1-\frac{\sin(\theta)}{\cos(\theta)}\right)}\cdot\frac{\cos(\theta)}{\cos(\theta)} && \text{(Simplifying the compound fraction)}\\ &= \frac{1}{(1)(\cos(\theta))-\left(\frac{\sin(\theta)}{\cancel{\cos(\theta)}}\right)(\cancel{\cos(\theta)})} && \text{(Distribution)}\\ &= \frac{1}{\cos(\theta)-\sin(\theta)}\end{aligned}$$

which is exactly what we had set out to show.

e. The right hand side of the equation seems to hold more promise.

$$\begin{aligned}\frac{3}{1-\sin(\theta)}-\frac{3}{1+\sin(\theta)} &= \frac{3(1+\sin(\theta))}{(1-\sin(\theta))(1+\sin(\theta))}-\frac{3(1-\sin(\theta))}{(1+\sin(\theta))(1-\sin(\theta))} && \text{(Common denominators)}\\ &= \frac{3+3\sin(\theta)}{1-\sin^2(\theta)}-\frac{3-3\sin(\theta)}{1-\sin^2(\theta)} && \text{(Pythagorean Identity)}\\ &= \frac{(3+3\sin(\theta))-(3-3\sin(\theta))}{1-\sin^2(\theta)} && \text{(Adding rational expressions with like denominators)}\\ &= \frac{6\sin(\theta)}{1-\sin^2(\theta)} && \text{(Distribution and combine like terms)}\end{aligned}$$

At this point, it is worth pausing to remind ourselves of our goal. We wish to transform this expression into $6\sec(\theta)\tan(\theta)$. In other words, we need to get cosines in our denominator.

$$\begin{aligned}
\frac{3}{1-\sin(\theta)}-\frac{3}{1+\sin(\theta)} &= \frac{6\sin(\theta)}{1-\sin^2(\theta)} \\
&= \frac{6\sin(\theta)}{\cos^2(\theta)} && \text{(Pythagorean Identity)} \\
&= 6\left(\frac{1}{\cos(\theta)}\right)\left(\frac{\sin(\theta)}{\cos(\theta)}\right) \\
&= 6\sec(\theta)\tan(\theta) && \text{(Quotient and Reciprocal Identities)}
\end{aligned}$$

f. It is debatable which side of this identity is more complicated. One thing which stands out is that the denominator on the left hand side is $1-\cos(\theta)$, while the numerator of the right hand side is $1+\cos(\theta)$. This suggests the strategy of starting with the left hand side and multiplying the numerator and denominator by the quantity $1+\cos(\theta)$:

$$\begin{aligned}
\frac{\sin(\theta)}{1-\cos(\theta)} &= \frac{\sin(\theta)}{(1-\cos(\theta))}\cdot\frac{(1+\cos(\theta))}{(1+\cos(\theta))} && \text{(Multiplying numerator and denominator by the Pythagorean Conjugate of the denominator)} \\
&= \frac{\sin(\theta)(1+\cos(\theta))}{1-\cos^2(\theta)} && \text{(Distribution)} \\
&= \frac{\sin(\theta)(1+\cos(\theta))}{\sin^2(\theta)} && \text{(Pythagorean Identity)} \\
&= \frac{\cancel{\sin(\theta)}(1+\cos(\theta))}{\cancel{\sin(\theta)}\sin(\theta)} && \text{(Cancel like factors)} \\
&= \frac{1+\cos(\theta)}{\sin(\theta)}
\end{aligned}$$

In Example 10.3.3 parf f above, we see that multiplying $1-\cos(\theta)$ by $1+\cos(\theta)$ produces a difference of squares that can be simplified to one term using the Pythagorean Identity. This is exactly the same kind of phenomenon that occurs when we multiply expressions such as $1-\sqrt{2}$ by $1+\sqrt{2}$ or $3-4i$ by $3+4i$. (Can you recall instances from Algebra where we did such things?) For this reason, the quantities $(1-\cos(\theta))$ and $(1+\cos(\theta))$ are called "**Pythagorean Conjugates**." Below is a list of other common Pythagorean Conjugates.

Theorem 10.3.4: Pythagorean Conjugates

- $1-\cos(\theta)$ and $1+\cos(\theta)$: $(1-\cos(\theta))(1+\cos(\theta))=1-\cos^2(\theta)=\sin^2(\theta)$
- $1-\sin(\theta)$ and $1+\sin(\theta)$: $(1-\sin(\theta))(1+\sin(\theta))=1-\sin^2(\theta)=\cos^2(\theta)$
- $\sec(\theta)-1$ and $\sec(\theta)+1$: $(\sec(\theta)-1)(\sec(\theta)+1)=\sec^2(\theta)-1=\tan^2(\theta)$
- $\sec(\theta)-\tan(\theta)$ and $\sec(\theta)+\tan(\theta)$: $(\sec(\theta)-\tan(\theta))(\sec(\theta)+\tan(\theta))=\sec^2(\theta)-\tan^2(\theta)=1$
- $\csc(\theta)-1$ and $\csc(\theta)+1$: $(\csc(\theta)-1)(\csc(\theta)+1)=\csc^2(\theta)-1=\cot^2(\theta)$
- $\csc(\theta)-\cot(\theta)$ and $\csc(\theta)+\cot(\theta)$: $(\csc(\theta)-\cot(\theta))(\csc(\theta)+\cot(\theta))=\csc^2(\theta)-\cot^2(\theta)=1$

To Distribute or Not to Distribute... That is the Question!

Throughout the rest of your mathematical career, you will often find yourself in the position of needing to multiply the numerator and denominator by the conjugate (whether it be the complex conjugate, radical conjugate, or Pythagorean conjugate) of the denominator or numerator of the expression (just as we did in Example 10.3.3 part f). When doing so, it is *critical* to only multiply out (distribute) the *conjugate* expressions. Distributing the non-conjugate pieces only creates more work.

For example, look at Example 10.3.3 part f. There was a moment (at the very beginning) when we multiplied numerator and denominator by $(1+\cos(\theta))$. The reason we chose to perform this multiplication was the denominator of the expression $\frac{\sin(\theta)}{1-\cos(\theta)}$. Hence, we only performed the actual distribution on the denominator and we left the numerator as $\sin(\theta)(1+\cos(\theta))$. Had we distributed through in the numerator as well, we would have ended up with

$$\frac{\sin(\theta)+\cos(\theta)\sin(\theta)}{\sin^2(\theta)},$$

and, while we could factor a sine out of the numerator and cancel it with the denominator, it would have been an extra step *and*, more importantly, that extra move often throws people off.

Verifying trigonometric identities requires a healthy mix of tenacity and inspiration. You will need to spend many hours struggling with them just to become proficient in the basics. Like many things in life, there is no short-cut here – there is no complete algorithm for verifying identities. Nevertheless, a summary of some strategies which may be helpful (depending on the situation) is provided below and ample practice is provided for you in the Exercises.

Strategies for Verifying Identities

- Try working on the more complicated side of the identity.
- Use the Reciprocal and Quotient Identities to write functions on one side of the identity in terms of the functions on the other side of the identity. Simplify the resulting compound fractions.
- Add rational expressions with unlike denominators by obtaining common denominators.

- Use the Pythagorean Identities to "exchange" sines and cosines, secants and tangents, cosecants and cotangents, and simplify sums or differences of squares to one term.
- Multiply numerator **and** denominator by Pythagorean Conjugates in order to take advantage of the Pythagorean Identities.
- If you find yourself stuck working with one side of the identity, try starting with the other side of the identity and see if you can find a way to bridge the two parts of your work.

Subsection Footnotes

[4] Or, to put to another way, earn more partial credit if this were an exam question!

Beyond the Unit Circle

In Section 10.2, we generalized the cosine and sine functions from coordinates on the Unit Circle to coordinates on circles of radius r. Using Theorem 10.2.4 in conjunction with the Pythagorean Identity, we generalize the remaining circular functions in kind.

Theorem 10.3.5

Suppose $Q(x, y)$ is the point on the terminal side of an angle θ (plotted in standard position) which lies on the circle of radius r, $x^2 + y^2 = r^2$. Then:

- $\sec(\theta) = \frac{r}{x} = \frac{\sqrt{x^2+y^2}}{x}$, provided $x \neq 0$.
- $\csc(\theta) = \frac{r}{y} = \frac{\sqrt{x^2+y^2}}{y}$, provided $y \neq 0$.
- $\tan(\theta) = \frac{y}{x}$, provided $x \neq 0$.
- $\cot(\theta) = \frac{x}{y}$, provided $y \neq 0$.

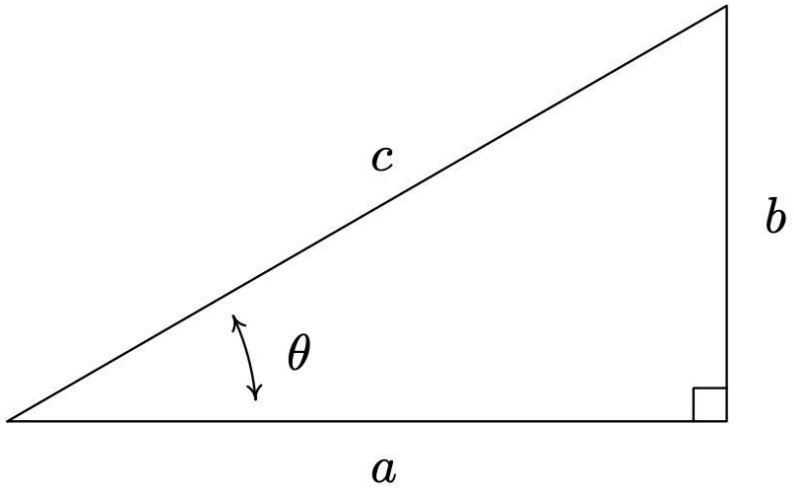
Example 10.3.4

a. Suppose the terminal side of θ, when plotted in standard position, contains the point $Q(3, -4)$. Find the values of the six circular functions of θ.
b. Suppose θ is a Quadrant IV angle with $\cot(\theta) = -4$. Find the values of the five remaining circular functions of θ.

Solution

1. Since $x = 3$ and $y = -4$, $r = \sqrt{x^2 + y^2} = \sqrt{(3)^2 + (-4)^2} = \sqrt{25} = 5$. Theorem 10.3.5 tells us $\cos(\theta) = \frac{3}{5}$, $\sin(\theta) = -\frac{4}{5}$, $\sec(\theta) = \frac{5}{3}$, $\csc(\theta) = -\frac{5}{4}$, $\tan(\theta) = -\frac{4}{3}$ and $\cot(\theta) = -\frac{3}{4}$.
2. In order to use Theorem 10.3.5, we need to find a point $Q(x, y)$ which lies on the terminal side of θ, when θ is plotted in standard position. We have that $\cot(\theta) = -4 = \frac{x}{y}$, and since θ is a Quadrant IV angle, we also know $x > 0$ and $y < 0$. Viewing $-4 = \frac{4}{-1}$, we may choose[5] $x = 4$ and $y = -1$ so that $r = \sqrt{x^2 + y^2} = \sqrt{(4)^2 + (-1)^2} = \sqrt{17}$. Applying Theorem 10.3.5 once more, we find $\cos(\theta) = \frac{4}{\sqrt{17}} = \frac{4\sqrt{17}}{17}$, $\sin(\theta) = -\frac{1}{\sqrt{17}} = -\frac{\sqrt{17}}{17}$, $\sec(\theta) = \frac{\sqrt{17}}{4}$, $\csc(\theta) = -\sqrt{17}$ and $\tan(\theta) = -\frac{1}{4}$.

We may also specialize Theorem 10.3.5 to the case of acute angles θ which reside in a right triangle, as visualized below.

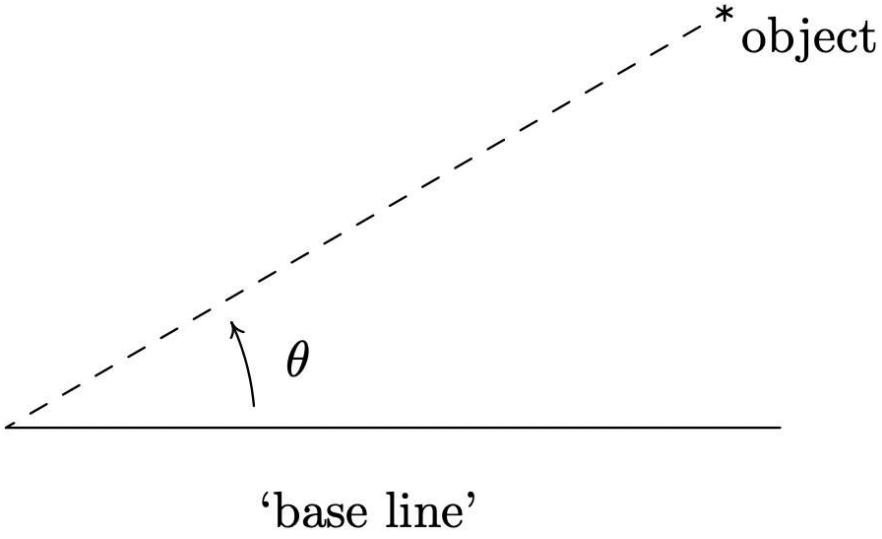


Theorem 10.3.6

Suppose θ is an acute angle residing in a right triangle. If the length of the side adjacent to θ is a, the length of the side opposite θ is b, and the length of the hypotenuse is c, then

$$\tan(\theta) = \frac{b}{a} \qquad \sec(\theta) = \frac{c}{a} \qquad \csc(\theta) = \frac{c}{b} \qquad \cot(\theta) = \frac{a}{b}$$

The following example uses Theorem $10.3.6$ as well as the concept of an "angle of inclination." The **angle of inclination** (or **angle of elevation**) of an object refers to the angle whose initial side is some kind of base-line (say, the ground), and whose terminal side is the line-of-sight to an object above the base-line. This is represented schematically below.



The angle of inclination from the base line to the object is θ

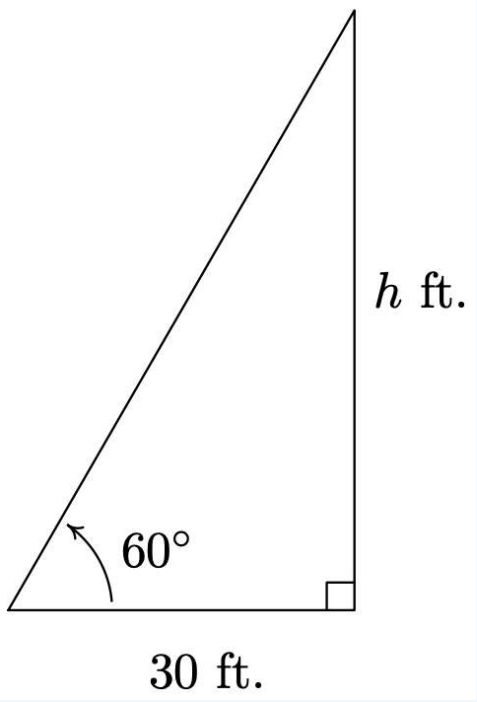
Example 10.3.5

a. The angle of inclination from a point on the ground 30 feet away to the top of Lakeland's Armington Clocktower[6] is 60°. Find the height of the Clocktower to the nearest foot.

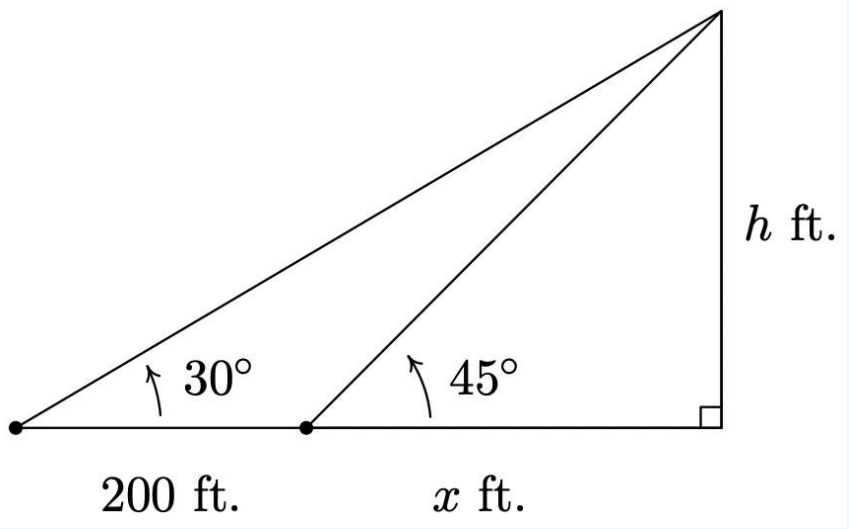
b. In order to determine the height of a California Redwood tree, two sightings from the ground, one 200 feet directly behind the other, are made. If the angles of inclination were 45° and 30°, respectively, how tall is the tree to the nearest foot?

Solution

a. We can represent the problem situation using a right triangle as shown below. If we let h denote the height of the tower, then Theorem $10.3.6$ gives $\tan(60^\circ) = \frac{h}{30}$. From this we get $h = 30\tan(60^\circ) = 30\sqrt{3} \approx 51.96$. Hence, the Clocktower is approximately 52 feet tall.



b. Sketching the problem situation below, we find ourselves with two unknowns: the height h of the tree and the distance x from the base of the tree to the first observation point.



Finding the height of a California Redwood

Using Theorem 10.3.6, we get a pair of equations: $\tan(45^\circ) = \frac{h}{x}$ and $\tan(30^\circ) = \frac{h}{x+200}$. Since $\tan(45^\circ) = 1$, the first equation gives $\frac{h}{x} = 1$, or $x = h$. Substituting this into the second equation gives $\frac{h}{h+200} = \tan(30^\circ) = \frac{\sqrt{3}}{3}$. Clearing fractions, we get $3h = (h+200)\sqrt{3}$. The result is a linear equation for h, so we proceed to expand the right hand side and gather all the terms involving h to one side.

$$\begin{aligned} 3h &= (h+200)\sqrt{3} \\ 3h &= h\sqrt{3} + 200\sqrt{3} \\ 3h - h\sqrt{3} &= 200\sqrt{3} \\ (3-\sqrt{3})h &= 200\sqrt{3} \\ h &= \frac{200\sqrt{3}}{3-\sqrt{3}} \approx 273.20 \end{aligned}$$

Hence, the tree is approximately 273 feet tall.

Subsection Footnotes

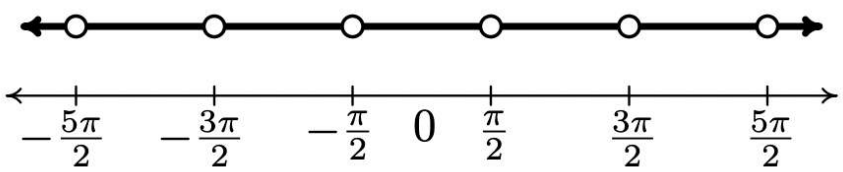
[5] We may choose any values x and y so long as $x > 0, y < 0$ and $\frac{x}{y} = -4$. For example, we could choose $x = 8$ and $y = -2$. The fact that all such points lie on the terminal side of θ is a consequence of the fact that the terminal side of θ is the portion of the line with slope $-\frac{1}{4}$ which extends from the origin into Quadrant IV.

[6] Named in honor of Raymond Q. Armington, Lakeland's Clocktower has been a part of campus since 1972.

Domains and Ranges of the Remaining Trigonometric Functions

As we did in Section 10.2, we may consider all six circular functions as functions of real numbers. At this stage, there are three equivalent ways to define the functions $\sec(t)$, $\csc(t)$, $\tan(t)$ and $\cot(t)$ for real numbers t. First, we could go through the formality of the "wrapping function" from Section 10.2 and define these functions as the appropriate ratios of x and y coordinates of points on the Unit Circle; second, we could define them by associating the real number t with the angle $\theta = t$ radians so that the value of the trigonometric function of t coincides with that of θ; lastly, we could simply define them using the Reciprocal and Quotient Identities as combinations of the functions $f(t) = \cos(t)$ and $g(t) = \sin(t)$. Presently, we adopt the last approach.

We now set about determining the domains and ranges of the remaining four circular functions. Consider the function $F(t) = \sec(t)$ defined as $F(t) = \sec(t) = \frac{1}{\cos(t)}$. We know F is undefined whenever $\cos(t) = 0$. From Example 10.2.5 number 3, we know $\cos(t) = 0$ whenever $t = \frac{\pi}{2} + \pi k$ for integers k. Hence, our domain for $F(t) = \sec(t)$, in set builder notation is $\left\{t : t \neq \frac{\pi}{2} + \pi k, \text{ for integers } k\right\}$. To get a better understanding what set of real numbers we're dealing with, it pays to write out and graph this set. Running through a few values of k, we find the domain to be $\{t : t \neq \pm\frac{\pi}{2}, \pm\frac{3\pi}{2}, \pm\frac{5\pi}{2}, \ldots\}$. Graphing this set on the number line we get



Using interval notation to describe this set, we get

$$\ldots \cup \left(-\frac{5\pi}{2}, -\frac{3\pi}{2}\right) \cup \left(-\frac{3\pi}{2}, -\frac{\pi}{2}\right) \cup \left(-\frac{\pi}{2}, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \frac{3\pi}{2}\right) \cup \left(\frac{3\pi}{2}, \frac{5\pi}{2}\right) \cup \ldots$$

This is cumbersome, to say the least! In order to write this in a more compact way, we note that from the set-builder description of the domain, the kth point excluded from the domain, which we'll call x_k, can be found by the formula $x_k = \frac{\pi}{2} + \pi k$. (We are using sequence notation from Chapter 7.) Getting a common denominator and factoring out the π in the numerator, we get $x_k = \frac{(2k+1)\pi}{2}$. The domain consists of the intervals determined by successive points x_k: $(x_k, x_{k+1}) = \left(\frac{(2k+1)\pi}{2}, \frac{(2k+3)\pi}{2}\right)$. In order to capture all of the intervals in the domain, k must run through all of the integers, that is, $k = 0, \pm 1, \pm 2, \ldots$. The way we denote taking the union of infinitely many intervals like this is to use what we call in this text **extended interval notation**. The domain of $F(t) = \sec(t)$ can now be written as

$$\bigcup_{k=-\infty}^{\infty} \left(\frac{(2k+1)\pi}{2}, \frac{(2k+3)\pi}{2}\right)$$

The reader should compare this notation with summation notation introduced in Section 7.2, in particular the notation used to describe geometric series in Theorem 7.2.4. In the same way the index k in the series

$$\sum_{k=1}^{\infty} ar^{k-1}$$

can never equal the upper limit ∞, but rather, ranges through all of the natural numbers, the index k in the union

$$\bigcup_{k=-\infty}^{\infty} \left(\frac{(2k+1)\pi}{2}, \frac{(2k+3)\pi}{2}\right)$$

can never actually be ∞ or $-\infty$, but rather, this conveys the idea that k ranges through all of the integers.

Now that we have painstakingly determined the domain of $F(t) = \sec(t)$, it is time to discuss the range. Once again, we appeal to the definition $F(t) = \sec(t) = \frac{1}{\cos(t)}$. The range of $f(t) = \cos(t)$ is $[-1, 1]$, and since $F(t) = \sec(t)$ is undefined when $\cos(t) = 0$, we split our discussion into two cases: when $0 < \cos(t) \leq 1$ and when $-1 \leq \cos(t) < 0$. If $0 < \cos(t) \leq 1$, then we can divide the inequality $\cos(t) \leq 1$ by $\cos(t)$ to obtain $\sec(t) = \frac{1}{\cos(t)} \geq 1$. Moreover, using the notation introduced in Section 4.2, we have that as $\cos(t) \to 0^+$, $\sec(t) = \frac{1}{\cos(t)} \approx \frac{1}{\text{very small } (+)} \approx \text{very big } (+)$. In other words, as $\cos(t) \to 0^+$, $\sec(t) \to \infty$. If, on the other hand, if $-1 \leq \cos(t) < 0$, then dividing by $\cos(t)$ causes a reversal of the inequality so that $\sec(t) = \frac{1}{\sec(t)} \leq -1$. In this case, as $\cos(t) \to 0^-$, $\sec(t) = \frac{1}{\cos(t)} \approx \frac{1}{\text{very small } (-)} \approx \text{very big } (-)$, so that as $\cos(t) \to 0^-$, we get $\sec(t) \to -\infty$. Since $f(t) = \cos(t)$ admits all of the values in $[-1, 1]$, the function $F(t) = \sec(t)$ admits all of the values in $(-\infty, -1] \cup [1, \infty)$. Using set-builder notation, the range of $F(t) = \sec(t)$ can be written as $\{u : u \leq -1 \text{ or } u \geq 1\}$, or, more succinctly,[7] as $\{u : |u| \geq 1\}$.[8] Similar arguments can be used to determine the domains and ranges of the remaining three circular functions: $\csc(t)$, $\tan(t)$ and $\cot(t)$. The reader is encouraged to do so. (See the Exercises.) For now, we gather these facts into the theorem below.

Theorem 10.3.7: Domains and Ranges of the Circular Functions

- The function $f(t) = cos(t)$
  - has domain \(\left(-\infty,\infty \right) \right)
  - has range $[-1, 1]$
- The function $g(t) = sin(t)$
  - has domain \(\left(-\infty,\infty \right) \right)
  - has range $[-1, 1]$
- The function $F(t) = \sec(t) = \frac{1}{\cos(t)}$
  - has domain $\left\{t : t \neq \frac{\pi}{2} + \pi k, \text{ for integers } k\right\} = \bigcup_{k=-\infty}^{\infty} \left(\frac{(2k+1)\pi}{2}, \frac{(2k+3)\pi}{2}\right)$
  - has range $\{u : |u| \geq 1\} = (-\infty, -1] \cup [1, \infty)$
- The function $G(t) = \csc(t) = \frac{1}{\sin(t)}$
  - has domain $\{t : t \neq \pi k, \text{ for integers } k\} = \bigcup_{k=-\infty}^{\infty} (k\pi, (k+1)\pi)$
  - has range $\{u : |u| \geq 1\} = (-\infty, -1] \cup [1, \infty)$
- The function $J(t) = \tan(t) = \frac{\sin(t)}{\cos(t)}$
  - has domain $\left\{t : t \neq \frac{\pi}{2} + \pi k, \text{ for integers } k\right\} = \bigcup_{k=-\infty}^{\infty} \left(\frac{(2k+1)\pi}{2}, \frac{(2k+3)\pi}{2}\right)$
  - has range $(-\infty, \infty)$
- The function $K(t) = \cot(t) = \frac{\cos(t)}{\sin(t)}$
  - has domain $\{t : t \neq \pi k, \text{ for integers } k\} = \bigcup_{k=-\infty}^{\infty} (k\pi, (k+1)\pi)$
  - has range $(-\infty, \infty)$

We close this section with a few notes about solving equations which involve the circular functions. First, the discussion in Beyond the Unit Circle from Section 10.2 concerning solving equations applies to all six circular functions, not just $f(t) = \cos(t)$ and $g(t) = \sin(t)$. In particular, to solve the equation $\cot(t) = -1$ for real numbers t, we can use the same thought process we used in Example $10.3.2$ part c to solve $\cot(\theta) = -1$ for angles θ in radian measure – we just need to remember to write our answers using the variable t as opposed to θ.

Next, it is critical that you know the domains and ranges of the six circular functions so that you know which equations have no solutions. For example, $\sec(t) = \frac{1}{2}$ has no solution because $\frac{1}{2}$ is not in the range of secant. Finally, you will need to review the notions of reference angles and coterminal angles so that you can see why $\csc(t) = -42$ has an infinite set of solutions in Quadrant III and another infinite set of solutions in Quadrant IV.

Subsection Footnotes

[7] Using Theorem 2.4.2 from Section 2.4.

[8] Notice we have used the variable "u" as the "dummy variable" to describe the range elements. While there is no mathematical reason to do this (we are describing a set of real numbers, and, as such, could use t again) we choose u to help solidify the idea that these real numbers are the outputs from the inputs, which we have been calling t.

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10.3E: Exercises

Exercises

In Exercises 1 - 20, find the exact value or state that it is undefined.

1. $\tan\left(\frac{\pi}{4}\right)$
2. $\sec\left(\frac{\pi}{6}\right)$
3. $\csc\left(\frac{5\pi}{6}\right)$
4. $\cot\left(\frac{4\pi}{3}\right)$
5. $\tan\left(-\frac{11\pi}{6}\right)$
6. $\sec\left(-\frac{3\pi}{2}\right)$
7. $\csc\left(-\frac{\pi}{3}\right)$
8. $\cot\left(\frac{13\pi}{2}\right)$
9. $\tan(117\pi)$
10. $\sec\left(-\frac{5\pi}{3}\right)$
11. $\csc(3\pi)$
12. $\cot(-5\pi)$
13. $\tan\left(\frac{31\pi}{2}\right)$
14. $\sec\left(\frac{\pi}{4}\right)$
15. $\csc\left(-\frac{7\pi}{4}\right)$
16. $\cot\left(\frac{7\pi}{6}\right)$
17. $\tan\left(\frac{2\pi}{3}\right)$
18. $\sec(-7\pi)$
19. $\csc\left(\frac{\pi}{2}\right)$
20. $\cot\left(\frac{3\pi}{4}\right)$

In Exercises 21 - 34, use the given the information to find the exact values of the remaining circular functions of θ.

21. $\sin(\theta)=\frac{3}{5}$ with θ in Quadrant II
22. $\tan(\theta)=\frac{12}{5}$ with θ in Quadrant III
23. $\csc(\theta)=\frac{25}{24}$ with θ in Quadrant I
24. $\sec(\theta)=7$ with θ in Quadrant IV
25. $\csc(\theta)=-\frac{10\sqrt{91}}{91}$ with θ in Quadrant III
26. $\cot(\theta)=-23$ with θ in Quadrant II
27. $\tan(\theta)=-2$ with θ in Quadrant IV.
28. $\sec(\theta)=-4$ with θ in Quadrant II.
29. $\cot(\theta)=\sqrt{5}$ with θ in Quadrant III.

30. $\cos(\theta) = \frac{1}{3}$ with θ in Quadrant I.
31. $\cot(\theta) = 2$ with $0 < \theta < \frac{\pi}{2}$.
32. $\csc(\theta) = 5$ with $\frac{\pi}{2} < \theta < \pi$.
33. $\tan(\theta) = \sqrt{10}$ with $\pi < \theta < \frac{3\pi}{2}$.
34. $\sec(\theta) = 2\sqrt{5}$ with $\frac{3\pi}{2} < \theta < 2\pi$.

In Exercises 35 - 42, use your calculator to approximate the given value to three decimal places. Make sure your calculator is in the proper angle measurement mode!

35. $\csc(78.95^\circ)$
36. $\tan(-2.01)$
37. $\cot(392.994)$
38. $\sec(207^\circ)$
39. $\csc(5.902)$
40. $\tan(39.672^\circ)$
41. $\cot(3^\circ)$
42. $\sec(0.45)$

In Exercises 43 - 57, find all of the angles which satisfy the equation.

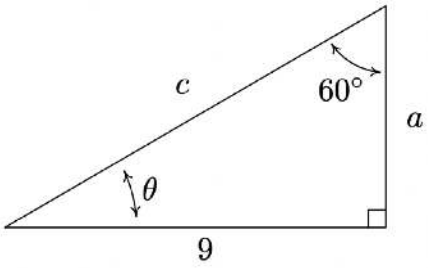
43. $\tan(\theta) = \sqrt{3}$
44. $\sec(\theta) = 2$
45. $\csc(\theta) = -1$
46. $\cot(\theta) = \frac{\sqrt{3}}{3}$
47. $\tan(\theta) = 0$
48. $\sec(\theta) = 1$
49. $\csc(\theta) = 2$
50. $\cot(\theta) = 0$
51. $\tan(\theta) = -1$
52. $\sec(\theta) = 0$
53. $\csc(\theta) = -\frac{1}{2}$
54. $\sec(\theta) = -1$
55. $\tan(\theta) = -\sqrt{3}$
56. $\csc(\theta) = -2$
57. $\cot(\theta) = -1$

In Exercises 58 - 65, solve the equation for t. Give exact values.

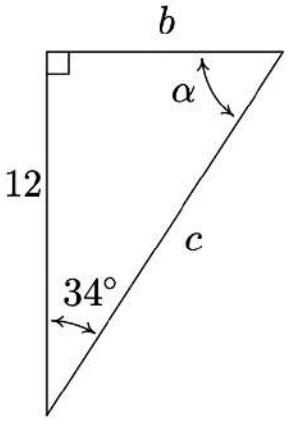
58. $\cot(t) = 1$
59. $\tan(t) = \frac{\sqrt{3}}{3}$
60. $\sec(t) = -\frac{2\sqrt{3}}{3}$
61. $\csc(t) = 0$
62. $\cot(t) = -\sqrt{3}$
63. $\tan(t) = -\frac{\sqrt{3}}{3}$
64. $\sec(t) = \frac{2\sqrt{3}}{3}$
65. $\csc(t) = \frac{2\sqrt{3}}{3}$

In Exercises 66 - 69, use Theorem 10.3.6 to find the requested quantities.

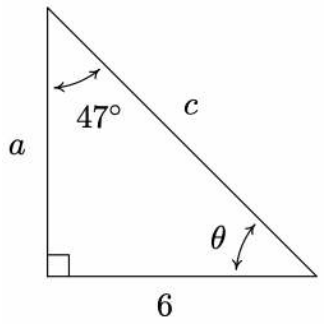
66. Find θ, a, and c.



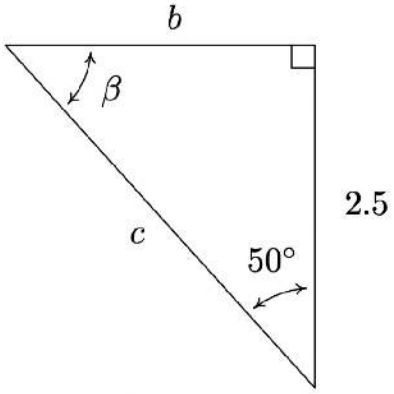
67. Find α, b, and c.



68. Find θ, a, and c.



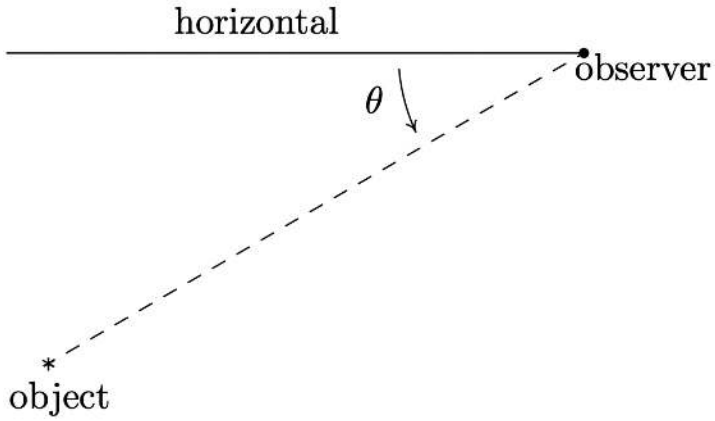
69. Find β, b, and c.



In Exercises 70 - 75, use Theorem 10.3.6 to answer the question. Assume that θ is an angle in a right triangle.

70. If $\theta = 30^\circ$ and the side opposite θ has length 4, how long is the side adjacent to θ?

71. If $\theta = 15^\circ$ and the hypotenuse has length 10, how long is the side opposite θ?
72. If $\theta = 87^\circ$ and the side adjacent to θ has length 2, how long is the side opposite θ?
73. If $\theta = 38.2^\circ$ and the side opposite θ has lengh 14, how long is the hypoteneuse?
74. If $\theta = 2.05^\circ$ and the hypotenuse has length 3.98, how long is the side adjacent to θ?
75. If $\theta = 42^\circ$ and the side adjacent to θ has length 31, how long is the side opposite θ?
76. A tree standing vertically on level ground casts a 120 foot long shadow. The angle of elevation from the end of the shadow to the top of the tree is 21.4°. Find the height of the tree to the nearest foot. With the help of your classmates, research the term *umbra versa* and see what it has to do with the shadow in this problem.
77. The broadcast tower for radio station WSAZ (Home of "Algebra in the Morning with Carl and Jeff") has two enormous flashing red lights on it: one at the very top and one a few feet below the top. From a point 5000 feet away from the base of the tower on level ground the angle of elevation to the top light is 7.970° and to the second light is 7.125°. Find the distance between the lights to the nearest foot.
78. On page 753 we defined the angle of inclination (also known as the angle of elevation) and in this exercise we introduce a related angle - the angle of depression (also known as the angle of declination). The angle of depression of an object refers to the angle whose initial side is a horizontal line above the object and whose terminal side is the line-of-sight to the object below the horizontal. This is represented schematically below.



The angle of depression from the horizontal to the object is θ

   a. Show that if the horizontal is above and parallel to level ground then the angle of depression (from observer to object) and the angle of inclination (from object to observer) will be congruent because they are alternate interior angles.
   b. From a firetower 200 feet above level ground in the Sasquatch National Forest, a ranger spots a fire off in the distance. The angle of depression to the fire is 2.5^o . How far away from the base of the tower is the fire?
   c. The ranger in part 78b sees a Sasquatch running directly from the fire towards the firetower. The ranger takes two sightings. At the first sighting, the angle of depression from the tower to the Sasquatch is 6° . The second sighting, taken just 10 seconds later, gives the the angle of depression as 6.5^o. How far did the Saquatch travel in those 10 seconds? Round your answer to the nearest foot. How fast is it running in miles per hour? Round your answer to the nearest mile per hour. If the Sasquatch keeps up this pace, how long will it take for the Sasquatch to reach the firetower from his location at the second sighting? Round your answer to the nearest minute.

79. When I stand 30 feet away from a tree at home, the angle of elevation to the top of the tree is 50° and the angle of depression to the base of the tree is 10°. What is the height of the tree? Round your answer to the nearest foot.
80. From the observation deck of the lighthouse at Sasquatch Point 50 feet above the surface of Lake Ippizuti, a lifeguard spots a boat out on the lake sailing directly toward the lighthouse. The first sighting had an angle of depression of 8.2° and the second sighting had an angle of depression of 25.9°. How far had the boat traveled between the sightings?
81. A guy wire 1000 feet long is attached to the top of a tower. When pulled taut it makes a 43° angle with the ground. How tall is the tower? How far away from the base of the tower does the wire hit the ground?

In Exercises 82 - 128, verify the identity. Assume that all quantities are defined.

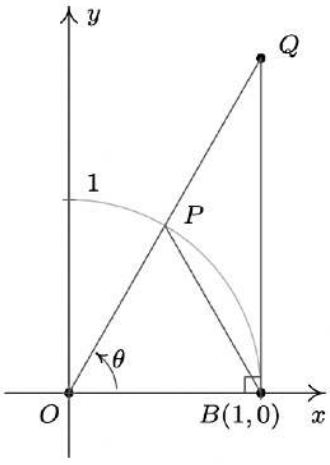
82. $\cos(\theta)\sec(\theta) = 1$
83. $\tan(\theta)\cos(\theta) = \sin(\theta)$
84. $\sin(\theta)\csc(\theta) = 1$
85. $\tan(\theta)\cot(\theta) = 1$

86. $\csc(\theta)\cos(\theta) = \cot(\theta)$
87. $\dfrac{\sin(\theta)}{\cos^2(\theta)} = \sec(\theta)\tan(\theta)$
88. $\dfrac{\cos(\theta)}{\sin^2(\theta)} = \csc(\theta)\cot(\theta)$
89. $\dfrac{1+\sin(\theta)}{\cos(\theta)} = \sec(\theta)+\tan(\theta)$
90. $\dfrac{1-\cos(\theta)}{\sin(\theta)} = \csc(\theta)-\cot(\theta)$
91. $\dfrac{\cos(\theta)}{1-\sin^2(\theta)} = \sec(\theta)$
92. $\dfrac{\sin(\theta)}{1-\cos^2(\theta)} = \csc(\theta)$
93. $\dfrac{\sec(\theta)}{1+\tan^2(\theta)} = \cos(\theta)$
94. $\dfrac{\csc(\theta)}{1+\cot^2(\theta)} = \sin(\theta)$
95. $\dfrac{\tan(\theta)}{\sec^2(\theta)-1} = \cot(\theta)$
96. $\dfrac{\cot(\theta)}{\csc^2(\theta)-1} = \tan(\theta)$
97. $4\cos^2(\theta)+4\sin^2(\theta) = 4$
98. $9-\cos^2(\theta)-\sin^2(\theta) = 8$
99. $\tan^3(\theta) = \tan(\theta)\sec^2(\theta)-\tan(\theta)$
100. $\sin^5(\theta) = \left(1-\cos^2(\theta)\right)^2\sin(\theta)$
101. $\sec^{10}(\theta) = \left(1+\tan^2(\theta)\right)^4\sec^2(\theta)$
102. $\cos^2(\theta)\tan^3(\theta) = \tan(\theta)-\sin(\theta)\cos(\theta)$
103. $\sec^4(\theta)-\sec^2(\theta) = \tan^2(\theta)+\tan^4(\theta)$
104. $\dfrac{\cos(\theta)+1}{\cos(\theta)-1} = \dfrac{1+\sec(\theta)}{1-\sec(\theta)}$
105. $\dfrac{\sin(\theta)+1}{\sin(\theta)-1} = \dfrac{1+\csc(\theta)}{1-\csc(\theta)}$
106. $\dfrac{1-\cot(\theta)}{1+\cot(\theta)} = \dfrac{\tan(\theta)-1}{\tan(\theta)+1}$
107. $\dfrac{1-\tan(\theta)}{1+\tan(\theta)} = \dfrac{\cos(\theta)-\sin(\theta)}{\cos(\theta)+\sin(\theta)}$
108. $\tan(\theta)+\cot(\theta) = \sec(\theta)\csc(\theta)$
109. $\csc(\theta)-\sin(\theta) = \cot(\theta)\cos(\theta)$
110. $\cos(\theta)-\sec(\theta) = -\tan(\theta)\sin(\theta)$
111. $\cos(\theta)(\tan(\theta)+\cot(\theta)) = \csc(\theta)$
112. $\sin(\theta)(\tan(\theta)+\cot(\theta)) = \sec(\theta)$
113. $\dfrac{1}{1-\cos(\theta)}+\dfrac{1}{1+\cos(\theta)} = 2\csc^2(\theta)$
114. $\dfrac{1}{\sec(\theta)+1}+\dfrac{1}{\sec(\theta)-1} = 2\csc(\theta)\cot(\theta)$
115. $\dfrac{1}{\csc(\theta)+1}+\dfrac{1}{\csc(\theta)-1} = 2\sec(\theta)\tan(\theta)$
116. $\dfrac{1}{\csc(\theta)-\cot(\theta)}-\dfrac{1}{\csc(\theta)+\cot(\theta)} = 2\cot(\theta)$
117. $\dfrac{\cos(\theta)}{1-\tan(\theta)}+\dfrac{\sin(\theta)}{1-\cot(\theta)} = \sin(\theta)+\cos(\theta)$

118. $\dfrac{1}{\sec(\theta)+\tan(\theta)} = \sec(\theta)-\tan(\theta)$
119. $\dfrac{1}{\sec(\theta)-\tan(\theta)} = \sec(\theta)+\tan(\theta)$
120. $\dfrac{1}{\csc(\theta)-\cot(\theta)} = \csc(\theta)+\cot(\theta)$
121. $\dfrac{1}{\csc(\theta)+\cot(\theta)} = \csc(\theta)-\cot(\theta)$
122. $\dfrac{1}{1-\sin(\theta)} = \sec^2(\theta)+\sec(\theta)\tan(\theta)$
123. $\dfrac{1}{1+\sin(\theta)} = \sec^2(\theta)-\sec(\theta)\tan(\theta)$
124. $\dfrac{1}{1-\cos(\theta)} = \csc^2(\theta)+\csc(\theta)\cot(\theta)$
125. $\dfrac{1}{1+\cos(\theta)} = \csc^2(\theta)-\csc(\theta)\cot(\theta)$
126. $\dfrac{\cos(\theta)}{1+\sin(\theta)} = \dfrac{1-\sin(\theta)}{\cos(\theta)}$
127. $\csc(\theta)-\cot(\theta) = \dfrac{\sin(\theta)}{1+\cos(\theta)}$
128. $\dfrac{1-\sin(\theta)}{1+\sin(\theta)} = (\sec(\theta)-\tan(\theta))^2$

In Exercises 129 - 132, verify the identity. You may need to consult Sections 2.2 and 6.2 for a review of the properties of absolute value and logarithms before proceeding.

129. $\ln|\sec(\theta)| = -\ln|\cos(\theta)|$
130. $-\ln|\csc(\theta)| = \ln|\sin(\theta)|$
131. $-\ln|\sec(\theta)-\tan(\theta)| = \ln|\sec(\theta)+\tan(\theta)|$
132. $-\ln|\csc(\theta)+\cot(\theta)| = \ln|\csc(\theta)-\cot(\theta)|$
133. Verify the domains and ranges of the tangent, cosecant and cotangent functions as presented in Theorem 10.3.7.
134. Let α and β be the two acute angles of a right triangle. (Thus α and β are complementary angles.) Show that $\sec(\alpha) = \csc(\beta)$ and $\tan(\alpha) = \cot(\beta)$. The fact that co-functions of complementary angles are equal in this case is not an accident and a more general result will be given in Section 10.4.
135. We wish to establish the inequality $\cos(\theta) < \dfrac{\sin(\theta)}{\theta} < 1$ for $0 < \theta < \dfrac{\pi}{2}$. Use the diagram from the beginning of the section, partially reproduced below, to answer the following.



a. Show that triangle OPB has area $\dfrac{1}{2}\sin(\theta)$.

b. Show that the circular sector OPB with central angle θ has area $\frac{1}{2}\theta$.

c. Show that triangle OQB has area $\frac{1}{2}\tan(\theta)$.

d. Comparing areas, show that $\sin(\theta) < \theta < \tan(\theta)$ for $0 < \theta < \frac{\pi}{2}$.

e. Use the inequality $\sin(\theta) < \theta$ to show that $\frac{\sin(\theta)}{\theta} < 1$ for $0 < \theta < \frac{\pi}{2}$.

f. Use the inequality $\theta < \tan(\theta)$ to show that $\cos(\theta) < \frac{\sin(\theta)}{\theta}$ for $0 < \theta < \frac{\pi}{2}$. Combine this with the previous part to complete the proof.

136. Show that $\cos(\theta) < \frac{\sin(\theta)}{\theta} < 1$ also holds for $-\frac{\pi}{2} < \theta < 0$.

137. Explain why the fact that $\tan(\theta) = 3 = \frac{3}{1}$ does not mean $\sin(\theta) = 3$ and $\cos(\theta) = 1$?

Answers

1. $\tan\left(\frac{\pi}{4}\right) = 1$
2. $\sec\left(\frac{\pi}{6}\right) = \frac{2\sqrt{3}}{3}$
3. $\csc\left(\frac{5\pi}{6}\right) = 2$
4. $\cot\left(\frac{4\pi}{3}\right) = \frac{\sqrt{3}}{3}$
5. $\tan\left(-\frac{11\pi}{6}\right) = \frac{\sqrt{3}}{3}$
6. $\sec\left(-\frac{3\pi}{2}\right)$ is undefined
7. $\csc\left(-\frac{\pi}{3}\right) = -\frac{2\sqrt{3}}{3}$
8. $\cot\left(\frac{13\pi}{2}\right) = 0$
9. $\tan(117\pi) = 0$
10. $\sec\left(-\frac{5\pi}{3}\right) = 2$
11. $\csc(3\pi)$ is undefined
12. $\cot(-5\pi)$ is undefined
13. $\tan\left(\frac{31\pi}{2}\right)$ is undefined
14. $\sec\left(\frac{\pi}{4}\right) = \sqrt{2}$
15. $\csc\left(-\frac{7\pi}{4}\right) = \sqrt{2}$
16. $\cot\left(\frac{7\pi}{6}\right) = \sqrt{3}$
17. $\tan\left(\frac{2\pi}{3}\right) = -\sqrt{3}$
18. $\sec(-7\pi) = -1$
19. $\csc\left(\frac{\pi}{2}\right) = 1$
20. $\cot\left(\frac{3\pi}{4}\right) = -1$
21. $\sin(\theta) = \frac{3}{5}, \cos(\theta) = -\frac{4}{5}, \tan(\theta) = -\frac{3}{4}, \csc(\theta) = \frac{5}{3}, \sec(\theta) = -\frac{5}{4}, \cot(\theta) = -\frac{4}{3}$
22. $\sin(\theta) = -\frac{12}{13}, \cos(\theta) = -\frac{5}{13}, \tan(\theta) = \frac{12}{5}, \csc(\theta) = -\frac{13}{12}, \sec(\theta) = -\frac{13}{5}, \cot(\theta) = \frac{5}{12}$
23. $\sin(\theta) = \frac{24}{25}, \cos(\theta) = \frac{7}{25}, \tan(\theta) = \frac{24}{7}, \csc(\theta) = \frac{25}{24}, \sec(\theta) = \frac{25}{7}, \cot(\theta) = \frac{7}{24}$

24. $\sin(\theta)=\frac{-4\sqrt{3}}{7}, \cos(\theta)=\frac{1}{7}, \tan(\theta)=-4\sqrt{3}, \csc(\theta)=-\frac{7\sqrt{3}}{12}, \sec(\theta)=7, \cot(\theta)=-\frac{\sqrt{3}}{12}$
25. $\sin(\theta)=-\frac{\sqrt{91}}{10}, \cos(\theta)=-\frac{3}{10}, \tan(\theta)=\frac{\sqrt{91}}{3}, \csc(\theta)=-\frac{10\sqrt{91}}{91}, \sec(\theta)=-\frac{10}{3}, \cot(\theta)=\frac{3\sqrt{91}}{91}$
26. $\sin(\theta)=\frac{\sqrt{530}}{530}, \cos(\theta)=-\frac{23\sqrt{530}}{530}, \tan(\theta)=-\frac{1}{23}, \csc(\theta)=\sqrt{530}, \sec(\theta)=-\frac{\sqrt{530}}{23}, \cot(\theta)=-23$
27. $\sin(\theta)=-\frac{2\sqrt{5}}{5}, \cos(\theta)=\frac{\sqrt{5}}{5}, \tan(\theta)=-2, \csc(\theta)=-\frac{\sqrt{5}}{2}, \sec(\theta)=\sqrt{5}, \cot(\theta)=-\frac{1}{2}$
28. $\sin(\theta)=\frac{\sqrt{15}}{4}, \cos(\theta)=-\frac{1}{4}, \tan(\theta)=-\sqrt{15}, \csc(\theta)=\frac{4\sqrt{15}}{15}, \sec(\theta)=-4, \cot(\theta)=-\frac{\sqrt{15}}{15}$
29. $\sin(\theta)=-\frac{\sqrt{6}}{6}, \cos(\theta)=-\frac{\sqrt{30}}{6}, \tan(\theta)=\frac{\sqrt{5}}{5}, \csc(\theta)=-\sqrt{6}, \sec(\theta)=-\frac{\sqrt{30}}{5}, \cot(\theta)=\sqrt{5}$
30. $\sin(\theta)=\frac{2\sqrt{2}}{3}, \cos(\theta)=\frac{1}{3}, \tan(\theta)=2\sqrt{2}, \csc(\theta)=\frac{3\sqrt{2}}{4}, \sec(\theta)=3, \cot(\theta)=\frac{\sqrt{2}}{4}$
31. $\sin(\theta)=\frac{\sqrt{5}}{5}, \cos(\theta)=\frac{2\sqrt{5}}{5}, \tan(\theta)=\frac{1}{2}, \csc(\theta)=\sqrt{5}, \sec(\theta)=\frac{\sqrt{5}}{2}, \cot(\theta)=2$
32. $\sin(\theta)=\frac{1}{5}, \cos(\theta)=-\frac{2\sqrt{6}}{5}, \tan(\theta)=-\frac{\sqrt{6}}{12}, \csc(\theta)=5, \sec(\theta)=-\frac{5\sqrt{6}}{12}, \cot(\theta)=-2\sqrt{6}$
33. $\sin(\theta)=-\frac{\sqrt{110}}{11}, \cos(\theta)=-\frac{\sqrt{11}}{11}, \tan(\theta)=\sqrt{10}, \csc(\theta)=-\frac{\sqrt{110}}{10}, \sec(\theta)=-\sqrt{11}, \cot(\theta)=\frac{\sqrt{10}}{10}$
34. $\sin(\theta)=-\frac{\sqrt{95}}{10}, \cos(\theta)=\frac{\sqrt{5}}{10}, \tan(\theta)=-\sqrt{19}, \csc(\theta)=-\frac{2\sqrt{95}}{19}, \sec(\theta)=2\sqrt{5}, \cot(\theta)=-\frac{\sqrt{19}}{19}$
35. $\csc(78.95^\circ)\approx 1.019$
36. $\tan(-2.01)\approx 2.129$
37. $\cot(392.994)\approx 3.292$
38. $\sec(207^\circ)\approx -1.122$
39. $\csc(5.902)\approx -2.688$
40. $\tan(39.672^\circ)\approx 0.829$
41. $\cot(3^\circ)\approx 19.081$
42. $\sec(0.45)\approx 1.111$
43. $\tan(\theta)=\sqrt{3}$ when $\theta=\frac{\pi}{3}+\pi k$ for any integer k
44. $\sec(\theta)=2$ when $\theta=\frac{\pi}{3}+2\pi k$ or $\theta=\frac{5\pi}{3}+2\pi k$ for any integer k
45. $\csc(\theta)=-1$ when $\theta=\frac{3\pi}{2}+2\pi k$ for any integer k.
46. $\cot(\theta)=\frac{\sqrt{3}}{3}$ when $\theta=\frac{\pi}{3}+\pi k$ for any integer k
47. $\tan(\theta)=0$ when $\theta=\pi k$ for any integer k
48. $\sec(\theta)=1$ when $\theta=2\pi k$ for any integer k
49. $\csc(\theta)=2$ when $\theta=\frac{\pi}{6}+2\pi k$ or $\theta=\frac{5\pi}{6}+2\pi k$ for any integer k.
50. $\cot(\theta)=0$ when $\theta=\frac{\pi}{2}+\pi k$ for any integer k
51. $\tan(\theta)=-1$ when $\theta=\frac{3\pi}{4}+\pi k$ for any integer k
52. $\sec(\theta)=0$ never happens
53. $\csc(\theta)=-\frac{1}{2}$ never happens
54. $\sec(\theta)=-1$ when $\theta=\pi+2\pi k=(2k+1)\pi$ for any integer k
55. $\tan(\theta)=-\sqrt{3}$ when $\theta=\frac{2\pi}{3}+\pi k$ for any integer k
56. $\csc(\theta)=-2$ when $\theta=\frac{7\pi}{6}+2\pi k$ or $\theta=\frac{11\pi}{6}+2\pi k$ for any integer k
57. $\cot(\theta)=-1$ when $\theta=\frac{3\pi}{4}+\pi k$ for any integer k
58. $\cot(t)=1$ when $t=\frac{\pi}{4}+\pi k$ for any integer k
59. $\tan(t)=\frac{\sqrt{3}}{3}$ when $t=\frac{\pi}{6}+\pi k$ for any integer k
60. $\sec(t)=-\frac{2\sqrt{3}}{3}$ when $t=\frac{5\pi}{6}+2\pi k$ or $t=\frac{7\pi}{6}+2\pi k$ for any integer k
61. $\csc(t)=0$ never happens
62. $\cot(t)=-\sqrt{3}$ when $t=\frac{5\pi}{6}+\pi k$ for any integer k

63. $\tan(t) = -\dfrac{\sqrt{3}}{3}$ when $t = \dfrac{5\pi}{6} + \pi k$ for any integer k
64. $\sec(t) = \dfrac{2\sqrt{3}}{3}$ when $t = \dfrac{\pi}{6} + 2\pi k$ or $t = \dfrac{11\pi}{6} + 2\pi k$ for any integer k
65. $\csc(t) = \dfrac{2\sqrt{3}}{3}$ when $t = \dfrac{\pi}{3} + 2\pi k$ or $t = \dfrac{2\pi}{3} + 2\pi k$ for any integer k
66. $\theta = 30^\circ$, $a = 3\sqrt{3}$, $c = \sqrt{108} = 6\sqrt{3}$
67. $\alpha = 56^\circ$, $b = 12\tan(34^\circ) = 8.094$, $c = 12\sec(34^\circ) = \dfrac{12}{\cos(34^\circ)} \approx 14.475$
68. $\theta = 43^\circ$, $a = 6\cot(47^\circ) = \dfrac{6}{\tan(47^\circ)} \approx 5.595$, $c = 6\csc(47^\circ) = \dfrac{6}{\sin(47^\circ)} \approx 8.204$
69. $\beta = 40^\circ$, $b = 2.5\tan(50^\circ) \approx 2.979$, $c = 2.5\sec(50^\circ) = \dfrac{2.5}{\cos(50^\circ)} \approx 3.889$
70. The side adjacent to θ has length $4\sqrt{3} \approx 6.928$
71. The side opposite θ has length $10\sin(15^\circ) \approx 2.588$
72. The side opposite θ is $2\tan(87^\circ) \approx 38.162$
73. The hypoteneuse has length $14\csc(38.2^\circ) = \dfrac{14}{\sin(38.2^\circ)} \approx 22.639$
74. The side adjacent to θ has length $3.98\cos(2.05^\circ) \approx 3.977$
75. The side opposite θ has length $31\tan(42^\circ) \approx 27.912$
76. The tree is about 47 feet tall.
77. The lights are about 75 feet apart.
78. a. The fire is about 4581 feet from the base of the tower.
    b. The Sasquatch ran $200\cot(6^\circ) - 200\cot(6.5^\circ) \approx 147$ feet in those 10 seconds. This translates to ≈ 10 miles per hour. At the scene of the second sighting, the Sasquatch was ≈ 1755 feet from the tower, which means, if it keeps up this pace, it will reach the tower in about 2 minutes.
79. The tree is about 41 feet tall.
80. The boat has traveled about 244 feet.
81. The tower is about 682 feet tall. The guy wire hits the ground about 731 feet away from the base of the tower.

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10.4: Trigonometric Identities

The Even/Odd Identities

In Section 10.3, we saw the utility of the Pythagorean Identities along with the Quotient and Reciprocal Identities. Not only did these identities help us compute the values of the circular functions for angles, they were also useful in simplifying expressions involving the circular functions. In this section, we introduce several collections of identities which have uses in this course and beyond. Our first set of identities is the "Even/Odd" Identities.[1]

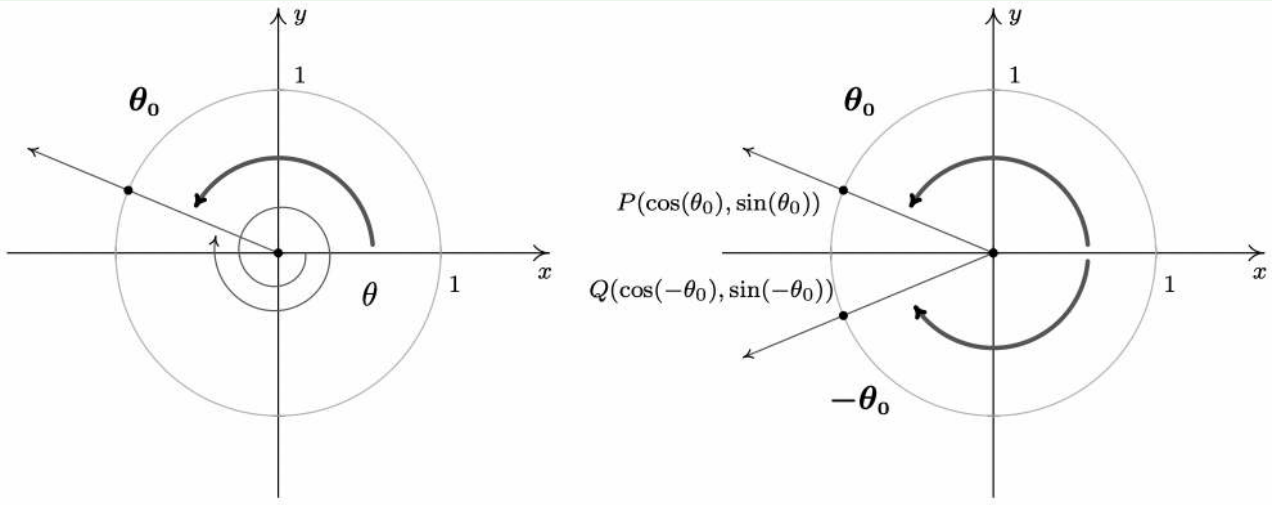
Theorem 10.4.1: Even/Odd Identities

For all applicable angles θ,

- $\cos(-\theta) = \cos(\theta)$
- $\sec(-\theta) = \sec(\theta)$
- $\sin(-\theta) = -\sin(\theta)$
- $\csc(-\theta) = -\csc(\theta)$
- $\tan(-\theta) = -\tan(\theta)$
- $\cot(-\theta) = -\cot(\theta)$

Proof for the cosine and sine

Consider an angle θ plotted in standard position. Let θ_0 be the angle coterminal with θ with $0 \leq \theta_0 < 2\pi$. (We can construct the angle θ_0 by rotating counter-clockwise from the positive x-axis to the terminal side of θ as pictured below.) Since θ and θ_0 are coterminal, $\cos(\theta) = \cos(\theta_0)$ and $\sin(\theta) = \sin(\theta_0)$.



We now consider the angles $-\theta$ and $-\theta_0$. Since θ is coterminal with θ_0, there is some integer k so that $\theta = \theta_0 + 2\pi \cdot k$. Therefore, $-\theta = -\theta_0 - 2\pi \cdot k = -\theta_0 + 2\pi \cdot (-k)$. Since k is an integer, so is $(-k)$, which means $-\theta$ is coterminal with $-\theta_0$. Hence, $\cos(-\theta) = \cos(-\theta_0)$ and $\sin(-\theta) = \sin(-\theta_0)$. Let P and Q denote the points on the terminal sides of θ_0 and $-\theta_0$, respectively, which lie on the Unit Circle. By definition, the coordinates of P are $(\cos(\theta_0), \sin(\theta_0))$ and the coordinates of Q are $(\cos(-\theta_0), \sin(-\theta_0))$. Since θ_0 and $-\theta_0$ sweep out congruent central sectors of the Unit Circle, it follows that the points P and Q are symmetric about the x-axis. Thus, $\cos(-\theta_0) = \cos(\theta_0)$ and $\sin(-\theta_0) = -\sin(\theta_0)$. Since the cosines and sines of θ_0 and $-\theta_0$ are the same as those for θ and $-\theta$, respectively, we get $\cos(-\theta) = \cos(\theta)$ and $\sin(-\theta) = -\sin(\theta)$, as required.

The remaining four circular functions can be expressed in terms of $\cos(\theta)$ and $\sin(\theta)$ so the proofs of their Even / Odd Identities are left as exercises.

The Even / Odd Identities are readily demonstrated using any of the "common angles" noted in Section 10.2. Their true utility, however, lies not in computation, but in simplifying expressions involving the circular functions. In fact, our next batch of

identities makes heavy use of the Even / Odd Identities.

Subsection Footnotes

[1] As mentioned at the end of Section 10.2, properties of the circular functions when thought of as functions of angles in radian measure hold equally well if we view these functions as functions of real numbers. Not surprisingly, the Even / Odd properties of the circular functions are so named because they identify cosine and secant as even functions, while the remaining four circular functions are odd. (See Section 1.6.)

The Sum and Difference Identities

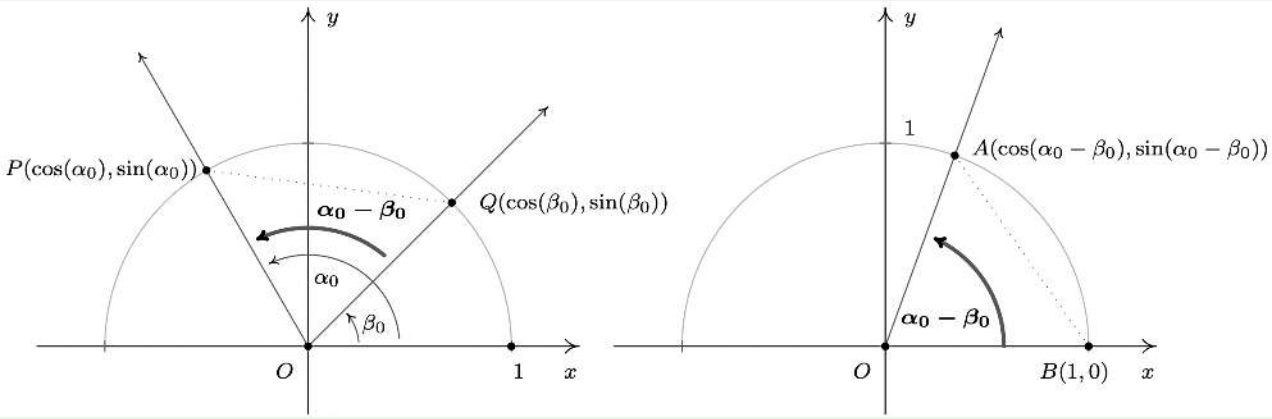
Theorem 10.4.2: Sum and Difference Identities

For all angles α and β,

- $\cos(\alpha \pm \beta) = \cos(\alpha)\cos(\beta) \mp \sin(\alpha)\sin(\beta)$
- $\sin(\alpha \pm \beta) = \sin(\alpha)\cos(\beta) \pm \cos(\alpha)\sin(\beta)$
- $\tan(\alpha \pm \beta) = \dfrac{\tan(\alpha) \pm \tan(\beta)}{1 \mp \tan(\alpha)\tan(\beta)}$

Proof

We first prove the result for differences. As in the proof of the Even / Odd Identities, we can reduce the proof for general angles α and β to angles α_0 and β_0, coterminal with α and β, respectively, each of which measure between 0 and 2π radians. Since α and α_0 are coterminal, as are β and β_0, it follows that $\alpha - \beta$ is coterminal with $\alpha_0 - \beta_0$. Consider the case below where $\alpha_0 \geq \beta_0$.



Since the angles POQ and AOB are congruent, the distance between P and Q is equal to the distance between A and B.[2] The Distance Formula yields

$$\sqrt{(\cos(\alpha_0) - \cos(\beta_0))^2 + (\sin(\alpha_0) - \sin(\beta_0))^2} = \sqrt{(\cos(\alpha_0 - \beta_0) - 1)^2 + (\sin(\alpha_0 - \beta_0) - 0)^2}$$

Squaring both sides, we expand the left hand side of this equation as

$$\begin{aligned}(\cos(\alpha_0) - \cos(\beta_0))^2 + (\sin(\alpha_0) - \sin(\beta_0))^2 &= \cos^2(\alpha_0) - 2\cos(\alpha_0)\cos(\beta_0) + \cos^2(\beta_0) \\ &\quad + \sin^2(\alpha_0) - 2\sin(\alpha_0)\sin(\beta_0) + \sin^2(\beta_0) \\ &= \cos^2(\alpha_0) + \sin^2(\alpha_0) + \cos^2(\beta_0) + \sin^2(\beta_0) \\ &\quad - 2\cos(\alpha_0)\cos(\beta_0) - 2\sin(\alpha_0)\sin(\beta_0)\end{aligned}$$

From the Pythagorean Identities, $\cos^2(\alpha_0) + \sin^2(\alpha_0) = 1$ and $\cos^2(\beta_0) + \sin^2(\beta_0) = 1$, so

$$(\cos(\alpha_0) - \cos(\beta_0))^2 + (\sin(\alpha_0) - \sin(\beta_0))^2 = 2 - 2\cos(\alpha_0)\cos(\beta_0) - 2\sin(\alpha_0)\sin(\beta_0)$$

Turning our attention to the right hand side of our equation, we find

$$\begin{aligned}(\cos(\alpha_0-\beta_0)-1)^2+(\sin(\alpha_0-\beta_0)-0)^2 &= \cos^2(\alpha_0-\beta_0)-2\cos(\alpha_0-\beta_0)+1+\sin^2(\alpha_0-\beta_0)\\ &= 1+\cos^2(\alpha_0-\beta_0)+\sin^2(\alpha_0-\beta_0)-2\cos(\alpha_0-\beta_0)\end{aligned}$$

Once again, we simplify $\cos^2(\alpha_0-\beta_0)+\sin^2(\alpha_0-\beta_0)=1$, so that

$$(\cos(\alpha_0-\beta_0)-1)^2+(\sin(\alpha_0-\beta_0)-0)^2=2-2\cos(\alpha_0-\beta_0)$$

Putting it all together, we get $2-2\cos(\alpha_0)\cos(\beta_0)-2\sin(\alpha_0)\sin(\beta_0)=2-2\cos(\alpha_0-\beta_0)$, which simplifies to: $\cos(\alpha_0-\beta_0)=\cos(\alpha_0)\cos(\beta_0)+\sin(\alpha_0)\sin(\beta_0)$. Since α and α_0, β and β_0 and $\alpha-\beta$ and $\alpha_0-\beta_0$ are all coterminal pairs of angles, we have $\cos(\alpha-\beta)=\cos(\alpha)\cos(\beta)+\sin(\alpha)\sin(\beta)$. For the case where $\alpha_0\le\beta_0$, we can apply the above argument to the angle $\beta_0-\alpha_0$ to obtain the identity $\cos(\beta_0-\alpha_0)=\cos(\beta_0)\cos(\alpha_0)+\sin(\beta_0)\sin(\alpha_0)$. Applying the Even Identity of cosine, we get $\cos(\beta_0-\alpha_0)=\cos(-(\alpha_0-\beta_0))=\cos(\alpha_0-\beta_0)$, and we get the identity in this case, too.

To get the sum identity for cosine, we use the difference formula along with the Even/Odd Identities

$$\cos(\alpha+\beta)=\cos(\alpha-(-\beta))=\cos(\alpha)\cos(-\beta)+\sin(\alpha)\sin(-\beta)=\cos(\alpha)\cos(\beta)-\sin(\alpha)\sin(\beta)$$

To prove the Sum and Difference Identities for the sine, we make use of the fact that

$$\cos\left(\frac{\pi}{2}-\alpha\right)=\cos\left(\frac{\pi}{2}\right)\cos(\alpha)+\sin\left(\frac{\pi}{2}\right)\sin(\alpha)=\sin(\alpha).$$

Thus,

$$\begin{aligned}\sin(\alpha+\beta) &= \cos\left(\tfrac{\pi}{2}-(\alpha+\beta)\right)\\ &= \cos\left(\left(\tfrac{\pi}{2}-\alpha\right)-\beta\right)\\ &= \cos\left(\tfrac{\pi}{2}-\alpha\right)\cos(\beta)+\sin\left(\tfrac{\pi}{2}-\alpha\right)\sin(\beta)\\ &= \sin(\alpha)\cos(\beta)+\sin\left(\tfrac{\pi}{2}-\alpha\right)\sin(\beta)\\ &= \sin(\alpha)\cos(\beta)+\cos\left(\tfrac{\pi}{2}-\left(\tfrac{\pi}{2}-\alpha\right)\right)\sin(\beta)\\ &= \sin(\alpha)\cos(\beta)+\cos(\alpha)\sin(\beta)\end{aligned}$$

The proof for the tangent versions involves using the Quotient Identities to rewrite the tangent in terms of the sine and cosine, which we do in part b of Example 10.4.1

We put these newfound identities to good use in the following example.

Example 10.4.1

a. Find the exact value of $\cos(15^\circ)$.
b. Derive the sum of angles formula for $\tan(\alpha+\beta)$ in terms of $\tan(\alpha)$ and $\tan(\beta)$.
c. Find the exact value of $\sin\left(\frac{19\pi}{12}\right)$
d. If α is a Quadrant II angle with $\sin(\alpha)=\frac{5}{13}$, and β is a Quadrant III angle with $\tan(\beta)=2$, find $\sin(\alpha-\beta)$.

Solution

a. To find $\cos(15^\circ)$, we need to write 15° as a sum or difference of angles whose cosines and sines we know. One way to do so is to write $15^\circ=45^\circ-30^\circ$.

$$\begin{aligned}\cos(15^\circ) &= \cos(45^\circ-30^\circ)\\ &= \cos(45^\circ)\cos(30^\circ)+\sin(45^\circ)\sin(30^\circ)\\ &= \left(\frac{\sqrt{2}}{2}\right)\left(\frac{\sqrt{3}}{2}\right)+\left(\frac{\sqrt{2}}{2}\right)\left(\frac{1}{2}\right)\\ &= \frac{\sqrt{6}+\sqrt{2}}{4}\end{aligned}$$

b. We can start expanding $\tan(\alpha+\beta)$ using a Quotient Identity and our sum formulas

$$\begin{aligned}\tan(\alpha+\beta) &= \frac{\sin(\alpha+\beta)}{\cos(\alpha+\beta)} \\ &= \frac{\sin(\alpha)\cos(\beta)+\cos(\alpha)\sin(\beta)}{\cos(\alpha)\cos(\beta)-\sin(\alpha)\sin(\beta)}\end{aligned}$$

Since $\tan(\alpha)=\frac{\sin(\alpha)}{\cos(\alpha)}$ and $\tan(\beta)=\frac{\sin(\beta)}{\cos(\beta)}$, it looks as though if we divide both numerator and denominator by $\cos(\alpha)\cos(\beta)$ we will have what we want

$$\begin{aligned}\tan(\alpha+\beta) &= \frac{\sin(\alpha)\cos(\beta)+\cos(\alpha)\sin(\beta)}{\cos(\alpha)\cos(\beta)-\sin(\alpha)\sin(\beta)} \cdot \frac{\frac{1}{\cos(\alpha)\cos(\beta)}}{\frac{1}{\cos(\alpha)\cos(\beta)}} \\ &= \frac{\frac{\sin(\alpha)\cos(\beta)}{\cos(\alpha)\cos(\beta)}+\frac{\cos(\alpha)\sin(\beta)}{\cos(\alpha)\cos(\beta)}}{\frac{\cos(\alpha)\cos(\beta)}{\cos(\alpha)\cos(\beta)}-\frac{\sin(\alpha)\sin(\beta)}{\cos(\alpha)\cos(\beta)}} \\ &= \frac{\frac{\sin(\alpha)\,\cancel{\cos(\beta)}}{\cos(\alpha)\,\cancel{\cos(\beta)}}+\frac{\cancel{\cos(\alpha)}\sin(\beta)}{\cancel{\cos(\alpha)}\cos(\beta)}}{\frac{\cancel{\cos(\alpha)}\,\cancel{\cos(\beta)}}{\cancel{\cos(\alpha)}\,\cancel{\cos(\beta)}}-\frac{\sin(\alpha)\sin(\beta)}{\cos(\alpha)\cos(\beta)}} \\ &= \frac{\tan(\alpha)+\tan(\beta)}{1-\tan(\alpha)\tan(\beta)}\end{aligned}$$

Naturally, this formula is limited to those cases where all of the tangents are defined.

c. As in part a, we need to write the angle $\frac{19\pi}{12}$ as a sum or difference of common angles. The denominator of 12 suggests a combination of angles with denominators 3 and 4. One such combination is $\frac{19\pi}{12}=\frac{4\pi}{3}+\frac{\pi}{4}$. We get

$$\begin{aligned}\sin\left(\frac{19\pi}{12}\right) &= \sin\left(\frac{4\pi}{3}+\frac{\pi}{4}\right) \\ &= \sin\left(\frac{4\pi}{3}\right)\cos\left(\frac{\pi}{4}\right)+\cos\left(\frac{4\pi}{3}\right)\sin\left(\frac{\pi}{4}\right) \\ &= \left(-\frac{\sqrt{3}}{2}\right)\left(\frac{\sqrt{2}}{2}\right)+\left(-\frac{1}{2}\right)\left(\frac{\sqrt{2}}{2}\right) \\ &= \frac{-\sqrt{6}-\sqrt{2}}{4}\end{aligned}$$

d. In order to find $\sin(\alpha-\beta)$ we need to find $\cos(\alpha)$ and both $\cos(\beta)$ and $\sin(\beta)$. To find $\cos(\alpha)$, we use the Pythagorean Identity $\cos^2(\alpha)+\sin^2(\alpha)=1$. Since $\sin(\alpha)=\frac{5}{13}$, we have $\cos^2(\alpha)+\left(\frac{5}{13}\right)^2=1$, or $\cos(\alpha)=\pm\frac{12}{13}$. Since α is a Quadrant II angle, $\cos(\alpha)=-\frac{12}{13}$. We now set about finding $\cos(\beta)$ and $\sin(\beta)$. We have several ways to proceed, but the Pythagorean Identity $1+\tan^2(\beta)=\sec^2(\beta)$ is a quick way to get $\sec(\beta)$, and hence, $\cos(\beta)$. With $\tan(\beta)=2$, we get $1+2^2=\sec^2(\beta)$ so that $\sec(\beta)=\pm\sqrt{5}$. Since β is a Quadrant III angle, we choose $\sec(\beta)=-\sqrt{5}$ so $\cos(\beta)=\frac{1}{\sec(\beta)}=\frac{1}{-\sqrt{5}}=-\frac{\sqrt{5}}{5}$. We now need to determine $\sin(\beta)$. We could use The Pythagorean Identity $\cos^2(\beta)+\sin^2(\beta)=1$, but we opt instead to use a quotient identity. From $\tan(\beta)=\frac{\sin(\beta)}{\cos(\beta)}$, we have $\sin(\beta)=\tan(\beta)\cos(\beta)$ so we get $\sin(\beta)=(2)\left(-\frac{\sqrt{5}}{5}\right)=-\frac{2\sqrt{5}}{5}$. We now have all the pieces needed to find $\sin(\alpha-\beta)$:

$$\begin{aligned}\sin(\alpha-\beta) &= \sin(\alpha)\cos(\beta)-\cos(\alpha)\sin(\beta)\\ &= \left(\frac{5}{13}\right)\left(-\frac{\sqrt{5}}{5}\right)-\left(-\frac{12}{13}\right)\left(-\frac{2\sqrt{5}}{5}\right)\\ &= -\frac{29\sqrt{5}}{65}\end{aligned}$$

Subsection Footnotes

[2] In the picture we've drawn, the triangles POQ and AOB are congruent, which is even better. However, $\alpha_0-\beta_0$ could be 0 or it could be π, neither of which makes a triangle. It could also be larger than π, which makes a triangle, just not the one we've drawn. You should think about those three cases.

The Cofunction Identities

In the proof of $\sin(\alpha\pm\beta)=\sin(\alpha)\cos(\beta)\pm\cos(\alpha)\sin(\beta)$, we ended up proving that $\cos\left(\frac{\pi}{2}-\theta\right)=\sin(\theta)$. This is the first of the celebrated "cofunction" identities. From $\sin(\theta)=\cos\left(\frac{\pi}{2}-\theta\right)$, we get:

$$\sin\left(\frac{\pi}{2}-\theta\right)=\cos\left(\frac{\pi}{2}-\left[\frac{\pi}{2}-\theta\right]\right)=\cos(\theta),$$

which says, in words, that the 'co'sine of an angle is the sine of its 'co'mplement. Now that these identities have been established for cosine and sine, the remaining circular functions follow suit. The remaining proofs are left as exercises.

Theorem 10.4.3: Cofunction Identities

For all applicable angles θ,

- $\cos\left(\frac{\pi}{2}-\theta\right)=\sin(\theta)$
- $\sin\left(\frac{\pi}{2}-\theta\right)=\cos(\theta)$
- $\sec\left(\frac{\pi}{2}-\theta\right)=\csc(\theta)$
- $\csc\left(\frac{\pi}{2}-\theta\right)=\sec(\theta)$
- $\tan\left(\frac{\pi}{2}-\theta\right)=\cot(\theta)$
- $\cot\left(\frac{\pi}{2}-\theta\right)=\tan(\theta)$

The Double-Angle Identities

If we specialize the sum formulas to the case when $\alpha=\beta$, we obtain the following "Double-Angle" Identities.

Theorem 10.4.4: Double-Angle Identities

For all applicable angles θ,

- $\cos(2\theta)=\begin{cases}\cos^2(\theta)-\sin^2(\theta)\\ 2\cos^2(\theta)-1\\ 1-2\sin^2(\theta)\end{cases}$
- $\sin(2\theta)=2\sin(\theta)\cos(\theta)$
- $\tan(2\theta)=\dfrac{2\tan(\theta)}{1-\tan^2(\theta)}$

The three different forms for $\cos(2\theta)$ can be explained by our ability to "exchange" squares of cosine and sine via the Pythagorean Identity $\cos^2(\theta)+\sin^2(\theta)=1$ and we leave the details to the reader. It is interesting to note that to determine the value of $\cos(2\theta)$, only *one* piece of information is required: either $\cos(\theta)$ or $\sin(\theta)$. To determine $\sin(2\theta)$, however, it appears that we must know both $\sin(\theta)$ and $\cos(\theta)$. In the next example, we show how we can find $\sin(2\theta)$ knowing just one piece of information, namely $\tan(\theta)$.

Example 10.4.2

a. Suppose $P(-3,4)$ lies on the terminal side of θ when θ is plotted in standard position. Find $\cos(2\theta)$ and $\sin(2\theta)$ and determine the quadrant in which the terminal side of the angle 2θ lies when it is plotted in standard position.

b. If $\sin(\theta) = x$ for $-\frac{\pi}{2} \leq \theta \leq \frac{\pi}{2}$, find an expression for $\sin(2\theta)$ in terms of x.

c. Verify the identity: $\sin(2\theta) = \frac{2\tan(\theta)}{1+\tan^2(\theta)}$.

d. Express $\cos(3\theta)$ as a polynomial in terms of $\cos(\theta)$.

Solution

a. Using Theorem 10.2.4 from Section 10.2 with $x = -3$ and $y = 4$, we find $r = \sqrt{x^2+y^2} = 5$. Hence, $\cos(\theta) = -\frac{3}{5}$ and $\sin(\theta) = \frac{4}{5}$. Applying the Double-Angle Identity, we get $\cos(2\theta) = \cos^2(\theta) - \sin^2(\theta) = \left(-\frac{3}{5}\right)^2 - \left(\frac{4}{5}\right)^2 = -\frac{7}{25}$, and $\sin(2\theta) = 2\sin(\theta)\cos(\theta) = 2\left(\frac{4}{5}\right)\left(-\frac{3}{5}\right) = -\frac{24}{25}$. Since both cosine and sine of 2θ are negative, the terminal side of 2θ, when plotted in standard position, lies in Quadrant III.

b. Don't be confused by our choice of notation. We get it - you have been told in the past that $\sin(\theta)$ is the ***y*-coordinate** of the point on the Unit Circle at the terminal side of the angle subtended by θ. However, in this case, "x" is just a variable - it does not necessarily represent the x-coordinate of the point on the Unit Circle which lies on the terminal side of θ, assuming θ is drawn in standard position. Here, x represents the quantity $\sin(\theta)$, and what we wish to know is how to express $\sin(2\theta)$ in terms of x. We will see more of this kind of thing in Section 10.6, and, as usual, this is something we need for Calculus.

Since $\sin(2\theta) = 2\sin(\theta)\cos(\theta)$, we need to write $\cos(\theta)$ in terms of x to finish the problem. We substitute $x = \sin(\theta)$ into the Pythagorean Identity, $\cos^2(\theta) + \sin^2(\theta) = 1$, to get $\cos^2(\theta) + x^2 = 1$, or $\cos(\theta) = \pm\sqrt{1-x^2}$. Since $-\frac{\pi}{2} \leq \theta \leq \frac{\pi}{2}$, $\cos(\theta) \geq 0$, and thus $\cos(\theta) = \sqrt{1-x^2}$. Our final answer is $\sin(2\theta) = 2\sin(\theta)\cos(\theta) = 2x\sqrt{1-x^2}$.

c. We start with the right hand side of the identity:

$$\begin{aligned}
\frac{2\tan(\theta)}{1+\tan^2(\theta)} &= \frac{2\tan(\theta)}{\sec^2(\theta)} && \text{(Pythagorean Identity)}\\
&= \frac{2\left(\frac{\sin(\theta)}{\cos(\theta)}\right)}{\frac{1}{\cos^2(\theta)}} && \text{(Quotient and Reciprocal Identities)}\\
&= 2\left(\frac{\sin(\theta)}{\cos(\theta)}\right)\cos^2(\theta)\\
&= 2\left(\frac{\sin(\theta)}{\cancel{\cos(\theta)}}\right)\cancel{\cos(\theta)}\cos(\theta) && \text{(Cancel like factors)}\\
&= 2\sin(\theta)\cos(\theta)\\
&= \sin(2\theta) && \text{(Double-Angle Identity)}
\end{aligned}$$

d. One of the formulas for $\cos(2\theta)$, namely $\cos(2\theta) = 2\cos^2(\theta) - 1$, expresses $\cos(2\theta)$ as a polynomial in terms of $\cos(\theta)$. We are now asked to find such an identity for $\cos(3\theta)$. Using the sum formula for cosine, we begin with

$$\begin{aligned}
\cos(3\theta) &= \cos(2\theta+\theta)\\
&= \cos(2\theta)\cos(\theta) - \sin(2\theta)\sin(\theta)
\end{aligned}$$

Our ultimate goal is to express the right hand side in terms of $\cos(\theta)$ only. We substitute $\cos(2\theta) = 2\cos^2(\theta) - 1$ and $\sin(2\theta) = 2\sin(\theta)\cos(\theta)$ which yields

$$\begin{aligned}
\cos(3\theta) &= \cos(2\theta)\cos(\theta) - \sin(2\theta)\sin(\theta)\\
&= \left(2\cos^2(\theta) - 1\right)\cos(\theta) - (2\sin(\theta)\cos(\theta))\sin(\theta)\\
&= 2\cos^3(\theta) - \cos(\theta) - 2\sin^2(\theta)\cos(\theta)
\end{aligned}$$

Finally, we exchange $\sin^2(\theta)$ for $1 - \cos^2(\theta)$ courtesy of the Pythagorean Identity, and get

$$\begin{aligned}\cos(3\theta) &= 2\cos^3(\theta) - \cos(\theta) - 2\sin^2(\theta)\cos(\theta)\\ &= 2\cos^3(\theta) - \cos(\theta) - 2\left(1-\cos^2(\theta)\right)\cos(\theta)\\ &= 2\cos^3(\theta) - \cos(\theta) - 2\cos(\theta) + 2\cos^3(\theta)\\ &= 4\cos^3(\theta) - 3\cos(\theta)\end{aligned}$$

and we are done.

The Power-Reduction Formulas and Half-Angle Identities

In the last problem in Example 10.4.2, we saw how we could rewrite $\cos(3\theta)$ as sums of powers of $\cos(\theta)$. In Calculus, we have occasion to do the reverse; that is, reduce the power of cosine and sine. Solving the identity $\cos(2\theta) = 2\cos^2(\theta) - 1$ for $\cos^2(\theta)$ and the identity $\cos(2\theta) = 1 - 2\sin^2(\theta)$ for $\sin^2(\theta)$ results in the aptly-named "Power-Reduction" formulas below.

Theorem 10.4.5: Power-Reduction Formulas

For all angles θ,

- $\cos^2(\theta) = \frac{1+\cos(2\theta)}{2}$
- $\sin^2(\theta) = \frac{1-\cos(2\theta)}{2}$

Example 10.4.3

Rewrite $\sin^2(\theta)\cos^2(\theta)$ as a sum and difference of cosines to the first power.

Solution

We begin with a straightforward application of the Power-Reduction Formulas.

$$\begin{aligned}\sin^2(\theta)\cos^2(\theta) &= \left(\frac{1-\cos(2\theta)}{2}\right)\left(\frac{1+\cos(2\theta)}{2}\right)\\ &= \frac{1}{4}\left(1-\cos^2(2\theta)\right)\\ &= \frac{1}{4} - \frac{1}{4}\cos^2(2\theta)\end{aligned}$$

Next, we apply the Power-Reduction Formula to $\cos^2(2\theta)$ to finish the reduction

$$\begin{aligned}\sin^2(\theta)\cos^2(\theta) &= \frac{1}{4} - \frac{1}{4}\cos^2(2\theta)\\ &= \frac{1}{4} - \frac{1}{4}\left(\frac{1+\cos(2(2\theta))}{2}\right)\\ &= \frac{1}{4} - \frac{1}{8} - \frac{1}{8}\cos(4\theta)\\ &= \frac{1}{8} - \frac{1}{8}\cos(4\theta)\end{aligned}$$

Another application of the Power-Reduction Formulas is the Half-Angle Formulas. To start, we apply the Power-Reduction Formula to $\cos^2\left(\frac{\theta}{2}\right)$

$$\cos^2\left(\frac{\theta}{2}\right) = \frac{1+\cos\left(2\left(\frac{\theta}{2}\right)\right)}{2} = \frac{1+\cos(\theta)}{2}.$$

We can obtain a formula for $\cos\left(\frac{\theta}{2}\right)$ by extracting square roots. In a similar fashion, we may obtain a Half-Angle Formula for sine, and by using a quotient formula, obtain a Half-Angle Formula for tangent. We summarize these formulas below.

Theorem 10.4.6: Half-Angle Formulas

For all applicable angles θ,

- $\cos\left(\frac{\theta}{2}\right) = \pm\sqrt{\frac{1+\cos(\theta)}{2}}$
- $\sin\left(\frac{\theta}{2}\right) = \pm\sqrt{\frac{1-\cos(\theta)}{2}}$
- $\tan\left(\frac{\theta}{2}\right) = \pm\sqrt{\frac{1-\cos(\theta)}{1+\cos(\theta)}}$

where the choice of $\pm$ depends on the quadrant in which the terminal side of $\frac{\theta}{2}$ lies.

Example 10.4.4

a. Use a Half-Angle Formula to find the exact value of $\cos(15^\circ)$.
b. Suppose $-\pi \le \theta \le 0$ with $\cos(\theta) = -\frac{3}{5}$. Find $\sin\left(\frac{\theta}{2}\right)$.
c. Use the identity given in part c of Example 10.4.2to derive the identity

$$\tan\left(\frac{\theta}{2}\right) = \frac{\sin(\theta)}{1+\cos(\theta)}$$

Solution

a. To use the Half-Angle Formula, we note that $15^\circ = \frac{30^\circ}{2}$ and since 15° is a Quadrant I angle, its cosine is positive. Thus we have

$$\begin{aligned}
\cos(15^\circ) &= +\sqrt{\frac{1+\cos(30^\circ)}{2}} \\
&= \sqrt{\frac{1+\frac{\sqrt{3}}{2}}{2}} \\
&= \sqrt{\frac{1+\frac{\sqrt{3}}{2}}{2}\cdot\frac{2}{2}} \\
&= \sqrt{\frac{2+\sqrt{3}}{4}} \\
&= \frac{\sqrt{2+\sqrt{3}}}{2}
\end{aligned}$$

Back in Example 10.4.1, we found $\cos(15^\circ)$ by using the difference formula for cosine. In that case, we determined $\cos(15^\circ) = \frac{\sqrt{6}+\sqrt{2}}{4}$. The reader is encouraged to prove that these two expressions are equal.

b. If $-\pi \le \theta \le 0$, then $-\frac{\pi}{2} \le \frac{\theta}{2} \le 0$, which means $\sin\left(\frac{\theta}{2}\right) < 0$. Theorem 10.19 gives

$$\begin{aligned}
\sin\left(\frac{\theta}{2}\right) &= -\sqrt{\frac{1-\cos(\theta)}{2}} \\
&= -\sqrt{\frac{1-\left(-\frac{3}{5}\right)}{2}} \\
&= -\sqrt{\frac{1+\frac{3}{5}}{2}\cdot\frac{5}{5}} \\
&= -\sqrt{\frac{8}{10}} \\
&= -\frac{2\sqrt{5}}{5}
\end{aligned}$$

c. Instead of our usual approach to verifying identities, namely starting with one side of the equation and trying to transform it into the other, we will start with the identity we proved in part b of Example 10.4.2and manipulate it into the identity we are asked to prove. The identity we are asked to start with is $\sin(2\theta) = \frac{2\tan(\theta)}{1+\tan^2(\theta)}$. If we are to use this to derive an identity for $\tan\left(\frac{\theta}{2}\right)$, it seems reasonable to proceed by replacing each occurrence of θ with $\frac{\theta}{2}$

$$\begin{aligned} \sin\left(2\left(\tfrac{\theta}{2}\right)\right) &= \frac{2\tan\left(\frac{\theta}{2}\right)}{1+\tan^2\left(\frac{\theta}{2}\right)} \\ \Longrightarrow \qquad \sin(\theta) &= \frac{2\tan\left(\frac{\theta}{2}\right)}{1+\tan^2\left(\frac{\theta}{2}\right)} \end{aligned}$$

We now have the $\sin(\theta)$ we need, but we somehow need to get a factor of $1+\cos(\theta)$ involved. To get cosines involved, recall that $1+\tan^2\left(\frac{\theta}{2}\right) = \sec^2\left(\frac{\theta}{2}\right)$. We continue to manipulate our given identity by converting secants to cosines and using a Power-Reduction Formula

$$\begin{aligned} \sin(\theta) &= \frac{2\tan\left(\frac{\theta}{2}\right)}{1+\tan^2\left(\frac{\theta}{2}\right)} \\ \Longrightarrow \qquad \sin(\theta) &= \frac{2\tan\left(\frac{\theta}{2}\right)}{\sec^2\left(\frac{\theta}{2}\right)} \\ \Longrightarrow \qquad \sin(\theta) &= 2\tan\left(\tfrac{\theta}{2}\right)\cos^2\left(\tfrac{\theta}{2}\right) \\ \Longrightarrow \qquad \sin(\theta) &= 2\tan\left(\tfrac{\theta}{2}\right)\left(\frac{1+\cos\left(2\left(\frac{\theta}{2}\right)\right)}{2}\right) \\ \Longrightarrow \qquad \sin(\theta) &= \tan\left(\tfrac{\theta}{2}\right)(1+\cos(\theta)) \\ \Longrightarrow \qquad \tan\left(\frac{\theta}{2}\right) &= \frac{\sin(\theta)}{1+\cos(\theta)} \end{aligned}$$

The Product-to-Sum and Sum-to-Product Formulas

Our next batch of identities, the Product-to-Sum Formulas,[3] are easily verified by expanding each of the right hand sides in accordance with Sum and Difference Identities and as you should expect by now we leave the details as exercises. They are of particular use in Calculus, and we list them here for reference.

Theorem 10.4.7: Product-to-Sum Formulas

For all angles α and β,

- $\cos(\alpha)\cos(\beta) = \frac{1}{2}[\cos(\alpha-\beta)+\cos(\alpha+\beta)]$
- $\sin(\alpha)\sin(\beta) = \frac{1}{2}[\cos(\alpha-\beta)-\cos(\alpha+\beta)]$
- $\sin(\alpha)\cos(\beta) = \frac{1}{2}[\sin(\alpha-\beta)+\sin(\alpha+\beta)]$

Related to the Product-to-Sum Formulas are the Sum-to-Product Formulas, which we will have need of in Section 10.7. These are easily verified using the Product-to-Sum Formulas, and as such, their proofs are left as exercises.

Theorem 10.4.8: Sum-to-Product Formulas

For all angles α and β,

- $\cos(\alpha)+\cos(\beta) = 2\cos\left(\frac{\alpha+\beta}{2}\right)\cos\left(\frac{\alpha-\beta}{2}\right)$
- $\cos(\alpha)-\cos(\beta) = -2\sin\left(\frac{\alpha+\beta}{2}\right)\sin\left(\frac{\alpha-\beta}{2}\right)$
- $\sin(\alpha)\pm\sin(\beta) = 2\sin\left(\frac{\alpha\pm\beta}{2}\right)\cos\left(\frac{\alpha\mp\beta}{2}\right)$

Example 10.4.5

a. Write $\cos(2\theta)\cos(6\theta)$ as a sum.
b. Write $\sin(\theta)-\sin(3\theta)$ as a product.

Solution

a. Identifying $\alpha = 2\theta$ and $\beta = 6\theta$, we find

$$\begin{aligned}\cos(2\theta)\cos(6\theta) &= \frac{1}{2}[\cos(2\theta-6\theta)+\cos(2\theta+6\theta)]\\ &= \frac{1}{2}\cos(-4\theta)+\frac{1}{2}\cos(8\theta)\\ &= \frac{1}{2}\cos(4\theta)+\frac{1}{2}\cos(8\theta),\end{aligned}$$

where the last equality is courtesy of the even identity for cosine, $\cos(-4\theta)=\cos(4\theta)$.

b. Identifying $\alpha = \theta$ and $\beta = 3\theta$ yields

$$\begin{aligned}\sin(\theta)-\sin(3\theta) &= 2\sin\left(\frac{\theta-3\theta}{2}\right)\cos\left(\frac{\theta+3\theta}{2}\right)\\ &= 2\sin(-\theta)\cos(2\theta)\\ &= -2\sin(\theta)\cos(2\theta),\end{aligned}$$

where the last equality is courtesy of the odd identity for sine, $\sin(-\theta)=-\sin(\theta)$.

The reader is reminded that all of the identities presented in this section which regard the circular functions as functions of angles (in radian measure) apply equally well to the circular (trigonometric) functions regarded as functions of real numbers. In some of the Exercises in Section 10.5, we see how some of these identities manifest themselves geometrically as we study the graphs of the these functions. In the upcoming Exercises, however, you need to do all of your work analytically without graphs.

Subsection Footnotes

[3] These are also known as the Prosthaphaeresis Formulas and have a rich history. The authors recommend that you conduct some research on them as your schedule allows.

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10.4E: Exercises

Exercises

In Exercises 1 - 6, use the Even / Odd Identities to verify the identity. Assume all quantities are defined.

1. $\sin(3\pi - 2\theta) = -\sin(2\theta - 3\pi)$
2. $\cos\left(-\frac{\pi}{4} - 5t\right) = \cos\left(5t + \frac{\pi}{4}\right)$
3. $\tan(-t^2 + 1) = -\tan(t^2 - 1)$
4. $\csc(-\theta - 5) = -\csc(\theta + 5)$
5. $\sec(-6t) = \sec(6t)$
6. $\cot(9 - 7\theta) = -\cot(7\theta - 9)$

In Exercises 7 - 21, use the Sum and Difference Identities to find the exact value. You may have need of the Quotient, Reciprocal or Even / Odd Identities as well.

7. $\cos(75^\circ)$
8. $\sec(165^\circ)$
9. $\sin(105^\circ)$
10. $\csc(195^\circ)$
11. $\cot(255^\circ)$
12. $\tan(375^\circ)$
13. $\cos\left(\frac{13\pi}{12}\right)$
14. $\sin\left(\frac{11\pi}{12}\right)$
15. $\tan\left(\frac{13\pi}{12}\right)$
16. [cos7pi12] $\cos\left(\frac{7\pi}{12}\right)$
17. $\tan\left(\frac{17\pi}{12}\right)$
18. $\sin\left(\frac{\pi}{12}\right)$
19. $\cot\left(\frac{11\pi}{12}\right)$
20. $\csc\left(\frac{5\pi}{12}\right)$
21. $\sec\left(-\frac{\pi}{12}\right)$
22. If α is a Quadrant IV angle with $\cos(\alpha) = \frac{\sqrt{5}}{5}$, and $\sin(\beta) = \frac{\sqrt{10}}{10}$, where $\frac{\pi}{2} < \beta < \pi$, find
    a. $\cos(\alpha + \beta)$
    b. $\sin(\alpha + \beta)$
    c. $\tan(\alpha + \beta)$
    d. $\cos(\alpha - \beta)$
    e. $\sin(\alpha - \beta)$
    f. $\tan(\alpha - \beta)$
23. If $\csc(\alpha) = 3$, where $0 < \alpha < \frac{\pi}{2}$, and β is a Quadrant II angle with $\tan(\beta) = -7$, find
    a. $\cos(\alpha + \beta)$
    b. $\sin(\alpha + \beta)$
    c. $\tan(\alpha + \beta)$
    d. $\cos(\alpha - \beta)$
    e. $\sin(\alpha - \beta)$

f. $\tan(\alpha-\beta)$

24. If $\sin(\alpha)=\frac{3}{5}$, where $0<\alpha<\frac{\pi}{2}$, and $\cos(\beta)=\frac{12}{13}$ where $\frac{3\pi}{2}<\beta<2\pi$, find
    a. $\sin(\alpha+\beta)$
    b. $\cos(\alpha-\beta)$
    c. $\tan(\alpha-\beta)$
25. If $\sec(\alpha)=-\frac{5}{3}$, where $\frac{\pi}{2}<\alpha<\pi$, and $\tan(\beta)=\frac{24}{7}$, where $\pi<\beta<\frac{3\pi}{2}$, find
    a. $\csc(\alpha-\beta)$
    b. $\sec(\alpha+\beta)$
    c. $\cot(\alpha+\beta)$

In Exercises 26 - 38, verify the identity.

26. $\cos(\theta-\pi)=-\cos(\theta)$
27. $\sin(\pi-\theta)=\sin(\theta)$
28. $\tan\left(\theta+\frac{\pi}{2}\right)=-\cot(\theta)$
29. $\sin(\alpha+\beta)+\sin(\alpha-\beta)=2\sin(\alpha)\cos(\beta)$
30. $\sin(\alpha+\beta)-\sin(\alpha-\beta)=2\cos(\alpha)\sin(\beta)$
31. $\cos(\alpha+\beta)+\cos(\alpha-\beta)=2\cos(\alpha)\cos(\beta)$
32. $\cos(\alpha+\beta)-\cos(\alpha-\beta)=-2\sin(\alpha)\sin(\beta)$
33. $\frac{\sin(\alpha+\beta)}{\sin(\alpha-\beta)}=\frac{1+\cot(\alpha)\tan(\beta)}{1-\cot(\alpha)\tan(\beta)}$
34. $\frac{\cos(\alpha+\beta)}{\cos(\alpha-\beta)}=\frac{1-\tan(\alpha)\tan(\beta)}{1+\tan(\alpha)\tan(\beta)}$
35. $\frac{\tan(\alpha+\beta)}{\tan(\alpha-\beta)}=\frac{\sin(\alpha)\cos(\alpha)+\sin(\beta)\cos(\beta)}{\sin(\alpha)\cos(\alpha)-\sin(\beta)\cos(\beta)}$
36. $\frac{\sin(t+h)-\sin(t)}{h}=\cos(t)\left(\frac{\sin(h)}{h}\right)+\sin(t)\left(\frac{\cos(h)-1}{h}\right)$
37. $\frac{\cos(t+h)-\cos(t)}{h}=\cos(t)\left(\frac{\cos(h)-1}{h}\right)-\sin(t)\left(\frac{\sin(h)}{h}\right)$
38. $\frac{\tan(t+h)-\tan(t)}{h}=\left(\frac{\tan(h)}{h}\right)\left(\frac{\sec^2(t)}{1-\tan(t)\tan(h)}\right)$

In Exercises 39 - 48, use the Half Angle Formulas to find the exact value. You may have need of the Quotient, Reciprocal or Even / Odd Identities as well.

39. $\cos(75^\circ)$ (compare with Exercise 7)
40. $\sin(105^\circ)$ (compare with Exercise 9)
41. $\cos(67.5^\circ)$
42. $\sin(157.5^\circ)$
43. $\tan(112.5^\circ)$
44. $\cos\left(\frac{7\pi}{12}\right)$ (compare with Exercise 16)
45. $\sin\left(\frac{\pi}{12}\right)$ (compare with Exercise 18)
46. $\cos\left(\frac{\pi}{8}\right)$
47. $\sin\left(\frac{5\pi}{8}\right)$
48. $\tan\left(\frac{7\pi}{8}\right)$

In Exercises 49 - 58, use the given information about θ to find the exact values of

- $\sin(2\theta)$

- $\sin\left(\frac{\theta}{2}\right)$
- $\cos(2\theta)$
- $\cos\left(\frac{\theta}{2}\right)$
- $\tan(2\theta)$
- $\tan\left(\frac{\theta}{2}\right)$

49. $\sin(\theta) = -\frac{7}{25}$ where $\frac{3\pi}{2} < \theta < 2\pi$
50. $\cos(\theta) = \frac{28}{53}$ where $0 < \theta < \frac{\pi}{2}$
51. $\tan(\theta) = \frac{12}{5}$ where $\pi < \theta < \frac{3\pi}{2}$
52. $\csc(\theta) = 4$ where $\frac{\pi}{2} < \theta < \pi$
53. $\cos(\theta) = \frac{3}{5}$ where $0 < \theta < \frac{\pi}{2}$
54. $\sin(\theta) = -\frac{4}{5}$ where $\pi < \theta < \frac{3\pi}{2}$
55. $\cos(\theta) = \frac{12}{13}$ where $\frac{3\pi}{2} < \theta < 2\pi$
56. $\sin(\theta) = \frac{5}{13}$ where $\frac{\pi}{2} < \theta < \pi$
57. $\sec(\theta) = \sqrt{5}$ where $\frac{3\pi}{2} < \theta < 2\pi$
58. $\tan(\theta) = -2$ where $\frac{\pi}{2} < \theta < \pi$

In Exercises 59 - 73, verify the identity. Assume all quantities are defined.

59. $(\cos(\theta) + \sin(\theta))^2 = 1 + \sin(2\theta)$
60. $(\cos(\theta) - \sin(\theta))^2 = 1 - \sin(2\theta)$
61. $\tan(2\theta) = \frac{1}{1-\tan(\theta)} - \frac{1}{1+\tan(\theta)}$
62. $\csc(2\theta) = \frac{\cot(\theta) + \tan(\theta)}{2}$
63. $8\sin^4(\theta) = \cos(4\theta) - 4\cos(2\theta) + 3$
64. $8\cos^4(\theta) = \cos(4\theta) + 4\cos(2\theta) + 3$
65. [sine3theta] $\sin(3\theta) = 3\sin(\theta) - 4\sin^3(\theta)$
66. $\sin(4\theta) = 4\sin(\theta)\cos^3(\theta) - 4\sin^3(\theta)\cos(\theta)$
67. $32\sin^2(\theta)\cos^4(\theta) = 2 + \cos(2\theta) - 2\cos(4\theta) - \cos(6\theta)$
68. $32\sin^4(\theta)\cos^2(\theta) = 2 - \cos(2\theta) - 2\cos(4\theta) + \cos(6\theta)$
69. $\cos(4\theta) = 8\cos^4(\theta) - 8\cos^2(\theta) + 1$
70. $\cos(8\theta) = 128\cos^8(\theta) - 256\cos^6(\theta) + 160\cos^4(\theta) - 32\cos^2(\theta) + 1$ (HINT: Use the result to 69.)
71. $\sec(2\theta) = \frac{\cos(\theta)}{\cos(\theta)+\sin(\theta)} + \frac{\sin(\theta)}{\cos(\theta)-\sin(\theta)}$
72. $\frac{1}{\cos(\theta)-\sin(\theta)} + \frac{1}{\cos(\theta)+\sin(\theta)} = \frac{2\cos(\theta)}{\cos(2\theta)}$
73. $\frac{1}{\cos(\theta)-\sin(\theta)} - \frac{1}{\cos(\theta)+\sin(\theta)} = \frac{2\sin(\theta)}{\cos(2\theta)}$

In Exercises 74 - 79, write the given product as a sum. You may need to use an Even/Odd Identity.

74. $\cos(3\theta)\cos(5\theta)$
75. $\sin(2\theta)\sin(7\theta)$
76. $\sin(9\theta)\cos(\theta)$
77. $\cos(2\theta)\cos(6\theta)$

78. $\sin(3\theta)\sin(2\theta)$
79. $\cos(\theta)\sin(3\theta)$

In Exercises 80 - 85, write the given sum as a product. You may need to use an Even/Odd or Cofunction Identity.

80. $\cos(3\theta)+\cos(5\theta)$
81. $\sin(2\theta)-\sin(7\theta)$
82. $\cos(5\theta)-\cos(6\theta)$
83. $\sin(9\theta)-\sin(-\theta)$
84. $\sin(\theta)+\cos(\theta)$
85. $\cos(\theta)-\sin(\theta)$
86. Suppose θ is a Quadrant I angle with $\sin(\theta)=x$. Verify the following formulas
    a. $\cos(\theta)=\sqrt{1-x^2}$
    b. $\sin(2\theta)=2x\sqrt{1-x^2}$
    c. $\cos(2\theta)=1-2x^2$
87. Discuss with your classmates how each of the formulas, if any, in Exercise 86 change if we change assume θ is a Quadrant II, III, or IV angle.
88. Suppose θ is a Quadrant I angle with $\tan(\theta)=x$. Verify the following formulas
    a. $\cos(\theta)=\dfrac{1}{\sqrt{x^2+1}}$
    b. $\sin(\theta)=\dfrac{x}{\sqrt{x^2+1}}$
    c. $\sin(2\theta)=\dfrac{2x}{x^2+1}$
    d. $\cos(2\theta)=\dfrac{1-x^2}{x^2+1}$
89. Discuss with your classmates how each of the formulas, if any, in Exercise 88 change if we change assume θ is a Quadrant II, III, or IV angle.
90. If $\sin(\theta)=\dfrac{x}{2}$ for $-\dfrac{\pi}{2}<\theta<\dfrac{\pi}{2}$, find an expression for $\cos(2\theta)$ in terms of x.
91. If $\tan(\theta)=\dfrac{x}{7}$ for $-\dfrac{\pi}{2}<\theta<\dfrac{\pi}{2}$, find an expression for $\sin(2\theta)$ in terms of x.
92. If $\sec(\theta)=\dfrac{x}{4}$ for $0<\theta<\dfrac{\pi}{2}$, find an expression for $\ln|\sec(\theta)+\tan(\theta)|$ in terms of x.
93. Show that $\cos^2(\theta)-\sin^2(\theta)=2\cos^2(\theta)-1=1-2\sin^2(\theta)$ for all θ.
94. Let θ be a Quadrant III angle with $\cos(\theta)=-\dfrac{1}{5}$. Show that this is not enough information to determine the sign of $\sin\left(\dfrac{\theta}{2}\right)$ by first assuming $3\pi<\theta<\dfrac{7\pi}{2}$ and then assuming $\pi<\theta<\dfrac{3\pi}{2}$ and computing $\sin\left(\dfrac{\theta}{2}\right)$ in both cases.
95. Without using your calculator, show that $\dfrac{\sqrt{2+\sqrt{3}}}{2}=\dfrac{\sqrt{6}+\sqrt{2}}{4}$
96. In part d of Example 10.4.3, we wrote $\cos(3\theta)$ as a polynomial in terms of $\cos(\theta)$. In Exercise 69, we had you verify an identity which expresses $\cos(4\theta)$ as a polynomial in terms of $\cos(\theta)$. Can you find a polynomial in terms of $\cos(\theta)$ for $\cos(5\theta)$? $\cos(6\theta)$? Can you find a pattern so that $\cos(n\theta)$ could be written as a polynomial in cosine for any natural number n?
97. In Exercise 65, we has you verify an identity which expresses $\sin(3\theta)$ as a polynomial in terms of $\sin(\theta)$. Can you do the same for $\sin(5\theta)$? What about for $\sin(4\theta)$? If not, what goes wrong?
98. Verify the Even / Odd Identities for tangent, secant, cosecant and cotangent.
99. Verify the Cofunction Identities for tangent, secant, cosecant and cotangent.
100. Verify the Difference Identities for sine and tangent.
101. Verify the Product to Sum Identities.
102. Verify the Sum to Product Identities.

Answers

7. $\cos(75^\circ)=\dfrac{\sqrt{6}-\sqrt{2}}{4}$

8. $\sec(165^\circ) = -\dfrac{4}{\sqrt{2}+\sqrt{6}} = \sqrt{2}-\sqrt{6}$
9. $\sin(105^\circ) = \dfrac{\sqrt{6}+\sqrt{2}}{4}$
10. $\csc(195^\circ) = \dfrac{4}{\sqrt{2}-\sqrt{6}} = -(\sqrt{2}+\sqrt{6})$
11. $\cot(255^\circ) = \dfrac{\sqrt{3}-1}{\sqrt{3}+1} = 2-\sqrt{3}$
12. $\tan(375^\circ) = \dfrac{3-\sqrt{3}}{3+\sqrt{3}} = 2-\sqrt{3}$
13. $\cos\left(\dfrac{13\pi}{12}\right) = -\dfrac{\sqrt{6}+\sqrt{2}}{4}$
14. $\sin\left(\dfrac{11\pi}{12}\right) = \dfrac{\sqrt{6}-\sqrt{2}}{4}$
15. $\tan\left(\dfrac{13\pi}{12}\right) = \dfrac{3-\sqrt{3}}{3+\sqrt{3}} = 2-\sqrt{3}$
16. $\cos\left(\dfrac{7\pi}{12}\right) = \dfrac{\sqrt{2}-\sqrt{6}}{4}$
17. $\tan\left(\dfrac{17\pi}{12}\right) = 2+\sqrt{3}$
18. $\sin\left(\dfrac{\pi}{12}\right) = \dfrac{\sqrt{6}-\sqrt{2}}{4}$
19. $\cot\left(\dfrac{11\pi}{12}\right) = -(2+\sqrt{3})$
20. $\csc\left(\dfrac{5\pi}{12}\right) = \sqrt{6}-\sqrt{2}$
21. $\sec\left(-\dfrac{\pi}{12}\right) = \sqrt{6}-\sqrt{2}$
22. a. $\cos(\alpha+\beta) = -\dfrac{\sqrt{2}}{10}$
    b. $\sin(\alpha+\beta) = \dfrac{7\sqrt{2}}{10}$
    c. $\sin(\alpha-\beta) = \dfrac{\sqrt{2}}{2}$
    d. $\tan(\alpha-\beta) = -1$
    e. $\tan(\alpha+\beta) = -7$
    f. $\cos(\alpha-\beta) = -\dfrac{\sqrt{2}}{2}$
23. a. $\cos(\alpha+\beta) = -\dfrac{4+7\sqrt{2}}{30}$
    b. $\sin(\alpha+\beta) = \dfrac{28-\sqrt{2}}{30}$
    c. $\sin(\alpha-\beta) = -\dfrac{28+\sqrt{2}}{30}$
    d. $\tan(\alpha-\beta) = \dfrac{28+\sqrt{2}}{4-7\sqrt{2}} = -\dfrac{63+100\sqrt{2}}{41}$
    e. $\tan(\alpha+\beta) = \dfrac{-28+\sqrt{2}}{4+7\sqrt{2}} = \dfrac{63-100\sqrt{2}}{41}$
    f. $\cos(\alpha-\beta) = \dfrac{-4+7\sqrt{2}}{30}$
24. a. $\sin(\alpha+\beta) = \dfrac{16}{65}$
    b. $\cos(\alpha-\beta) = \dfrac{33}{65}$

c. $\tan(\alpha-\beta)=\dfrac{56}{33}$

25. a. $\csc(\alpha-\beta)=-\dfrac{5}{4}$

b. $\sec(\alpha+\beta)=\dfrac{125}{117}$

c. $\cot(\alpha+\beta)=\dfrac{117}{44}$

39. $\cos(75^\circ)=\dfrac{\sqrt{2-\sqrt{3}}}{2}$

40. $\sin(105^\circ)=\dfrac{\sqrt{2+\sqrt{3}}}{2}$

41. $\cos(67.5^\circ)=\dfrac{\sqrt{2-\sqrt{2}}}{2}$

42. $\sin(157.5^\circ)=\dfrac{\sqrt{2-\sqrt{2}}}{2}$

43. $\tan(112.5^\circ)=-\sqrt{\dfrac{2+\sqrt{2}}{2-\sqrt{2}}}=-1-\sqrt{2}$

44. $\cos\left(\dfrac{7\pi}{12}\right)=-\dfrac{\sqrt{2-\sqrt{3}}}{2}$

45. $\sin\left(\dfrac{\pi}{12}\right)=\dfrac{\sqrt{2-\sqrt{3}}}{2}$

46. $\cos\left(\dfrac{\pi}{8}\right)=\dfrac{\sqrt{2+\sqrt{2}}}{2}$

47. $\sin\left(\dfrac{5\pi}{8}\right)=\dfrac{\sqrt{2+\sqrt{2}}}{2}$

48. $\tan\left(\dfrac{7\pi}{8}\right)=-\sqrt{\dfrac{2-\sqrt{2}}{2+\sqrt{2}}}=1-\sqrt{2}$

49.
- $\sin(2\theta)=-\dfrac{336}{625}$
- $\sin\left(\frac{\theta}{2}\right)=\dfrac{\sqrt{2}}{10}$
- $\cos(2\theta)=\dfrac{527}{625}$
- $\cos\left(\frac{\theta}{2}\right)=-\dfrac{7\sqrt{2}}{10}$
- $\tan(2\theta)=-\dfrac{336}{527}$
- $\tan\left(\frac{\theta}{2}\right)=-\dfrac{1}{7}$

50.
- $\sin(2\theta)=\dfrac{2520}{2809}$
- $\sin\left(\frac{\theta}{2}\right)=\dfrac{5\sqrt{106}}{106}$
- $\cos(2\theta)=-\dfrac{1241}{2809}$
- $\cos\left(\frac{\theta}{2}\right)=\dfrac{9\sqrt{106}}{106}$
- $\tan(2\theta)=-\dfrac{2520}{1241}$
- $\tan\left(\frac{\theta}{2}\right)=\dfrac{5}{9}$

51.
- $\sin(2\theta)=\dfrac{120}{169}$

- $\sin\left(\frac{\theta}{2}\right)=\frac{3\sqrt{13}}{13}$
- $\cos(2\theta)=-\frac{119}{169}$
- $\cos\left(\frac{\theta}{2}\right)=-\frac{2\sqrt{13}}{13}$
- $\tan(2\theta)=-\frac{120}{119}$
- $\tan\left(\frac{\theta}{2}\right)=-\frac{3}{2}$

52.
- $\sin(2\theta)=-\frac{\sqrt{15}}{8}$
- $\sin\left(\frac{\theta}{2}\right)=\frac{\sqrt{8+2\sqrt{15}}}{4}$
- $\cos(2\theta)=\frac{7}{8}$
- $\cos\left(\frac{\theta}{2}\right)=\frac{\sqrt{8-2\sqrt{15}}}{4}$
- $\tan(2\theta)=-\frac{\sqrt{15}}{7}$
- $\tan\left(\frac{\theta}{2}\right)=\sqrt{\frac{8+2\sqrt{15}}{8-2\sqrt{15}}}$

  $\tan\left(\frac{\theta}{2}\right)=4+\sqrt{15}$

53.
- $\sin(2\theta)=\frac{24}{25}$
- $\sin\left(\frac{\theta}{2}\right)=\frac{\sqrt{5}}{5}$
- $\cos(2\theta)=-\frac{7}{25}$
- $\cos\left(\frac{\theta}{2}\right)=\frac{2\sqrt{5}}{5}$
- $\tan(2\theta)=-\frac{24}{7}$
- $\tan\left(\frac{\theta}{2}\right)=\frac{1}{2}$

54.
- $\sin(2\theta)=\frac{24}{25}$
- $\sin\left(\frac{\theta}{2}\right)=\frac{2\sqrt{5}}{5}$
- $\cos(2\theta)=-\frac{7}{25}$
- $\cos\left(\frac{\theta}{2}\right)=-\frac{\sqrt{5}}{5}$
- $\tan(2\theta)=-\frac{24}{7}$
- $\tan\left(\frac{\theta}{2}\right)=-2$

55.
- $\sin(2\theta)=-\frac{120}{169}$
- $\sin\left(\frac{\theta}{2}\right)=\frac{\sqrt{26}}{26}$
- $\cos(2\theta)=\frac{119}{169}$
- $\cos\left(\frac{\theta}{2}\right)=-\frac{5\sqrt{26}}{26}$

- $\tan(2\theta) = -\frac{120}{119}$
- $\tan\left(\frac{\theta}{2}\right) = -\frac{1}{5}$

56.
- $\sin(2\theta) = -\frac{120}{169}$
- $\sin\left(\frac{\theta}{2}\right) = \frac{5\sqrt{26}}{26}$
- $\cos(2\theta) = \frac{119}{169}$
- $\cos\left(\frac{\theta}{2}\right) = \frac{\sqrt{26}}{26}$
- $\tan(2\theta) = -\frac{120}{119}$
- $\tan\left(\frac{\theta}{2}\right) = 5$

57.
- $\sin(2\theta) = -\frac{4}{5}$
- $\sin\left(\frac{\theta}{2}\right) = \frac{\sqrt{50-10\sqrt{5}}}{10}$
- $\cos(2\theta) = -\frac{3}{5}$
- $\cos\left(\frac{\theta}{2}\right) = -\frac{\sqrt{50+10\sqrt{5}}}{10}$
- $\tan(2\theta) = \frac{4}{3}$
- $\tan\left(\frac{\theta}{2}\right) = -\sqrt{\frac{5-\sqrt{5}}{5+\sqrt{5}}}$

  $\tan\left(\frac{\theta}{2}\right) = \frac{5-5\sqrt{5}}{10}$

58.
- $\sin(2\theta) = -\frac{4}{5}$
- $\sin\left(\frac{\theta}{2}\right) = \frac{\sqrt{50+10\sqrt{5}}}{10}$
- $\cos(2\theta) = -\frac{3}{5}$
- $\cos\left(\frac{\theta}{2}\right) = \frac{\sqrt{50-10\sqrt{5}}}{10}$
- $\tan(2\theta) = \frac{4}{3}$
- $\tan\left(\frac{\theta}{2}\right) = \sqrt{\frac{5+\sqrt{5}}{5-\sqrt{5}}}$

  $\tan\left(\frac{\theta}{2}\right) = \frac{5+5\sqrt{5}}{10}$

74. $\frac{\cos(2\theta)+\cos(8\theta)}{2}$

75. $\frac{\cos(5\theta)-\cos(9\theta)}{2}$
76. $\frac{\sin(8\theta)+\sin(10\theta)}{2}$
77. $\frac{\cos(4\theta)+\cos(8\theta)}{2}$
78. $\frac{\cos(\theta)-\cos(5\theta)}{2}$
79. $\frac{\sin(2\theta)+\sin(4\theta)}{2}$
80. $2\cos(4\theta)\cos(\theta)$
81. $-2\cos\left(\frac{9}{2}\theta\right)\sin\left(\frac{5}{2}\theta\right)$
82. $2\sin\left(\frac{11}{2}\theta\right)\sin\left(\frac{1}{2}\theta\right)$
83. $2\cos(4\theta)\sin(5\theta)$
84. $\sqrt{2}\cos\left(\theta-\frac{\pi}{4}\right)$
85. $-\sqrt{2}\sin\left(\theta-\frac{\pi}{4}\right)$

90. $1-\frac{x^2}{2}$
91. $\frac{14x}{x^2+49}$
92. $\ln|x+\sqrt{x^2+16}|-\ln(4)$

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10.5: Graphs of the Trigonometric Functions

In this section, we return to our discussion of the circular (trigonometric) functions as functions of real numbers and pick up where we left off in Sections 10.2 and 10.3. As usual, we begin our study with the functions $f(t) = \cos(t)$ and $g(t) = \sin(t)$.

Base Graphs of the Cosine and Sine Functions

From Theorem 10.2.7 in Section 10.2, we know that the domain of $f(t) = \cos(t)$ and of $g(t) = \sin(t)$ is all real numbers, $(-\infty, \infty)$, and the range of both functions is $[-1, 1]$. The Even / Odd Identities in Theorem 10.4.1 tell us $\cos(-t) = \cos(t)$ for all real numbers t and $\sin(-t) = -\sin(t)$ for all real numbers t. This means $f(t) = \cos(t)$ is an even function, while $g(t) = \sin(t)$ is an odd function.[1] Another important property of these functions is that for coterminal angles α and β, $\cos(\alpha) = \cos(\beta)$ and $\sin(\alpha) = \sin(\beta)$. Said differently, $\cos(t + 2\pi k) = \cos(t)$ and $\sin(t + 2\pi k) = \sin(t)$ for all real numbers t and any integer k. This last property is given a special name.

Definition: Periodic Function

A function f is said to be **periodic** if there is a real number c so that $f(t + c) = f(t)$ for all real numbers t in the domain of f. The smallest positive number p for which $f(t + p) = f(t)$ for all real numbers t in the domain of f, if it exists, is called the **period** of f.

We have already seen a family of periodic functions in Section 2.1: the constant functions. However, despite being periodic, a constant function has no period. (We'll leave that odd gem as an exercise for you.)

Returning to the circular functions, we see that by the definition of a periodic function, $f(t) = \cos(t)$ is periodic, since $\cos(t + 2\pi k) = \cos(t)$ for any integer k. To determine the period of f, we need to find the smallest real number p so that $f(t + p) = f(t)$ for all real numbers t or, said differently, the smallest positive real number p such that $\cos(t + p) = \cos(t)$ for all real numbers t. We know that $\cos(t + 2\pi) = \cos(t)$ for all real numbers t but the question remains if any smaller real number will do the trick. Suppose $p > 0$ and $\cos(t + p) = \cos(t)$ for all real numbers t. Then, in particular, $\cos(0 + p) = \cos(0)$ so that $\cos(p) = 1$. From this we know p is a multiple of 2π and, since the smallest positive multiple of 2π is 2π itself, we have the result. Similarly, we can show $g(t) = \sin(t)$ is also periodic with 2π as its period.[2] Having period 2π essentially means that we can completely understand everything about the functions $f(t) = \cos(t)$ and $g(t) = \sin(t)$ by studying one interval of length 2π, say $[0, 2\pi]$.[3]

One last property of the functions $f(t) = \cos(t)$ and $g(t) = \sin(t)$ is worth pointing out: both of these functions are continuous and smooth. Recall from Section 3.1 that geometrically this means the graphs of the cosine and sine functions have no jumps, gaps, holes in the graph, asymptotes, corners or cusps. As we shall see, the graphs of both $f(t) = \cos(t)$ and $g(t) = \sin(t)$ meander nicely and don't cause any trouble. We summarize these facts in the following theorem.

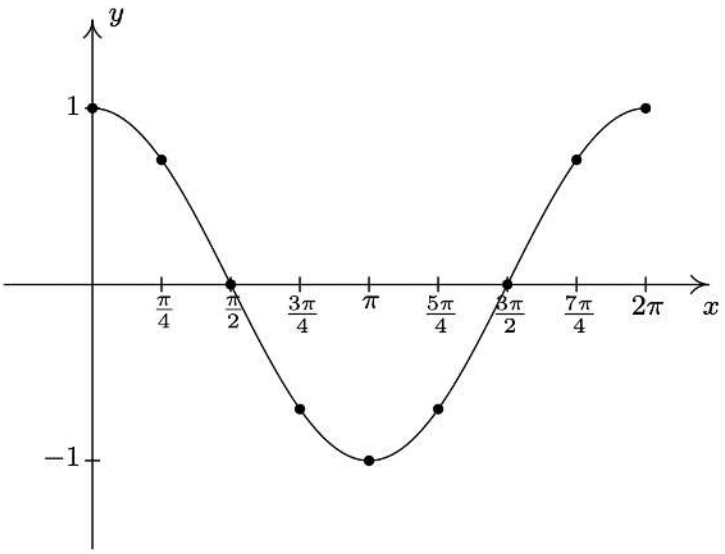
Theorem 10.5.1: Properties of the Cosine and Sine Functions

- The function $f(x) = \cos(x)$
  - has domain $(-\infty, \infty)$
  - has range $[-1, 1]$
  - is continuous and smooth
  - is even
  - has period 2π
- The function $g(x) = \sin(x)$
  - has domain $(-\infty, \infty)$
  - has range $[-1, 1]$
  - is continuous and smooth
  - is odd
  - has period 2π

In Theorem 10.5.1, we followed the convention established in Section 1.6 and used x as the independent variable and y as the dependent variable.[4] This allows us to turn our attention to graphing the cosine and sine functions in the Cartesian Plane.

To graph $y = \cos(x)$, we make a table as we did in Section 1.6 using some of the "common values" of x in the interval $[0, 2\pi]$. This generates a *portion* of the cosine graph, which we call the "**fundamental cycle**" of $y = \cos(x)$.

x	$\cos(x)$	$(x, \cos(x))$
0	1	$(0,1)$
$\frac{\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\left(\frac{\pi}{4}, \frac{\sqrt{2}}{2}\right)$
$\frac{\pi}{2}$	0	$\left(\frac{\pi}{2}, 0\right)$
$\frac{3\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$\left(\frac{3\pi}{4}, -\frac{\sqrt{2}}{2}\right)$
π	-1	$(\pi, -1)$
$\frac{5\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$\left(\frac{5\pi}{4}, -\frac{\sqrt{2}}{2}\right)$
$\frac{3\pi}{2}$	0	$\left(\frac{3\pi}{2}, 0\right)$
$\frac{7\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\left(\frac{7\pi}{4}, \frac{\sqrt{2}}{2}\right)$
2π	1	$(2\pi, 1)$



The 'fundamental cycle' of $y = \cos(x)$.

Figure 10.5.1: The fundamental cycle of $y = \cos(x)$.

A few things about the graph above are worth mentioning. First, Figure 10.5.1 represents only part of the graph of $y = \cos(x)$. To get the entire graph, we imagine "copying and pasting" this graph end to end infinitely in both directions (left and right) on the x-axis. Secondly, the vertical scale in Figure 10.5.1 has been greatly exaggerated for clarity and aesthetics. Below is an accurate-to-scale graph of $y = \cos(x)$ showing several cycles with the "fundamental cycle" plotted thicker than the others. The graph of $y = \cos(x)$ is usually described as "wavelike" – indeed, many of the applications involving the cosine and sine functions feature modeling wavelike phenomena.

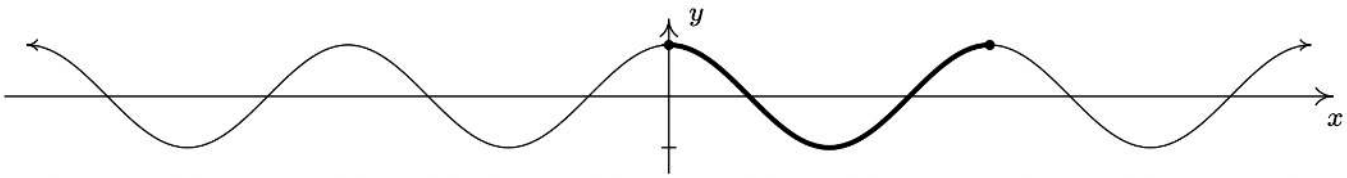


Figure 10.5.2: An accurately scaled graph of $y = \cos(x)$.

We can plot the fundamental cycle of the graph of $y = \sin(x)$ similarly, with similar results.

x	$\sin(x)$	$(x, \sin(x))$
0	0	$(0,0)$
$\frac{\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\left(\frac{\pi}{4}, \frac{\sqrt{2}}{2}\right)$
$\frac{\pi}{2}$	1	$\left(\frac{\pi}{2}, 1\right)$
$\frac{3\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\left(\frac{3\pi}{4}, \frac{\sqrt{2}}{2}\right)$
π	0	$(\pi, 0)$
$\frac{5\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$\left(\frac{5\pi}{4}, -\frac{\sqrt{2}}{2}\right)$
$\frac{3\pi}{2}$	-1	$\left(\frac{3\pi}{2}, -1\right)$
$\frac{7\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$\left(\frac{7\pi}{4}, -\frac{\sqrt{2}}{2}\right)$
2π	0	$(2\pi, 0)$

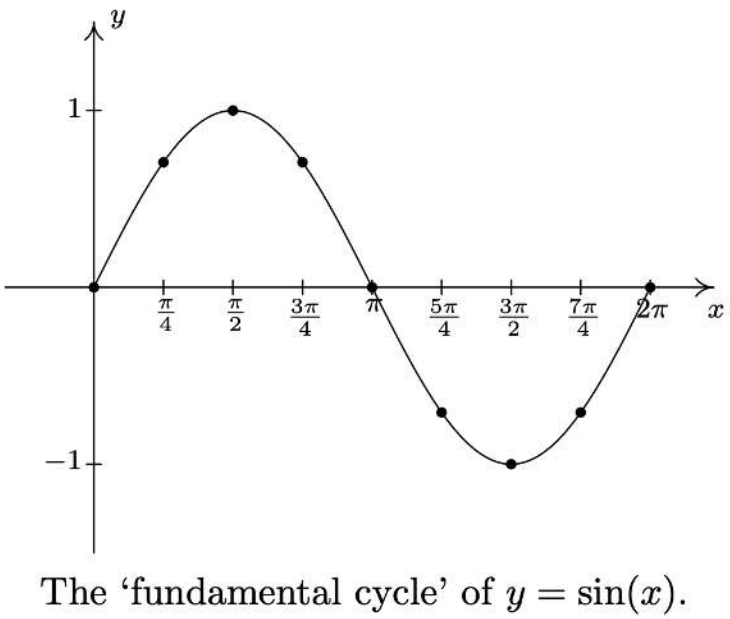


Figure 10.5.3 The fundamental cycle of $y = \sin(x)$.

As with the graph of $y = \cos(x)$, we provide an accurately scaled graph of $y = \sin(x)$ below with the fundamental cycle highlighted.

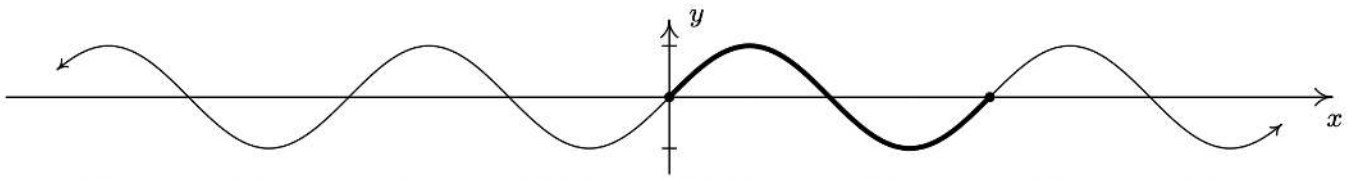


Figure 10.5.4 An accurately scaled graph $y = \sin(x)$.

It is no accident that the graphs of $y = \cos(x)$ and $y = \sin(x)$ are so similar. Using a Cofunction Identity along with the Even Property of cosine, we have

$$\sin(x) = \cos\left(\frac{\pi}{2} - x\right) = \cos\left(-\left(x - \frac{\pi}{2}\right)\right) = \cos\left(x - \frac{\pi}{2}\right).$$

Recalling Section 1.7, we see from this formula that the graph of $y = \sin(x)$ in Figure 10.5.3 is the result of shifting the graph of $y = \cos(x)$ from Figure 10.5.1 to the right $\frac{\pi}{2}$ units. A visual inspection confirms this.

Subsection Footnotes

[1] See Section 1.6 for a review of these concepts.

[2] Alternatively, we can use the Cofunction Identities in Theorem 10.4.3 to show that $g(t) = \sin(t)$ is periodic with period 2π since $g(t) = \sin(t) = \cos\left(\frac{\pi}{2} - t\right) = f\left(\frac{\pi}{2} - t\right)$.

[3] Technically, we should study the interval $[0, 2\pi)$, since whatever happens at $t = 2\pi$ is the same as what happens at $t = 0$. As we will see shortly, $t = 2\pi$ gives us an extra "check" when we go to graph these functions. In some advanced texts, the interval of choice is $[-\pi, \pi)$.

[4] The use of x and y in this context is not to be confused with the x- and y-coordinates of points on the Unit Circle which define cosine and sine. Using the term "trigonometric function" as opposed to "circular function" can help with that, but one could then ask, "Hey, where's the triangle?"

Transformations of the Cosine and Sine Functions

It's natural to want to graph transformations of the cosine and sine functions once you have their "base graphs." These transformations get the special name "**sinusoids**." Roughly speaking, a **sinusoidal function** is the result of taking the basic graph of $f(x) = \cos(x)$ (Figure 10.5.1) or $g(x) = \sin(x)$ (Figure 10.5.2) and performing any of the transformations[5] mentioned in Section 1.7.

Before we step too deeply into the graphing theory of sinusoidal functions, let's recall some information from Section 1.7. Suppose we need to graph the function

$$h(x) = Af(Bx + C) + D.$$

Let's further suppose that $B > 0$. This is a requirement for our graphing conversation surrounding trigonometric functions. We can always force $B > 0$ by using the Even/Odd Properties of the trigonometric functions. Finally, to get to the proper form from Section 1.7 we factor the argument[6] to arrive at

$$h(x) = Af\left(B\left(x + \frac{C}{B}\right)\right) + D, \tag{10.5.1}$$

again, where $B > 0$. To help us transition to a "trigonometric graphing" mindset, the table below lists our previous knowledge about the effects of the values of A, B, C,[7] and D on the graph of the transformation of f along with language will will be using from this point forward concerning those same concepts or values.

Parameter	Condition	General Effect on any Function	Related Concept(s) in Trigonometry
A	$\lvert A\rvert > 1$	vertical stretch by a factor of $\lvert A\rvert$	Amplitude and Reflection
	$0 < \lvert A\rvert < 1$	vertical compression by a factor of $\lvert A\rvert$	
	$A < 0$	reflection (vertically) about the x-axis	
B	$\lvert B\rvert > 1$	horizontal compression by a factor of $\frac{1}{\lvert B\rvert}$	Period and Step Size
	$0 < \lvert B\rvert < 1$	horizontal stretch by a factor of $\frac{1}{\lvert B\rvert}$	
	$B < 0$	reflection (horizontally) about the y-axis	
$\frac{B}{C}$	$\frac{B}{C} < 0$	horizontal shift to the right by $\left\lvert\frac{B}{C}\right\rvert$ units	Phase Shift and Reflection
	$\frac{B}{C} > 0$	horizontal shift to the left by $\frac{B}{C}$ units	
D	$D < 0$	vertical shift down by $\lvert D\rvert$ units	Midline Shift
	$D > 0$	vertical shift up by D units	

So what are "amplitude," "period", "step size," "phase shift," and "midline shift?"

The **amplitude** of the sinusoid is a measure of how "tall" the wave is, as indicated in Figure 10.5.3 below. The amplitude of the standard cosine and sine functions is 1, but vertical scalings can alter this - this is why amplitude is associated with the value of A. In fact, the amplitude is defined to be $\lvert A\rvert$. From Figure 10.5.3, you can see the amplitude is the distance between the midline (to be defined shortly) and the local extrema of the sinusoidal function.

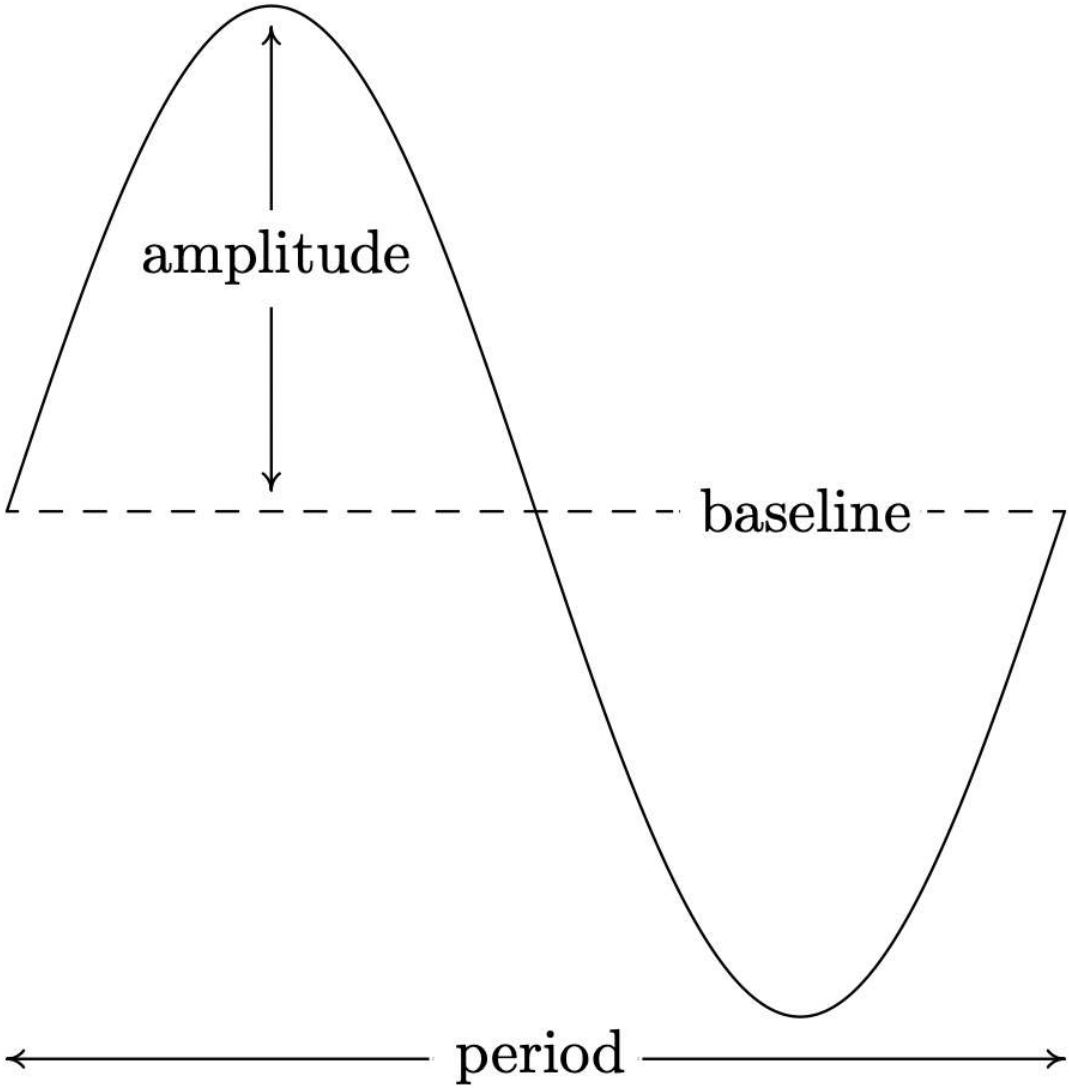


Figure 10.5.3: An illustration of the baseline (or "midline") of a sinusoidal function, the amplitude, and the period.

We have already discussed the fact that the period is how long it takes for the sinusoid to complete one cycle. The **standard period** of both $f(x) = \cos(x)$ and $g(x) = \sin(x)$ is 2π. That is, both $f(x) = \cos(x)$ and $g(x) = \sin(x)$ go through one full cycle, or one fundamental cycle, on the interval $0 \leq x \leq 2\pi$. What happens if there is a horizontal scaling? Consider $f_1(x) = \cos(Bx)$ and $g_1(x) = \sin(Bx)$ (remember, it's assumed we used the Even / Odd Properties to force B to be positive). The arguments of these functions must meander from 0 to 2π in order for these functions to go through one fundamental cycle. That is, these functions go through one fundamental cycle on the interval $0 \leq Bx \leq 2\pi$. Solving for x, we get $0 \leq x \leq \frac{2\pi}{B}$. Hence, the **period** of a sinusoidal function with horizontal scaling $B > 0$ is $\frac{2\pi}{B}$.

We now arrive at the step size. A very nice feature of sinusoidal functions (as seen in Figures 10.5.1 and 10.5.2) is the fact that they have five **key points** that help us graph. For "untransformed" sinusoidal functions, these occur at the values at $x = 0$, $\frac{\pi}{2}$, π, $\frac{3\pi}{2}$ and 2π. These "quarter marks" correspond to quadrantal angles, and as such, mark the location of the zeros and the local extrema of these functions over exactly one period. Since we know the standard period of the cosine and sine functions is 2π, the "quarter marks" partition the interval $[0, 2\pi]$ into five equally-spaced subintervals.[8] The length of each subinterval is called the **step size** and its value is

$$\text{Step Size} = \frac{\text{Period}}{4}.$$

If there is no horizontal scaling, then this value is just

$$\text{Step Size} = \frac{\text{Period}}{4} = \frac{2\pi}{4} = \frac{\pi}{2}.$$

Having such characteristics as period and a standard step size to get to the key points makes graphing the cosine and sine functions a little easier than what we encountered in Section 1.7.

The **phase shift** of the sinusoid is a fancy name for the horizontal shift experienced by the fundamental cycle. We have seen that a phase (horizontal) shift of $\frac{\pi}{2}$ to the right takes $f(x) = \cos(x)$ to $g(x) = \sin(x)$ since $\cos\left(x - \frac{\pi}{2}\right) = \sin(x)$. As the reader can verify, a phase shift of $\frac{\pi}{2}$ to the left takes $g(x) = \sin(x)$ to $f(x) = \cos(x)$. The phase shift tells us where to start graphing our fundamental cycle.

Finally, the **midline shift** of a sinusoid is exactly the same as the vertical shift in Section 1.7. Recall from the function $g(x) = \sec(x)$ in Section 1.7, we graphed a "midline" for g and shifted this midline up and down whenever we had a vertical shift. This will also be the case for graphs of sinusoidal functions (see Figure 10.5.3 above, where the midline is sadly labeled "baseline").

To summarize:

Theorem 10.5.2

Given a sinusoidal function of the form

$$C(x) = A\cos(Bx + C) + D = A\cos\left(B\left(x + \frac{C}{B}\right)\right) + D$$

or

$$S(x) = A\sin(Bx + C) + D = A\sin\left(B\left(x + \frac{C}{B}\right)\right) + D,$$

where $B > 0$, the Amplitude, Period, Step Size, Phase Shift, and Midline Shift are found via the following formulas:

$$\begin{aligned} \text{Amplitude} &= |A| \\ \text{Period} &= \frac{\text{Standard Period}}{B} \\ \text{Step Size} &= \frac{\text{Period}}{4} \\ \text{Phase Shift} &= -\frac{C}{B} \\ \text{Midline Shift} &= D \end{aligned}$$

We have gone this entire time without dipping into an example. It's time that we solidify all this language with some graphing.

Example 10.5.1

Graph one cycle of the following functions. State the period of each.

a. $f(x) = 3\cos\left(\frac{\pi x - \pi}{2}\right) + 1$
b. $g(x) = \frac{1}{2}\sin(\pi - 2x) + \frac{3}{2}$

Solution

a. Just as we did in Equation 10.5.1, we start by rewriting the given function in the form

$$f(x) = A\cos\left(B\left(x + \frac{B}{C}\right)\right) + D,$$

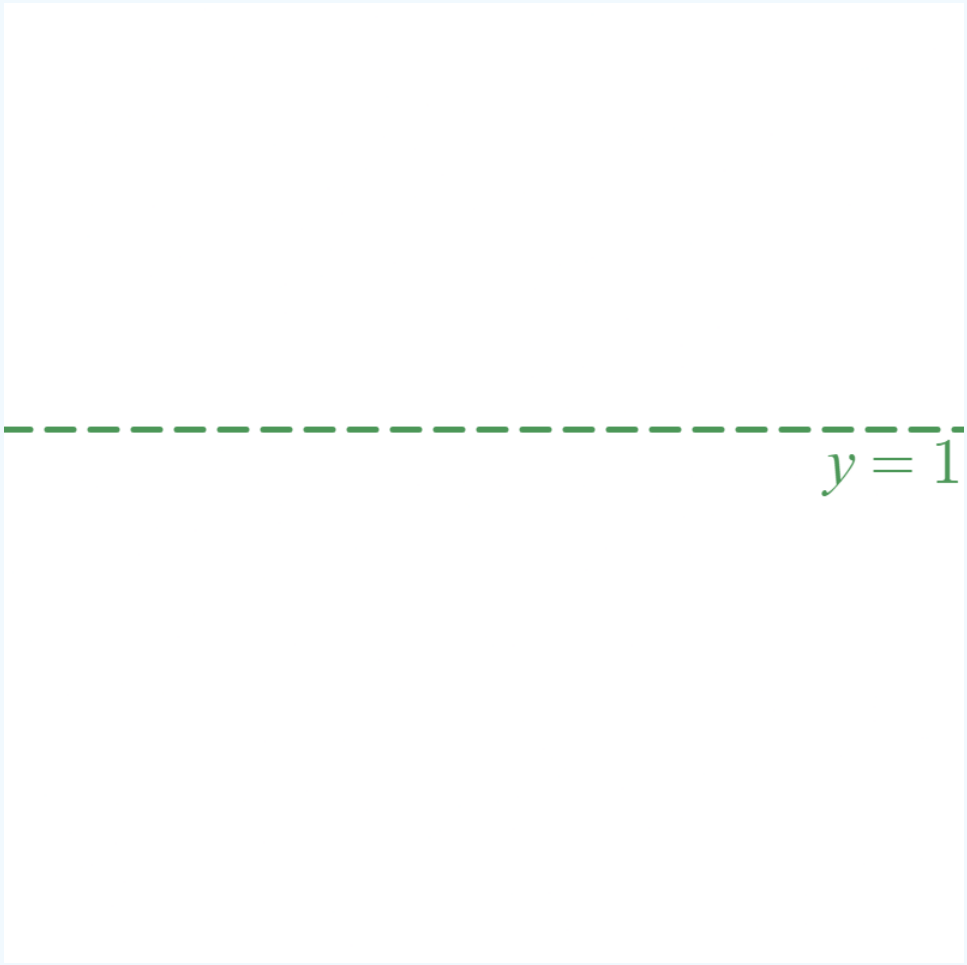
where $B > 0$. In this case, we have

$$f(x) = 3\cos\left(\frac{\pi}{2}(x - 1)\right) + 1.$$

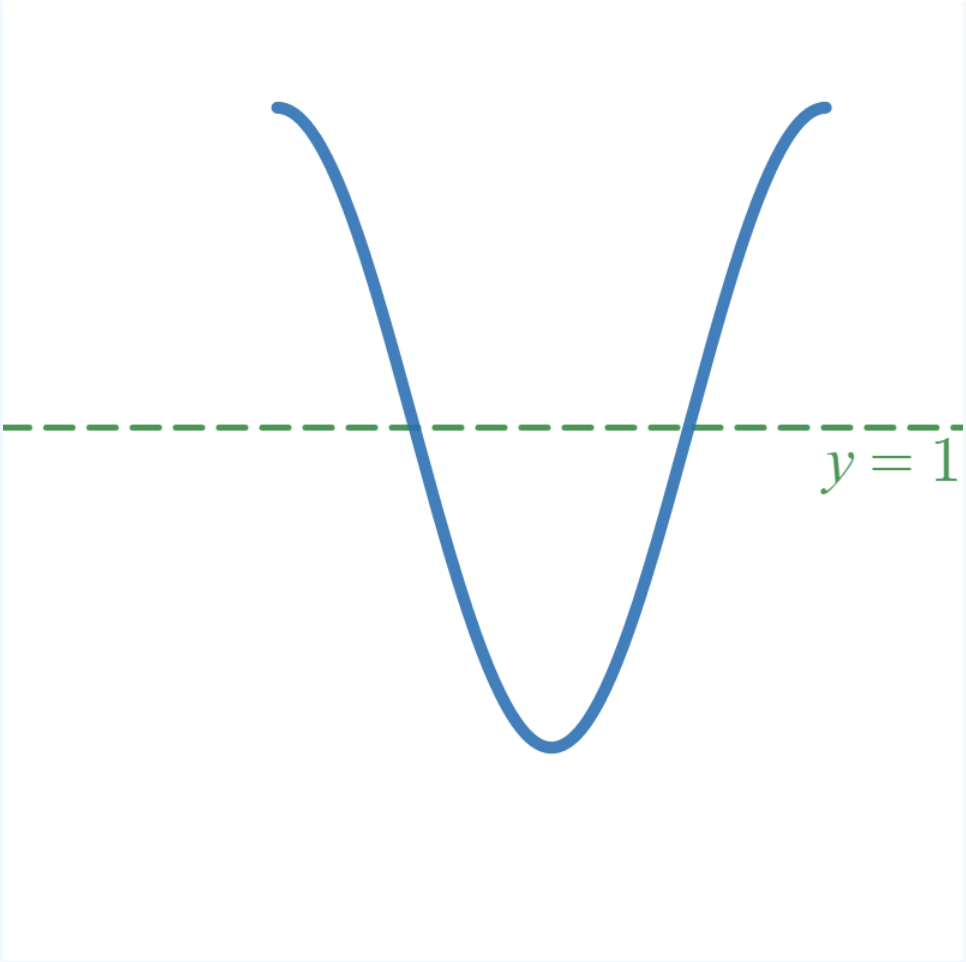
Reading from left-to-right, and using our new language,

$$\begin{aligned}
\text{Amplitude} &= |A| &&= |3| = 3 \\
\text{Period} &= \frac{\text{Standard Period}}{B} &&= \frac{2\pi}{\pi/2} = 4 \\
\text{Step Size} &= \frac{\text{Period}}{4} &&= \frac{4}{4} = 1 \\
\text{Phase Shift} &= -\frac{C}{B} &&= -(-1) = 1 \\
\text{Midline Shift} &= D &&= 1
\end{aligned}$$

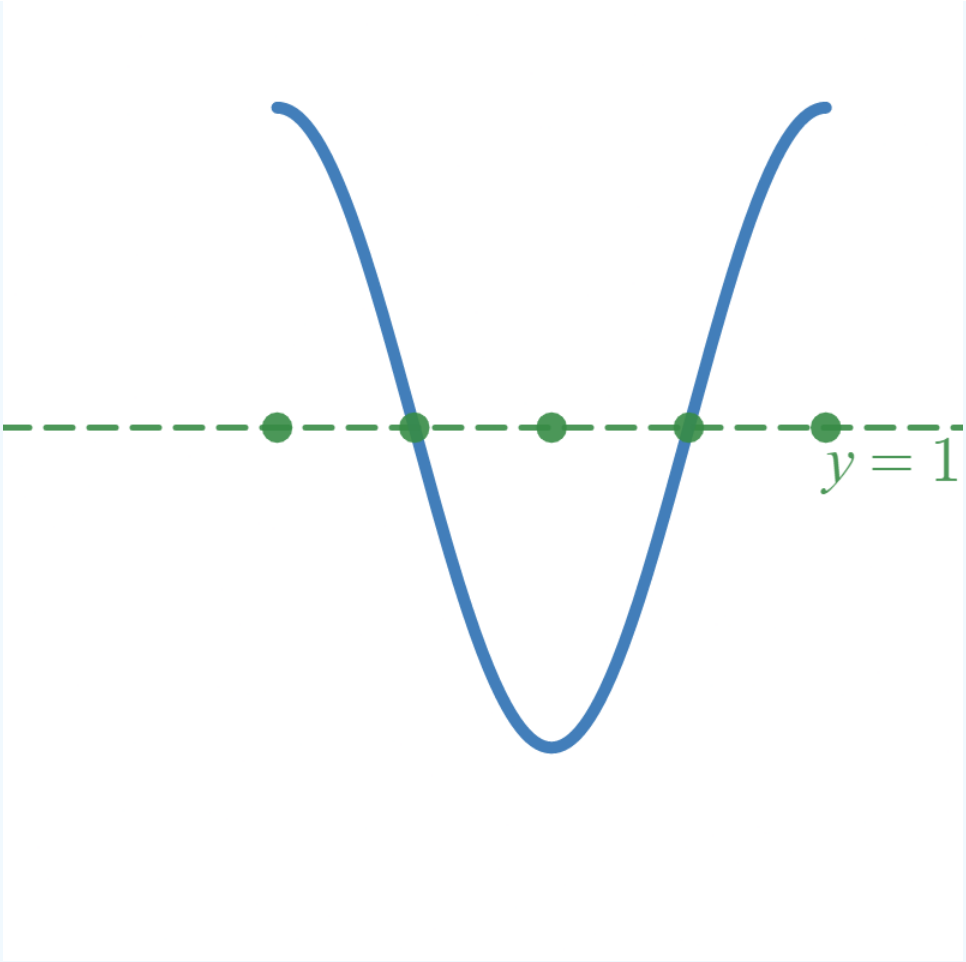
To graph a fundamental cycle of this cosine function, we start by recognizing the coefficient, 3, is positive, so there is not a vertical reflection. We then go through our list in reverse order. We first graph the Midline.



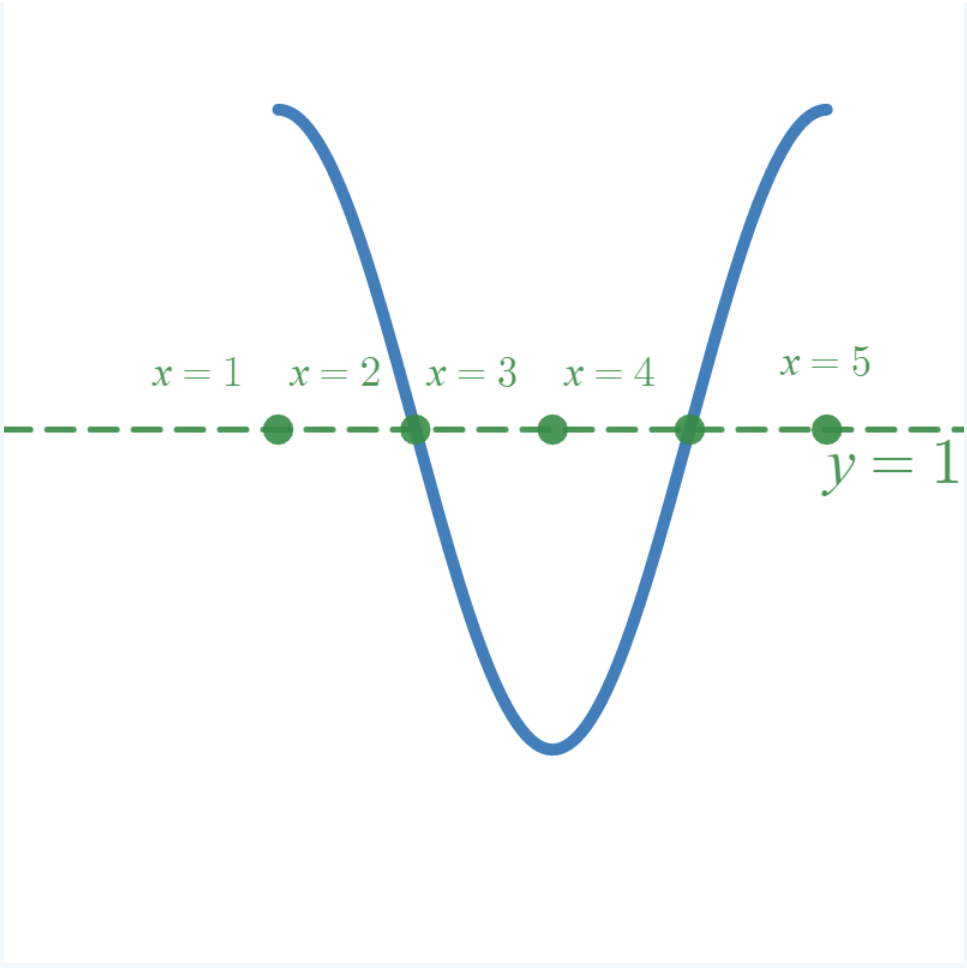
We then *cleanly* sketch a "rightside up" cosine function, using our Midline as a "phantom axis."



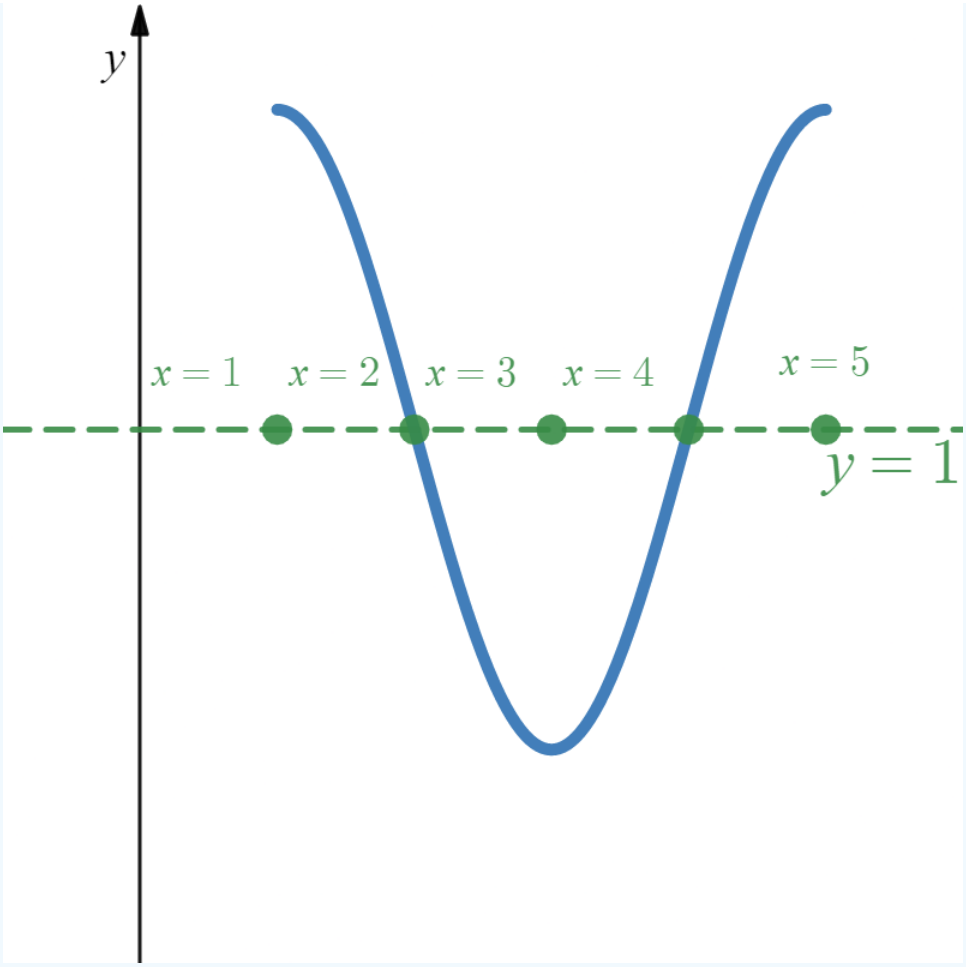
At this point, we need to plot the five key points. This is as simple as marking the endpoints of the fundamental cycle, the center point, and the center points of the two remaining subintervals.



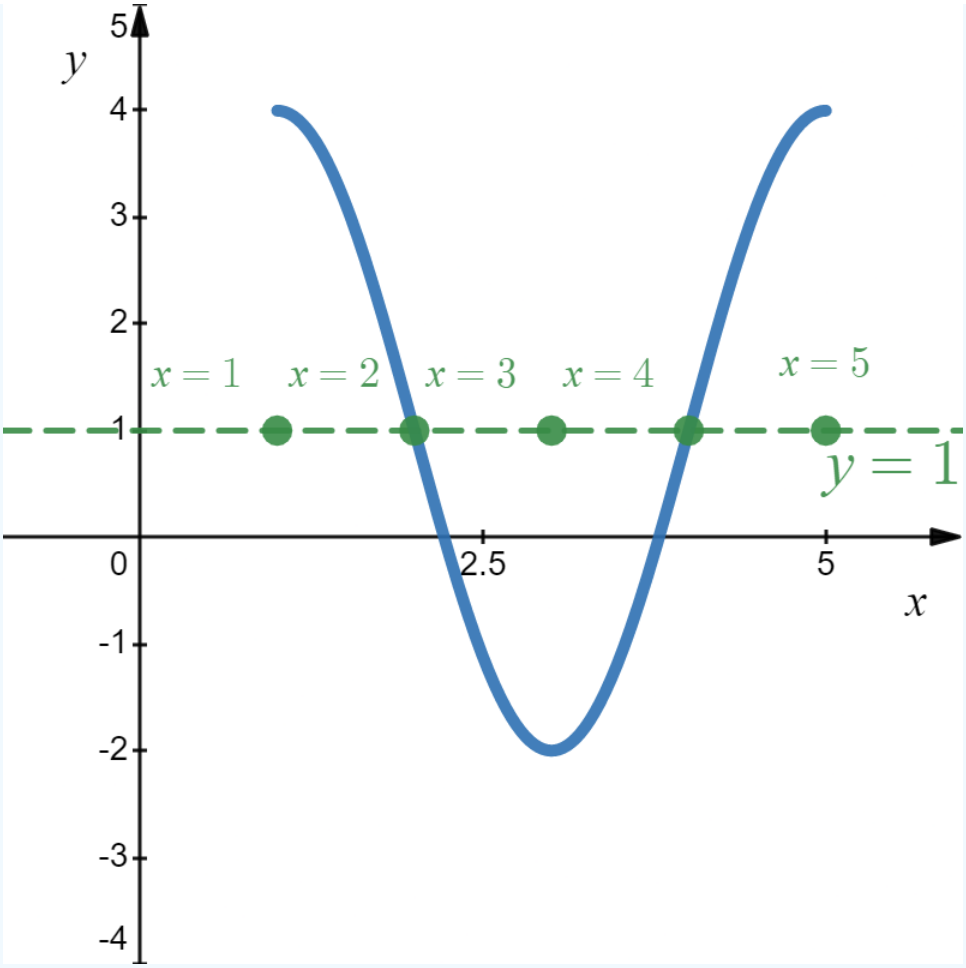
The first of these points occurs at the Phase Shift ($x = 1$). We get to the second point by adding the Step Size, the third by adding the Step Size again, and so on.



Now that we know the x-values for those key points, we can accurately place the y-axis.



Using the Amplitude, we can say the maximum occurs at $y = 1 + 3 = 4$ and the minimum occurs at $y = 1 - 3 = -2$. Labeling these values on the y-axis allows us to properly place the x-axis.



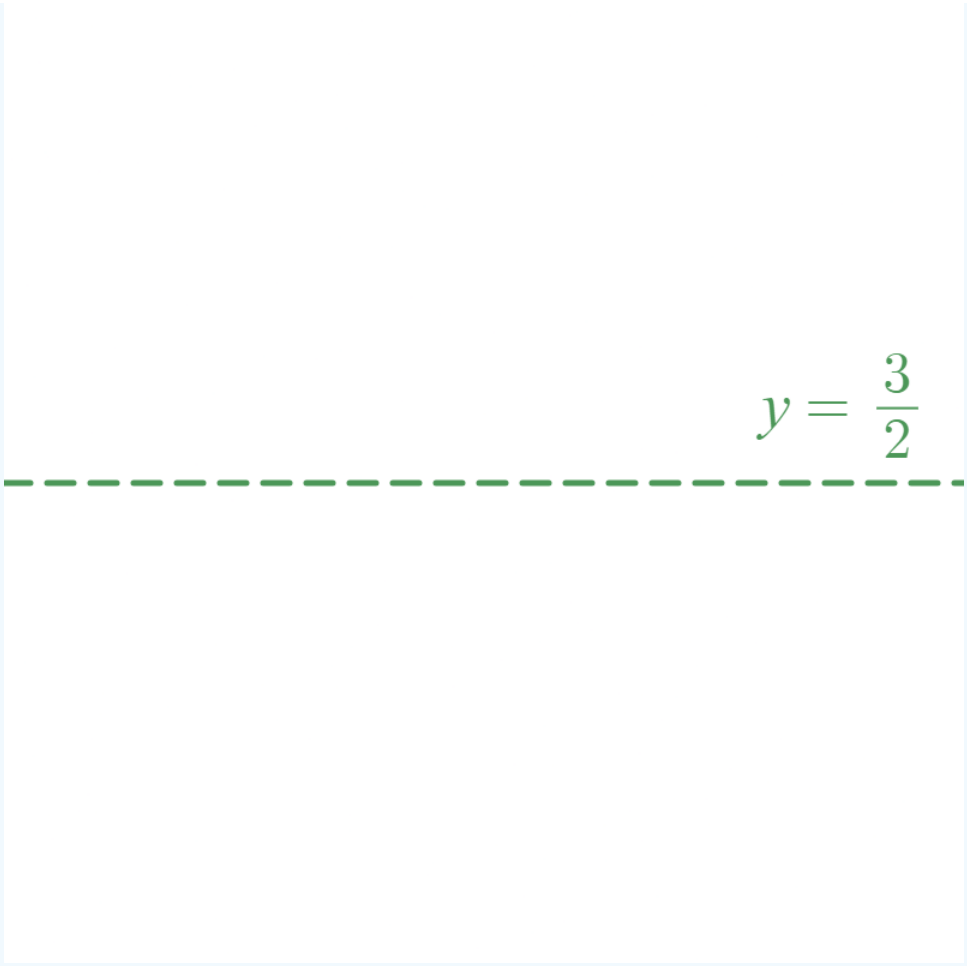
b. Proceeding as above, we start by placing g in the proper form.

$$g(x) = \frac{1}{2}\sin\left(-2(x-\pi)\right) + \frac{3}{2} = -\frac{1}{2}\sin\left(2(x-\pi)\right) + \frac{3}{2}.$$

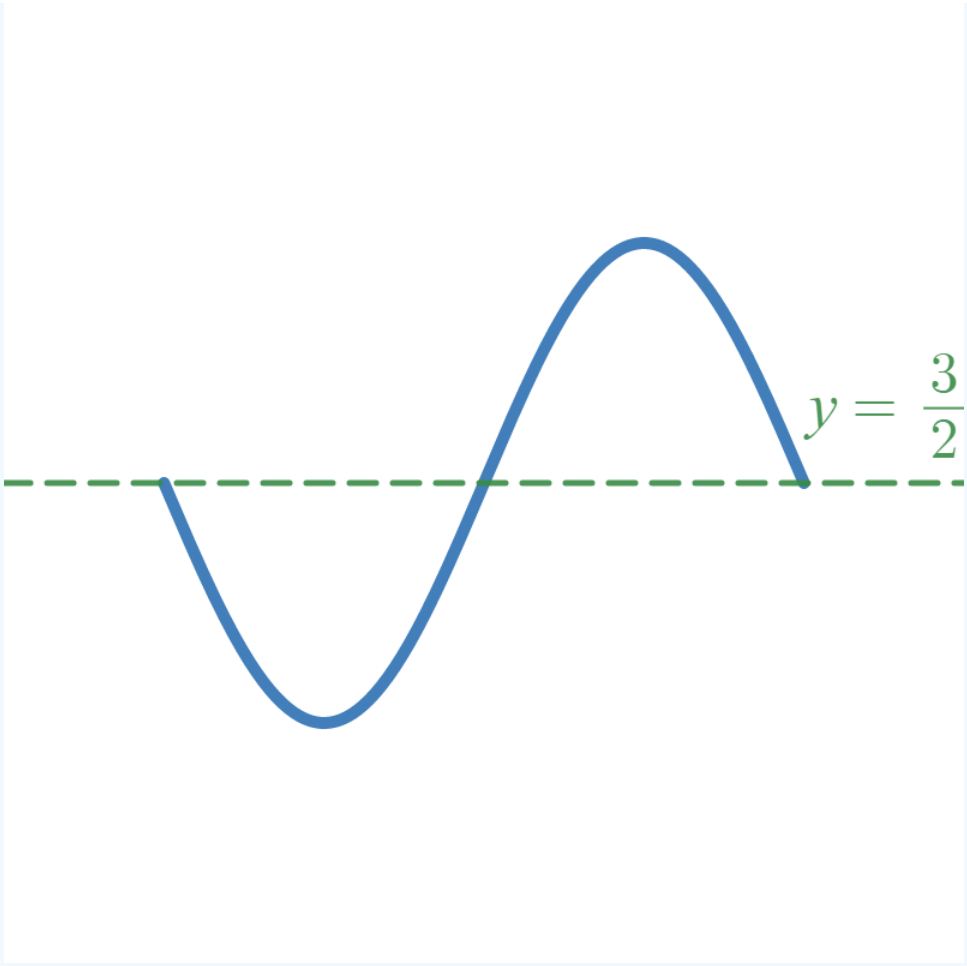
Note that we used the Even / Odd Properties to force $B > 0$. From this form, we get the following information:

$$\begin{aligned}
\text{Amplitude} &= |A| &&= \left|-\tfrac{1}{2}\right| = \tfrac{1}{2} \\
\text{Period} &= \frac{\text{Standard Period}}{B} &&= \frac{2\pi}{2} = \pi \\
\text{Step Size} &= \frac{\text{Period}}{4} &&= \frac{\pi}{4} \\
\text{Phase Shift} &= -\frac{C}{B} &&= -(-\pi) = \pi \\
\text{Midline Shift} &= D &&= \tfrac{3}{2}
\end{aligned}$$

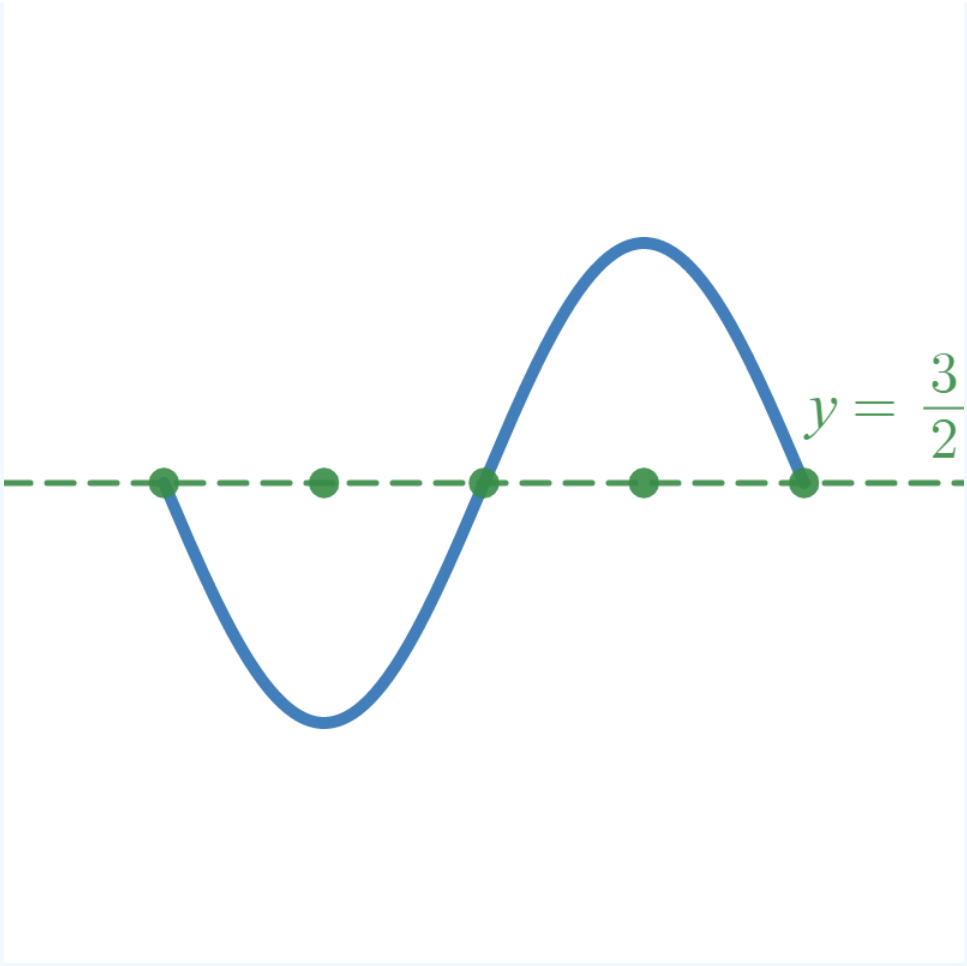
To graph a fundamental cycle of this sine function, we start by recognizing the coefficient, $-\frac{1}{2}$, is **negative**. This means that once we have to graph the sine curve, we will be reflecting it about our Midline. We then go through our list in reverse order. We first graph the Midline.



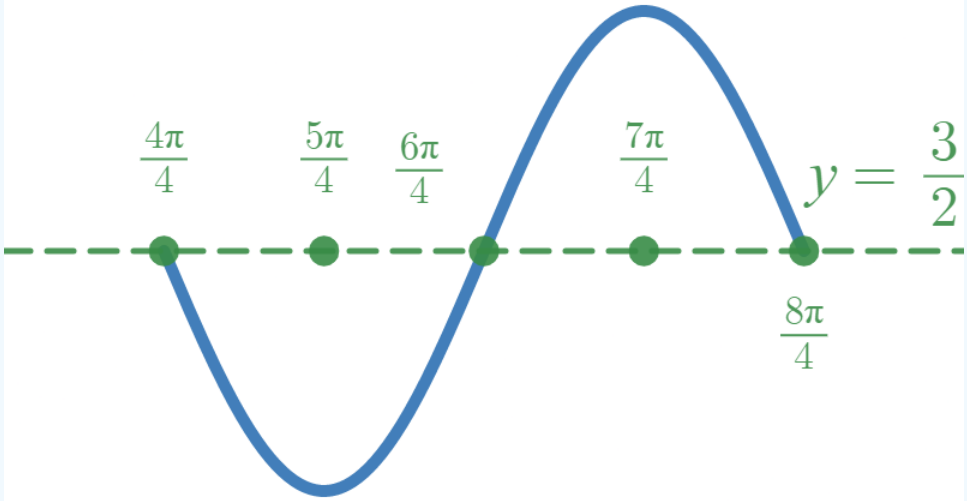
We then *cleanly* sketch an "upside down" sine function, using our Midline as a "phantom axis."



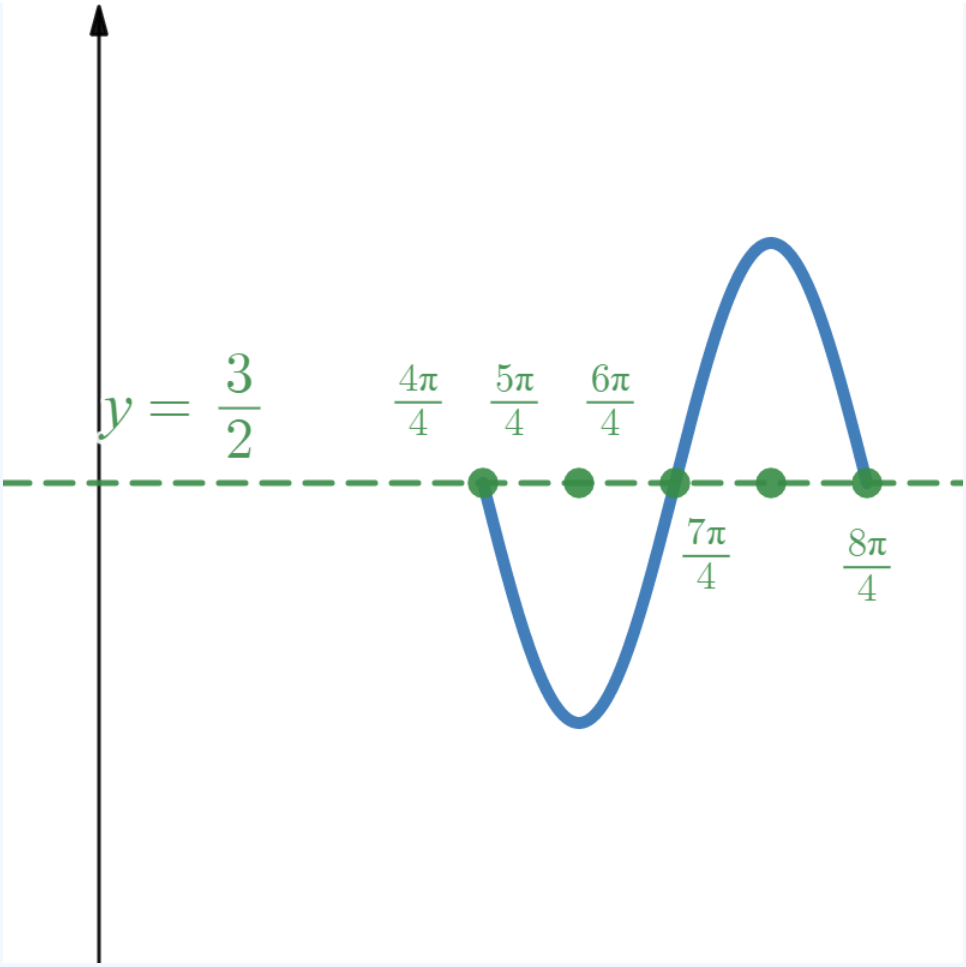
At this point, we need to plot the five key points.



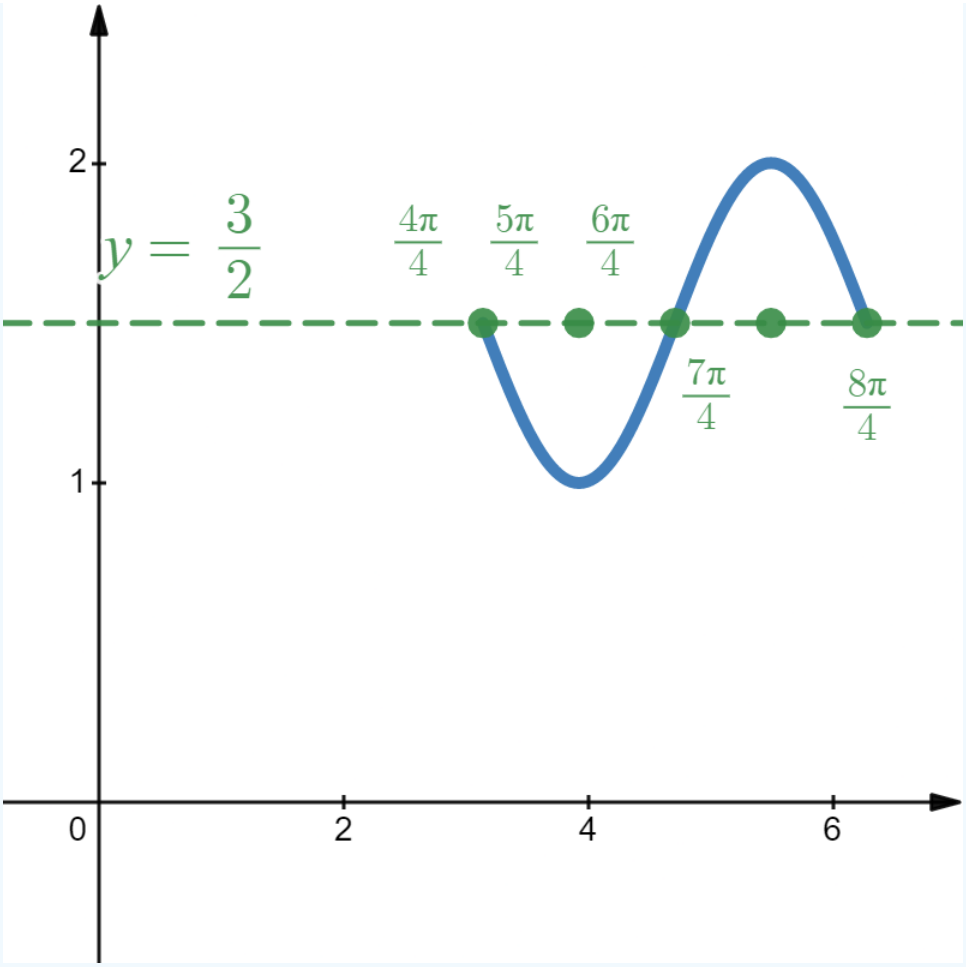
To label the key points, we start (on the left) by labeling the first as the Phase Shift and move by the Step Size to get to each subsequent key point.



Let's pause for a moment to notice that, when plotting the key points, we wrote the Phase Shift and the Step Size in the same denominator and we didn't bother simplifying the fractions. I find that students grasp the idea of graphing trigonometric functions and plotting key points much better when such trivial things as reducing fractions via their prerequisite fractional arithmetic is allowed to be ignored. We now accurately place the y-axis. To do so, we will need to zoom out a little bit.



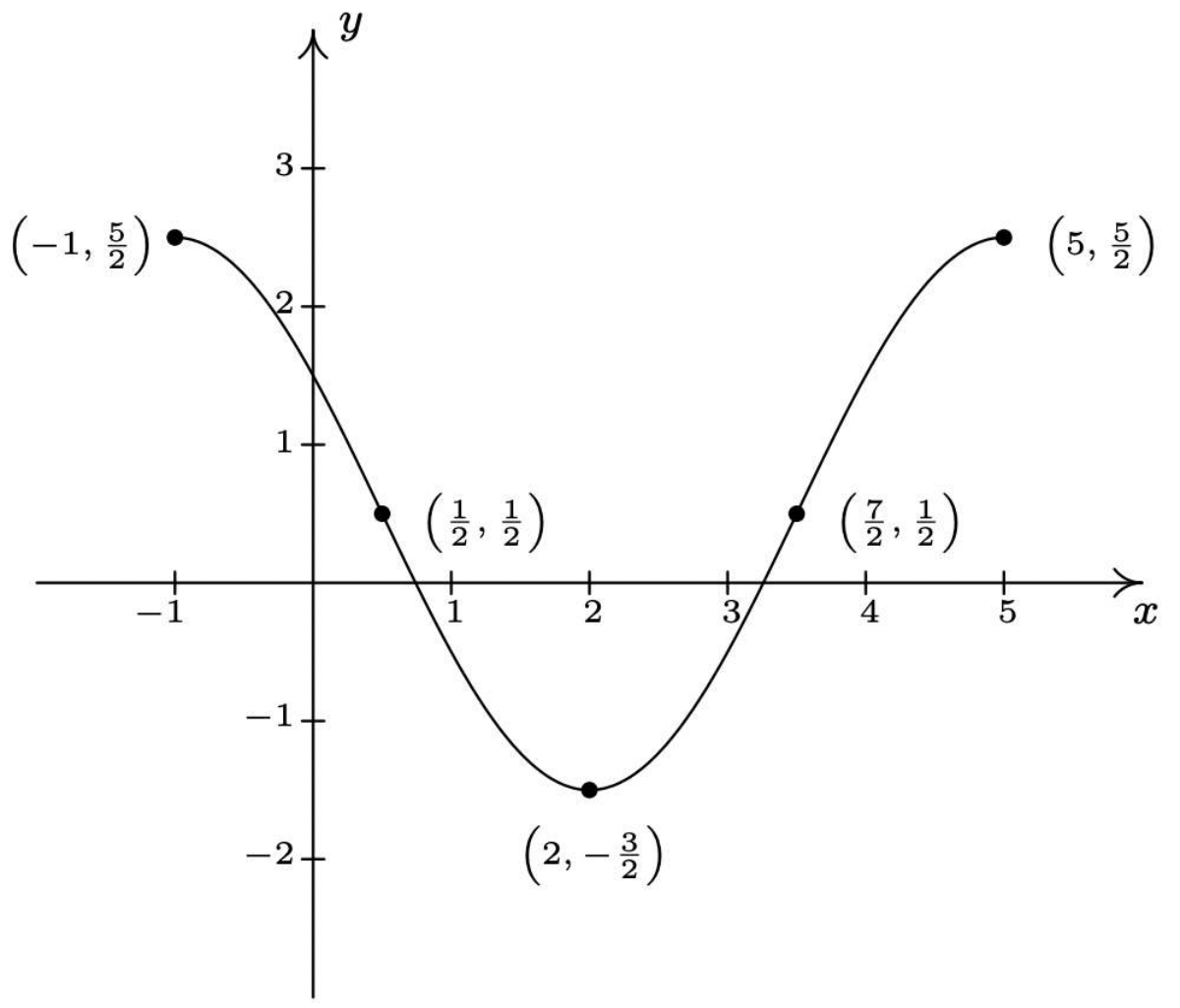
Finally, using the Amplitude, we can say the maximum occurs at $y = \frac{3}{2} + \frac{1}{2} = 2$ and the minimum occurs at $y = \frac{3}{2} - \frac{1}{2} = 1$. Labeling these values on the y-axis allows us to properly place the x-axis.



In scientific circles, the parameter B, which is stipulated to be positive, is called the (**angular**) **frequency** of the sinusoid and is the number of cycles the sinusoid completes over a 2π interval. As stated several times already, we can always ensure $B > 0$ using the Even/Odd Identities. For instance, in Example $10.5.1$ part b, the angular frequency is $B = 2$. That is, the sinusoidal function goes through 2 full fundamental cycles on any interval of length 2π.

✔ Example $10.5.2$

Below is the graph of one complete cycle of a sinusoid $y = f(x)$.



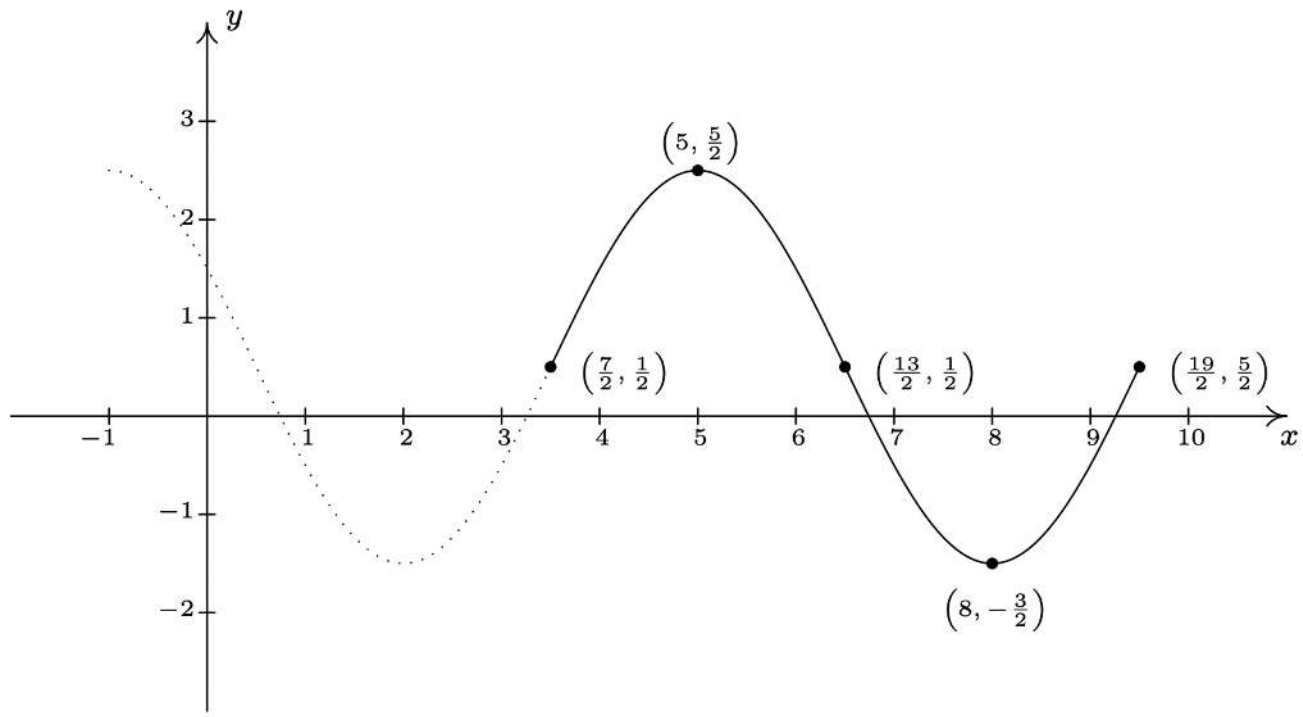
One cycle of $y = f(x)$.

a. Find a cosine function whose graph matches the graph of $y = f(x)$.
b. Find a sine function whose graph matches the graph of $y = f(x)$.

Solution

a. We fit the data to a function of the form $C(x) = A\cos(Bx + C) + D$. Since one cycle is graphed over the interval $[-1, 5]$, its period is $5 - (-1) = 6$. Therefore, according to Theorem 10.5.2, $\text{Period} = 6 = \frac{2\pi}{B}$, so that $B = \frac{\pi}{3}$. Next, we see that the phase shift is -1, so we have $\text{Phase Shift} = -\frac{C}{B} = -1$, or $C = B = \frac{\pi}{3}$. To find the amplitude, note that the range of the sinusoid is $\left[-\frac{3}{2}, \frac{5}{2}\right]$. As a result, the amplitude $A = \frac{1}{2}\left[\frac{5}{2} - \left(-\frac{3}{2}\right)\right] = \frac{1}{2}(4) = 2$. Finally, to determine the vertical shift, we average the endpoints of the range to find $D = \frac{1}{2}\left[\frac{5}{2} + \left(-\frac{3}{2}\right)\right] = \frac{1}{2}(1) = \frac{1}{2}$. Our final answer is $C(x) = 2\cos\left(\frac{\pi}{3}x + \frac{\pi}{3}\right) + \frac{1}{2}$.

b. Most of the work to fit the data to a function of the form $S(x) = A\sin(Bx + C) + D$ is done. The period, amplitude and vertical shift are the same as before with $B = \frac{\pi}{3}$, $A = 2$ and $D = \frac{1}{2}$. The trickier part is finding the phase shift. To that end, we imagine extending the graph of the given sinusoid as in the figure below so that we can identify a cycle beginning at $\left(\frac{7}{2}, \frac{1}{2}\right)$. Taking the phase shift to be $\frac{7}{2}$, we get $-\frac{C}{B} = \frac{7}{2}$, or $C = -\frac{7}{2}B = -\frac{7}{2}\left(\frac{\pi}{3}\right) = -\frac{7\pi}{6}$. Hence, our answer is $S(x) = 2\sin\left(\frac{\pi}{3}x - \frac{7\pi}{6}\right) + \frac{1}{2}$.



Extending the graph of $y = f(x)$.

Note that each of the answers given in Example $10.5.2$ is one choice out of many possible answers. For example, when fitting a sine function to the data, we could have chosen to start at $\left(\frac{1}{2}, \frac{1}{2}\right)$ taking $A = -2$. In this case, the phase shift is $\frac{1}{2}$ so $C = -\frac{\pi}{6}$ for an answer of $S(x) = -2\sin\left(\frac{\pi}{3}x - \frac{\pi}{6}\right) + \frac{1}{2}$. Alternatively, we could have extended the graph of $y = f(x)$ to the left and considered a sine function starting at $\left(-\frac{5}{2}, \frac{1}{2}\right)$, and so on. Each of these formulas determine the same sinusoid curve and their formulas are all equivalent using identities.

Finding a Sinusoidal Function from the Sum of Sines and Cosines

Connecting Concepts - Differential Equations

In differential equations (as well as in signal analysis and physics), it will become important to rewrite functions of the form

$$f(x) = A\cos(Bx) + B\sin(Bx)$$

as a single sine (or cosine) function. I discuss how to do this below.

If we use the sum identity for cosine, we can expand the formula to yield

$$C(x) = A\cos(Bx + C) + D = A\cos(Bx)\cos(C) - A\sin(Bx)\sin(C) + D.$$

Similarly, using the sum identity for sine, we get

$$S(x) = A\sin(Bx + C) + B = A\sin(Bx)\cos(C) + A\cos(Bx)\sin(C) + D.$$

Making these observations allows us to recognize (and graph) functions as sinusoids which, at first glance, don't appear to fit the forms of either $C(x)$ or $S(x)$.

Example 10.5.3

Consider the function $f(x) = \cos(2x) - \sqrt{3}\sin(2x)$. Find a formula for $f(x)$:

a. in the form $C(x) = A\cos(Bx + C) + D$ for $B > 0$
b. in the form $S(x) = A\sin(Bx + C) + D$ for $B > 0$

Check your answers analytically using identities and graphically using a calculator.

Solution

a. The key to this problem is to use the expanded forms of the sinusoid formulas and match up corresponding coefficients. Equating $f(x) = \cos(2x) - \sqrt{3}\sin(2x)$ with the expanded form of $C(x) = A\cos(Bx + C) + D$, we get

$$\cos(2x) - \sqrt{3}\sin(2x) = A\cos(Bx)\cos(C) - A\sin(Bx)\sin(C) + D$$

It should be clear that we can take $B = 2$ and $D = 0$ to get

$$\cos(2x) - \sqrt{3}\sin(2x) = A\cos(2x)\cos(C) - A\sin(2x)\sin(C)$$

To determine A and C, a bit more work is involved. We get started by equating the coefficients of the trigonometric functions on either side of the equation. On the left hand side, the coefficient of $\cos(2x)$ is 1, while on the right hand side, it is $A\cos(C)$. Since this equation is to hold for all real numbers, we must have that $A\cos(C) = 1$. Similarly, we find by equating the coefficients of $\sin(2x)$ that $A\sin(C) = \sqrt{3}$. What we have here is a system of nonlinear equations! We can temporarily eliminate the dependence on C by using the Pythagorean Identity. We know $\cos^2(C) + \sin^2(C) = 1$, so multiplying this by A^2 gives $A^2\cos^2(C) + A^2\sin^2(C) = A^2$. Since $A\cos(C) = 1$ and $A\sin(C) = \sqrt{3}$, we get $A^2 = 1^2 + (\sqrt{3})^2 = 4$ or $A = \pm 2$. Choosing $A = 2$, we have $2\cos(C) = 1$ and $2\sin(C) = \sqrt{3}$ or, after some rearrangement, $\cos(C) = \frac{1}{2}$ and $\sin(C) = \frac{\sqrt{3}}{2}$. One such angle C which satisfies this criteria is $C = \frac{\pi}{3}$. Hence, one way to write $f(x)$ as a sinusoid is $f(x) = 2\cos\left(2x + \frac{\pi}{3}\right)$. We can easily check our answer using the sum formula for cosine

$$\begin{aligned} f(x) &= 2\cos\left(2x + \frac{\pi}{3}\right) \\ &= 2\left[\cos(2x)\cos\left(\frac{\pi}{3}\right) - \sin(2x)\sin\left(\frac{\pi}{3}\right)\right] \\ &= 2\left[\cos(2x)\left(\frac{1}{2}\right) - \sin(2x)\left(\frac{\sqrt{3}}{2}\right)\right] \\ &= \cos(2x) - \sqrt{3}\sin(2x) \end{aligned}$$

b. Proceeding as before, we equate $f(x) = \cos(2x) - \sqrt{3}\sin(2x)$ with the expanded form of $S(x) = A\sin(Bx + C) + D$ to get

$$\cos(2x) - \sqrt{3}\sin(2x) = A\sin(Bx)\cos(C) + A\cos(Bx)\sin(C) + D$$

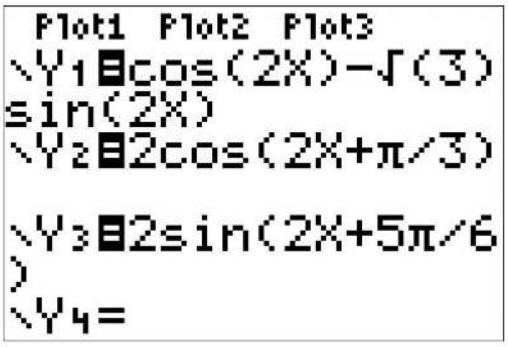
Once again, we may take $B = 2$ and $D = 0$ so that

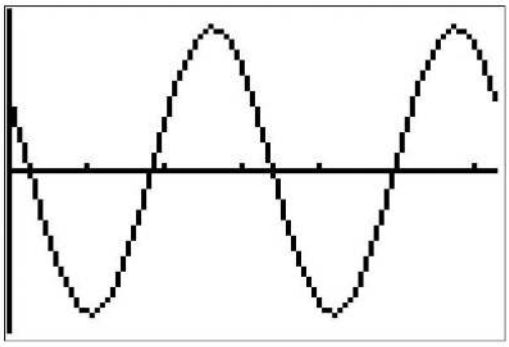
$$\cos(2x) - \sqrt{3}\sin(2x) = A\sin(2x)\cos(C) + A\cos(2x)\sin(C)$$

We equate the coefficients of $\cos(2x)$ on either side and get $A\sin(C) = 1$ and $A\cos(C) = -\sqrt{3}$. Using $A^2\cos^2(C) + A^2\sin^2(C) = A^2$ as before, we get $A = \pm 2$, and again we choose $A = 2$. This means $2\sin(C) = 1$, or $\sin(C) = \frac{1}{2}$, and $2\cos(C) = -\sqrt{3}$, which means $\cos(C) = -\frac{\sqrt{3}}{2}$. One such angle which meets these criteria is $C = \frac{5\pi}{6}$. Hence, we have $f(x) = 2\sin\left(2x + \frac{5\pi}{6}\right)$. Checking our work analytically, we have

$$\begin{aligned} f(x) &= 2\sin\left(2x + \frac{5\pi}{6}\right) \\ &= 2\left[\sin(2x)\cos\left(\frac{5\pi}{6}\right) + \cos(2x)\sin\left(\frac{5\pi}{6}\right)\right] \\ &= 2\left[\sin(2x)\left(-\frac{\sqrt{3}}{2}\right) + \cos(2x)\left(\frac{1}{2}\right)\right] \\ &= \cos(2x) - \sqrt{3}\sin(2x) \end{aligned}$$

Graphing the three formulas for $f(x)$ result in the identical curve, verifying our analytic work.





It is important to note that in order for the technique presented in Example 10.5.3 to fit a function into one of the forms in Theorem 10.5.2, the arguments of the cosine and sine function must match. That is, while $f(x) = \cos(2x) - \sqrt{3}\sin(2x)$ is a sinusoid, $g(x) = \cos(2x) - \sqrt{3}\sin(3x)$ is not.[9] It is also worth mentioning that, had we chosen $A = -2$ instead of $A = 2$ as we worked through Example 10.5.3, our final answers would have *looked* different. The reader is encouraged to rework Example 10.5.3 using $A = -2$ to see what these differences are, and then for a challenging exercise, use identities to show that the formulas are all equivalent. The general equations to fit a function of the form $f(x) = a\cos(Bx) + b\sin(Bx) + D$ into one of the forms in Theorem 10.5.2 are explored in the Exercises.

Subsection Footnotes

[5] We have already seen how the Even/Odd and Cofunction Identities can be used to rewrite $g(x) = \sin(x)$ as a transformed version of $f(x) = \cos(x)$, so of course, the reverse is true: $f(x) = \cos(x)$ can be written as a transformed version of $g(x) = \sin(x)$. The authors have seen some instances where sinusoids are always converted to cosine functions while in other disciplines, the sinusoids are always written in terms of sine functions. We will discuss the applications of sinusoids in greater detail in Chapter 11. Until then, we will keep our options open.

[6] Loosely stated, the argument of a trigonometric function is the expression "inside" the function.

[7] In some scientific and engineering circles, the quantity C mentioned in Equation 10.5.1 is called the **phase** of the sinusoid; however, we will not be using that language here.

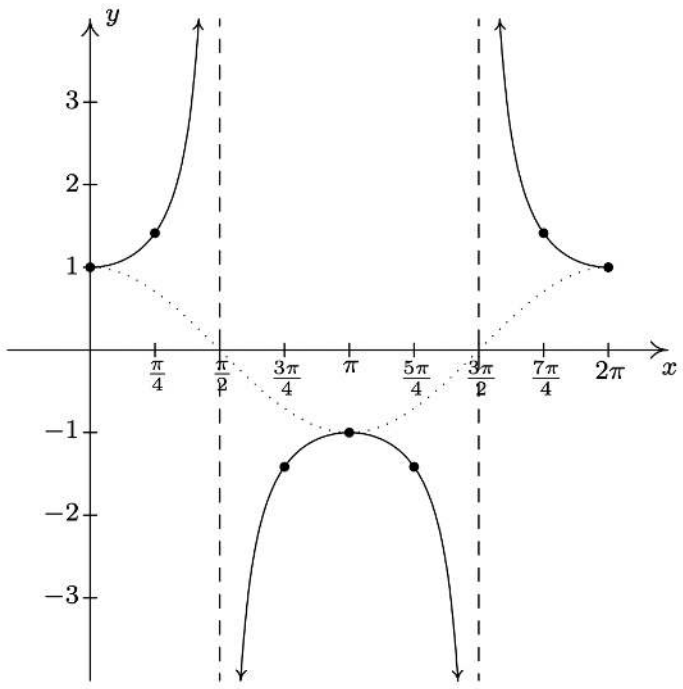
[8] The idea of "partitioning" an interval into subintervals is a critical concept in Calculus.

[9] This graph does, however, exhibit sinusoid-like characteristics! Check it out!

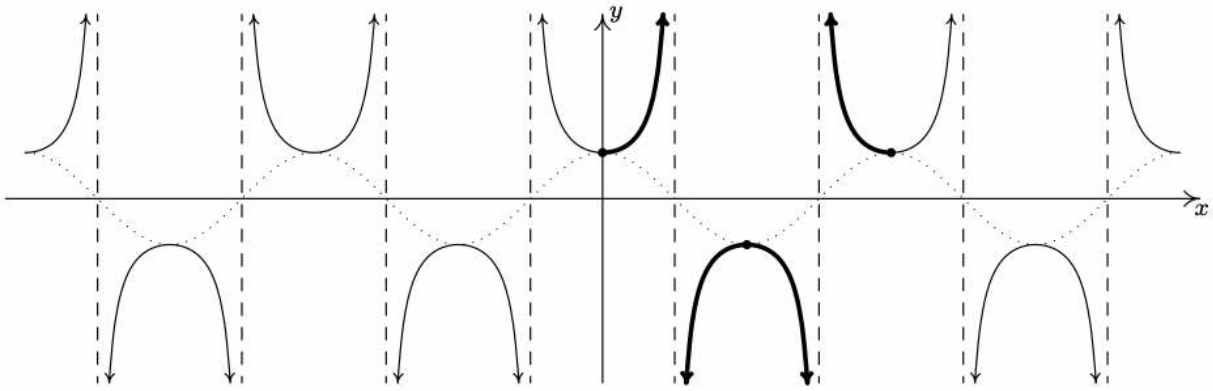
Base Graphs of the Secant and Cosecant Functions

We now turn our attention to graphing $y = \sec(x)$. Since $\sec(x) = \frac{1}{\cos(x)}$, we can use our table of values for the graph of $y = \cos(x)$ and take reciprocals. We know from Section 10.3 that the domain of $F(x) = \sec(x)$ excludes all odd multiples of $\frac{\pi}{2}$, and sure enough, we run into trouble at $x = \frac{\pi}{2}$ and $x = \frac{3\pi}{2}$ since $\cos(x) = 0$ at these values. Using the notation introduced in Section 4.2, we have that as $x \to \frac{\pi}{2}^-$, $\cos(x) \to 0^+$, so $\sec(x) \to \infty$. (See Section 10.3 for a more detailed analysis.) Similarly, we find that as $x \to \frac{\pi}{2}^+$, $\sec(x) \to -\infty$; as $x \to \frac{3\pi}{2}^-$, $\sec(x) \to -\infty$; and as $x \to \frac{3\pi}{2}^+$, $\sec(x) \to \infty$. This means we have a pair of vertical asymptotes to the graph of $y = \sec(x)$, $x = \frac{\pi}{2}$ and $x = \frac{3\pi}{2}$. Since $\cos(x)$ is periodic with period 2π, it follows that $\sec(x)$ is as well.[10] Below we graph a fundamental cycle of $y = \sec(x)$ along with a more complete graph obtained by the usual "copying and pasting."[11]

x	$\cos(x)$	$\sec(x)$	$(x, \sec(x))$
0	1	1	$(0,1)$
$\frac{\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\sqrt{2}$	$\left(\frac{\pi}{4}, \sqrt{2}\right)$
$\frac{\pi}{2}$	0	undefined	
$\frac{3\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$-\sqrt{2}$	$\left(\frac{3\pi}{4}, -\sqrt{2}\right)$
π	-1	-1	$(\pi, -1)$
$\frac{5\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$-\sqrt{2}$	$\left(\frac{5\pi}{4}, -\sqrt{2}\right)$
$\frac{3\pi}{2}$	0	undefined	
$\frac{7\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\sqrt{2}$	$\left(\frac{7\pi}{4}, \sqrt{2}\right)$
2π	1	1	$(2\pi, 1)$



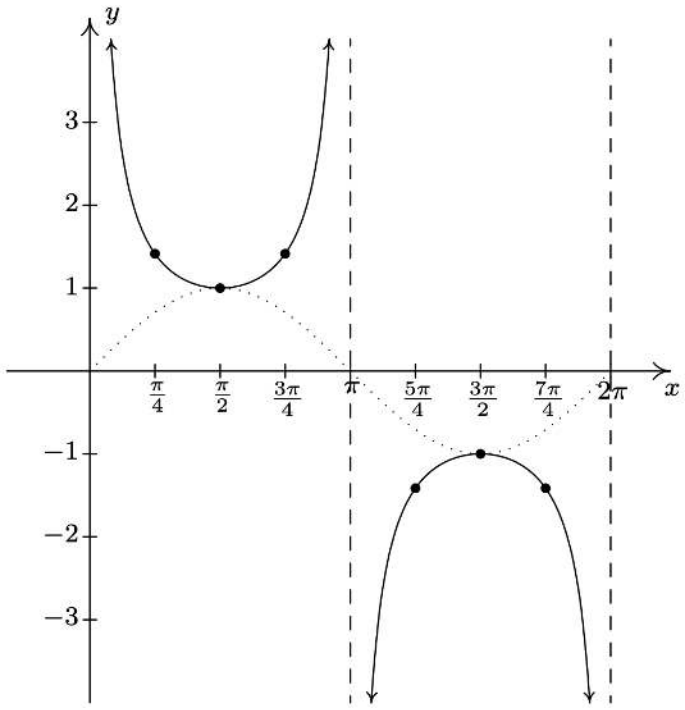
The 'fundamental cycle' of $y = \sec(x)$.



The graph of $y = \sec(x)$.

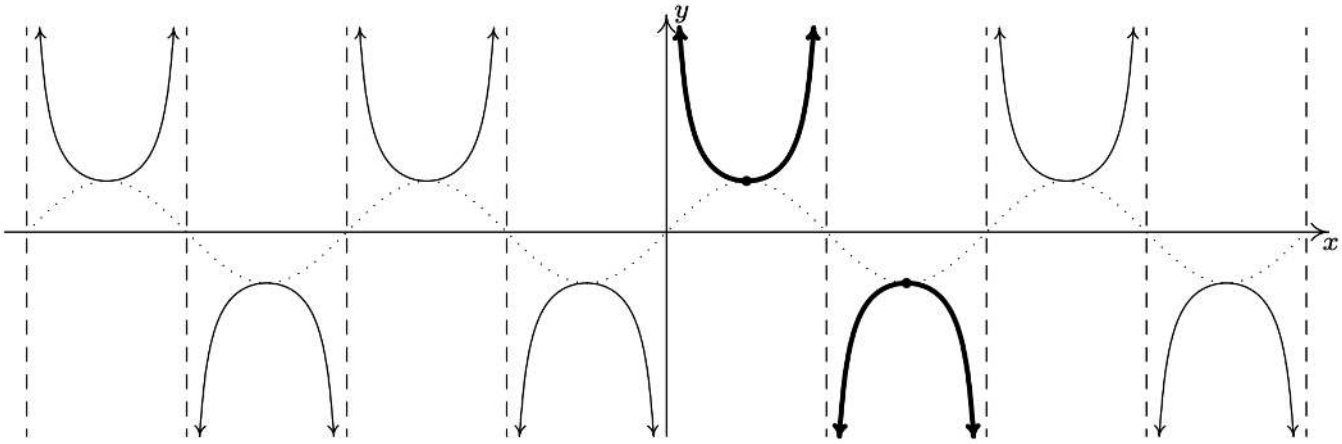
As one would expect, to graph $y = \csc(x)$ we begin with $y = \sin(x)$ and take reciprocals of the corresponding y-values. Here, we encounter issues at $x = 0$, $x = \pi$ and $x = 2\pi$. Proceeding with the usual analysis, we graph the fundamental cycle of $y = \csc(x)$ below along with the dotted graph of $y = \sin(x)$ for reference. Since $y = \sin(x)$ and $y = \cos(x)$ are merely phase shifts of each other, so too are $y = \csc(x)$ and $y = \sec(x)$.

x	$\sin(x)$	$\csc(x)$	$(x, \csc(x))$
0	0	undefined	
$\frac{\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\sqrt{2}$	$\left(\frac{\pi}{4}, \sqrt{2}\right)$
$\frac{\pi}{2}$	1	1	$\left(\frac{\pi}{2}, 1\right)$
$\frac{3\pi}{4}$	$\frac{\sqrt{2}}{2}$	$\sqrt{2}$	$\left(\frac{3\pi}{4}, \sqrt{2}\right)$
π	0	undefined	
$\frac{5\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$-\sqrt{2}$	$\left(\frac{5\pi}{4}, -\sqrt{2}\right)$
$\frac{3\pi}{2}$	-1	-1	$\left(\frac{3\pi}{2}, -1\right)$
$\frac{7\pi}{4}$	$-\frac{\sqrt{2}}{2}$	$-\sqrt{2}$	$\left(\frac{7\pi}{4}, -\sqrt{2}\right)$
2π	0	undefined	



The 'fundamental cycle' of $y = \csc(x)$.

Once again, our domain and range work in Section 10.3 is verified geometrically in the graph of $y = G(x) = \csc(x)$.



The graph of $y = \csc(x)$.

Note that, on the intervals between the vertical asymptotes, both $F(x) = \sec(x)$ and $G(x) = \csc(x)$ are continuous and smooth. In other words, they are continuous and smooth *on their domains*.[12] The following theorem summarizes the properties of the secant and cosecant functions. Note that all of these properties are direct results of them being reciprocals of the cosine and sine functions, respectively.

Theorem 10.5.3: Properties of the Secant and Cosecant Functions

- The function $F(x) = \sec(x)$
  - has domain $\left\{x : x \neq \frac{\pi}{2} + \pi k, k \text{ is an integer } \right\} = \bigcup_{k=-\infty}^{\infty} \left(\frac{(2k+1)\pi}{2}, \frac{(2k+3)\pi}{2}\right)$
  - has range $\{y : |y| \geq 1\} = (-\infty, -1] \cup [1, \infty)$
  - is continuous and smooth on its domain
  - is even
  - has period 2π

- The function $G(x) = \csc(x)$
  - has domain $\{x : x \neq \pi k, k \text{ is an integer }\} = \bigcup_{k=-\infty}^{\infty} (k\pi, (k+1)\pi)$
  - has range $\{y : |y| \geq 1\} = (-\infty, -1] \cup [1, \infty)$
  - is continuous and smooth on its domain
  - is odd
  - has period 2π

Subsection Footnotes

[10] Provided $\sec(\alpha)$ and $\sec(\beta)$ are defined, $\sec(\alpha) = \sec(\beta)$ if and only if $\cos(\alpha) = \cos(\beta)$. Hence, $\sec(x)$ inherits its period from $\cos(x)$.

[11] In Section 10.3, we argued the range of $F(x) = \sec(x)$ is $(-\infty, -1] \cup [1, \infty)$. We can now see this graphically.

[12] Just like the rational functions in Chapter 4 are continuous and smooth on their domains because polynomials are continuous and smooth everywhere, the secant and cosecant functions are continuous and smooth on their domains since the cosine and sine functions are continuous and smooth everywhere.

Transformations of the Secant and Cosecant Functions

In the next example, we discuss graphing more general secant and cosecant curves.

Example 10.5.4

Graph one cycle of the following functions. State the period of each.

a. $f(x) = 1 - 2\sec(2x)$

b. $g(x) = \dfrac{\csc(\pi - \pi x) - 5}{3}$

Solution

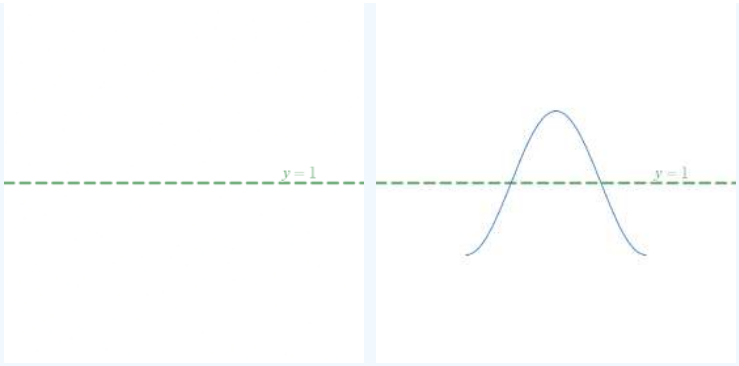
a. To graph $y = 1 - 2\sec(2x)$, we place it in the form $h(x) = Af\left(B\left(x + \frac{C}{B}\right)\right) + D$, as we have done with every other example in this section. We get

$$y = -2\sec(2x) + 1.$$

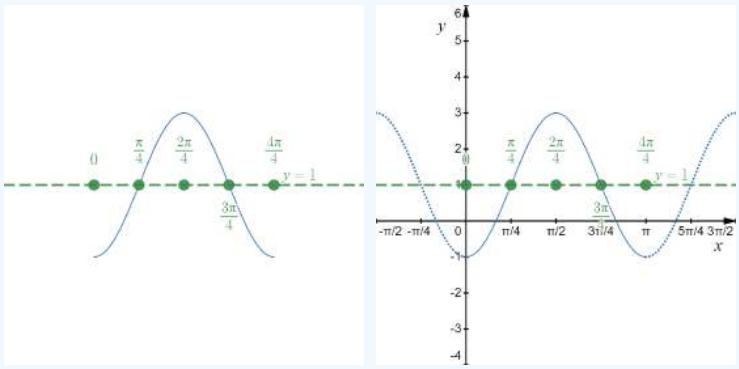
We follow the same procedure as in Example 10.5.1 with two modifications. First, we focus on graphing the reciprocal function of the secant, which is the cosine. Once we have graphed $y = -2\cos(2x) + 1$, we note that wherever the cosine curve crosses the midline, the cosine will be zero. As such, the secant will have a vertical asymptote at this same x-value. Reading $y = -2\cos(2x) + 1$ from left-to-right, we find the following:

$$\begin{aligned}
\text{Amplitude} &= |A| &&= |-2| = 2 \\
\text{Period} &= \frac{\text{Standard Period}}{B} &&= \frac{2\pi}{2} = \pi \\
\text{Step Size} &= \frac{\text{Period}}{4} &&= \frac{\pi}{4} \\
\text{Phase Shift} &= -\frac{C}{B} &&= 0 \\
\text{Midline Shift} &= D &&= 1
\end{aligned}$$

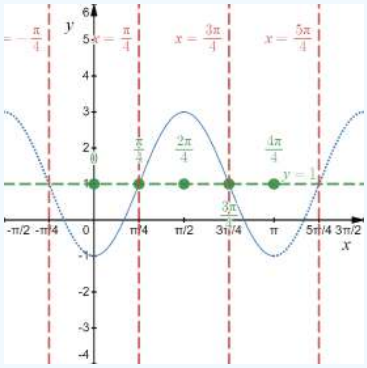
Graphing the Midline and then *cleanly* sketching an "upside down" (because $A = -2 < 0$) cosine curve, we get



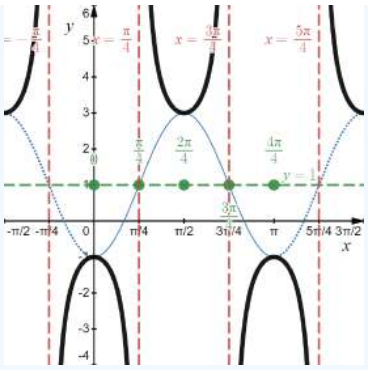
Plotting five key points (equally-spaced on the fundamental cycle), labeling the first as the Phase Shift, computing the remaining key points via the Step Size, and finally placing the axes appropriately, we get



Notice that, unlike our previous examples, we decided to "extend" our sketch beyond a single fundamental cycle. This is so you, the reader, can see the secant curve form. Wherever the cosine function crosses the Midline, the value of the cosine will be zero. Therefore, our vertical asymptotes for the secant curve occur exactly at these values of x.



As the cosine function (the blue curve) approaches the line $y = 1$ from above, the secant function will tend to infinity. As the cosine function approaches $y = 1$ from below, the secant tends to negative infinity. Hence, we get our final curve (shown in black).



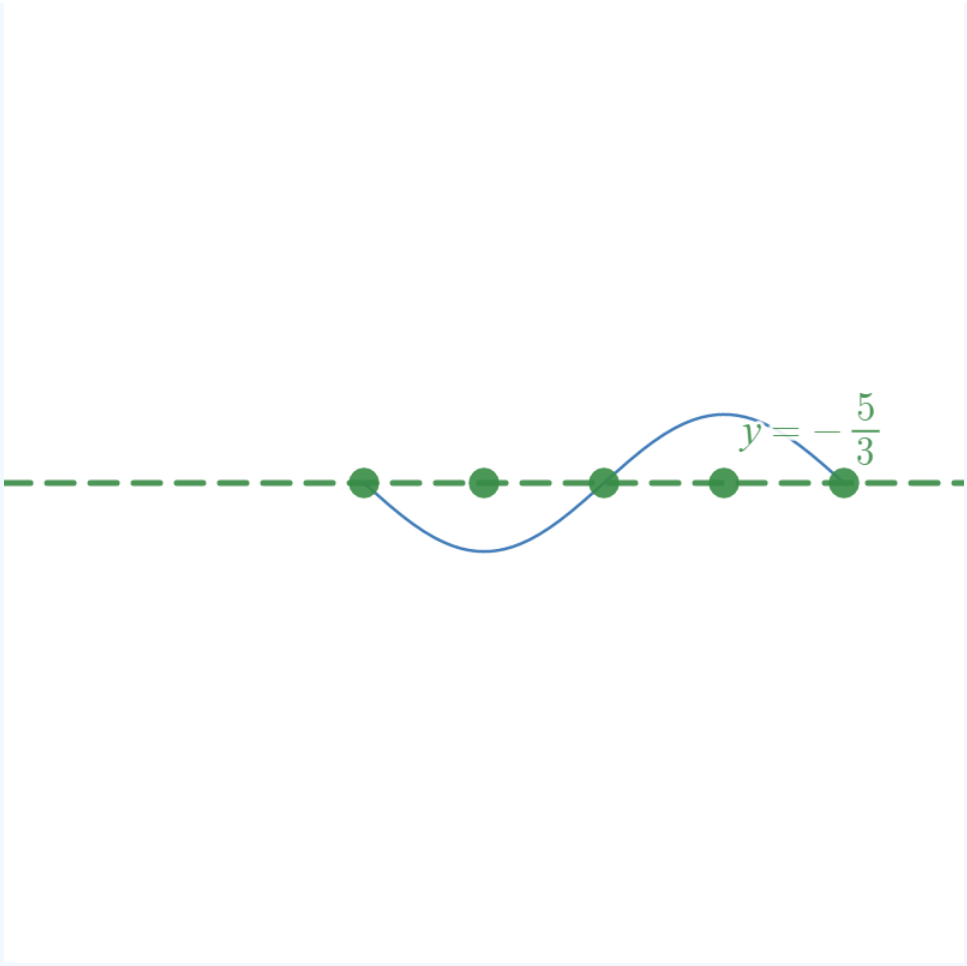
b. Rather than being descriptive here, we are just going to go through the process as you would on an exam.

$$\begin{aligned} g(x) &= \frac{\csc(\pi - \pi x) - 5}{3} \\ &= \frac{1}{3}\csc\left(-\pi\left(x-1\right)\right) - \frac{5}{3} \\ &= -\frac{1}{3}\csc\left(\pi\left(x-1\right)\right) - \frac{5}{3} \qquad \text{(Even/Odd Properties)} \end{aligned}$$

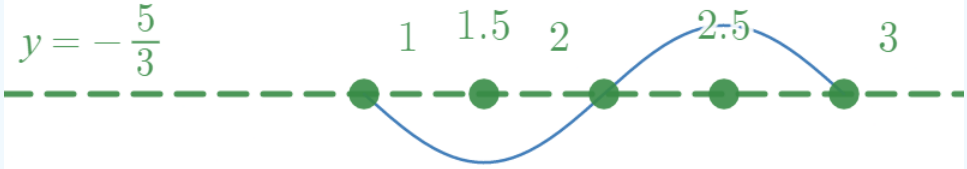
Therefore,

$$\begin{aligned} \text{Amplitude} &= |A| &&= \left|-\frac{1}{3}\right| = \frac{1}{3} \\ \text{Period} &= \frac{\text{Standard Period}}{B} &&= \frac{2\pi}{\pi} = 2 \\ \text{Step Size} &= \frac{\text{Period}}{4} &&= \frac{2}{4} = \frac{1}{2} \\ \text{Phase Shift} &= -\frac{C}{B} &&= 1 \\ \text{Midline Shift} &= D &&= -\frac{5}{3} \end{aligned}$$

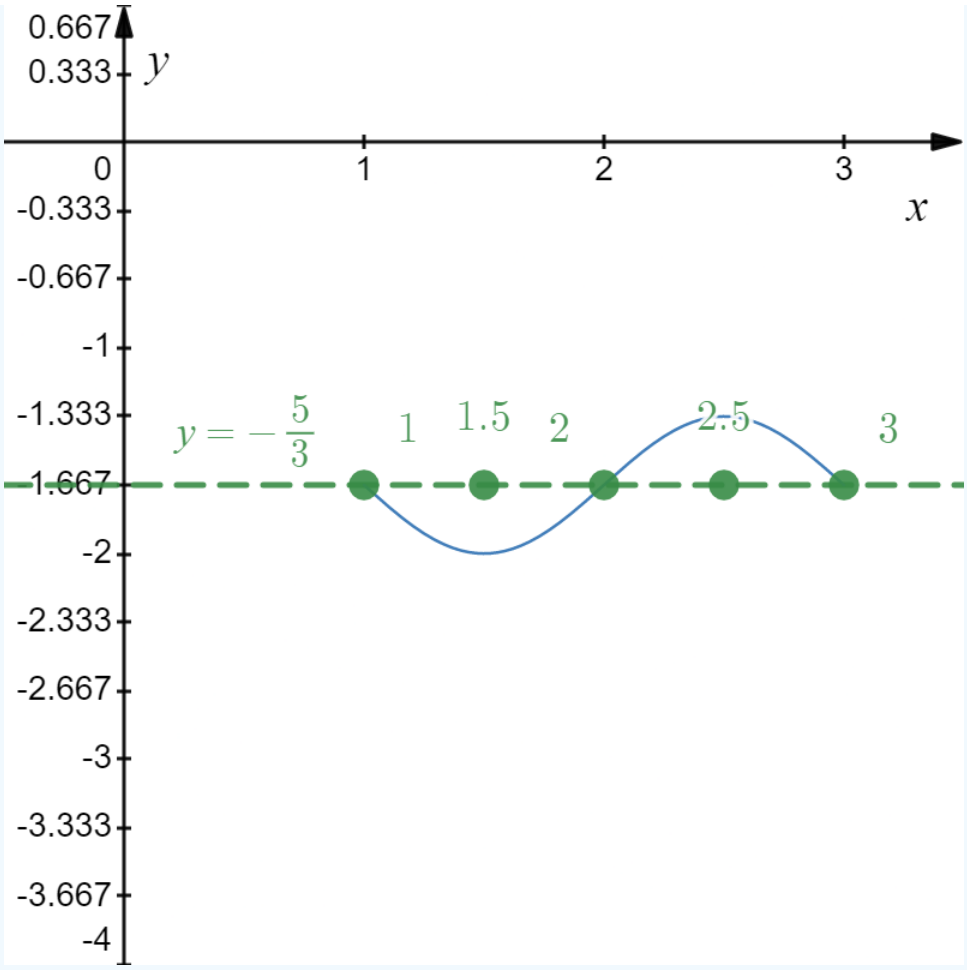
Graphing the Midline and the "upside down" sine curve, and plotting the five key points, we get



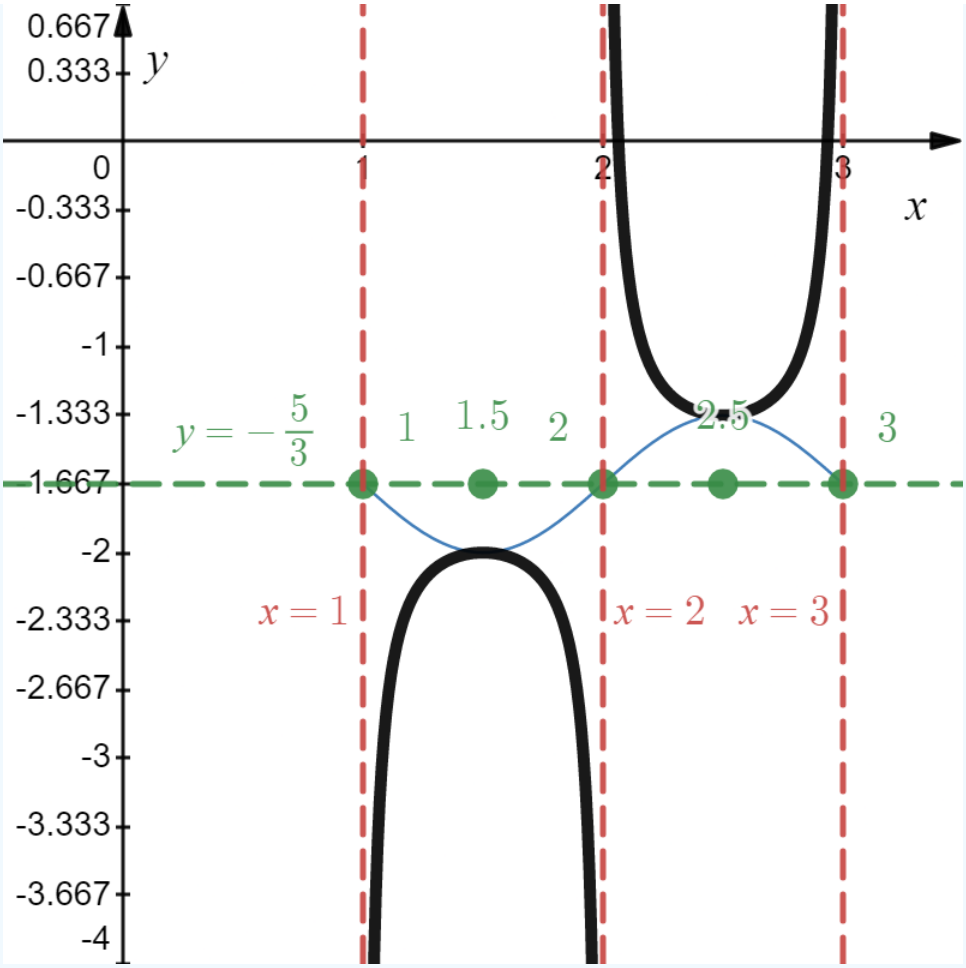
Labeling the first as the Phase Shift and using the Step Size to label the rest, we get



We now use the scale of our Midline to place the y-axis, label it, and use that to place the x-axis.



Placing vertical asymptotes wherever the sine curve crosses the Midline, and then graphing the reciprocal of the sine curve, we get



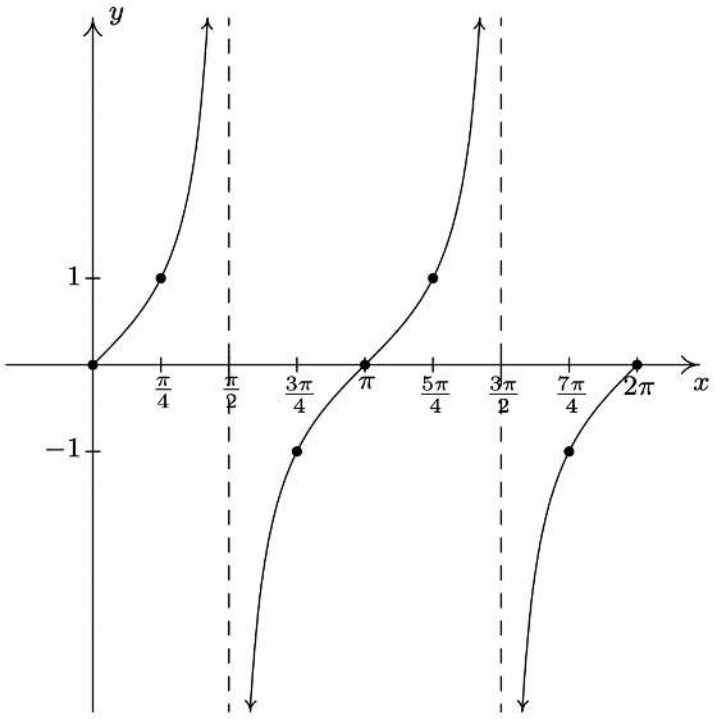
Before moving on, it is important to clarify - the only trigonometric functions that have an amplitude are the cosine and the sine. That is, the secant and cosecant do not have amplitudes! However, we use the graphs of the cosine and sine to help us graph the secant and cosecant, respectively. As such, we still mention amplitude when graph the *cosine* and *sine* functions.

Another critical observation is that we *always* graph the vertical asymptotes when graphing the secant and the cosecant. Not doing so is an abomination. Finally, notice that we graphed more than a fundamental cycle in part a of Example 10.5.4, but only graphed a single fundamental cycle in part b. In general, you will only need to graph a single fundamental cycle. The only reason we graphed more than that in part a was to illustrate the periodic behavior of the secant function for the reader.

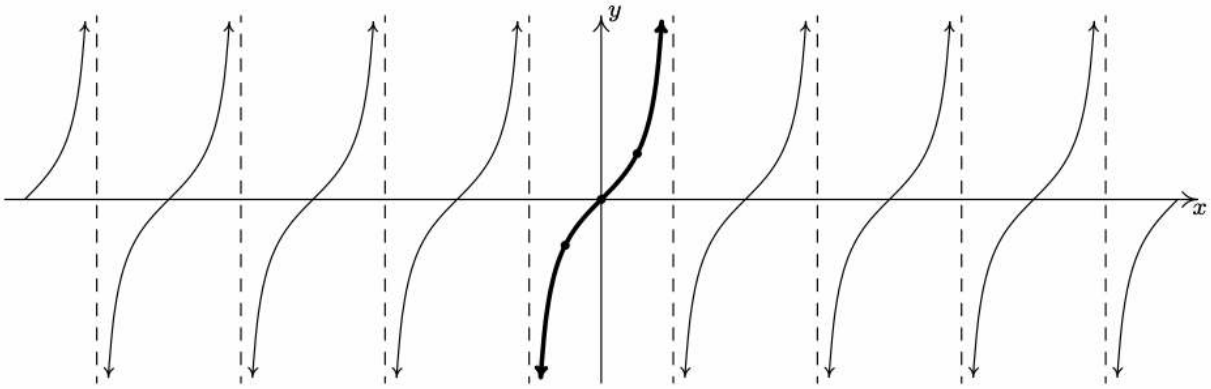
Base Graphs of the Tangent and Cotangent Functions

Finally, we turn our attention to the graphs of the tangent and cotangent functions. When constructing a table of values for the tangent function, we see that $J(x) = \tan(x)$ is undefined at $x = \frac{\pi}{2}$ and $x = \frac{3\pi}{2}$, in accordance with our findings in Section 10.3. As $x \to \frac{\pi}{2}^-$, $\sin(x) \to 1^-$ and $\cos(x) \to 0^+$, so that $\tan(x) = \frac{\sin(x)}{\cos(x)} \to \infty$ producing a vertical asymptote at $x = \frac{\pi}{2}$. Using a similar analysis, we get that as $x \to \frac{\pi}{2}^+$, $\tan(x) \to -\infty$; as $x \to \frac{3\pi}{2}^-$, $\tan(x) \to \infty$; and as $x \to \frac{3\pi}{2}^+$, $\tan(x) \to -\infty$. Plotting this information and performing the usual "copy and paste" produces:

x	$\tan(x)$	$(x, \tan(x))$
0	0	$(0,0)$
$\frac{\pi}{4}$	1	$\left(\frac{\pi}{4}, 1\right)$
$\frac{\pi}{2}$	undefined	
$\frac{3\pi}{4}$	-1	$\left(\frac{3\pi}{4}, -1\right)$
π	0	$(\pi, 0)$
$\frac{5\pi}{4}$	1	$\left(\frac{5\pi}{4}, 1\right)$
$\frac{3\pi}{2}$	undefined	
$\frac{7\pi}{4}$	-1	$\left(\frac{7\pi}{4}, -1\right)$
2π	0	$(2\pi, 0)$



The graph of $y = \tan(x)$ over $[0, 2\pi]$.



The graph of $y = \tan(x)$.

From the graph, it appears as if the tangent function is periodic with period π. To prove that this is the case, we appeal to the sum formula for tangents. We have:

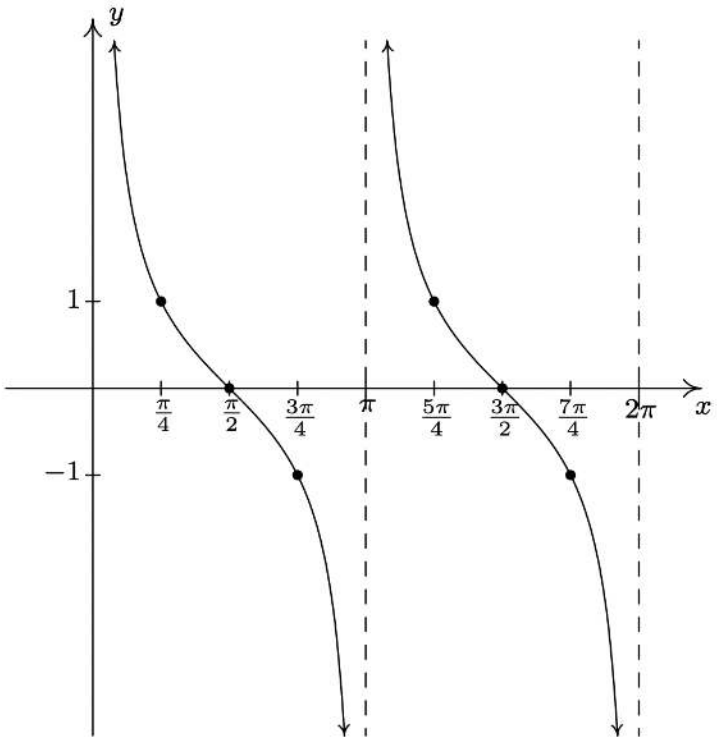
$$\tan(x+\pi) = \frac{\tan(x)+\tan(\pi)}{1-\tan(x)\tan(\pi)} = \frac{\tan(x)+0}{1-(\tan(x))(0)} = \tan(x),$$

which tells us the period of $\tan(x)$ is at most π. To show that it is exactly π, suppose p is a positive real number so that $\tan(x+p) = \tan(x)$ for all real numbers x. For $x = 0$, we have $\tan(p) = \tan(0+p) = \tan(0) = 0$, which means p is a multiple of π. The smallest positive multiple of π is π itself, so we have established the result. We take as our fundamental cycle

for $y = \tan(x)$ the interval $[0, \pi]$, and use as our "quarter marks" $x = 0$, $\frac{\pi}{4}$, $\frac{\pi}{2}$, $\frac{3\pi}{4}$ and π. Despite the tangent not being continuous over the interval, it is *incredibly* helpful for us to consider the fundamental cycle for the tangent function to be $[0, \pi]$. From the graph, we see confirmation of our domain and range work in Section 10.3.

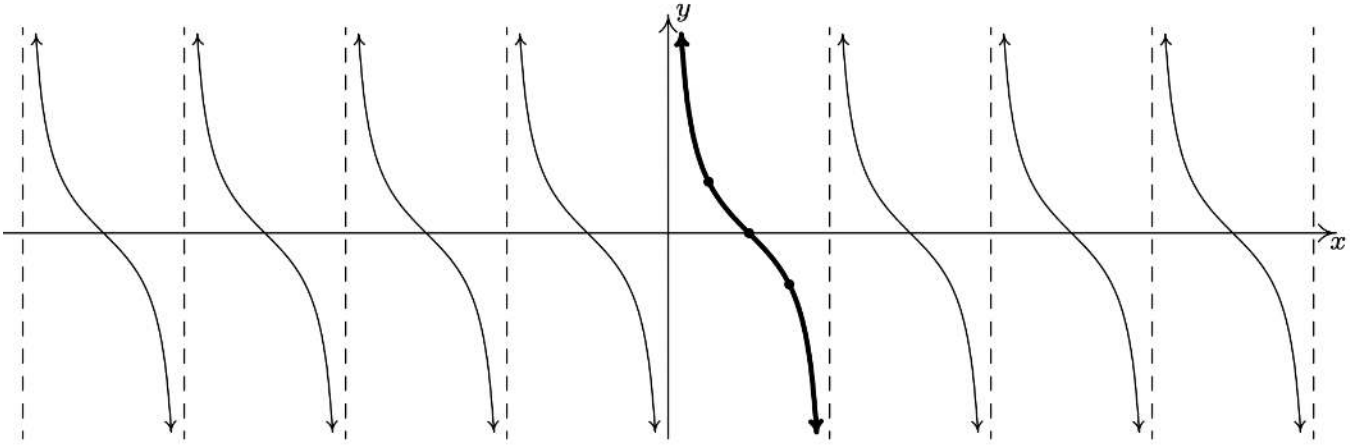
It should be no surprise that $K(x) = \cot(x)$ behaves similarly to $J(x) = \tan(x)$. Plotting $\cot(x)$ over the interval $[0, 2\pi]$ results in the graph below.

x	$\cot(x)$	$(x, \cot(x))$
0	undefined	
$\frac{\pi}{4}$	1	$\left(\frac{\pi}{4}, 1\right)$
$\frac{\pi}{2}$	0	$\left(\frac{\pi}{2}, 0\right)$
$\frac{3\pi}{4}$	-1	$\left(\frac{3\pi}{4}, -1\right)$
π	undefined	
$\frac{5\pi}{4}$	1	$\left(\frac{5\pi}{4}, 1\right)$
$\frac{3\pi}{2}$	0	$\left(\frac{3\pi}{2}, 0\right)$
$\frac{7\pi}{4}$	-1	$\left(\frac{7\pi}{4}, -1\right)$
2π	undefined	



The graph of $y = \cot(x)$ over $[0, 2\pi]$.

From these data, it clearly appears as if the period of $\cot(x)$ is π, and we leave it to the reader to prove this.[13] We take as one fundamental cycle the interval $(0, \pi)$ with quarter marks: $x = 0$, $\frac{\pi}{4}$, $\frac{\pi}{2}$, $\frac{3\pi}{4}$ and π. A more complete graph of $y = \cot(x)$ is below, along with the fundamental cycle highlighted as usual. Once again, we see the domain and range of $K(x) = \cot(x)$ as read from the graph matches with what we found analytically in Section 10.3.



The graph of $y = \cot(x)$.

The properties of the tangent and cotangent functions are summarized below. Each of the results below can be traced back to properties of the cosine and sine functions and the definition of the tangent and cotangent functions as quotients thereof.

Theorem 10.5.4: Properties of the Tangent and Cotangent Functions

- The function $J(x) = \tan(x)$
  - has domain $\{x : x \neq \frac{\pi}{2} + \pi k, k \text{ is an integer } \} = \bigcup_{k=-\infty}^{\infty} \left(\frac{(2k+1)\pi}{2}, \frac{(2k+3)\pi}{2} \right)$
  - has range $(-\infty, \infty)$
  - is continuous and smooth on its domain
  - is odd
  - has period π
- The function $K(x) = \cot(x)$
  - has domain $\{x : x \neq \pi k, k \text{ is an integer } \} = \bigcup_{k=-\infty}^{\infty} (k\pi, (k+1)\pi)$
  - has range $(-\infty, \infty)$
  - is continuous and smooth on its domain
  - is odd
  - has period π

Subsection Footnotes

[13] Certainly, mimicking the proof that the period of $\tan(x)$ is an option; for another approach, consider transforming $\tan(x)$ to $\cot(x)$ using identities.

Transformations of the Tangent and Cotangent Functions

Before we dive into a set of examples showing how to graph transformations of the tangent and cotangent functions, it would be nice to know whether or not we can use Theorem 10.5.2 As mentioned previously (in the paragraph following Example 10.5.4), only sinusoidal functions (i.e., the cosine and sine functions) have amplitude. Therefore, that aspect of Theorem 10.5.2 can be thrown out when graphing the tangent and cotangent functions. The period in Theorem 10.5.2was compute as

$$\text{Period} = \frac{\text{Standard Period}}{B},$$

and this formula still holds. You just have to remember that the **standard period** of both the tangent and cotangent is π. Finally, when we compute the Step Size, we are going to evaluate the given tangent or cotangent function at the second and fourth points. This can be seen in the following example.

Example 10.5.5

Graph one cycle of the following functions. Find the period.

a. $f(x) = 1 - \tan\left(\frac{x}{2}\right)$.
b. $g(x) = 2\cot\left(\frac{\pi}{2}x + \pi\right) + 1$.

Solution

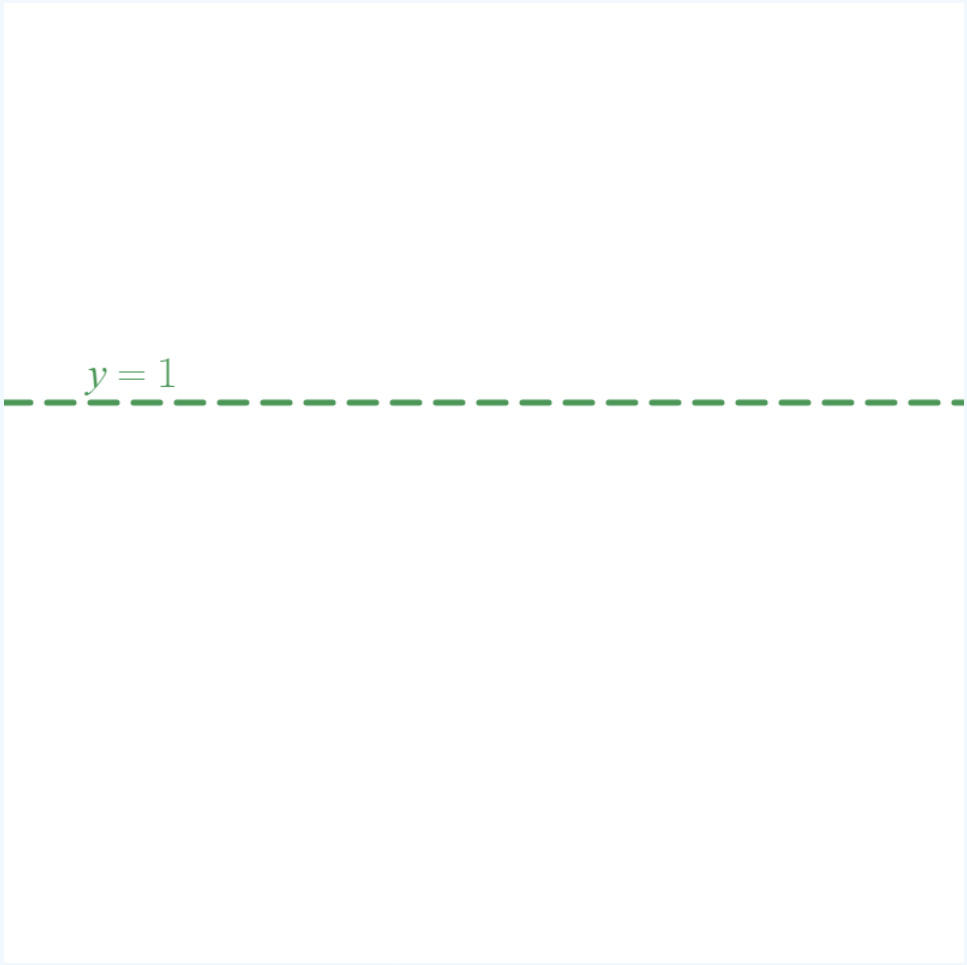
a. We proceed as we have in all of the previous graphing examples by getting $f(x)$ into a more "graphing-friendly" form:

$$f(x) = 1 - \tan\left(\frac{x}{2}\right) = -\tan\left(\frac{1}{2}x\right) + 1.$$

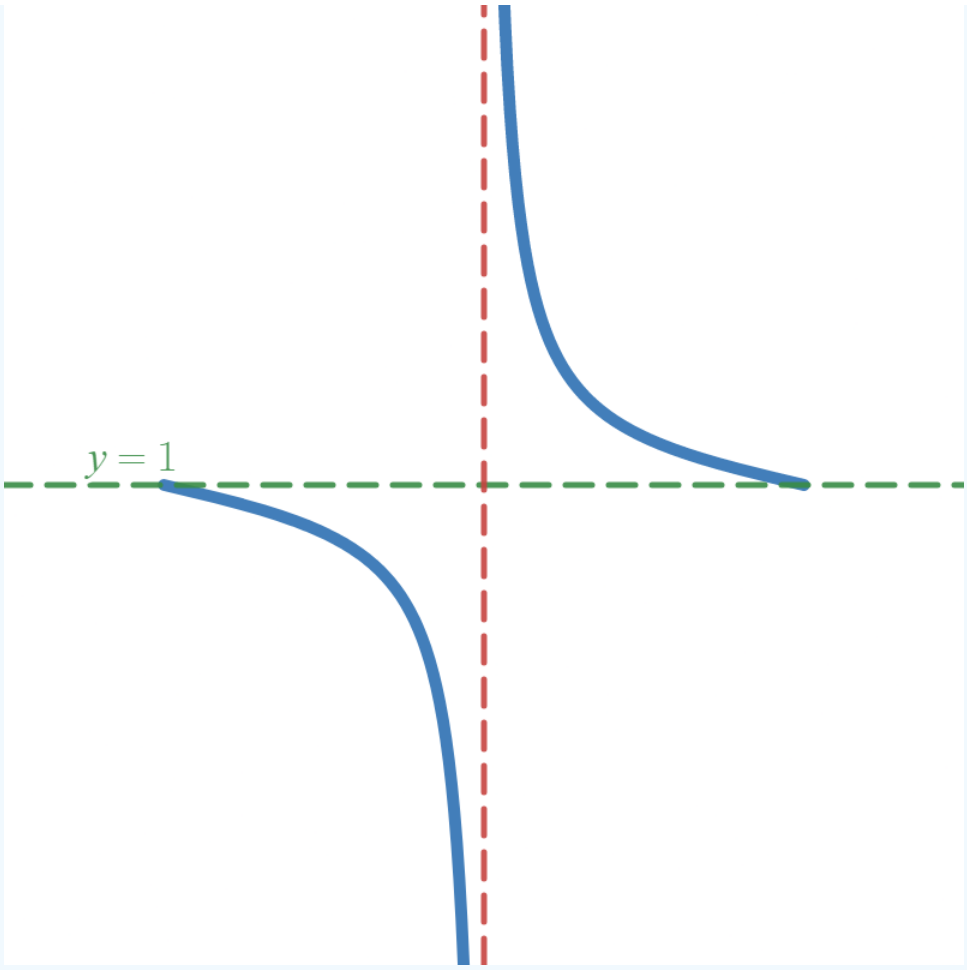
Reading this from left-to-right, we see the graph of the tangent will be reflected about the x-axis. Then we list all the other important information.

$$\begin{aligned}
\text{Period} &= \frac{\text{Standard Period}}{B} &&= \frac{\pi}{1/2} = 2\pi \\
\text{Step Size} &= \frac{\text{Period}}{4} &&= \frac{2\pi}{4} = \frac{\pi}{2} \\
\text{Phase Shift} &= -\frac{C}{B} &&= 0 \\
\text{Midline Shift} &= D &&= 1
\end{aligned}$$

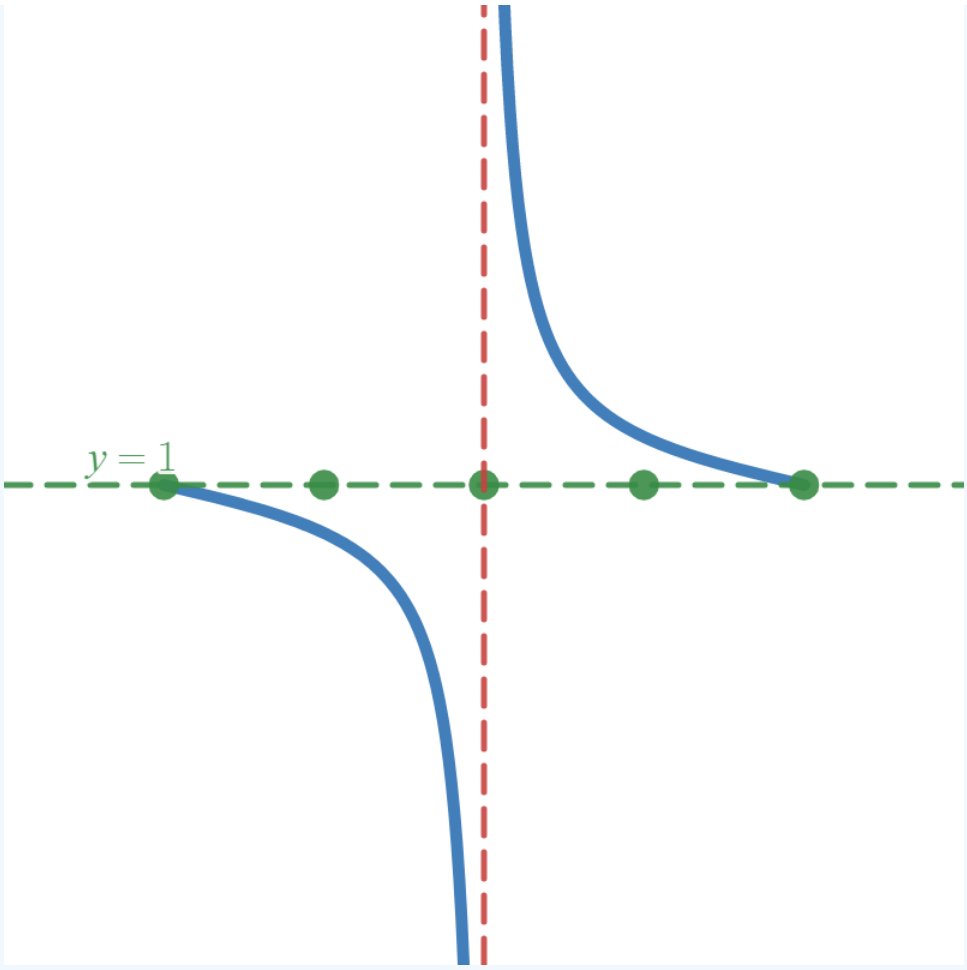
As you can see, the process is almost the same as all the other examples in this section with the exception that the standard period of the tangent is π and the tangent does not have an amplitude. As per usual, we start by graphing the Midline.



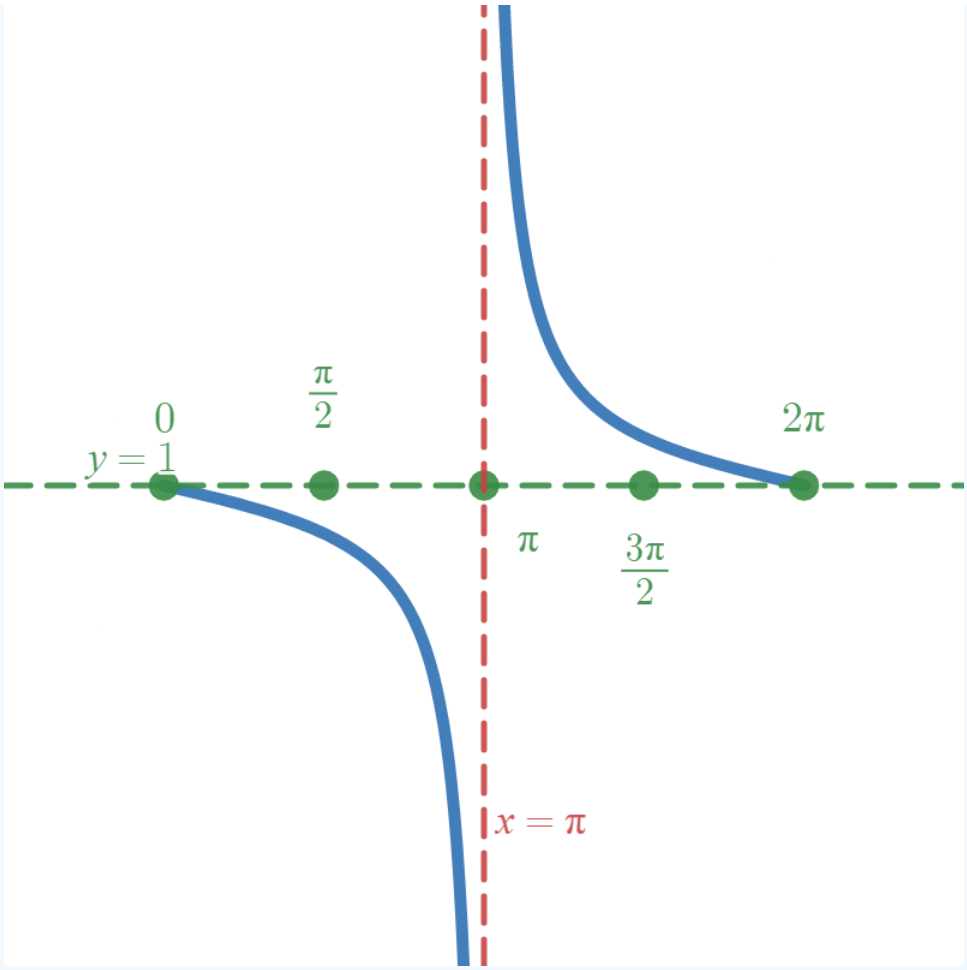
We then *cleanly* graph a fundamental cycle of an "upside down" tangent function.



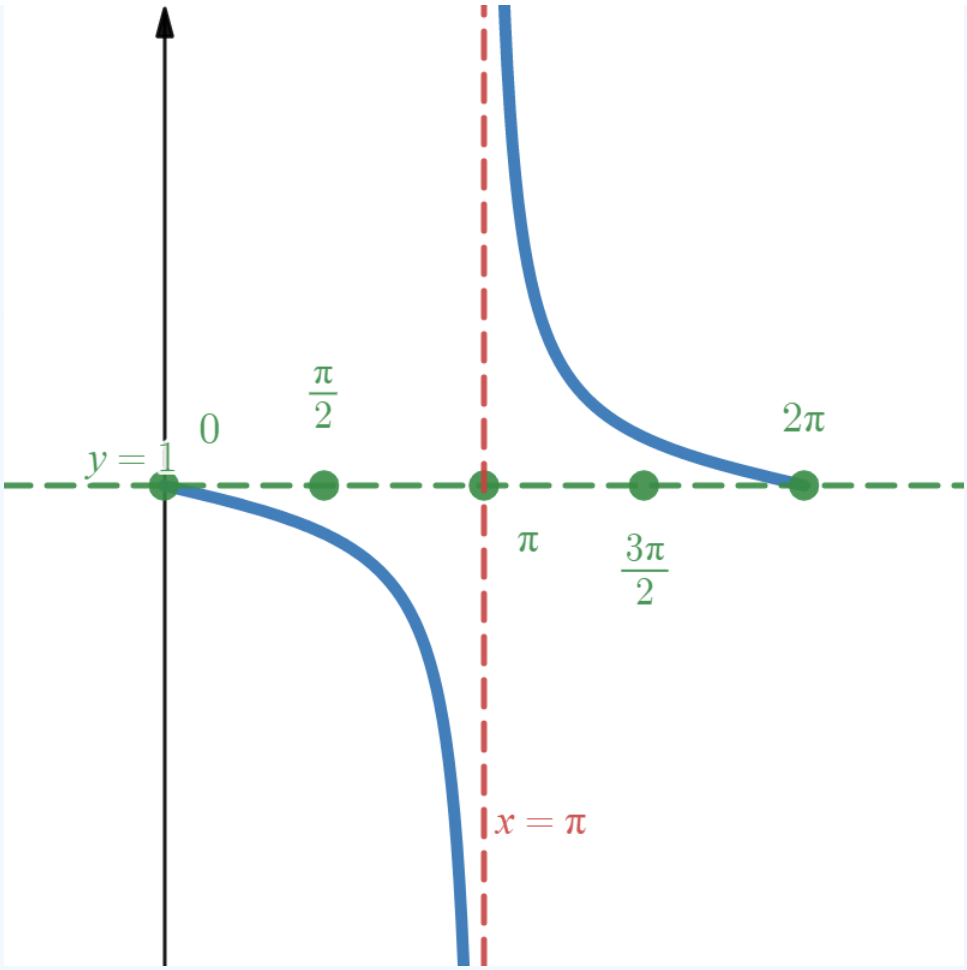
We now break our Midline into four equally-spaced subsections, starting at the beginning of the fundamental cycle and ending at the, well, end of the fundamental cycle.



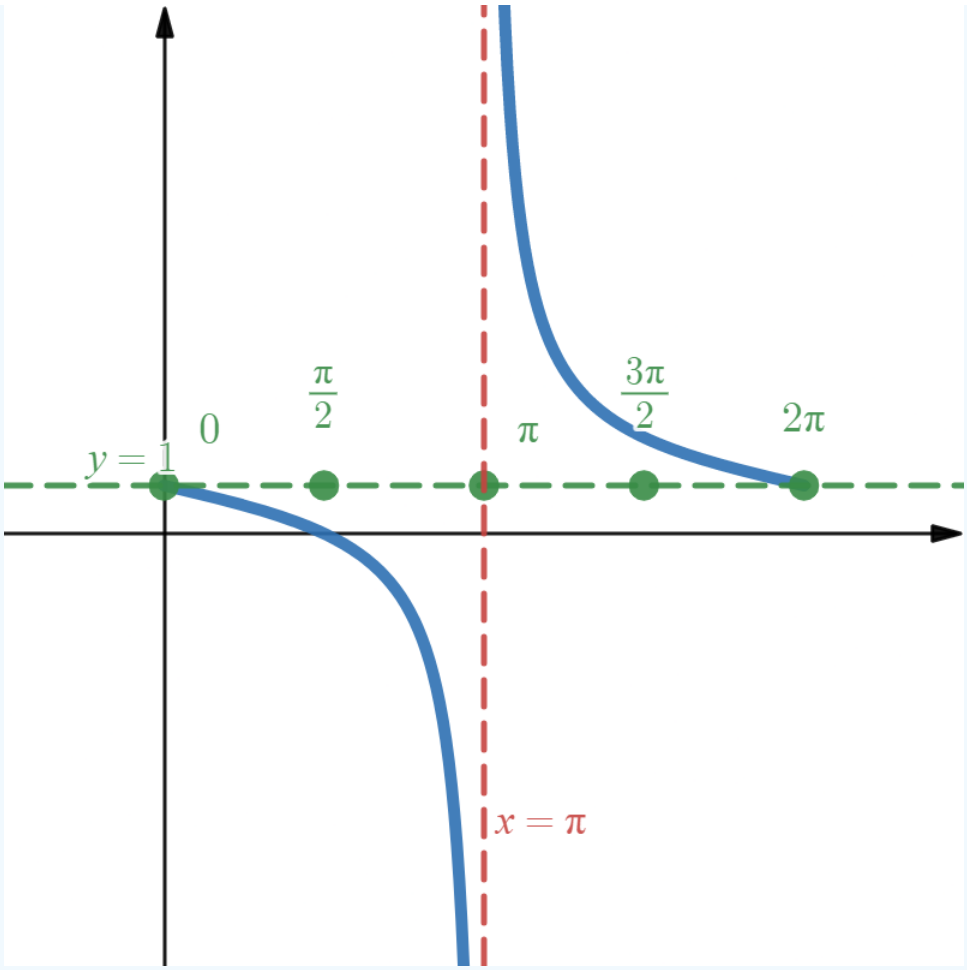
The first of these points is the Phase Shift. We label this and use the Step Size to label the other points.



We now have enough information to place the y-axis appropriately.

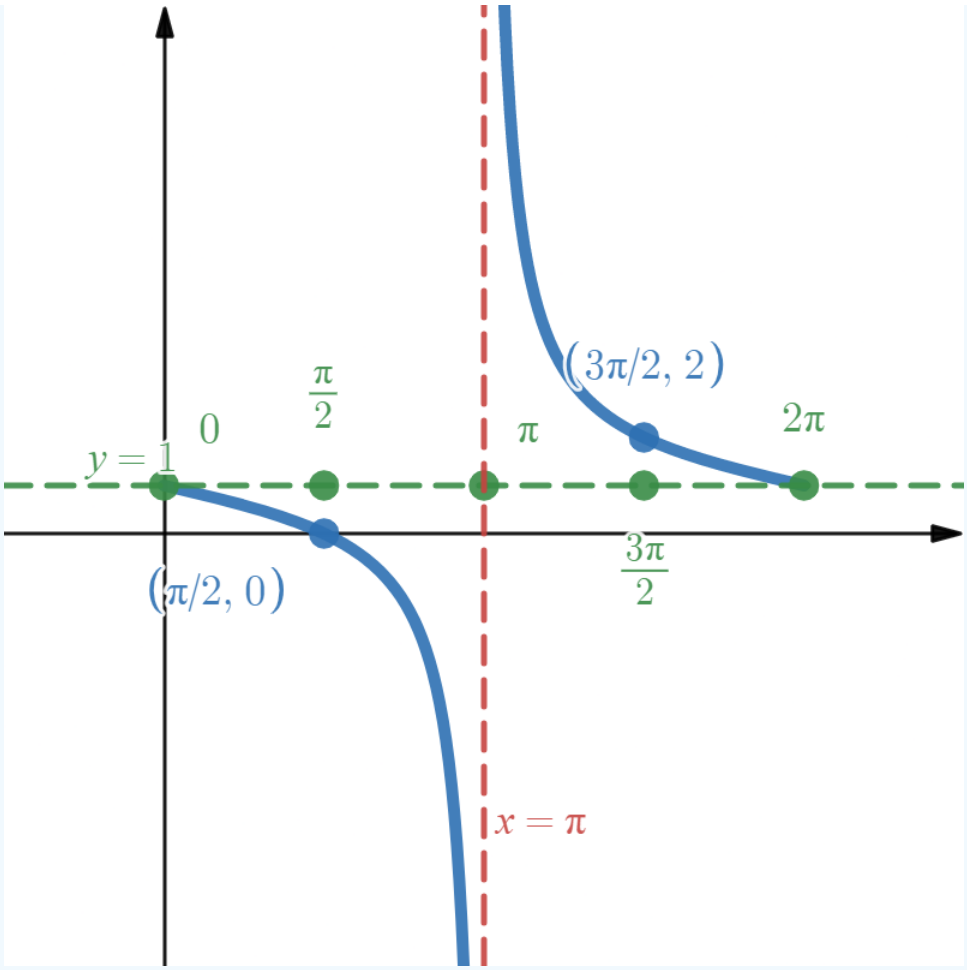


Following that placement, we draw in the x-axis.



A final "nice" step to perform is to label the function values for the second and fourth key points. This is *very* instructor-dependent, but I find it's a fast step and gives a little more detail for your graph. The second key point is at $x = \frac{\pi}{2}$ and the fourth is at $\frac{3\pi}{2}$. Evaluating f at these values, we get $f\left(\frac{\pi}{2}\right) = -\tan\left(\frac{\pi}{4}\right) + 1 = -1 + 1 = 0$ and $f\left(\frac{3\pi}{2}\right) = -\tan\left(\frac{3\pi}{4}\right) + 1 = -(-1) + 1 = 2$.

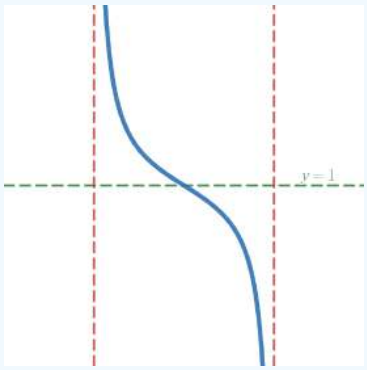
https://math.libretexts.org/@go/page/119198

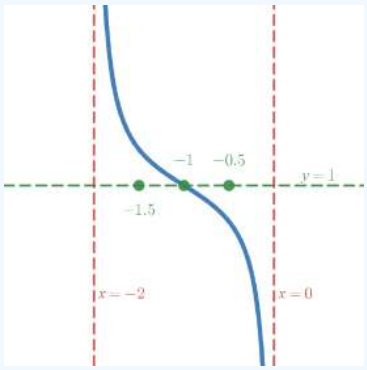


b. This time, we are going to put our "foot on the gas" and remove our step-by-step discussion.

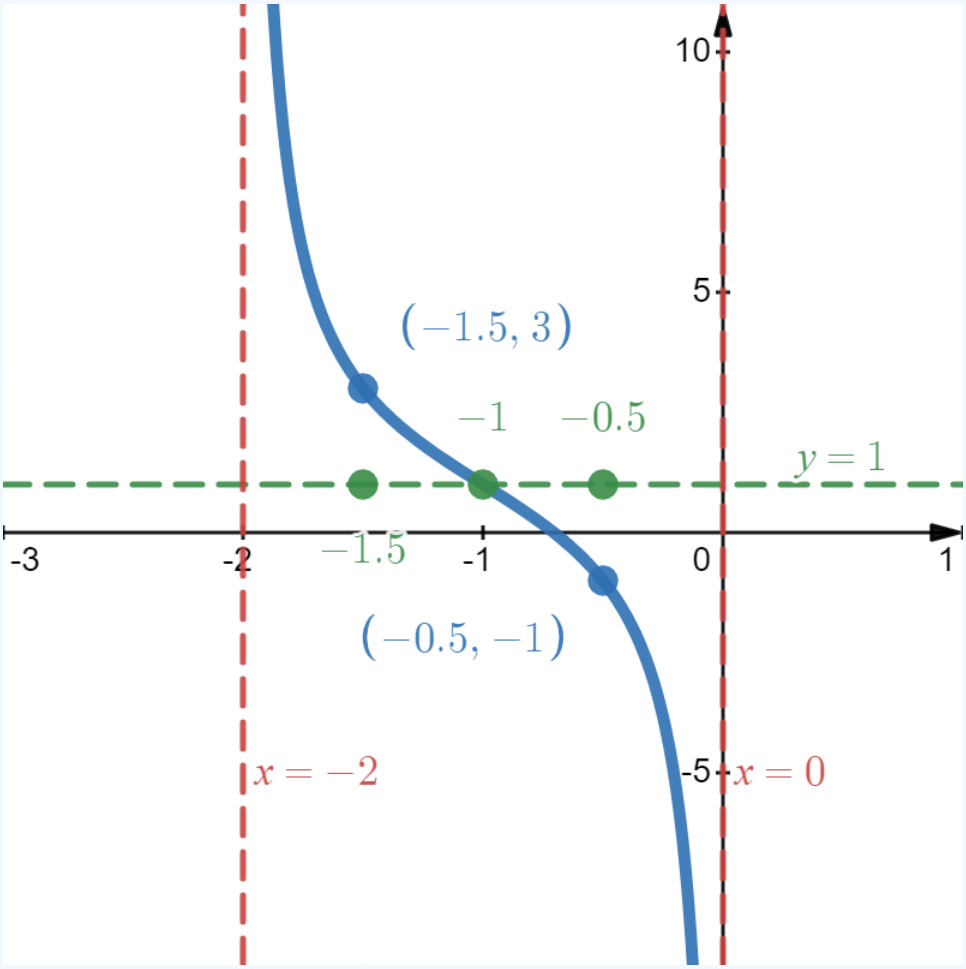
$$g(x) = 2\cot\left(\frac{\pi}{2}x + \pi\right) + 1 = 2\cot\left(\frac{\pi}{2}(x+2)\right) + 1$$

$$\begin{aligned}
\text{Period} &= \frac{\text{Standard Period}}{B} = \frac{\pi}{\pi/2} = 2 \\
\text{Step Size} &= \frac{\text{Period}}{4} = \frac{2}{4} = \frac{1}{2} \\
\text{Phase Shift} &= -\frac{C}{B} = -2 \\
\text{Midline Shift} &= D = 1
\end{aligned}$$





Placing the axes and evaluating $g(-1.5) = 2\cot\left(\frac{\pi}{4}\right) + 1 = 2 + 1 = 3$ and $g(-0.5) = 2\cot\left(\frac{3\pi}{4}\right) + 1 = -2 + 1 = -1$, we get



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10.5E: Exercises

Exercises

In Exercises 1 - 24, graph one cycle of the given function. State the period, amplitude, phase shift and vertical shift of the function.

1. $y = 3\sin(x)$
2. $y = \sin(3x)$
3. $y = -2\cos(x)$
4. $y = \cos\left(x - \frac{\pi}{2}\right)$
5. $y = -\sin\left(x + \frac{\pi}{3}\right)$
6. $y = \sin(2x - \pi)$
7. $y = -\frac{1}{3}\cos\left(\frac{1}{2}x + \frac{\pi}{3}\right)$
8. $y = \cos(3x - 2\pi) + 4$
9. $y = \sin\left(-x - \frac{\pi}{4}\right) - 2$
10. $y = \frac{2}{3}\cos\left(\frac{\pi}{2} - 4x\right) + 1$
11. $y = -\frac{3}{2}\cos\left(2x + \frac{\pi}{3}\right) - \frac{1}{2}$
12. $y = 4\sin(-2\pi x + \pi)$

In Exercises 13 - 24, graph one cycle of the given function. State the period of the function.

13. $y = \tan\left(x - \frac{\pi}{3}\right)$
14. $y = 2\tan\left(\frac{1}{4}x\right) - 3$
15. $y = \frac{1}{3}\tan(-2x - \pi) + 1$
16. $y = \sec\left(x - \frac{\pi}{2}\right)$
17. $y = -\csc\left(x + \frac{\pi}{3}\right)$
18. $y = -\frac{1}{3}\sec\left(\frac{1}{2}x + \frac{\pi}{3}\right)$
19. $y = \csc(2x - \pi)$
20. $y = \sec(3x - 2\pi) + 4$
21. $y = \csc\left(-x - \frac{\pi}{4}\right) - 2$
22. $y = \cot\left(x + \frac{\pi}{6}\right)$
23. $y = -11\cot\left(\frac{1}{5}x\right)$
24. $y = \frac{1}{3}\cot\left(2x + \frac{3\pi}{2}\right) + 1$

In Exercises 25 - 34, show that the function is a sinusoid by rewriting it in the forms $C(x) = A\cos(\omega x + \phi) + B$ and $S(x) = A\sin(\omega x + \phi) + B$ for $\omega > 0$ and $0 \le \phi < 2\pi$.

25. $f(x) = \sqrt{2}\sin(x) + \sqrt{2}\cos(x) + 1$
26. $f(x) = 3\sqrt{3}\sin(3x) - 3\cos(3x)$
27. $f(x) = -\sin(x) + \cos(x) - 2$
28. $f(x) = -\frac{1}{2}\sin(2x) - \frac{\sqrt{3}}{2}\cos(2x)$
29. $f(x) = 2\sqrt{3}\cos(x) - 2\sin(x)$
30. $f(x) = \frac{3}{2}\cos(2x) - \frac{3\sqrt{3}}{2}\sin(2x) + 6$

31. $f(x) = -\frac{1}{2}\cos(5x) - \frac{\sqrt{3}}{2}\sin(5x)$
32. $f(x) = -6\sqrt{3}\cos(3x) - 6\sin(3x) - 3$
33. $f(x) = \frac{5\sqrt{2}}{2}\sin(x) - \frac{5\sqrt{2}}{2}\cos(x)$
34. $f(x) = 3\sin\left(\frac{x}{6}\right) - 3\sqrt{3}\cos\left(\frac{x}{6}\right)$
35. In Exercises 25 - 34, you should have noticed a relationship between the phases ϕ for the $S(x)$ and $C(x)$. Show that if $f(x) = A\sin(\omega x + \alpha) + B$, then $f(x) = A\cos(\omega x + \beta) + B$ where $\beta = \alpha - \frac{\pi}{2}$.
36. Let ϕ be an angle measured in radians and let $P(a, b)$ be a point on the terminal side of ϕ when it is drawn in standard position. Use Theorem 10.2.4 and the sum identity for sine to show that $f(x) = a\ \sin(\omega x) + b\ \cos(\omega x) + B$ (with $\omega > 0$) can be rewritten as $f(x) = \sqrt{a^2 + b^2}\ \sin(\omega x + \phi) + B$.
37. With the help of your classmates, express the domains of the functions in Examples 10.5.4 and 10.5.5 using extended interval notation.

In Exercises 38 - 43, verify the identity by graphing the right and left hand sides on a calculator.

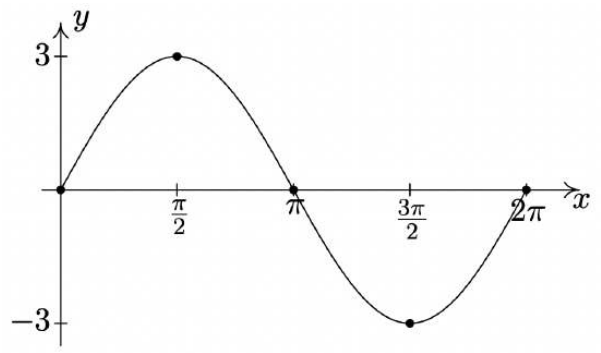
38. $\sin^2(x) + \cos^2(x) = 1$
39. $\sec^2(x) - \tan^2(x) = 1$
40. $\cos(x) = \sin\left(\frac{\pi}{2} - x\right)$
41. $\tan(x + \pi) = \tan(x)$
42. $\sin(2x) = 2\sin(x)\cos(x)$
43. $\tan\left(\frac{x}{2}\right) = \frac{\sin(x)}{1 + \cos(x)}$

In Exercises 44 - 50, graph the function with the help of your calculator and discuss the given questions with your classmates.

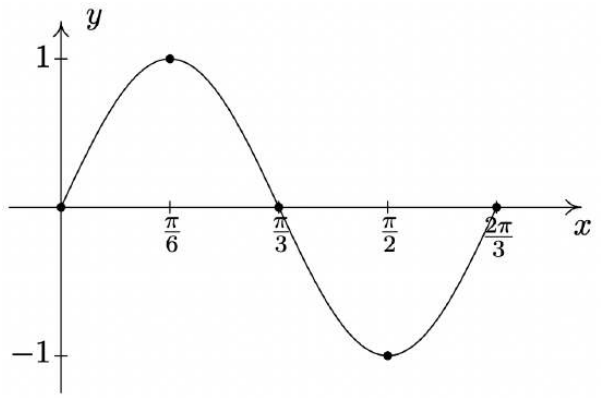
44. $f(x) = \cos(3x) + \sin(x)$. Is this function periodic? If so, what is the period?
45. $f(x) = \frac{\sin(x)}{x}$. What appears to be the horizontal asymptote of the graph?
46. $f(x) = x\sin(x)$. Graph $y = \pm x$ on the same set of axes and describe the behavior of f.
47. $f(x) = \sin\left(\frac{1}{x}\right)$. What's happening as $x \to 0$?
48. $f(x) = x - \tan(x)$. Graph $y = x$ on the same set of axes and describe the behavior of f.
49. $f(x) = e^{-0.1x}\left(\cos(2x) + \sin(2x)\right)$. Graph $y = \pm e^{-0.1x}$ on the same set of axes and describe the behavior of f.
50. $f(x) = e^{-0.1x}\left(\cos(2x) + 2\sin(x)\right)$. Graph $y = \pm e^{-0.1x}$ on the same set of axes and describe the behavior of f.
51. Show that a constant function f is periodic by showing that $f(x + 117) = f(x)$ for all real numbers x. Then show that f has no period by showing that you cannot find a *smallest* number p such that $f(x + p) = f(x)$ for all real numbers x. Said another way, show that $f(x + p) = f(x)$ for all real numbers x for ALL values of $p > 0$, so no smallest value exists to satisfy the definition of 'period'.

Answers

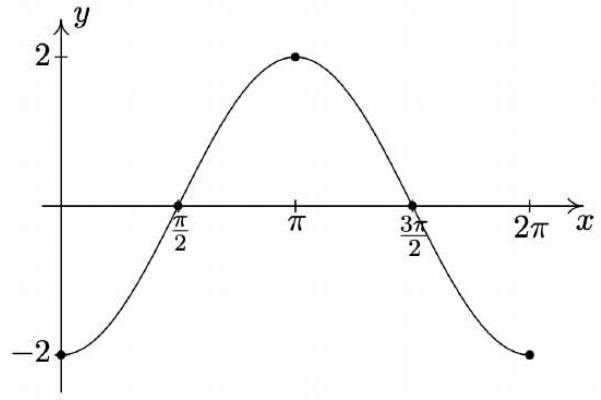
1. $y = 3\sin(x)$
   Period: 2π
   Amplitude: 3
   Phase Shift: 0
   Vertical Shift: 0



2. $y = \sin(3x)$
   Period: $\frac{2\pi}{3}$
   Amplitude: 1
   Phase Shift: 0
   Vertical Shift: 0



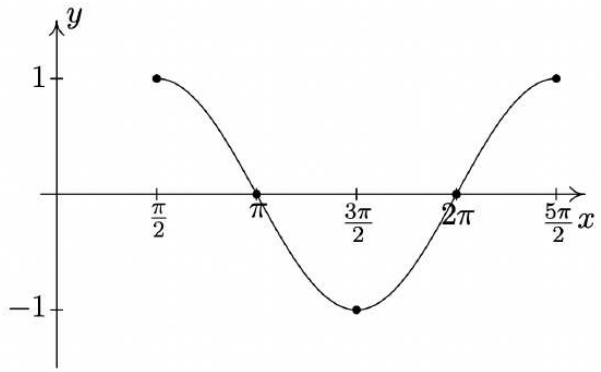
3. $y = -2\cos(x)$
   Period: 2π
   Amplitude: 2
   Phase Shift: 0
   Vertical Shift: 0



4. $y = \cos\left(x - \frac{\pi}{2}\right)$
   Period: 2π
   Amplitude: 1

Phase Shift: $\frac{\pi}{2}$

Vertical Shift: 0



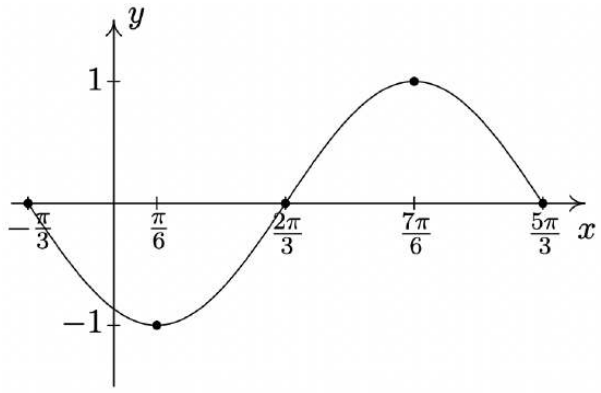
5. $y = -\sin\left(x + \frac{\pi}{3}\right)$

Period: 2π

Amplitude: 1

Phase Shift: $-\frac{\pi}{3}$

Vertical Shift: 0



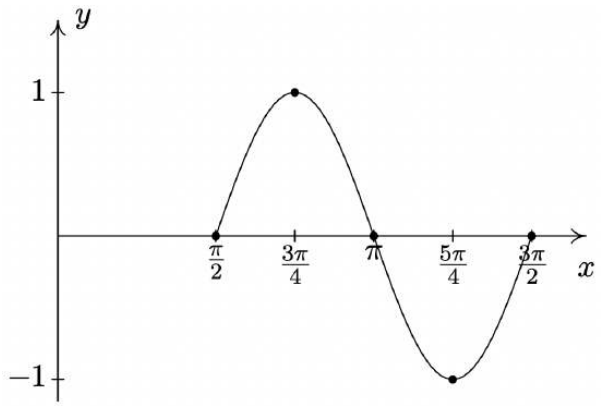
6. $y = \sin(2x - \pi)$

Period: π

Amplitude: 1

Phase Shift: $\frac{\pi}{2}$

Vertical Shift: 0



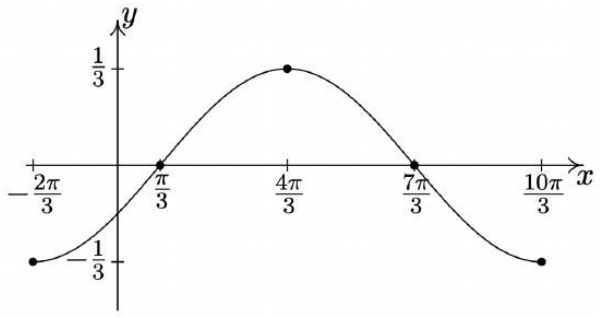
7. $y = -\frac{1}{3}\cos\left(\frac{1}{2}x + \frac{\pi}{3}\right)$

   Period: 4π

   Amplitude: $\frac{1}{3}$

   Phase Shift: $-\frac{2\pi}{3}$

   Vertical Shift: 0



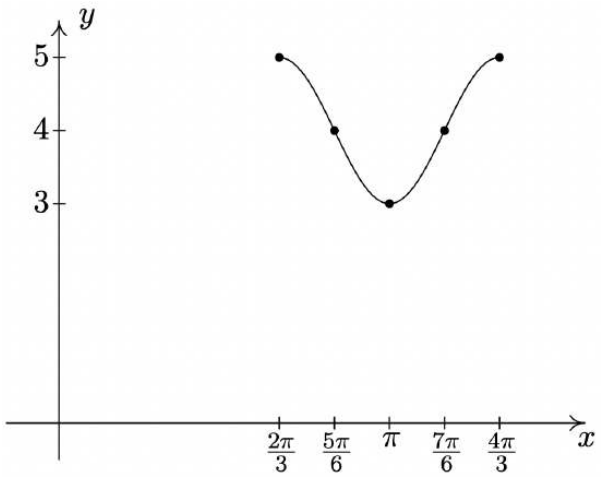
8. $y = \cos(3x - 2\pi) + 4$

   Period: $\frac{2\pi}{3}$

   Amplitude: 1

   Phase Shift: $\frac{2\pi}{3}$

   Vertical Shift: 4



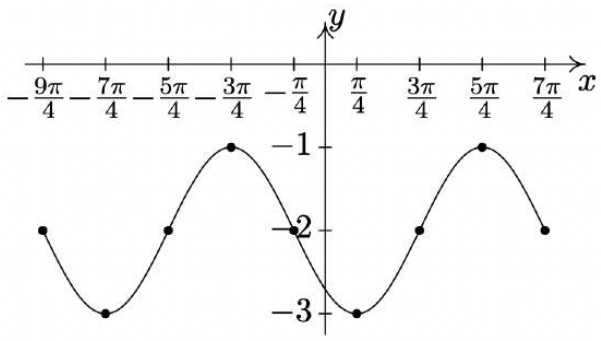
9. $y = \sin\left(-x - \frac{\pi}{4}\right) - 2$

   Period: 2π

   Amplitude: 1

   Phase Shift: $-\frac{\pi}{4}$ (You need to use $y = -\sin\left(x + \frac{\pi}{4}\right) - 2$ to find this.)[15]

   Vertical Shift: -2



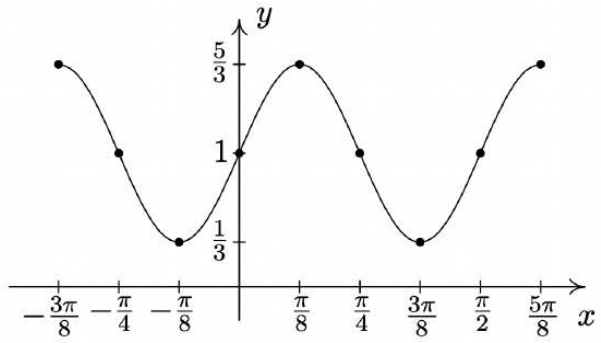
10. $y = \frac{2}{3}\cos\left(\frac{\pi}{2} - 4x\right) + 1$

    Period: $\frac{\pi}{2}$

    Amplitude: $\frac{2}{3}$

    Phase Shift: $\frac{\pi}{8}$ (You need to use $y = \frac{2}{3}\cos\left(4x - \frac{\pi}{2}\right) + 1$ to find this.)[16]

    Vertical Shift: 1



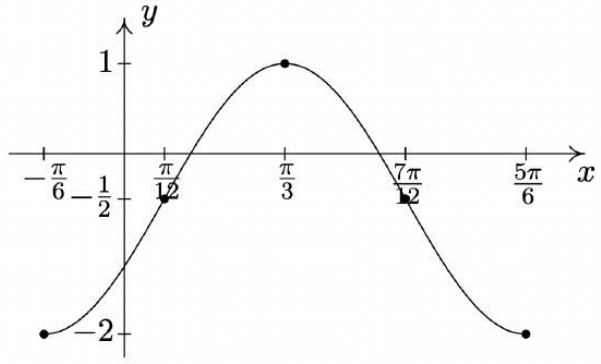
11. $y = -\frac{3}{2}\cos\left(2x + \frac{\pi}{3}\right) - \frac{1}{2}$

    Period: π

    Amplitude: $\frac{3}{2}$

    Phase Shift: $-\frac{\pi}{6}$

    Vertical Shift: $-\frac{1}{2}$



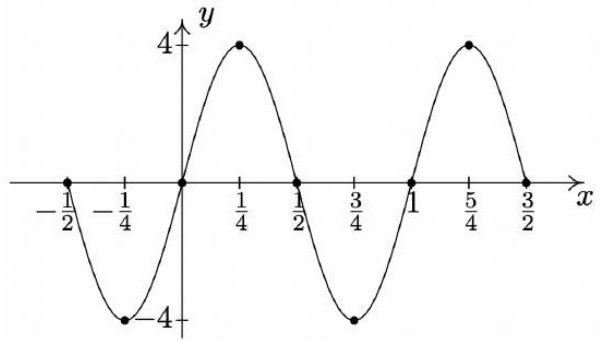
12. $y = 4\sin(-2\pi x + \pi)$

    Period: 1

Amplitude: 4

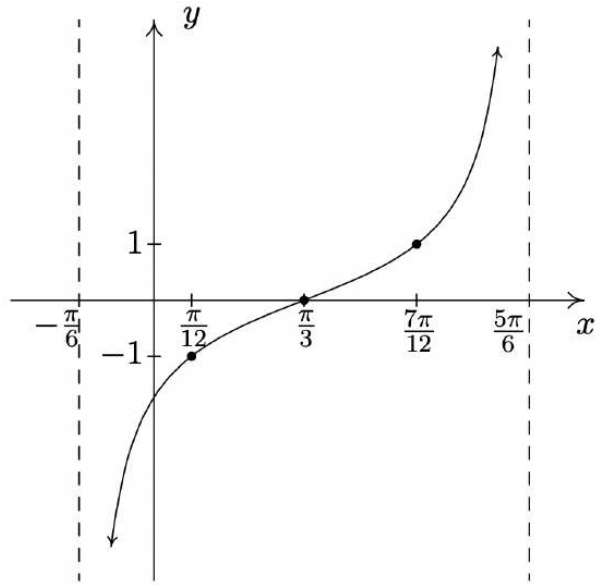
Phase Shift: $\frac{1}{2}$ (You need to use $y = -4\sin(2\pi x - \pi)$ to find this.)[17]

Vertical Shift: 0



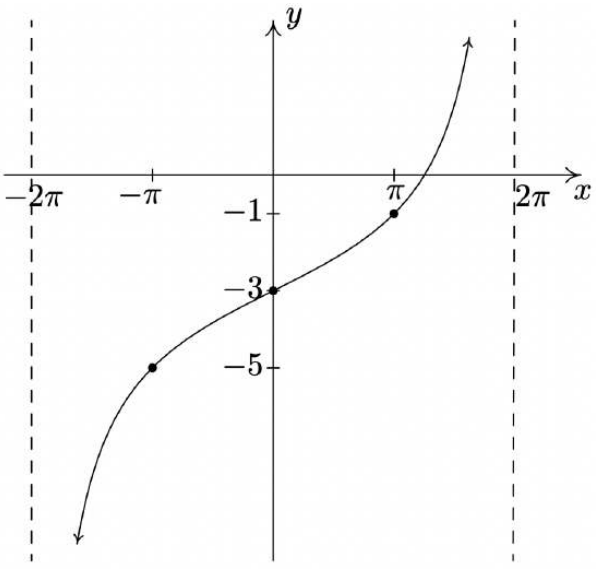
13. $y = \tan\left(x - \frac{\pi}{3}\right)$

Period: π

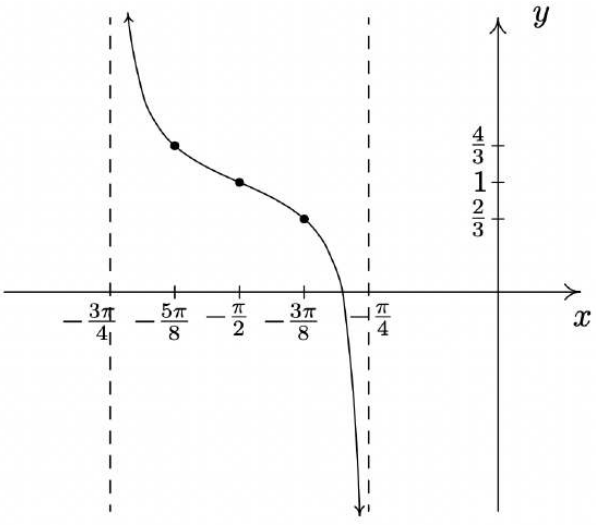


14. $y = 2\tan\left(\frac{1}{4}x\right) - 3$

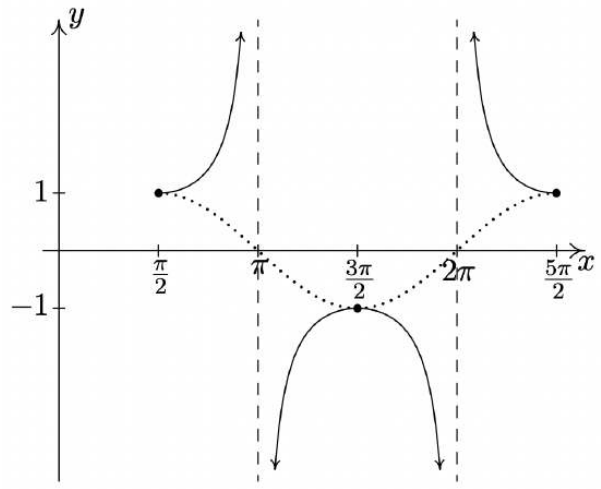
Period: 4π



15. $y = \frac{1}{3}\tan(-2x - \pi) + 1$
    is equivalent to
    $y = -\frac{1}{3}\tan(2x + \pi) + 1$
    via the Even / Odd identity for tangent.
    Period: $\frac{\pi}{2}$



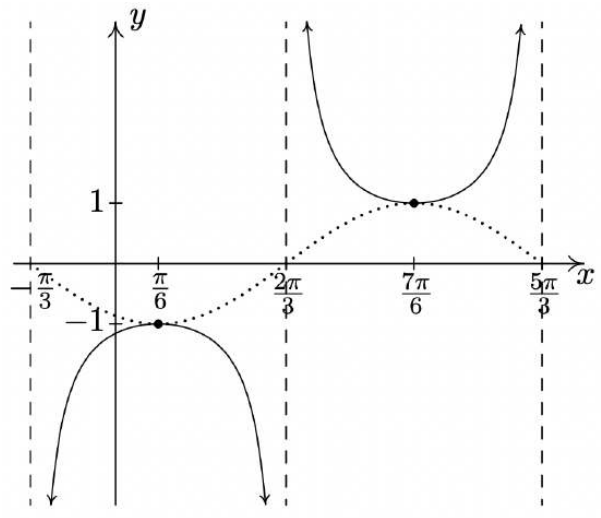
16. $y = \sec\left(x - \frac{\pi}{2}\right)$
    Start with $y = \cos\left(x - \frac{\pi}{2}\right)$
    Period: 2π



17. $y = -\csc\left(x + \frac{\pi}{3}\right)$

Start with $y = -\sin\left(x + \frac{\pi}{3}\right)$

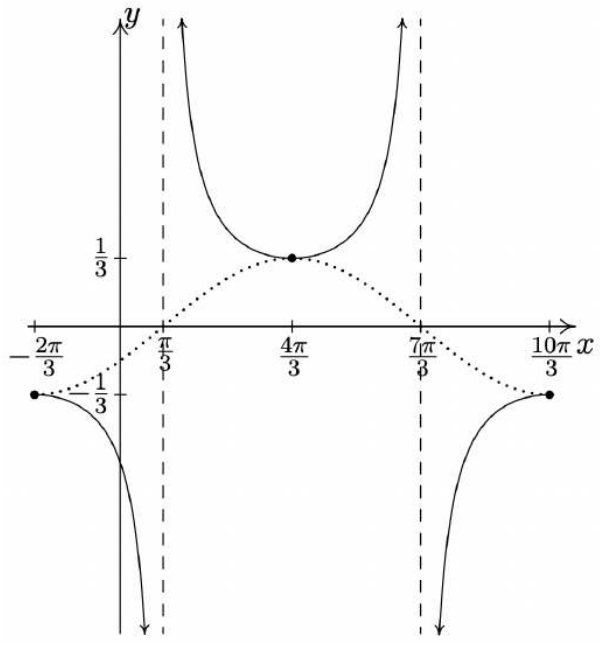
Period: 2π



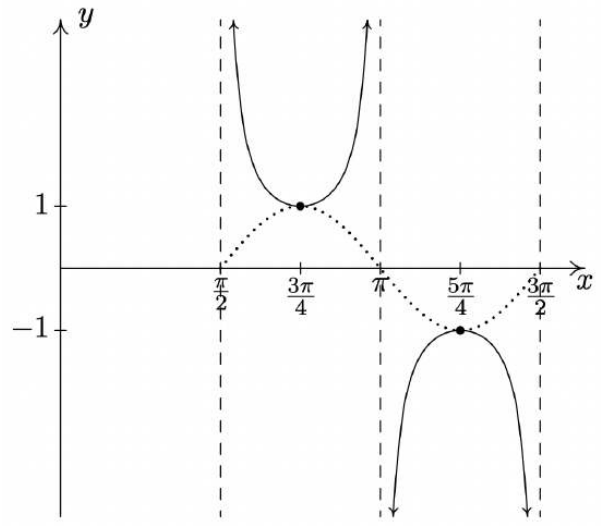
18. $y = -\frac{1}{3}\sec\left(\frac{1}{2}x + \frac{\pi}{3}\right)$

Start with $y = -\frac{1}{3}\cos\left(\frac{1}{2}x + \frac{\pi}{3}\right)$

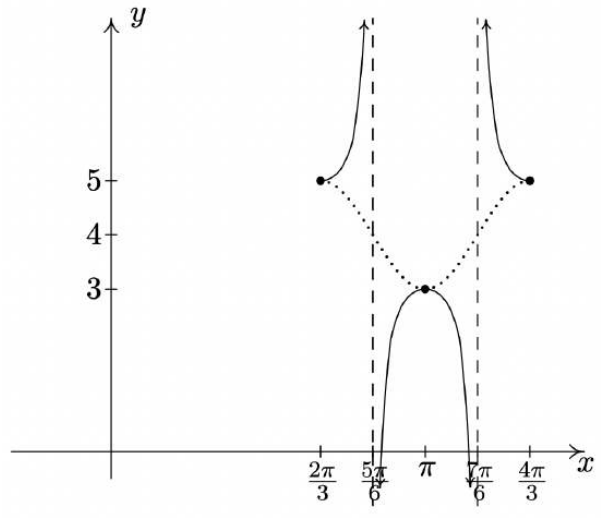
Period: 4π



19. $y = \csc(2x - \pi)$
Start with $y = \sin(2x - \pi)$
Period: π



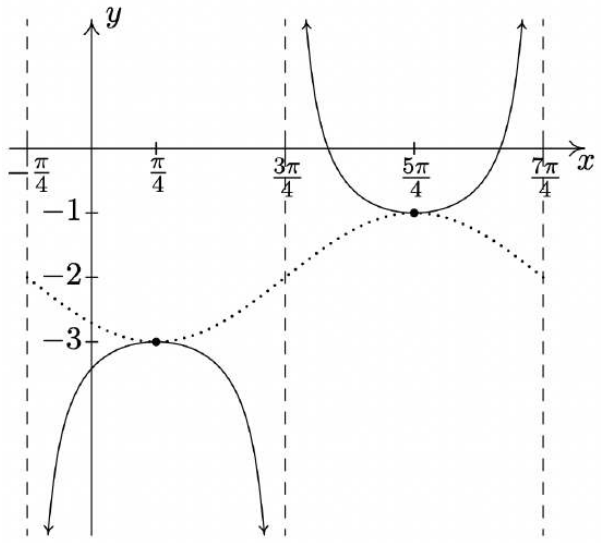
20. $y = \sec(3x - 2\pi) + 4$
Start with $y = \cos(3x - 2\pi) + 4$
Period: $\dfrac{2\pi}{3}$



21. $y = \csc\left(-x - \frac{\pi}{4}\right) - 2$

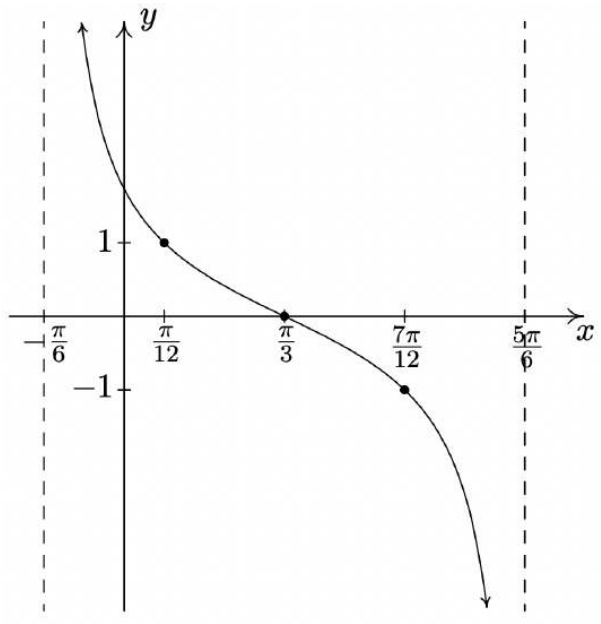
Start with $y = \sin\left(-x - \frac{\pi}{4}\right) - 2$

Period: 2π



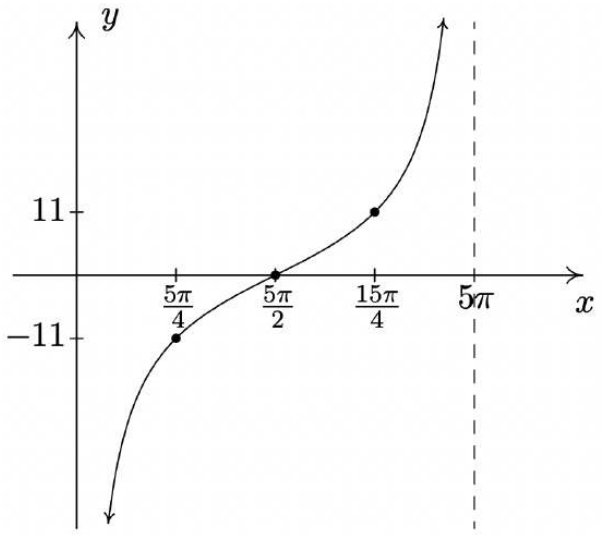
22. $y = \cot\left(x + \frac{\pi}{6}\right)$

Period: π



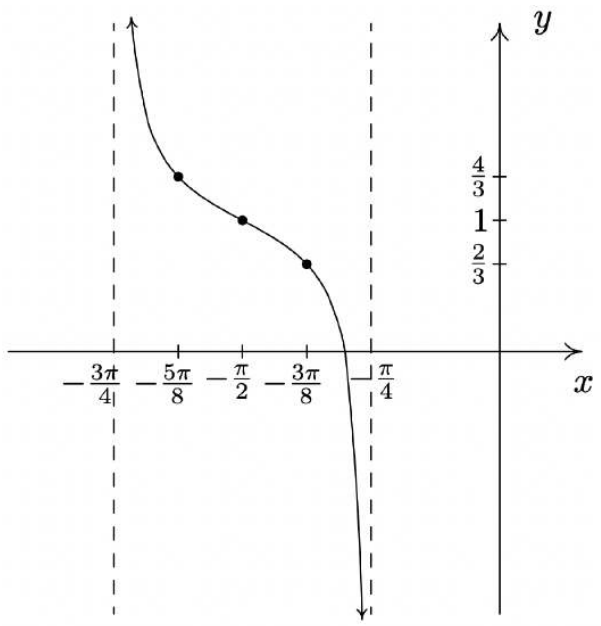
23. $y = -11\cot\left(\frac{1}{5}x\right)$

Period: 5π



24. $y = \frac{1}{3}\cot\left(2x + \frac{3\pi}{2}\right) + 1$

Period: $\frac{\pi}{2}$



25. $f(x) = \sqrt{2}\sin(x) + \sqrt{2}\cos(x) + 1 = 2\sin\left(x + \frac{\pi}{4}\right) + 1 = 2\cos\left(x + \frac{7\pi}{4}\right) + 1$
26. $f(x) = 3\sqrt{3}\sin(3x) - 3\cos(3x) = 6\sin\left(3x + \frac{11\pi}{6}\right) = 6\cos\left(3x + \frac{4\pi}{3}\right)$
27. $f(x) = -\sin(x) + \cos(x) - 2 = \sqrt{2}\sin\left(x + \frac{3\pi}{4}\right) - 2 = \sqrt{2}\cos\left(x + \frac{\pi}{4}\right) - 2$
28. $f(x) = -\frac{1}{2}\sin(2x) - \frac{\sqrt{3}}{2}\cos(2x) = \sin\left(2x + \frac{4\pi}{3}\right) = \cos\left(2x + \frac{5\pi}{6}\right)$
29. $f(x) = 2\sqrt{3}\cos(x) - 2\sin(x) = 4\sin\left(x + \frac{2\pi}{3}\right) = 4\cos\left(x + \frac{\pi}{6}\right)$
30. $f(x) = \frac{3}{2}\cos(2x) - \frac{3\sqrt{3}}{2}\sin(2x) + 6 = 3\sin\left(2x + \frac{5\pi}{6}\right) + 6 = 3\cos\left(2x + \frac{\pi}{3}\right) + 6$
31. $f(x) = -\frac{1}{2}\cos(5x) - \frac{\sqrt{3}}{2}\sin(5x) = \sin\left(5x + \frac{7\pi}{6}\right) = \cos\left(5x + \frac{2\pi}{3}\right)$
32. $f(x) = -6\sqrt{3}\cos(3x) - 6\sin(3x) - 3 = 12\sin\left(3x + \frac{4\pi}{3}\right) - 3 = 12\cos\left(3x + \frac{5\pi}{6}\right) - 3$
33. $f(x) = \frac{5\sqrt{2}}{2}\sin(x) - \frac{5\sqrt{2}}{2}\cos(x) = 5\sin\left(x + \frac{7\pi}{4}\right) = 5\cos\left(x + \frac{5\pi}{4}\right)$
34. $f(x) = 3\sin\left(\frac{x}{6}\right) - 3\sqrt{3}\cos\left(\frac{x}{6}\right) = 6\sin\left(\frac{x}{6} + \frac{5\pi}{3}\right) = 6\cos\left(\frac{x}{6} + \frac{7\pi}{6}\right)$

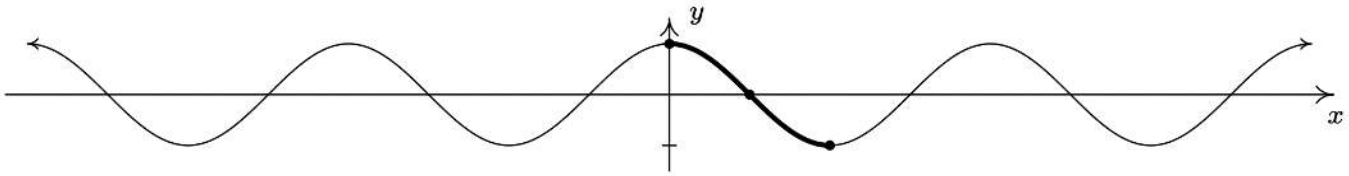
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- **10.5: Graphs of the Trigonometric Functions** by Carl Stitz & Jeff Zeager is licensed CC BY-NC-SA 3.0. Original source: https://www.stitz-zeager.com/latex-source-code.html.

10.6: The Inverse Trigonometric Functions

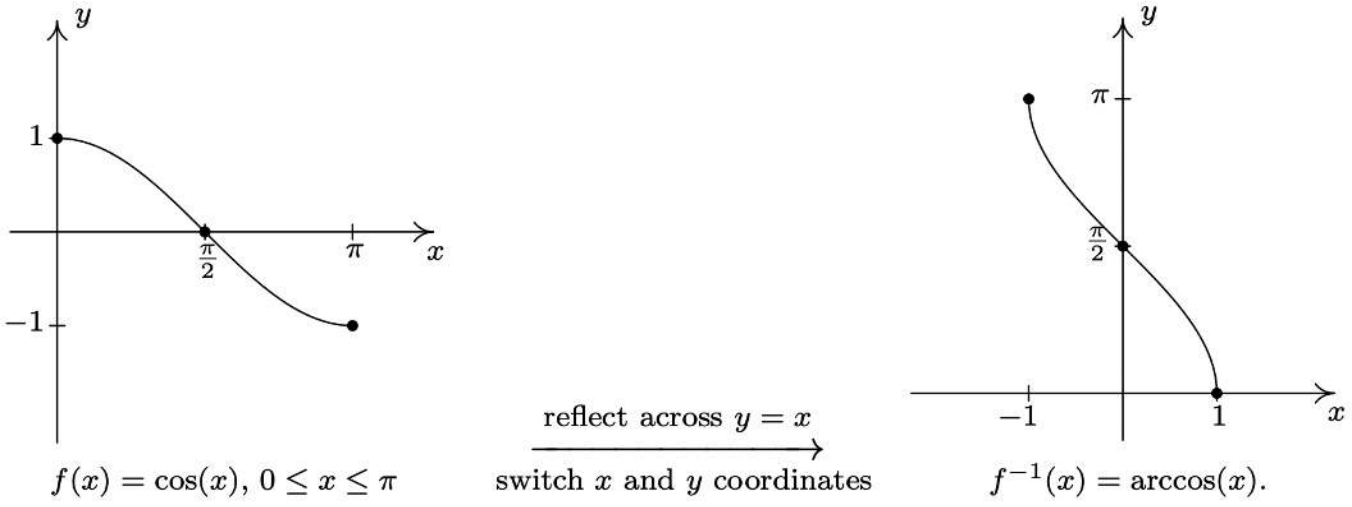
The Arccosine and Arcsine Functions

As the title indicates, in this section we concern ourselves with finding inverses of the (circular) trigonometric functions. Our immediate problem is that, owing to their periodic nature, none of the six circular functions is one-to-one. To remedy this, we restrict the domains of the circular functions in the same way we restricted the domain of the quadratic function in Example 5.2.3 in Section 5.2 to obtain a one-to-one function. We first consider $f(x) = \cos(x)$. Choosing the interval $[0, \pi]$ allows us to keep the range as $[-1, 1]$ as well as the properties of being smooth and continuous.

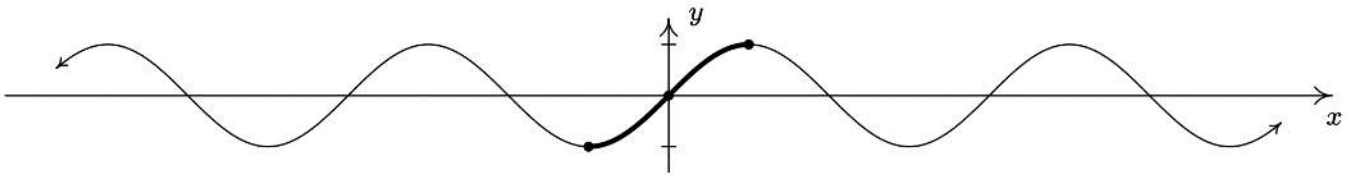


Restricting the domain of $f(x) = \cos(x)$ to $[0, \pi]$

Recall from Section 5.2 that the inverse of a function f is typically denoted f^{-1}. For this reason, some textbooks use the notation $f^{-1}(x) = \cos^{-1}(x)$ for the inverse of $f(x) = \cos(x)$. The obvious pitfall here is our convention of writing $(\cos(x))^2$ as $\cos^2(x)$, $(\cos(x))^3$ as $\cos^3(x)$ and so on. It is far too easy to confuse $\cos^{-1}(x)$ with $\frac{1}{\cos(x)} = \sec(x)$ so we will not use this notation in our text.[1] Instead, we use the notation $f^{-1}(x) = \arccos(x)$, read "arc-cosine of x." To understand the "arc" in "arccosine," recall that an inverse function, by definition, reverses the process of the original function. The function $f(t) = \cos(t)$ takes a real number input t, associates it with the angle $\theta = t$ radians, and returns the value $\cos(\theta)$. Digging deeper, we have that $\cos(\theta) = \cos(t)$ is the x-coordinate of the terminal point on the Unit Circle of an oriented arc of length $|t|$ whose initial point is $(1, 0)$. Hence, we may view the inputs to $f(t) = \cos(t)$ as oriented arcs and the outputs as x-coordinates on the Unit Circle. The function f^{-1}, then, would take x-coordinates on the Unit Circle and return oriented arcs, hence the "arc" in arccosine. Below are the graphs of $f(x) = \cos(x)$ and $f^{-1}(x) = \arccos(x)$, where we obtain the latter from the former by reflecting it across the line $y = x$, in accordance with Theorem 5.2.2.

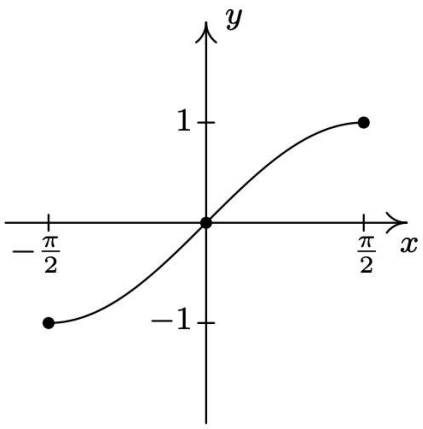


We restrict $g(x) = \sin(x)$ in a similar manner, although the interval of choice is $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$.



Restricting the domain of $f(x) = \sin(x)$ to $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$.

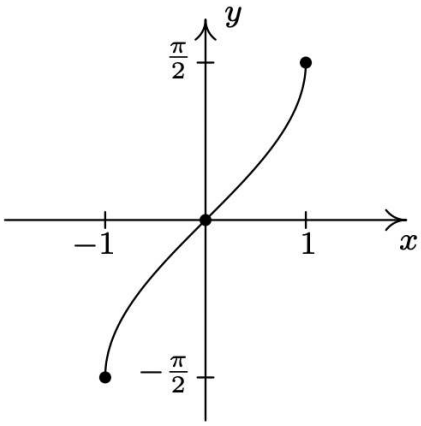
It should be no surprise that we call $g^{-1}(x) = \arcsin(x)$, which is read "arc-sine of x."



$g(x) = \sin(x), -\frac{\pi}{2} \le x \le \frac{\pi}{2}.$

reflect across $y = x$

switch x and y coordinates



$g^{-1}(x) = \arcsin(x).$

We list some important facts about the arccosine and arcsine functions in the following theorem.

Theorem 10.6.1: Properties of the Arccosine and Arcsine Functions

- Properties of $F(x) = \arccos(x)$
  - Domain: $[-1, 1]$
  - Range: $[0, \pi]$
  - $\arccos(x) = t$ if and only if $0 \le t \le \pi$ and $\cos(t) = x$
  - $\cos(\arccos(x)) = x$ provided $-1 \le x \le 1$
  - $\arccos(\cos(x)) = x$ provided $0 \le x \le \pi$
- Properties of $G(x) = \arcsin(x)$
  - Domain: $[-1, 1]$
  - Range: $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$
  - $\arcsin(x) = t$ if and only if $-\frac{\pi}{2} \le t \le \frac{\pi}{2}$ and $\sin(t) = x$
  - $\sin(\arcsin(x)) = x$ provided $-1 \le x \le 1$
  - $\arcsin(\sin(x)) = x$ provided $-\frac{\pi}{2} \le x \le \frac{\pi}{2}$
  - additionally, arcsine is odd

Everything in Theorem 10.6.1 is a direct consequence of the facts that $f(x) = \cos(x)$ for $0 \le x \le \pi$ and $F(x) = \arccos(x)$ are inverses of each other as are $g(x) = \sin(x)$ for $-\frac{\pi}{2} \le x \le \frac{\pi}{2}$ and $G(x) = \arcsin(x)$. It's about time for an example.

Example 10.6.1

a. Find the exact values of the following.

1. $\arccos\left(\frac{1}{2}\right)$
2. $\arcsin\left(\frac{\sqrt{2}}{2}\right)$
3. $\cos\left(\arccos\left(-\frac{3}{5}\right)\right)$

4. $\sin\left(\arccos\left(-\frac{3}{5}\right)\right)$
5. $\arccos\left(-\frac{\sqrt{2}}{2}\right)$
6. $\arcsin\left(-\frac{1}{2}\right)$
7. $\arccos\left(\cos\left(\frac{\pi}{6}\right)\right)$
8. $\arccos\left(\cos\left(\frac{11\pi}{6}\right)\right)$

b. Rewrite the following as algebraic expressions of x and state the domain on which the equivalence is valid.

1. $\tan(\arccos(x))$
2. $\cos(2\arcsin(x))$

Solution

a.
1. To find $\arccos\left(\frac{1}{2}\right)$, we need to find the real number t (or, equivalently, an angle measuring t radians) which lies between 0 and π with $\cos(t) = \frac{1}{2}$. We know $t = \frac{\pi}{3}$ meets these criteria, so $\arccos\left(\frac{1}{2}\right) = \frac{\pi}{3}$.
2. The value of $\arcsin\left(\frac{\sqrt{2}}{2}\right)$ is a real number t between $-\frac{\pi}{2}$ and $\frac{\pi}{2}$ with $\sin(t) = \frac{\sqrt{2}}{2}$. The number we seek is $t = \frac{\pi}{4}$. Hence, $\arcsin\left(\frac{\sqrt{2}}{2}\right) = \frac{\pi}{4}$.
3. The number $t = \arccos\left(-\frac{\sqrt{2}}{2}\right)$ lies in the interval $[0, \pi]$ with $\cos(t) = -\frac{\sqrt{2}}{2}$. Our answer is $\arccos\left(-\frac{\sqrt{2}}{2}\right) = \frac{3\pi}{4}$.
4. To find $\arcsin\left(-\frac{1}{2}\right)$, we seek the number t in the interval $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$ with $\sin(t) = -\frac{1}{2}$. The answer is $t = -\frac{\pi}{6}$ so that $\arcsin\left(-\frac{1}{2}\right) = -\frac{\pi}{6}$.
5. Since $0 \leq \frac{\pi}{6} \leq \pi$, we could simply invoke Theorem 10.6.1 to get $\arccos\left(\cos\left(\frac{\pi}{6}\right)\right) = \frac{\pi}{6}$. However, in order to make sure we understand *why* this is the case, we choose to work the example through using the definition of arccosine.

   Working from the inside out, $\arccos\left(\cos\left(\frac{\pi}{6}\right)\right) = \arccos\left(\frac{\sqrt{3}}{2}\right)$. Now, $\arccos\left(\frac{\sqrt{3}}{2}\right)$ is the real number t with $0 \leq t \leq \pi$ and $\cos(t) = \frac{\sqrt{3}}{2}$. We find $t = \frac{\pi}{6}$, so that $\arccos\left(\cos\left(\frac{\pi}{6}\right)\right) = \frac{\pi}{6}$.
6. Since $\frac{11\pi}{6}$ does not fall between 0 and π, Theorem 10.6.1 does not apply. We are forced to work through from the inside out starting with $\arccos\left(\cos\left(\frac{11\pi}{6}\right)\right) = \arccos\left(\frac{\sqrt{3}}{2}\right)$. From the previous problem, we know $\arccos\left(\frac{\sqrt{3}}{2}\right) = \frac{\pi}{6}$. Hence, $\arccos\left(\cos\left(\frac{11\pi}{6}\right)\right) = \frac{\pi}{6}$.
7. One way to simplify $\cos\left(\arccos\left(-\frac{3}{5}\right)\right)$ is to use Theorem 10.6.1 directly. Since $-\frac{3}{5}$ is between -1 and 1, we have that $\cos\left(\arccos\left(-\frac{3}{5}\right)\right) = -\frac{3}{5}$ and we are done. However, as before, to really understand *why* this cancellation occurs, we let $t = \arccos\left(-\frac{3}{5}\right)$. Then, by definition, $\cos(t) = -\frac{3}{5}$. Hence, $\cos\left(\arccos\left(-\frac{3}{5}\right)\right) = \cos(t) = -\frac{3}{5}$, and we are finished in (nearly) the same amount of time.
8. As in the previous example, we let $t = \arccos\left(-\frac{3}{5}\right)$ so that $\cos(t) = -\frac{3}{5}$ for some t where $0 \leq t \leq \pi$. Since $\cos(t) < 0$, we can narrow this down a bit and conclude that $\frac{\pi}{2} < t < \pi$, so that t corresponds to an angle in Quadrant II. In terms of t, then, we need to find $\sin\left(\arccos\left(-\frac{3}{5}\right)\right) = \sin(t)$. Using the Pythagorean Identity $\cos^2(t) + \sin^2(t) = 1$, we get $\left(-\frac{3}{5}\right)^2 + \sin^2(t) = 1$ or $\sin(t) = \pm\frac{4}{5}$. Since t corresponds to a Quadrants II angle, we choose $\sin(t) = \frac{4}{5}$. Hence, $\sin\left(\arccos\left(-\frac{3}{5}\right)\right) = \frac{4}{5}$.

b.
1. We begin this problem in the same manner we began the previous two problems. To help us see the forest for the trees, we let $t = \arccos(x)$, so our goal is to find a way to express $\tan(\arccos(x)) = \tan(t)$ in terms of x. Since $t = \arccos(x)$, we know $\cos(t) = x$ where $0 \leq t \leq \pi$, but since we are after an expression for $\tan(t)$, we know we need to throw out $t = \frac{\pi}{2}$ from consideration. Hence, either $0 \leq t < \frac{\pi}{2}$ or $\frac{\pi}{2} < t \leq \pi$ so that, geometrically, t corresponds to an angle in Quadrant I or Quadrant II.

   One approach[2] to finding $\tan(t)$ is to use the quotient identity $\tan(t) = \frac{\sin(t)}{\cos(t)}$. Substituting $\cos(t) = x$ into the Pythagorean Identity $\cos^2(t) + \sin^2(t) = 1$ gives $x^2 + \sin^2(t) = 1$, from which we get $\sin(t) = \pm\sqrt{1 - x^2}$. Since t corresponds to angles in Quadrants I and II, $\sin(t) \geq 0$, so we choose $\sin(t) = \sqrt{1 - x^2}$. Thus,

$$\tan(t) = \frac{\sin(t)}{\cos(t)} = \frac{\sqrt{1 - x^2}}{x}.$$

To determine the values of x for which this equivalence is valid, we consider our substitution $t = \arccos(x)$. Since the domain of $\arccos(x)$ is $[-1, 1]$, we know we must restrict $-1 \leq x \leq 1$. Additionally, since we had to discard $t = \frac{\pi}{2}$, we need to discard $x = \cos\left(\frac{\pi}{2}\right) = 0$. Hence, $\tan(\arccos(x)) = \frac{\sqrt{1-x^2}}{x}$ is valid for x in $[-1, 0) \cup (0, 1]$.

2. We proceed as in the previous problem by writing $t = \arcsin(x)$ so that t lies in the interval $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$ with $\sin(t) = x$. We aim to express $\cos(2\arcsin(x)) = \cos(2t)$ in terms of x. Since $\cos(2t)$ is defined everywhere, we get no additional restrictions on t as we did in the previous problem. We have three choices for rewriting $\cos(2t)$: $\cos^2(t) - \sin^2(t)$, $2\cos^2(t) - 1$ and $1 - 2\sin^2(t)$. Since we know $x = \sin(t)$, it is easiest to use the last form:

$$\cos(2\arcsin(x)) = \cos(2t) = 1 - 2\sin^2(t) = 1 - 2x^2$$

To find the restrictions on x, we once again appeal to our substitution $t = \arcsin(x)$. Since $\arcsin(x)$ is defined only for $-1 \leq x \leq 1$, the equivalence $\cos(2\arcsin(x)) = 1 - 2x^2$ is valid only on $[-1, 1]$.

A few remarks about Example 10.6.1 are in order. Most of the common errors encountered in dealing with the inverse circular functions come from the need to restrict the domains of the original functions so that they are one-to-one. One instance of this phenomenon is the fact that $\arccos\left(\cos\left(\frac{11\pi}{6}\right)\right) = \frac{\pi}{6}$ as opposed to $\frac{11\pi}{6}$. This is the exact same phenomenon discussed in Section 5.2 when we saw $\sqrt{(-2)^2} = 2$ as opposed to -2. Additionally, even though the expression we arrived at in part 2b above, namely $1 - 2x^2$, is defined for all real numbers, the equivalence $\cos(2\arcsin(x)) = 1 - 2x^2$ is valid for only $-1 \leq x \leq 1$. This is akin to the fact that while the expression x is defined for all real numbers, the equivalence $\left(\sqrt{x}\right)^2 = x$ is valid only for $x \geq 0$. For this reason, it pays to be careful when we determine the intervals where such equivalences are valid.

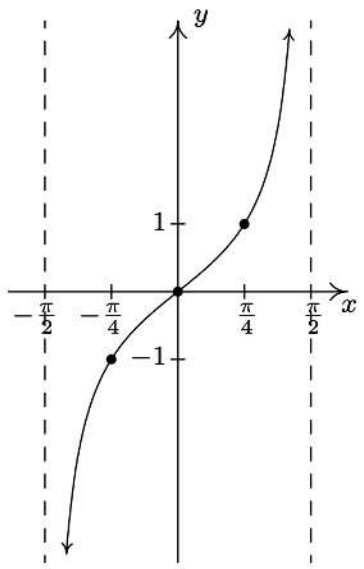
Subsection Footnotes

[1] But be aware that many books do! As always, be sure to check the context!

[2] Alternatively, we could use the identity: $1 + \tan^2(t) = \sec^2(t)$. Since $x = \cos(t), \sec(t) = \frac{1}{\cos(t)} = \frac{1}{x}$. The reader is invited to work through this approach to see what, if any, difficulties arise.

The Arctangent and Arccotangent Functions

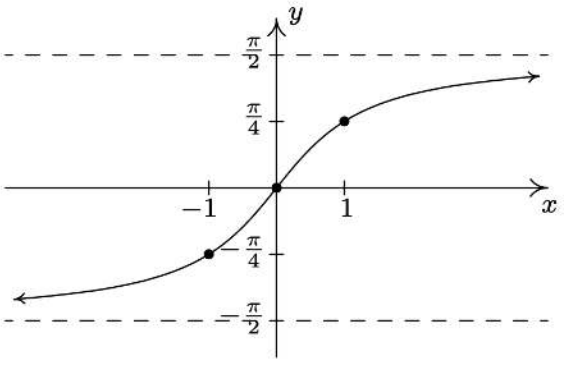
The next pair of functions we wish to discuss are the inverses of tangent and cotangent, which are named arctangent and arccotangent, respectively. First, we restrict $f(x) = \tan(x)$ to its fundamental cycle on $\left(-\frac{\pi}{2}, \frac{\pi}{2}\right)$[3] to obtain $f^{-1}(x) = \arctan(x)$. Among other things, note that the *vertical* asymptotes $x = -\frac{\pi}{2}$ and $x = \frac{\pi}{2}$ of the graph of $f(x) = \tan(x)$ become the *horizontal* asymptotes $y = -\frac{\pi}{2}$ and $y = \frac{\pi}{2}$ of the graph of $f^{-1}(x) = \arctan(x)$.



$f(x) = \tan(x), -\frac{\pi}{2} < x < \frac{\pi}{2}.$

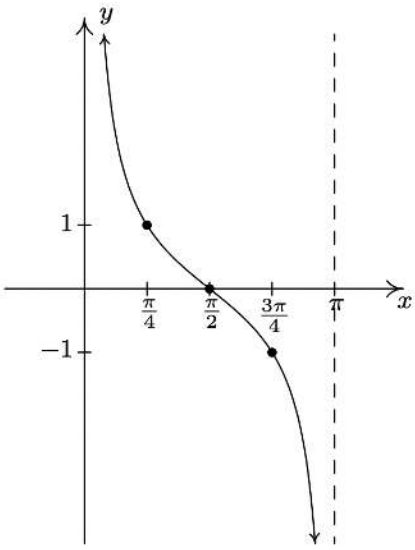
reflect across $y = x$

switch x and y coordinates



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

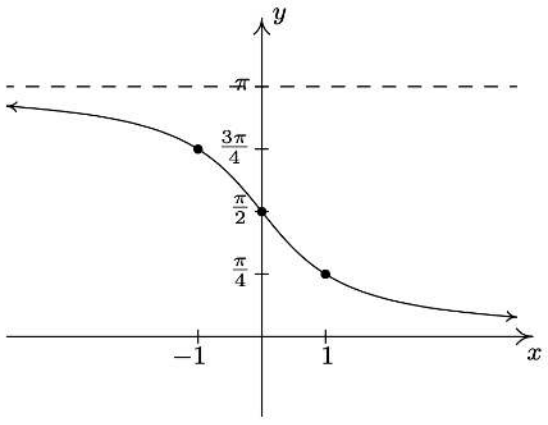
Next, we restrict $g(x) = \cot(x)$ to its fundamental cycle on $(0, \pi)$ to obtain $g^{-1}(x) = \text{arccot}(x)$. Once again, the vertical asymptotes $x = 0$ and $x = \pi$ of the graph of $g(x) = \cot(x)$ become the horizontal asymptotes $y = 0$ and $y = \pi$ of the graph of $g^{-1}(x) = \text{arccot}(x)$. We show these graphs below and list some of the basic properties of the arctangent and arccotangent functions.



$g(x) = \cot(x), 0 < x < \pi.$

reflect across $y = x$

switch x and y coordinates



$g^{-1}(x) = \text{arccot}(x).$

Theorem 10.6.2: Properties of the Arctangent and Arccotangent Functions

- Properties of $F(x) = \arctan(x)$
  - Domain: $(-\infty, \infty)$
  - Range: $\left(-\frac{\pi}{2}, \frac{\pi}{2}\right)$
  - as $x \to -\infty$, $\arctan(x) \to -\frac{\pi}{2}^+$; as $x \to \infty$, $\arctan(x) \to \frac{\pi}{2}^-$
  - $\arctan(x) = t$ if and only if $-\frac{\pi}{2} < t < \frac{\pi}{2}$ and $\tan(t) = x$
  - $\arctan(x) = \text{arccot}\left(\frac{1}{x}\right)$ for $x > 0$
  - $\tan(\arctan(x)) = x$ for all real numbers x

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- $\arctan(\tan(x)) = x$ provided $-\frac{\pi}{2} < x < \frac{\pi}{2}$
- additionally, arctangent is odd

- Properties of $G(x) = \operatorname{arccot}(x)$
  - Domain: $(-\infty, \infty)$
  - Range: $(0, \pi)$
  - as $x \to -\infty$, $\operatorname{arccot}(x) \to \pi^-$; as $x \to \infty$, $\operatorname{arccot}(x) \to 0^+$
  - $\operatorname{arccot}(x) = t$ if and only if $0 < t < \pi$ and $\cot(t) = x$
  - $\operatorname{arccot}(x) = \arctan\left(\frac{1}{x}\right)$ for $x > 0$
  - $\cot(\operatorname{arccot}(x)) = x$ for all real numbers x
  - $\operatorname{arccot}(\cot(x)) = x$ provided $0 < x < \pi$

Example 10.6.2

a. Find the exact values of the following.

1. $\arctan(\sqrt{3})$
2. $\operatorname{arccot}(-\sqrt{3})$
3. $\cot(\operatorname{arccot}(-5))$
4. $\sin\left(\arctan\left(-\frac{3}{4}\right)\right)$

b. Rewrite the following as algebraic expressions of x and state the domain on which the equivalence is valid.

1. $\tan(2\arctan(x))$
2. $\cos(\operatorname{arccot}(2x))$

Solution

a. 1. We know $\arctan(\sqrt{3})$ is the real number t between $-\frac{\pi}{2}$ and $\frac{\pi}{2}$ with $\tan(t) = \sqrt{3}$. We find $t = \frac{\pi}{3}$, so $\arctan(\sqrt{3}) = \frac{\pi}{3}$.

2. The real number $t = \operatorname{arccot}(-\sqrt{3})$ lies in the interval $(0, \pi)$ with $\cot(t) = -\sqrt{3}$. We get $\operatorname{arccot}(-\sqrt{3}) = \frac{5\pi}{6}$.

3. We can apply Theorem 10.6.2 directly and obtain $\cot(\operatorname{arccot}(-5)) = -5$. However, working it through provides us with yet another opportunity to understand why this is the case. Letting $t = \operatorname{arccot}(-5)$, we have that t belongs to the interval $(0, \pi)$ and $\cot(t) = -5$. Hence, $\cot(\operatorname{arccot}(-5)) = \cot(t) = -5$.

4. We start simplifying $\sin\left(\arctan\left(-\frac{3}{4}\right)\right)$ by letting $t = \arctan\left(-\frac{3}{4}\right)$. Then $\tan(t) = -\frac{3}{4}$ for some $-\frac{\pi}{2} < t < \frac{\pi}{2}$. Since $\tan(t) < 0$, we know, in fact, $-\frac{\pi}{2} < t < 0$. One way to proceed is to use The Pythagorean Identity, $1 + \cot^2(t) = \csc^2(t)$, since this relates the reciprocals of $\tan(t)$ and $\sin(t)$ and is valid for all t under consideration.[4] From $\tan(t) = -\frac{3}{4}$, we get $\cot(t) = -\frac{4}{3}$. Substituting, we get $1 + \left(-\frac{4}{3}\right)^2 = \csc^2(t)$ so that $\csc(t) = \pm\frac{5}{3}$. Since $-\frac{\pi}{2} < t < 0$, we choose $\csc(t) = -\frac{5}{3}$, so $\sin(t) = -\frac{3}{5}$. Hence, $\sin\left(\arctan\left(-\frac{3}{4}\right)\right) = -\frac{3}{5}$.

b. 1. If we let $t = \arctan(x)$, then $-\frac{\pi}{2} < t < \frac{\pi}{2}$ and $\tan(t) = x$. We look for a way to express $\tan(2\arctan(x)) = \tan(2t)$ in terms of x. Before we get started using identities, we note that $\tan(2t)$ is undefined when $2t = \frac{\pi}{2} + \pi k$ for integers k. Dividing both sides of this equation by 2 tells us we need to exclude values of t where $t = \frac{\pi}{4} + \frac{\pi}{2}k$, where k is an integer. The only members of this family which lie in $\left(-\frac{\pi}{2}, \frac{\pi}{2}\right)$ are $t = \pm\frac{\pi}{4}$, which means the values of t under consideration are $\left(-\frac{\pi}{2}, -\frac{\pi}{4}\right) \cup \left(-\frac{\pi}{4}, \frac{\pi}{4}\right) \cup \left(\frac{\pi}{4}, \frac{\pi}{2}\right)$. Returning to $\arctan(2t)$, we note the double angle identity $\tan(2t) = \frac{2\tan(t)}{1-\tan^2(t)}$, is valid for all the values of t under consideration, hence we get

$$\tan(2\arctan(x)) = \tan(2t) = \frac{2\tan(t)}{1-\tan^2(t)} = \frac{2x}{1-x^2}$$

To find where this equivalence is valid we check back with our substitution $t = \arctan(x)$. Since the domain of $\arctan(x)$ is all real numbers, the only exclusions come from the values of t we discarded earlier, $t = \pm\frac{\pi}{4}$. Since $x = \tan(t)$, this means we exclude $x = \tan\left(\pm\frac{\pi}{4}\right) = \pm 1$. Hence, the equivalence $\tan(2\arctan(x)) = \frac{2x}{1-x^2}$ holds for all x in $(-\infty, -1) \cup (-1, 1) \cup (1, \infty)$.

2. To get started, we let $t = \operatorname{arccot}(2x)$ so that $\cot(t) = 2x$ where $0 < t < \pi$. In terms of t, $\cos(\operatorname{arccot}(2x)) = \cos(t)$, and our goal is to express the latter in terms of x. Since $\cos(t)$ is always defined, there are no additional restrictions on t, so we can begin using identities to relate $\cot(t)$ to $\cos(t)$. The identity $\cot(t) = \frac{\cos(t)}{\sin(t)}$ is valid for t in $(0, \pi)$, so our

strategy is to obtain $\sin(t)$ in terms of x, then write $\cos(t) = \cot(t)\sin(t)$. The identity $1 + \cot^2(t) = \csc^2(t)$ holds for all t in $(0, \pi)$ and relates $\cot(t)$ and $\csc(t) = \frac{1}{\sin(t)}$. Substituting $\cot(t) = 2x$, we get $1 + (2x)^2 = \csc^2(t)$, or $\csc(t) = \pm\sqrt{4x^2+1}$. Since t is between 0 and π, $\csc(t) > 0$, so $\csc(t) = \sqrt{4x^2+1}$ which gives $\sin(t) = \frac{1}{\sqrt{4x^2+1}}$. Hence,

$$\cos(\operatorname{arccot}(2x)) = \cos(t) = \cot(t)\sin(t) = \frac{2x}{\sqrt{4x^2+1}}$$

Since $\operatorname{arccot}(2x)$ is defined for all real numbers x and we encountered no additional restrictions on t, we have $\cos(\operatorname{arccot}(2x)) = \frac{2x}{\sqrt{4x^2+1}}$ for all real numbers x.

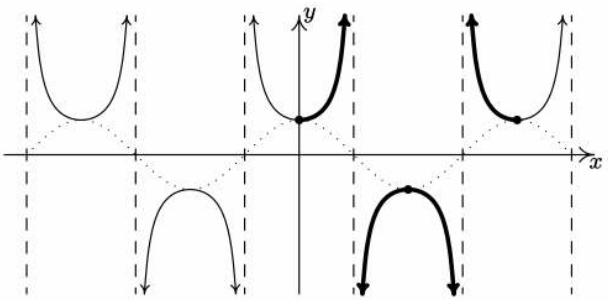
Subsection Footnotes

[3] We use the fundamental cycle of $\left(-\frac{\pi}{2}, \frac{\pi}{2}\right)$ when speaking of the inverse tangent function; however, when we *graphed* the tangent in Section 10.5, it was much better to consider the fundamental cycle to be $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right]$.

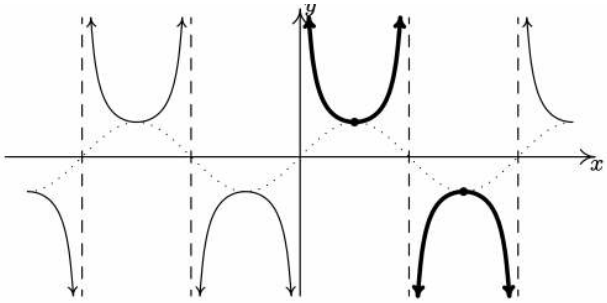
[4] It's always a good idea to make sure the identities used in these situations are valid for all values t under consideration. Check our work back in Example 10.6.1. Were the identities we used there valid for all t under consideration? A pedantic point, to be sure, but what else do you expect from this book?

The Arcsecant and Arccosecant Functions

The last two functions to invert are secant and cosecant. A portion of each of their graphs, which were first discussed in Section 10.5, are given below with the fundamental cycles highlighted.



The graph of $y = \sec(x)$.

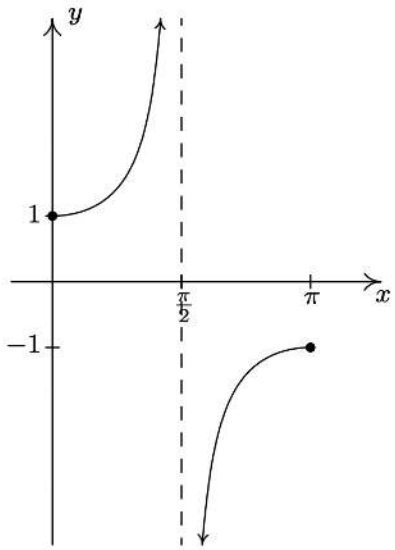


The graph of $y = \csc(x)$.

It is clear from the graph of secant that we cannot find one single continuous piece of its graph which covers its entire range of $(-\infty, -1] \cup [1, \infty)$ and restricts the domain of the function so that it is one-to-one. The same is true for cosecant. Thus in order to define the arcsecant and arccosecant functions, we must settle for a piecewise approach wherein we choose one piece to cover the top of the range, namely $[1, \infty)$, and another piece to cover the bottom, namely $(-\infty, -1]$. There are two generally accepted ways make these choices which restrict the domains of these functions so that they are one-to-one. One approach simplifies the Trigonometry associated with the inverse functions, but complicates the Calculus; the other makes the Calculus easier, but the Trigonometry less so. We present both points of view.

Inverses of Secant and Cosecant: Trigonometry Friendly Approach

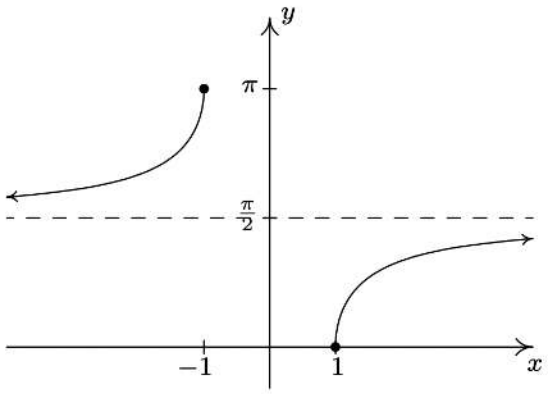
In this subsection, we restrict the secant and cosecant functions to coincide with the restrictions on cosine and sine, respectively. For $f(x) = \sec(x)$, we restrict the domain to $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right]$



$f(x) = \sec(x)$ on $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right]$

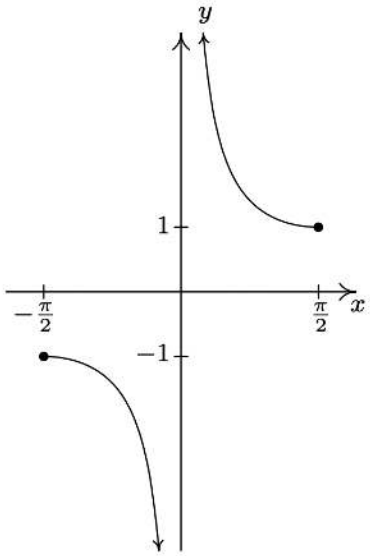
reflect across $y = x$

switch x and y coordinates



$f^{-1}(x) = \operatorname{arcsec}(x)$

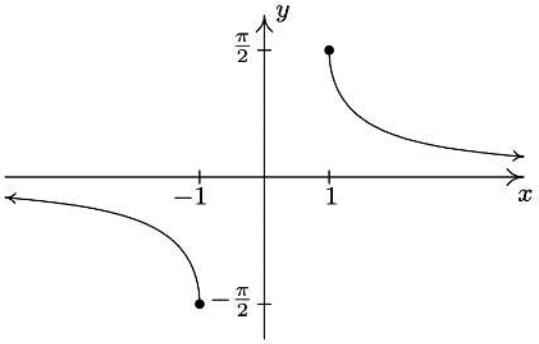
and we restrict $g(x) = \csc(x)$ to $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$.



$g(x) = \csc(x)$ on $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$

reflect across $y = x$

switch x and y coordinates



$g^{-1}(x) = \operatorname{arccsc}(x)$

Note that for both arcsecant and arccosecant, the domain is $(-\infty, -1] \cup [1, \infty)$. Taking a page from Section 2.2, we can rewrite this as $\{x : |x| \geq 1\}$. This is often done in Calculus textbooks, so we include it here for completeness. Using these definitions, we get the following properties of the arcsecant and arccosecant functions.

Theorem 10.6.3: Properties of the Arcsecant and Arccosecant Function[5]

- Properties of $F(x) = \operatorname{arcsec}(x)$
  - Domain: $\{x : |x| \geq 1\} = (-\infty, -1] \cup [1, \infty)$
  - Range: $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right]$
  - as $x \to -\infty$, $\operatorname{arcsec}(x) \to \frac{\pi}{2}^+$; as $x \to \infty$, $\operatorname{arcsec}(x) \to \frac{\pi}{2}^-$
  - $\operatorname{arcsec}(x) = t$ if and only if $0 \leq t < \frac{\pi}{2}$ or $\frac{\pi}{2} < t \leq \pi$ and $\sec(t) = x$
  - $\operatorname{arcsec}(x) = \arccos\left(\frac{1}{x}\right)$ provided $|x| \geq 1$
  - $\sec(\operatorname{arcsec}(x)) = x$ provided $|x| \geq 1$

- $\operatorname{arcsec}(\sec(x)) = x$ provided $0 \le x < \frac{\pi}{2}$ or $\frac{\pi}{2} < x \le \pi$

- Properties of $G(x) = \operatorname{arccsc}(x)$
  - Domain: $\{x : |x| \ge 1\} = (-\infty, -1] \cup [1, \infty)$
  - Range: $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$
  - as $x \to -\infty$, $\operatorname{arccsc}(x) \to 0^-$; as $x \to \infty$, $\operatorname{arccsc}(x) \to 0^+$
  - $\operatorname{arccsc}(x) = t$ if and only if $-\frac{\pi}{2} \le t < 0$ or $0 < t \le \frac{\pi}{2}$ and $\csc(t) = x$
  - $\operatorname{arccsc}(x) = \arcsin\left(\frac{1}{x}\right)$ provided $|x| \ge 1$
  - $\csc(\operatorname{arccsc}(x)) = x$ provided $|x| \ge 1$
  - $\operatorname{arccsc}(\csc(x)) = x$ provided $-\frac{\pi}{2} \le x < 0$ or $0 < x \le \frac{\pi}{2}$
  - additionally, arccosecant is odd

Example 10.6.3

a. Find the exact values of the following.

1. $\operatorname{arcsec}(2)$
2. $\operatorname{arccsc}(-2)$
3. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{4}\right)\right)$
4. $\cot(\operatorname{arccsc}(-3))$

b. Rewrite the following as algebraic expressions of x and state the domain on which the equivalence is valid.

1. $\tan(\operatorname{arcsec}(x))$
2. $\cos(\operatorname{arccsc}(4x))$

Solution

a. 1. Using Theorem 10.6.3, we have $\operatorname{arcsec}(2) = \arccos\left(\frac{1}{2}\right) = \frac{\pi}{3}$.

2. Once again, Theorem 10.6.3 comes to our aid giving $\operatorname{arccsc}(-2) = \arcsin\left(-\frac{1}{2}\right) = -\frac{\pi}{6}$.

3. Since $\frac{5\pi}{4}$ doesn't fall between 0 and $\frac{\pi}{2}$ or $\frac{\pi}{2}$ and π, we cannot use the inverse property stated in Theorem 10.6.3. We can, nevertheless, begin by working "inside out" which yields
$\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{4}\right)\right) = \operatorname{arcsec}(-\sqrt{2}) = \arccos\left(-\frac{\sqrt{2}}{2}\right) = \frac{3\pi}{4}$.

4. One way to begin to simplify $\cot(\operatorname{arccsc}(-3))$ is to let $t = \operatorname{arccsc}(-3)$. Then, $\csc(t) = -3$ and, since this is negative, we have that t lies in the interval $\left[-\frac{\pi}{2}, 0\right)$. We are after $\cot(\operatorname{arccsc}(-3)) = \cot(t)$, so we use the Pythagorean Identity $1 + \cot^2(t) = \csc^2(t)$. Substituting, we have $1 + \cot^2(t) = (-3)^2$, or $\cot(t) = \pm\sqrt{8} = \pm 2\sqrt{2}$. Since $-\frac{\pi}{2} \le t < 0$, $\cot(t) < 0$, so we get $\cot(\operatorname{arccsc}(-3)) = -2\sqrt{2}$.

b. 1. We begin simplifying $\tan(\operatorname{arcsec}(x))$ by letting $t = \operatorname{arcsec}(x)$. Then, $\sec(t) = x$ for t in $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right]$, and we seek a formula for $\tan(t)$. Since $\tan(t)$ is defined for all t values under consideration, we have no additional restrictions on t. To relate $\sec(t)$ to $\tan(t)$, we use the identity $1 + \tan^2(t) = \sec^2(t)$. This is valid for all values of t under consideration, and when we substitute $\sec(t) = x$, we get $1 + \tan^2(t) = x^2$. Hence, $\tan(t) = \pm\sqrt{x^2 - 1}$. If t belongs to $\left[0, \frac{\pi}{2}\right)$ then $\tan(t) \ge 0$; if, on the the other hand, t belongs to $\left(\frac{\pi}{2}, \pi\right]$ then $\tan(t) \le 0$. As a result, we get a piecewise defined function for $\tan(t)$

$$\tan(t) = \begin{cases} \sqrt{x^2 - 1}, & \text{if } 0 \le t < \frac{\pi}{2} \\ -\sqrt{x^2 - 1}, & \text{if } \frac{\pi}{2} < t \le \pi \end{cases}$$

Now we need to determine what these conditions on t mean for x. Since $x = \sec(t)$, when $0 \le t < \frac{\pi}{2}$, $x \ge 1$, and when $\frac{\pi}{2} < t \le \pi$, $x \le -1$. Since we encountered no further restrictions on t, the equivalence below holds for all x in $(-\infty, -1] \cup [1, \infty)$.

$$\tan(\operatorname{arcsec}(x)) = \begin{cases} \sqrt{x^2 - 1}, & \text{if } x \ge 1 \\ -\sqrt{x^2 - 1}, & \text{if } x \le -1 \end{cases}$$

2. To simplify $\cos(\operatorname{arccsc}(4x))$, we start by letting $t = \operatorname{arccsc}(4x)$. Then $\csc(t) = 4x$ for t in $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$, and we now set about finding an expression for $\cos(\operatorname{arccsc}(4x)) = \cos(t)$. Since $\cos(t)$ is defined for all t, we do not encounter any additional restrictions on t. From $\csc(t) = 4x$, we get $\sin(t) = \frac{1}{4x}$, so to find $\cos(t)$, we can make use if the identity $\cos^2(t) + \sin^2(t) = 1$. Substituting $\sin(t) = \frac{1}{4x}$ gives $\cos^2(t) + \left(\frac{1}{4x}\right)^2 = 1$. Solving, we get

$$\cos(t) = \pm\sqrt{\frac{16x^2 - 1}{16x^2}} = \pm\frac{\sqrt{16x^2 - 1}}{4|x|}$$

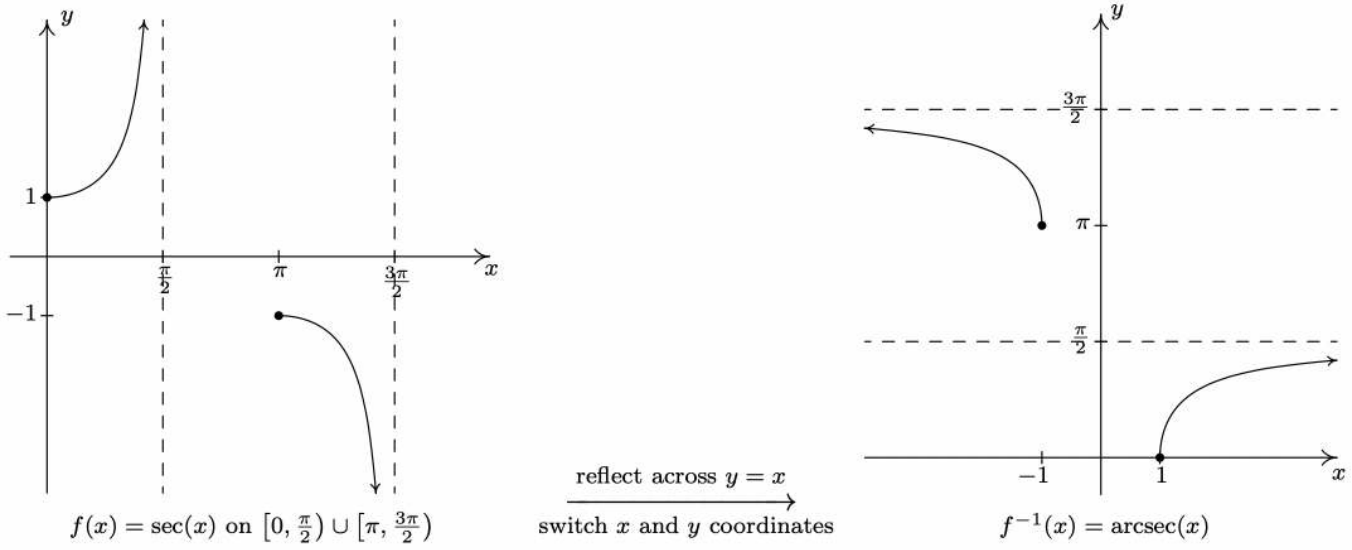
Since t belongs to $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$, we know $\cos(t) \geq 0$, so we choose $\cos(t) = \frac{\sqrt{16-x^2}}{4|x|}$. (The absolute values here are necessary, since x could be negative.) To find the values for which this equivalence is valid, we look back at our original substution, $t = \operatorname{arccsc}(4x)$. Since the domain of $\operatorname{arccsc}(x)$ requires its argument x to satisfy $|x| \geq 1$, the domain of $\operatorname{arccsc}(4x)$ requires $|4x| \geq 1$. Using Theorem 2.4.2, we rewrite this inequality and solve to get $x \leq -\frac{1}{4}$ or $x \geq \frac{1}{4}$. Since we had no additional restrictions on t, the equivalence $\cos(\operatorname{arccsc}(4x)) = \frac{\sqrt{16x^2-1}}{4|x|}$ holds for all x in $\left(-\infty, -\frac{1}{4}\right] \cup \left[\frac{1}{4}, \infty\right)$.

Subsection Footnotes

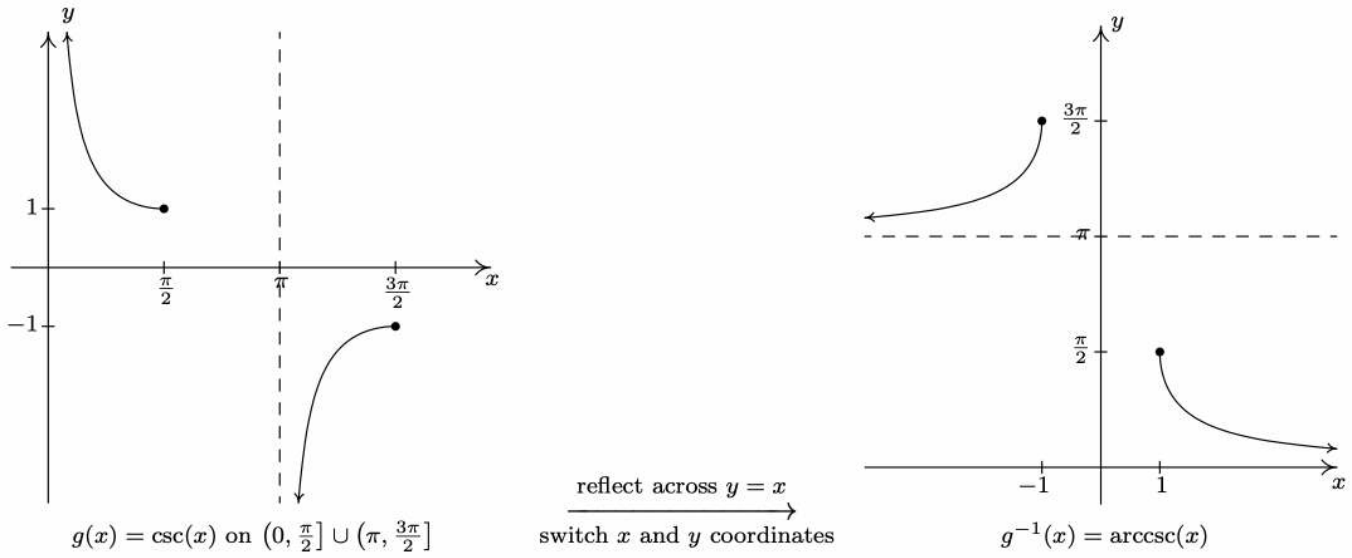
[5] ...assuming the "Trigonometry Friendly" ranges are used.

Inverses of Secant and Cosecant: Calculus Friendly Approach

In this subsection, we restrict $f(x) = \sec(x)$ to $\left[0, \frac{\pi}{2}\right) \cup \left[\pi, \frac{3\pi}{2}\right)$



and we restrict $g(x) = \csc(x)$ to $\left(0, \frac{\pi}{2}\right] \cup \left(\pi, \frac{3\pi}{2}\right]$.



Using these definitions, we get the following result.

Theorem 10.6.4: Properties of the Arcsecant and Arccosecant Function[6]

- Properties of $F(x) = \text{arcsec}(x)$
  - Domain: $\{x : |x| \geq 1\} = (-\infty, -1] \cup [1, \infty)$
  - Range: $\left[0, \frac{\pi}{2}\right) \cup \left[\pi, \frac{3\pi}{2}\right)$
  - as $x \to -\infty$, $\text{arcsec}(x) \to \frac{3\pi}{2}^-$; as $x \to \infty$, $\text{arcsec}(x) \to \frac{\pi}{2}^-$
  - $\text{arcsec}(x) = t$ if and only if $0 \leq t < \frac{\pi}{2}$ or $\pi \leq t < \frac{3\pi}{2}$ and $\sec(t) = x$
  - $\text{arcsec}(x) = \arccos\left(\frac{1}{x}\right)$ for $x \geq 1$ only[7]
  - $\sec(\text{arcsec}(x)) = x$ provided $|x| \geq 1$
  - $\text{arcsec}(\sec(x)) = x$ provided $0 \leq x < \frac{\pi}{2}$ or $\pi \leq x < \frac{3\pi}{2}$
- Properties of $G(x) = \text{arccsc}(x)$
  - Domain: $\{x : |x| \geq 1\} = (-\infty, -1] \cup [1, \infty)$
  - Range: $\left(0, \frac{\pi}{2}\right] \cup \left(\pi, \frac{3\pi}{2}\right]$
  - as $x \to -\infty$, $\text{arccsc}(x) \to \pi^+$; as $x \to \infty$, $\text{arccsc}(x) \to 0^+$
  - $\text{arccsc}(x) = t$ if and only if $0 < t \leq \frac{\pi}{2}$ or $\pi < t \leq \frac{3\pi}{2}$ and $\csc(t) = x$
  - $\text{arccsc}(x) = \arcsin\left(\frac{1}{x}\right)$ for $x \geq 1$ only[8]
  - $\csc(\text{arccsc}(x)) = x$ provided $|x| \geq 1$
  - $\text{arccsc}(\csc(x)) = x$ provided $0 < x \leq \frac{\pi}{2}$ or $\pi < x \leq \frac{3\pi}{2}$

Our next example is a duplicate of Example 10.6.3. The interested reader is invited to compare and contrast the solution to each.

Example 10.6.4

a. Find the exact values of the following.

1. $\text{arcsec}(2)$
2. $\text{arccsc}(-2)$
3. $\text{arcsec}\left(\sec\left(\frac{5\pi}{4}\right)\right)$
4. $\cot(\text{arccsc}(-3))$

b. Rewrite the following as algebraic expressions of x and state the domain on which the equivalence is valid.

1. $\tan(\text{arcsec}(x))$
2. $\cos(\text{arccsc}(4x))$

Solution

a. 1. Since $2 \geq 1$, we may invoke Theorem $10.6.4$to get $\operatorname{arcsec}(2) = \arccos\left(\frac{1}{2}\right) = \frac{\pi}{3}$.

2. Unfortunately, -2 is not greater to or equal to 1, so we cannot apply Theorem $10.6.4$to $\operatorname{arccsc}(-2)$ and convert this into an arcsine problem. Instead, we appeal to the definition. The real number $t = \operatorname{arccsc}(-2)$ lies in $\left(0, \frac{\pi}{2}\right] \cup \left(\pi, \frac{3\pi}{2}\right]$ and satisfies $\csc(t) = -2$. The t we're after is $t = \frac{7\pi}{6}$, so $\operatorname{arccsc}(-2) = \frac{7\pi}{6}$.

3. Since $\frac{5\pi}{4}$ lies between π and $\frac{3\pi}{2}$, we may apply Theorem $10.6.4$directly to simplify $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{4}\right)\right) = \frac{5\pi}{4}$. We encourage the reader to work this through using the definition as we have done in the previous examples to see how it goes.

4. To simplify $\cot(\operatorname{arccsc}(-3))$ we let $t = \operatorname{arccsc}(-3)$ so that $\cot(\operatorname{arccsc}(-3)) = \cot(t)$. We know $\csc(t) = -3$, and since this is negative, t lies in $\left(\pi, \frac{3\pi}{2}\right]$. Using the identity $1 + \cot^2(t) = \csc^2(t)$, we find $1 + \cot^2(t) = (-3)^2$ so that $\cot(t) = \pm\sqrt{8} = \pm 2\sqrt{2}$. Since t is in the interval $\left(\pi, \frac{3\pi}{2}\right]$, we know $\cot(t) > 0$. Our answer is $\cot(\operatorname{arccsc}(-3)) = 2\sqrt{2}$.

b. 1. We begin simplifying $\tan(\operatorname{arcsec}(x))$ by letting $t = \operatorname{arcsec}(x)$. Then, $\sec(t) = x$ for t in $\left[0, \frac{\pi}{2}\right) \cup \left[\pi, \frac{3\pi}{2}\right)$, and we seek a formula for $\tan(t)$. Since $\tan(t)$ is defined for all t values under consideration, we have no additional restrictions on t. To relate $\sec(t)$ to $\tan(t)$, we use the identity $1 + \tan^2(t) = \sec^2(t)$. This is valid for all values of t under consideration, and when we substitute $\sec(t) = x$, we get $1 + \tan^2(t) = x^2$. Hence, $\tan(t) = \pm\sqrt{x^2 - 1}$. Since t lies in $\left[0, \frac{\pi}{2}\right) \cup \left[\pi, \frac{3\pi}{2}\right)$, $\tan(t) \geq 0$, so we choose $\tan(t) = \sqrt{x^2 - 1}$. Since we found no additional restrictions on t, the equivalence $\tan(\operatorname{arcsec}(x)) = \sqrt{x^2 - 1}$ holds for all x in the domain of $t = \operatorname{arcsec}(x)$, namely $(-\infty, -1] \cup [1, \infty)$.

2. To simplify $\cos(\operatorname{arccsc}(4x))$, we start by letting $t = \operatorname{arccsc}(4x)$. Then $\csc(t) = 4x$ for t in $\left(0, \frac{\pi}{2}\right] \cup \left(\pi, \frac{3\pi}{2}\right]$, and we now set about finding an expression for $\cos(\operatorname{arccsc}(4x)) = \cos(t)$. Since $\cos(t)$ is defined for all t, we do not encounter any additional restrictions on t. From $\csc(t) = 4x$, we get $\sin(t) = \frac{1}{4x}$, so to find $\cos(t)$, we can make use if the identity $\cos^2(t) + \sin^2(t) = 1$. Substituting $\sin(t) = \frac{1}{4x}$ gives $\cos^2(t) + \left(\frac{1}{4x}\right)^2 = 1$. Solving, we get

$$\cos(t) = \pm\sqrt{\frac{16x^2 - 1}{16x^2}} = \pm\frac{\sqrt{16x^2 - 1}}{4|x|}$$

If t lies in $\left(0, \frac{\pi}{2}\right]$, then $\cos(t) \geq 0$, and we choose $\cos(t) = \frac{\sqrt{16x^2-1}}{4|x|}$. Otherwise, t belongs to $\left(\pi, \frac{3\pi}{2}\right]$ in which case $\cos(t) \leq 0$, so, we choose $\cos(t) = -\frac{\sqrt{16x^2-1}}{4|x|}$ This leads us to a (momentarily) piecewise defined function for $\cos(t)$

$$\cos(t) = \begin{cases} \dfrac{\sqrt{16x^2 - 1}}{4|x|}, & \text{if } 0 \leq t \leq \frac{\pi}{2} \\ -\dfrac{\sqrt{16x^2 - 1}}{4|x|}, & \text{if } \pi < t \leq \frac{3\pi}{2} \end{cases}$$

We now see what these restrictions mean in terms of x. Since $4x = \csc(t)$, we get that for $0 \leq t \leq \frac{\pi}{2}$, $4x \geq 1$, or $x \geq \frac{1}{4}$. In this case, we can simplify $|x| = x$ so

$$\cos(t) = \frac{\sqrt{16x^2 - 1}}{4|x|} = \frac{\sqrt{16x^2 - 1}}{4x}$$

Similarly, for $\pi < t \leq \frac{3\pi}{2}$, we get $4x \leq -1$, or $x \leq -\frac{1}{4}$. In this case, $|x| = -x$, so we also get

$$\cos(t) = -\frac{\sqrt{16x^2 - 1}}{4|x|} = -\frac{\sqrt{16x^2 - 1}}{4(-x)} = \frac{\sqrt{16x^2 - 1}}{4x}$$

Hence, in all cases, $\cos(\operatorname{arccsc}(4x)) = \frac{\sqrt{16x^2-1}}{4x}$, and this equivalence is valid for all x in the domain of $t = \operatorname{arccsc}(4x)$, namely $\left(-\infty, -\frac{1}{4}\right] \cup \left[\frac{1}{4}, \infty\right)$

Subsection Footnotes

[6] ...assuming the "Calculus Friendly" ranges are used.

[7] Compare this with the similar result in Theorem 10.6.3

[8] Compare this with the similar result in Theorem 10.6.3

Calculators and the Inverse Circular Functions

In the sections to come, we will have need to approximate the values of the inverse circular functions. On most calculators, only the arcsine, arccosine and arctangent functions are available and they are usually labeled as $\sin^{-1}$, $\cos^{-1}$ and $\tan^{-1}$, respectively. If we are asked to approximate these values, it is a simple matter to punch up the appropriate decimal on the calculator. If we are asked for an arccotangent, arcsecant or arccosecant, however, we often need to employ some ingenuity, as our next example illustrates.

Example 10.6.5

a. Use a calculator to approximate the following values to four decimal places.

1. $\operatorname{arccot}(2)$
2. $\operatorname{arcsec}(5)$
3. $\operatorname{arccot}(-2)$
4. $\operatorname{arccsc}\left(-\frac{3}{2}\right)$

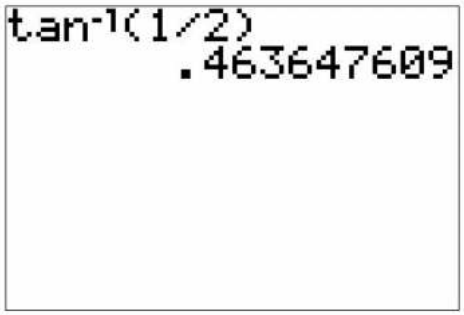
b. Find the domain and range of the following functions. Check your answers using a calculator.

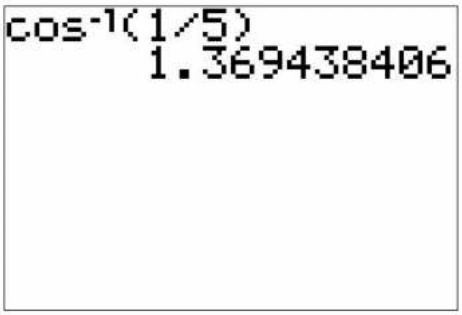
1. $f(x) = \frac{\pi}{2} - \arccos\left(\frac{x}{5}\right)$
2. $f(x) = 3\arctan(4x)$.
3. $f(x) = \operatorname{arccot}\left(\frac{x}{2}\right) + \pi$

Solution

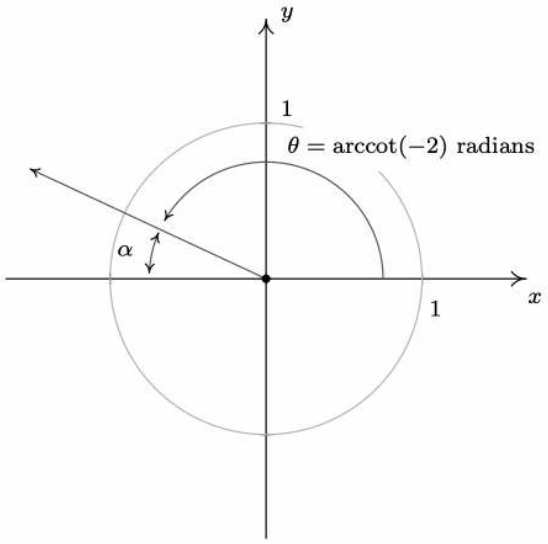
a. 1. Since $2 > 0$, we can use the property listed in Theorem 10.6.2to rewrite $\operatorname{arccot}(2)$ as $\operatorname{arccot}(2) = \arctan\left(\frac{1}{2}\right)$. In "radian" mode, we find $\operatorname{arccot}(2) = \arctan\left(\frac{1}{2}\right) \approx 0.4636$.

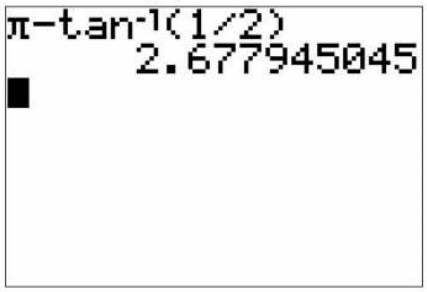
2. Since $5 \geq 1$, we can use the property from either Theorem 10.6.3or Theorem 10.6.4to write $\operatorname{arcsec}(5) = \arccos\left(\frac{1}{5}\right) \approx 1.3694$



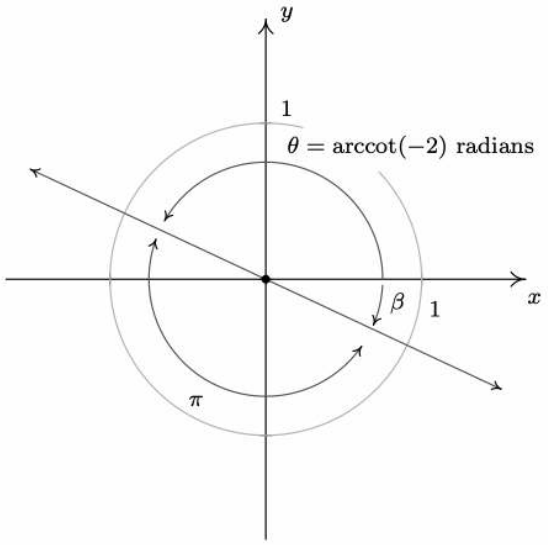


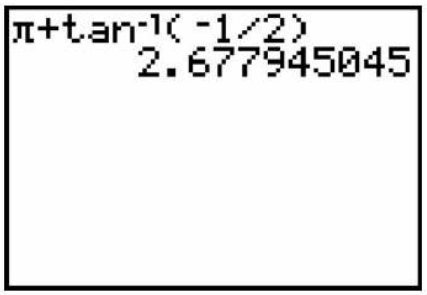
3. Since the argument -2 is negative, we cannot directly apply Theorem 10.6.2to help us find $\operatorname{arccot}(-2)$. Let $t = \operatorname{arccot}(-2)$. Then t is a real number such that $0 < t < \pi$ and $\cot(t) = -2$. Moreover, since $\cot(t) < 0$, we know $\frac{\pi}{2} < t < \pi$. Geometrically, this means t corresponds to a Quadrant II angle $\theta = t$ radians. This allows us to proceed using a "reference angle" approach. Consider α, the reference angle for θ, as pictured below. By definition, α is an acute angle so $0 < \alpha < \frac{\pi}{2}$, and the Reference Angle Theorem, Theorem 10.2.2, tells us that $\cot(\alpha) = 2$. This means $\alpha = \operatorname{arccot}(2)$ radians. Since the argument of arccotangent is now a *positive* 2, we can use Theorem Theorem 10.6.2to get $\alpha = \operatorname{arccot}(2) = \arctan\left(\frac{1}{2}\right)$ radians. Since $\theta = \pi - \alpha = \pi - \arctan\left(\frac{1}{2}\right) \approx 2.6779$ radians, we get $\operatorname{arccot}(-2) \approx 2.6779$.



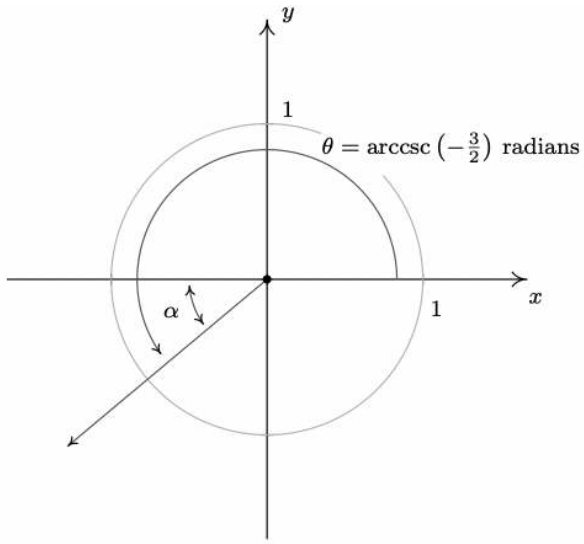


Another way to attack the problem is to use $\arctan\left(-\frac{1}{2}\right)$. By definition, the real number $t = \arctan\left(-\frac{1}{2}\right)$ satisfies $\tan(t) = -\frac{1}{2}$ with $-\frac{\pi}{2} < t < \frac{\pi}{2}$. Since $\tan(t) < 0$, we know more specifically that $-\frac{\pi}{2} < t < 0$, so t corresponds to an angle β in Quadrant IV. To find the value of $\operatorname{arccot}(-2)$, we once again visualize the angle $\theta = \operatorname{arccot}(-2)$ radians and note that it is a Quadrant II angle with $\tan(\theta) = -\frac{1}{2}$. This means it is exactly π units away from β, and we get $\theta = \pi + \beta = \pi + \arctan\left(-\frac{1}{2}\right) \approx 2.6779$ radians. Hence, as before, $\operatorname{arccot}(-2) \approx 2.6779$.





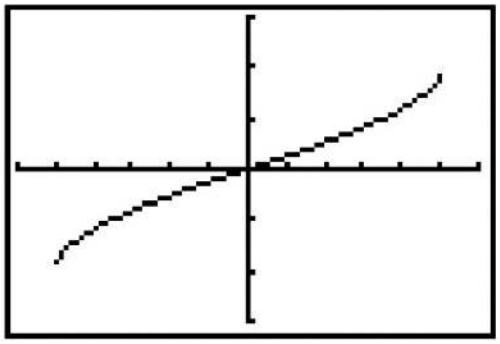
4. If the range of arccosecant is taken to be $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$, we can use Theorem $10.6.3$to get $\operatorname{arccsc}\left(-\frac{3}{2}\right) = \arcsin\left(-\frac{2}{3}\right) \approx -0.7297$. If, on the other hand, the range of arccosecant is taken to be $\left(0, \frac{\pi}{2}\right] \cup \left(\pi, \frac{3\pi}{2}\right]$, then we proceed as in the previous problem by letting $t = \operatorname{arccsc}\left(-\frac{3}{2}\right)$. Then t is a real number with $\csc(t) = -\frac{3}{2}$. Since $\csc(t) < 0$, we have that $\pi < \theta \leq \frac{3\pi}{2}$, so t corresponds to a Quadrant III angle, θ. As above, we let α be the reference angle for θ. Then $0 < \alpha < \frac{\pi}{2}$ and $\csc(\alpha) = \frac{3}{2}$, which means $\alpha = \operatorname{arccsc}\left(\frac{3}{2}\right)$ radians. Since the argument of arccosecant is now positive, we may use Theorem $10.6.4$to get $\alpha = \operatorname{arccsc}\left(\frac{3}{2}\right) = \arcsin\left(\frac{2}{3}\right)$ radians. Since $\theta = \pi + \alpha = \pi + \arcsin\left(\frac{2}{3}\right) \approx 3.8713$ radians, $\operatorname{arccsc}\left(-\frac{3}{2}\right) \approx 3.8713$.



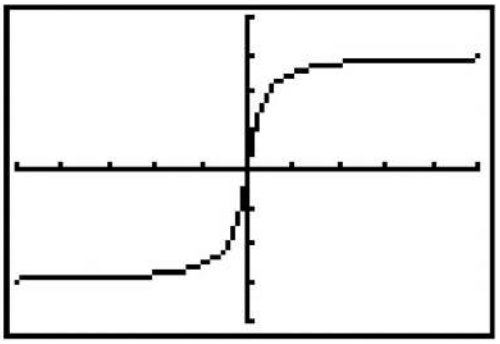


b. 1. Since the domain of $F(x) = \arccos(x)$ is $-1 \leq x \leq 1$, we can find the domain of $f(x) = \frac{\pi}{2} - \arccos\left(\frac{x}{5}\right)$ by setting the argument of the arccosine, in this case $\frac{x}{5}$, between -1 and 1. Solving $-1 \leq \frac{x}{5} \leq 1$ gives $-5 \leq x \leq 5$, so the domain is $[-5, 5]$. To determine the range of f, we take a cue from Section 1.7. Three "key" points on the graph of $F(x) = \arccos(x)$ are $(-1, \pi)$, $\left(0, \frac{\pi}{2}\right)$ and $(1, 0)$. Following the procedure outlined in Section 1.7, we track these points to $\left(-5, -\frac{\pi}{2}\right)$, $(0, 0)$ and $\left(5, \frac{\pi}{2}\right)$. Plotting these values tells us that the range[9] of f is $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$. Our graph confirms our results.

2. To find the domain and range of $f(x) = 3\arctan(4x)$, we note that since the domain of $F(x) = \arctan(x)$ is all real numbers, the only restrictions, if any, on the domain of $f(x) = 3\arctan(4x)$ come from the argument of the arctangent, in this case, $4x$. Since $4x$ is defined for all real numbers, we have established that the domain of f is all real numbers. To determine the range of f, we can, once again, appeal to Section 1.7. Choosing our "key" point to be $(0, 0)$ and tracking the horizontal asymptotes $y = -\frac{\pi}{2}$ and $y = \frac{\pi}{2}$, we find that the graph of $y = f(x) = 3\arctan(4x)$ differs from the graph of $y = F(x) = \arctan(x)$ by a horizontal compression by a factor of 4 and a vertical stretch by a factor of 3. It is the latter which affects the range, producing a range of $\left(-\frac{3\pi}{2}, \frac{3\pi}{2}\right)$. We confirm our findings on the calculator below.



$$y = f(x) = \frac{\pi}{2} - \arccos\left(\frac{x}{5}\right)$$



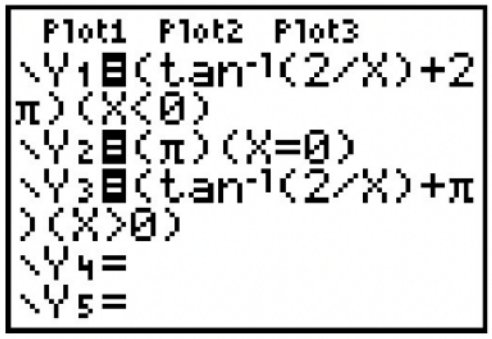
$$y = f(x) = 3\arctan(4x)$$

3. To find the domain of $g(x) = \operatorname{arccot}\left(\frac{x}{2}\right) + \pi$, we proceed as above. Since the domain of $G(x) = \operatorname{arccot}(x)$ is $(-\infty, \infty)$, and $\frac{x}{2}$ is defined for all x, we get that the domain of g is $(-\infty, \infty)$ as well. As for the range, we note that the range of $G(x) = \operatorname{arccot}(x)$, like that of $F(x) = \arctan(x)$, is limited by a pair of horizontal asymptotes, in this case $y = 0$ and $y = \pi$. Following the process from Section 1.7, we graph $y = g(x) = \operatorname{arccot}\left(\frac{x}{2}\right) + \pi$ starting with $y = G(x) = \operatorname{arccot}(x)$ and first performing a horizontal expansion by a factor of 2 and following that with a vertical shift upwards by π. This latter transformation is the one which affects the range, making it now $(\pi, 2\pi)$. To check this graphically, we encounter a bit of a problem, since on many calculators, there is no shortcut button corresponding to the

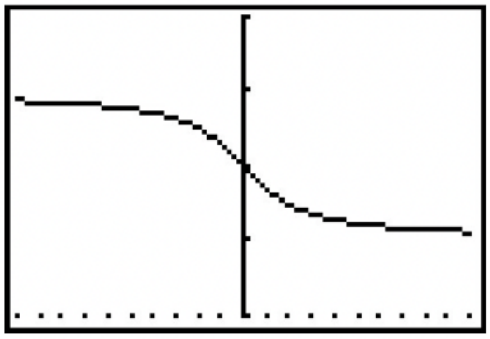
arccotangent function. Taking a cue from number 1c, we attempt to rewrite $g(x) = \operatorname{arccot}\left(\frac{x}{2}\right) + \pi$ in terms of the arctangent function. Using Theorem 10.6.2 we have that $\operatorname{arccot}\left(\frac{x}{2}\right) = \arctan\left(\frac{2}{x}\right)$ when $\frac{x}{2} > 0$, or, in this case, when $x > 0$. Hence, for $x > 0$, we have $g(x) = \arctan\left(\frac{2}{x}\right) + \pi$. When $\frac{x}{2} < 0$, we can use the same argument in number 1c that gave us $\operatorname{arccot}(-2) = \pi + \arctan\left(-\frac{1}{2}\right)$ to give us $\operatorname{arccot}\left(\frac{x}{2}\right) = \pi + \arctan\left(\frac{2}{x}\right)$. Hence, for $x < 0$, $g(x) = \pi + \arctan\left(\frac{2}{x}\right) + \pi = \arctan\left(\frac{2}{x}\right) + 2\pi$. What about $x = 0$? We know $g(0) = \operatorname{arccot}(0) + \pi = \pi$, and neither of the formulas for g involving arctangent will produce this result.[10] Hence, in order to graph $y = g(x)$ on our calculators, we need to write it as a piecewise defined function:

$$g(x) = \operatorname{arccot}\left(\frac{x}{2}\right) + \pi = \begin{cases} \arctan\left(\frac{2}{x}\right) + 2\pi, & \text{if } x < 0 \\ \pi, & \text{if } x = 0 \\ \arctan\left(\frac{2}{x}\right) + \pi, & \text{if } x > 0 \end{cases}$$

We show the input and the result below.



$y = g(x)$ in terms of arctangent



$y = g(x) = \operatorname{arccot}\left(\frac{x}{2}\right) + \pi$

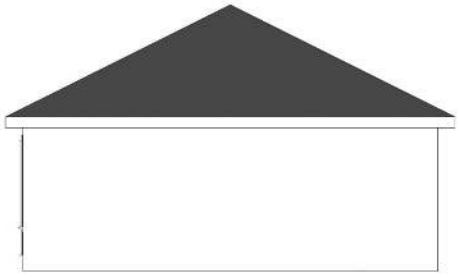
The inverse trigonometric functions are typically found in applications whenever the measure of an angle is required. One such scenario is presented in the following example.

Example 10.6.6

The roof on the house below has a "$6/12$ pitch." This means that when viewed from the side, the roof line has a rise of 6 feet over a run of 12 feet. Find the angle of inclination from the bottom of the roof to the top of the roof. Express your answer in decimal degrees, rounded to the nearest hundredth of a degree.



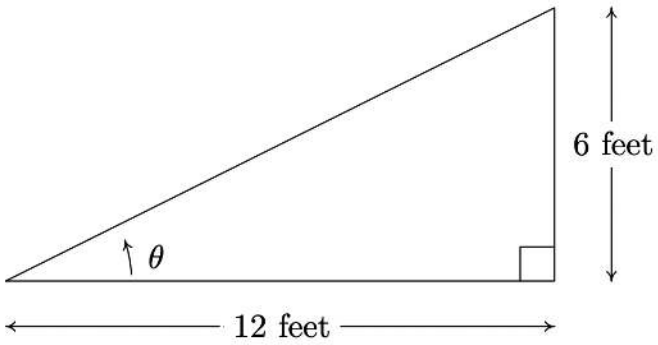
Front View

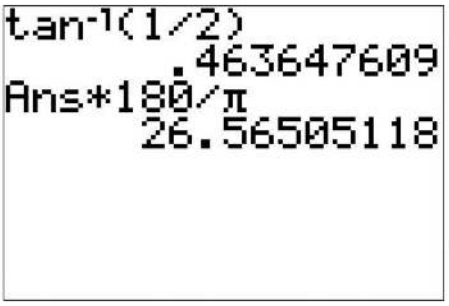


Side View

Solution

If we divide the side view of the house down the middle, we find that the roof line forms the hypotenuse of a right triangle with legs of length 6 feet and 12 feet. Using Theorem 10.3.6, we find the angle of inclination, labeled θ below, satisfies $\tan(\theta) = \frac{6}{12} = \frac{1}{2}$. Since θ is an acute angle, we can use the arctangent function and we find $\theta = \arctan\left(\frac{1}{2}\right)$ radians $\approx 26.56^\circ$.





Subsection Footnotes

[9] It also confirms our domain!

[10] Without Calculus, of course.

Solving Equations Using the Inverse Trigonometric Functions

In Sections 10.2 and 10.3, we learned how to solve equations like $\sin(\theta) = \frac{1}{2}$ for angles θ and $\tan(t) = -1$ for real numbers t. In each case, we ultimately appealed to the Unit Circle and relied on the fact that the answers corresponded to a set of "common angles." If, on the other hand, we had been asked to find all angles with $\sin(\theta) = \frac{1}{3}$ or solve $\tan(t) = -2$ for real numbers t, we would have been hard-pressed to do so. With the introduction of the inverse trigonometric functions, however, we are now in a position to solve these equations. A good parallel to keep in mind is how the square root function can be used to solve certain quadratic equations. The equation $x^2 = 4$ is a lot like $\sin(\theta) = \frac{1}{2}$ in that it has friendly, "common value" answers $x = \pm 2$. The equation $x^2 = 7$, on the other hand, is a lot like $\sin(\theta) = \frac{1}{3}$. We know there are answers, but we can't express them using "friendly" numbers.[11] To solve $x^2 = 7$, we make use of the square root function and write $x = \pm\sqrt{7}$. We can certainly *approximate* these answers using a calculator, but as far as exact answers go, we leave them as $x = \pm\sqrt{7}$. In the same way, we will use the arcsine function to solve $\sin(\theta) = \frac{1}{3}$, as seen in the following example.

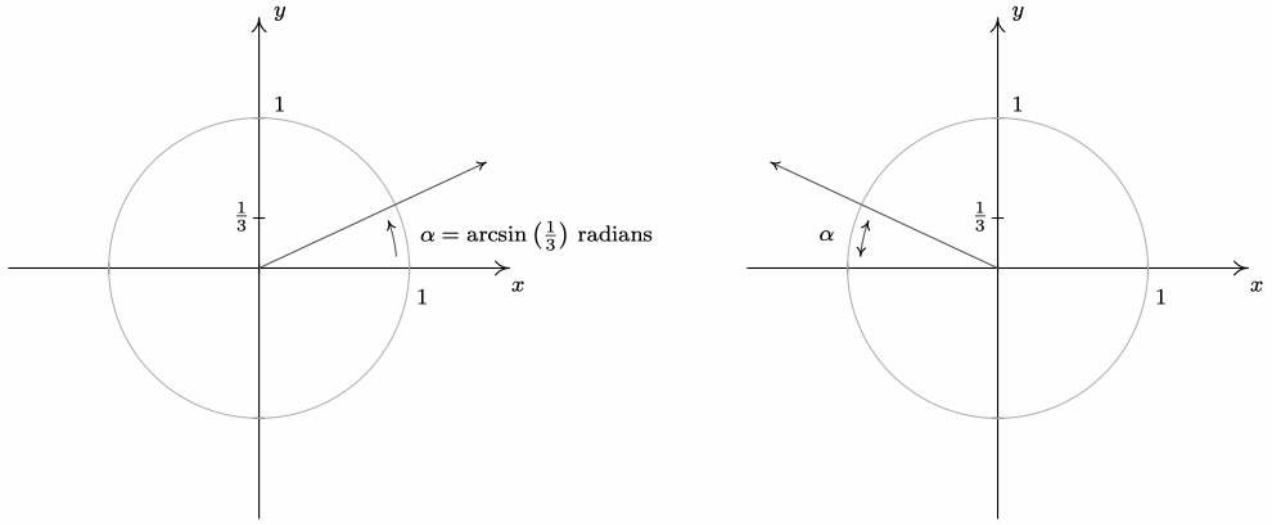
Example 10.6.7

Solve the following equations

a. Find all angles θ for which $\sin(\theta) = \frac{1}{3}$.
b. Find all real numbers t for which $\tan(t) = -2$
c. Solve $\sec(x) = -\frac{5}{3}$ for x.

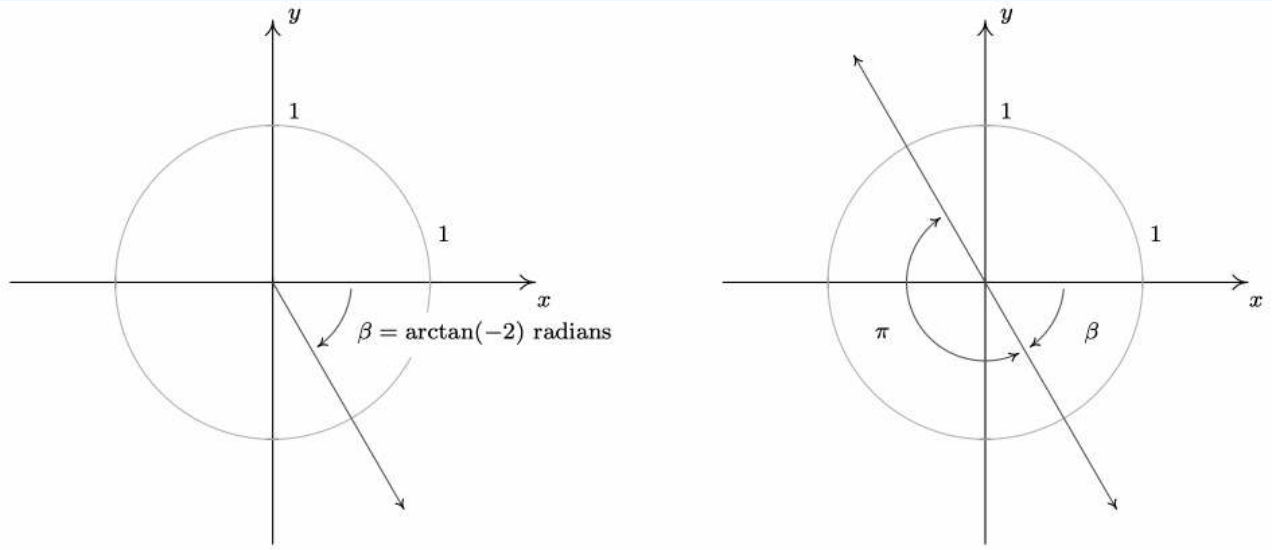
Solution

a. If $\sin(\theta) = \frac{1}{3}$, then the terminal side of θ, when plotted in standard position, intersects the Unit Circle at $y = \frac{1}{3}$. Geometrically, we see that this happens at two places: in Quadrant I and Quadrant II. If we let α denote the acute solution to the equation, then all the solutions to this equation in Quadrant I are coterminal with α, and α serves as the reference angle for all of the solutions to this equation in Quadrant II.



Since $\frac{1}{3}$ isn't the sine of any of the "common angles" discussed earlier, we use the arcsine functions to express our answers. The real number $t = \arcsin\left(\frac{1}{3}\right)$ is defined so it satisfies $0 < t < \frac{\pi}{2}$ with $\sin(t) = \frac{1}{3}$. Hence, $\alpha = \arcsin\left(\frac{1}{3}\right)$ radians. Since the solutions in Quadrant I are all coterminal with α, we get part of our solution to be $\theta = \alpha + 2\pi k = \arcsin\left(\frac{1}{3}\right) + 2\pi k$ for integers k. Turning our attention to Quadrant II, we get one solution to be $\pi - \alpha$. Hence, the Quadrant II solutions are $\theta = \pi - \alpha + 2\pi k = \pi - \arcsin\left(\frac{1}{3}\right) + 2\pi k$, for integers k.

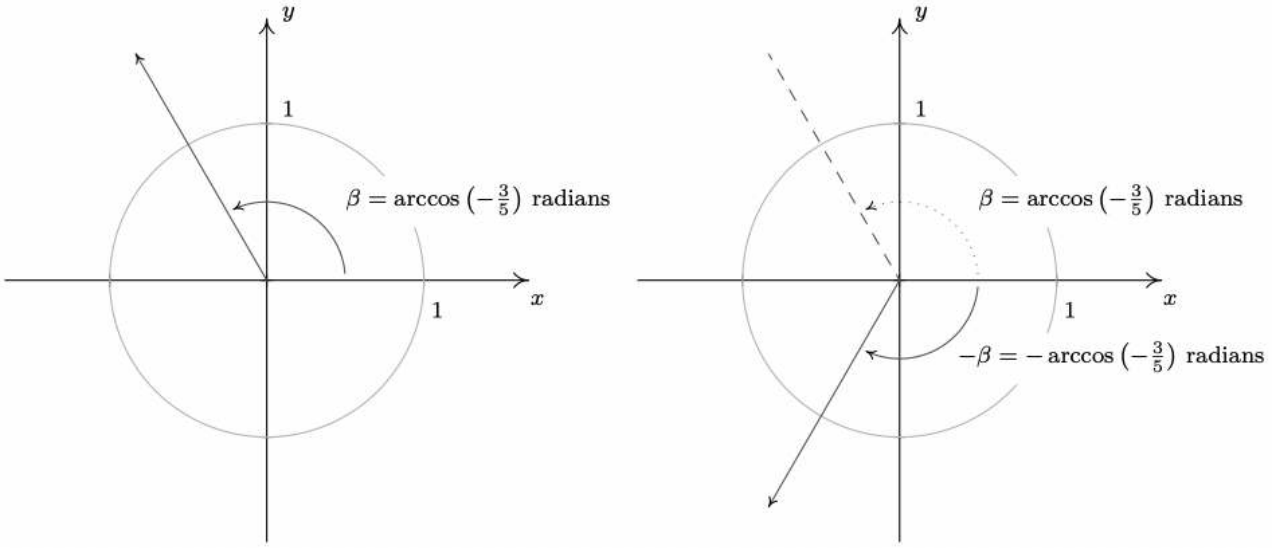
b. We may visualize the solutions to $\tan(t) = -2$ as angles θ with $\tan(\theta) = -2$. Since tangent is negative only in Quadrants II and IV, we focus our efforts there.



Since -2 isn't the tangent of any of the "common angles," we need to use the arctangent function to express our answers. The real number $t = \arctan(-2)$ satisfies $\tan(t) = -2$ and $-\frac{\pi}{2} < t < 0$. If we let $\beta = \arctan(-2)$ radians, we see that all of the Quadrant IV solutions to $\tan(\theta) = -2$ are coterminal with β. Moreover, the solutions from Quadrant II differ by exactly π units from the solutions in Quadrant IV, so all the solutions to $\tan(\theta) = -2$ are of the form $\theta = \beta + \pi k = \arctan(-2) + \pi k$ for some integer k. Switching back to the variable t, we record our final answer to $\tan(t) = -2$ as $t = \arctan(-2) + \pi k$ for integers k.

c. The last equation we are asked to solve, $\sec(x) = -\frac{5}{3}$, poses two immediate problems. First, we are not told whether or not x represents an angle or a real number. We assume the latter, but note that we will use angles and the Unit Circle to solve the equation regardless. Second, as we have mentioned, there is no universally accepted range of the arcsecant function. For that reason, we adopt the advice given in Section 10.3 and convert this to the cosine problem $\cos(x) = -\frac{3}{5}$. Adopting an

angle approach, we consider the equation $\cos(\theta) = -\frac{3}{5}$ and note that our solutions lie in Quadrants II and III. Since $-\frac{3}{5}$ isn't the cosine of any of the "common angles," we'll need to express our solutions in terms of the arccosine function. The real number $t = \arccos\left(-\frac{3}{5}\right)$ is defined so that $\frac{\pi}{2} < t < \pi$ with $\cos(t) = -\frac{3}{5}$. If we let $\beta = \arccos\left(-\frac{3}{5}\right)$ radians, we see that β is a Quadrant II angle. To obtain a Quadrant III angle solution, we may simply use $-\beta = -\arccos\left(-\frac{3}{5}\right)$. Since all angle solutions are coterminal with β or $-\beta$, we get our solutions to $\cos(\theta) = -\frac{3}{5}$ to be $\theta = \beta + 2\pi k = \arccos\left(-\frac{3}{5}\right) + 2\pi k$ or $\theta = -\beta + 2\pi k = -\arccos\left(-\frac{3}{5}\right) + 2\pi k$ for integers k. Switching back to the variable x, we record our final answer to $\sec(x) = -\frac{5}{3}$ as $x = \arccos\left(-\frac{3}{5}\right) + 2\pi k$ or $x = -\arccos\left(-\frac{3}{5}\right) + 2\pi k$ for integers k.



The reader is encouraged to check the answers found in Example 10.6.7- both analytically and with the calculator. With practice, the inverse trigonometric functions will become as familiar to you as the square root function.

Subsection Footnotes

[11] This is all, of course, a matter of opinion. For the record, the authors find $\pm\sqrt{7}$ just as "friendly" as ± 2.

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10.6E: Exercises

Exercises

In Exercises 1 - 40, find the exact value.

1. $\arcsin(-1)$
2. $\arcsin\left(-\frac{\sqrt{3}}{2}\right)$
3. $\arcsin\left(-\frac{\sqrt{2}}{2}\right)$
4. $\arcsin\left(-\frac{1}{2}\right)$
5. $\arcsin(0)$
6. $\arcsin\left(\frac{1}{2}\right)$
7. $\arcsin\left(\frac{\sqrt{2}}{2}\right)$
8. $\arcsin\left(\frac{\sqrt{3}}{2}\right)$
9. $\arcsin(1)$
10. $\arccos(-1)$
11. $\arccos\left(-\frac{\sqrt{3}}{2}\right)$
12. $\arccos\left(-\frac{\sqrt{2}}{2}\right)$
13. $\arccos\left(-\frac{1}{2}\right)$
14. $\arccos(0)$
15. $\arccos\left(\frac{1}{2}\right)$
16. $\arccos\left(\frac{\sqrt{2}}{2}\right)$
17. $\arccos\left(\frac{\sqrt{3}}{2}\right)$
18. $\arccos(1)$
19. $\arctan\left(-\sqrt{3}\right)$
20. $\arctan(-1)$
21. $\arctan\left(-\frac{\sqrt{3}}{3}\right)$
22. $\arctan(0)$
23. $\arctan\left(\frac{\sqrt{3}}{3}\right)$
24. $\arctan(1)$
25. $\arctan\left(\sqrt{3}\right)$
26. $\operatorname{arccot}\left(-\sqrt{3}\right)$
27. $\operatorname{arccot}(-1)$
28. $\operatorname{arccot}\left(-\frac{\sqrt{3}}{3}\right)$
29. $\operatorname{arccot}(0)$
30. $\operatorname{arccot}\left(\frac{\sqrt{3}}{3}\right)$
31. $\operatorname{arccot}(1)$

32. $\operatorname{arccot}\left(\sqrt{3}\right)$
33. $\operatorname{arcsec}\left(2\right)$
34. $\operatorname{arccsc}\left(2\right)$
35. $\operatorname{arcsec}\left(\sqrt{2}\right)$
36. $\operatorname{arccsc}\left(\sqrt{2}\right)$
37. $\operatorname{arcsec}\left(\frac{2\sqrt{3}}{3}\right)$
38. $\operatorname{arccsc}\left(\frac{2\sqrt{3}}{3}\right)$
39. $\operatorname{arcsec}\left(1\right)$
40. $\operatorname{arccsc}\left(1\right)$

In Exercises 41 - 48, assume that the range of arcsecant is $\left[0, \frac{\pi}{2}\right) \cup \left[\pi, \frac{3\pi}{2}\right)$ and that the range of arccosecant is $\left(0, \frac{\pi}{2}\right] \cup \left(\pi, \frac{3\pi}{2}\right]$ when finding the exact value.

41. $\operatorname{arcsec}\left(-2\right)$
42. $\operatorname{arcsec}\left(-\sqrt{2}\right)$
43. $\operatorname{arcsec}\left(-\frac{2\sqrt{3}}{3}\right)$
44. $\operatorname{arcsec}\left(-1\right)$
45. $\operatorname{arccsc}\left(-2\right)$
46. $\operatorname{arccsc}\left(-\sqrt{2}\right)$
47. $\operatorname{arccsc}\left(-\frac{2\sqrt{3}}{3}\right)$
48. $\operatorname{arccsc}\left(-1\right)$

In Exercises 49 - 56, assume that the range of arcsecant is $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right]$ and that the range of arccosecant is $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$ when finding the exact value.

49. $\operatorname{arcsec}\left(-2\right)$
50. $\operatorname{arcsec}\left(-\sqrt{2}\right)$
51. $\operatorname{arcsec}\left(-\frac{2\sqrt{3}}{3}\right)$
52. $\operatorname{arcsec}\left(-1\right)$
53. $\operatorname{arccsc}\left(-2\right)$
54. $\operatorname{arccsc}\left(-\sqrt{2}\right)$
55. $\operatorname{arccsc}\left(-\frac{2\sqrt{3}}{3}\right)$
56. $\operatorname{arccsc}\left(-1\right)$

In Exercises 57 - 86, find the exact value or state that it is undefined.

57. $\sin\left(\arcsin\left(\frac{1}{2}\right)\right)$
58. $\sin\left(\arcsin\left(-\frac{\sqrt{2}}{2}\right)\right)$
59. $\sin\left(\arcsin\left(\frac{3}{5}\right)\right)$
60. $\sin(\arcsin(-0.42))$
61. $\sin\left(\arcsin\left(\frac{5}{4}\right)\right)$
62. $\cos\left(\arccos\left(\frac{\sqrt{2}}{2}\right)\right)$
63. $\cos\left(\arccos\left(-\frac{1}{2}\right)\right)$

64. $\cos\left(\arccos\left(\frac{5}{13}\right)\right)$
65. $\cos(\arccos(-0.998))$
66. $\cos(\arccos(\pi))$
67. $\tan(\arctan(-1))$
68. $\tan\left(\arctan\left(\sqrt{3}\right)\right)$
69. $\tan\left(\arctan\left(\frac{5}{12}\right)\right)$
70. $\tan(\arctan(0.965))$
71. $\tan(\arctan(3\pi))$
72. $\cot(\operatorname{arccot}(1))$
73. $\cot\left(\operatorname{arccot}\left(-\sqrt{3}\right)\right)$
74. $\cot\left(\operatorname{arccot}\left(-\frac{7}{24}\right)\right)$
75. $\cot(\operatorname{arccot}(-0.001))$
76. $\cot\left(\operatorname{arccot}\left(\frac{17\pi}{4}\right)\right)$
77. $\sec(\operatorname{arcsec}(2))$
78. $\sec(\operatorname{arcsec}(-1))$
79. $\sec\left(\operatorname{arcsec}\left(\frac{1}{2}\right)\right)$
80. $\sec(\operatorname{arcsec}(0.75))$
81. $\sec(\operatorname{arcsec}(117\pi))$
82. $\csc\left(\operatorname{arccsc}\left(\sqrt{2}\right)\right)$
83. $\csc\left(\operatorname{arccsc}\left(-\frac{2\sqrt{3}}{3}\right)\right)$
84. $\csc\left(\operatorname{arccsc}\left(\frac{\sqrt{2}}{2}\right)\right)$
85. $\csc(\operatorname{arccsc}(1.0001))$
86. $\csc\left(\operatorname{arccsc}\left(\frac{\pi}{4}\right)\right)$

In Exercises 87 - 106, find the exact value or state that it is undefined.

87. $\arcsin\left(\sin\left(\frac{\pi}{6}\right)\right)$
88. $\arcsin\left(\sin\left(-\frac{\pi}{3}\right)\right)$
89. $\arcsin\left(\sin\left(\frac{3\pi}{4}\right)\right)$
90. $\arcsin\left(\sin\left(\frac{11\pi}{6}\right)\right)$
91. $\arcsin\left(\sin\left(\frac{4\pi}{3}\right)\right)$
92. $\arccos\left(\cos\left(\frac{\pi}{4}\right)\right)$
93. $\arccos\left(\cos\left(\frac{2\pi}{3}\right)\right)$
94. $\arccos\left(\cos\left(\frac{3\pi}{2}\right)\right)$
95. $\arccos\left(\cos\left(-\frac{\pi}{6}\right)\right)$
96. $\arccos\left(\cos\left(\frac{5\pi}{4}\right)\right)$
97. $\arctan\left(\tan\left(\frac{\pi}{3}\right)\right)$

98. $\arctan\left(\tan\left(-\frac{\pi}{4}\right)\right)$
99. $\arctan(\tan(\pi))$
100. $\arctan\left(\tan\left(\frac{\pi}{2}\right)\right)$
101. $\arctan\left(\tan\left(\frac{2\pi}{3}\right)\right)$
102. $\operatorname{arccot}\left(\cot\left(\frac{\pi}{3}\right)\right)$
103. $\operatorname{arccot}\left(\cot\left(-\frac{\pi}{4}\right)\right)$
104. $\operatorname{arccot}(\cot(\pi))$
105. $\operatorname{arccot}\left(\cot\left(\frac{\pi}{2}\right)\right)$
106. $\operatorname{arccot}\left(\cot\left(\frac{2\pi}{3}\right)\right)$

In Exercises 107 - 118, assume that the range of arcsecant is $\left[0, \frac{\pi}{2}\right) \cup \left[\pi, \frac{3\pi}{2}\right)$ and that the range of arccosecant is $\left(0, \frac{\pi}{2}\right] \cup \left(\pi, \frac{3\pi}{2}\right]$ when finding the exact value.

107. $\operatorname{arcsec}\left(\sec\left(\frac{\pi}{4}\right)\right)$
108. $\operatorname{arcsec}\left(\sec\left(\frac{4\pi}{3}\right)\right)$
109. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{6}\right)\right)$
110. $\operatorname{arcsec}\left(\sec\left(-\frac{\pi}{2}\right)\right)$
111. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{3}\right)\right)$
112. $\operatorname{arccsc}\left(\csc\left(\frac{\pi}{6}\right)\right)$
113. $\operatorname{arccsc}\left(\csc\left(\frac{5\pi}{4}\right)\right)$
114. $\operatorname{arccsc}\left(\csc\left(\frac{2\pi}{3}\right)\right)$
115. $\operatorname{arccsc}\left(\csc\left(-\frac{\pi}{2}\right)\right)$
116. $\operatorname{arccsc}\left(\csc\left(\frac{11\pi}{6}\right)\right)$
117. $\operatorname{arcsec}\left(\sec\left(\frac{11\pi}{12}\right)\right)$
118. $\operatorname{arccsc}\left(\csc\left(\frac{9\pi}{8}\right)\right)$

In Exercises 119 - 130, assume that the range of arcsecant is $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right]$ and that the range of arccosecant is $\left[-\frac{\pi}{2}, 0\right) \cup \left(0, \frac{\pi}{2}\right]$ when finding the exact value.

119. $\operatorname{arcsec}\left(\sec\left(\frac{\pi}{4}\right)\right)$
120. $\operatorname{arcsec}\left(\sec\left(\frac{4\pi}{3}\right)\right)$
121. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{6}\right)\right)$
122. $\operatorname{arcsec}\left(\sec\left(-\frac{\pi}{2}\right)\right)$
123. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{3}\right)\right)$
124. $\operatorname{arccsc}\left(\csc\left(\frac{\pi}{6}\right)\right)$

125. $\operatorname{arccsc}\left(\csc\left(\frac{5\pi}{4}\right)\right)$
126. $\operatorname{arccsc}\left(\csc\left(\frac{2\pi}{3}\right)\right)$
127. $\operatorname{arccsc}\left(\csc\left(-\frac{\pi}{2}\right)\right)$
128. $\operatorname{arccsc}\left(\csc\left(\frac{11\pi}{6}\right)\right)$
129. $\operatorname{arcsec}\left(\sec\left(\frac{11\pi}{12}\right)\right)$
130. $\operatorname{arccsc}\left(\csc\left(\frac{9\pi}{8}\right)\right)$

In Exercises 131 - 154, find the exact value or state that it is undefined.

131. $\sin\left(\arccos\left(-\frac{1}{2}\right)\right)$
132. $\sin\left(\arccos\left(\frac{3}{5}\right)\right)$
133. $\sin(\arctan(-2))$
134. $\sin\left(\operatorname{arccot}\left(\sqrt{5}\right)\right)$
135. $\sin(\operatorname{arccsc}(-3))$
136. $\cos\left(\arcsin\left(-\frac{5}{13}\right)\right)$
137. $\cos\left(\arctan\left(\sqrt{7}\right)\right)$
138. $\cos(\operatorname{arccot}(3))$
139. $\cos(\operatorname{arcsec}(5))$
140. $\tan\left(\arcsin\left(-\frac{2\sqrt{5}}{5}\right)\right)$
141. $\tan\left(\arccos\left(-\frac{1}{2}\right)\right)$
142. $\tan\left(\operatorname{arcsec}\left(\frac{5}{3}\right)\right)$
143. $\tan(\operatorname{arccot}(12))$
144. $\cot\left(\arcsin\left(\frac{12}{13}\right)\right)$
145. $\cot\left(\arccos\left(\frac{\sqrt{3}}{2}\right)\right)$
146. $\cot\left(\operatorname{arccsc}\left(\sqrt{5}\right)\right)$
147. $\cot(\arctan(0.25))$
148. $\sec\left(\arccos\left(\frac{\sqrt{3}}{2}\right)\right)$
149. $\sec\left(\arcsin\left(-\frac{12}{13}\right)\right)$
150. $\sec(\arctan(10))$
151. $\sec\left(\operatorname{arccot}\left(-\frac{\sqrt{10}}{10}\right)\right)$
152. $\csc(\operatorname{arccot}(9))$
153. $\csc\left(\arcsin\left(\frac{3}{5}\right)\right)$
154. $\csc\left(\arctan\left(-\frac{2}{3}\right)\right)$

In Exercises 155 - 164, find the exact value or state that it is undefined.

155. $\sin\left(\arcsin\left(\frac{5}{13}\right)+\frac{\pi}{4}\right)$
156. $\cos(\operatorname{arcsec}(3)+\arctan(2))$
157. $\tan\left(\arctan(3)+\arccos\left(-\frac{3}{5}\right)\right)$
158. $\sin\left(2\arcsin\left(-\frac{4}{5}\right)\right)$
159. $\sin\left(2\operatorname{arccsc}\left(\frac{13}{5}\right)\right)$
160. $\sin(2\arctan(2))$
161. $\cos\left(2\arcsin\left(\frac{3}{5}\right)\right)$
162. $\cos\left(2\operatorname{arcsec}\left(\frac{25}{7}\right)\right)$
163. $\cos\left(2\operatorname{arccot}\left(-\sqrt{5}\right)\right)$
164. $\sin\left(\frac{\arctan(2)}{2}\right)$

In Exercises 165 - 184, rewrite the quantity as algebraic expressions of x and state the domain on which the equivalence is valid.

165. $\sin(\arccos(x))$
166. $\cos(\arctan(x))$
167. $\tan(\arcsin(x))$
168. $\sec(\arctan(x))$
169. $\csc(\arccos(x))$
170. $\sin(2\arctan(x))$
171. $\sin(2\arccos(x))$
172. $\cos(2\arctan(x))$
173. $\sin(\arccos(2x))$
174. $\sin\left(\arccos\left(\frac{x}{5}\right)\right)$
175. $\cos\left(\arcsin\left(\frac{x}{2}\right)\right)$
176. $\cos(\arctan(3x))$
177. $\sin(2\arcsin(7x))$
178. $\sin\left(2\arcsin\left(\frac{x\sqrt{3}}{3}\right)\right)$
179. $\cos(2\arcsin(4x))$
180. $\sec(\arctan(2x))\tan(\arctan(2x))$
181. $\sin(\arcsin(x)+\arccos(x))$
182. $\cos(\arcsin(x)+\arctan(x))$
183. $\tan(2\arcsin(x))$
184. $\sin\left(\frac{1}{2}\arctan(x)\right)$
185. If $\sin(\theta)=\frac{x}{2}$ for $-\frac{\pi}{2}<\theta<\frac{\pi}{2}$, find an expression for $\theta+\sin(2\theta)$ in terms of x.
186. If $\tan(\theta)=\frac{x}{7}$ for $-\frac{\pi}{2}<\theta<\frac{\pi}{2}$, find an expression for $\frac{1}{2}\theta-\frac{1}{2}\sin(2\theta)$ in terms of x.
187. If $\sec(\theta)=\frac{x}{4}$ for $0<\theta<\frac{\pi}{2}$, find an expression for $4\tan(\theta)-4\theta$ in terms of x.

In Exercises 188 - 207, solve the equation using the techniques discussed in Example 10.6.7 then approximate the solutions which lie in the interval $[0,2\pi)$ to four decimal places.

188. $\sin(x)=\frac{7}{11}$
189. $\cos(x)=-\frac{2}{9}$

190. $\sin(x) = -0.569$
191. $\cos(x) = 0.117$
192. $\sin(x) = 0.008$
193. $\cos(x) = \dfrac{359}{360}$
194. $\tan(x) = 117$
195. $\cot(x) = -12$
196. $\sec(x) = \dfrac{3}{2}$
197. $\csc(x) = -\dfrac{90}{17}$
198. $\tan(x) = -\sqrt{10}$
199. $\sin(x) = \dfrac{3}{8}$
200. $\cos(x) = -\dfrac{7}{16}$
201. $\tan(x) = 0.03$
202. $\sin(x) = 0.3502$
203. $\sin(x) = -0.721$
204. $\cos(x) = 0.9824$
205. $\cos(x) = -0.5637$
206. $\cot(x) = \dfrac{1}{117}$
207. $\tan(x) = -0.6109$

In Exercises 208 - 210, find the two acute angles in the right triangle whose sides have the given lengths. Express your answers using degree measure rounded to two decimal places.

208. 3, 4 and 5
209. 5, 12 and 13
210. 336, 527 and 625
211. A guy wire 1000 feet long is attached to the top of a tower. When pulled taut it touches level ground 360 feet from the base of the tower. What angle does the wire make with the ground? Express your answer using degree measure rounded to one decimal place.
212. At Cliffs of Insanity Point, The Great Sasquatch Canyon is 7117 feet deep. From that point, a fire is seen at a location known to be 10 miles away from the base of the sheer canyon wall. What angle of depression is made by the line of sight from the canyon edge to the fire? Express your answer using degree measure rounded to one decimal place.
213. Shelving is being built at the Utility Muffin Research Library which is to be 14 inches deep. An 18-inch rod will be attached to the wall and the underside of the shelf at its edge away from the wall, forming a right triangle under the shelf to support it. What angle, to the nearest degree, will the rod make with the wall?
214. A parasailor is being pulled by a boat on Lake Ippizuti. The cable is 300 feet long and the parasailor is 100 feet above the surface of the water. What is the angle of elevation from the boat to the parasailor? Express your answer using degree measure rounded to one decimal place.
215. A tag-and-release program to study the Sasquatch population of the eponymous Sasquatch National Park is begun. From a 200 foot tall tower, a ranger spots a Sasquatch lumbering through the wilderness directly towards the tower. Let θ denote the angle of depression from the top of the tower to a point on the ground. If the range of the rifle with a tranquilizer dart is 300 feet, find the smallest value of θ for which the corresponding point on the ground is in range of the rifle. Round your answer to the nearest hundreth of a degree.

In Exercises 216 - 221, rewrite the given function as a sinusoid of the form $S(x) = A\sin(\omega x + \phi)$. Approximate the value of ϕ (which is in radians, of course) to four decimal places.

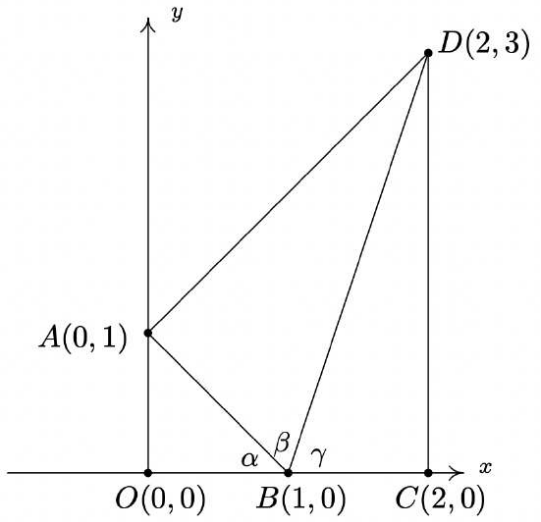
216. $f(x) = 5\sin(3x) + 12\cos(3x)$
217. $f(x) = 3\cos(2x) + 4\sin(2x)$
218. $f(x) = \cos(x) - 3\sin(x)$
219. $f(x) = 7\sin(10x) - 24\cos(10x)$
220. $f(x) = -\cos(x) - 2\sqrt{2}\sin(x)$

221. $f(x) = 2\sin(x) - \cos(x)$

In Exercises 222 - 233, find the domain of the given function. Write your answers in interval notation.

222. $f(x) = \arcsin(5x)$
223. $f(x) = \arccos\left(\dfrac{3x-1}{2}\right)$
224. $f(x) = \arcsin\left(2x^2\right)$
225. $f(x) = \arccos\left(\dfrac{1}{x^2-4}\right)$
226. $f(x) = \arctan(4x)$
227. $f(x) = \operatorname{arccot}\left(\dfrac{2x}{x^2-9}\right)$
228. $f(x) = \arctan(\ln(2x-1))$
229. $f(x) = \operatorname{arccot}(\sqrt{2x-1})$
230. $f(x) = \operatorname{arcsec}(12x)$
231. $f(x) = \operatorname{arccsc}(x+5)$
232. $f(x) = \operatorname{arcsec}\left(\dfrac{x^3}{8}\right)$
233. $f(x) = \operatorname{arccsc}\left(e^{2x}\right)$
234. Show that $\operatorname{arcsec}(x) = \arccos\left(\dfrac{1}{x}\right)$ for $|x| \geq 1$ as long as we use $\left[0, \dfrac{\pi}{2}\right) \cup \left(\dfrac{\pi}{2}, \pi\right]$ as the range of $f(x) = \operatorname{arcsec}(x)$.
235. Show that $\operatorname{arccsc}(x) = \arcsin\left(\dfrac{1}{x}\right)$ for $|x| \geq 1$ as long as we use $\left[-\dfrac{\pi}{2}, 0\right) \cup \left(0, \dfrac{\pi}{2}\right]$ as the range of $f(x) = \operatorname{arccsc}(x)$.
236. Show that $\arcsin(x) + \arccos(x) = \dfrac{\pi}{2}$ for $-1 \leq x \leq 1$.
237. Discuss with your classmates why $\arcsin\left(\dfrac{1}{2}\right) \neq 30^\circ$.
238. Use the following picture and the series of exercises on the next page to show that

$$\arctan(1) + \arctan(2) + \arctan(3) = \pi$$



a. Clearly $\triangle AOB$ and $\triangle BCD$ are right triangles because the line through O and A and the line through C and D are perpendicular to the x-axis. Use the distance formula to show that $\triangle BAD$ is also a right triangle (with $\angle BAD$ being the right angle) by showing that the sides of the triangle satisfy the Pythagorean Theorem.
b. Use $\triangle AOB$ to show that $\alpha = \arctan(1)$
c. Use $\triangle BAD$ to show that $\beta = \arctan(2)$
d. Use $\triangle BCD$ to show that $\gamma = \arctan(3)$

e. Use the fact that O, B and C all lie on the x-axis to conclude that $\alpha+\beta+\gamma=\pi$. Thus $\arctan(1)+\arctan(2)+\arctan(3)=\pi$.

Answers

1. $\arcsin(-1)=-\frac{\pi}{2}$
2. $\arcsin\left(-\frac{\sqrt{3}}{2}\right)=-\frac{\pi}{3}$
3. $\arcsin\left(-\frac{\sqrt{2}}{2}\right)=-\frac{\pi}{4}$
4. $\arcsin\left(-\frac{1}{2}\right)=-\frac{\pi}{6}$
5. $\arcsin(0)=0$
6. $\arcsin\left(\frac{1}{2}\right)=\frac{\pi}{6}$
7. $\arcsin\left(\frac{\sqrt{2}}{2}\right)=\frac{\pi}{4}$
8. $\arcsin\left(\frac{\sqrt{3}}{2}\right)=\frac{\pi}{3}$
9. $\arcsin(1)=\frac{\pi}{2}$
10. $\arccos(-1)=\pi$
11. $\arccos\left(-\frac{\sqrt{3}}{2}\right)=\frac{5\pi}{6}$
12. $\arccos\left(-\frac{\sqrt{2}}{2}\right)=\frac{3\pi}{4}$
13. $\arccos\left(-\frac{1}{2}\right)=\frac{2\pi}{3}$
14. $\arccos(0)=\frac{\pi}{2}$
15. $\arccos\left(\frac{1}{2}\right)=\frac{\pi}{3}$
16. $\arccos\left(\frac{\sqrt{2}}{2}\right)=\frac{\pi}{4}$
17. $\arccos\left(\frac{\sqrt{3}}{2}\right)=\frac{\pi}{6}$
18. $\arccos(1)=0$
19. $\arctan\left(-\sqrt{3}\right)=-\frac{\pi}{3}$
20. $\arctan(-1)=-\frac{\pi}{4}$
21. $\arctan\left(-\frac{\sqrt{3}}{3}\right)=-\frac{\pi}{6}$
22. $\arctan(0)=0$
23. $\arctan\left(\frac{\sqrt{3}}{3}\right)=\frac{\pi}{6}$
24. $\arctan(1)=\frac{\pi}{4}$
25. $\arctan\left(\sqrt{3}\right)=\frac{\pi}{3}$
26. $\operatorname{arccot}\left(-\sqrt{3}\right)=\frac{5\pi}{6}$
27. $\operatorname{arccot}(-1)=\frac{3\pi}{4}$
28. $\operatorname{arccot}\left(-\frac{\sqrt{3}}{3}\right)=\frac{2\pi}{3}$

29. $\operatorname{arccot}(0) = \dfrac{\pi}{2}$
30. $\operatorname{arccot}\left(\dfrac{\sqrt{3}}{3}\right) = \dfrac{\pi}{3}$
31. $\operatorname{arccot}(1) = \dfrac{\pi}{4}$
32. $\operatorname{arccot}\left(\sqrt{3}\right) = \dfrac{\pi}{6}$
33. $\operatorname{arcsec}(2) = \dfrac{\pi}{3}$
34. $\operatorname{arccsc}(2) = \dfrac{\pi}{6}$
35. $\operatorname{arcsec}\left(\sqrt{2}\right) = \dfrac{\pi}{4}$
36. $\operatorname{arccsc}\left(\sqrt{2}\right) = \dfrac{\pi}{4}$
37. $\operatorname{arcsec}\left(\dfrac{2\sqrt{3}}{3}\right) = \dfrac{\pi}{6}$
38. $\operatorname{arccsc}\left(\dfrac{2\sqrt{3}}{3}\right) = \dfrac{\pi}{3}$
39. $\operatorname{arcsec}(1) = 0$
40. $\operatorname{arccsc}(1) = \dfrac{\pi}{2}$
41. $\operatorname{arcsec}(-2) = \dfrac{4\pi}{3}$
42. $\operatorname{arcsec}\left(-\sqrt{2}\right) = \dfrac{5\pi}{4}$
43. $\operatorname{arcsec}\left(-\dfrac{2\sqrt{3}}{3}\right) = \dfrac{7\pi}{6}$
44. $\operatorname{arcsec}(-1) = \pi$
45. $\operatorname{arccsc}(-2) = \dfrac{7\pi}{6}$
46. $\operatorname{arccsc}\left(-\sqrt{2}\right) = \dfrac{5\pi}{4}$
47. $\operatorname{arccsc}\left(-\dfrac{2\sqrt{3}}{3}\right) = \dfrac{4\pi}{3}$
48. $\operatorname{arccsc}(-1) = \dfrac{3\pi}{2}$
49. $\operatorname{arcsec}(-2) = \dfrac{2\pi}{3}$
50. $\operatorname{arcsec}\left(-\sqrt{2}\right) = \dfrac{3\pi}{4}$
51. $\operatorname{arcsec}\left(-\dfrac{2\sqrt{3}}{3}\right) = \dfrac{5\pi}{6}$
52. $\operatorname{arcsec}(-1) = \pi$
53. $\operatorname{arccsc}(-2) = -\dfrac{\pi}{6}$
54. $\operatorname{arccsc}\left(-\sqrt{2}\right) = -\dfrac{\pi}{4}$
55. $\operatorname{arccsc}\left(-\dfrac{2\sqrt{3}}{3}\right) = -\dfrac{\pi}{3}$
56. $\operatorname{arccsc}(-1) = -\dfrac{\pi}{2}$
57. $\sin\left(\arcsin\left(\dfrac{1}{2}\right)\right) = \dfrac{1}{2}$
58. $\sin\left(\arcsin\left(-\dfrac{\sqrt{2}}{2}\right)\right) = -\dfrac{\sqrt{2}}{2}$
59. $\sin\left(\arcsin\left(\dfrac{3}{5}\right)\right) = \dfrac{3}{5}$
60. $\sin(\arcsin(-0.42)) = -0.42$

61. $\sin\left(\arcsin\left(\frac{5}{4}\right)\right)$ is undefined.
62. $\cos\left(\arccos\left(\frac{\sqrt{2}}{2}\right)\right) = \frac{\sqrt{2}}{2}$
63. $\cos\left(\arccos\left(-\frac{1}{2}\right)\right) = -\frac{1}{2}$
64. $\cos\left(\arccos\left(\frac{5}{13}\right)\right) = \frac{5}{13}$
65. $\cos(\arccos(-0.998)) = -0.998$
66. $\cos(\arccos(\pi))$ is undefined.
67. $\tan(\arctan(-1)) = -1$
68. $\tan\left(\arctan\left(\sqrt{3}\right)\right) = \sqrt{3}$
69. $\tan\left(\arctan\left(\frac{5}{12}\right)\right) = \frac{5}{12}$
70. $\tan(\arctan(0.965)) = 0.965$
71. $\tan(\arctan(3\pi)) = 3\pi$
72. $\cot(\operatorname{arccot}(1)) = 1$
73. $\cot\left(\operatorname{arccot}\left(-\sqrt{3}\right)\right) = -\sqrt{3}$
74. $\cot\left(\operatorname{arccot}\left(-\frac{7}{24}\right)\right) = -\frac{7}{24}$
75. $\cot(\operatorname{arccot}(-0.001)) = -0.001$
76. $\cot\left(\operatorname{arccot}\left(\frac{17\pi}{4}\right)\right) = \frac{17\pi}{4}$
77. $\sec(\operatorname{arcsec}(2)) = 2$
78. $\sec(\operatorname{arcsec}(-1)) = -1$
79. $\sec\left(\operatorname{arcsec}\left(\frac{1}{2}\right)\right)$ is undefined.
80. $\sec(\operatorname{arcsec}(0.75))$ is undefined.
81. $\sec(\operatorname{arcsec}(117\pi)) = 117\pi$
82. $\csc\left(\operatorname{arccsc}\left(\sqrt{2}\right)\right) = \sqrt{2}$
83. $\csc\left(\operatorname{arccsc}\left(-\frac{2\sqrt{3}}{3}\right)\right) = -\frac{2\sqrt{3}}{3}$
84. $\csc\left(\operatorname{arccsc}\left(\frac{\sqrt{2}}{2}\right)\right)$ is undefined.
85. $\csc(\operatorname{arccsc}(1.0001)) = 1.0001$
86. $\csc\left(\operatorname{arccsc}\left(\frac{\pi}{4}\right)\right)$ is undefined.
87. $\arcsin\left(\sin\left(\frac{\pi}{6}\right)\right) = \frac{\pi}{6}$
88. $\arcsin\left(\sin\left(-\frac{\pi}{3}\right)\right) = -\frac{\pi}{3}$
89. $\arcsin\left(\sin\left(\frac{3\pi}{4}\right)\right) = \frac{\pi}{4}$
90. $\arcsin\left(\sin\left(\frac{11\pi}{6}\right)\right) = -\frac{\pi}{6}$
91. $\arcsin\left(\sin\left(\frac{4\pi}{3}\right)\right) = -\frac{\pi}{3}$
92. $\arccos\left(\cos\left(\frac{\pi}{4}\right)\right) = \frac{\pi}{4}$
93. $\arccos\left(\cos\left(\frac{2\pi}{3}\right)\right) = \frac{2\pi}{3}$
94. $\arccos\left(\cos\left(\frac{3\pi}{2}\right)\right) = \frac{\pi}{2}$
95. $\arccos\left(\cos\left(-\frac{\pi}{6}\right)\right) = \frac{\pi}{6}$

96. $\arccos\left(\cos\left(\frac{5\pi}{4}\right)\right) = \frac{3\pi}{4}$
97. $\arctan\left(\tan\left(\frac{\pi}{3}\right)\right) = \frac{\pi}{3}$
98. $\arctan\left(\tan\left(-\frac{\pi}{4}\right)\right) = -\frac{\pi}{4}$
99. $\arctan(\tan(\pi)) = 0$
100. $\arctan\left(\tan\left(\frac{\pi}{2}\right)\right)$ is undefined
101. $\arctan\left(\tan\left(\frac{2\pi}{3}\right)\right) = -\frac{\pi}{3}$
102. $\operatorname{arccot}\left(\cot\left(\frac{\pi}{3}\right)\right) = \frac{\pi}{3}$
103. $\operatorname{arccot}\left(\cot\left(-\frac{\pi}{4}\right)\right) = \frac{3\pi}{4}$
104. $\operatorname{arccot}(\cot(\pi))$ is undefined
105. $\operatorname{arccot}\left(\cot\left(\frac{3\pi}{2}\right)\right) = \frac{\pi}{2}$
106. $\operatorname{arccot}\left(\cot\left(\frac{2\pi}{3}\right)\right) = \frac{2\pi}{3}$
107. $\operatorname{arcsec}\left(\sec\left(\frac{\pi}{4}\right)\right) = \frac{\pi}{4}$
108. $\operatorname{arcsec}\left(\sec\left(\frac{4\pi}{3}\right)\right) = \frac{4\pi}{3}$
109. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{6}\right)\right) = \frac{7\pi}{6}$
110. $\operatorname{arcsec}\left(\sec\left(-\frac{\pi}{2}\right)\right)$ is undefined.
111. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{3}\right)\right) = \frac{\pi}{3}$
112. $\operatorname{arccsc}\left(\csc\left(\frac{\pi}{6}\right)\right) = \frac{\pi}{6}$
113. $\operatorname{arccsc}\left(\csc\left(\frac{5\pi}{4}\right)\right) = \frac{5\pi}{4}$
114. $\operatorname{arccsc}\left(\csc\left(\frac{2\pi}{3}\right)\right) = \frac{\pi}{3}$
115. $\operatorname{arccsc}\left(\csc\left(-\frac{\pi}{2}\right)\right) = \frac{3\pi}{2}$
116. $\operatorname{arccsc}\left(\csc\left(\frac{11\pi}{6}\right)\right) = \frac{7\pi}{6}$
117. $\operatorname{arcsec}\left(\sec\left(\frac{11\pi}{12}\right)\right) = \frac{13\pi}{12}$
118. $\operatorname{arccsc}\left(\csc\left(\frac{9\pi}{8}\right)\right) = \frac{9\pi}{8}$
119. $\operatorname{arcsec}\left(\sec\left(\frac{\pi}{4}\right)\right) = \frac{\pi}{4}$
120. $\operatorname{arcsec}\left(\sec\left(\frac{4\pi}{3}\right)\right) = \frac{2\pi}{3}$
121. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{6}\right)\right) = \frac{5\pi}{6}$
122. $\operatorname{arcsec}\left(\sec\left(-\frac{\pi}{2}\right)\right)$ is undefined.
123. $\operatorname{arcsec}\left(\sec\left(\frac{5\pi}{3}\right)\right) = \frac{\pi}{3}$
124. $\operatorname{arccsc}\left(\csc\left(\frac{\pi}{6}\right)\right) = \frac{\pi}{6}$
125. $\operatorname{arccsc}\left(\csc\left(\frac{5\pi}{4}\right)\right) = -\frac{\pi}{4}$

126. $\operatorname{arccsc}\left(\csc\left(\frac{2\pi}{3}\right)\right) = \frac{\pi}{3}$
127. $\operatorname{arccsc}\left(\csc\left(-\frac{\pi}{2}\right)\right) = -\frac{\pi}{2}$
128. $\operatorname{arccsc}\left(\csc\left(\frac{11\pi}{6}\right)\right) = -\frac{\pi}{6}$
129. $\operatorname{arcsec}\left(\sec\left(\frac{11\pi}{12}\right)\right) = \frac{11\pi}{12}$
130. $\operatorname{arccsc}\left(\csc\left(\frac{9\pi}{8}\right)\right) = -\frac{\pi}{8}$
131. $\sin\left(\arccos\left(-\frac{1}{2}\right)\right) = \frac{\sqrt{3}}{2}$
132. $\sin\left(\arccos\left(\frac{3}{5}\right)\right) = \frac{4}{5}$
133. $\sin(\arctan(-2)) = -\frac{2\sqrt{5}}{5}$
134. $\sin\left(\operatorname{arccot}\left(\sqrt{5}\right)\right) = \frac{\sqrt{6}}{6}$
135. $\sin(\operatorname{arccsc}(-3)) = -\frac{1}{3}$
136. $\cos\left(\arcsin\left(-\frac{5}{13}\right)\right) = \frac{12}{13}$
137. $\cos\left(\arctan\left(\sqrt{7}\right)\right) = \frac{\sqrt{2}}{4}$
138. $\cos(\operatorname{arccot}(3)) = \frac{3\sqrt{10}}{10}$
139. $\cos(\operatorname{arcsec}(5)) = \frac{1}{5}$
140. $\tan\left(\arcsin\left(-\frac{2\sqrt{5}}{5}\right)\right) = -2$
141. $\tan\left(\arccos\left(-\frac{1}{2}\right)\right) = -\sqrt{3}$
142. $\tan\left(\operatorname{arcsec}\left(\frac{5}{3}\right)\right) = \frac{4}{3}$
143. $\tan(\operatorname{arccot}(12)) = \frac{1}{12}$
144. $\cot\left(\arcsin\left(\frac{12}{13}\right)\right) = \frac{5}{12}$
145. $\cot\left(\arccos\left(\frac{\sqrt{3}}{2}\right)\right) = \sqrt{3}$
146. $\cot\left(\operatorname{arccsc}\left(\sqrt{5}\right)\right) = 2$
147. $\cot(\arctan(0.25)) = 4$
148. $\sec\left(\arccos\left(\frac{\sqrt{3}}{2}\right)\right) = \frac{2\sqrt{3}}{3}$
149. $\sec\left(\arcsin\left(-\frac{12}{13}\right)\right) = \frac{13}{5}$
150. $\sec(\arctan(10)) = \sqrt{101}$
151. $\sec\left(\operatorname{arccot}\left(-\frac{\sqrt{10}}{10}\right)\right) = -\sqrt{11}$
152. $\csc(\operatorname{arccot}(9)) = \sqrt{82}$
153. $\csc\left(\arcsin\left(\frac{3}{5}\right)\right) = \frac{5}{3}$
154. $\csc\left(\arctan\left(-\frac{2}{3}\right)\right) = -\frac{\sqrt{13}}{2}$

155. $\sin\left(\arcsin\left(\frac{5}{13}\right)+\frac{\pi}{4}\right)=\frac{17\sqrt{2}}{26}$

156. $\cos(\operatorname{arcsec}(3)+\arctan(2))=\frac{\sqrt{5}-4\sqrt{10}}{15}$

157. $\tan\left(\arctan(3)+\arccos\left(-\frac{3}{5}\right)\right)=\frac{1}{3}$

158. $\sin\left(2\arcsin\left(-\frac{4}{5}\right)\right)=-\frac{24}{25}$

159. $\sin\left(2\operatorname{arccsc}\left(\frac{13}{5}\right)\right)=\frac{120}{169}$

160. $\sin(2\arctan(2))=\frac{4}{5}$

161. $\cos\left(2\arcsin\left(\frac{3}{5}\right)\right)=\frac{7}{25}$

162. $\cos\left(2\operatorname{arcsec}\left(\frac{25}{7}\right)\right)=-\frac{527}{625}$

163. $\cos\left(2\operatorname{arccot}\left(-\sqrt{5}\right)\right)=\frac{2}{3}$

164. $\sin\left(\frac{\arctan(2)}{2}\right)=\sqrt{\frac{5-\sqrt{5}}{10}}$

165. $\sin(\arccos(x))=\sqrt{1-x^2}$ for $-1\le x\le 1$

166. $\cos(\arctan(x))=\frac{1}{\sqrt{1+x^2}}$ for all x

167. $\tan(\arcsin(x))=\frac{x}{\sqrt{1-x^2}}$ for $-1<x<1$

168. $\sec(\arctan(x))=\sqrt{1+x^2}$ for all x

169. $\csc(\arccos(x))=\frac{1}{\sqrt{1-x^2}}$ for $-1<x<1$

170. $\sin(2\arctan(x))=\frac{2x}{x^2+1}$ for all x

171. $\sin(2\arccos(x))=2x\sqrt{1-x^2}$ for $-1\le x\le 1$

172. $\cos(2\arctan(x))=\frac{1-x^2}{1+x^2}$ for all x

173. $\sin(\arccos(2x))=\sqrt{1-4x^2}$ for $-\frac{1}{2}\le x\le\frac{1}{2}$

174. $\sin\left(\arccos\left(\frac{x}{5}\right)\right)=\frac{\sqrt{25-x^2}}{5}$ for $-5\le x\le 5$

175. $\cos\left(\arcsin\left(\frac{x}{2}\right)\right)=\frac{\sqrt{4-x^2}}{2}$ for $-2\le x\le 2$

176. $\cos(\arctan(3x))=\frac{1}{\sqrt{1+9x^2}}$ for all x

177. $\sin(2\arcsin(7x))=14x\sqrt{1-49x^2}$ for $-\frac{1}{7}\le x\le\frac{1}{7}$

178. $\sin\left(2\arcsin\left(\frac{x\sqrt{3}}{3}\right)\right)=\frac{2x\sqrt{3-x^2}}{3}$ for $-\sqrt{3}\le x\le\sqrt{3}$

179. $\cos(2\arcsin(4x))=1-32x^2$ for $-\frac{1}{4}\le x\le\frac{1}{4}$

180. $\sec(\arctan(2x))\tan(\arctan(2x))=2x\sqrt{1+4x^2}$ for all x

181. $\sin(\arcsin(x)+\arccos(x))=1$ for $-1\le x\le 1$

182. $\cos(\arcsin(x)+\arctan(x))=\frac{\sqrt{1-x^2}-x^2}{\sqrt{1+x^2}}$ for $-1\le x\le 1$

183. [10] $\tan(2\arcsin(x))=\frac{2x\sqrt{1-x^2}}{1-2x^2}$ for x in $\left(-1,-\frac{\sqrt{2}}{2}\right)\cup\left(-\frac{\sqrt{2}}{2},\frac{\sqrt{2}}{2}\right)\cup\left(\frac{\sqrt{2}}{2},1\right)$

184. $\sin\left(\frac{1}{2}\arctan(x)\right) = \begin{cases} \sqrt{\frac{\sqrt{x^2+1}-1}{2\sqrt{x^2+1}}} & \text{for } x \geq 0 \\ -\sqrt{\frac{\sqrt{x^2+1}-1}{2\sqrt{x^2+1}}} & \text{for } x < 0 \end{cases}$

185. If $\sin(\theta) = \frac{x}{2}$ for $-\frac{\pi}{2} < \theta < \frac{\pi}{2}$, then $\theta + \sin(2\theta) = \arcsin\left(\frac{x}{2}\right) + \frac{x\sqrt{4-x^2}}{2}$

186. If $\tan(\theta) = \frac{x}{7}$ for $-\frac{\pi}{2} < \theta < \frac{\pi}{2}$, then $\frac{1}{2}\theta - \frac{1}{2}\sin(2\theta) = \frac{1}{2}\arctan\left(\frac{x}{7}\right) - \frac{7x}{x^2+49}$

187. If $\sec(\theta) = \frac{x}{4}$ for $0 < \theta < \frac{\pi}{2}$, then $4\tan(\theta) - 4\theta = \sqrt{x^2-16} - 4\text{arcsec}\left(\frac{x}{4}\right)$

188. $x = \arcsin\left(\frac{7}{11}\right) + 2\pi k$ or $x = \pi - \arcsin\left(\frac{7}{11}\right) + 2\pi k$, in $[0, 2\pi)$, $x \approx 0.6898,\ 2.4518$

189. $x = \arccos\left(-\frac{2}{9}\right) + 2\pi k$ or $x = -\arccos\left(-\frac{2}{9}\right) + 2\pi k$, in $[0, 2\pi)$, $x \approx 1.7949,\ 4.4883$

190. $x = \pi + \arcsin(0.569) + 2\pi k$ or $x = 2\pi - \arcsin(0.569) + 2\pi k$, in $[0, 2\pi)$, $x \approx 3.7469,\ 5.6779$

191. $x = \arccos(0.117) + 2\pi k$ or $x = 2\pi - \arccos(0.117) + 2\pi k$, in $[0, 2\pi)$, $x \approx 1.4535,\ 4.8297$

192. $x = \arcsin(0.008) + 2\pi k$ or $x = \pi - \arcsin(0.008) + 2\pi k$, in $[0, 2\pi)$, $x \approx 0.0080,\ 3.1336$

193. $x = \arccos\left(\frac{359}{360}\right) + 2\pi k$ or $x = 2\pi - \arccos\left(\frac{359}{360}\right) + 2\pi k$, in $[0, 2\pi)$, $x \approx 0.0746,\ 6.2086$

194. $x = \arctan(117) + \pi k$, in $[0, 2\pi)$, $x \approx 1.56225,\ 4.70384$

195. $x = \arctan\left(-\frac{1}{12}\right) + \pi k$, in $[0, 2\pi)$, $x \approx 3.0585,\ 6.2000$

196. $x = \arccos\left(\frac{2}{3}\right) + 2\pi k$ or $x = 2\pi - \arccos\left(\frac{2}{3}\right) + 2\pi k$, in $[0, 2\pi)$, $x \approx 0.8411,\ 5.4422$

197. $x = \pi + \arcsin\left(\frac{17}{90}\right) + 2\pi k$ or $x = 2\pi - \arcsin\left(\frac{17}{90}\right) + 2\pi k$, in $[0, 2\pi)$, $x \approx 3.3316,\ 6.0932$

198. $x = \arctan\left(-\sqrt{10}\right) + \pi k$, in $[0, 2\pi)$, $x \approx 1.8771,\ 5.0187$

199. $x = \arcsin\left(\frac{3}{8}\right) + 2\pi k$ or $x = \pi - \arcsin\left(\frac{3}{8}\right) + 2\pi k$, in $[0, 2\pi)$, $x \approx 0.3844,\ 2.7572$

200. $x = \arccos\left(-\frac{7}{16}\right) + 2\pi k$ or $x = -\arccos\left(-\frac{7}{16}\right) + 2\pi k$, in $[0, 2\pi)$, $x \approx 2.0236,\ 4.2596$

201. $x = \arctan(0.03) + \pi k$, in $[0, 2\pi)$, $x \approx 0.0300,\ 3.1716$

202. $x = \arcsin(0.3502) + 2\pi k$ or $x = \pi - \arcsin(0.3502) + 2\pi k$, in $[0, 2\pi)$, $x \approx 0.3578,\ 2.784$

203. $x = \pi + \arcsin(0.721) + 2\pi k$ or $x = 2\pi - \arcsin(0.721) + 2\pi k$, in $[0, 2\pi)$, $x \approx 3.9468,\ 5.4780$

204. $x = \arccos(0.9824) + 2\pi k$ or $x = 2\pi - \arccos(0.9824) + 2\pi k$, in $[0, 2\pi)$, $x \approx 0.1879,\ 6.0953$

205. $x = \arccos(-0.5637) + 2\pi k$ or $x = -\arccos(-0.5637) + 2\pi k$, in $[0, 2\pi)$, $x \approx 2.1697,\ 4.1135$

206. $x = \arctan(117) + \pi k$, in $[0, 2\pi)$, $x \approx 1.5622,\ 4.7038$

207. $x = \arctan(-0.6109) + \pi k$, in $[0, 2\pi)$, $x \approx 2.5932,\ 5.7348$

208. 36.87° and 53.13°

209. 22.62° and 67.38°

210. 32.52° and 57.48°

211. 68.9°

212. 7.7°

213. 51°

214. 19.5°

215. 41.81°

216. $f(x) = 5\sin(3x) + 12\cos(3x) = 13\sin\left(3x + \arcsin\left(\frac{12}{13}\right)\right) \approx 13\sin(3x + 1.1760)$

217. $f(x) = 3\cos(2x) + 4\sin(2x) = 5\sin\left(2x + \arcsin\left(\frac{3}{5}\right)\right) \approx 5\sin(2x + 0.6435)$

218. $f(x) = \cos(x) - 3\sin(x) = \sqrt{10}\sin\left(x + \arccos\left(-\frac{3\sqrt{10}}{10}\right)\right) \approx \sqrt{10}\sin(x + 2.8198)$

219. $f(x) = 7\sin(10x) - 24\cos(10x) = 25\sin\left(10x + \arcsin\left(-\frac{24}{25}\right)\right) \approx 25\sin(10x - 1.2870)$
220. $f(x) = -\cos(x) - 2\sqrt{2}\sin(x) = 3\sin\left(x + \pi + \arcsin\left(\frac{1}{3}\right)\right) \approx 3\sin(x + 3.4814)$
221. $f(x) = 2\sin(x) - \cos(x) = \sqrt{5}\sin\left(x + \arcsin\left(-\frac{\sqrt{5}}{5}\right)\right) \approx \sqrt{5}\sin(x - 0.4636)$
222. $\left[-\frac{1}{5}, \frac{1}{5}\right]$
223. $\left[-\frac{1}{3}, 1\right]$
224. $\left[-\frac{\sqrt{2}}{2}, \frac{\sqrt{2}}{2}\right]$
225. $(-\infty, -\sqrt{5}] \cup [-\sqrt{3}, \sqrt{3}] \cup [\sqrt{5}, \infty)$
226. $(-\infty, \infty)$
227. $(-\infty, -3) \cup (-3, 3) \cup (3, \infty)$
228. $\left(\frac{1}{2}, \infty\right)$
229. $\left[\frac{1}{2}, \infty\right)$
230. $\left(-\infty, -\frac{1}{12}\right] \cup \left[\frac{1}{12}, \infty\right)$
231. $(-\infty, -6] \cup [-4, \infty)$
232. $(-\infty, -2] \cup [2, \infty)$
233. $[0, \infty)$

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10.7: Trigonometric Equations and Inequalities

Solving "Basic" Trigonometric Equations

In Sections 10.2, 10.3, and most recently 10.6, we solved some basic equations involving trigonometric functions. In this section, we expand our skill set to handle a broader variety of equations involving trigonometric functions. The base tactic employs two critical elements from Trigonometry - reference angles and quadrants.[1]

Strategy for Solving "Basic" Trigonometric Equations

Given *any* trigonometric equation of the form

$$\text{trig}(u) = c, \tag{10.7.1}$$

where "trig" could be $\sin$, $\cos$, $\tan$, $\csc$, $\sec$, or $\cot$, do the following:

1. If the value of c is such that u is an axial angle, skip to Step 5.
2. Find the reference angle, $\hat{u}$.
3. Use the sign of c to determine in which quadrants u terminates.
4. Using the reference angle from Step 2, write the solutions *associated* with the quadrants listed in Step 3. If possible, compress the solution set to a single equation (this is most often the case with equations involving the tangent or the cotangent).
5. If u is a function of another variable, solve the equations in Step 4 (or Step 1, if the angle is an axial angle) for the "true" variable.
6. Check for extraneous solutions!

A few notes about this strategy are in order and I will focus on showcasing how to solve $\cos(3x) = \frac{\sqrt{3}}{2}$ while making my remarks.

First, I am using the variable u for the argument of the trigonometric function instead of the traditional "angular" variables t, α, β, θ, or x. This is purposeful because, given a more complex trigonometric equation, we will often need to perform a u-substitution to get the equation into a more "basic" form. For example, given $\cos(3x) = \frac{\sqrt{3}}{2}$, we will perform a u-substitution by letting $u = 3x$. This simplifies our equation to the more "basic" form,

$$\cos(u) = \frac{\sqrt{3}}{2}.$$

To determine the reference angle, $\hat{u}$, needed so that $\cos(\hat{u}) = \frac{\sqrt{3}}{2}$, we refer to our special triangles. In this case, we find $\hat{u} = \frac{\pi}{6}$.

Second, since all trigonometric functions are positive in QI and one other quadrant, there will be *two* quadrants in which the angle u will terminate if $c > 0$. A similar argument shows that there will be two quadrants in which u terminates if $c < 0$. In our current example, $\cos(u)$ is positive. Therefore, u will terminate in QI and QIV (the quadrants where cosine is positive).

Using the reference angle, $\hat{u} = \frac{\pi}{6}$, we write the solutions *associated* with quadrants I and IV.

$$\begin{aligned} \text{Solutions associated with QI:} \quad u &= \hat{u} + 2\pi k &&= \tfrac{\pi}{6} + 2\pi k \\ \text{Solutions associated with QIV:} \quad u &= 2\pi - \hat{u} + 2\pi k &&= 2\pi - \tfrac{\pi}{6} + 2\pi k &&= \tfrac{11\pi}{6} + 2\pi k, \end{aligned}$$

where $k \in \mathbb{Z}$. The addition of $2\pi k$ represents the fact that any full rotation of 2π lands the terminating side of u at the same spot. I leave it to the reader to verify the given solutions do indeed terminate in QI and QIV.

Our task in the original equation was to solve for x - not u. Substituting $u = 3x$ into our solutions, we get

$$\begin{aligned} \text{Solutions associated with QI:} \quad 3x &= \tfrac{\pi}{6} + 2\pi k \\ \text{Solutions associated with QIV:} \quad 3x &= \tfrac{11\pi}{6} + 2\pi k. \end{aligned}$$

Finally, dividing both sides of each equation by 3,[2] we arrive at our solutions.

$$\begin{aligned} \text{Solutions associated with QI:} \quad x &= \tfrac{\pi}{18} + \tfrac{2\pi}{3} k \\ \text{Solutions associated with QIV:} \quad x &= \tfrac{11\pi}{18} + \tfrac{2\pi}{3} k. \end{aligned}$$

Notice that $\frac{11\pi}{18}$ does *not* terminate in QIV yet it is supposed to be *associated* with QIV. Did we do something wrong? This leads to my third note. In Step 4, I use the word "*associated*" because, as was mentioned previously, u is generally a substitution for a more complex variable expression. In our current example, we were originally given $\cos(3x) = \frac{\sqrt{3}}{2}$. We let $u = 3x$ and solved $\cos(u) = \frac{\sqrt{3}}{2}$ to get $u = \frac{\pi}{6} + 2\pi k$ and $u = \frac{11\pi}{6} + 2\pi k$. These angles occur in QI and QIV, respectively (where the cosine is positive). So far, we should feel good about our results; *however*, QI and QIV are the quadrants where $\boldsymbol{u}$ terminates - not x. Since we are supposed to be solving for x, it is often the case that the angular frequency (the coefficient on x) will change the final quadrants of the solutions. This is absolutely fine!

For example, while $x = \frac{11\pi}{18} \in \text{QII} \neq \text{QIV}$, substituting this into our original equation, we get

$$\cos\left(3\left(\frac{11\pi}{18}\right)\right) = \cos\left(\frac{11\pi}{6}\right).$$

Our final argument, $\frac{11\pi}{6}$, is actually an angle in QIV.

We will repeat this technique in the example below.

Example 10.7.1

Solve the following equations and check your answers analytically. List the solutions which lie in the interval $[0, 2\pi)$ and verify them analytically (i.e., by hand) or by using graphing technology.

a. $\sin(2x) = -\frac{\sqrt{3}}{2}$
b. $\csc\left(\frac{1}{3}x - \pi\right) = \sqrt{2}$
c. $\cot(3x) = 0$
d. $\sec^2(x) = 4$
e. $\tan\left(\frac{x}{2}\right) = -3$
f. $\sin(2x) = 0.87$

Solution

a. We begin by letting $u = 2x$. We now need to solve

$$\sin(u) = -\frac{\sqrt{3}}{2}.$$

This is a special ratio, so quickly drawing one of our special triangles we find that

$$\sin(\hat{u}) = \left|-\frac{\sqrt{3}}{2}\right| = \frac{\sqrt{3}}{2}$$

when $\hat{u} = \frac{\pi}{3}$. Thus, our reference angle is $\hat{u} = \frac{\pi}{3}$. Since $\sin(u)$ is negative, we are concerned with solutions associated with QIII and QIV.

$$\begin{aligned} \text{Solutions associated with QIII:} \quad u &= \pi + \hat{u} + 2\pi k = \pi + \tfrac{\pi}{3} + 2\pi k = \tfrac{4\pi}{3} + 2\pi k \\ \text{Solutions associated with QIV:} \quad u &= 2\pi - \hat{u} + 2\pi k = 2\pi - \tfrac{\pi}{3} + 2\pi k = \tfrac{5\pi}{3} + 2\pi k, \end{aligned}$$

for $k \in \mathbb{Z}$. Resubstituting $2x = u$, we get

$$\begin{aligned} \text{Solutions associated with QIII:} \quad 2x &= \tfrac{4\pi}{3} + 2\pi k \\ \text{Solutions associated with QIV:} \quad 2x &= \tfrac{5\pi}{3} + 2\pi k. \end{aligned}$$

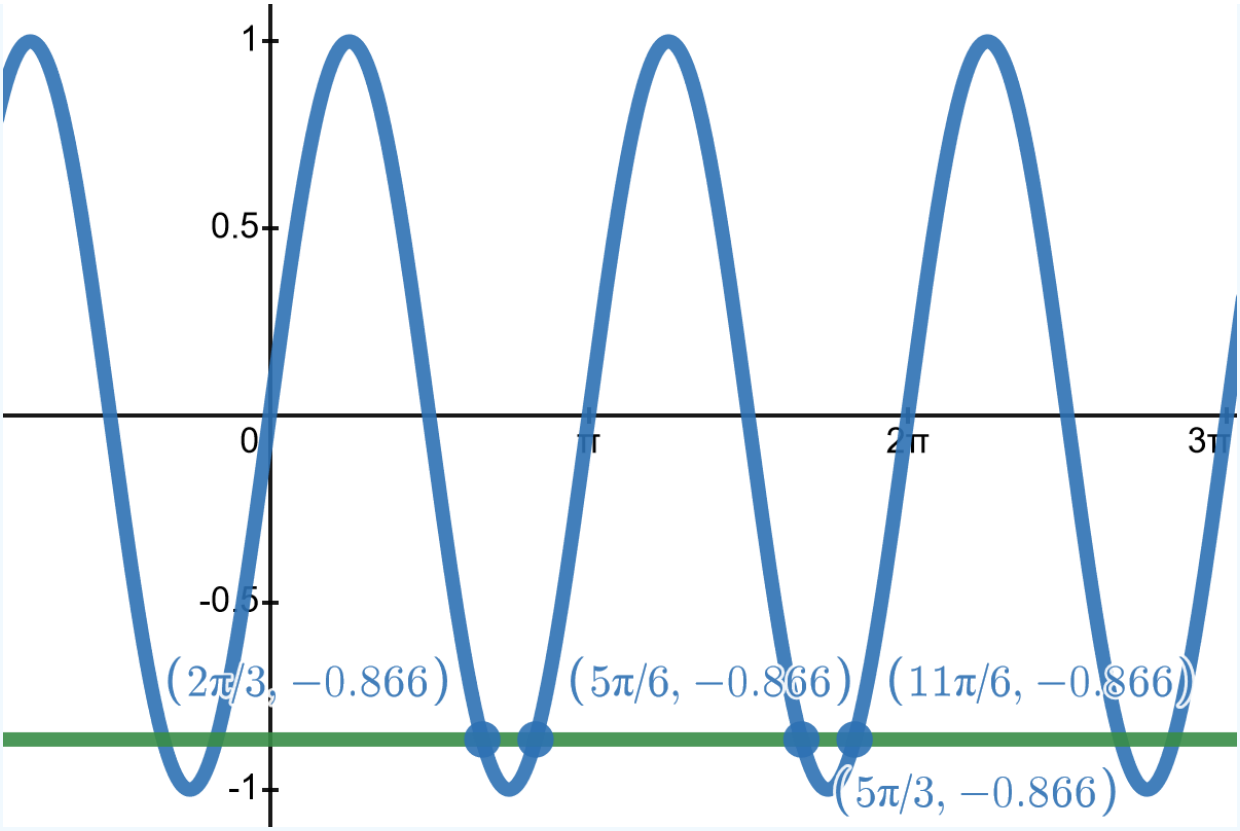
Dividing both equations by 2, we arrive at

$$\begin{aligned} \text{Solutions associated with QIII:} \quad x &= \tfrac{2\pi}{3} + \pi k \\ \text{Solutions associated with QIV:} \quad x &= \tfrac{5\pi}{6} + \pi k. \end{aligned}$$

To restrict the solutions to the interval $[0, 2\pi)$, we let $k = 0$ to find $x = \frac{2\pi}{3}$ and $x = \frac{5\pi}{6}$, both of which are in $[0, 2\pi)$. Trying $k = 1$, we get $x = \frac{5\pi}{3}$ and $x = \frac{11\pi}{6}$. Again, these angles are in the interval $[0, 2\pi)$. If we try letting $k = 2$, we quickly see that we will be adding 2π to already positive angles which will result in angles outside the interval $[0, 2\pi)$. Thus, the solutions of the original equation on the interval $[0, 2\pi)$ are

$$x = \frac{2\pi}{3}, \frac{5\pi}{6}, \frac{5\pi}{3}, \text{ and } \frac{11\pi}{6}.$$

To check our solutions graphically, we use Desmos to graph $y = \sin(2x)$ and $y = -\frac{\sqrt{3}}{2}$ and look at their intersection points. It is important to note that graphically verifying answers is not the best approach as computers (and calculators) will often not give *exact* values of the intersection points.



b. This *looks* like it might be more challenging than part 1, but that's an illusion. We begin by simplifying matters and let $u = \frac{1}{3}x - \pi$. Our equation now has the form

$$\csc(u) = \sqrt{2}.$$

$\sqrt{2} = \frac{\sqrt{2}}{1}$ is a special ratio, and referring to our special triangles, we see that the cosecant of $\frac{\pi}{4}$ is $\sqrt{2}$. Therefore, our reference angle is $\hat{u} = \frac{\pi}{4}$. Moreover, since $\csc(u)$ is positive, we are going to limit our initial work to quadrants I and II (where the cosecant is positive).

$$\begin{aligned} \text{Solutions associated with QI:} \quad u &= \hat{u} + 2\pi k &&= \tfrac{\pi}{4} + 2\pi k \\ \text{Solutions associated with QII:} \quad u &= \pi - \hat{u} + 2\pi k &&= \pi - \tfrac{\pi}{4} + 2\pi k \quad = \quad \tfrac{3\pi}{4} + 2\pi k, \end{aligned}$$

for $k \in \mathbb{Z}$. Resubsituting in for u, we get

$$\begin{aligned} \text{Solutions associated with QI:} \quad \tfrac{1}{3}x - \pi &= \tfrac{\pi}{4} + 2\pi k \\ \text{Solutions associated with QII:} \quad \tfrac{1}{3}x - \pi &= \tfrac{3\pi}{4} + 2\pi k. \end{aligned}$$

These are both just basic algebra problems. Adding π to both sides, we get

$$\begin{aligned} \text{Solutions associated with QI:} \quad \tfrac{1}{3}x &= \tfrac{5\pi}{4} + 2\pi k \\ \text{Solutions associated with QII:} \quad \tfrac{1}{3}x &= \tfrac{7\pi}{4} + 2\pi k. \end{aligned}$$

A common error is to treat the "$2\pi k$" and "π" terms as "like" terms and try to combine them when they are not.[3] Finally, we multiply both sides of each equation by 3, we get

$$\begin{aligned} \text{Solutions associated with QI:} \quad x &= \tfrac{15\pi}{4} + 6\pi k \\ \text{Solutions associated with QII:} \quad x &= \tfrac{21\pi}{4} + 6\pi k. \end{aligned}$$

Let's check our work analytically. To check the first family of answers, we substitute, combine like terms, and simplify.

$$\begin{aligned} \csc\left(\tfrac{1}{3}\left[\tfrac{15\pi}{4} + 6\pi k\right] - \pi\right) &= \csc\left(\tfrac{5\pi}{4} + 2\pi k - \pi\right) \\ &= \csc\left(\tfrac{\pi}{4} + 2\pi k\right) \\ &= \csc\left(\tfrac{\pi}{4}\right) \qquad \text{(the period of cosecant is } 2\pi) \\ &= \sqrt{2} \end{aligned}$$

The family $x = \frac{21\pi}{4} + 6\pi k$ checks similarly. Despite having infinitely many solutions, we find that none of them lie in $[0, 2\pi)$.

c. $\cot(3x) = 0$ has the form $\cot(u) = 0$, where $u = 3x$. This means that u is an axial angle. Therefore,

$$u = \frac{\pi}{2} + \pi k,$$

where $k \in \mathbb{Z}$. So, in this case,

$$3x = \frac{\pi}{2} + \pi k.$$

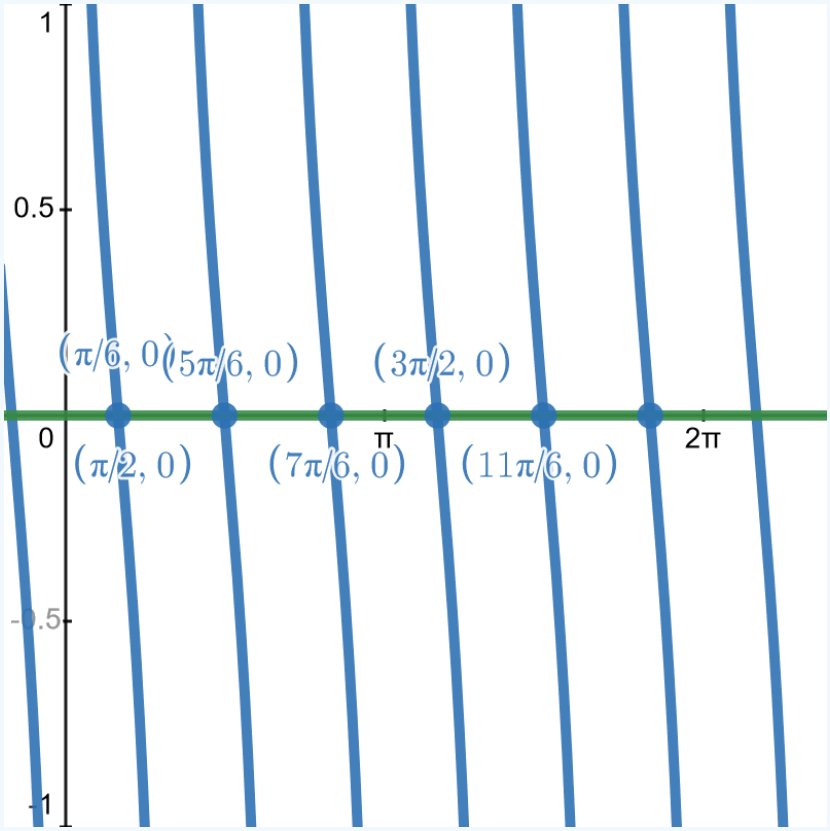
Solving for x yields

$$x = \frac{\pi}{6} + \frac{\pi}{3}k.$$

Checking our answers analytically, we get

$$\begin{aligned} \cot\left(3\left[\tfrac{\pi}{6} + \tfrac{\pi}{3}k\right]\right) &= \cot\left(\tfrac{\pi}{2} + \pi k\right) \\ &= \cot\left(\tfrac{\pi}{2}\right) \qquad \text{(the period of cotangent is } \pi\text{)} \\ &= 0 \end{aligned}$$

As k runs through the integers, we obtain six answers, corresponding to $k = 0$ through $k = 5$, which lie in $[0, 2\pi)$: $x = \frac{\pi}{6}, \frac{\pi}{2}, \frac{5\pi}{6}, \frac{7\pi}{6}, \frac{3\pi}{2}$ and $\frac{11\pi}{6}$. To confirm these graphically, we must be careful. On many calculators, there is no function button for cotangent. We choose to use the quotient identity $\cot(3x) = \frac{\cos(3x)}{\sin(3x)}$.[4] Graphing $y = \frac{\cos(3x)}{\sin(3x)}$ and $y = 0$ (the x-axis), we see that the x-coordinates of the intersection points approximately match our solutions.



d. The complication in solving an equation like $\sec^2(x) = 4$ comes *not* from the argument of secant, which is just x, but rather, the fact the secant is being squared. We extract square roots to get $\sec(x) = \pm 2$. Converting to cosines, we have $\cos(x) = \pm\frac{1}{2}$. We know from our special triangles that $\hat{x} = \frac{\pi}{3}$. Furthermore, the fact that the cosine can be positive or negative means we are going to look at solutions in *all* quadrants.

$$\begin{aligned} &\text{Solutions associated with QI:} && x = \hat{x} + 2\pi k && = \tfrac{\pi}{3} + 2\pi k \\ &\text{Solutions associated with QII:} && x = \pi - \hat{x} + 2\pi k && = \pi - \tfrac{\pi}{3} + 2\pi k && = \tfrac{2\pi}{3} + 2\pi k \\ &\text{Solutions associated with QIII:} && x = \pi + \hat{x} + 2\pi k && = \pi + \tfrac{\pi}{3} + 2\pi k && = \tfrac{4\pi}{3} + 2\pi k \\ &\text{Solutions associated with QIV:} && x = 2\pi - \hat{x} + 2\pi k && = 2\pi - \tfrac{\pi}{3} + 2\pi k && = \tfrac{5\pi}{3} + 2\pi k \end{aligned}$$

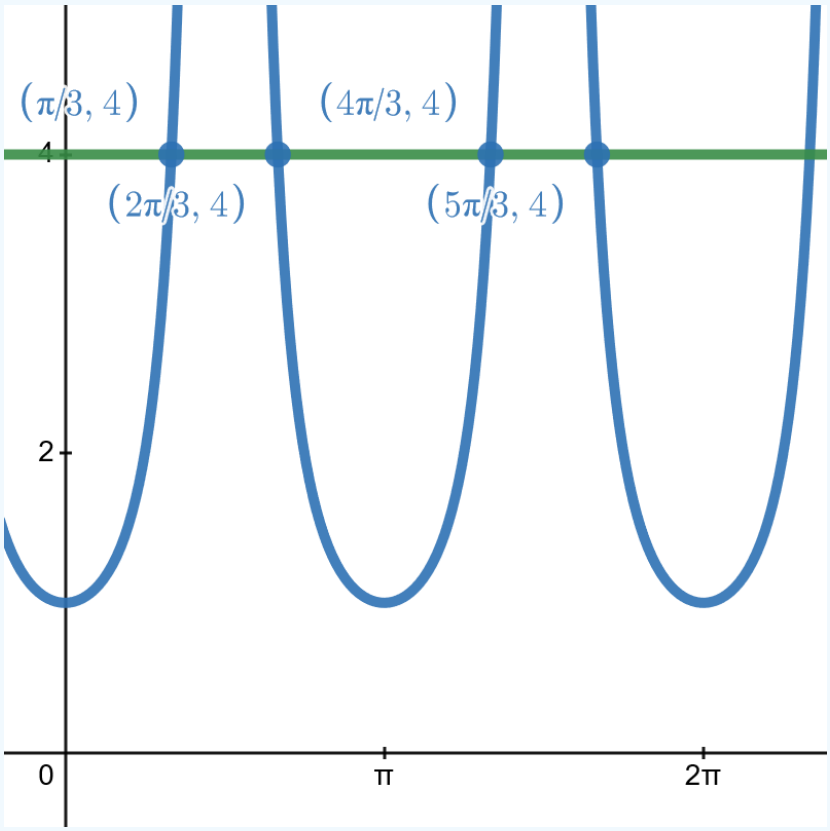
for $k \in \mathbb{Z}$. Writing our solutions this way is overkill. Notice that $\frac{\pi}{3}$ and $\frac{4\pi}{3}$ differ by π. The same can be said for $\frac{2\pi}{3}$ and $\frac{5\pi}{3}$. Hence, we can clean up our solutions as follows:

$$\begin{aligned} \text{Solutions associated with QI and QIII:} \quad x &= \tfrac{\pi}{3} + \pi k \\ \text{Solutions associated with QII and QIV:} \quad x &= \tfrac{2\pi}{3} + \pi k \end{aligned}$$

To check the first family of solutions, we note that, depending on the integer k, $\sec\left(\frac{\pi}{3} + \pi k\right)$ doesn't always equal $\sec\left(\frac{\pi}{3}\right)$. However, it is true that for all integers k, $\sec\left(\frac{\pi}{3} + \pi k\right) = \pm\sec\left(\frac{\pi}{3}\right) = \pm 2$. (Can you show this?) As a result,

$$\begin{aligned} \sec^2\left(\tfrac{\pi}{3} + \pi k\right) &= \left(\pm\sec\left(\tfrac{\pi}{3}\right)\right)^2 \\ &= (\pm 2)^2 \\ &= 4 \end{aligned}$$

The same holds for the family $x = \frac{2\pi}{3} + \pi k$. The solutions which lie in $[0, 2\pi)$come from the values $k = 0$ and $k = 1$, namely $x = \frac{\pi}{3}$, $\frac{2\pi}{3}$, $\frac{4\pi}{3}$ and $\frac{5\pi}{3}$. To confirm graphically, we use a reciprocal identity to rewrite the secant as cosine. The x-coordinates of the intersection points of $y = \frac{1}{(\cos(x))^2}$ and $y = 4$ verify our answers.



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e. The equation $\tan\left(\frac{x}{2}\right) = -3$ has the form $\tan(u) = -3$, where $u = \frac{x}{2}$. We have reached a case where the ratio in question is not from a special triangle nor does it represent the result of u being an axial angle. How do we proceed? If $\hat{u}$ is the reference angle, then $\tan(\hat{u}) = |-3| = 3$.[5] Therefore,

$$\hat{u} = \arctan(3).$$

Since $\tan(u)$ is negative, we will restrict our search for solutions to quadrants II and IV (where the tangent is negative).

$$\begin{aligned} \text{Solutions associated with QII:} \quad u &= \pi - \hat{u} + 2\pi k &&= \pi - \arctan(3) + \pi k \\ \text{Solutions associated with QIV:} \quad u &= 2\pi - \hat{u} + 2\pi k &&= 2\pi - \arctan(3) + \pi k, \end{aligned}$$

for $k \in \mathbb{Z}$. Notice that we added πk instead of $2\pi k$. This is because the tangent function (and the cotangent function, for that matter) repeat their behavior every π radians. Looking closely at these solutions, we can see that writing both is a bit overkill because when $k = 1$, the first solution becomes identical to the second solution at $k = 0$. Hence, we compress the equations into

$$\text{Solutions associated with QII and QIV:} \quad u = \pi - \arctan(3) + \pi k.$$

An oddity occurs here that represents our need to not fall asleep at the proverbial mathematical wheel. The terms π and πk can be grouped to become $\pi + \pi k = \pi(1 + k)$. Since k is any integer, we can replace $1 + k$ with j, where $j \in \mathbb{Z}$. Hence,

$$\text{Solutions associated with QII and QIV:} \quad u = -\arctan(3) + \pi j,$$

where $j \in \mathbb{Z}$. Resubstituting $\frac{x}{2} = u$, we get

$$\text{Solutions associated with QII and QIV:} \quad \tfrac{x}{2} = -\arctan(3) + \pi j.$$

Multiplying both sides of this equation by 2, we finally arrive at

$$\text{Solutions associated with QII and QIV:} \quad x = -2\arctan(3) + 2\pi j.$$

To check our solutions, we note

$$\begin{aligned} \tan\left(\tfrac{-2\arctan(3)+2\pi j}{2}\right) &= \tan(-\arctan(3)+\pi j) \\ &= \tan(-\arctan(3)) && \text{(the period of tangent is } \pi) \\ &= -\tan(\arctan(3)) && \text{(Even/Odd Identities)} \\ &= -3 && \text{(See Theorem 10.6.2)} \end{aligned}$$

To determine which of our answers lie in the interval $[0, 2\pi)$, we first need to get an idea of the value of $-2\arctan(3)$. While we could easily find an approximation using a calculator,[6] we proceed analytically. Since $3 > 0$, it follows that

$$0 < \arctan(3) < \frac{\pi}{2}.$$

Multiplying through by -2 gives

$$0 > -2\arctan(3) > -\pi.$$

We are now in a position to argue which of the solutions $x = -2\arctan(3) + 2\pi j$ lie in $[0, 2\pi)$. For $j = 0$, we get $x = -2\arctan(3) < 0$, so we discard this answer and all answers $x = -2\arctan(3) + 2\pi j$ where $j < 0$. Next, we turn our attention to $j = 1$ and get $x = -2\arctan(3) + 2\pi$. Starting with the inequality $-\pi < -2\arctan(3) < 0$, we add 2π and get $\pi < -2\arctan(3) + 2\pi < 2\pi$. This means $x = -2\arctan(3) + 2\pi$ lies in $[0, 2\pi)$. Advancing j to 2 produces $x = -2\arctan(3) + 4\pi$. Once again, we get from $-\pi < -2\arctan(3) < 0$ that $3\pi < -2\arctan(3) + 4\pi < 4\pi$. Since this is outside the interval $[0, 2\pi)$, we discard $x = -2\arctan(3) + 4\pi$ and all solutions of the form $x = -2\arctan(3) + 2\pi j$ for $j > 2$. Graphically, we see $y = \tan\left(\frac{x}{2}\right)$ and $y = -3$ intersect only once on $[0, 2\pi)$ at $x = -2\arctan(3) + 2\pi \approx 3.7851$.

---

f. We start, as usual, by letting $u = 2x$. To solve $\sin(u) = 0.87$, we note that the reference angle is $\hat{u} = \arcsin(0.87)$ and, since $\sin(u)$ is positive, we restrict our search to QI and QII.

$$\begin{aligned} &\text{Solutions associated with QI:} \quad u = \hat{u} + 2\pi k = \arcsin(0.87) + 2\pi k \\ &\text{Solutions associated with QII:} \quad u = \pi - \hat{u} + 2\pi k = \pi - \arcsin(0.87) + 2\pi k = -\arcsin(0.87) + \pi(2k+1), \end{aligned}$$

where $k \in \mathbb{Z}$. Again, keeping ourselves mentally sharp, we notice that $2k$ is always even (if k is an integer). Therefore, $2k+1$ is always odd. Resubstituting $2x = u$, we get

$$\begin{aligned} &\text{Solutions associated with QI:} \quad 2x = \arcsin(0.87) + 2\pi k \\ &\text{Solutions associated with QII:} \quad 2x = -\arcsin(0.87) + \pi(2k+1). \end{aligned}$$

Dividing both sides of each equation by 2, we arrive at

$$\begin{aligned} &\text{Solutions associated with QI:} \quad x = \tfrac{1}{2}\arcsin(0.87) + \pi k \\ &\text{Solutions associated with QII:} \quad 2x = -\tfrac{1}{2}\arcsin(0.87) + \tfrac{2k+1}{2}\pi. \end{aligned}$$

To check the first solution,

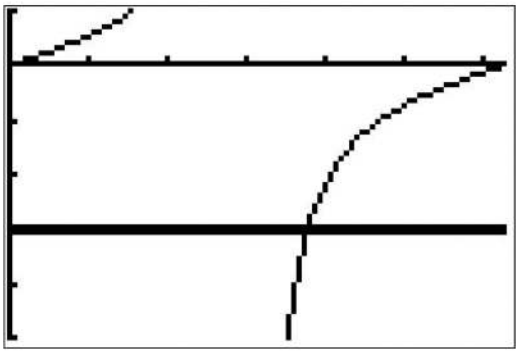
$$\begin{aligned} \sin\left(2\left[\tfrac{1}{2}\arcsin(0.87) + \pi k\right]\right) &= \sin(\arcsin(0.87) + 2\pi k) \\ &= \sin(\arcsin(0.87)) && \text{(the period of sine is } 2\pi) \\ &= 0.87 && \text{(See Theorem 10.6.1)} \end{aligned}$$

For the second solution, we get

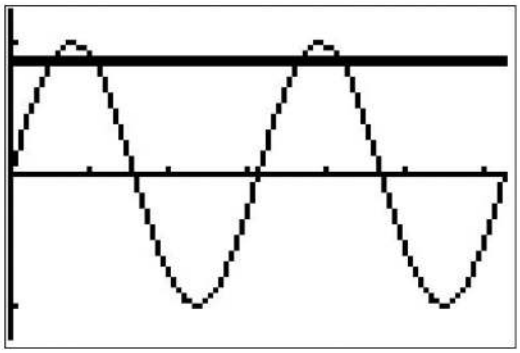
$$\begin{aligned} \sin\left(2\left[-\tfrac{1}{2}\arcsin(0.87) + \tfrac{2k+1}{2}\pi\right]\right) &= \sin(-\arcsin(0.87) + (2k+1)\pi) \\ &= \sin(-\arcsin(0.87) + \pi + 2\pi k) \\ &= \sin(\pi - \arcsin(0.87)) && \text{(the period of sine is } 2\pi) \\ &= \sin(\arcsin(0.87)) && (\sin(\pi - t) = \sin(t)) \\ &= 0.87 && \text{(See Theorem 10.6.1)} \end{aligned}$$

To determine which of these solutions lie in $[0, 2\pi)$, we first need to get an idea of the value of $x = \frac{1}{2}\arcsin(0.87)$ (where $k = 0$. Once again, we could use the calculator, but we adopt an analytic route here. By definition, $0 < \arcsin(0.87) < \frac{\pi}{2}$ so that multiplying through by $\frac{1}{2}$ gives us $0 < \frac{1}{2}\arcsin(0.87) < \frac{\pi}{4}$. Starting with the family of solutions $x = \frac{1}{2}\arcsin(0.87) + \pi k$, we use the same kind of arguments as in our solution to

number 5 above and find only the solutions corresponding to $k = 0$ and $k = 1$ lie in $[0, 2\pi)$: $x = \frac{1}{2}\arcsin(0.87)$ and $x = \frac{1}{2}\arcsin(0.87) + \pi$. Next, we move to the family $x = -\frac{1}{2}\arcsin(0.87) + \frac{2k+1}{2}\pi$ for integers k. Again, starting with $k = 0$, we need to get a better estimate of $\frac{\pi}{2} - \frac{1}{2}\arcsin(0.87)$. From the inequality $0 < \frac{1}{2}\arcsin(0.87) < \frac{\pi}{4}$, we first multiply through by -1 and then add $\frac{\pi}{2}$ to get $\frac{\pi}{2} > \frac{\pi}{2} - \frac{1}{2}\arcsin(0.87) > \frac{\pi}{4}$, or $\frac{\pi}{4} < \frac{\pi}{2} - \frac{1}{2}\arcsin(0.87) < \frac{\pi}{2}$. Proceeding with the usual arguments, we find the only solutions which lie in $[0, 2\pi)$ correspond to $k = 0$ and $k = 1$, namely $x = \frac{\pi}{2} - \frac{1}{2}\arcsin(0.87)$ and $x = \frac{3\pi}{2} - \frac{1}{2}\arcsin(0.87)$. All told, we have found four solutions to $\sin(2x) = 0.87$ in $[0, 2\pi)$: $x = \frac{1}{2}\arcsin(0.87)$, $x = \frac{1}{2}\arcsin(0.87) + \pi$, $x = \frac{\pi}{2} - \frac{1}{2}\arcsin(0.87)$ and $x = \frac{3\pi}{2} - \frac{1}{2}\arcsin(0.87)$. By graphing $y = \sin(2x)$ and $y = 0.87$, we confirm our results.



$y = \tan\left(\frac{x}{2}\right)$ and $y = -3$



$y = \sin(2x)$ and $y = 0.87$

Subsection Footnotes

[1] As has already been mentioned, understanding how impactful reference angles and quadrants are in Trigonometry will allow you to easily master the subject.

[2] Don't forget to divide $2\pi k$ by 3 as well!

[3] Do you see why?

[4] The reader is encouraged to see what happens if we had chosen the reciprocal identity $\cot(3x) = \frac{1}{\tan(3x)}$ instead. The graph on the calculator appears identical, but what happens when you try to find the intersection points?

[5] Reference angles are always between 0 and $\frac{\pi}{2}$ radians (inclusive). Therefore, any trigonometric function evaluated at a reference angle will be positive!

[6] Your instructor will let you know if you should abandon the analytic route at this point and use your calculator. But seriously, what fun would that be?

Solving Equations Involving Different Trigonometric Functions Having the Same Angular Frequencies

Each of the problems in Example 10.7.1 was ideal in that it featured one trigonometric function. If, for example, we were faced with solving

$$\sec^2(x) = \tan(x) + 3,$$

what would we do? If our ultimate goal is to refine a given trigonometric equation to the form of Equation 10.7.1, how can we do this if the equation involves different trigonometric functions?

The answer to these questions comes from a mixture of trigonometric identities and algebraic manipulations. In this section, we see (via example) that, given an equation involving two *different* trigonometric functions with the same *angular frequency*,[7] we will need to use trigonometric identities and Algebra to simplify the equation to a form involving either a single trigonometric function or the product of *different* trigonometric functions equaling zero.

Example 10.7.2

Solve the following equations and list the solutions which lie in the interval $[0, 2\pi)$ and verify them analytically (i.e., by hand) or by using graphing technology.

a. $3\cos(x)\sin^2(x) = \sin^2(x)$
b. $\sec^2(x) = \tan(x) + 3$

Solution

a. We resist the temptation to divide both sides of $3\cos(x)\sin^2(x) = \sin^2(x)$ by $\sin^2(x)$ (recall, we have stated repeatedly that dividing by a variable expression implies you are assuming the expression is nonzero, which might not be the case) and instead gather all of the terms to one side of the equation and factor.

$$\begin{aligned} 3\cos(x)\sin^2(x) &= \sin^2(x) \\ 3\cos(x)\sin^2(x) - \sin^2(x) &= 0 \\ \sin^2(x)(3\cos(x)-1) &= 0 \qquad (\text{Factor out } \sin^2(x) \text{ from both terms}) \end{aligned}$$

We get

$$\sin^2(x) = 0 \qquad \text{or} \qquad 3\cos(x) - 1 = 0.$$

Solving each, we find

$$\sin(x) = 0 \qquad \text{or} \qquad \cos(x) = \frac{1}{3}.$$

These equations are both of the form of Equation 10.7.1 so solving them will not be too bad.
The right side of $\sin(x) = 0$ implies an axial angle. The solution to this equation is $x = \pi k$, with $x = 0$ and $x = \pi$ being the two solutions which lie in $[0, 2\pi)$.
To solve $\cos(x) = \frac{1}{3}$, we note that the reference angle is $\hat{x} = \arccos\left(\frac{1}{3}\right)$. Since the cosine is positive, we know that the quadrants in question are QI and QIV. Hence, the two families of solutions are

$$\begin{aligned} &\text{Solutions associated with QI:} \quad x = \hat{x} + 2\pi k = \arccos\left(\tfrac{1}{3}\right) + 2\pi k \\ &\text{Solutions associated with QIV:} \quad x = 2\pi - \hat{x} + 2\pi k = 2\pi - \arccos\left(\tfrac{1}{3}\right) + 2\pi k = -\arccos\left(\tfrac{1}{3}\right) + 2\pi j, \end{aligned}$$

where $j, k \in \mathbb{Z}$. Note that I have, yet again, rewritten $2\pi + 2\pi k = 2\pi(1+k) = 2\pi j$.
We find the two solutions here which lie in $[0, 2\pi)$ to be $x = \arccos\left(\frac{1}{3}\right)$ and $x = 2\pi - \arccos\left(\frac{1}{3}\right)$. We leave it to the reader to check these solutions graphically.
Thus, the solutions to the original equation on the interval $[0, 2\pi)$ are

$$x = 0, \arccos\left(\frac{1}{3}\right), \pi, \text{ and } 2\pi - \arccos\left(\frac{1}{3}\right).$$

---

b. The $\sec^2(x)$ in an equation with $\tan(x)$ screams "Pythagorean Identity!"

$$\begin{aligned} \sec^2(x) &= \tan(x) + 3 \\ 1 + \tan^2(x) &= \tan(x) + 3 \qquad (\text{Pythagorean Identity}) \\ \tan^2(x) - \tan(x) - 2 &= 0 \\ u^2 - u - 2 &= 0 \qquad (u - \text{substitution}) \\ (u+1)(u-2) &= 0 \end{aligned}$$

This gives $u = -1$ or $u = 2$. Since $u = \tan(x)$, we have $\tan(x) = -1$ or $\tan(x) = 2$.
Considering $\tan(x) = -1$, we recognize the reference angle to be $\frac{\pi}{4}$ and the quadrants to be QII and QIV.

$$\text{Solutions associated with QII and QIV:} \quad x = \pi - \hat{x} + \pi k = \pi - \tfrac{\pi}{4} + \pi k = -\tfrac{\pi}{4} + \pi j$$

where $j = k + 1$ and $k \in \mathbb{Z}$. Instead of checking these solutions immediately, let's restrict our *potential* solutions to the interval $[0, 2\pi)$.[8] For $j = 0$, we get $x = -\frac{\pi}{4}$, which will not work. Moving on to $j = 1$ and $j = 2$, we get $x = \frac{3\pi}{4}$ and $x = \frac{7\pi}{4}$, respectively. Any further, and our values for x will go beyond the requested interval.
Checking these refined solutions, we get

$$\begin{aligned} &\text{For } x = \tfrac{3\pi}{4} \\ &\qquad \sec^2\left(\tfrac{3\pi}{4}\right) \stackrel{?}{=} \tan\left(\tfrac{3\pi}{4}\right) + 3 \\ \Longrightarrow &\qquad \left(-\sqrt{2}\right)^2 \stackrel{?}{=} -1 + 3 \\ \Longrightarrow &\qquad 2 \stackrel{?}{=} 2 \end{aligned}$$

Thus, we can see $x = \frac{3\pi}{4}$ works.

$$\begin{aligned} &\text{For } x = \tfrac{7\pi}{4} \\ &\qquad \sec^2\left(\tfrac{7\pi}{4}\right) \stackrel{?}{=} \tan\left(\tfrac{7\pi}{4}\right) + 3 \\ \Longrightarrow &\qquad \left(\sqrt{2}\right)^2 \stackrel{?}{=} -1 + 3 \\ \Longrightarrow &\qquad 2 \stackrel{?}{=} 2 \end{aligned}$$

We see that $x = \frac{7\pi}{4}$ works as well.
Now we look at $\tan(x) = 2$. We should immediately recognize the right-hand side is *not* a special ratio for the tangent function. Therefore, we set the reference angle to $\hat{x} = \arctan(|2|) = \arctan(2)$. Since the tangent function is positive in this case, the quadrants of interest are QI and QIII.

$$\text{Solutions associated with QI and QIII:} \quad x = \hat{x} + \pi k = \arctan(2) + \pi k$$

where $k \in \mathbb{Z}$. On $[0, 2\pi)$, $x = \arctan(2)$ and $x = \arctan(2) + \pi$ are candidate solutions. Checking, we get

$$\text{For } x = \arctan(2)$$
$$\sec^2(\arctan(2)) \stackrel{?}{=} \tan(\arctan(2)) + 3$$

We need to reach back to Section 10.6 to help us with both the left- and right-hand sides of this equation. The right-hand side quickly simplifies to $2 + 3 = 5$; however, the left-hand side requires us to let $\hat{x} = \arctan(2) \implies \tan(\hat{x}) = 2$. Luckily,

$$\sec^2(\arctan(2)) = \sec^2(\hat{x}) = 1 + \tan^2(\hat{x}) = 1 + 2^2 = 5$$

Therefore, the two sides *are*, in fact, equivalent.

$$\begin{aligned}
&\text{For } x = \arctan(2) + \pi \\
&\qquad \sec^2(\arctan(2) + \pi) \stackrel{?}{=} \tan(\arctan(2) + \pi) + 3 \\
\implies &\qquad 1 + \tan^2(\arctan(2) + \pi) \stackrel{?}{=} \tan(\arctan(2)) + 3 && \text{(the period of tangent is } \pi \text{ and Pythagorean Identity)} \\
\implies &\qquad 1 + \tan^2(\arctan(2)) \stackrel{?}{=} 5 && \text{(Reciprocal Identity and the period of tangent is } \pi) \\
\implies &\qquad 1 + 2^2 \stackrel{?}{=} 5
\end{aligned}$$

Thus, $x = \arctan(2) + \pi$ works as well. Hence, the solution set to the original equation on the interval $[0, 2\pi)$ is

$$x = \arctan(2), \frac{3\pi}{4}, \arctan(2) + \pi, \text{ and } \frac{7\pi}{4}.$$

Subsection Footnotes

[7] Recall from Section 10.5 that the **angular frequency** of a *sinusoidal* function is the coefficient of x. That is, the angular frequency of $f(x) = -2\sin(3x + 1) - 4$ is 3. In this section, we are slightly abusing the language "angular frequency" by allowing ourselves to include the non-sinusoidal trigonometric functions in this discussion.
[8] I find it much better to get my "families of solutions" first, restrict them to the requested interval, *then* check solutions. It's a personal preference that, at times, can be inefficient; however, it avoids mistakes in the long run.

Solving Equations Involving Trigonometric Functions Having Different Angular Frequencies

If an equation contains more than one trigonometric function (whether the same or not) but with different angular frequencies, we will need to use the Double-Angle Identities (or, in rare cases, the Sum-to-Product or Product-to-Sum Formulas) and Algebra to simplify the equation to simpler equations of the form of Equation 10.7.1.

Example 10.7.3

Solve the following equations and list the solutions which lie in the interval $[0, 2\pi)$. Verify your solutions on $[0, 2\pi)$ graphically.

a. $\cos(2x) = 3\cos(x) - 2$
b. $\cos(3x) = 2 - \cos(x)$
c. $\cos(3x) = \cos(5x)$
d. $\sin(2x) = \sqrt{3}\cos(x)$
e. $\sin(x)\cos\left(\frac{x}{2}\right) + \cos(x)\sin\left(\frac{x}{2}\right) = 1$

Solution

a. In the equation $\cos(2x) = 3\cos(x) - 2$, we have the same circular function, namely cosine, on both sides but the arguments differ. Using the Double-Angle Identity

$$\cos(2x) = 2\cos^2(x) - 1,$$

we obtain a "quadratic in disguise" and proceed as we have done in the past.

$$\begin{aligned} \cos(2x) &= 3\cos(x)-2 \\ 2\cos^2(x)-1 &= 3\cos(x)-2 \quad \text{(Double-Angle Identity)} \\ 2\cos^2(x)-3\cos(x)+1 &= 0 \\ 2u^2-3u+1 &= 0 \quad (u-\text{Substitution}) \\ (2u-1)(u-1) &= 0 \end{aligned}$$

This gives $u=\frac{1}{2}$ or $u=1$. Since $u=\cos(x)$, we get $\cos(x)=\frac{1}{2}$ or $\cos(x)=1$.
Solving $\cos(x)=\frac{1}{2}$, we get $\hat{x}=\frac{\pi}{3}$, and x is in QI or QIV.

$$\begin{aligned} \text{Solutions associated with QI:} \quad x &= \hat{x}+2\pi k = \tfrac{\pi}{3}+2\pi k \\ \text{Solutions associated with QIV:} \quad x &= 2\pi-\hat{x}+2\pi k = 2\pi-\tfrac{\pi}{3}+2\pi k = \tfrac{5\pi}{3}+2\pi k, \end{aligned}$$

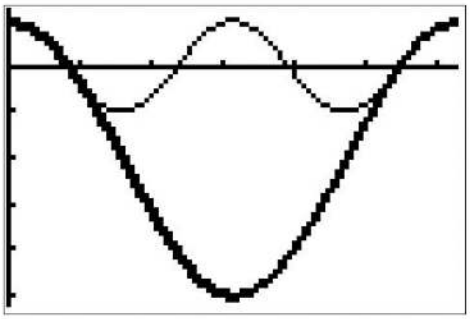
where $k\in\mathbb{Z}$.
Solving $\cos(x)=1$, we get $x=0+2\pi k=2\pi k$.
The answers which lie in $[0,2\pi)$ are $x=0$, $\frac{\pi}{3}$, and $\frac{5\pi}{3}$. Graphing $y=\cos(2x)$ and $y=3\cos(x)-2$, we find, after a little extra effort, that the curves intersect in three places on $[0,2\pi)$, and the x-coordinates of these points confirm our results.

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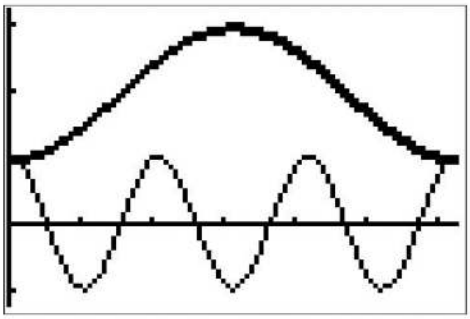
b. Most readers would stare at this problem in consternation; however, we have encountered something similar to this in the past. To solve $\cos(3x)=2-\cos(x)$, we need to get those angular frequencies to be the same. From Example 10.4.2, number 4, we know that $\cos(3x)=4\cos^3(x)-3\cos(x)$. This transforms the equation into a polynomial in terms of $\cos(x)$.

$$\begin{aligned} & \cos(3x) = 2-\cos(x) \\ \Longrightarrow \quad & 4\cos^3(x)-3\cos(x) = 2-\cos(x) \quad \text{(Sum and Difference Identities to expand)} \\ \Longrightarrow \quad & 2\cos^3(x)-2\cos(x)-2 = 0 \\ \Longrightarrow \quad & 4u^3-2u-2 = 0 \quad (u-\text{Substition}) \end{aligned}$$

To solve $4u^3-2u-2=0$, we need the techniques in Chapter 3 to factor $4u^3-2u-2$ into $(u-1)\left(4u^2+4u+2\right)$. We get either $u-1=0$ or $4u^2+2u+2=0$, and since the discriminant of the latter is negative, the only real solution to $4u^3-2u-2=0$ is $u=1$. Since $u=\cos(x)$, we get $\cos(x)=1$, so $x=2\pi k$ for integers k. The only solution which lies in $[0,2\pi)$ is $x=0$. Graphing $y=\cos(3x)$ and $y=2-\cos(x)$ on the same set of axes over $[0,2\pi)$ shows that the graphs intersect at what appears to be $(0,1)$, as required.



$y=\cos(2x)$ and $y=3\cos(x)-2$



$y=\cos(3x)$ and $y=2-\cos(x)$

---

c. While we could approach $\cos(3x)=\cos(5x)$ in the same manner as we did the previous problem, we choose instead to showcase the utility of the Sum-to-Product Formulas. From $\cos(3x)=\cos(5x)$, we get $\cos(5x)-\cos(3x)=0$, and it is the presence of 0 on the right hand side that indicates a switch to a product would be a good move.[9] Using the Sum-to-Product Formulas, we have that

$$\cos(5x)-\cos(3x)=-2\sin\left(\frac{5x+3x}{2}\right)\sin\left(\frac{5x-3x}{2}\right)=-2\sin(4x)\sin(x).$$

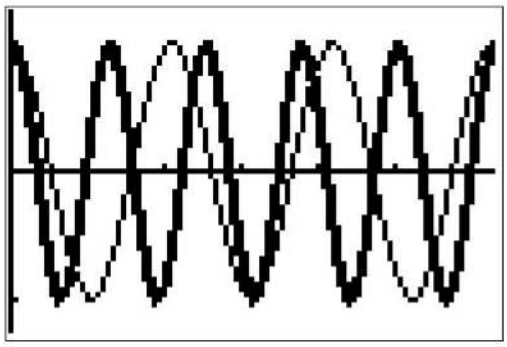
Hence, the equation $\cos(5x)=\cos(3x)$ is equivalent to $-2\sin(4x)\sin(x)=0$. From this, we get $\sin(4x)=0$ or $\sin(x)=0$. Solving $\sin(4x)=0$ gives $x=\frac{\pi}{4}k$ for integers k (notice how we are starting to speed up?), and the solution to $\sin(x)=0$ is $x=\pi k$ for integers k. The second set of solutions is contained in the first set of solutions,[10] so our final solution to $\cos(5x)=\cos(3x)$ is $x=\frac{\pi}{4}k$ for integers k. There are eight of these answers which lie in $[0,2\pi)$: $x=0$, $\frac{\pi}{4}$, $\frac{\pi}{2}$, $\frac{3\pi}{4}$, π, $\frac{5\pi}{4}$, $\frac{3\pi}{2}$ and $\frac{7\pi}{4}$. Our plot of the graphs of $y=\cos(3x)$ and $y=\cos(5x)$ below (after some careful zooming) bears this out.

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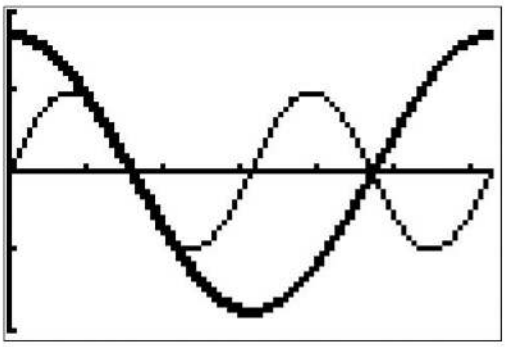
d. In examining the equation $\sin(2x)=\sqrt{3}\cos(x)$, not only do we have different angular frequencies, we also have different circular functions to contend with. Using the identity $\sin(2x)=2\sin(x)\cos(x)$ makes all of the arguments the same and we proceed as we would solving any nonlinear equation – gather all of the nonzero terms on one side of the equation and factor.

$$\begin{aligned} \sin(2x) &= \sqrt{3}\cos(x) \\ 2\sin(x)\cos(x) &= \sqrt{3}\cos(x) \quad \text{(Double-Angle Identity)} \\ 2\sin(x)\cos(x) - \sqrt{3}\cos(x) &= 0 \\ \cos(x)(2\sin(x) - \sqrt{3}) &= 0 \end{aligned}$$

from which we get $\cos(x) = 0$ or $\sin(x) = \frac{\sqrt{3}}{2}$. From $\cos(x) = 0$, we obtain $x = \frac{\pi}{2} + \pi k$ for integers k. From $\sin(x) = \frac{\sqrt{3}}{2}$, we get $x = \frac{\pi}{3} + 2\pi k$ or $x = \frac{2\pi}{3} + 2\pi k$ for integers k. The answers which lie in $[0, 2\pi)$ are $x = \frac{\pi}{2}$, $\frac{3\pi}{2}$, $\frac{\pi}{3}$ and $\frac{2\pi}{3}$. We graph $y = \sin(2x)$ and $y = \sqrt{3}\cos(x)$ and, after some careful zooming, verify our answers.



$y = \cos(3x)$ and $y = \cos(5x)$



$y = \sin(2x)$ and $y = \sqrt{3}\cos(x)$

e. Unlike the previous problem, there seems to be no quick way to get the circular functions or their arguments to match in the equation $\sin(x)\cos\left(\frac{x}{2}\right) + \cos(x)\sin\left(\frac{x}{2}\right) = 1$. If we stare at it long enough, however, we realize that the left-hand side is the expanded form of the Sum Identity for $\sin\left(x + \frac{x}{2}\right)$. Hence, our original equation is equivalent to $\sin\left(\frac{3}{2}x\right) = 1$. Solving, we find $x = \frac{\pi}{3} + \frac{4\pi}{3}k$ for integers k. Two of these solutions lie in $[0, 2\pi)$: $x = \frac{\pi}{3}$ and $x = \frac{5\pi}{3}$. We leave it to the reader to verify the solution by graphing $y = \sin(x)\cos\left(\frac{x}{2}\right) + \cos(x)\sin\left(\frac{x}{2}\right)$ and $y = 1$.

Subsection Footnotes

[9] As always, experience is the greatest teacher here!

[10] As always, when in doubt, write it out!

Solving Other Trigonometric Equations

Just as we stated when solving systems of nonlinear equations in Section 9.3 - when it comes to solving equations involving the trigonometric functions, it helps to just try something. There is no way to cover all possible "oddball" cases, but the next example covers two styles that come up often enough.

Example 10.7.4

Solve the equations and list the solutions which lie in the interval $[0, 2\pi)$.

a. $\cos(x) = \sin(x)$
b. $\cos(x) - \sqrt{3}\sin(x) = 2$

Solution

a. This style of problem (along with the next one) often throws students off. The angular frequencies are the same, but the circular functions are different. This has not been an issue up to this point because all the previous examples involving two different circular functions had at least one of these functions being squared. Squares of trigonometric functions are blessings in disguise as we can always try to change them using the Pythagorean Identities. In this case, there are no squares. So what do we do? Since we would like squares, why don't we just square both sides?[11]

$$\begin{aligned} & \cos(x) = \sin(x) \\ \Rightarrow \quad & \cos^2(x) = \sin^2(x) \quad \text{(Square both sides)} \\ \Rightarrow \quad & 1 - \sin^2(x) = \sin^2(x) \quad \text{(Pythagorean Identity)} \\ \Rightarrow \quad & 1 = 2\sin^2(x) \\ \Rightarrow \quad & \tfrac{1}{2} = \sin^2(x) \\ \Rightarrow \quad & \pm\tfrac{1}{\sqrt{2}} = \sin(x) \end{aligned}$$

Therefore, $\hat{x} = \frac{\pi}{4}$ and we need to check *all* quadrants.

$$\begin{array}{lrcccccc}
\text{Solutions associated with QI:} & x & = & \hat{x}+2\pi k & = & \frac{\pi}{4}+2\pi k & & \\
\text{Solutions associated with QII:} & x & = & \pi-\hat{x}+2\pi k & = & \pi-\frac{\pi}{4}+2\pi k & = & \frac{3\pi}{4}+2\pi k \\
\text{Solutions associated with QIII:} & x & = & \pi+\hat{x}+2\pi k & = & \pi+\frac{\pi}{4}+2\pi k & = & \frac{5\pi}{4}+2\pi k \\
\text{Solutions associated with QIV:} & x & = & 2\pi-\hat{x}+2\pi k & = & 2\pi-\frac{\pi}{4}+2\pi k & = & \frac{7\pi}{4}+2\pi k
\end{array}$$

where $k \in \mathbb{Z}$. This is a case where, rather than compressing these families of solutions into two families (which we *could* do), it's easier to just check the four possibilities separately. In all four cases, the reference angles are $\hat{x}=\frac{\pi}{4}$. Therefore, the sine and cosine functions become $\pm\frac{1}{\sqrt{2}}$. We just require the signs of these to be the same.
In QI, $\cos\left(\frac{\pi}{4}\right)=\frac{1}{\sqrt{2}}=\sin\left(\frac{\pi}{4}\right)$. In QII, $\cos\left(\frac{5\pi}{4}\right)=-\frac{1}{\sqrt{2}}=\sin\left(\frac{5\pi}{4}\right)$; however, we can throw out the other two possibilities because the signs of the functions are opposite in both QII and QIV. Thus, the solution set on the interval $[0,2\pi)$is $x=\frac{\pi}{4}$ and $\frac{5\pi}{4}$.

---

b. With the absence of double angles or squares, there doesn't seem to be much we can do. However, since the arguments of the cosine and sine are the same, we can rewrite the left hand side of this equation as a sinusoid.[12] To fit $f(x)=\cos(x)-\sqrt{3}\sin(x)$ to the form $A\sin(Bt+C)+D$, we use what we learned in Example 10.5.3 and find $A=2$, $D=0$, $B=1$ and $C=\frac{5\pi}{6}$. Hence, we can rewrite the equation $\cos(x)-\sqrt{3}\sin(x)=2$ as $2\sin\left(x+\frac{5\pi}{6}\right)=2$, or $\sin\left(x+\frac{5\pi}{6}\right)=1$. Solving the latter, we get $x=-\frac{\pi}{3}+2\pi k$ for integers k. Only one of these solutions, $x=\frac{5\pi}{3}$, which corresponds to $k=1$, lies in $[0,2\pi)$.

Subsection Footnotes

[11] As you should recall from Algebra, when you square both sides of an equation, you run the risk of introducing extraneous solutions. Therefore, you must **always** check your solutions when you perform this action.

[12] We are essentially "undoing" the Sum and Difference Identity for cosine or sine, depending on which form we use, so this problem is actually closely related to Example 10.7.3 Part e!

Solving Trigonometric Inequalities

Next, we focus on solving inequalities involving the trigonometric functions. Since these functions are continuous on their domains, we may use the sign diagram technique we've used in the past to solve the inequalities.[13]

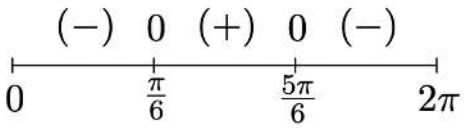
Example 10.7.5

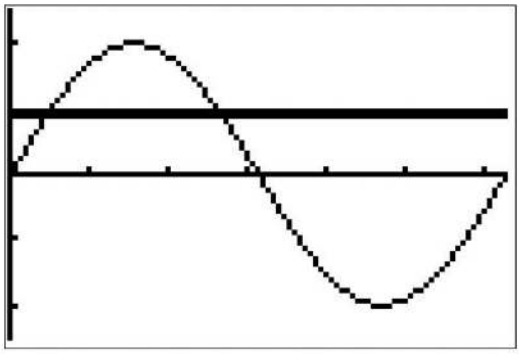
Solve the following inequalities on $[0,2\pi)$. Express your answers using interval notation and verify your answers graphically.

a. $2\sin(x)\leq 1$
b. $\sin(2x)>\cos(x)$
c. $\tan(x)\geq 3$

Solution

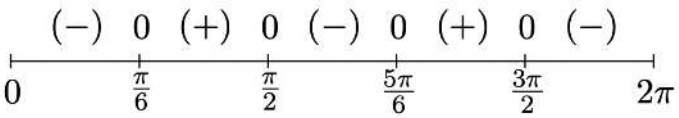
a. We begin solving $2\sin(x)\leq 1$ by collecting all of the terms on one side of the equation and zero on the other to get $2\sin(x)-1\leq 0$. Next, we let $f(x)=2\sin(x)-1$ and note that our original inequality is equivalent to solving $f(x)\leq 0$. We now look to see where, if ever, f is undefined and where $f(x)=0$. Since the domain of f is all real numbers, we can immediately set about finding the zeros of f. Solving $f(x)=0$, we have $2\sin(x)-1=0$ or $\sin(x)=\frac{1}{2}$. The solutions here are $x=\frac{\pi}{6}+2\pi k$ and $x=\frac{5\pi}{6}+2\pi k$ for integers k. Since we are restricting our attention to $[0,2\pi)$, only $x=\frac{\pi}{6}$ and $x=\frac{5\pi}{6}$ are of concern to us. Next, we choose test values in $[0,2\pi)$other than the zeros and determine if f is positive or negative there. For $x=0$ we have $f(0)=-1$, for $x=\frac{\pi}{2}$ we get $f\left(\frac{\pi}{2}\right)=1$ and for $x=\pi$ we get $f(\pi)=-1$. Since our original inequality is equivalent to $f(x)\leq 0$, we are looking for where the function is negative $(-)$ or 0, and we get the intervals $\left[0,\frac{\pi}{6}\right]\cup\left[\frac{5\pi}{6},2\pi\right)$. We can confirm our answer graphically by seeing where the graph of $y=2\sin(x)$ crosses or is below the graph of $y=1$.

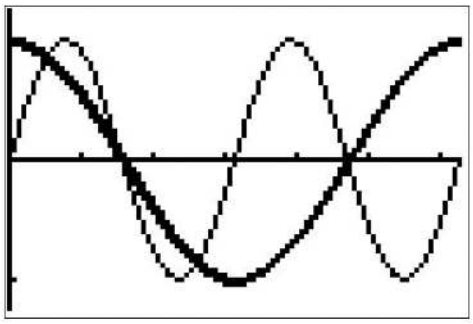




$y = 2\sin(x)$ and $y = 1$

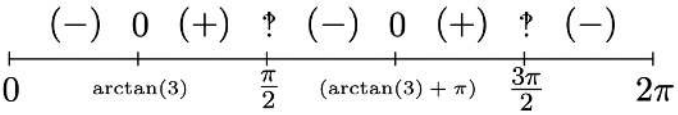
b. We first rewrite $\sin(2x) > \cos(x)$ as $\sin(2x) - \cos(x) > 0$ and let $f(x) = \sin(2x) - \cos(x)$. Our original inequality is thus equivalent to $f(x) > 0$. The domain of f is all real numbers, so we can advance to finding the zeros of f. Setting $f(x) = 0$ yields $\sin(2x) - \cos(x) = 0$, which, by way of the Double-Angle Identity for sine, becomes $2\sin(x)\cos(x) - \cos(x) = 0$ or $\cos(x)(2\sin(x) - 1) = 0$. From $\cos(x) = 0$, we get $x = \frac{\pi}{2} + \pi k$ for integers k of which only $x = \frac{\pi}{2}$ and $x = \frac{3\pi}{2}$ lie in $[0, 2\pi)$. For $2\sin(x) - 1 = 0$, we get $\sin(x) = \frac{1}{2}$ which gives $x = \frac{\pi}{6} + 2\pi k$ or $x = \frac{5\pi}{6} + 2\pi k$ for integers k. Of those, only $x = \frac{\pi}{6}$ and $x = \frac{5\pi}{6}$ lie in $[0, 2\pi)$. Next, we choose our test values. For $x = 0$ we find $f(0) = -1$; when $x = \frac{\pi}{4}$ we get $f\left(\frac{\pi}{4}\right) = 1 - \frac{\sqrt{2}}{2} = \frac{2-\sqrt{2}}{2}$; for $x = \frac{3\pi}{4}$ we get $f\left(\frac{3\pi}{4}\right) = -1 + \frac{\sqrt{2}}{2} = \frac{\sqrt{2}-2}{2}$; when $x = \pi$ we have $f(\pi) = 1$, and lastly, for $x = \frac{7\pi}{4}$ we get $f\left(\frac{7\pi}{4}\right) = -1 - \frac{\sqrt{2}}{2} = \frac{-2-\sqrt{2}}{2}$. We see $f(x) > 0$ on $\left(\frac{\pi}{6}, \frac{\pi}{2}\right) \cup \left(\frac{5\pi}{6}, \frac{3\pi}{2}\right)$, so this is our answer. We can use the calculator to check that the graph of $y = \sin(2x)$ is indeed above the graph of $y = \cos(x)$ on those intervals.

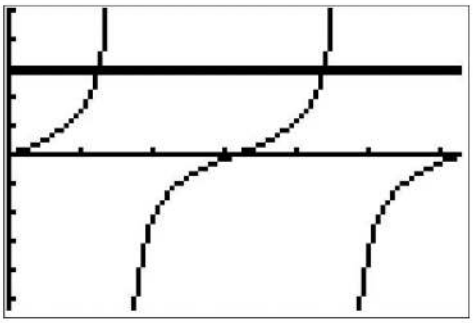




$y = \sin(2x)$ and $y = \cos(x)$

c. Proceeding as in the last two problems, we rewrite $\tan(x) \geq 3$ as $\tan(x) - 3 \geq 0$ and let $f(x) = \tan(x) - 3$. We note that on $[0, 2\pi)$, f is undefined at $x = \frac{\pi}{2}$ and $\frac{3\pi}{2}$, so those values will need the usual disclaimer on the sign diagram.[14] Moving along to zeros, solving $f(x) = \tan(x) - 3 = 0$ requires the arctangent function. We find $x = \arctan(3) + \pi k$ for integers k and of these, only $x = \arctan(3)$ and $x = \arctan(3) + \pi$ lie in $[0, 2\pi)$. Since $3 > 0$, we know $0 < \arctan(3) < \frac{\pi}{2}$ which allows us to position these zeros correctly on the sign diagram. To choose test values, we begin with $x = 0$ and find $f(0) = -3$. Finding a convenient test value in the interval $\left(\arctan(3), \frac{\pi}{2}\right)$ is a bit more challenging. Keep in mind that the arctangent function is increasing and is bounded above by $\frac{\pi}{2}$. This means that the number $x = \arctan(117)$ is guaranteed[15] to lie between $\arctan(3)$ and $\frac{\pi}{2}$. We see that $f(\arctan(117)) = \tan(\arctan(117)) - 3 = 114$. For our next test value, we take $x = \pi$ and find $f(\pi) = -3$. To find our next test value, we note that since $\arctan(3) < \arctan(117) < \frac{\pi}{2}$, it follows[16] that $\arctan(3) + \pi < \arctan(117) + \pi < \frac{3\pi}{2}$. Evaluating f at $x = \arctan(117) + \pi$ yields $f(\arctan(117) + \pi) = \tan(\arctan(117) + \pi) - 3 = \tan(\arctan(117)) - 3 = 114$. We choose our last test value to be $x = \frac{7\pi}{4}$ and find $f\left(\frac{7\pi}{4}\right) = -4$. Since we want $f(x) \geq 0$, we see that our answer is $\left[\arctan(3), \frac{\pi}{2}\right) \cup \left[\arctan(3) + \pi, \frac{3\pi}{2}\right)$. Using the graphs of $y = \tan(x)$ and $y = 3$, we see when the graph of the former is above (or meets) the graph of the latter.





$y = \tan(x)$ and $y = 3$

Subsection Footnotes

[13] See Example 3.1.5, Example 6.3.2, and Example 6.4.2 for discussion of this technique.

[14] See Section 3.1 for a discussion of the non-standard character known as the interrobang.

[15] We could have chosen any value $\arctan(t)$ where $t > 3$.

[16] ...by adding π through the inequality...

Computing Domains of Nonstandard Trigonometric Functions

We now provide an example that puts solving equations and inequalities to good use – finding domains of functions.

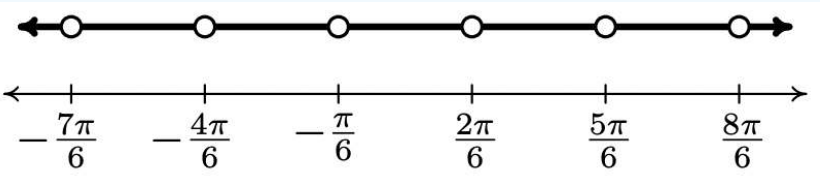
Example 10.7.6

Express the domain of the following functions using extended interval notation.[17]

a. $f(x) = \csc\left(2x + \frac{\pi}{3}\right)$
b. $f(x) = \dfrac{\sin(x)}{2\cos(x) - 1}$
c. $f(x) = \sqrt{1 - \cot(x)}$

Solution

a. To find the domain of $f(x) = \csc\left(2x + \frac{\pi}{3}\right)$, we rewrite f in terms of sine as $f(x) = \frac{1}{\sin\left(2x + \frac{\pi}{3}\right)}$. Since the sine function is defined everywhere, our only concern comes from zeros in the denominator. Solving $\sin\left(2x + \frac{\pi}{3}\right) = 0$, we get $x = -\frac{\pi}{6} + \frac{\pi}{2}k$, where $k \in \mathbb{Z}$. In set-builder notation, our domain is $\left\{x : x \neq -\frac{\pi}{6} + \frac{\pi}{2}k, \text{ where } k \in \mathbb{Z}\right\}$.
To help visualize the domain, we follow the old mantra "When in doubt, write it out!" We get $\left\{x : x \neq -\frac{\pi}{6}, \frac{2\pi}{6}, -\frac{4\pi}{6}, \frac{5\pi}{6}, -\frac{7\pi}{6}, \frac{8\pi}{6}, \ldots\right\}$, where we have kept the denominators 6 throughout to help see the pattern. Graphing the situation on a numberline, we have

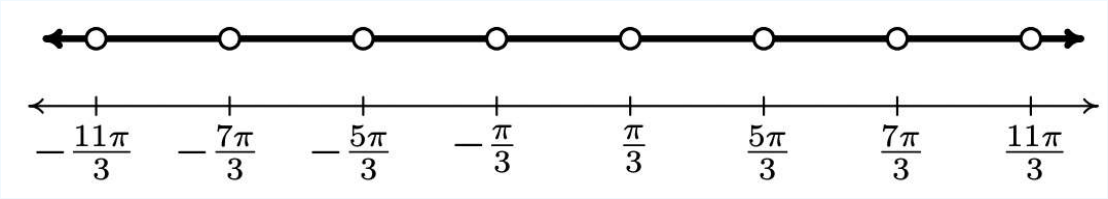


Proceeding as we did in Section 10.3, we let x_k denote the kth number excluded from the domain and we have $x_k = -\frac{\pi}{6} + \frac{\pi}{2}k = \frac{(3k-1)\pi}{6}$ for $k \in \mathbb{Z}$. The intervals which comprise the domain are of the form $(x_k, x_{k+1}) = \left(\frac{(3k-1)\pi}{6}, \frac{(3k+2)\pi}{6}\right)$ as k runs through the integers. Using extended interval notation, we have that the domain is

$$\bigcup_{k=-\infty}^{\infty} \left(\frac{(3k-1)\pi}{6}, \frac{(3k+2)\pi}{6}\right)$$

We can check our answer by substituting in values of k to see that it matches our diagram.

b. Since the domains of $\sin(x)$ and $\cos(x)$ are all real numbers, the only concern when finding the domain of $f(x) = \frac{\sin(x)}{2\cos(x)-1}$ is division by zero so we set the denominator equal to zero and solve. From $2\cos(x) - 1 = 0$ we get $\cos(x) = \frac{1}{2}$ so that $x = \frac{\pi}{3} + 2\pi k$ or $x = \frac{5\pi}{3} + 2\pi k$ for integers k. Using set-builder notation, the domain is $\left\{x : x \neq \frac{\pi}{3} + 2\pi k \text{ and } x \neq \frac{5\pi}{3} + 2\pi k, \text{ where } k \in \mathbb{Z}\right\}$, or $\left\{x : x \neq \pm\frac{\pi}{3}, \pm\frac{5\pi}{3}, \pm\frac{7\pi}{3}, \pm\frac{11\pi}{3}, \ldots\right\}$, so we have



Unlike the previous example, we have *two* different families of points to consider, and we present two ways of dealing with this kind of situation. One way is to generalize what we did in the previous example and use the formulas we found in our domain work to describe the intervals. To that end, we let $a_k = \frac{\pi}{3} + 2\pi k = \frac{(6k+1)\pi}{3}$ and $b_k = \frac{5\pi}{3} + 2\pi k = \frac{(6k+5)\pi}{3}$ for integers k. The goal now is to write the domain in terms of the a's an b's. We find $a_0 = \frac{\pi}{3}$, $a_1 = \frac{7\pi}{3}$, $a_{-1} = -\frac{5\pi}{3}$, $a_2 = \frac{13\pi}{3}$, $a_{-2} = -\frac{11\pi}{3}$, $b_0 = \frac{5\pi}{3}$, $b_1 = \frac{11\pi}{3}$, $b_{-1} = -\frac{\pi}{3}$, $b_2 = \frac{17\pi}{3}$ and $b_{-2} = -\frac{7\pi}{3}$. Hence, in terms of the a's and b's, our domain is

$$\ldots (a_{-2}, b_{-2}) \cup (b_{-2}, a_{-1}) \cup (a_{-1}, b_{-1}) \cup (b_{-1}, a_0) \cup (a_0, b_0) \cup (b_0, a_1) \cup (a_1, b_1) \cup \ldots$$

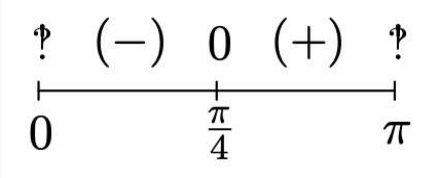
If we group these intervals in pairs, $(a_{-2}, b_{-2}) \cup (b_{-2}, a_{-1})$, $(a_{-1}, b_{-1}) \cup (b_{-1}, a_0)$, $(a_0, b_0) \cup (b_0, a_1)$ and so forth, we see a pattern emerge of the form $(a_k, b_k) \cup (b_k, a_{k+1})$ for integers k so that our domain can be written as

$$\bigcup_{k=-\infty}^{\infty} (a_k, b_k) \cup (b_k, a_{k+1}) = \bigcup_{k=-\infty}^{\infty} \left(\frac{(6k+1)\pi}{3}, \frac{(6k+5)\pi}{3}\right) \cup \left(\frac{(6k+5)\pi}{3}, \frac{(6k+7)\pi}{3}\right)$$

A second approach to the problem exploits the periodic nature of f. Since $\cos(x)$ and $\sin(x)$ have period 2π, it's not too difficult to show the function f repeats itself every 2π units.[18] This means if we can find a formula for the domain on an interval of length 2π, we can express the entire domain by translating our answer left and right on the x-axis by adding integer multiples of 2π. One such interval that arises from our domain work is $\left[\frac{\pi}{3}, \frac{7\pi}{3}\right]$. The portion of the domain here is $\left(\frac{\pi}{3}, \frac{5\pi}{3}\right) \cup \left(\frac{5\pi}{3}, \frac{7\pi}{3}\right)$. Adding integer multiples of 2π, we get the family of intervals $\left(\frac{\pi}{3} + 2\pi k, \frac{5\pi}{3} + 2\pi k\right) \cup \left(\frac{5\pi}{3} + 2\pi k, \frac{7\pi}{3} + 2\pi k\right)$ for integers k. We leave it to the reader to show that getting common denominators leads to our previous answer.

---

c. To find the domain of $f(x) = \sqrt{1 - \cot(x)}$, we first note that, due to the presence of the $\cot(x)$ term, $x \neq \pi k$ for integers k. Next, we recall that for the square root to be defined, we need $1 - \cot(x) \geq 0$. Unlike the inequalities we solved in Example 10.7.5, we are not restricted here to a given interval. Our strategy is to solve this inequality over $(0, \pi)$ (the same interval which generates a fundamental cycle of cotangent) and then add integer multiples of the period, in this case, π. We let $g(x) = 1 - \cot(x)$ and set about making a sign diagram for g over the interval $(0, \pi)$ to find where $g(x) \geq 0$. We note that g is undefined for $x = \pi k$ for integers k, in particular, at the endpoints of our interval $x = 0$ and $x = \pi$. Next, we look for the zeros of g. Solving $g(x) = 0$, we get $\cot(x) = 1$ or $x = \frac{\pi}{4} + \pi k$ for integers k and only one of these, $x = \frac{\pi}{4}$, lies in $(0, \pi)$. Choosing the test values $x = \frac{\pi}{6}$ and $x = \frac{\pi}{2}$, we get $g\left(\frac{\pi}{6}\right) = 1 - \sqrt{3}$, and $g\left(\frac{\pi}{2}\right) = 1$.



We find $g(x) \geq 0$ on $\left[\frac{\pi}{4}, \pi\right)$. Adding multiples of the period we get our solution to consist of the intervals $\left[\frac{\pi}{4} + \pi k, \pi + \pi k\right) = \left[\frac{(4k+1)\pi}{4}, (k+1)\pi\right)$. Using extended interval notation, we express our final answer as

$$\bigcup_{k=-\infty}^{\infty} \left[\frac{(4k+1)\pi}{4}, (k+1)\pi\right)$$

Subsection Footnotes

[17] See Section 10.3 for details about this notation.

[18] This doesn't necessarily mean the period of f is 2π. The tangent function is comprised of $\cos(x)$ and $\sin(x)$, but its period is half theirs. The reader is invited to investigate the period of f.

Solving Equations and Inequalities Involving Inverse Trigonometric Functions

We close this section with an example which demonstrates how to solve equations and inequalities involving the inverse trigonometric functions.

Example 10.7.7

Solve the following equations and inequalities analytically. Check your answers using a graphing utility.

a. $\arcsin(2x) = \frac{\pi}{3}$
b. $4\arccos(x) - 3\pi = 0$
c. $3\operatorname{arcsec}(2x-1) + \pi = 2\pi$
d. $4\arctan^2(x) - 3\pi\arctan(x) - \pi^2 = 0$
e. $\pi^2 - 4\arccos^2(x) < 0$
f. $4\operatorname{arccot}(3x) > \pi$

Solution

a. To solve $\arcsin(2x) = \frac{\pi}{3}$, we first note that $\frac{\pi}{3}$ is in the range of the arcsine function (so a solution exists!) Next, we exploit the inverse property of sine and arcsine from Theorem 10.6.1

$$\begin{aligned} \arcsin(2x) &= \frac{\pi}{3} \\ \sin(\arcsin(2x)) &= \sin\left(\frac{\pi}{3}\right) \\ 2x &= \frac{\sqrt{3}}{2} \quad \text{Since } \sin(\arcsin(u)) = u \\ x &= \frac{\sqrt{3}}{4} \end{aligned}$$

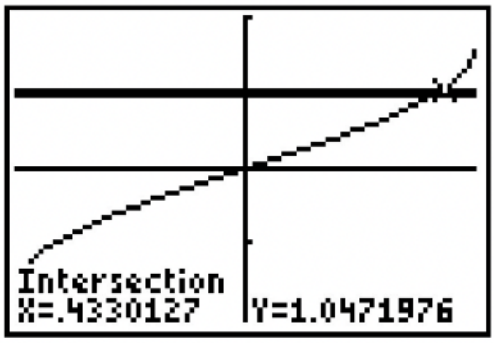
Graphing $y = \arcsin(2x)$ and the horizontal line $y = \frac{\pi}{3}$, we see they intersect at $\frac{\sqrt{3}}{4} \approx 0.4430$.

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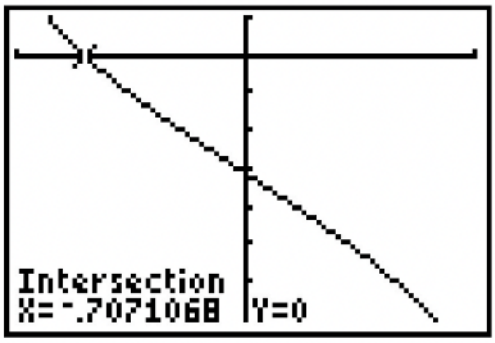
b. Our first step in solving $4\arccos(x) - 3\pi = 0$ is to isolate the arccosine. Doing so, we get $\arccos(x) = \frac{3\pi}{4}$. Since $\frac{3\pi}{4}$ is in the range of arccosine, we may apply Theorem 10.6.1

$$\begin{aligned} \arccos(x) &= \frac{3\pi}{4} \\ \cos(\arccos(x)) &= \cos\left(\frac{3\pi}{4}\right) \\ x &= -\frac{\sqrt{2}}{2} \quad \text{Since } \cos(\arccos(u)) = u \end{aligned}$$

The calculator confirms $y = 4\arccos(x) - 3\pi$ crosses $y = 0$ (the x-axis) at $-\frac{\sqrt{2}}{2} \approx -0.7071$.



$y = \arcsin(2x)$ and $y = \frac{\pi}{3}$



$y = 4\arccos(x) - 3\pi$

---

c. From $3\operatorname{arcsec}(2x-1) + \pi = 2\pi$, we get $\operatorname{arcsec}(2x-1) = \frac{\pi}{3}$. As we saw in Section 10.6, there are two possible ranges for the arcsecant function. Fortunately, both ranges contain $\frac{\pi}{3}$. Applying Theorem 10.6.4, we get

$$\begin{aligned} \operatorname{arcsec}(2x-1) &= \frac{\pi}{3} \\ \sec(\operatorname{arcsec}(2x-1)) &= \sec\left(\frac{\pi}{3}\right) \\ 2x-1 &= 2 \quad \text{Since } \sec(\operatorname{arcsec}(u)) = u \\ x &= \frac{3}{2} \end{aligned}$$

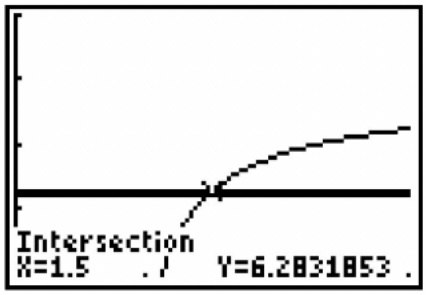
To check using our calculator, we need to graph $y = 3\,\text{arcsec}(2x-1)+\pi$. To do so, we make use of the identity $\text{arcsec}(u) = \arccos\left(\frac{1}{u}\right)$ from Theorem 10.6.4.[19] We see the graph of $y = 3\arccos\left(\frac{1}{2x-1}\right)+\pi$ and the horizontal line $y = 2\pi$ intersect at $\frac{3}{2} = 1.5$.

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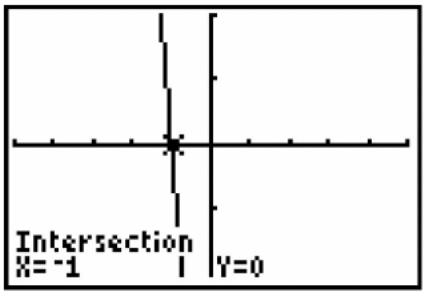
d. With the presence of both $\arctan^2(x)\,(=(\arctan(x))^2)$ and $\arctan(x)$, we substitute $u = \arctan(x)$. The equation $4\arctan^2(x) - 3\pi\arctan(x) - \pi^2 = 0$ becomes $4u^2 - 3\pi u - \pi^2 = 0$. Factoring,[20] we get $(4u+\pi)(u-\pi) = 0$, so $u = \arctan(x) = -\frac{\pi}{4}$ or $u = \arctan(x) = \pi$. Since $-\frac{\pi}{4}$ is in the range of arctangent, but π is not, we only get solutions from the first equation. Using Theorem 10.6.2, we get

$$\begin{aligned} \arctan(x) &= -\frac{\pi}{4} \\ \tan(\arctan(x)) &= \tan\left(-\frac{\pi}{4}\right) \\ x &= -1 \quad \text{Since } \tan(\arctan(u)) = u \end{aligned}$$

The calculator verifies our result.



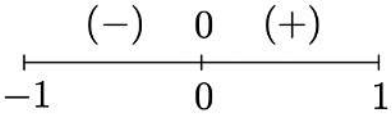
$y = 3\,\text{arcsec}(2x-1)+\pi$ and $\boldsymbol{y = 2\pi}$

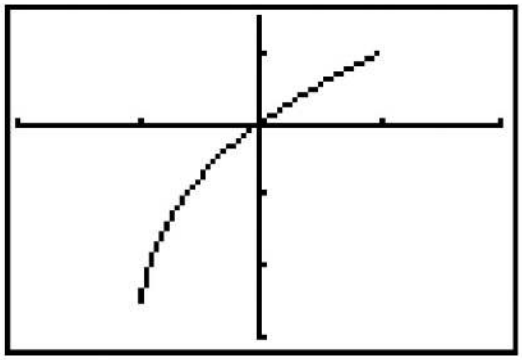


$y = 4\arctan^2(x) - 3\pi\arctan(x) - \pi^2$

---

e. Since the inverse trigonometric functions are continuous on their domains, we can solve inequalities featuring these functions using sign diagrams. Since all of the nonzero terms of $\pi^2 - 4\arccos^2(x) < 0$ are on one side of the inequality, we let $f(x) = \pi^2 - 4\arccos^2(x)$ and note the domain of f is limited by the $\arccos(x)$ to $[-1, 1]$. Next, we find the zeros of f by setting $f(x) = \pi^2 - 4\arccos^2(x) = 0$. We get $\arccos(x) = \pm\frac{\pi}{2}$, and since the range of arccosine is $[0, \pi]$, we focus our attention on $\arccos(x) = \frac{\pi}{2}$. Using Theorem 10.6.1, we get $x = \cos\left(\frac{\pi}{2}\right) = 0$ as our only zero. Hence, we have two test intervals, $[-1, 0)$ and $(0, 1]$. Choosing test values $x = \pm 1$, we get $f(-1) = -3\pi^2 < 0$ and $f(1) = \pi^2 > 0$. Since we are looking for where $f(x) = \pi^2 - 4\arccos^2(x) < 0$, our answer is $[-1, 0)$. The calculator confirms that for these values of x, the graph of $y = \pi^2 - 4\arccos^2(x)$ is below $y = 0$ (the x-axis).





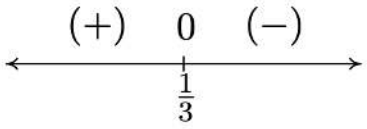
$y = \pi^2 - 4\arccos^2(x)$

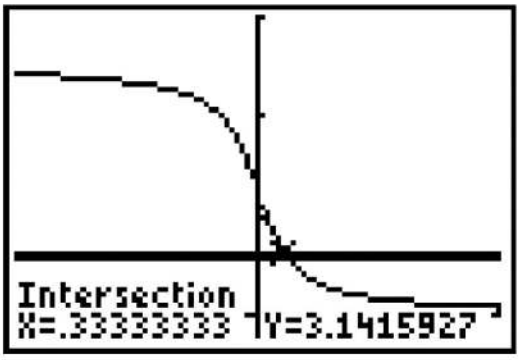
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f. To begin, we rewrite $4\,\text{arccot}(3x) > \pi$ as $4\,\text{arccot}(3x) - \pi > 0$. We let $f(x) = 4\,\text{arccot}(3x) - \pi$, and note the domain of f is all real numbers, $(-\infty, \infty)$. To find the zeros of f, we set $f(x) = 4\,\text{arccot}(3x) - \pi = 0$ and solve. We get $\text{arccot}(3x) = \frac{\pi}{4}$, and since $\frac{\pi}{4}$ is in the range of arccotangent, we may apply Theorem 10.6.2 and solve

$$\begin{aligned} \text{arccot}(3x) &= \frac{\pi}{4} \\ \cot(\text{arccot}(3x)) &= \cot\left(\frac{\pi}{4}\right) \\ 3x &= 1 \quad \text{Since } \cot(\text{arccot}(u)) = u. \\ x &= \frac{1}{3} \end{aligned}$$

Next, we make a sign diagram for f. Since the domain of f is all real numbers, and there is only one zero of f, $x = \frac{1}{3}$, we have two test intervals, $\left(-\infty, \frac{1}{3}\right)$ and $\left(\frac{1}{3}, \infty\right)$. Ideally, we wish to find test values x in these intervals so that $\operatorname{arccot}(4x)$ corresponds to one of our oft-used 'common' angles. After a bit of computation,[21] we choose $x = 0$ for $x < \frac{1}{3}$ and for $x > \frac{1}{3}$, we choose $x = \frac{\sqrt{3}}{3}$. We find $f(0) = \pi > 0$ and $f\left(\frac{\sqrt{3}}{3}\right) = -\frac{\pi}{3} < 0$. Since we are looking for where $f(x) = 4\operatorname{arccot}(3x) - \pi > 0$, we get our answer $\left(-\infty, \frac{1}{3}\right)$. To check graphically, we use the technique in number 2c of Example 10.6.5 in Section 10.6 to graph $y = 4\operatorname{arccot}(3x)$ and we see it is above the horizontal line $y = \pi$ on $\left(-\infty, \frac{1}{3}\right) = (-\infty, 0.\overline{3})$.





$y = 4\operatorname{arccot}(3x)$ and $y = \pi$

Subsection Footnotes

[19] Since we are checking for solutions where arcsecant is positive, we know $u = 2x - 1 \geq 1$, and so the identity applies in both cases.

[20] It's not as bad as it looks... don't let the π throw you!

[21] Set $3x$ equal to the cotangents of the "common angles" and choose accordingly.

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10.7E: Exercises

Exercises

In Exercises 1 - 18, find of the exact solutions of the equation and then list those solutions which are in the interval $[0, 2\pi)$.

1. $\sin(5x) = 0$
2. $\cos(3x) = \frac{1}{2}$
3. $\sin(-2x) = \frac{\sqrt{3}}{2}$
4. $\tan(6x) = 1$
5. $\csc(4x) = -1$
6. $\sec(3x) = \sqrt{2}$
7. $\cot(2x) = -\frac{\sqrt{3}}{3}$
8. $\cos(9x) = 9$
9. $\sin\left(\frac{x}{3}\right) = \frac{\sqrt{2}}{2}$
10. $\cos\left(x + \frac{5\pi}{6}\right) = 0$
11. $\sin\left(2x - \frac{\pi}{3}\right) = -\frac{1}{2}$
12. $2\cos\left(x + \frac{7\pi}{4}\right) = \sqrt{3}$
13. $\csc(x) = 0$
14. $\tan(2x - \pi) = 1$
15. $\tan^2(x) = 3$
16. $\sec^2(x) = \frac{4}{3}$
17. $\cos^2(x) = \frac{1}{2}$
18. $\sin^2(x) = \frac{3}{4}$

In Exercises 19 - 42, solve the equation, giving the exact solutions which lie in $[0, 2\pi)$

19. $\sin(x) = \cos(x)$
20. $\sin(2x) = \sin(x)$
21. $\sin(2x) = \cos(x)$
22. $\cos(2x) = \sin(x)$
23. $\cos(2x) = \cos(x)$
24. $\cos(2x) = 2 - 5\cos(x)$
25. $3\cos(2x) + \cos(x) + 2 = 0$
26. $\cos(2x) = 5\sin(x) - 2$
27. $3\cos(2x) = \sin(x) + 2$
28. $2\sec^2(x) = 3 - \tan(x)$
29. $\tan^2(x) = 1 - \sec(x)$
30. $\cot^2(x) = 3\csc(x) - 3$
31. $\sec(x) = 2\csc(x)$
32. $\cos(x)\csc(x)\cot(x) = 6 - \cot^2(x)$
33. $\sin(2x) = \tan(x)$
34. $\cot^4(x) = 4\csc^2(x) - 7$
35. $\cos(2x) + \csc^2(x) = 0$
36. $\tan^3(x) = 3\tan(x)$
37. $\tan^2(x) = \frac{3}{2}\sec(x)$

38. $\cos^3(x) = -\cos(x)$
39. $\tan(2x) - 2\cos(x) = 0$
40. $\csc^3(x) + \csc^2(x) = 4\csc(x) + 4$
41. $2\tan(x) = 1 - \tan^2(x)$
42. $\tan(x) = \sec(x)$

In Exercises 43 - 58, solve the equation, giving the exact solutions which lie in $[0, 2\pi)$

43. $\sin(6x)\cos(x) = -\cos(6x)\sin(x)$
44. $\sin(3x)\cos(x) = \cos(3x)\sin(x)$
45. $\cos(2x)\cos(x) + \sin(2x)\sin(x) = 1$
46. $\cos(5x)\cos(3x) - \sin(5x)\sin(3x) = \dfrac{\sqrt{3}}{2}$
47. $\sin(x) + \cos(x) = 1$
48. $\sin(x) + \sqrt{3}\cos(x) = 1$
49. $\sqrt{2}\cos(x) - \sqrt{2}\sin(x) = 1$
50. $\sqrt{3}\sin(2x) + \cos(2x) = 1$
51. $\cos(2x) - \sqrt{3}\sin(2x) = \sqrt{2}$
52. $3\sqrt{3}\sin(3x) - 3\cos(3x) = 3\sqrt{3}$
53. $\cos(3x) = \cos(5x)$
54. $\cos(4x) = \cos(2x)$
55. $\sin(5x) = \sin(3x)$
56. $\cos(5x) = -\cos(2x)$
57. $\sin(6x) + \sin(x) = 0$
58. $\tan(x) = \cos(x)$

In Exercises 59 - 68, solve the equation.

59. $\arccos(2x) = \pi$
60. $\pi - 2\arcsin(x) = 2\pi$
61. $4\arctan(3x - 1) - \pi = 0$
62. $6\operatorname{arccot}(2x) - 5\pi = 0$
63. $4\operatorname{arcsec}\left(\frac{x}{2}\right) = \pi$
64. $12\operatorname{arccsc}\left(\frac{x}{3}\right) = 2\pi$
65. $9\arcsin^2(x) - \pi^2 = 0$
66. $9\arccos^2(x) - \pi^2 = 0$
67. $8\operatorname{arccot}^2(x) + 3\pi^2 = 10\pi\operatorname{arccot}(x)$
68. $6\arctan(x)^2 = \pi\arctan(x) + \pi^2$

In Exercises 69 - 80, solve the inequality. Express the exact answer in interval notation, restricting your attention $0 \le x \le 2\pi$.

69. $\sin(x) \le 0$
70. $\tan(x) \ge \sqrt{3}$
71. $\sec^2(x) \le 4$
72. $\cos^2(x) > \dfrac{1}{2}$
73. $\cos(2x) \le 0$
74. $\sin\left(x + \dfrac{\pi}{3}\right) > \dfrac{1}{2}$
75. $\cot^2(x) \ge \dfrac{1}{3}$
76. $2\cos(x) \ge 1$
77. $\sin(5x) \ge 5$
78. $\cos(3x) \le 1$
79. $\sec(x) \le \sqrt{2}$
80. $\cot(x) \le 4$

In Exercises 81 - 86, solve the inequality. Express the exact answer in interval notation, restricting your attention to $-\pi \le x \le \pi$.

81. $\cos(x) > \dfrac{\sqrt{3}}{2}$
82. $\sin(x) > \dfrac{1}{3}$
83. $\sec(x) \leq 2$
84. $\sin^2(x) < \dfrac{3}{4}$
85. $\cot(x) \geq -1$
86. $\cos(x) \geq \sin(x)$

In Exercises 87 - 92, solve the inequality. Express the exact answer in interval notation, restricting your attention to $-2\pi \leq x \leq 2\pi$.

87. $\csc(x) > 1$
88. $\cos(x) \leq \dfrac{5}{3}$
89. $\cot(x) \geq 5$
90. $\tan^2(x) \geq 1$
91. $\sin(2x) \geq \sin(x)$
92. $\cos(2x) \leq \sin(x)$

In Exercises 93 - 92, solve the given inequality.

93. $\arcsin(2x) > 0$
94. $3\arccos(x) \leq \pi$
95. $6\operatorname{arccot}(7x) \geq \pi$
96. $\pi > 2\arctan(x)$
97. $2\arcsin(x)^2 > \pi\arcsin(x)$
98. $12\arccos(x)^2 + 2\pi^2 > 11\pi\arccos(x)$

In Exercises 99 - 107, express the domain of the function using the extended interval notation.

99. $f(x) = \frac{1}{\cos(x)-1}$
100. $f(x) = \frac{\cos(x)}{\sin(x)+1}$
101. $f(x) = \sqrt{\tan^2(x) - 1}$
102. $f(x) = \sqrt{2 - \sec(x)}$
103. $f(x) = \csc(2x)$
104. $f(x) = \frac{\sin(x)}{2+\cos(x)}$
105. $f(x) = 3\csc(x) + 4\sec(x)$
106. $f(x) = \ln(|\cos(x)|)$
107. $f(x) = \arcsin(\tan(x))$
108. With the help of your classmates, determine the number of solutions to $\sin(x) = \frac{1}{2}$ in $[0, 2\pi)$. Then find the number of solutions to $\sin(2x) = \frac{1}{2}$, $\sin(3x) = \frac{1}{2}$ and $\sin(4x) = \frac{1}{2}$ in $[0, 2\pi)$. A pattern should emerge. Explain how this pattern would help you solve equations like $\sin(11x) = \frac{1}{2}$. Now consider $\sin\left(\frac{x}{2}\right) = \frac{1}{2}$, $\sin\left(\frac{3x}{2}\right) = \frac{1}{2}$ and $\sin\left(\frac{5x}{2}\right) = \frac{1}{2}$. What do you find? Replace $\dfrac{1}{2}$ with -1 and repeat the whole exploration.

Answers

1. $x = \dfrac{\pi k}{5}$; $x = 0, \dfrac{\pi}{5}, \dfrac{2\pi}{5}, \dfrac{3\pi}{5}, \dfrac{4\pi}{5}, \pi, \dfrac{6\pi}{5}, \dfrac{7\pi}{5}, \dfrac{8\pi}{5}, \dfrac{9\pi}{5}$
2. $x = \dfrac{\pi}{9} + \dfrac{2\pi k}{3}$ or $x = \dfrac{5\pi}{9} + \dfrac{2\pi k}{3}$; $x = \dfrac{\pi}{9}, \dfrac{5\pi}{9}, \dfrac{7\pi}{9}, \dfrac{11\pi}{9}, \dfrac{13\pi}{9}, \dfrac{17\pi}{9}$
3. $x = \dfrac{2\pi}{3} + \pi k$ or $x = \dfrac{5\pi}{6} + \pi k$; $x = \dfrac{2\pi}{3}, \dfrac{5\pi}{6}, \dfrac{5\pi}{3}, \dfrac{11\pi}{6}$
4. $x = \dfrac{\pi}{24} + \dfrac{\pi k}{6}$; $x = \dfrac{\pi}{24}, \dfrac{5\pi}{24}, \dfrac{3\pi}{8}, \dfrac{13\pi}{24}, \dfrac{17\pi}{24}, \dfrac{7\pi}{8}, \dfrac{25\pi}{24}, \dfrac{29\pi}{24}, \dfrac{11\pi}{8}, \dfrac{37\pi}{24}, \dfrac{41\pi}{24}, \dfrac{15\pi}{8}$

5. $x = \frac{3\pi}{8} + \frac{\pi k}{2};\ x = \frac{3\pi}{8}, \frac{7\pi}{8}, \frac{11\pi}{8}, \frac{15\pi}{8}$
6. $x = \frac{\pi}{12} + \frac{2\pi k}{3}$ or $x = \frac{7\pi}{12} + \frac{2\pi k}{3};\ x = \frac{\pi}{12}, \frac{7\pi}{12}, \frac{3\pi}{4}, \frac{5\pi}{4}, \frac{17\pi}{12}, \frac{23\pi}{12}$
7. $x = \frac{\pi}{3} + \frac{\pi k}{2};\ x = \frac{\pi}{3}, \frac{5\pi}{6}, \frac{4\pi}{3}, \frac{11\pi}{6}$
8. No solution
9. $x = \frac{3\pi}{4} + 6\pi k$ or $x = \frac{9\pi}{4} + 6\pi k;\ x = \frac{3\pi}{4}$
10. $x = -\frac{\pi}{3} + \pi k;\ x = \frac{2\pi}{3}, \frac{5\pi}{3}$
11. $x = \frac{3\pi}{4} + \pi k$ or $x = \frac{13\pi}{12} + \pi k;\ x = \frac{\pi}{12}, \frac{3\pi}{4}, \frac{13\pi}{12}, \frac{7\pi}{4}$
12. $x = -\frac{19\pi}{12} + 2\pi k$ or $x = \frac{\pi}{12} + 2\pi k;\ x = \frac{\pi}{12}, \frac{5\pi}{12}$
13. No solution
14. $x = \frac{5\pi}{8} + \frac{\pi k}{2};\ x = \frac{\pi}{8}, \frac{5\pi}{8}, \frac{9\pi}{8}, \frac{13\pi}{8}$
15. $x = \frac{\pi}{3} + \pi k$ or $x = \frac{2\pi}{3} + \pi k;\ x = \frac{\pi}{3}, \frac{2\pi}{3}, \frac{4\pi}{3}, \frac{5\pi}{3}$
16. $x = \frac{\pi}{6} + \pi k$ or $x = \frac{5\pi}{6} + \pi k;\ x = \frac{\pi}{6}, \frac{5\pi}{6}, \frac{7\pi}{6}, \frac{11\pi}{6}$
17. $x = \frac{\pi}{4} + \frac{\pi k}{2};\ x = \frac{\pi}{4}, \frac{3\pi}{4}, \frac{5\pi}{4}, \frac{7\pi}{4}$
18. $x = \frac{\pi}{3} + \pi k$ or $x = \frac{2\pi}{3} + \pi k;\ x = \frac{\pi}{3}, \frac{2\pi}{3}, \frac{4\pi}{3}, \frac{5\pi}{3}$
19. $x = \frac{\pi}{4}, \frac{5\pi}{4}$
20. $x = 0, \frac{\pi}{3}, \pi, \frac{5\pi}{3}$
21. $x = \frac{\pi}{6}, \frac{\pi}{2}, \frac{5\pi}{6}, \frac{3\pi}{2}$
22. $x = \frac{\pi}{6}, \frac{5\pi}{6}, \frac{3\pi}{2}$
23. $x = 0, \frac{2\pi}{3}, \frac{4\pi}{3}$
24. $x = \frac{\pi}{3}, \frac{5\pi}{3}$
25. $x = \frac{2\pi}{3}, \frac{4\pi}{3}, \arccos\left(\frac{1}{3}\right), 2\pi - \arccos\left(\frac{1}{3}\right)$
26. $x = \frac{\pi}{6}, \frac{5\pi}{6}$
27. $x = \frac{7\pi}{6}, \frac{11\pi}{6}, \arcsin\left(\frac{1}{3}\right), \pi - \arcsin\left(\frac{1}{3}\right)$
28. $x = \frac{3\pi}{4}, \frac{7\pi}{4}, \arctan\left(\frac{1}{2}\right), \pi + \arctan\left(\frac{1}{2}\right)$
29. $x = 0, \frac{2\pi}{3}, \frac{4\pi}{3}$
30. $x = \frac{\pi}{6}, \frac{5\pi}{6}, \frac{\pi}{2}$
31. $x = \arctan(2), \pi + \arctan(2)$
32. $x = \frac{\pi}{6}, \frac{7\pi}{6}, \frac{5\pi}{6}, \frac{11\pi}{6}$
33. $x = 0, \pi, \frac{\pi}{4}, \frac{3\pi}{4}, \frac{5\pi}{4}, \frac{7\pi}{4}$
34. $x = \frac{\pi}{6}, \frac{\pi}{4}, \frac{3\pi}{4}, \frac{5\pi}{6}, \frac{7\pi}{6}, \frac{5\pi}{4}, \frac{7\pi}{4}, \frac{11\pi}{6}$
35. $x = \frac{\pi}{2}, \frac{3\pi}{2}$

36. $x = 0, \frac{\pi}{3}, \frac{2\pi}{3}, \pi, \frac{4\pi}{3}, \frac{5\pi}{3}$
37. $x = \frac{\pi}{3}, \frac{5\pi}{3}$
38. $x = \frac{\pi}{2}, \frac{3\pi}{2}$
39. $x = \frac{\pi}{6}, \frac{\pi}{2}, \frac{5\pi}{6}, \frac{3\pi}{2}$
40. $x = \frac{\pi}{6}, \frac{5\pi}{6}, \frac{7\pi}{6}, \frac{3\pi}{2}, \frac{11\pi}{6}$
41. $x = \frac{\pi}{8}, \frac{5\pi}{8}, \frac{9\pi}{8}, \frac{13\pi}{8}$
42. No solution
43. $x = 0, \frac{\pi}{7}, \frac{2\pi}{7}, \frac{3\pi}{7}, \frac{4\pi}{7}, \frac{5\pi}{7}, \frac{6\pi}{7}, \pi, \frac{8\pi}{7}, \frac{9\pi}{7}, \frac{10\pi}{7}, \frac{11\pi}{7}, \frac{12\pi}{7}, \frac{13\pi}{7}$
44. $x = 0, \frac{\pi}{2}, \pi, \frac{3\pi}{2}$
45. $x = 0$
46. $x = \frac{\pi}{48}, \frac{11\pi}{48}, \frac{13\pi}{48}, \frac{23\pi}{48}, \frac{25\pi}{48}, \frac{35\pi}{48}, \frac{37\pi}{48}, \frac{47\pi}{48}, \frac{49\pi}{48}, \frac{59\pi}{48}, \frac{61\pi}{48}, \frac{71\pi}{48}, \frac{73\pi}{48}, \frac{83\pi}{48}, \frac{85\pi}{48}, \frac{95\pi}{48}$
47. $x = 0, \frac{\pi}{2}$
48. $x = \frac{\pi}{2}, \frac{11\pi}{6}$
49. $x = \frac{\pi}{12}, \frac{17\pi}{12}$
50. $x = 0, \pi, \frac{\pi}{3}, \frac{4\pi}{3}$
51. $x = \frac{17\pi}{24}, \frac{41\pi}{24}, \frac{23\pi}{24}, \frac{47\pi}{24}$
52. $x = \frac{\pi}{6}, \frac{5\pi}{18}, \frac{5\pi}{6}, \frac{17\pi}{18}, \frac{3\pi}{2}, \frac{29\pi}{18}$
53. $x = 0, \frac{\pi}{4}, \frac{\pi}{2}, \frac{3\pi}{4}, \pi, \frac{5\pi}{4}, \frac{3\pi}{2}, \frac{7\pi}{4}$
54. $x = 0, \frac{\pi}{3}, \frac{2\pi}{3}, \pi, \frac{4\pi}{3}, \frac{5\pi}{3}$
55. $x = 0, \frac{\pi}{8}, \frac{3\pi}{8}, \frac{5\pi}{8}, \frac{7\pi}{8}, \pi, \frac{9\pi}{8}, \frac{11\pi}{8}, \frac{13\pi}{8}, \frac{15\pi}{8}$
56. $x = \frac{\pi}{7}, \frac{\pi}{3}, \frac{3\pi}{7}, \frac{5\pi}{7}, \pi, \frac{9\pi}{7}, \frac{11\pi}{7}, \frac{5\pi}{3}, \frac{13\pi}{7}$
57. $x = \frac{2\pi}{7}, \frac{4\pi}{7}, \frac{6\pi}{7}, \frac{8\pi}{7}, \frac{10\pi}{7}, \frac{12\pi}{7}, \frac{\pi}{5}, \frac{3\pi}{5}, \pi, \frac{7\pi}{5}, \frac{9\pi}{5}$
58. $x = \arcsin\left(\frac{-1+\sqrt{5}}{2}\right) \approx 0.6662, \pi - \arcsin\left(\frac{-1+\sqrt{5}}{2}\right) \approx 2.4754$
59. $x = -\frac{1}{2}$
60. $x = -1$
61. $x = \frac{2}{3}$
62. $x = -\frac{\sqrt{3}}{2}$
63. $x = 2\sqrt{2}$
64. $x = 6$
65. $x = \pm\frac{\sqrt{3}}{2}$
66. $x = \frac{1}{2}$
67. $x = -1, 0$
68. $x = -\sqrt{3}$
69. $[\pi, 2\pi]$
70. $\left[\frac{\pi}{3}, \frac{\pi}{2}\right) \cup \left[\frac{4\pi}{3}, \frac{3\pi}{2}\right)$

71. $\left[0, \frac{\pi}{3}\right] \cup \left[\frac{2\pi}{3}, \frac{4\pi}{3}\right] \cup \left[\frac{5\pi}{3}, 2\pi\right]$
72. $\left[0, \frac{\pi}{4}\right) \cup \left(\frac{3\pi}{4}, \frac{5\pi}{4}\right) \cup \left(\frac{7\pi}{4}, 2\pi\right]$
73. $\left[\frac{\pi}{4}, \frac{3\pi}{4}\right] \cup \left[\frac{5\pi}{4}, \frac{7\pi}{4}\right]$
74. $\left[0, \frac{\pi}{2}\right) \cup \left(\frac{11\pi}{6}, 2\pi\right]$
75. $\left(0, \frac{\pi}{3}\right] \cup \left[\frac{2\pi}{3}, \pi\right) \cup \left(\pi, \frac{4\pi}{3}\right] \cup \left[\frac{5\pi}{3}, 2\pi\right)$
76. $\left[0, \frac{\pi}{3}\right] \cup \left[\frac{5\pi}{3}, 2\pi\right]$
77. No solution
78. $[0, 2\pi]$
79. $\left[0, \frac{\pi}{4}\right] \cup \left(\frac{\pi}{2}, \frac{3\pi}{2}\right) \cup \left[\frac{7\pi}{4}, 2\pi\right]$
80. $[\text{arccot}(4), \pi) \cup [\pi + \text{arccot}(4), 2\pi)$
81. $\left(-\frac{\pi}{6}, \frac{\pi}{6}\right)$
82. $\left(\arcsin\left(\frac{1}{3}\right), \pi - \arcsin\left(\frac{1}{3}\right)\right)$
83. $\left[-\pi, -\frac{\pi}{2}\right) \cup \left[-\frac{\pi}{3}, \frac{\pi}{3}\right] \cup \left(\frac{\pi}{2}, \pi\right]$
84. $\left(-\frac{2\pi}{3}, -\frac{\pi}{3}\right) \cup \left(\frac{\pi}{3}, \frac{2\pi}{3}\right)$
85. $\left(-\pi, -\frac{\pi}{4}\right] \cup \left(0, \frac{3\pi}{4}\right]$
86. $\left[-\frac{3\pi}{4}, \frac{\pi}{4}\right]$
87. $\left(-2\pi, -\frac{3\pi}{2}\right) \cup \left(-\frac{3\pi}{2}, -\pi\right) \cup \left(0, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \pi\right)$
88. $[-2\pi, 2\pi]$
89. $(-2\pi, \text{arccot}(5) - 2\pi] \cup (-\pi, \text{arccot}(5) - \pi] \cup (0, \text{arccot}(5)] \cup (\pi, \pi + \text{arccot}(5)]$
90. $\left[-\frac{7\pi}{4}, -\frac{3\pi}{2}\right) \cup \left(-\frac{3\pi}{2}, -\frac{5\pi}{4}\right] \cup \left[-\frac{3\pi}{4}, -\frac{\pi}{2}\right) \cup \left(-\frac{\pi}{2}, -\frac{\pi}{4}\right] \cup \left[\frac{\pi}{4}, \frac{\pi}{2}\right) \cup \left(\frac{\pi}{2}, \frac{3\pi}{4}\right] \cup \left[\frac{5\pi}{4}, \frac{3\pi}{2}\right) \cup \left(\frac{3\pi}{2}, \frac{7\pi}{4}\right]$
91. $\left[-2\pi, -\frac{5\pi}{3}\right] \cup \left[-\pi, -\frac{\pi}{3}\right] \cup \left[0, \frac{\pi}{3}\right] \cup \left[\pi, \frac{5\pi}{3}\right]$
92. $\left[-\frac{11\pi}{6}, -\frac{7\pi}{6}\right] \cup \left[\frac{\pi}{6}, \frac{5\pi}{6}\right] \cup, \left\{-\frac{\pi}{2}, \frac{3\pi}{2}\right\}$
93. $\left(0, \frac{1}{2}\right]$
94. $\left[\frac{1}{2}, 1\right]$
95. $\left(-\infty, \frac{\sqrt{3}}{7}\right]$
96. $(-\infty, \infty)$
97. $[-1, 0)$
98. $\left[-1, -\frac{1}{2}\right) \cup \left(\frac{\sqrt{2}}{2}, 1\right]$
99. $\bigcup_{k=-\infty}^{\infty} (2k\pi, (2k+2)\pi)$
100. $\bigcup_{k=-\infty}^{\infty} \left(\frac{(4k-1)\pi}{2}, \frac{(4k+3)\pi}{2}\right)$
101. $\bigcup_{k=-\infty}^{\infty} \left\{\left[\frac{(4k+1)\pi}{4}, \frac{(2k+1)\pi}{2}\right) \cup \left(\frac{(2k+1)\pi}{2}, \frac{(4k+3)\pi}{4}\right]\right\}$
102. $\bigcup_{k=-\infty}^{\infty} \left\{\left[\frac{(6k-1)\pi}{3}, \frac{(6k+1)\pi}{3}\right] \cup \left(\frac{(4k+1)\pi}{2}, \frac{(4k+3)\pi}{2}\right)\right\}$
103. $\bigcup_{k=-\infty}^{\infty} \left(\frac{k\pi}{2}, \frac{(k+1)\pi}{2}\right)$
104. $(-\infty, \infty)$

105. $\bigcup_{k=-\infty}^{\infty}\left(\frac{k\pi}{2}, \frac{(k+1)\pi}{2}\right)$
106. $\bigcup_{k=-\infty}^{\infty}\left(\frac{(2k-1)\pi}{2}, \frac{(2k+1)\pi}{2}\right)$
107. $\bigcup_{k=-\infty}^{\infty}\left[\frac{(4k-1)\pi}{4}, \frac{(4k+1)\pi}{4}\right]$

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CHAPTER OVERVIEW

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11.1: Applications of Sinusoids

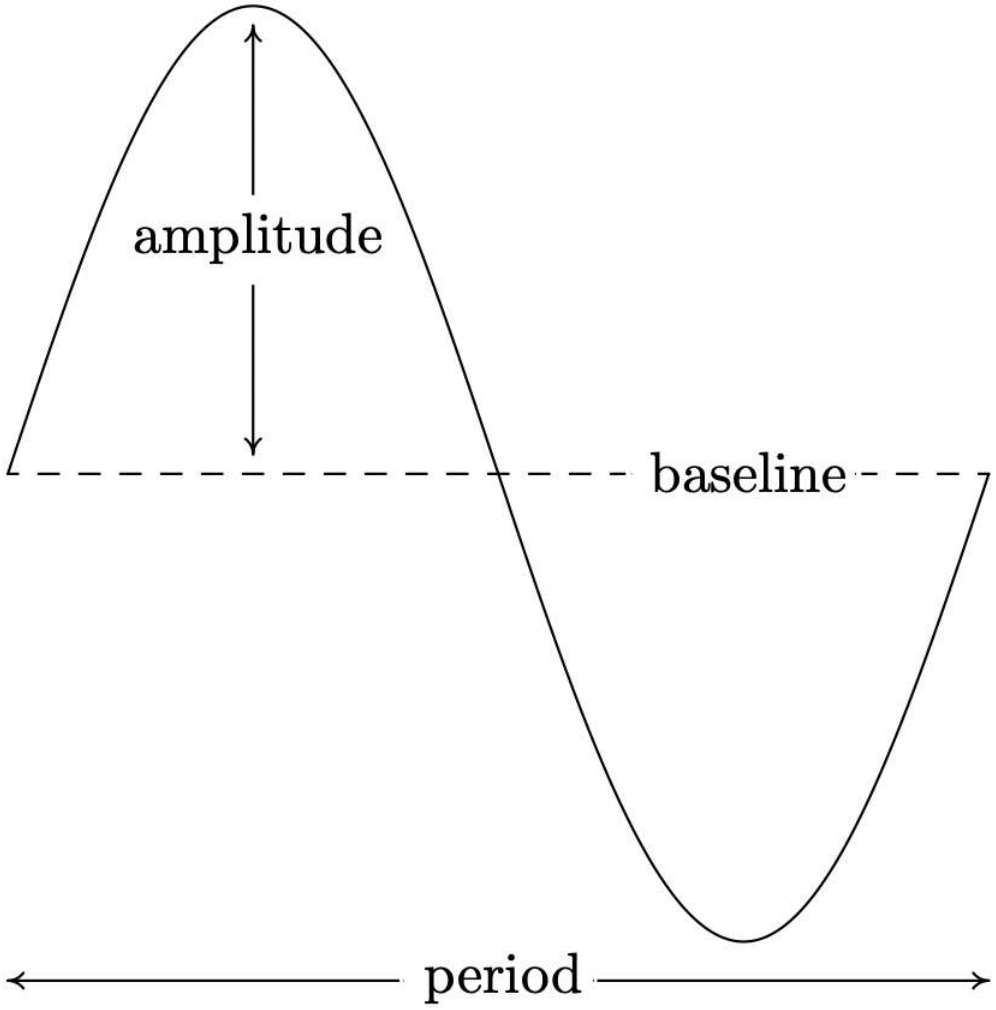
Sinusoidal Models

In the same way exponential functions can be used to model a wide variety of phenomena in nature,[1] the cosine and sine functions can be used to model their fair share of natural behaviors. In Section 10.5, we introduced the concept of a sinusoid as a function which can be written either in the form $C(x) = A\cos(Bx + C) + D$ for $D > 0$ or equivalently, in the form $S(x) = A\sin(Bx + C) + D$ for $D > 0$. At the time, we remained undecided as to which form we preferred, but the time for such indecision is over. For clarity of exposition we focus on the sine function[2] in this section and switch to the independent variable t, since the applications in this section are time-dependent. We reintroduce and summarize all of the important facts and definitions about this form of the sinusoid below.

Properties of the Sinusoid $S(t) = A\sin(Bt + C) + D$

- The **amplitude** is |A|
- The **angular frequency** is B and the **ordinary frequency** is $f = \frac{B}{2\pi}$
- The **period** is $T = \frac{1}{f} = \frac{2\pi}{B}$
- The **phase** is C and the **phase shift** is $-\frac{C}{B}$
- The vertical shift or **midline** is D

Along with knowing these formulas, it is helpful to remember what these quantities mean in context. The amplitude measures the maximum displacement of the sine wave from its midline (determined by the vertical shift), the period is the length of time it takes to complete one cycle of the sinusoid, the angular frequency tells how many cycles are completed over an interval of length 2π, and the ordinary frequency measures how many cycles occur per unit of time. The phase indicates what angle C corresponds to $t = 0$, and the phase shift represents how much of a "head start" the sinusoid has over the un-shifted sine function. The figure below is repeated from Section 10.5.



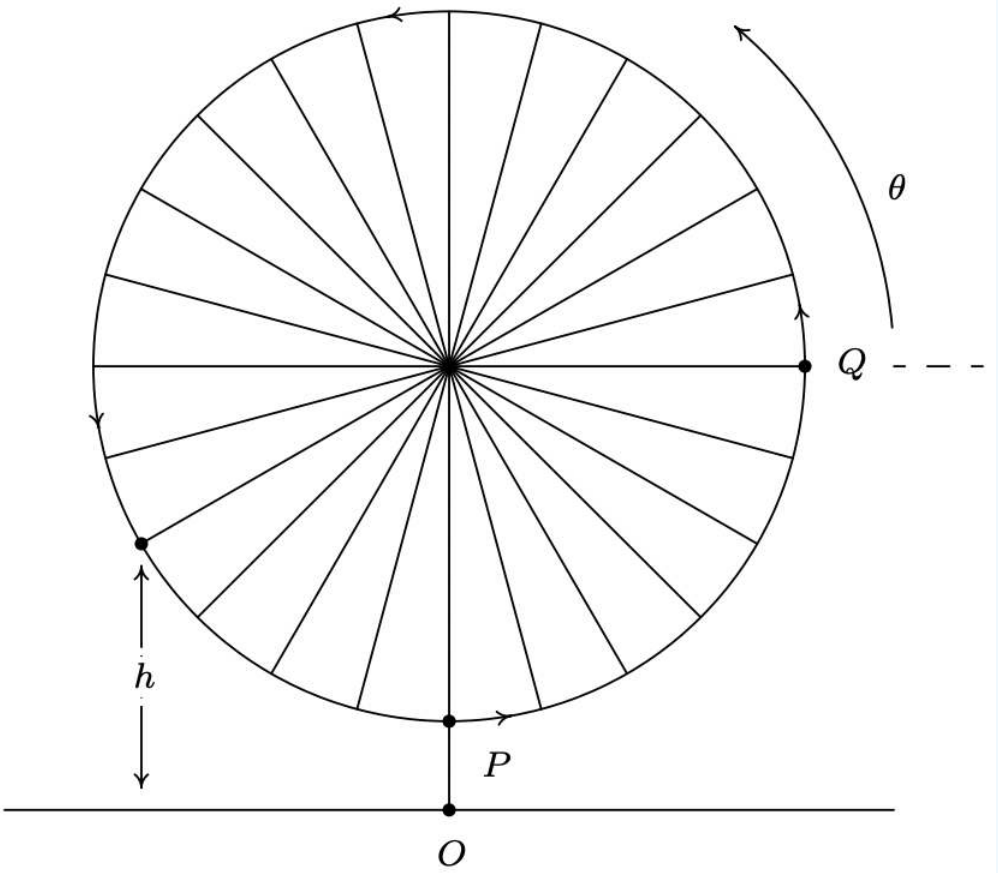
In Section 10.1, we introduced the concept of circular motion and in Section 10.2, we developed formulas for circular motion. Our first foray into sinusoidal motion puts these notions to good use.

Example 11.1.1

The Giant Wheel at Cedar Point is a circle with diameter 128 feet which sits on an 8 foot tall platform making its overall height 136 feet. It completes two revolutions in 2 minutes and 7 seconds. Assuming that the riders are at the edge of the circle, find a sinusoid which describes the height of the passengers above the ground t seconds after they pass the point on the wheel closest to the ground.

Solution

We sketch the problem situation below and assume a counter-clockwise rotation.[3]



We know from Section 10.2 that the y-coordinate for counterclockwise motion on a circle of radius r centered at the origin with constant angular velocity (frequency) B is given by

$$y = r\sin(Bt).$$

Since the diameter of the Giant Wheel is 128 feet, the radius is 64 feet. Moreover, we are shifting this circle up $8+64=72$ feet. Therefore, we are considering a sinusoidal model of the form[4]

$$y = 64\sin(Bt)+72.$$

There are only two things left to consider - the period of the sinusoidal model and any phase shift. Once we have that information, our model will be of the form

$$h(t) = 64\sin(Bt+C)+72.$$

The period is the time it takes the Giant Wheel to perform *one* full revolution. We are told the Giant Wheel goes through *two* full revolutions in 2 minutes and 7 seconds. Therefore, it takes 127 seconds to goes through *two* revolutions and half that to go through *one*. Hence, the period is

$$\text{Period} = \frac{\text{time}}{\text{one revolution}} = \frac{127}{2} \text{ seconds per revolution.}$$

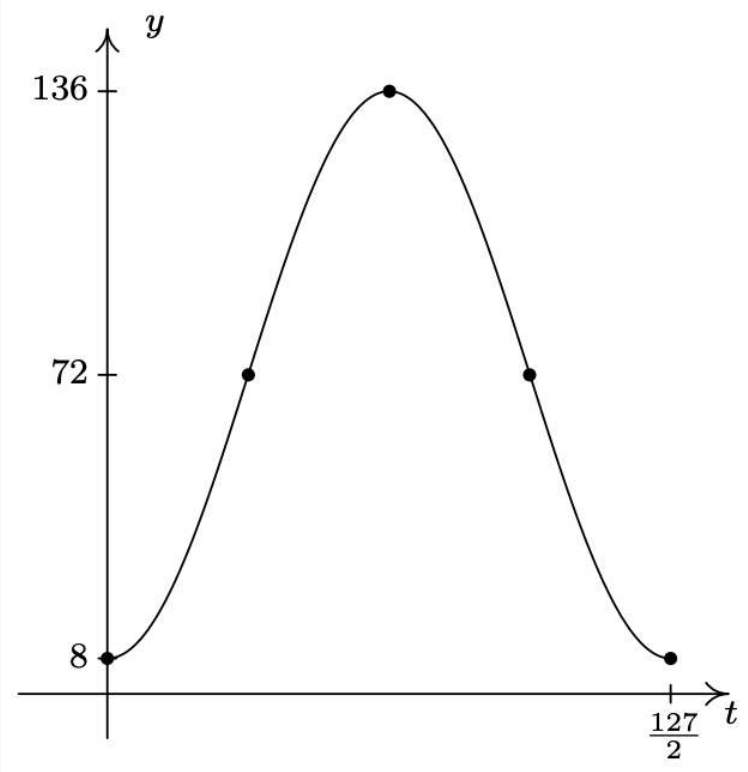
Now that we know the period of the sinusoidal model, the angular frequency, B, is easily found with the relation $\text{Period} = \frac{2\pi}{B} \implies B = \frac{2\pi}{\text{Period}}$.

$$B = \frac{2\pi}{\text{Period}} = \frac{2\pi}{127/2} = \frac{4\pi}{127}.$$

The sinusoidal model is really taking shape now.

$$h(t) = 64 \sin\left(\frac{4\pi}{127}t + C\right) + 72.$$

To figure out the phase shift, it's best to sketch the path of a rider on the Great Wheel from the time they enter $(t = 0)$.



Notice that this sketch looks more like a reflected cosine than a sine; however, we made our choice to work with sine and, darn it, we are going to stick with it. The actual sine function starts at time $\frac{1}{4}\left(\frac{127}{2}\right) = \frac{127}{8}$. Hence, the sinusoidal model has a phase shift of $\frac{127}{8}$. Using the relation $\text{Phase Shift} = -\frac{C}{B}$, we get

$$\begin{aligned} & \text{Phase Shift} &&= -\frac{C}{B} \\ \Longrightarrow \quad & \frac{127}{8} &&= -\frac{C}{4\pi/127} \\ \Longrightarrow \quad & \frac{127}{8} &&= -\frac{127C}{4\pi} \\ \Longrightarrow \quad & -\frac{4\pi}{8} &&= C \\ \Longrightarrow \quad & -\frac{\pi}{2} &&= C \end{aligned}$$

Thus, our sinusoidal model is

$$h(t) = 64 \sin\left(\frac{4\pi}{127}t - \frac{\pi}{2}\right) + 72.$$

We can check the reasonableness of our answer by graphing $y = h(t)$ over the interval $\left[0, \frac{127}{2}\right]$.

A few remarks about Example 11.1.1 are in order. First, note that the amplitude of 64 in our answer corresponds to the radius of the Giant Wheel. This means that passengers on the Giant Wheel never stray more than 64 feet vertically from the center of the Wheel, which makes sense. Second, the phase shift of our answer, $\frac{127}{8} = 15.875$, represents the "time delay" (in seconds) we introduce by starting the motion at the point P as opposed to the point Q. Said differently, passengers which "start" at P take 15.875 seconds to "catch up" to the point Q.

Our next example shows how to deal with data that is sinusoidal in nature.

Example 11.1.2

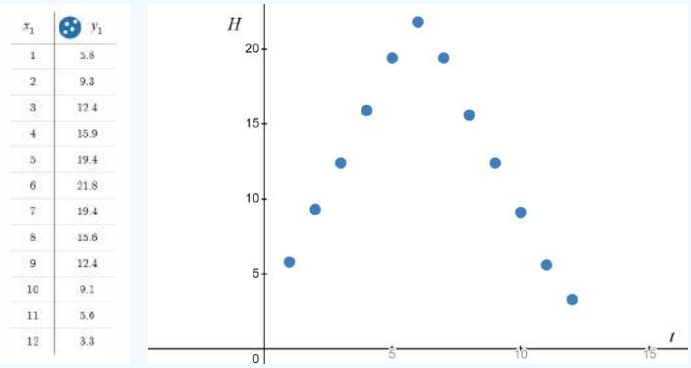
According to the U.S. Naval Observatory website, the number of hours H of daylight that Fairbanks, Alaska received on the 21st day of the nth month of 2009 is given below. Here $t = 1$ represents January 21, 2009, $t = 2$ represents February 21, 2009, and so on.

Month Number	1	2	3	4	5	6	7	8	9	10	11	12
Hours of Daylight	5.8	9.3	12.4	15.9	19.4	21.8	19.4	15.6	12.4	9.1	5.6	3.3

a. Find a sinusoid which models these data and use a graphing utility to graph your answer along with the data.
b. Compare your answer to part 1 to one obtained using the regression feature of a calculator.

Solution

a. To get a feel for the data, we plot it below (using Desmos).



The data certainly appear sinusoidal,[5] but when it comes down to it, fitting a sinusoid to data manually is not an exact science. We do our best to find the constants A, B, C and D so that the function $H(t) = A\sin(Bt + C) + D$ closely matches the data. We first go after the vertical shift B whose value determines the midline. In a typical sinusoid, the value of D is the average of the maximum and minimum values. So here we take

$$D = \frac{3.3 + 21.8}{2} = 12.55.$$

Next is the amplitude A which is the displacement from the midline to the maximum (and minimum) values. We find

$$A = 21.8 - 12.55 = 12.55 - 3.3 = 9.25.$$

At this point, we have

$$H(t) = 9.25\sin(Bt + C) + 12.55.$$

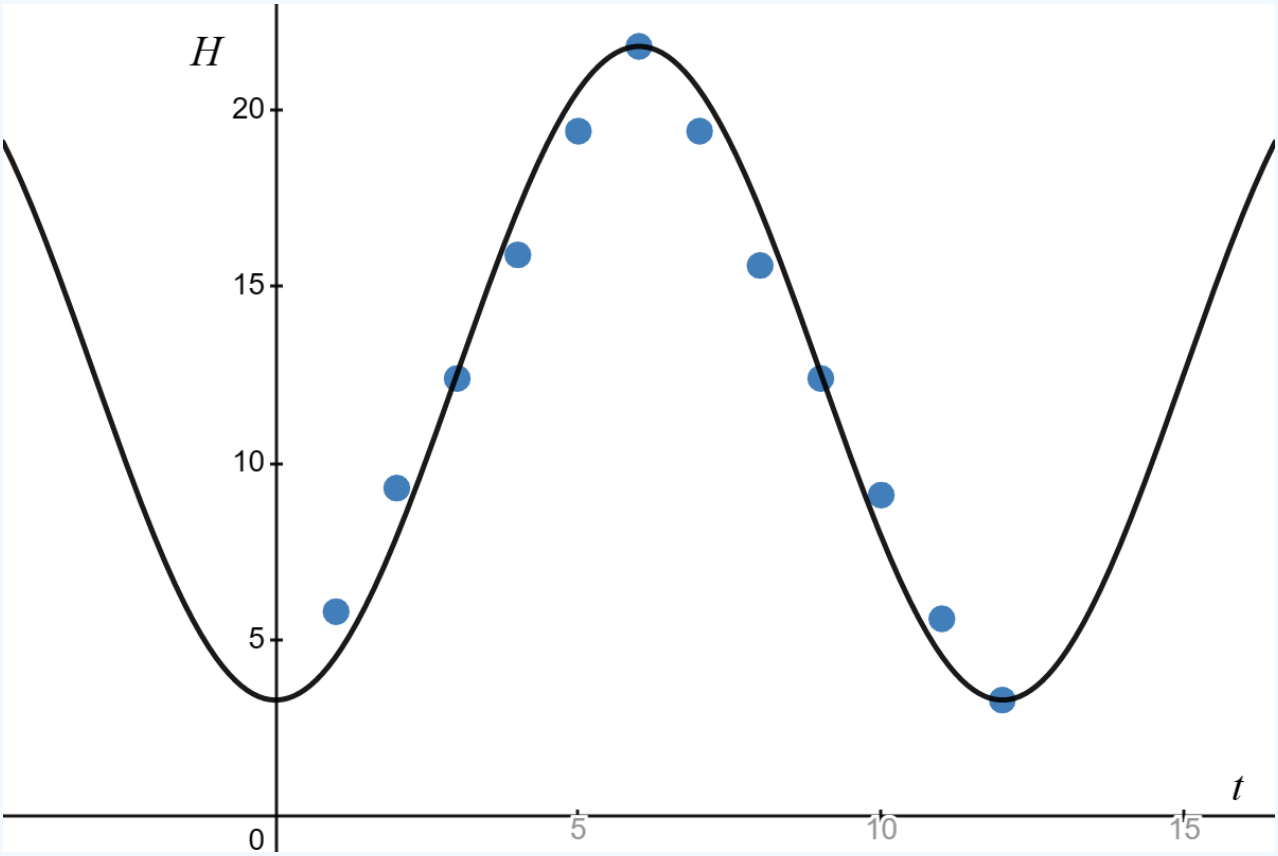
Next, we go after the angular frequency B. Since the data collected is over the span of a year (12 months), we take the period $T = 12$ months.[6] This means

$$B = \frac{2\pi}{T} = \frac{2\pi}{12} = \frac{\pi}{6}.$$

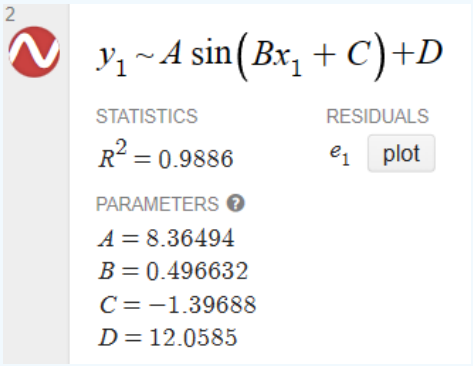
The last quantity to find is the phase C. It is easier in this case to find the phase *shift* $-\frac{C}{B}$. Since we picked $A > 0$, the phase shift corresponds to the first value of t with $H(t) = 12.55$ (the midline value). Here, we choose $t = 3$, since its corresponding H value of 12.4 is closer to 12.55 than the next value, 15.9, which corresponds to $t = 4$. Hence, $-\frac{C}{B} = 3$, so $C = -3B = -3\left(\frac{\pi}{6}\right) = -\frac{\pi}{2}$. We have

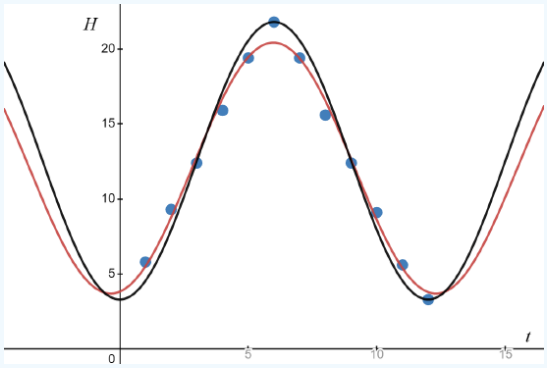
$$H(t) = 9.25\sin\left(\frac{\pi}{6}t - \frac{\pi}{2}\right) + 12.55.$$

Below is a graph of our data with the curve $y = H(t)$.



b. Using the following command in Desmos, we get





While both models seem to be reasonable fits to the data, Desmos' model is the better fit.

Subsection Footnotes

[1] See Section 6.5.

[2] Sine haters can use the co-function identity $\cos\left(\frac{\pi}{2} - \theta\right) = \sin(\theta)$ to turn all of the sines into cosines.

[3] Otherwise, we could just observe the motion of the wheel from the other side.

[4] We are readjusting our "midline" from $y = 0$ to $y = 72$.

[5] Okay, it appears to be the "∧" shape we saw in some of the graphs in Section 2.2. Just humor us.

[6] Even though the data collected lies in the interval [1, 12], which has a length of 11, we need to think of the data point at t = 1 as a representative sample of the amount of daylight for every day in January. That is, it represents $H(t)$ over the interval [0,

1]. Similarly, $t = 2$ is a sample of $H(t)$ over [1, 2], and so forth.

Harmonic Motion

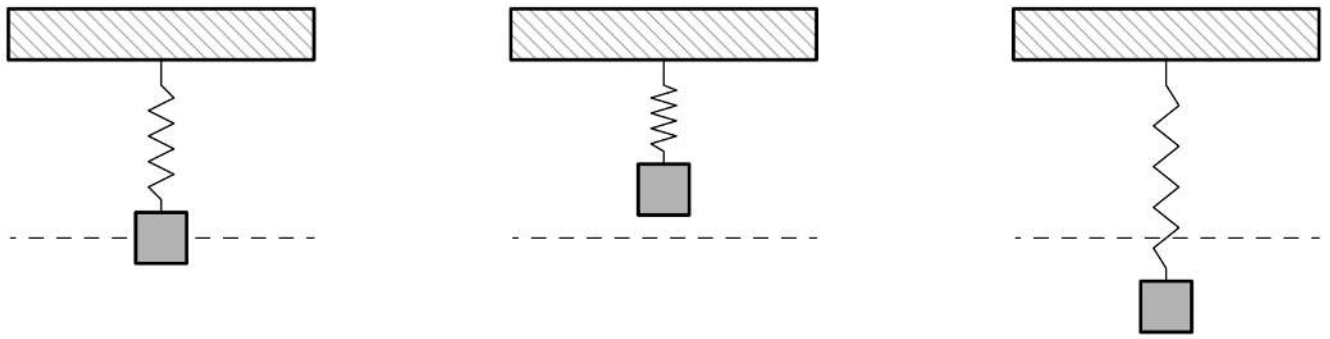
One of the major applications of sinusoids in Science and Engineering is the study of harmonic motion. The equations for harmonic motion can be used to describe a wide range of phenomena, from the motion of an object on a spring, to the response of an electronic circuit. In this subsection, we restrict our attention to modeling a simple spring system. Before we jump into the Mathematics, there are some Physics terms and concepts we need to discuss. In Physics, "mass" is defined as a measure of an object's resistance to straight-line motion whereas "weight" is the amount of force (pull) gravity exerts on an object. An object's mass cannot change,[7] while its weight could change. An object which weighs 6 pounds on the surface of the Earth would weigh 1 pound on the surface of the Moon, but its mass is the same in both places.

In the English system of units, "pounds" (lbs.) is a measure of force (weight), and the corresponding unit of mass is the "slug." In the S.I. system, the unit of force is "Newtons" (N) and the associated unit of mass is the "kilogram" (kg). We convert between mass and weight using the formula[8] $w = mg$. Here, w is the weight of the object, m is the mass and g is the acceleration due to gravity. In the English system, $g = 32 \frac{\text{feet}}{\text{second}^2}$, and in the SI system, $g = 9.8 \frac{\text{meters}}{\text{second}^2}$. Hence, on Earth a mass of 1 slug weighs 32 lbs. and a mass of 1 kg weighs 9.8 N.[9]

Suppose we attach an object with mass m to a spring as depicted below. The weight of the object will stretch the spring. The system is said to be in "equilibrium" when the weight of the object is perfectly balanced with the restorative force of the spring. How far the spring stretches to reach equilibrium depends on the spring's "spring constant." Usually denoted by the letter k, the spring constant relates the force F applied to the spring to the amount d the spring stretches in accordance with Hooke's Law[10],

$$F = kd.$$

If the object is released above or below the equilibrium position, or if the object is released with an upward or downward velocity, the object will bounce up and down on the end of the spring until some external force stops it. If we let $x(t)$ denote the object's displacement from the equilibrium position at time t, then $x(t) = 0$ means the object is at the equilibrium position, $x(t) < 0$ means the object is *above* the equilibrium position, and $x(t) > 0$ means the object is *below* the equilibrium position. The function $x(t)$ is called the "equation of motion" of the object.[11]



$x(t) = 0$ at the equilibrium position | $x(t) < 0$ above the equilibrium position | $x(t) > 0$ below the equilibrium position

If we ignore all other influences on the system except gravity and the spring force, then Physics tells us that gravity and the spring force will battle each other forever and the object will oscillate indefinitely. In this case, we describe the motion as "free" (meaning there is no external force causing the motion) and "undamped" (meaning we ignore friction caused by surrounding medium, which in our case is air).

The following theorem, which comes from Differential Equations, gives $x(t)$ as a function of the mass m of the object, the spring constant k, the initial displacement x_0 of the object and initial velocity v_0 of the object. As with $x(t)$, $x_0 = 0$ means the object is released from the equilibrium position, $x_0 < 0$ means the object is released above the equilibrium position and $x_0 > 0$ means the

object is released below the equilibrium position. As far as the initial velocity v_0 is concerned, $v_0 = 0$ means the object is released "from rest," $v_0 < 0$ means the object is heading *upwards* and $v_0 > 0$ means the object is heading *downwards*.[12]

Theorem 11.1.1: Free, Undamped Harmonic Motion

Suppose an object of mass m is suspended from a spring with spring constant k. If the initial displacement from the equilibrium position is x_0 and the initial velocity of the object is v_0, then the displacement x from the equilibrium position at time t is given by $x(t) = A\sin(Bt + C)$ where

- $B = \sqrt{\frac{k}{m}}$ and $A = \sqrt{x_0^2 + \left(\frac{v_0}{B}\right)^2}$
- $A\sin(C) = x_0$ and $AB\cos(C) = v_0$.

It is a great exercise in "dimensional analysis" to verify that the formulas given in Theorem 11.1.1 work out so that B has units $\frac{1}{s}$ and A has units ft. or m, depending on which system we choose.

Example 11.1.3

Suppose an object weighing 64 pounds stretches a spring 8 feet.

a. If the object is attached to the spring and released 3 feet below the equilibrium position from rest, find the equation of motion of the object, $x(t)$. When does the object first pass through the equilibrium position? Is the object heading upwards or downwards at this instant?
b. If the object is attached to the spring and released 3 feet below the equilibrium position with an upward velocity of 8 feet per second, find the equation of motion of the object, $x(t)$. What is the longest distance the object travels above the equilibrium position? When does this first happen? Confirm your result using graphing technology.

Solution

In order to use the formulas in Theorem 11.1.1, we first need to determine the spring constant k and the mass of the object m. To find k, we use Hooke's Law, $F = kd$.

We know the object weighs 64 lbs. and stretches the spring 8 ft.. Using $F = 64$ and $d = 8$, we get $64 = k \cdot 8$, or $k = 8\frac{\text{lbs.}}{\text{ft.}}$. To find m, we use $w = mg$ with $w = 64$ lbs. and $g = 32\frac{\text{ft.}}{s^2}$. We get $m = 2$ slugs. We can now proceed to apply Theorem 11.1.1.

a. With $k = 8$ and $m = 2$, we get

$$B = \sqrt{\frac{k}{m}} = \sqrt{\frac{8}{2}} = 2.$$

We are told that the object is released 3 feet *below* the equilibrium position "from rest." This means $x_0 = 3$ and $v_0 = 0$. Therefore,

$$A = \sqrt{x_0^2 + \left(\frac{v_0}{B}\right)^2} = \sqrt{3^2 + 0^2} = 3.$$

To determine the phase C, we have $A\sin(C) = x_0$, which in this case gives $3\sin(C) = 3$ so $\sin(C) = 1$. Only $C = \frac{\pi}{2}$ and angles coterminal to it satisfy this condition, so we pick[13] the phase to be $C = \frac{\pi}{2}$. Hence, the equation of motion is

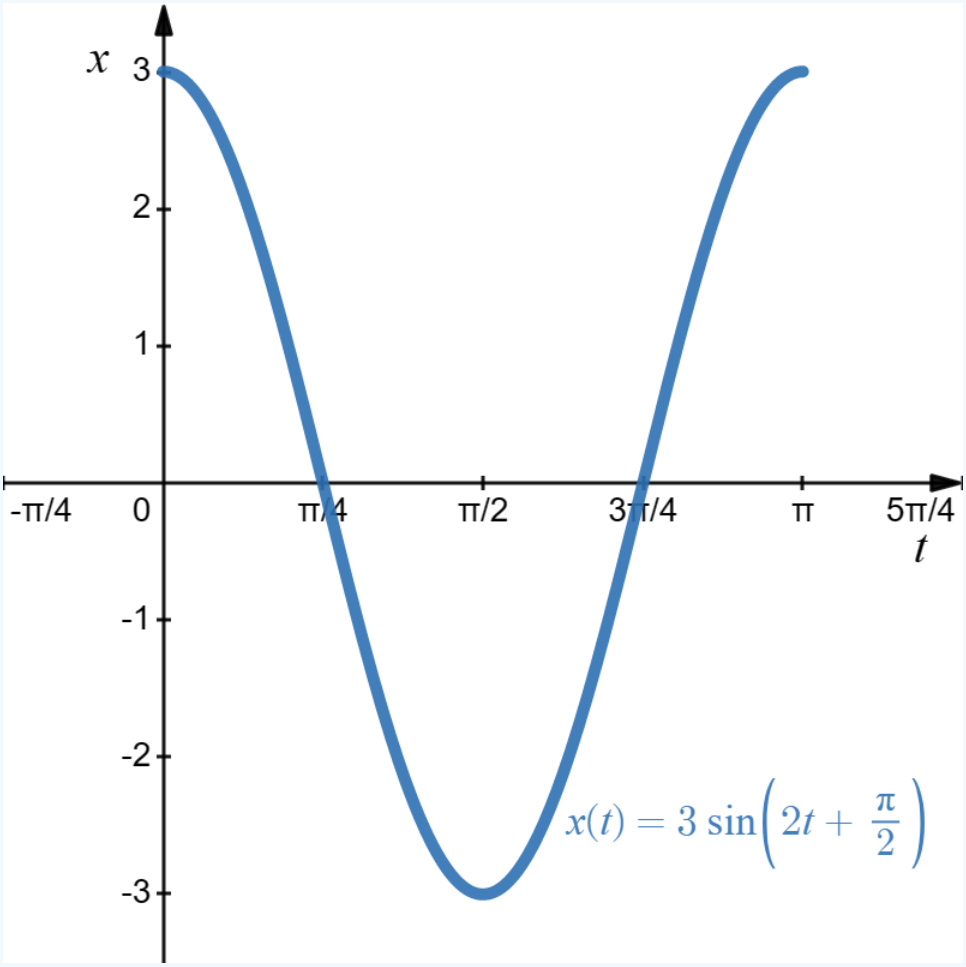
$$x(t) = 3\sin\left(2t + \frac{\pi}{2}\right).$$

To find when the object passes through the equilibrium position we solve

$$x(t) = 3\sin\left(2t + \frac{\pi}{2}\right) = 0.$$

Going through the usual analysis we find $t = -\frac{\pi}{4} + \frac{\pi}{2}k$ for integers k. Since we are interested in the first time the object passes through the equilibrium position, we look for the smallest positive t value which in this case is $t = \frac{\pi}{4} \approx 0.78$ seconds after the start of the motion. Common sense suggests that if we release the object below the equilibrium position, the object should be traveling upwards when it first passes through it. To check this answer, we graph one cycle of $x(t)$. Since our applied domain in this situation is $t \geq 0$, and the period of $x(t)$ is $T = \frac{2\pi}{B} = \frac{2\pi}{2} = \pi$, we

graph $x(t)$ over the interval $[0, \pi]$. Remembering that $x(t) > 0$ means the object is *below* the equilibrium position and $x(t) < 0$ means the object is *above* the equilibrium position, the fact our graph is crossing through the t-axis from positive x to negative x at $t = \frac{\pi}{4}$ confirms our answer.



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b. The only difference between this problem and the previous problem is that we now release the object with an upward velocity of $8\frac{\text{ft}}{s}$. We still have $B = 2$ and $x_0 = 3$, but now we have $v_0 = -8$, the negative indicating the velocity is directed *upwards*. Here, we get

$$A = \sqrt{x_0^2 + \left(\frac{v_0}{B}\right)^2} = \sqrt{3^2 + (-4)^2} = 5.$$

From $A\sin(C) = x_0$, we get $5\sin(C) = 3$ which gives $\sin(C) = \frac{3}{5}$. From $AB\cos(C) = v_0$, we get $10\cos(C) = -8$, or $\cos(C) = -\frac{4}{5}$. This means that C is a Quadrant II angle which we can describe in terms of either arcsine or arccosine. Since $x(t)$ is expressed in terms of sine, we choose to express

$$C = \pi - \arcsin\left(\frac{3}{5}\right).$$

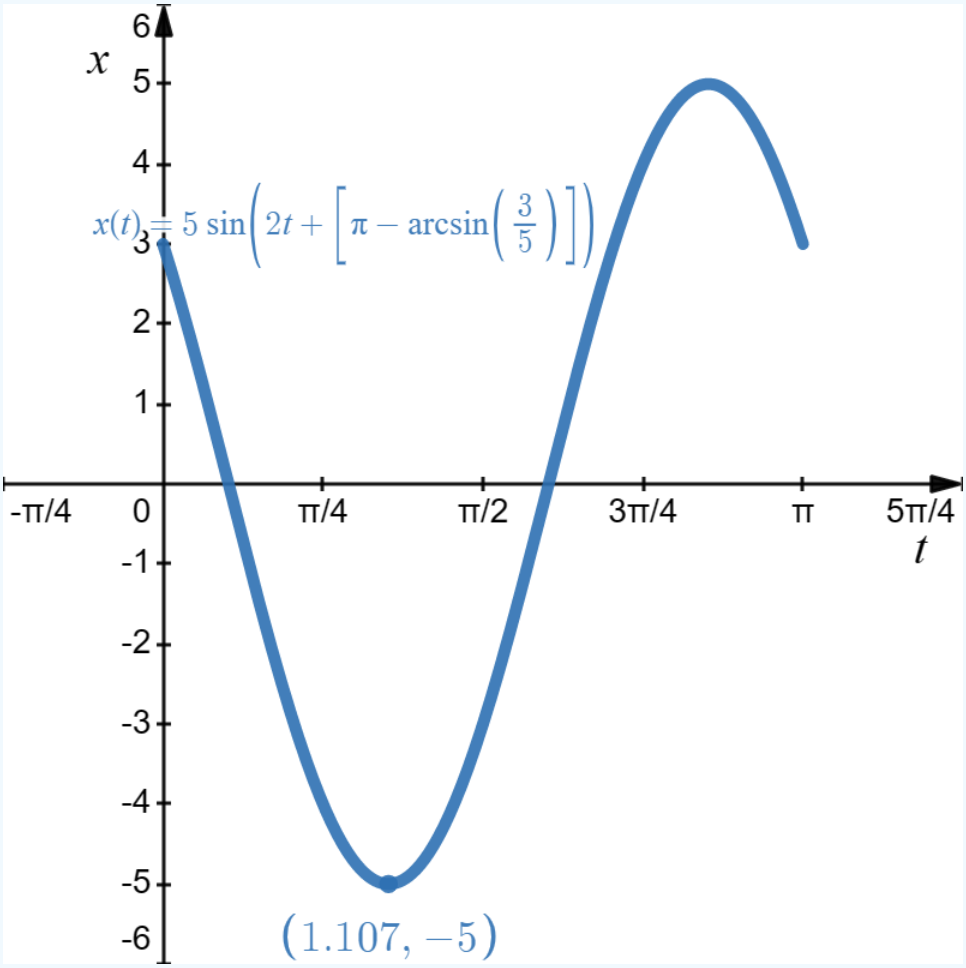
Hence,

$$x(t) = 5\sin\left(2t + \left[\pi - \arcsin\left(\frac{3}{5}\right)\right]\right).$$

Since the amplitude of $x(t)$ is 5, the object will travel at most 5 feet above the equilibrium position. To find when this happens, we solve the equation $x(t) = 5\sin\left(2t + \left[\pi - \arcsin\left(\frac{3}{5}\right)\right]\right) = -5$, the negative once again signifying that the object is *above* the equilibrium position. Going through the usual machinations, we get

$$t = \frac{1}{2}\arcsin\left(\frac{3}{5}\right) + \frac{\pi}{4} + \pi k,$$

where $k \in \mathbb{Z}$. The smallest of these values occurs when $k = 0$, that is, $t = \frac{1}{2}\arcsin\left(\frac{3}{5}\right) + \frac{\pi}{4} \approx 1.107$ seconds after the start of the motion. To check our answer using graphing technology, we graph $y = 5\sin\left(2x + \left[\pi - \arcsin\left(\frac{3}{5}\right)\right]\right)$ and confirm the coordinates of the first relative minimum to be approximately (1.107,-5).



It is possible, though beyond the scope of this course, to model the effects of friction and other external forces acting on the system.[14] While we may not have the Physics and Calculus background to derive equations of motion for these scenarios, we can certainly analyze them. We examine three cases in the following example.

Example 11.1.4

a. Write $x(t) = 5e^{-t/5}\cos(t) + 5e^{-t/5}\sqrt{3}\sin(t)$ in the form $x(t) = A(t)\sin(Bt + C)$. Graph $x(t)$ using graphing technology.
b. Write $x(t) = (t+3)\sqrt{2}\cos(2t) + (t+3)\sqrt{2}\sin(2t)$ in the form $x(t) = A(t)\sin(Bt + C)$. Graph $x(t)$ using graphing technology.
c. Find the period of $x(t) = 5\sin(6t) - 5\sin(8t)$. Graph $x(t)$ using graphing technology.

Solution

a. We start rewriting $x(t) = 5e^{-t/5}\cos(t) + 5e^{-t/5}\sqrt{3}\sin(t)$ by factoring out $5e^{-t/5}$ from both terms to get

$$x(t) = 5e^{-t/5}(\cos(t) + \sqrt{3}\sin(t)).$$

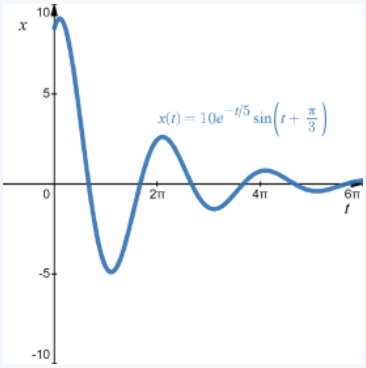
We convert what's left in parentheses to the required form using the formulas introduced in Section 10.5. We find

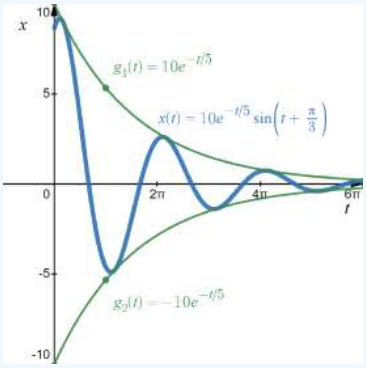
$$(\cos(t)+\sqrt{3}\sin(t)) = 2\sin\left(t+\frac{\pi}{3}\right)$$

so that

$$x(t) = 10e^{-t/5}\sin\left(t+\frac{\pi}{3}\right).$$

Graphing this in Desmos reveals some interesting behavior. The sinusoidal nature continues indefinitely, but it is being attenuated. In the sinusoid $A\sin(Bt+C)$, the coefficient A of the sine function is the amplitude. In the case of $x(t) = 10e^{-t/5}\sin\left(t+\frac{\pi}{3}\right)$, we can think of the function $A(t) = 10e^{-t/5}$ as the amplitude. As $t\to\infty, 10e^{-t/5}\to 0$ which means the amplitude continues to shrink towards zero. Indeed, if we graph $g(t) = \pm 10e^{-t/5}$ along with $x(t) = 10e^{-t/5}\sin\left(t+\frac{\pi}{3}\right)$, we see this attenuation taking place. This equation corresponds to the motion of an object on a spring where there is a slight force which acts to "dampen," or slow the motion. An example of this kind of force would be the friction of the object against the air. In this model, the object oscillates forever, but with smaller and smaller amplitude.





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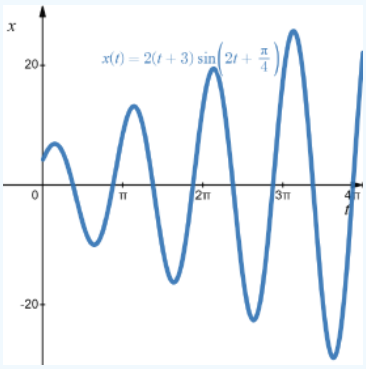
b. Proceeding as in the first example, we factor out $(t+3)\sqrt{2}$ from each term in the function $x(t) = (t+3)\sqrt{2}\cos(2t)+(t+3)\sqrt{2}\sin(2t)$ to get

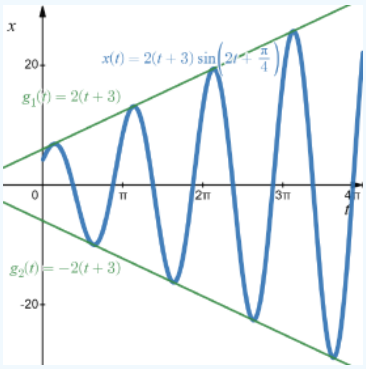
$$x(t) = (t+3)\sqrt{2}(\cos(2t)+\sin(2t)).$$

We find $(\cos(2t)+\sin(2t)) = \sqrt{2}\sin\left(2t+\frac{\pi}{4}\right)$, so

$$x(t) = 2(t+3)\sin\left(2t+\frac{\pi}{4}\right).$$

Graphing, we find the sinusoid's amplitude growing. Since our amplitude function here is $A(t) = 2(t+3) = 2t+6$, which continues to grow without bound as $t\to\infty$, this is hardly surprising. The phenomenon illustrated here is "forced" motion. That is, we imagine that the entire apparatus on which the spring is attached is oscillating as well. In this case, we are witnessing a "resonance" effect – the frequency of the external oscillation matches the frequency of the motion of the object on the spring.[15]

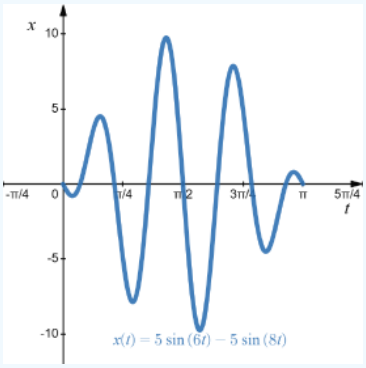


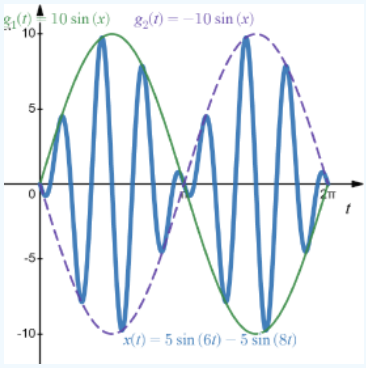


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c. Last, but not least, we come to $x(t) = 5\sin(6t) - 5\sin(8t)$. To find the period of this function, we need to determine the length of the smallest interval on which both $f(t) = 5\sin(6t)$ and $g(t) = 5\sin(8t)$ complete a whole number of cycles. To do this, we take the ratio of their frequencies and reduce to lowest terms: $\frac{6}{8} = \frac{3}{4}$. This tells us that for every 3 cycles f

makes, g makes 4. In other words, the period of $x(t)$ is three times the period of $f(t)$ (which is four times the period of $g(t)$), or π. We graph $x(t)$ over $[0, \pi]$ to check this. This equation of motion also results from "forced" motion, but here the frequency of the external oscillation is different than that of the object on the spring. Since the sinusoids here have different frequencies, they are "out of sync" and do not amplify each other as in the previous example. Taking things a step further, we can use a sum to product identity to rewrite $x(t) = 5\sin(6t) - 5\sin(8t)$ as $x(t) = -10\sin(t)\cos(7t)$. The lower frequency factor in this expression, $-10\sin(t)$, plays an interesting role in the graph of $x(t)$. Below we graph $x(t) = 5\sin(6t) - 5\sin(8t)$ and $g(t) = \pm 10\sin(t)$ over $[0, 2\pi]$. This is an example of the "beat" phenomena, and the curious reader is invited to explore this concept as well.[16]





Subsection Footnotes

[7] Well, assuming the object isn't subjected to relativistic speeds.

[8] This is a consequence of Newton's Second Law of Motion $F = ma$ where F is force, m is mass and a is acceleration. In our present setting, the force involved is weight which is caused by the acceleration due to gravity.

[9] Note that 1 pound $= 1\frac{\text{slug foot}}{\text{second}^2}$ and 1 Newton $= 1\frac{\text{kg meter}}{\text{second}^2}$.

[10] Look familiar? We saw Hooke's Law in Section 4.3.

[11] To keep units compatible, if we are using the English system, we use feet (ft.) to measure displacement. If we are in the SI system, we measure displacement in meters (m). Time is always measured in seconds (s).

[12] The sign conventions here are carried over from Physics. If not for the spring, the object would fall towards the ground, which is the "natural" or "positive" direction. Since the spring force acts in direct opposition to gravity, any movement upwards is considered "negative."

[13] For confirmation, we not that $AB\cos(C) = v_0$, which in this case reduces to $6\cos(C) = 0$.

[14] Take a good Differential Equations class to see this!

[15] The reader is invited to investigate the destructive implications of resonance.

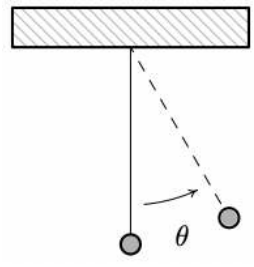
[16] A good place to start is this article on beats.

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11.1E: Exercises

Exercises

1. The sounds we hear are made up of mechanical waves. The note 'A' above the note 'middle C' is a sound wave with ordinary frequency $f = 440 \text{ Hertz } = 440 \frac{\text{cycles}}{\text{second}}$. Find a sinusoid which models this note, assuming that the amplitude is 1 and the phase shift is 0.
2. The voltage V in an alternating current source has amplitude $220\sqrt{2}$ and ordinary frequency $f = 60 \text{ Hertz }$. Find a sinusoid which models this voltage. Assume that the phase is 0.
3. The London Eye is a popular tourist attraction in London, England and is one of the largest Ferris Wheels in the world. It has a diameter of 135 meters and makes one revolution (counterclockwise) every 30 minutes. It is constructed so that the lowest part of the Eye reaches ground level, enabling passengers to simply walk on to, and off of, the ride. Find a sinusoid which models the height h of the passenger above the ground in meters t minutes after they board the Eye at ground level.
4. On page 732 in Section 10.2, we found the x-coordinate of counter-clockwise motion on a circle of radius r with angular frequency ω to be $x = r\cos(\omega t)$, where $t = 0$ corresponds to the point $(r, 0)$. Suppose we are in the situation of Exercise 3 above. Find a sinusoid which models the horizontal displacement x of the passenger from the center of the Eye in meters t minutes after they board the Eye. Here we take $x(t) > 0$ to mean the passenger is to the right of the center, while $x(t) < 0$ means the passenger is to the left of the center.
5. In Exercise 52 in Section 10.1, we introduced the yo-yo trick 'Around the World' in which a yo-yo is thrown so it sweeps out a vertical circle. As in that exercise, suppose the yo-yo string is 28 inches and it completes one revolution in 3 seconds. If the closest the yo-yo ever gets to the ground is 2 inches, find a sinusoid which models the height h of the yo-yo above the ground in inches t seconds after it leaves its lowest point.
6. Suppose an object weighing 10 pounds is suspended from the ceiling by a spring which stretches 2 feet to its equilibrium position when the object is attached.
   a. Find the spring constant k in $\frac{\text{lbs.}}{\text{ft.}}$ and the mass of the object in slugs.
   b. Find the equation of motion of the object if it is released from 1 foot below the equilibrium position from rest. When is the first time the object passes through the equilibrium position? In which direction is it heading?
   c. Find the equation of motion of the object if it is released from 6 inches above the equilibrium position with a downward velocity of 2 feet per second. Find when the object passes through the equilibrium position heading downwards for the third time.
7. 

$$T = 2\pi\sqrt{\frac{l}{g}}$$

   where l is the length of the pendulum and g is the acceleration due to gravity.
   a. Find a sinusoid which gives the angular displacement θ as a function of time, t. Arrange things so $\theta(0) = \theta_0$.
   b. In Exercise 40 of section 5.3, you found the length of the pendulum needed in Jeff's antique Seth-Thomas clock to ensure the period of the pendulum is $\frac{1}{2}$ of a second. Assuming the initial displacement of the pendulum is 15°, find a sinusoid which models the displacement of the pendulum θ as a function of time, t, in seconds.
8. The table below lists the average temperature of Lake Erie as measured in Cleveland, Ohio on the first of the month for each month during the years 1971 – 2000.[19] For example, $t = 3$ represents the average of the temperatures recorded for Lake Erie on every March 1 for the years 1971 through 2000.

Month Number, t	1	2	3	4	5	6	7	8	9	10	11	12
Temperature (°F), T	36	33	34	38	47	57	67	74	73	67	56	46

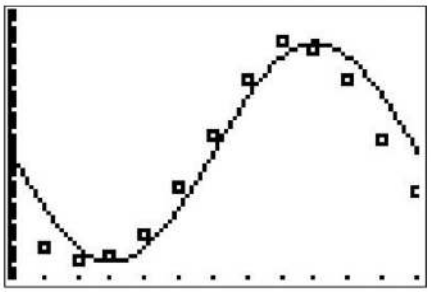
a. Fit a sinusoid to these data.
b. Using a graphing utility, graph your model along with the data set to judge the reasonableness of the fit.
c. Use the model you found in part 8a to predict the average temperature recorded for Lake Erie on April 15th and September 15th during the years 1971–2000.[20]
d. Compare your results to those obtained using a graphing utility.

9. The fraction of the moon illuminated at midnight Eastern Standard Time on the tth day of June, 2009 is given in the table below.[21]

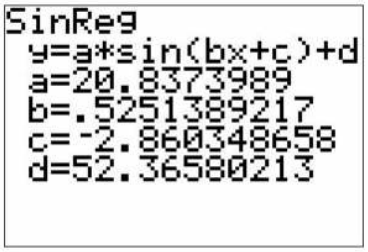
a. Fit a sinusoid to these data.
b. Using a graphing utility, graph your model along with the data set to judge the reasonableness of the fit.
c. Use the model you found in part 9a to predict the fraction of the moon illuminated on June 1, 2009.
d. Compare your results to those obtained using a graphing utility.

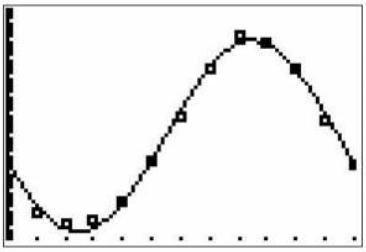
Answers

1. $S(t) = \sin(880\pi t)$
2. $V(t) = 220\sqrt{2}\sin(120\pi t)$
3. $h(t) = 28\sin\left(\frac{2\pi}{3}t - \frac{\pi}{2}\right) + 30$
4. $x(t) = 67.5\cos\left(\frac{\pi}{15}t - \frac{\pi}{2}\right) = 67.5\sin\left(\frac{\pi}{15}t\right)$
5. $h(t) = 28\sin\left(\frac{2\pi}{3}t - \frac{\pi}{2}\right) + 30$
6. a. $k = 5\,\frac{\text{lbs.}}{\text{ft.}}$ and $m = \frac{5}{16}$ slugs
   b. $x(t) = \sin\left(4t + \frac{\pi}{2}\right)$. The object first passes through the equilibrium point when $t = \frac{\pi}{8} \approx 0.39$ 0.39 seconds after the motion starts. At this time, the object is heading upwards.
   c. $x(t) = \frac{\sqrt{2}}{2}\sin\left(4t + \frac{7\pi}{4}\right)$. The object passes through the equilibrium point heading downwards for the third time when $t = \frac{17\pi}{16} \approx 3.34$ seconds.
7. a. $\theta(t) = \theta_0 \sin\left(\sqrt{\frac{g}{l}}t + \frac{\pi}{2}\right)$
   b. $\theta(t) = \frac{\pi}{12}\sin\left(4\pi t + \frac{\pi}{2}\right)$
8. a. $T(t) = 20.5\sin\left(\frac{\pi}{6}t - \pi\right) + 53.5$
   b. Our function and the data set are graphed below. The sinusoid seems to be shifted to the right of our data.



   c. The average temperature April \(15^{\text {th }}\) is approximately \(T(4.5) \approx 39.00^{\circ} \mathrm{F}\) and the average temperature on September \(15^{\text {th }}\) is approximately \(T(9.5) \approx 73.38^{\circ} \mathrm{F}\).
   d. Using a graphing calculator, we get the following

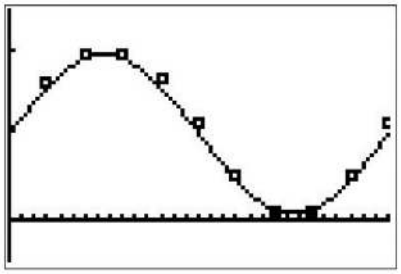




This model predicts the average temperature for April 15th to be approximately 42.43°F and the average temperature on September 15th to be approximately 70.05°F. This model appears to be more accurate.

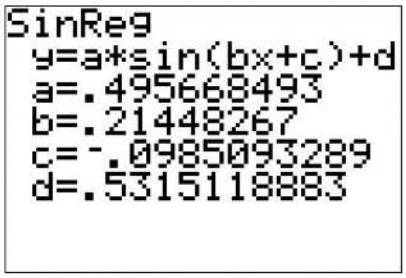
9. a. Based on the shape of the data, we either choose $A < 0$ or we find the second value of t which closely approximates the 'baseline' value, $F = 0.505$. We choose the latter to obtain
$F(t) = 0.475\sin\left(\frac{\pi}{15}t - 2\pi\right) + 0.505 = 0.475\sin\left(\frac{\pi}{15}t\right) + 0.505$.

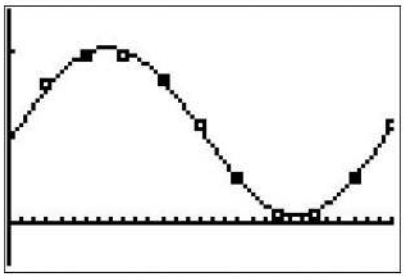
   b. Our function and the data set are graphed below. It's a pretty good fit.



   c. The fraction of the moon illuminated on June 1st, 2009 is approximately $F(1) \approx 0.60$

   d. Using a graphing calculator, we get the following.





This model predicts that the fraction of the moon illuminated on June 1st, 2009 is approximately 0.59. This appears to be a better fit to the data than our first model.

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11.2: The Law of Sines

A Review of Solving Triangles

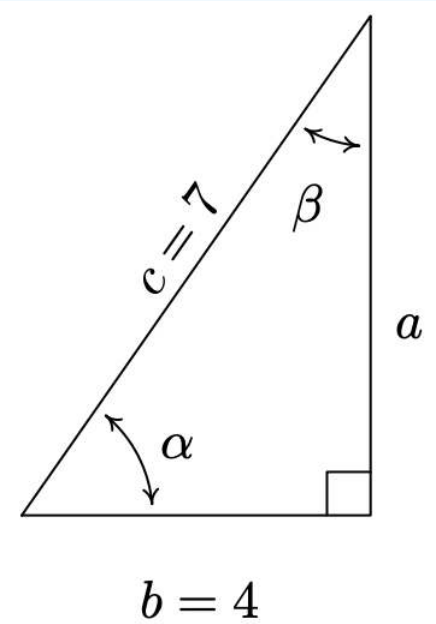
Trigonometry literally means "measuring triangles" and with Chapter 10 under our belts, we are more than prepared to do just that. The main goal of this section and the next is to develop theorems which allow us to "solve" triangles – that is, find the length of each side of a triangle and the measure of each of its angles. In Sections 10.2, 10.3 and 10.6, we've had some experience solving right triangles. The following example reviews what we know.

Example 11.2.1

Given a right triangle with a hypotenuse of length 7 units and one leg of length 4 units, find the length of the remaining side and the measures of the remaining angles. Express the angles in decimal degrees, rounded to the nearest hundredth of a degree.

Solution

For definitiveness, we label the triangle below.



To find the length of the missing side a, we use the Pythagorean Theorem to get $a^2+4^2=7^2$ which then yields $a=\sqrt{33}$ units. Now that all three sides of the triangle are known, there are several ways we can find α using the inverse trigonometric functions. To decrease the chances of propagating error, however, we stick to using the data given to us in the problem. In this case, the lengths 4 and 7 were given, so we want to relate these to α. According to Theorem 10.2.6, $\cos(\alpha)=\frac{4}{7}$. Since α is an acute angle, $\alpha=\arccos\left(\frac{4}{7}\right)$ radians. Converting to degrees, we find $\alpha\approx 55.15^\circ$. Now that we have the measure of angle α, we could find the measure of angle β using the fact that α and β are complements so $\alpha+\beta=90^\circ$. Once again, we opt to use the data given to us in the problem. According to Theorem 10.2.6, we have that $\sin(\beta)=\frac{4}{7}$ so $\beta=\arcsin\left(\frac{4}{7}\right)$ radians and we have $\beta\approx 34.85^\circ$.

A few remarks about Example 11.2.1 are in order. First, we adhere to the convention that a lower case Greek letter denotes an angle[1] and the corresponding lowercase English letter represents the side[2] opposite that angle. Thus, a is the side opposite α, b is the side opposite β and c is the side opposite γ. Taken together, the pairs (α,a), (β,b) and (γ,c) are called angle-side opposite pairs. Second, as mentioned earlier, we will strive to solve for quantities using the original data given in the problem whenever possible. While this is not always the easiest or fastest way to proceed, it minimizes the chances of propagated error.[3] Third, since many of the applications which require solving triangles "in the wild" rely on degree measure, we shall adopt this convention for the time being.[4]

Subsection Footnotes

[1] as well as the measure of said angle

[2] as well as the length of said side

[3] Your Science teachers should thank us for this.

[4] Don't worry! Radians will be back before you know it!

The Law of Sines

The Pythagorean Theorem along with Theorem 10.2.6 and 10.3.6 allow us to easily handle any given right triangle problem, but what if the triangle isn't a right triangle? In certain cases, we can use the **Law of Sines** to help.

Theorem 11.2.1: The Law of Sines

Given a triangle with angle-side opposite pairs (α, a), (β, b) and (γ, c), the following ratios hold

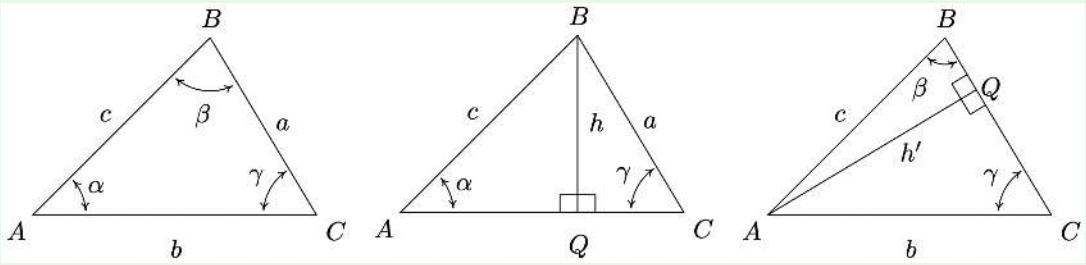
$$\frac{\sin(\alpha)}{a} = \frac{\sin(\beta)}{b} = \frac{\sin(\gamma)}{c}$$

or, equivalently,

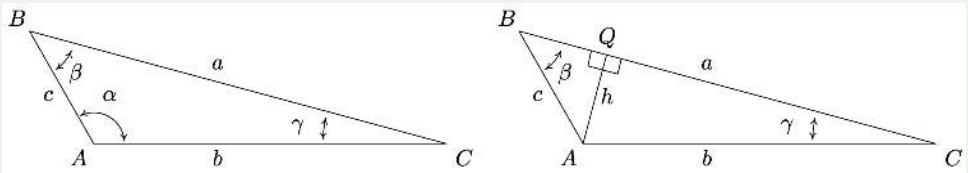
$$\frac{a}{\sin(\alpha)} = \frac{b}{\sin(\beta)} = \frac{c}{\sin(\gamma)}.$$

Proof

The proof of the Law of Sines can be broken into three cases. For our first case, consider the triangle $\triangle ABC$ below, all of whose angles are acute, with angle-side opposite pairs (α, a), (β, b) and (γ, c). If we drop an altitude from vertex B, we divide the triangle into two right triangles: $\triangle ABQ$ and $\triangle BCQ$. If we call the length of the altitude h (for height), we get from Theorem 10.2.6 that $\sin(\alpha) = \frac{h}{c}$ and $\sin(\gamma) = \frac{h}{a}$ so that $h = c\sin(\alpha) = a\sin(\gamma)$. After some rearrangement of the last equation, we get $\frac{\sin(\alpha)}{a} = \frac{\sin(\gamma)}{c}$. If we drop an altitude from vertex A, we can proceed as above using the triangles $\triangle ABQ$ and $\triangle ACQ$ to get $\frac{\sin(\beta)}{b} = \frac{\sin(\gamma)}{c}$, completing the proof for this case.

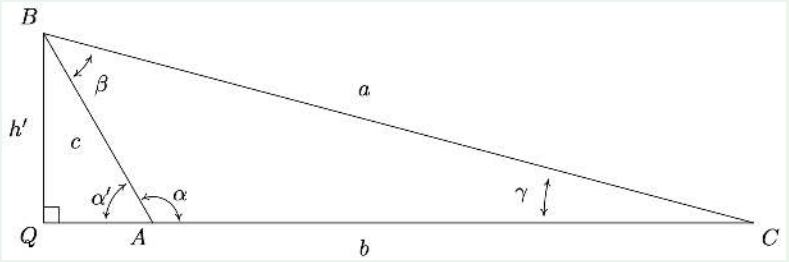


For our next case consider the triangle $\triangle ABC$ below with obtuse angle α. Extending an altitude from vertex A gives two right triangles, as in the previous case: $\triangle ABQ$ and $\triangle ACQ$. Proceeding as before, we get $h = b\sin(\gamma)$ and $h = c\sin(\beta)$ so that $\frac{\sin(\beta)}{b} = \frac{\sin(\gamma)}{c}$.



Dropping an altitude from vertex B also generates two right triangles, $\triangle ABQ$ and $\triangle BCQ$. We know that $\sin(\alpha') = \frac{h'}{c}$ so that $h' = c\sin(\alpha')$. Since $\alpha' = 180^\circ - \alpha, \sin(\alpha') = \sin(\alpha)$, so in fact, we have $h' = c\sin(\alpha)$. Proceeding to $\triangle BCQ$,

we get $\sin(\gamma) = \frac{h'}{a}$ so $h' = a\sin(\gamma)$. Putting this together with the previous equation, we get $\frac{\sin(\gamma)}{c} = \frac{\sin(\alpha)}{a}$, and we are finished with this case.



The remaining case is when $\triangle ABC$ is a right triangle. In this case, the Law of Sines reduces to the formulas given in Theorem 10.2.6 and is left to the reader. In order to use the Law of Sines to solve a triangle, we need at least one angle-side opposite pair.

The next example showcases some of the power, and the pitfalls, of the Law of Sines.

Example 11.2.2

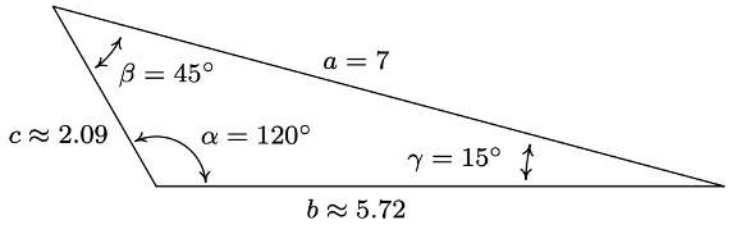
Solve the following triangles. Give exact answers and decimal approximations (rounded to hundredths) and sketch the triangle.

a. $\alpha = 120^\circ, a = 7$ units, $\beta = 45^\circ$
b. $\alpha = 85^\circ, \beta = 30^\circ, c = 5.25$ units
c. $\alpha = 30^\circ, a = 1$ units, $c = 4$ units
d. $\alpha = 30^\circ, a = 2$ units, $c = 4$ units
e. $\alpha = 30^\circ, a = 3$ units, $c = 4$ units
f. $\alpha = 30^\circ, a = 4$ units, $c = 4$ units

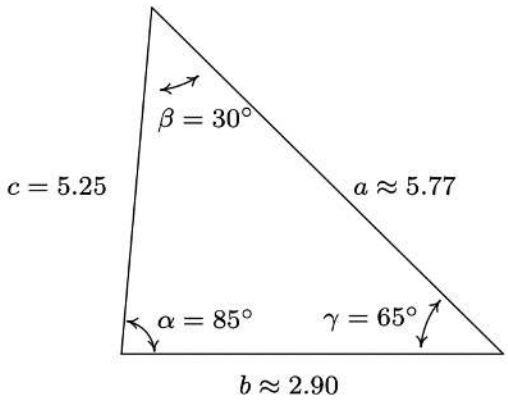
Solution

a. Knowing an angle-side opposite pair, namely α and a, we may proceed in using the Law of Sines. Since $\beta = 45^\circ$, we use $\frac{b}{\sin(45^\circ)} = \frac{7}{\sin(120^\circ)}$ so $b = \frac{7\sin(45^\circ)}{\sin(120^\circ)} = \frac{7\sqrt{6}}{3} \approx 5.72$ units. Now that we have two angle-side pairs, it is time to find the third. To find γ, we use the fact that the sum of the measures of the angles in a triangle is 180°. Hence, $\gamma = 180^\circ - 120^\circ - 45^\circ = 15^\circ$. To find c, we have no choice but to used the derived value $\gamma = 15^\circ$, yet we can minimize the propagation of error here by using the given angle-side opposite pair (α, a). The Law of Sines gives us $\frac{c}{\sin(15^\circ)} = \frac{7}{\sin(120^\circ)}$ so that $c = \frac{7\sin(15^\circ)}{\sin(120^\circ)} \approx 2.09$ units.[5]

b. In this example, we are not immediately given an angle-side opposite pair, but as we have the measures of α and β, we can solve for γ since $\gamma = 180^\circ - 85^\circ - 30^\circ = 65^\circ$. As in the previous example, we are forced to use a derived value in our computations since the only angle-side pair available is (γ, c). The Law of Sines gives $\frac{a}{\sin(85^\circ)} = \frac{5.25}{\sin(65^\circ)}$. After the usual rearrangement, we get $a = \frac{5.25\sin(85^\circ)}{\sin(65^\circ)} \approx 5.77$ units. To find b we use the angle-side pair (γ, c) which yields $\frac{b}{\sin(30^\circ)} = \frac{5.25}{\sin(65^\circ)}$ hence $b = \frac{5.25\sin(30^\circ)}{\sin(65^\circ)} \approx 2.90$ units.



Triangle for number 1



Triangle for number 2

c. Since we are given (α, a) and c, we use the Law of Sines to find the measure of γ. We start with $\frac{\sin(\gamma)}{4} = \frac{\sin(30°)}{1}$ and get $\sin(\gamma) = 4\sin(30°) = 2$. Since the range of the sine function is $[-1, 1]$, there is no real number with $\sin(\gamma) = 2$. Geometrically, we see that side a is just too short to make a triangle. The next three examples keep the same values for the measure of α and the length of c while varying the length of a. We will discuss this case in more detail after we see what happens in those examples.

d. In this case, we have the measure of $\alpha = 30°$, $a = 2$ and $c = 4$. Using the Law of Sines, we get $\frac{\sin(\gamma)}{4} = \frac{\sin(30°)}{2}$ so $\sin(\gamma) = 2\sin(30°) = 1$. Now γ is an angle in a triangle which also contains $\alpha = 30°$. This means that γ must measure between $0°$ and $150°$ in order to fit inside the triangle with α. The only angle that satisfies this requirement and has $\sin(\gamma) = 1$ is $\gamma = 90°$. In other words, we have a right triangle. We find the measure of β to be $\beta = 180° - 30° - 90° = 60°$ and then determine b using the Law of Sines. We find $b = \frac{2\sin(60°)}{\sin(30°)} = 2\sqrt{3} \approx 3.46$ units. In this case, the side a is precisely long enough to form a unique right triangle.

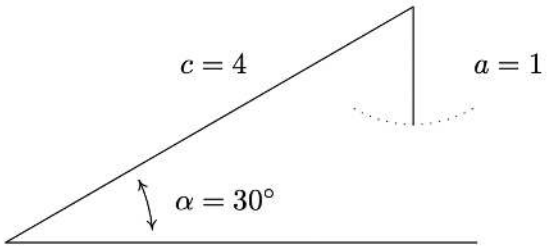
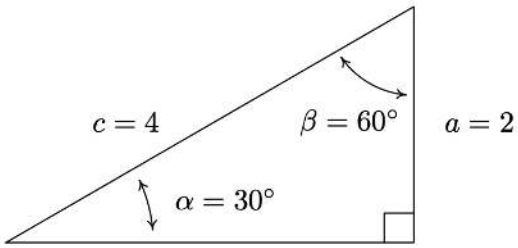


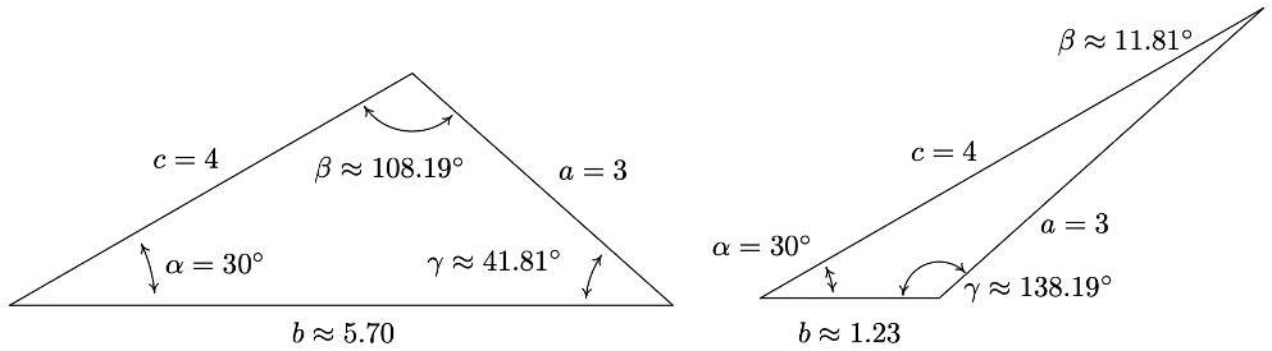
Diagram for number 3



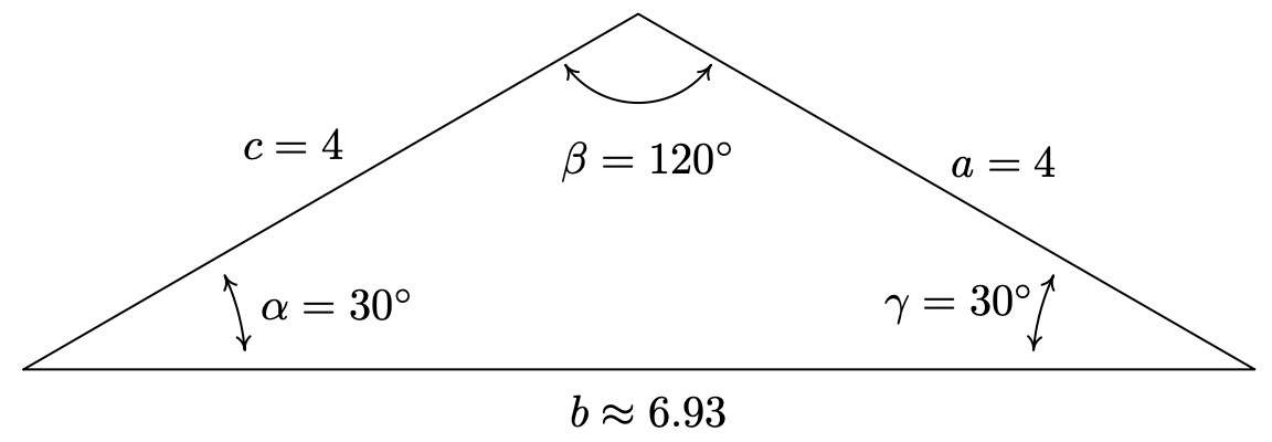
$b \approx 3.46$

Triangle for number 4

e. Proceeding as we have in the previous two examples, we use the Law of Sines to find γ. In this case, we have $\frac{\sin(\gamma)}{4} = \frac{\sin(30°)}{3}$ or $\sin(\gamma) = \frac{4\sin(30°)}{3} = \frac{2}{3}$. Since γ lies in a triangle with $\alpha = 30°$, we must have that $0° < \gamma < 150°$. There are two angles γ that fall in this range and have $\sin(\gamma) = \frac{2}{3}$: $\gamma = \arcsin\left(\frac{2}{3}\right)$ radians $\approx 41.81°$ and $\gamma = \pi - \arcsin\left(\frac{2}{3}\right)$ radians $\approx 138.19°$. At this point, we pause to see if it makes sense that we actually have two viable cases to consider. As we have discussed, both candidates for γ are "compatible" with the given angle-side pair $(\alpha, a) = (30°, 3)$ in that both choices for γ can fit in a triangle with α and both have a sine of $\frac{2}{3}$. The only other given piece of information is that $c = 4$ units. Since $c > a$, it must be true that γ, which is opposite c, has greater measure than α which is opposite a. In both cases, $\gamma > \alpha$, which is opposite c, has greater measure than α which is opposite a. In both cases, $\gamma > \alpha$, so both candidates for γ are compatible with this last piece of given information as well. Thus have two triangles on our hands. In the case $\gamma = \arcsin\left(\frac{2}{3}\right)$ radians $\approx 41.81°$, we find[6] $\beta \approx 180° - 30° - 41.81° = 108.19°$. Using the Law of Sines with the angle-side opposite pair (α, a) and β, we find $b \approx \frac{3\sin(108.19°)}{\sin(30°)} \approx 5.70$ units. In the case $\gamma = \pi - \arcsin\left(\frac{2}{3}\right)$ radians $\approx 138.19°$, we repeat the exact same steps and find $\beta \approx 11.81°$ and $b \approx 1.23$ units.[7] Both triangles are drawn below.



f. For this last problem, we repeat the usual Law of Sines routine to find $\frac{\sin(\gamma)}{4} = \frac{\sin(30^\circ)}{4}$ so that $\sin(\gamma) = \frac{1}{2}$. Since γ must inhabit a triangle $\alpha = 30^\circ$, we must have $0^\circ < \gamma < 150^\circ$. Since the measure of γ must be strictly less than 150°, there is just one angle which satisfies both required conditions, namely $\gamma = 30^\circ$. So $\beta = 180^\circ - 30^\circ - 30^\circ = 120^\circ$ and, using the Law of Sines one last time, $b = \frac{4\sin(120^\circ)}{\sin(30^\circ)} = 4\sqrt{3} \approx 6.93$ units.



Some remarks about Example 11.2.2 are in order. We first note that if we are given the measures of two of the angles in a triangle, say α and β, the measure of the third angle γ uniquely determined using the equation $\gamma = 180^\circ - \alpha - \beta$. Knowing the measures of all three angles of a triangle completely determines its shape. If in addition we are given the length of one of the sides of the triangle, we can then use the Law of Sines to find the lengths of the remaining two sides to determine the size of the triangle. Such is the case in parts a and b above. In part a, the given side is adjacent to just one of the angles – this is called the "Angle-Angle-Side" (AAS) case.[8] In part b, the given side is adjacent to both angles which means we are in the so-called "Angle-Side-Angle" (ASA) case. If, on the other hand, we are given the measure of just one of the angles in the triangle along with the length of two sides, only one of which is adjacent to the given angle, we are in the "Angle-Side-Side" (ASS) case.[9] In part c, the length of the one given side a was too short to even form a triangle; in part d, the length of a was just long enough to form a right triangle; in e, a was long enough, but not too long, so that two triangles were possible; and in part f, side a was long enough to form a triangle but too long to swing back and form two. These four cases exemplify all of the possibilities in the Angle-Side-Side case which are summarized in the following theorem.

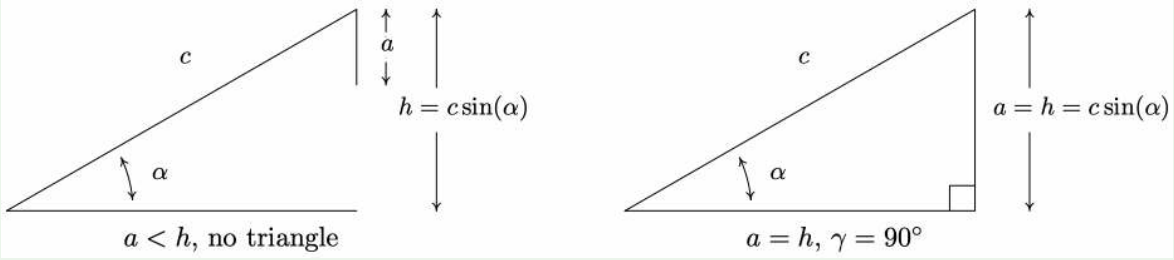
Theorem 11.2.2

Suppose (α, a) and (γ, c) are intended to be angle-side pairs in a triangle where α, a and c are given. Let $h = c\sin(\alpha)$.

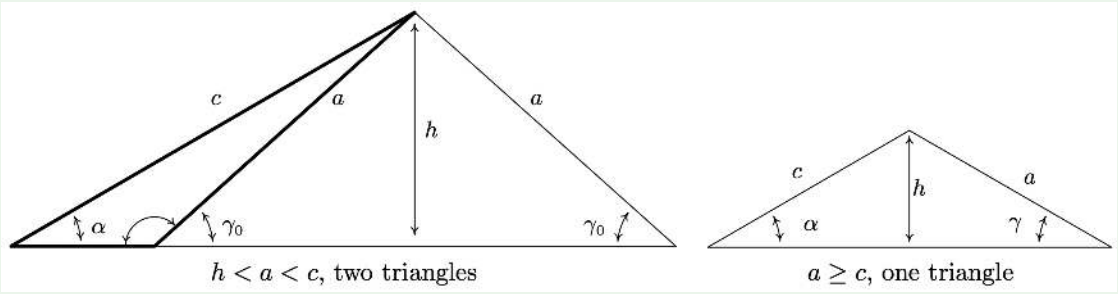
- If $a < h$, then no triangle exists which satisfies the given criteria.
- If $a = h$, then $\gamma = 90^\circ$ so exactly one (right) triangle exists which satisfies the criteria.
- If $h < a < c$, then two distinct triangles exist which satisfy the given criteria.
- If $a \geq c$, then γ is acute and exactly one triangle exists which satisfies the given criteria

Proof

This is proved on a case-by-case basis. If $a < h$, then $a < c\sin(\alpha)$. If a triangle were to exist, the Law of Sines would have $\frac{\sin(\gamma)}{c} = \frac{\sin(\alpha)}{a}$ so that $\sin(\gamma) = \frac{c\sin(\alpha)}{a} > \frac{a}{a} = 1$, which is impossible. In the figure below, we see geometrically why this is the case.



Simply put, if $a < h$ the side a is too short to connect to form a triangle. This means if $a \geq h$, we are always guaranteed to have at least one triangle, and the remaining parts of the theorem tell us what kind and how many triangles to expect in each case. If $a = h$, then $a = c\sin(\alpha)$ and the Law of Sines gives $\frac{\sin(\alpha)}{a} = \frac{\sin(\gamma)}{c}$ so that $\sin(\gamma) = \frac{c\sin(\alpha)}{a} = \frac{a}{a} = 1$. Here, $\gamma = 90^\circ$ as required. Moving along, now suppose $h < a < c$. As before, the Law of Sines[10] gives $\sin(\gamma) = \frac{c\sin(\alpha)}{a}$. Since $h < a$, $c\sin(\alpha) < a$ or $\frac{c\sin(\alpha)}{a} < 1$ which means there are two solutions to $\sin(\gamma) = \frac{c\sin(\alpha)}{a}$: an acute angle which we'll call γ_0, and its supplement, $180^\circ - \gamma_0$. We need to argue that each of these angles "fit" into a triangle with α. Since (α, a) and (γ_0, c) are angle-side opposite pairs, the assumption $c > a$ a in this case gives us $\gamma_0 > \alpha$. Since γ_0 is acute, we must have that α is acute as well. This means one triangle can contain both α and γ_0, giving us one of the triangles promised in the theorem. If we manipulate the inequality $\gamma_0 > \alpha$ a bit, we have $180^\circ - \gamma_0 < 180^\circ - \alpha$ which gives $(180^\circ - \gamma_0) + \alpha < 180^\circ$. This proves a triangle can contain both of the angles α and $(180^\circ - \gamma_0)$, giving us the second triangle predicted in the theorem. To prove the last case in the theorem, we assume $a \geq c$. Then $\alpha \geq \gamma$, which forces γ to be an acute angle. Hence, we get only one triangle in this case, completing the proof.



Subsection Footnotes

[5] The exact value of $\sin(15^\circ)$ could be found using the difference identity for sine or a half-angle formula, but that becomes unnecessarily messy for the discussion at hand. Thus "exact" here means $\frac{7\sin(15^\circ)}{\sin(120^\circ)}$.

[6] To find an exact expression for β, we convert everything back to radians: $\alpha = 30^\circ = \frac{\pi}{6}$ radians, $\gamma = \arcsin\left(\frac{2}{3}\right)$ radians and $180^\circ = \pi$ radians. Hence, $\beta = \pi - \frac{\pi}{6} - \arcsin\left(\frac{2}{3}\right) = \frac{5\pi}{6} - \arcsin\left(\frac{2}{3}\right)$ radians $\approx 108.19^\circ$.

[7] An exact answer for β in this case is $\beta = \arcsin\left(\frac{2}{3}\right) - \frac{\pi}{6}$ radians $\approx 11.81^\circ$.

[8] If this sounds familiar, it should. From high school Geometry, we know there are four congruence conditions for triangles: Angle-Angle-Side (AAS), Angle-Side-Angle (ASA), Side-Angle-Side (SAS) and Side-Side-Side (SSS). If we are given information about a triangle that meets one of these four criteria, then we are guaranteed that exactly one triangle exists which satisfies the given criteria.

[9] In more reputable books, this is called the 'Side-Side-Angle' or SSA case.

[10] Remember, we have already argued that a triangle exists in this case!

Applications Involving the Law of Sines

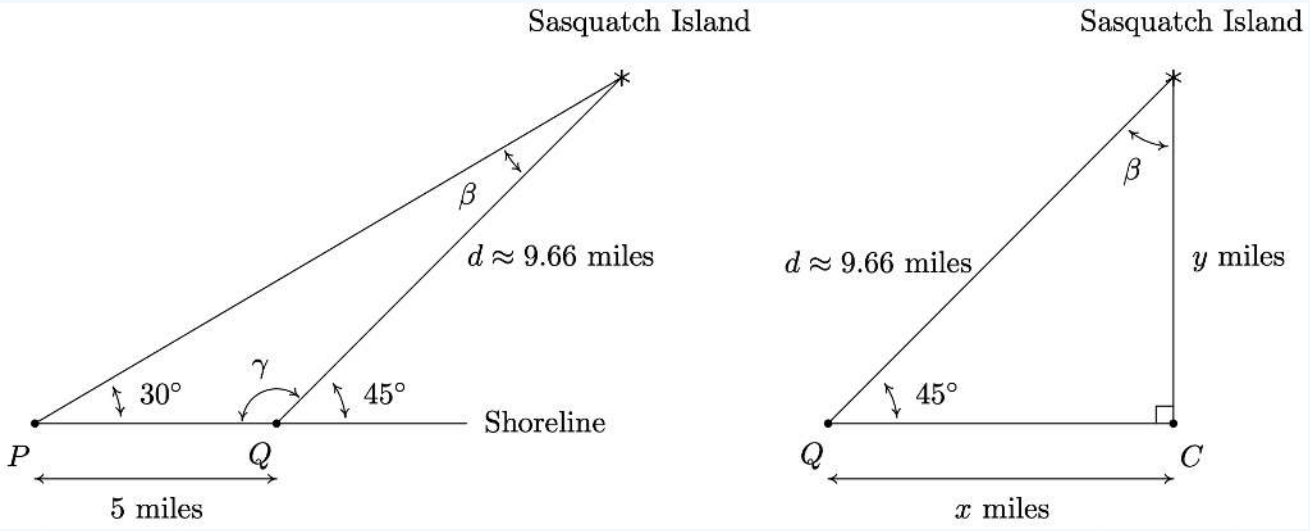
Example 11.2.3

Sasquatch Island lies off the coast of Ippizuti Lake. Two sightings, taken 5 miles apart, are made to the island. The angle between the shore and the island at the first observation point is 30° and at the second point the angle is 45°. Assuming a straight coastline, find the distance from the second observation point to the island. What point on the shore is closest to the island? How far is the island from this point?

Solution

We sketch the problem below with the first observation point labeled as P and the second as Q. In order to use the Law of Sines to find the distance d from Q to the island, we first need to find the measure of β which is the angle opposite the side of length 5 miles. To that end, we note that the angles γ and 45° are supplemental, so that $\gamma = 180^\circ - 45^\circ = 135^\circ$. We can now find $\beta = 180^\circ - 30^\circ - \gamma = 180^\circ - 30^\circ - 135^\circ = 15^\circ$. By the Law of Sines, we have $\frac{d}{\sin(30^\circ)} = \frac{5}{\sin(15^\circ)}$ which gives $d = \frac{5\sin(30^\circ)}{\sin(15^\circ)} \approx 9.66$ miles. Next, to find the point on the coast closest to the island, which we've labeled as C, we need to find the perpendicular distance from the island to the coast.[11]

Let x denote the distance from the second observation point Q to the point C and let y denote the distance from C to the island. Using Theorem 10.2.6, we get $\sin(45^\circ) = \frac{y}{d}$. After some rearranging, we find $y = d\sin(45^\circ) \approx 9.66\left(\frac{\sqrt{2}}{2}\right) \approx 6.83$ miles. Hence, the island is approximately 6.83 miles from the coast. To find the distance from Q to C, we note that $\beta = 180^\circ - 90^\circ - 45^\circ = 45^\circ$ so by symmetry,[12] we get $x = y \approx 6.83$ miles. Hence, the point on the shore closest to the island is approximately 6.83 miles down the coast from the second observation point.



Subsection Footnotes

[11] Do you see why C must lie to the right of Q?

[12] Or by Theorem 10.2.6 again.

The Area of a Triangle

We close this section with a new formula to compute the area enclosed by a triangle. Its proof uses the same cases and diagrams as the proof of the Law of Sines and is left as an exercise.

Theorem 11.2.3

Suppose $(\alpha, a), (\beta, b)$ and (γ, c) are the angle-side opposite pairs of a triangle. Then the area A enclosed by the triangle is given by

$$A = \frac{1}{2}bc\sin(\alpha) = \frac{1}{2}ac\sin(\beta) = \frac{1}{2}ab\sin(\gamma)$$

Example 11.2.4

Find the area of the triangle in Example 11.2.2 part a.

Solution

From our work in Example 11.2.2 part a, we have all three angles and all three sides to work with. However, to minimize propagated error, we choose $A = \frac{1}{2}ac\sin(\beta)$ from Theorem 11.2.3 because it uses the most pieces of given information. We are given $a = 7$ and $\beta = 45^\circ$, and we calculated $c = \frac{7\sin(15^\circ)}{\sin(120^\circ)}$. Using these values, we find $A = \frac{1}{2}(7)\left(\frac{7\sin(15^\circ)}{\sin(120^\circ)}\right)\sin(45^\circ) = \approx 5.18$ square units. The reader is encouraged to check this answer against the results obtained using the other formulas in Theorem 11.2.3

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11.2E: Exercises

Exercises

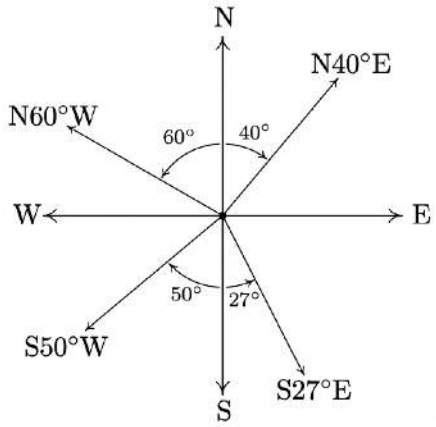
In Exercises 1 - 20, solve for the remaining side(s) and angle(s) if possible. As in the text, (α, a), (β, b) and (γ, c) are angle-side opposite pairs.

1. $\alpha = 13^\circ, \beta = 17^\circ, a = 5$
2. $\alpha = 73.2^\circ, \beta = 54.1^\circ, a = 117$
3. $\alpha = 95^\circ, \beta = 85^\circ, a = 33.33$
4. $\alpha = 95^\circ, \beta = 62^\circ, a = 33.33$
5. $\alpha = 117^\circ, a = 35, b = 42$
6. $\alpha = 117^\circ, a = 45, b = 42$
7. $\alpha = 68.7^\circ, a = 88, b = 92$
8. $\alpha = 42^\circ, a = 17, b = 23.5$
9. $\alpha = 68.7^\circ, a = 70, b = 90$
10. $\alpha = 30^\circ, a = 7, b = 14$
11. $\alpha = 42^\circ, a = 39, b = 23.5$
12. $\gamma = 53^\circ, \alpha = 53^\circ, c = 28.01$
13. $\alpha = 6^\circ, a = 57, b = 100$
14. $\gamma = 74.6^\circ, c = 3, a = 3.05$
15. $\beta = 102^\circ, b = 16.75, c = 13$
16. $\beta = 102^\circ, b = 16.75, c = 18$
17. $\beta = 102^\circ, \gamma = 35^\circ, b = 16.75$
18. $\beta = 29.13^\circ, \gamma = 83.95^\circ, b = 314.15$
19. $\gamma = 120^\circ, \beta = 61^\circ, c = 4$
20. $\alpha = 50^\circ, a = 25, b = 12.5$
21. Find the area of the triangles given in Exercises 1, 12 and 20 above.

(Another Classic Application: Grade of a Road) The grade of a road is much like the pitch of a roof in that it expresses the ratio of rise/run. In the case of a road, this ratio is always positive because it is measured going uphill and it is usually given as a percentage. For example, a road which rises 7 feet for every 100 feet of (horizontal) forward progress is said to have a 7% grade. However, if we want to apply any Trigonometry to a story problem involving roads going uphill or downhill, we need to view the grade as an angle with respect to the horizontal. In Exercises 22 - 24, we first have you change road grades into angles and then use the Law of Sines in an application.

22. Using a right triangle with a horizontal leg of length 100 and vertical leg with length 7, show that a 7% grade means that the road (hypotenuse) makes about a 4° angle with the horizontal. (It will not be exactly 4°, but it's pretty close.)
23. What grade is given by a 9.65° angle made by the road and the horizontal?
24. Along a long, straight stretch of mountain road with a 7% grade, you see a tall tree standing perfectly plumb alongside the road. From a point 500 feet downhill from the tree, the angle of inclination from the road to the top of the tree is 6°. Use the Law of Sines to find the height of the tree. (Hint: First show that the tree makes a 94° angle with the road.)

(Another Classic Application: Bearings) In the next several exercises we introduce and work with the navigation tool known as bearings. Simply put, a bearing is the direction you are heading according to a compass. The classic nomenclature for bearings, however, is not given as an angle in standard position, so we must first understand the notation. A bearing is given as an acute angle of rotation (to the east or to the west) away from the north-south (up and down) line of a compass rose. For example, $\mathrm{N}40^\circ\mathrm{E}$ (read "40° east of north") is a bearing which is rotated clockwise 40° from due north. If we imagine standing at the origin in the Cartesian Plane, this bearing would have us heading into Quadrant I along the terminal side of $\theta = 50^\circ$. Similarly, $\mathrm{S}50^\circ\mathrm{W}$ would point into Quadrant III along the terminal side of $\theta = 220^\circ$ because we started out pointing due south (along $\theta = 270^\circ$) and rotated clockwise 50° back to 220°. Counter-clockwise rotations would be found in the bearings $\mathrm{N}60^\circ\mathrm{W}$ (which is on the terminal side of $\theta = 150^\circ$) and $\mathrm{S}27^\circ\mathrm{E}$ (which lies along the terminal side of $\theta = 297^\circ$). These four bearings are drawn in the plane below.



The cardinal directions north, south, east and west are usually not given as bearings in the fashion described above, but rather, one just refers to them as ‘due north’, ‘due south’, ‘due east’ and ‘due west’, respectively, and it is assumed that you know which quadrantal angle goes with each cardinal direction. (Hint: Look at the diagram above.)

25. Find the angle θ in standard position with $0^\circ \leq \theta < 360^\circ$ which corresponds to each of the bearings given below.
    a. due west
    b. $\mathrm{S}83^\circ\mathrm{E}$
    c. $\mathrm{N}5.5^\circ\mathrm{E}$
    d. due south
    e. $\mathrm{N}31.25^\circ\mathrm{W}$
    f. $\mathrm{S}72^\circ 41' 12''\mathrm{W}$[15]
    g. $\mathrm{N}45^\circ\mathrm{E}$
    h. $\mathrm{S}45^\circ\mathrm{W}$
26. The Colonel spots a campfire at a of bearing $\mathrm{N}42^\circ\mathrm{E}$ from his current position. Sarge, who is positioned 3000 feet due east of the Colonel, reckons the bearing to the fire to be $\mathrm{N}20^\circ\mathrm{W}$ from his current position. Determine the distance from the campfire to each man, rounded to the nearest foot.
27. A hiker starts walking due west from Sasquatch Point and gets to the Chupacabra Trailhead before she realizes that she hasn’t reset her pedometer. From the Chupacabra Trailhead she hikes for 5 miles along a bearing of $\mathrm{N}53^\circ\mathrm{W}$ which brings her to the Muffin Ridge Observatory. From there, she knows a bearing of $\mathrm{S}65^\circ\mathrm{E}$ will take her straight back to Sasquatch Point. How far will she have to walk to get from the Muffin Ridge Observatory to Sasquach Point? What is the distance between Sasquatch Point and the Chupacabra Trailhead?
28. The captain of the SS Bigfoot sees a signal flare at a bearing of $\mathrm{N}15^\circ\mathrm{E}$ from her current location. From his position, the captain of the HMS Sasquatch finds the signal flare to be at a bearing of $\mathrm{N}75^\circ\mathrm{W}$. If the SS Bigfoot is 5 miles from the HMS Sasquatch and the bearing from the SS Bigfoot to the HMS Sasquatch is $\mathrm{N}50^\circ\mathrm{E}$, find the distances from the flare to each vessel, rounded to the nearest tenth of a mile.
29. Carl spies a potential Sasquatch nest at a bearing of $\mathrm{N}10^\circ\mathrm{E}$ and radios Jeff, who is at a bearing of $\mathrm{N}50^\circ\mathrm{E}$ from Carl’s position. From Jeff’s position, the nest is at a bearing of $\mathrm{S}70^\circ\mathrm{W}$. If Jeff and Carl are 500 feet apart, how far is Jeff from the Sasquatch nest? Round your answer to the nearest foot.
30. A hiker determines the bearing to a lodge from her current position is $\mathrm{S}40^\circ\mathrm{W}$. She proceeds to hike 2 miles at a bearing of $\mathrm{S}20^\circ\mathrm{E}$ at which point she determines the bearing to the lodge is $\mathrm{S}75^\circ\mathrm{W}$. How far is she from the lodge at this point? Round your answer to the nearest hundredth of a mile.
31. A watchtower spots a ship off shore at a bearing of $\mathrm{N}70^\circ\mathrm{E}$. A second tower, which is 50 miles from the first at a bearing of $\mathrm{S}80^\circ\mathrm{E}$ from the first tower, determines the bearing to the ship to be $\mathrm{N}25^\circ\mathrm{W}$. How far is the boat from the second tower? Round your answer to the nearest tenth of a mile.
32. Skippy and Sally decide to hunt UFOs. One night, they position themselves 2 miles apart on an abandoned stretch of desert runway. An hour into their investigation, Skippy spies a UFO hovering over a spot on the runway directly between him and Sally. He records the angle of inclination from the ground to the craft to be 75° and radios Sally immediately to find the angle of inclination from her position to the craft is 50°. How high off the ground is the UFO at this point? Round your answer to the nearest foot. (Recall: 1 mile is 5280 feet.)

33. The angle of depression from an observer in an apartment complex to a gargoyle on the building next door is 55°. From a point five stories below the original observer, the angle of inclination to the gargoyle is 20°. Find the distance from each observer to the gargoyle and the distance from the gargoyle to the apartment complex. Round your answers to the nearest foot. (Use the rule of thumb that one story of a building is 9 feet.)
34. Prove that the Law of Sines holds when $\triangle ABC$ is a right triangle.
35. Discuss with your classmates why knowing only the three angles of a triangle is not enough to determine any of the sides.
36. Discuss with your classmates why the Law of Sines cannot be used to find the angles in the triangle when only the three sides are given. Also discuss what happens if only two sides and the angle between them are given. (Said another way, explain why the Law of Sines cannot be used in the SSS and SAS cases.)
37. Given $\alpha = 30^\circ$ and $b = 10$, choose four different values for a so that
    a. the information yields no triangle
    b. the information yields exactly one right triangle
    c. the information yields two distinct triangles
    d. the information yields exactly one obtuse triangle

    Explain why you cannot choose a in such a way as to have $\alpha = 30^\circ, b = 10$ and your choice of a yield only one triangle where that unique triangle has three acute angles.
38. Use the cases and diagrams in the proof of the Law of Sines to prove the area formulas given in Theorem 11.2.3. Why do those formulas yield square units when four quantities are being multiplied together?

Answers

1. $\alpha = 13^\circ \quad \beta = 17^\circ \quad \gamma = 150^\circ$
   $a = 5 \quad b \approx 6.50 \quad c \approx 11.11$
2. $\alpha = 73.2^\circ \quad \beta = 54.1^\circ \quad \gamma = 52.7^\circ$
   $a = 117 \quad b \approx 99.00 \quad c \approx 97.22$
3. Information does not produce a triangle
4. $\alpha = 95^\circ \quad \beta = 62^\circ \quad \gamma = 23^\circ$
   $a = 33.33 \quad b \approx 29.54 \quad c \approx 13.07$
5. Information does not produce a triangle
6. $\alpha = 117^\circ \quad \beta \approx 56.3^\circ \quad \gamma \approx 6.7^\circ$
   $a = 45 \quad b = 42 \quad c \approx 5.89$
7. $\alpha = 68.7^\circ \quad \beta \approx 76.9^\circ \quad \gamma \approx 34.4^\circ$
   $a = 88 \quad b = 92 \quad c \approx 53.36$
8. $\alpha = 42^\circ \quad \beta \approx 67.66^\circ \quad \gamma \approx 70.34^\circ$
   $a = 17 \quad b = 23.5 \quad c \approx 23.93$
9. Information does not produce a triangle
10. $\alpha = 30^\circ \quad \beta = 90^\circ \quad \gamma = 60^\circ$
    $a = 7 \quad b = 14 \quad c = 7\sqrt{3}$
11. $\alpha = 42^\circ \quad \beta \approx 23.78^\circ \quad \gamma \approx 114.22^\circ$
    $a = 39 \quad b = 23.5 \quad c \approx 53.15$
12. $\alpha = 53^\circ \quad \beta = 74^\circ \quad \gamma = 53^\circ$
    $a = 28.01 \quad b \approx 33.71 \quad c = 28.01$
13. $\alpha = 6^\circ \quad \beta \approx 169.43^\circ \quad \gamma \approx 4.57^\circ$
    $a = 57 \quad b = 100 \quad c \approx 43.45$
14. $\alpha \approx 78.59^\circ \quad \beta \approx 26.81^\circ \quad \gamma = 74.6^\circ$
    $a = 3.05 \quad b \approx 1.40 \quad c = 3$
15. $\alpha \approx 28.61^\circ \quad \beta = 102^\circ \quad \gamma \approx 49.39^\circ$
    $a \approx 8.20 \quad b = 16.75 \quad c = 13$
16. Information does not produce a triangle
17. $\alpha = 43^\circ \quad \beta = 102^\circ \quad \gamma = 35^\circ$
    $a \approx 11.68 \quad b = 16.75 \quad c \approx 9.82$
18. $\alpha = 66.92^\circ \quad \beta = 29.13^\circ \quad \gamma = 83.95^\circ$
    $a \approx 593.69 \quad b = 314.15 \quad c \approx 641.75$

19. Information does not produce a triangle
20. $\alpha = 50^\circ \quad \beta \approx 22.52^\circ \quad \gamma \approx 107.48^\circ$
    $a = 25 \quad b = 12.5 \quad c \approx 31.13$
21. The area of the triangle from Exercise 1 is about 8.1 square units.

    The area of the triangle from Exercise 12 is about 377.1 square units.

    The area of the triangle from Exercise 20 is about 149 square units.

22. $\arctan\left(\frac{7}{100}\right) \approx 0.699$ radians, which is equivalent to \(4.004^\circ
23. About 17%
24. About 53 feet
25. a. $\theta = 180^\circ$
    b. $\theta = 353^\circ$
    c. $\theta = 84.5^\circ$
    d. $\theta = 270^\circ$
    e. $\theta = 121.25^\circ$
    f. $\theta = 197^\circ 18' 48''$
    g. $\theta = 45^\circ$
    h. $\theta = 225^\circ$
26. The Colonel is about 3193 feet from the campfire.

    Sarge is about 2525 feet to the campfire.

27. The distance from the Muffin Ridge Observatory to Sasquach Point is about 7.12 miles.

    The distance from Sasquatch Point to the Chupacabra Trailhead is about 2.46 miles.

28. The SS Bigfoot is about 4.1 miles from the flare.

    The HMS Sasquatch is about 2.9 miles from the flare.

29. Jeff is about 371 feet from the nest.
30. She is about 3.02 miles from the lodge
31. The boat is about 25.1 miles from the second tower.
32. The UFO is hovering about 9539 feet above the ground.
33. The gargoyle is about 44 feet from the observer on the upper floor.

    The gargoyle is about 27 feet from the observer on the lower floor.

    The gargoyle is about 25 feet from the other building.

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11.3: The Law of Cosines

The Law of Cosines

In Section 11.2, we developed the Law of Sines to enable us to solve triangles in the "Angle-Angle-Side" (AAS), the "Angle-Side-Angle" (ASA), and the ambiguous "Angle-Side-Side" (ASS) cases. In this section, we develop the Law of Cosines which handles solving triangles in the "Side-Angle-Side" (SAS) and "Side-Side-Side" (SSS) cases.[1] We state and prove the theorem below.

Theorem 11.3.1: Law of Cosines

Given a triangle with angle-side opposite pairs (α, a), (β, b) and (γ, c), the following equations hold

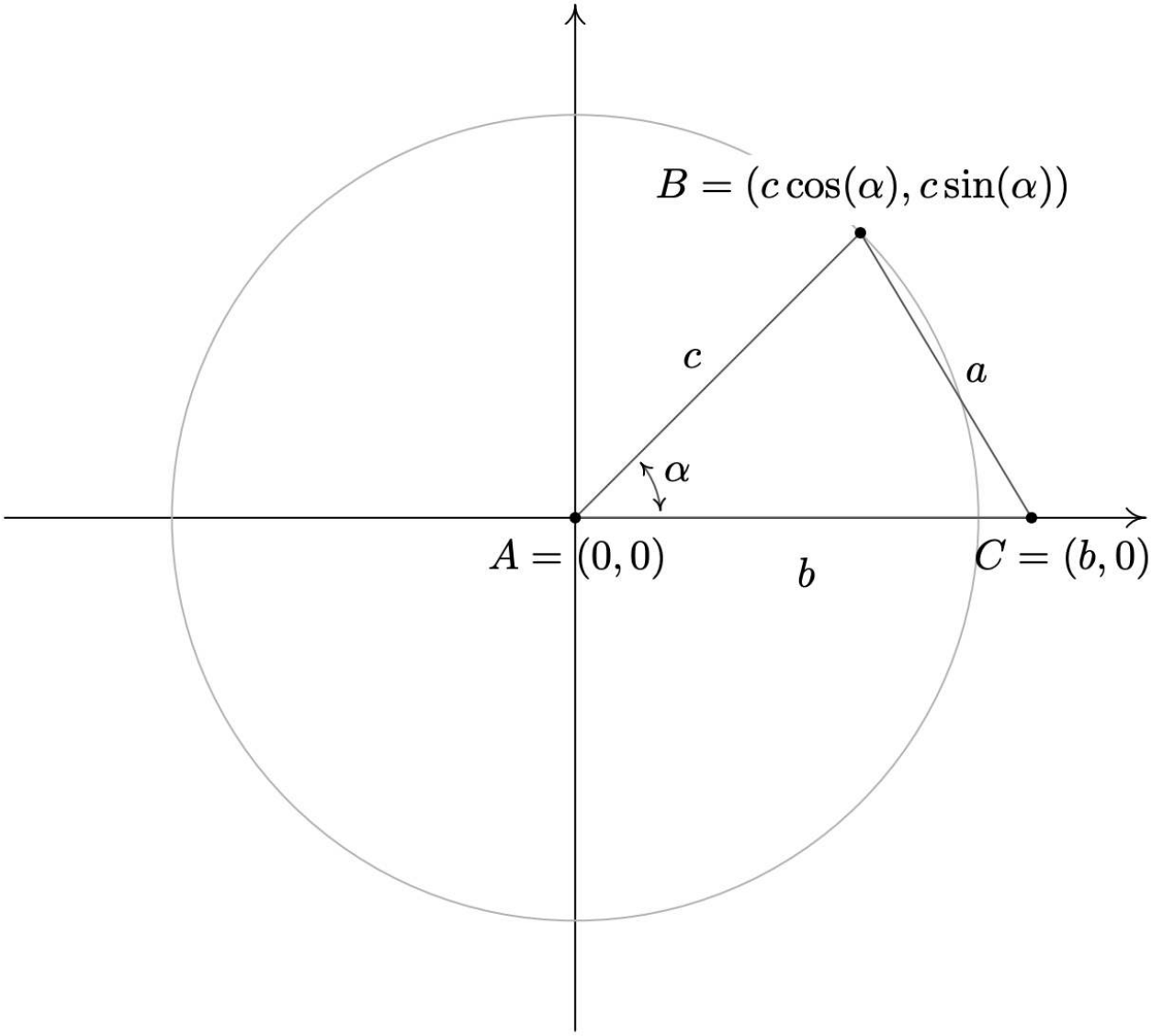
$$a^2 = b^2 + c^2 - 2bc\cos(\alpha) \quad b^2 = a^2 + c^2 - 2ac\cos(\beta) \quad c^2 = a^2 + b^2 - 2ab\cos(\gamma)$$

or, solving for the cosine in each equation, we have

$$\cos(\alpha) = \frac{b^2 + c^2 - a^2}{2bc} \quad \cos(\beta) = \frac{a^2 + c^2 - b^2}{2ac} \quad \cos(\gamma) = \frac{a^2 + b^2 - c^2}{2ab}$$

Proof

To prove the theorem, we consider a generic triangle with the vertex of angle α at the origin with side b positioned along the positive x-axis.



From this set-up, we immediately find that the coordinates of A and C are $A(0,0)$ and $C(b,0)$. From Theorem 10.2.4, we know that since the point $B(x,y)$ lies on a circle of radius c, the coordinates of B are $B(x,y) = B(c\cos(\alpha), c\sin(\alpha))$. (This would be true even if α were an obtuse or right angle so although we have drawn the case when α is acute, the following computations hold for any angle α drawn in standard position where $0 < \alpha < 180^\circ$.) We note that the distance between the points B and C is none other than the length of side a. Using the Distance Formula, we get

$$
\begin{aligned}
a &= \sqrt{(c\cos(\alpha)-b)^2 + (c\sin(\alpha)-0)^2} \\
a^2 &= \left(\sqrt{(c\cos(\alpha)-b)^2 + c^2\sin^2(\alpha)}\right)^2 \\
a^2 &= (c\cos(\alpha)-b)^2 + c^2\sin^2(\alpha) \\
a^2 &= c^2\cos^2(\alpha) - 2bc\cos(\alpha) + b^2 + c^2\sin^2(\alpha) \\
a^2 &= c^2\left(\cos^2(\alpha)+\sin^2(\alpha)\right) + b^2 - 2bc\cos(\alpha) \\
a^2 &= c^2(1) + b^2 - 2bc\cos(\alpha) && \text{Since } \cos^2(\alpha)+\sin^2(\alpha) = 1 \\
a^2 &= c^2 + b^2 - 2bc\cos(\alpha)
\end{aligned}
$$

The remaining formulas given in the Law of Cosines can be shown by simply reorienting the triangle to place a different vertex at the origin. We leave these details to the reader.

What's important about a and α in the above proof is that (α, a) is an angle-side opposite pair and b and c are the sides adjacent to α – the same can be said of any other angle-side opposite pair in the triangle. Notice that the proof of the Law of Cosines relies on the Distance Formula which has its roots in the Pythagorean Theorem. That being said, the Law of Cosines can be thought of as a generalization of the Pythagorean Theorem. If we have a triangle in which $\gamma = 90^\circ$, then $\cos(\gamma) = \cos(90^\circ) = 0$ so we get the familiar relationship $c^2 = a^2 + b^2$. What this means is that in the larger mathematical sense, the Law of Cosines and the Pythagorean Theorem amount to pretty much the same thing.[2]

Example 11.3.1

Solve the following triangles. Give exact answers and decimal approximations (rounded to hundredths) and sketch the triangle.

a. $\beta = 50^\circ, a = 7$ units, $c = 2$ units
b. $a = 4$ units, $b = 7$ units, $c = 5$ units

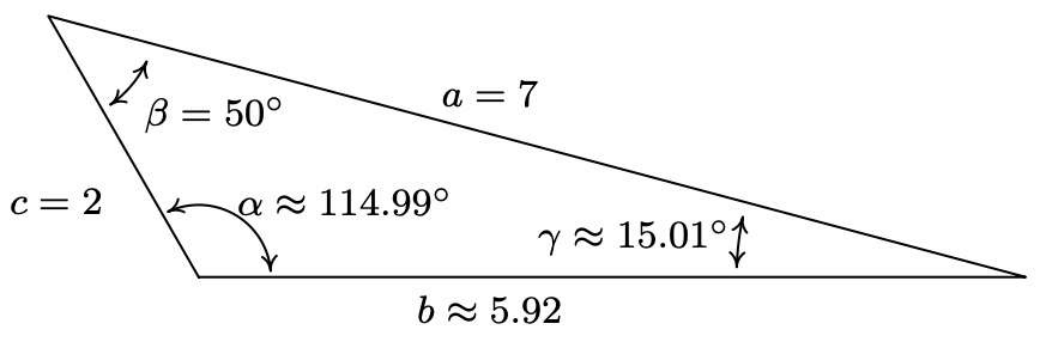
Solution

a. $\cos(\alpha) = \frac{2 - 7\cos(50^\circ)}{\sqrt{53 - 28\cos(50^\circ)}}$

Since α is an angle in a triangle, we know the radian measure of α must lie between 0 and π radians. This matches the range of the arccosine function, so we have

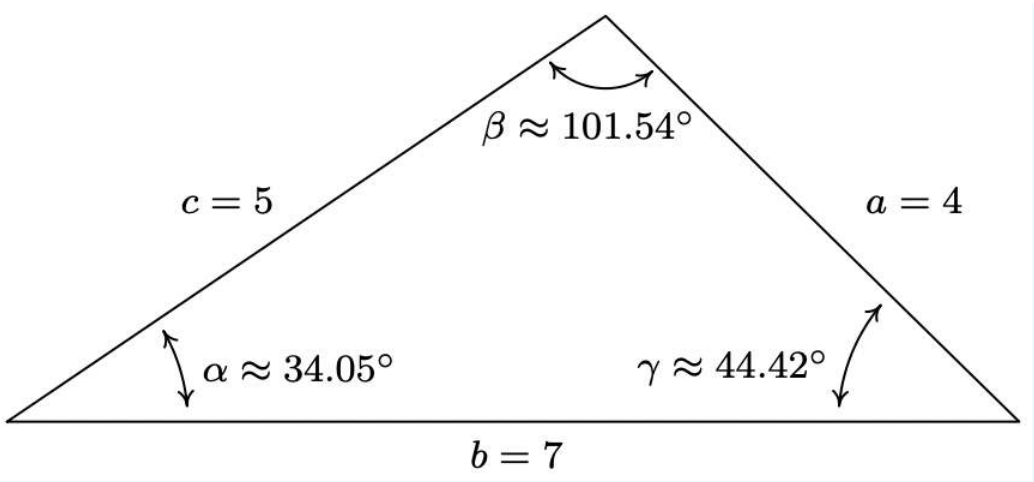
$$\alpha = \arccos\left(\frac{2 - 7\cos(50^\circ)}{\sqrt{53 - 28\cos(50^\circ)}}\right) \text{ radians } \approx 114.99^\circ$$

At this point, we could find γ using $\gamma = 180^\circ - \alpha - \beta \approx 180^\circ - 114.99^\circ - 50^\circ = 15.01^\circ$, that is if we trust our approximation for α. To minimize propagation of error, however, we could use the Law of Cosines again,[3] in this case using $\cos(\gamma) = \frac{a^2 + b^2 - c^2}{2ab}$. Plugging in $a = 7$, $b = \sqrt{53 - 28\cos(50^\circ)}$ and $c = 2$, we get $\gamma = \arccos\left(\frac{7 - 2\cos(50^\circ)}{\sqrt{53 - 28\cos(50^\circ)}}\right)$ radians $\approx 15.01^\circ$. We sketch the triangle below.



As we mentioned earlier, once we've determined b it is possible to use the Law of Sines to find the remaining angles. Here, however, we must proceed with caution as we are in the ambiguous (ASS) case. It is advisable to first find the smallest of the unknown angles, since we are guaranteed it will be acute.[4] In this case, we would find γ since the side opposite γ is smaller than the side opposite the other unknown angle, α. Using the angle-side opposite pair (β, b), we get $\frac{\sin(\gamma)}{2} = \frac{\sin(50^\circ)}{\sqrt{53 - 28\cos(50^\circ)}}$. The usual calculations produces $\gamma \approx 15.01^\circ$ and $\alpha = 180^\circ - \beta - \gamma \approx 180^\circ - 50^\circ - 15.01^\circ = 114.99^\circ$.

b. Since all three sides and no angles are given, we are forced to use the Law of Cosines. Following our discussion in the previous problem, we find β first, since it is opposite the longest side, b. We get $\cos(\beta) = \frac{a^2 + c^2 - b^2}{2ac} = -\frac{1}{5}$, so we get $\beta = \arccos\left(-\frac{1}{5}\right)$ radians $\approx 101.54^\circ$. As in the previous problem, now that we have obtained an angle-side opposite pair (β, b), we could proceed using the Law of Sines. The Law of Cosines, however, offers us a rare opportunity to find the remaining angles using only the data given to us in the statement of the problem. Using this, we get $\gamma = \arccos\left(\frac{5}{7}\right)$ radians $\approx 44.42^\circ$ and $\alpha = \arccos\left(\frac{29}{35}\right)$ radians $\approx 34.05^\circ$.



We note that, depending on how many decimal places are carried through successive calculations, and depending on which approach is used to solve the problem, the approximate answers you obtain may differ slightly from those the authors obtain in the Examples and the Exercises. A great example of this is part b in Example 11.3.1, where the approximate values we record for the measures of the angles sum to $180.01°$, which is geometrically impossible.

Subsection Footnotes

[1] Here, "Side-Angle-Side" means that we are given two sides and the "included" angle - that is, the given angle is adjacent to both of the given sides.

[2] This shouldn't come as too much of a shock. All of the theorems in Trigonometry can ultimately be traced back to the definition of the circular functions along with the distance formula and hence, the Pythagorean Theorem.

[3] Your instructor will let you know which procedure to use. It all boils down to how much you trust your calculator.

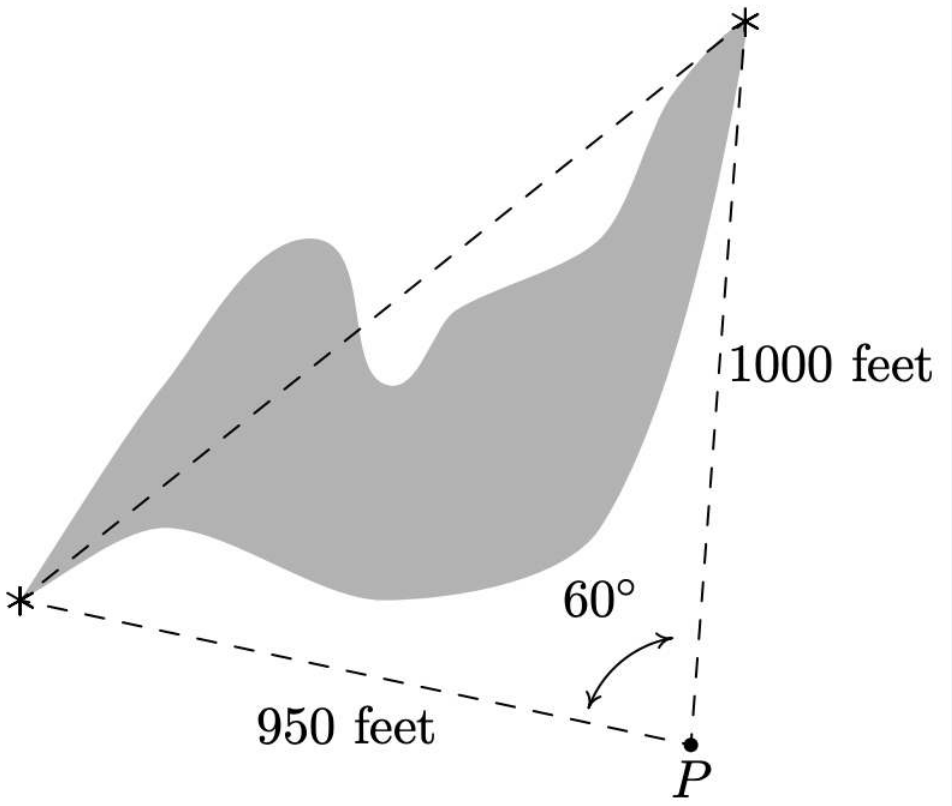
[4] There can only be one obtuse angle in the triangle, and if there is one, it must be the largest.

Applications Involving the Law of Cosines

Next, we have an application of the Law of Cosines

Example 11.3.2

A researcher wishes to determine the width of a vernal pond as drawn below. From a point P, he finds the distance to the eastern-most point of the pond to be 950 feet, while the distance to the western-most point of the pond from P is 1000 feet. If the angle between the two lines of sight is $60°$, find the width of the pond.



Solution

We are given the lengths of two sides and the measure of an included angle, so we may apply the Law of Cosines to find the length of the missing side opposite the given angle. Calling this length w (for width), we get $w^2 = 950^2 + 1000^2 - 2(950)(1000)\cos(60^\circ) = 952500$ from which we get $w = \sqrt{952500} \approx 976$ feet .

Area of a Triangle - Heron's Formula

In Section 11.2, we used the proof of the Law of Sines to develop Theorem 11.2.3 as an alternate formula for the area enclosed by a triangle. In this section, we use the Law of Cosines to derive another such formula - Heron's Formula.

Theorem 11.3.2: Heron's Formula

Suppose a, b and c denote the lengths of the three sides of a triangle. Let s be the semiperimeter of the triangle, that is, let $s = \frac{1}{2}(a+b+c)$. Then the area A enclosed by the triangle is given by

$$A = \sqrt{s(s-a)(s-b)(s-c)}$$

Proof

We prove this theorem using Theorem 11.2.3. Using the convention that the angle γ is opposite the side c, we have $A = \frac{1}{2}ab\sin(\gamma)$ from Theorem 11.2.3. In order to simplify computations, we start by manipulating the expression for A^2.

$$\begin{aligned} A^2 &= \left(\frac{1}{2}ab\sin(\gamma)\right)^2 \\ &= \frac{1}{4}a^2b^2\sin^2(\gamma) \\ &= \frac{a^2b^2}{4}\left(1-\cos^2(\gamma)\right) \quad \text{since } \sin^2(\gamma) = 1-\cos^2(\gamma). \end{aligned}$$

The Law of Cosines tells us $\cos(\gamma) = \frac{a^2+b^2-c^2}{2ab}$, so substituting this into our equation for A^2 gives

$$\begin{aligned} A^2 &= \frac{a^2b^2}{4}\left(1-\cos^2(\gamma)\right) \\ &= \frac{a^2b^2}{4}\left[1-\left(\frac{a^2+b^2-c^2}{2ab}\right)^2\right] \\ &= \frac{a^2b^2}{4}\left[1-\frac{\left(a^2+b^2-c^2\right)^2}{4a^2b^2}\right] \\ &= \frac{a^2b^2}{4}\left[\frac{4a^2b^2-\left(a^2+b^2-c^2\right)^2}{4a^2b^2}\right] \\ &= \frac{4a^2b^2-\left(a^2+b^2-c^2\right)^2}{16}\Bigg] \\ &= \frac{(2ab)^2-\left(a^2+b^2-c^2\right)^2}{16} \qquad \text{difference of squares.} \\ &= \frac{\left(2ab-\left[a^2+b^2-c^2\right]\right)\left(2ab+\left[a^2+b^2-c^2\right]\right)}{16} \\ &= \frac{\left(c^2-a^2+2ab-b^2\right)\left(a^2+2ab+b^2-c^2\right)}{16} \qquad \text{os} \end{aligned}$$

$$\begin{aligned} A^2 &= \frac{\left(c^2-\left[a^2-2ab+b^2\right]\right)\left(\left[a^2+2ab+b^2\right]-c^2\right)}{16} \\ &= \frac{\left(c^2-(a-b)^2\right)\left((a+b)^2-c^2\right)}{16} \qquad \text{perfect square trinomials.} \\ &= \frac{(c-(a-b))(c+(a-b))((a+b)-c)((a+b)+c)}{16} \qquad \text{difference of squares.} \\ &= \frac{(b+c-a)(a+c-b)(a+b-c)(a+b+c)}{16} \\ &= \frac{(b+c-a)}{2}\cdot\frac{(a+c-b)}{2}\cdot\frac{(a+b-c)}{2}\cdot\frac{(a+b+c)}{2} \end{aligned}$$

At this stage, we recognize the last factor as the semiperimeter, $s = \frac{1}{2}(a+b+c) = \frac{a+b+c}{2}$. To complete the proof, we note that

$$(s-a) = \frac{a+b+c}{2} - a = \frac{a+b+c-2a}{2} = \frac{b+c-a}{2}$$

Similarly, we find $(s-b) = \frac{a+c-b}{2}$ and $(s-c) = \frac{a+b-c}{2}$. Hence, we get

$$\begin{aligned} A^2 &= \frac{(b+c-a)}{2}\cdot\frac{(a+c-b)}{2}\cdot\frac{(a+b-c)}{2}\cdot\frac{(a+b+c)}{2} \\ &= (s-a)(s-b)(s-c)s \end{aligned}$$

so that $A = \sqrt{s(s-a)(s-b)(s-c)}$ c) as required.

We close with an example of Heron's Formula.

Example 11.3.3

Find the area enclosed of the triangle in Example 11.3.1part b.

Solution

We are given $a=4$, $b=7$ and $c=5$. Using these values, we find $s = \frac{1}{2}(4+7+5) = 8$, $(s-a) = 8-4 = 4, (s-b) = 8-7 = 1$ and $(s-c) = 8-5 = 3$. Using Heron's Formula, we get

$A = \sqrt{s(s-a)(s-b)(s-c)} = \sqrt{(8)(4)(1)(3)} = \sqrt{96} = 4\sqrt{6} \approx 9.80$ square units.

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11.3E: Exercises

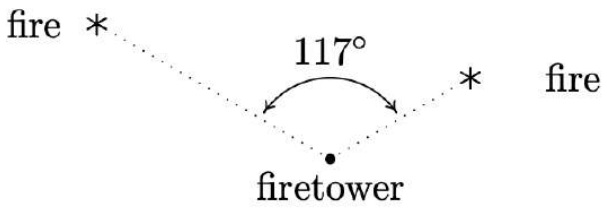
Exercises

In Exercises 1 - 10, use the Law of Cosines to find the remaining side(s) and angle(s) if possible.

1. $a = 7, b = 12, \gamma = 59.3^\circ$
2. $\alpha = 104^\circ, b = 25, c = 37$
3. $\alpha = 120^\circ, b = 3, c = 4$
4. $a = 3, b = 4, \gamma = 90^\circ$
5. $\alpha = 120^\circ, b = 3, c = 4$
6. $a = 7, b = 10, c = 13$
7. $a = 1, b = 2, c = 5$
8. $a = 300, b = 302, c = 48$
9. $a = 5, b = 5, c = 5$
10. $a = 5, b = 12, ; c = 13$

In Exercises 11 - 16, solve for the remaining side(s) and angle(s), if possible, using any appropriate technique.

11. $a = 18, \alpha = 63^\circ, b = 20$
12. $a = 37, b = 45, c = 26$
13. $a = 16, \alpha = 63^\circ, b = 20$
14. $a = 22, \alpha = 63^\circ, b = 20$
15. $\alpha = 42^\circ, b = 117, c = 88$
16. $\beta = 7^\circ, \gamma = 170^\circ, c = 98.6$
17. Find the area of the triangles given in Exercises 6, 8 and 10 above.
18. The hour hand on my antique Seth Thomas schoolhouse clock in 4 inches long and the minute hand is 5.5 inches long. Find the distance between the ends of the hands when the clock reads four o'clock. Round your answer to the nearest hundredth of an inch.
19. A geologist wants to measure the diameter of a crater. From her camp, it is 4 miles to the northern-most point of the crater and 2 miles to the southern-most point. If the angle between the two lines of sight is 117° , what is the diameter of the crater? Round your answer to the nearest hundredth of a mile.
20. From the Pedimaxus International Airport a tour helicopter can fly to Cliffs of Insanity Point by following a bearing of N8.2°E for 192 miles and it can fly to Bigfoot Falls by following a bearing of S68.5°E for 207 miles. Find the distance between Cliffs of Insanity Point and Bigfoot Falls. Round your answer to the nearest mile.
21. Cliffs of Insanity Point and Bigfoot Falls from Exericse 20 above both lie on a straight stretch of the Great Sasquatch Canyon. What bearing would the tour helicopter need to follow to go directly from Bigfoot Falls to Cliffs of Insanity Point? Round your angle to the nearest tenth of a degree.
22. A naturalist sets off on a hike from a lodge on a bearing of S80°W. After 1.5 miles, she changes her bearing to S17°W and continues hiking for 3 miles. Find her distance from the lodge at this point. Round your answer to the nearest hundredth of a mile. What bearing should she follow to return to the lodge? Round your angle to the nearest degree.
23. The HMS Sasquatch leaves port on a bearing of N23°E and travels for 5 miles. It then changes course and follows a heading of S41°E for 2 miles. How far is it from port? Round your answer to the nearest hundredth of a mile. What is its bearing to port? Round your angle to the nearest degree.
24. The SS Bigfoot leaves a harbor bound for Nessie Island which is 300 miles away at a bearing of N32°E. A storm moves in and after 100 miles, the captain of the Bigfoot finds he has drifted off course. If his bearing to the harbor is now S70°W, how far is the SS Bigfoot from Nessie Island? Round your answer to the nearest hundredth of a mile. What course should the captain set to head to the island? Round your angle to the nearest tenth of a degree.
25. From a point 300 feet above level ground in a firetower, a ranger spots two fires in the Yeti National Forest. The angle of depression made by the line of sight from the ranger to the first fire is 2.5° and the angle of depression made by line of sight from the ranger to the second fire is 1.3° . The angle formed by the two lines of sight is 117°. Find the distance between the two fires. Round your answer to the nearest foot. (Hint: In order to use the 117° angle between the lines of sight, you will first need to use right angle Trigonometry to find the lengths of the lines of sight. This will give you a Side-Angle-Side case in which to apply the Law of Cosines.)



26. If you apply the Law of Cosines to the ambiguous Angle-Side-Side (ASS) case, the result is a quadratic equation whose variable is that of the missing side. If the equation has no positive real zeros then the information given does not yield a triangle. If the equation has only one positive real zero then exactly one triangle is formed and if the equation has two distinct positive real zeros then two distinct triangles are formed. Apply the Law of Cosines to Exercises 11, 13 and 14 above in order to demonstrate this result.
27. Discuss with your classmates why Heron's Formula yields an area in square units even though four lengths are being multiplied together.

Answers

1. $\alpha \approx 35.54^\circ \quad \beta \approx 85.16^\circ \quad \gamma = 59.3^\circ$
   $a = 7 \quad b = 12 \quad c \approx 10.36$
2. $\alpha = 104^\circ \quad \beta \approx 29.40^\circ \quad \gamma \approx 46.60^\circ$
   $a \approx 49.41 \quad b = 25 \quad c = 37$
3. $\alpha \approx 85.90^\circ \quad \beta = 8.2^\circ \quad \gamma \approx 85.90^\circ$
   $a = 153 \quad b \approx 21.88 \quad c = 153$
4. $\alpha \approx 36.87^\circ \quad \beta \approx 53.13^\circ \quad \gamma = 90^\circ$
   $a = 3 \quad b = 4 \quad c = 5$
5. $\alpha = 120^\circ \quad \beta \approx 25.28^\circ \quad \gamma \approx 34.72^\circ$
   $a = \sqrt{37} \quad b = 3 \quad c = 4$
6. $\alpha \approx 32.31^\circ \quad \beta \approx 49.58^\circ \quad \gamma \approx 98.21^\circ$
   $a = 7 \quad b = 10 \quad c = 13$
7. Information does not produce a triangle
8. $\alpha \approx 83.05^\circ \quad \beta \approx 87.81^\circ \quad \gamma \approx 9.14^\circ$
   $a = 300 \quad b = 302 \quad c = 48$
9. $\alpha = 60^\circ \quad \beta = 60^\circ \quad \gamma = 60^\circ$
   $a = 5 \quad b = 5 \quad c = 5$
10. $\alpha \approx 22.62^\circ \quad \beta \approx 67.38^\circ \quad \gamma = 90^\circ$
    $a = 5 \quad b = 12 \quad c = 13$
11. $\alpha = 63^\circ \quad \beta \approx 98.11^\circ \quad \gamma \approx 18.89^\circ$
    $a = 18 \quad b = 20 \quad c \approx 6.54$
    $\alpha = 63^\circ \quad \beta \approx 81.89^\circ \quad \gamma \approx 35.11^\circ$
    $a = 18 \quad b = 20 \quad c \approx 11.62$
12. $\alpha \approx 55.30^\circ \quad \beta \approx 89.40^\circ \quad \gamma \approx 35.30^\circ$
    $a = 37 \quad b = 45 \quad c = 26$
13. Information does not produce a triangle
14. $\alpha = 63^\circ \quad \beta \approx 54.1^\circ \quad \gamma \approx 62.9^\circ$
    $a = 22 \quad b = 20 \quad c \approx 21.98$
15. $\alpha = 42^\circ \quad \beta \approx 89.23^\circ \quad \gamma \approx 48.77^\circ$
    $a \approx 78.30 \quad b = 117 \quad c = 88$
16. $\alpha \approx 3^\circ \quad \beta = 7^\circ \quad \gamma = 170^\circ$
    $a \approx 29.72 \quad b \approx 69.2 \quad c = 98.6$
17. The area of the triangle given in Exercise 6 is $\sqrt{1200} = 20\sqrt{3} \approx 34.64$ square units.

    The area of the triangle given in Exercise 8 is $\sqrt{51764375} \approx 7194.75$ square units.

    The area of the triangle given in Exercise 10 is exactly 30 square units.

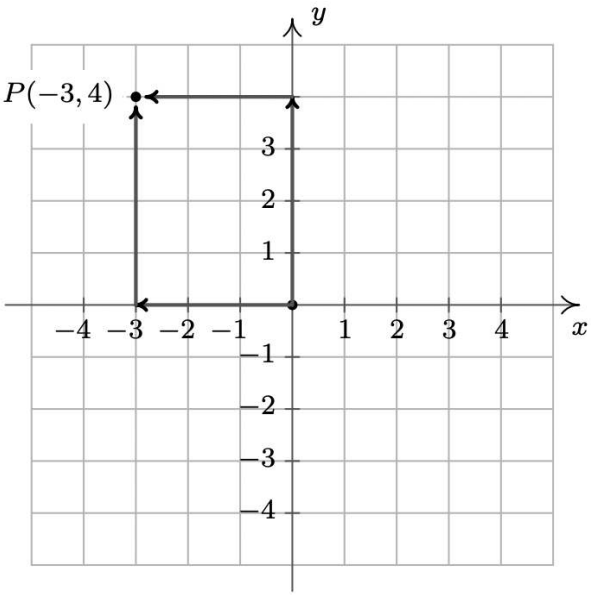
18. The distance between the ends of the hands at four o'clock is about 8.26 inches.
19. The diameter of the crater is about 5.22 miles.
20. About 313 miles
21. N31.8°W
22. She is about 3.92 miles from the lodge and her bearing to the lodge is N37°E.
23. It is about 4.50 miles from port and its heading to port is S47°W.
24. It is about 229.61 miles from the island and the captain should set a course of N16.4°E to reach the island.
25. The fires are about 17456 feet apart. (Try to avoid rounding errors.)

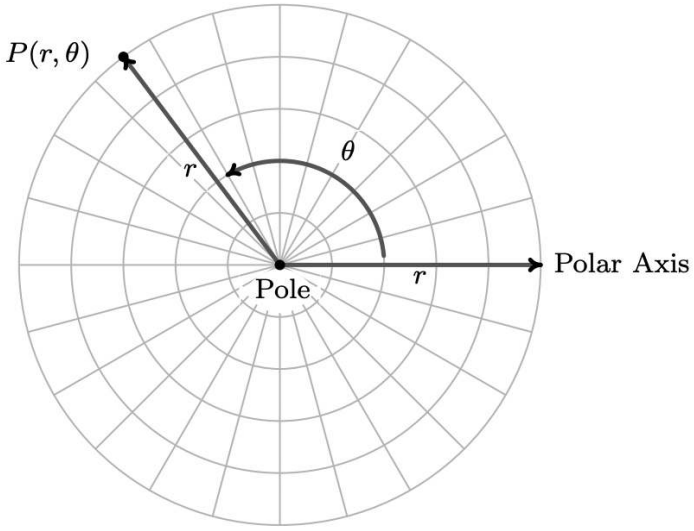
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11.4: Polar Coordinates

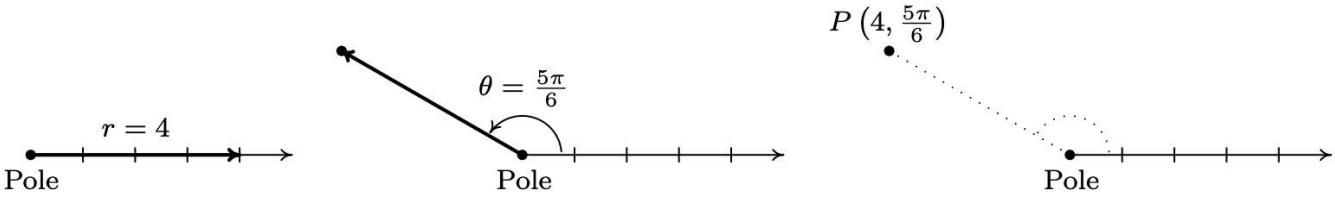
Polar Coordinates - What Are They?

In Section 1.1, we introduced the Cartesian coordinates of a point in the plane as a means of assigning ordered pairs of numbers to points in the plane. We defined the Cartesian coordinate plane using two number lines – one horizontal and one vertical – which intersect at right angles at a point we called the **origin**. To plot a point, say $P(-3,4)$, we start at the origin, travel horizontally to the left 3 units, then up 4 units. Alternatively, we could start at the origin, travel up 4 units, then to the left 3 units and arrive at the same location. For the most part, the "motions" of the Cartesian system (over and up) describe a rectangle, and most points can be thought of as the corner diagonally across the rectangle from the origin.[1] For this reason, the Cartesian coordinates of a point are often called **rectangular coordinates**. In this section, we introduce a new system for assigning coordinates to points in the plane – **polar coordinates**. We start with an origin point, called the **pole**, and a ray called the **polar axis**. We then locate a point P using two coordinates, (r,θ), where r represents a directed distance from the pole[2] and θ is a measure of rotation from the polar axis. Roughly speaking, the polar coordinates (r,θ) of a point measure "how far out" the point is from the pole (that's r), and "how far to rotate" from the polar axis, (that's θ).



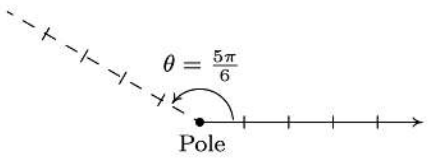


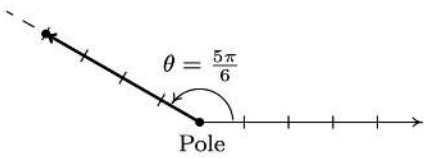
For example, if we wished to plot the point P with polar coordinates $\left(4,\frac{5\pi}{6}\right)$, we'd start at the pole, move out along the polar axis 4 units, then rotate $\frac{5\pi}{6}$ radians counter-clockwise.

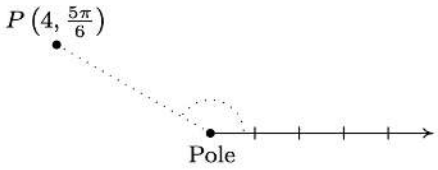


We may also visualize this process by thinking of the rotation first.[3] To plot $P\left(4,\frac{5\pi}{6}\right)$ this way, we rotate $\frac{5\pi}{6}$ counter-clockwise from the polar axis, then move outwards from the pole 4 units.

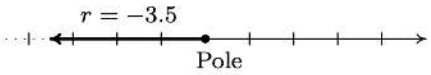
Essentially we are locating a point on the terminal side of $\frac{5\pi}{6}$ which is 4 units away from the pole.

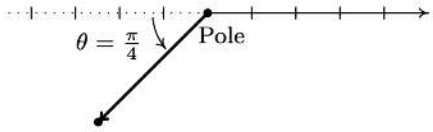


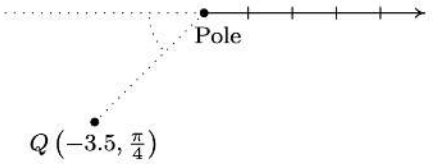




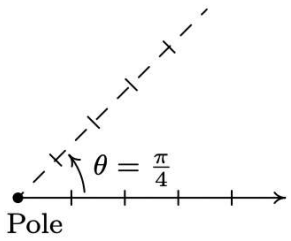
If $r < 0$, we begin by moving in the opposite direction on the polar axis from the pole. For example, to plot $Q\left(-3.5, \frac{\pi}{4}\right)$ we have

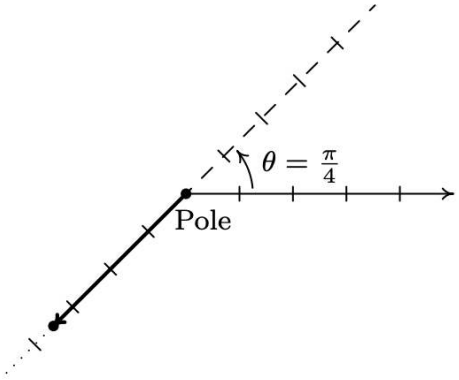


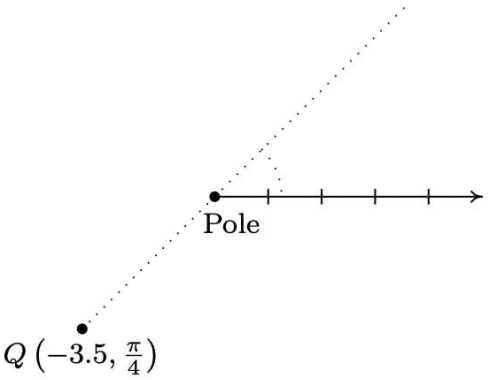




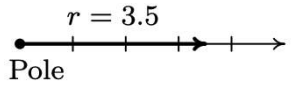
If we interpret the angle first, we rotate $\frac{\pi}{4}$ radians, then move back through the pole 3.5 units. Here we are locating a point 3.5 units away from the pole on the terminal side of $\frac{5\pi}{4}$, not $\frac{\pi}{4}$.

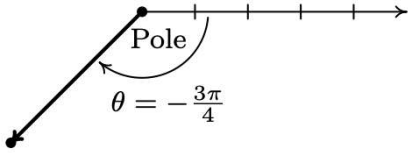


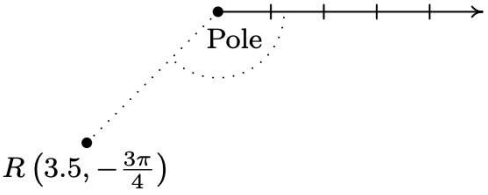




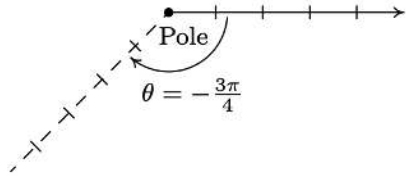
you may have guessed, $\theta < 0$ means the rotation away from the polar axis is clockwise instead of counter-clockwise. Hence, to plot $R\left(3.5, -\frac{3\pi}{4}\right)$ we have the following.

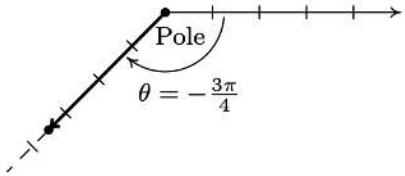


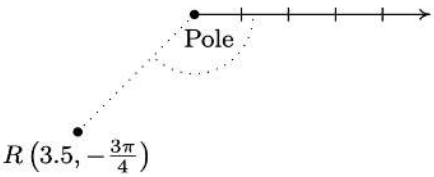




From an "angles first" approach, we rotate $-\frac{3\pi}{4}$ then move out 3.5 units from the pole. We see that R is the point on the terminal side of $\theta = -\frac{3\pi}{4}$ which is 3.5 units from the pole.







The points Q and R above are, in fact, the same point despite the fact that their polar coordinate representations are different. Unlike Cartesian coordinates where (a, b) and (c, d) represent the same point if and only if $a = c$ and $b = d$, a point can be represented by infinitely many polar coordinate pairs. We explore this notion more in the following example.

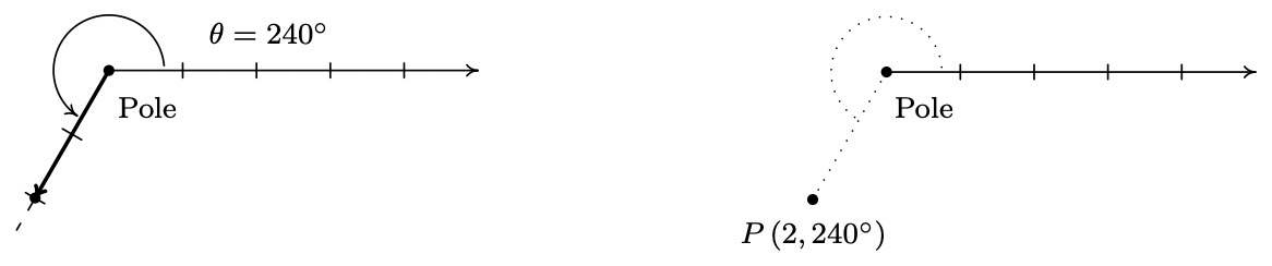
Example 11.4.1

For each point in polar coordinates given below plot the point and then give two additional expressions for the point, one of which has $r > 0$ and the other with $r < 0$.

a. $P\,(2, 240^\circ)$
b. $P\left(-4, \frac{7\pi}{6}\right)$
c. $P\left(117, -\frac{5\pi}{2}\right)$
d. $P\left(-3, -\frac{\pi}{4}\right)$

Solution

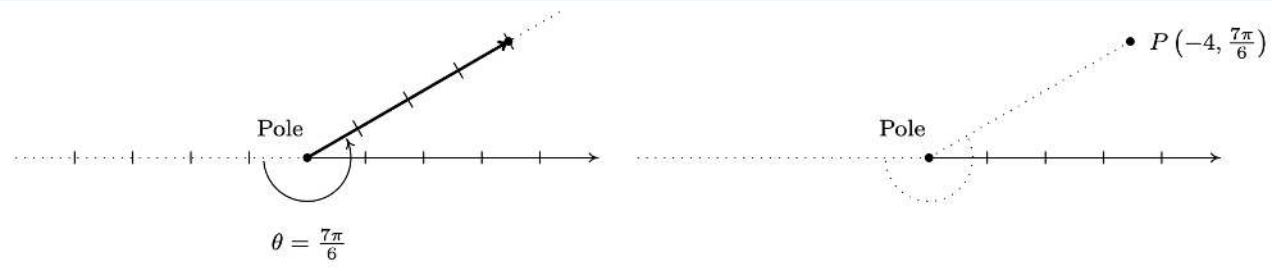
a. Whether we move 2 units along the polar axis and then rotate 240° or rotate 240° then move out 2 units from the pole, we plot $P\,(2, 240^\circ)$ below.



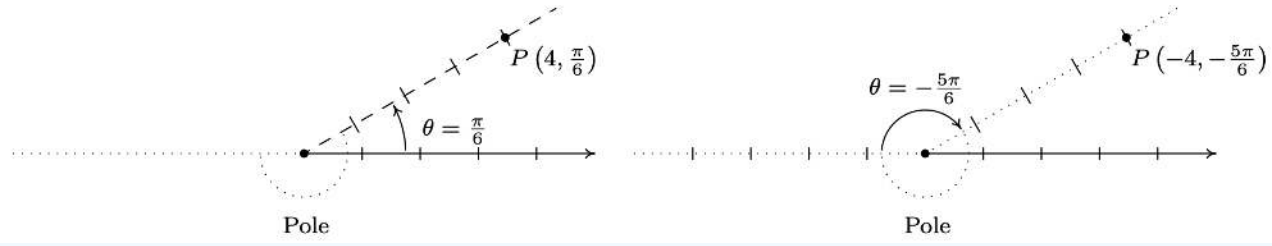
We now set about finding alternate descriptions (r, θ) for the point P. Since P is 2 units from the pole, $r = \pm 2$. Next, we choose angles θ for each of the r values. The given representation for P is $(2, 240^\circ)$ so the angle θ we choose for the $r = 2$ case must be coterminal with 240°. (Can you see why?) One such angle is $\theta = -120^\circ$ so one answer for this case is $(2, -120^\circ)$. For the case $r = -2$, we visualize our rotation starting 2 units to the left of the pole. From this position, we need only to rotate $\theta = 60^\circ$ to arrive at location coterminal with 240°. Hence, our answer here is $(-2, 60^\circ)$. We check our answers by plotting them.



b. We plot $\left(-4, \frac{7\pi}{6}\right)$ by first moving 4 units to the left of the pole and then rotating $\frac{7\pi}{6}$ radians. Since $r = -4 < 0$, we find our point lies 4 units from the pole on the terminal side of $\frac{\pi}{6}$.



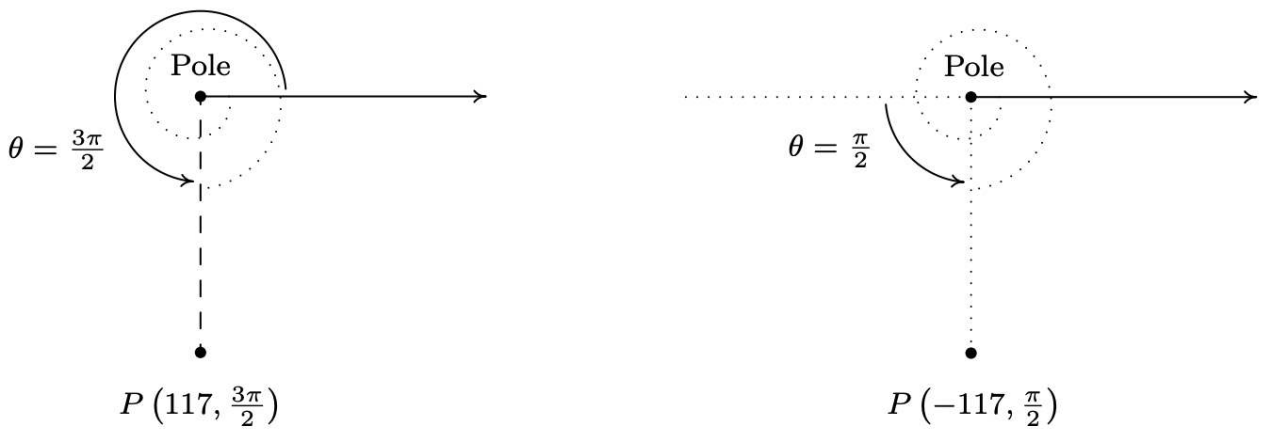
To find alternate descriptions for P, we note that the distance from P to the pole is 4 units, so any representation (r, θ) for P must have $r = \pm 4$. As we noted above, P lies on the terminal side of $\frac{\pi}{6}$, so this, coupled with $r = 4$, gives us $\left(4, \frac{\pi}{6}\right)$ as one of our answers. To find a different representation for P with $r = -4$, we may choose any angle coterminal with the angle in the original representation of $P\left(-4, \frac{7\pi}{6}\right)$. We pick $-\frac{5\pi}{6}$ and get $\left(-4, -\frac{5\pi}{6}\right)$ as our second answer.



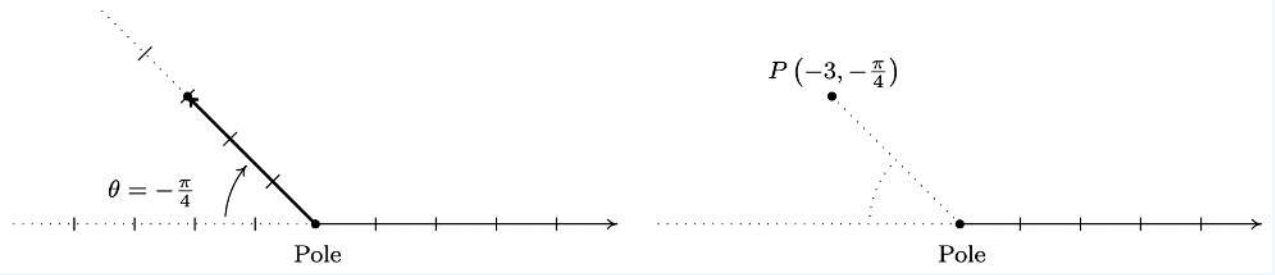
c. To plot $P\left(117, -\frac{5\pi}{2}\right)$, we move along the polar axis 117 units from the pole and rotate clockwise $\frac{5\pi}{2}$ radians as illustrated below.



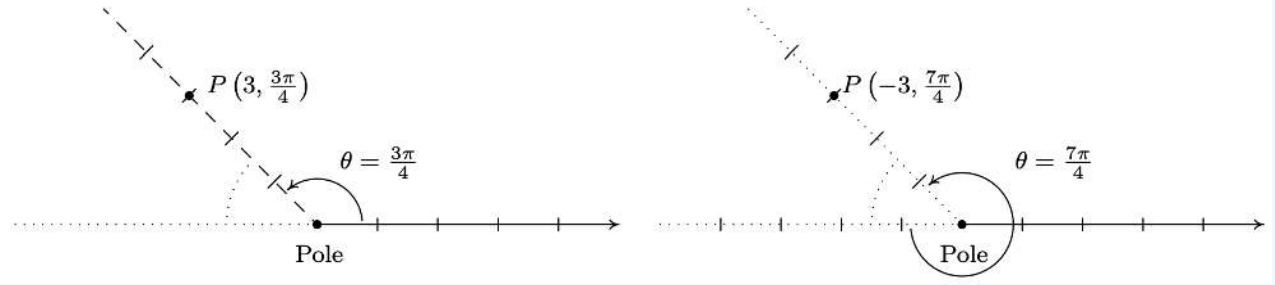
Since P is 117 units from the pole, any representation (r, θ) for P satisfies $r = \pm 117$. For the $r = 117$ case, we can take θ to be any angle coterminal with $-\frac{5\pi}{2}$. In this case, we choose $\theta = \frac{3\pi}{2}$, and get $\left(117, \frac{3\pi}{2}\right)$ as one answer. For the $r = -117$ case, we visualize moving left 117 units from the pole and then rotating through an angle θ to reach P. We find that $\theta = \frac{\pi}{2}$ satisfies this requirement, so our second answer is $\left(-117, \frac{\pi}{2}\right)$.



d. We move three units to the left of the pole and follow up with a clockwise rotation of $\frac{\pi}{4}$ radians to plot $P\left(-3, -\frac{\pi}{4}\right)$. We see that P lies on the terminal side of $\frac{3\pi}{4}$.



Since P lies on the terminal side of $\frac{3\pi}{4}$, one alternative representation for P is $\left(3, \frac{3\pi}{4}\right)$. To find a different representation for P with $r = -3$, we may choose any angle coterminal with $-\frac{\pi}{4}$. We choose $\theta = \frac{7\pi}{4}$ for our final answer $\left(-3, \frac{7\pi}{4}\right)$.



Now that we have had some practice with plotting points in polar coordinates, it should come as no surprise that any given point expressed in polar coordinates has infinitely many other representations in polar coordinates. The following result characterizes when two sets of polar coordinates determine the same point in the plane. It could be considered as a definition or a theorem, depending on your point of view. We state it as a property of the polar coordinate system.

Equivalent Representations of Points in Polar Coordinates

Suppose (r, θ) and (r', θ') are polar coordinates where $r \neq 0, r' \neq 0$ and the angles are measured in radians. Then (r, θ) and (r', θ') determine the same point P if and only if one of the following is true:

- $r' = r$ and $\theta' = \theta + 2\pi k$ for some integer k
- $r' = -r$ and $\theta' = \theta + (2k+1)\pi$ for some integer k

All polar coordinates of the form $(0, \theta)$ represent the pole regardless of the value of θ.

The key to understanding this result, and indeed the whole polar coordinate system, is to keep in mind that (r, θ) means (directed distance from pole, angle of rotation). If $r = 0$, then no matter how much rotation is performed, the point never leaves the pole. Thus $(0, \theta)$ is the pole for all values of θ. Now let's assume that neither r nor r' is zero. If (r, θ) and (r', θ') determine the same point P then the (non-zero) distance from P to the pole in each case must be the same. Since this distance is controlled by the first coordinate, we have that either $r' = r$ or $r' = -r$. If $r' = r$, then when plotting (r, θ) and (r', θ'), the angles θ and θ' have the same initial side. Hence, if (r, θ) and (r', θ') determine the same point, we must have that θ' is coterminal with θ. We know that this means $\theta' = \theta + 2\pi k$ for some integer k, as required. If, on the other hand, $r' = -r$, then when plotting (r, θ) and (r', θ'), the initial side of θ' is rotated π radians away from the initial side of θ. In this case, θ' must be coterminal with $\pi + \theta$. Hence, $\theta' = \pi + \theta + 2\pi k$ which we rewrite as $\theta' = \theta + (2k+1)\pi$ for some integer k. Conversely, if $r' = r$ and $\theta' = \theta + 2\pi k$ for some integer k, then the points $P(r, \theta)$ and $P'(r', \theta')$ lie the same (directed) distance from the pole on the terminal sides of coterminal angles, and hence are the same point. Now suppose $r' = -r$ and $\theta' = \theta + (2k+1)\pi$ for some integer k. To plot P, we first move a directed distance r from the pole; to plot P', our first step is to move the same distance from the pole as P, but in the opposite direction. At this intermediate stage, we have two points equidistant from the pole rotated exactly π radians apart. Since $\theta' = \theta + (2k+1)\pi = (\theta + \pi) + 2\pi k$ for some integer k, we see that θ' is coterminal to $(\theta + \pi)$ and it is this extra π radians of rotation which aligns the points P and P'.

Subsection Footnotes

[1] Excluding, of course, the points in which one or both coordinates are 0.

[2] We will explain more about this momentarily.

[3] As with anything in Mathematics, the more ways you have to look at something, the better. The authors encourage the reader to take time to think about both approaches to plotting points given in polar coordinates.

Converting Points Between Polar and Rectangular Coordinates

Next, we marry the polar coordinate system with the Cartesian (rectangular) coordinate system. To do so, we identify the pole and polar axis in the polar system to the origin and positive x-axis, respectively, in the rectangular system. We get the following result.

Theorem 11.4.1: Conversion Between Rectangular and Polar Coordinates

Suppose P is represented in rectangular coordinates as (x, y) and in polar coordinates as (r, θ). Then

- $x = r\cos(\theta)$ and $y = r\sin(\theta)$
- $x^2 + y^2 = r^2$ and $\tan(\theta) = \frac{y}{x}$ (provided $x \neq 0$)

In the case $r > 0$, Theorem 11.4.1 is an immediate consequence of Theorem 10.2.4 along with the quotient identity $\tan(\theta) = \frac{\sin(\theta)}{\cos(\theta)}$. If $r < 0$, then we know an alternate representation for (r, θ) is $(-r, \theta + \pi)$. Since $\cos(\theta + \pi) = -\cos(\theta)$ and $\sin(\theta + \pi) = -\sin(\theta)$, applying the theorem to $(-r, \theta + \pi)$ gives $x = (-r)\cos(\theta + \pi) = (-r)(-\cos(\theta)) = r\cos(\theta)$ and $y = (-r)\sin(\theta + \pi) = (-r)(-\sin(\theta)) = r\sin(\theta)$. Moreover, $x^2 + y^2 = (-r)^2 = r^2$, and $\frac{y}{x} = \tan(\theta + \pi) = \tan(\theta)$, so the theorem is true in this case, too. The remaining case is $r = 0$, in which case $(r, \theta) = (0, \theta)$ is the pole. Since the pole is identified with the origin $(0, 0)$ in rectangular coordinates, the theorem in this case amounts to checking "0 = 0." The following example puts Theorem 11.4.1 to good use.

Example 11.4.2

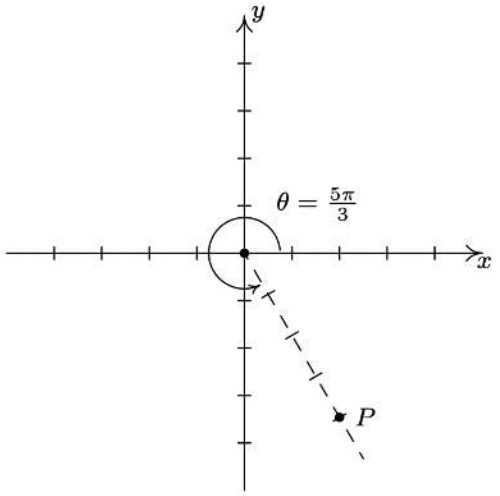
Convert each point in rectangular coordinates given below into polar coordinates with $r \geq 0$ and $0 \leq \theta < 2\pi$. Use exact values if possible and round any approximate values to two decimal places. Check your answer by converting them back to rectangular coordinates.

a. $P(2, -2\sqrt{3})$
b. $Q(-3, -3)$
c. $R(0, -3)$
d. $S(-3, 4)$

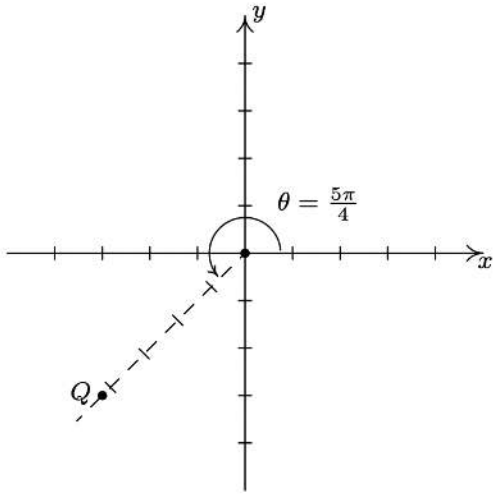
Solution

a. Even though we are not explicitly told to do so, we can avoid many common mistakes by taking the time to plot the points before we do any calculations. Plotting $P(2, -2\sqrt{3})$ shows that it lies in Quadrant IV. With $x = 2$ and $y = -2\sqrt{3}$, we get $r^2 = x^2 + y^2 = (2)^2 + (-2\sqrt{3})^2 = 4 + 12 = 16$ so $r = \pm 4$. Since we are asked for $r \geq 0$, we choose $r = 4$. To find θ, we have that $\tan(\theta) = \frac{y}{c} = \frac{-2\sqrt{3}}{2} = -\sqrt{3}$. This tells us θ has a reference angle of $\frac{\pi}{3}$, and since P lies in Quadrant IV, we know θ is a Quadrant IV angle. We are asked to have $0 \leq \theta < 2\pi$, so we choose $\theta = \frac{5\pi}{3}$. Hence, our answer is $\left(4, \frac{5\pi}{3}\right)$. To check, we convert $(r, \theta) = \left(4, \frac{5\pi}{3}\right)$ back to rectangular coordinates and we find $x = r\cos(\theta) = 4\cos\left(\frac{5\pi}{3}\right) = 4\left(\frac{1}{2}\right) = 2$ and $y = r\sin(\theta) = 4\sin\left(\frac{5\pi}{3}\right) = 4\left(-\frac{\sqrt{3}}{2}\right) = -2\sqrt{3}$, as required.

b. The point $Q(-3, -3)$ lies in Quadrant III. Using $x = y = -3$, we get $r^2 = (-3)^2 + (-3)^2 = 18$ so $r = \pm\sqrt{18} = \pm 3\sqrt{2}$. Since we are asked for $r \geq 0$, we choose $r = 3\sqrt{2}$. We find $\tan(\theta) = \frac{-3}{-3} = 1$, which means θ has a reference angle of $\frac{\pi}{4}$. Since Q lies in Quadrant III, we choose $\theta = \frac{5\pi}{4}$, which satisfies the requirement that $0 \leq \theta < 2\pi$. Our final answer is $(r, \theta) = \left(3\sqrt{2}, \frac{5\pi}{4}\right)$. To check, we find $x = r\cos(\theta) = (3\sqrt{2})\cos\left(\frac{5\pi}{4}\right) = (3\sqrt{2})\left(-\frac{\sqrt{2}}{2}\right) = -3$ and $y = r\sin(\theta) = (3\sqrt{2})\sin\left(\frac{5\pi}{4}\right) = (3\sqrt{2})\left(-\frac{\sqrt{2}}{2}\right) = -3$, so we are done.



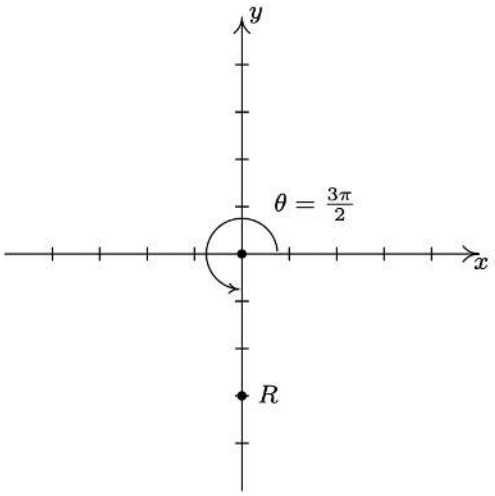
P has rectangular coordinates $(2, -2\sqrt{3})$
P has polar coordinates $\left(4, \frac{5\pi}{3}\right)$



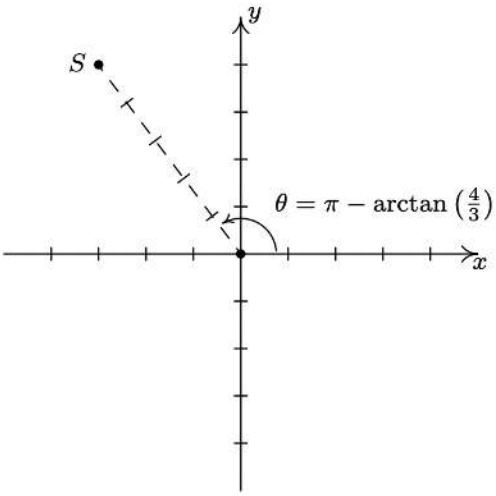
Q has rectangular coordinates $(-3, -3)$
Q has polar coordinates $\left(3\sqrt{2}, \frac{5\pi}{4}\right)$

c. The point $R(0, -3)$ lies along the negative y-axis. While we could go through the usual computations[4] to find the polar form of R, in this case we can find the polar coordinates of R using the definition. Since the pole is identified with the origin, we can easily tell the point R is 3 units from the pole, which means in the polar representation (r, θ) of R we know $r = \pm 3$. Since we require $r \geq 0$, we choose $r = 3$. Concerning θ, the angle $\theta = \frac{3\pi}{2}$ satisfies $0 \leq \theta < 2\pi$ with its terminal side along the negative y-axis, so our answer is $\left(3, \frac{3\pi}{2}\right)$. To check, we not $x = r\cos(\theta) = 3\cos\left(\frac{3\pi}{2}\right) = (3)(0) = 0$ and $y = r\sin(\theta) = 3\sin\left(\frac{3\pi}{2}\right) = 3(-1) = -3$.

d. The point $S(-3, 4)$ lies in Quadrant II. With $x = -3$ and $y = 4$, we $r^2 = (-3)^2 + (4)^2 = 25$ so $r = \pm 5$. As usual, we choose $r = 5 \geq 0$ and proceed to determine θ. We have $\tan(\theta) = \frac{y}{x} = \frac{4}{-3} = -\frac{4}{3}$, and since this isn't the tangent of one the common angles, we resort to using the arctangent function. Since θ lies in Quadrant II and must satisfy $0 \leq \theta < 2\pi$, we choose $\theta = \pi - \arctan\left(\frac{4}{3}\right)$ radians . Hence, our answer is $(r, \theta) = \left(5, \pi - \arctan\left(\frac{4}{3}\right)\right) \approx (5, 2.21)$. To check our answers requires a bit of tenacity since we need to simplify expressions of the form: $\cos\left(\pi - \arctan\left(\frac{4}{3}\right)\right)$ and $\sin\left(\pi - \arctan\left(\frac{4}{3}\right)\right)$. These are good review exercises and are hence left to the reader. We find $\cos\left(\pi - \arctan\left(\frac{4}{3}\right)\right) = -\frac{3}{5}$ and $\sin\left(\pi - \arctan\left(\frac{4}{3}\right)\right) = \frac{4}{5}$, so that $x = r\cos(\theta) = (5)\left(-\frac{3}{5}\right) = -3$ and $y = r\sin(\theta) = (5)\left(\frac{4}{5}\right) = 4$ which confirms our answer.



R has rectangular coordinates $(0, -3)$
R has polar coordinates $\left(3, \frac{3\pi}{2}\right)$



S has rectangular coordinates $(-3, 4)$
S has polar coordinates $\left(5, \pi - \arctan\left(\frac{4}{3}\right)\right)$

Subsection Footnotes

[4] Since $x = 0$, we would have to determine θ geometrically.

Converting Equations Between Polar and Rectangular Systems

Now that we've had practice converting representations of points between the rectangular and polar coordinate systems, we set about converting equations from one system to another. Just as we've used equations in x and y to represent relations in rectangular coordinates, equations in the variables r and θ represent relations in polar coordinates. We convert equations between the two systems using Theorem 11.4.1as the next example illustrates.

Example 11.4.3

a. Convert each equation in rectangular coordinates into an equation in polar coordinates.
   i. $(x-3)^2 + y^2 = 9$
   ii. $y = -x$
   iii. $y = x^2$

b. Convert each equation in polar coordinates into an equation in rectangular coordinates.
   i. $r = -3$
   ii. $\theta = \frac{4\pi}{3}$
   iii. $r = 1 - \cos(\theta)$

Solution

a. One strategy to convert an equation from rectangular to polar coordinates is to replace every occurrence of x with $r\cos(\theta)$ and every occurrence of y with $r\sin(\theta)$ and use identities to simplify. This is the technique we employ below.

   i. We start by substituting $x = r\cos(\theta)$ and $y = \sin(\theta)$ into $(x-3)^2 + y^2 = 9$ and simplifying. With no real direction in which to proceed, we follow our mathematical instincts and see where they take us.[5]

$$\begin{aligned} (r\cos(\theta) - 3)^2 + (r\sin(\theta))^2 &= 9 \\ r^2\cos^2(\theta) - 6r\cos(\theta) + 9 + r^2\sin^2(\theta) &= 9 \\ r^2\left(\cos^2(\theta) + \sin^2(\theta)\right) - 6r\cos(\theta) &= 0 && \text{Subtract 9 from both sides.} \\ r^2 - 6r\cos(\theta) &= 0 && \text{Since } \cos^2(\theta) + \sin^2(\theta) = 1 \\ r(r - 6\cos(\theta)) &= 0 && \text{Factor.} \end{aligned}$$

   We get $r = 0$ or $r = 6\cos(\theta)$. From Section 8.2 we know the equation $(x-3)^2 + y^2 = 9$ describes a circle, and since $r = 0$ describes just a point (namely the pole/origin), we choose $r = 6\cos(\theta)$ for our final answer.[6]

   ii. Substituting $x = r\cos(\theta)$ and $y = r\sin(\theta)$ into $y = -x$ gives $r\sin(\theta) = -r\cos(\theta)$. Rearranging, we get $r\cos(\theta) + r\sin(\theta) = 0$ or $r(\cos(\theta) + \sin(\theta)) = 0$. This gives $r = 0$ or $\cos(\theta) + \sin(\theta) = 0$. Solving the latter equation for θ, we get $\theta = -\frac{\pi}{4} + \pi k$ for integers k. As we did in the previous example, we take a step back and think geometrically. We know $y = -x$ describes a line through the origin. As before, $r = 0$ describes the origin, but nothing else. Consider the equation $\theta = -\frac{\pi}{4}$. In this equation, the variable r is free,[7] meaning it can assume any and all values including $r = 0$. If we imagine plotting points $\left(r, -\frac{\pi}{4}\right)$ for all conceivable values of r (positive, negative and zero), we are essentially drawing the line containing the terminal side of $\theta = -\frac{\pi}{4}$ which is none other than $y = -x$. Hence, we can take as our final answer $\theta = -\frac{\pi}{4}$ here.[8]

   iii. We substitute $x = r\cos(\theta)$ and $y = r\sin(\theta)$ into $y = x^2$ and get $r\sin(\theta) = (r\cos(\theta))^2$, or $r^2\cos^2(\theta) - r\sin(\theta) = 0$. Factoring, we get $r\left(r\cos^2(\theta) - \sin(\theta)\right) = 0$ so that either $r = 0$ or $r\cos^2(\theta) = \sin(\theta)$. We can solve the latter equation for r by dividing both sides of the equation by $\cos^2(\theta)$, but as a general rule, we never divide through by a quantity that may be 0. In this particular case, we are safe since if $\cos^2(\theta) = 0$, then $\cos(\theta) = 0$, and for the equation $r\cos^2(\theta) = \sin(\theta)$ to hold, then $\sin(\theta)$ would also have to be 0. Since there are no angles with both $\cos(\theta) = 0$ and $\sin(\theta) = 0$, we are not losing any information by dividing both sides of $r\cos^2(\theta) = \sin(\theta)$ by $\cos^2(\theta)$. Doing so, we get $r = \frac{\sin(\theta)}{\cos^2(\theta)}$, or $r = \sec(\theta)\tan(\theta)$. As before, the $r = 0$ case is recovered in the solution $r = \sec(\theta)\tan(\theta)$ (let $\theta = 0$), so we state the latter as our final answer.

b. As a general rule, converting equations from polar to rectangular coordinates isn't as straight forward as the reverse process. We could solve $r^2 = x^2 + y^2$ for r to get $r = \pm\sqrt{x^2 + y^2}$ and solving $\tan(\theta) = \frac{y}{x}$ requires the arctangent function to get $\theta = \arctan\left(\frac{y}{x}\right) + \pi k$ for integers k. Neither of these expressions for r and θ are especially user-friendly, so we opt for a second strategy – rearrange the given polar equation so that the expression $r^2 = x^2 + y^2$, $r\cos(\theta) = x, r\sin(\theta) = y$ and/or $\tan(\theta) = \frac{y}{x}$ present themselves.

i. Starting with $r = -3$, we can square both sides to get $r^2 = (-3)^2$ or $r^2 = 9$. We may now substitute $r^2 = x^2 + y^2$ to get the equation $x^2 + y^2 = 9$. As we have seen,[9] squaring an equation does not, in general, produce an equivalent equation. The concern here is that the equation $r^2 = 9$ might be satisfied by more points than $r = -3$. On the surface, this appears to be the case since $r^2 = 9$ is equivalent to $r = \pm 3$, not just $r = -3$. However, any point with polar coordinates $(3, \theta)$ can be represented as $(-3, \theta + \pi)$, which means any point (r, θ) whose polar coordinates satisfy the relation $r = \pm 3$ has an equivalent[10] representation which satisfies $r = -3$.

ii. We take the tangent of both sides the equation $\theta = \frac{4\pi}{3}$ to get $\tan(\theta) = \tan\left(\frac{4\pi}{3}\right) = \sqrt{3}$. Since $\tan(\theta) = \frac{y}{x}$, we get $\frac{y}{x} = \sqrt{3}$ or $y = x\sqrt{3}$. Of course, we pause a moment to wonder if, geometrically, the equations $\theta = \frac{4\pi}{3}$ and $y = x\sqrt{3}$ generate the same set of points.[11] The same argument presented in number a(ii) applies equally well here so we are done.

iii. Once again, we need to manipulate $r = 1 - \cos(\theta)$ a bit before using the conversion formulas given in Theorem 11.4.1. We could square both sides of this equation like we did in part b(i) above to obtain an r^2 on the left hand side, but that does nothing helpful for the right hand side. Instead, we multiply both sides by r to obtain $r^2 = r - r\cos(\theta)$. We now have an r^2 and an $r\cos(\theta)$ in the equation, which we can easily handle, but we also have another r to deal with. Rewriting the equation as $r = r^2 + r\cos(\theta)$ and squaring both sides yields $r^2 = \left(r^2 + r\cos(\theta)\right)^2$. . Substituting $r^2 = x^2 + y^2$ and $r\cos(\theta) = x$ gives $x^2 + y^2 = \left(x^2 + y^2 + x\right)^2$. Once again, we have performed some algebraic maneuvers which may have altered the set of points described by the original equation. First, we multiplied both sides by r. This means that now $r = 0$ is a viable solution to the equation. In the original equation, $r = 1 - \cos(\theta)$, we see that $\theta = 0$ gives $r = 0$, so the multiplication by r doesn't introduce any new points. The squaring of both sides of this equation is also a reason to pause. Are there points with coordinates (r, θ) which satisfy $r^2 = \left(r^2 + r\cos(\theta)\right)^2$ but do not satisfy $r = r^2 + r\cos(\theta)$? Suppose (r', θ') satisfies $r^2 = \left(r^2 + r\cos(\theta)\right)^2$. Then $r' = \pm\left((r')^2 + r'\cos(\theta')\right)$. If we have that $r' = (r')^2 + r'\cos(\theta')$, we are done. What if $r' = -\left((r')^2 + r'\cos(\theta')\right) = -(r')^2 - r'\cos(\theta')$? We claim that the coordinates $(-r', \theta' + \pi)$, which determine the same point as (r', θ'), satisfy $r = r^2 + r\cos(\theta)$. We substitute $r = -r'$ and $\theta = \theta' + \pi$ into $r = r^2 + r\cos(\theta)$ to see if we get a true statement.

$$
\begin{aligned}
-r' &\stackrel{?}{=} (-r')^2 + (-r'\cos(\theta' + \pi)) \\
-\left(-(r')^2 - r'\cos(\theta')\right) &\stackrel{?}{=} (r')^2 - r'\cos(\theta' + \pi) && \text{Since } r' = -(r')^2 - r'\cos(\theta') \\
(r')^2 + r'\cos(\theta') &\stackrel{?}{=} (r')^2 - r'(-\cos(\theta')) && \text{Since } \cos(\theta' + \pi) = -\cos(\theta') \\
(r')^2 + r'\cos(\theta') &\stackrel{\checkmark}{=} (r')^2 + r'\cos(\theta')
\end{aligned}
$$

Since both sides worked out to be equal, $(-r', \theta' + \pi)$ satisfies $r = r^2 + r\cos(\theta)$ which means that any point (r, θ) which satisfies $r^2 = \left(r^2 + r\cos(\theta)\right)^2$ has a representation which satisfies $r = r^2 + r\cos(\theta)$, and we are done.

In practice, much of the pedantic verification of the equivalence of equations in Example 11.4.3 is left unsaid. Indeed, in most textbooks, squaring equations like $r = -3$ to arrive at $r^2 = 9$ happens without a second thought. Your instructor will ultimately decide how much, if any, justification is warranted. If you take anything away from Example 11.4.3, it should be that relatively nice things in rectangular coordinates, such as $y = x^2$, can turn ugly in polar coordinates, and vice-versa. In the next section, we devote our attention to graphing equations like the ones given in Example 11.4.3 part b on the Cartesian coordinate plane without converting back to rectangular coordinates. If nothing else, part b(iii) above shows the price we pay if we insist on always converting to back to the more familiar rectangular coordinate system.

Subsection Footnotes

[5] Experience is the mother of all instinct, and necessity is the mother of invention. Study this example and see what techniques are employed, then try your best to get your answers in the homework to match Jeff's.

[6] Note that when we substitute $\theta = \frac{\pi}{2}$ into $r = 6\cos(\theta)$, we recover the point $r = 0$, so we aren't losing anything by disregarding $r = 0$.

[7] See Section 9.1.

[8] We could take it to be any of $\theta = -\frac{\pi}{4} + \pi k$ for integers k.

[9] Exercise 5.3.1 in Section 5.3, for instance...

[10] Here, "equivalent" means they represent the same point in the plane. As ordered pairs, $(3, 0)$ and $(-3, \pi)$ are different, but when interpreted as polar coordinates, they correspond to the same point in the plane. Mathematically speaking, relations are sets of ordered pairs, so the equations $r^2 = 9$ and $r = -3$ represent different relations since they correspond to different sets of ordered pairs. Since polar coordinates were defined geometrically to describe the location of points in the plane, however, we concern ourselves only with ensuring that the sets of points in the plane generated by two equations are the same. This was not an issue, by the way, when we first defined relations as sets of points in the plane in Section 1.2. Back then, a point in the plane was identified with a unique ordered pair given by its Cartesian coordinates.

[11] In addition to taking the tangent of both sides of an equation (There are infinitely many solution to $\tan(\theta) = \sqrt{3}$, and $\theta = \frac{4\pi}{3}$ is only one of them!), we also went from $\frac{y}{x} = \sqrt{3}$, in which x cannot be 0, to $y = x\sqrt{3}$ in which we assume x can be 0.

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11.4E: Exercises

Exercises

In Exercises 1 - 16, plot the point given in polar coordinates and then give three different expressions for the point such that

a. $r < 0$ and $0 \leq \theta \leq 2\pi$,
b. $r > 0$ and $\theta \leq 0$
c. $r > 0$ and $\theta \geq 2\pi$

1. $\left(2, \frac{\pi}{3}\right)$
2. $\left(5, \frac{7\pi}{4}\right)$
3. $\left(\frac{1}{3}, \frac{3\pi}{2}\right)$
4. $\left(\frac{5}{2}, \frac{5\pi}{6}\right)$
5. $\left(12, -\frac{7\pi}{6}\right)$
6. $\left(3, -\frac{5\pi}{4}\right)$
7. $(2\sqrt{2}, -\pi)$
8. $\left(\frac{7}{2}, -\frac{13\pi}{6}\right)$
9. $(-20, 3\pi)$
10. $\left(-4, \frac{5\pi}{4}\right)$
11. $\left(-1, \frac{2\pi}{3}\right)$
12. $\left(-3, \frac{\pi}{2}\right)$
13. $\left(-3, -\frac{11\pi}{6}\right)$
14. $\left(-2.5, -\frac{\pi}{4}\right)$
15. $\left(-\sqrt{5}, -\frac{4\pi}{3}\right)$
16. $(-\pi, -\pi)$

In Exercises 17 - 36, convert the point from polar coordinates into rectangular coordinates.

17. $\left(5, \frac{7\pi}{4}\right)$
18. $\left(2, \frac{\pi}{3}\right)$
19. $\left(11, -\frac{7\pi}{6}\right)$
20. $(-20, 3\pi)$
21. $\left(\frac{3}{5}, \frac{\pi}{2}\right)$
22. $\left(-4, \frac{5\pi}{6}\right)$
23. $\left(9, \frac{7\pi}{2}\right)$
24. $\left(-5, -\frac{9\pi}{4}\right)$
25. $\left(42, \frac{13\pi}{6}\right)$
26. $(-117, 117\pi)$
27. $(6, \arctan(2))$
28. $(10, \arctan(3))$
29. $\left(-3, \arctan\left(\frac{4}{3}\right)\right)$
30. $\left(5, \arctan\left(-\frac{4}{3}\right)\right)$
31. $\left(2, \pi - \arctan\left(\frac{1}{2}\right)\right)$
32. $\left(-\frac{1}{2}, \pi - \arctan(5)\right)$
33. $\left(-1, \pi + \arctan\left(\frac{3}{4}\right)\right)$
34. $\left(\frac{2}{3}, \pi + \arctan(2\sqrt{2})\right)$
35. $(\pi, \arctan(\pi))$
36. $\left(13, \arctan\left(\frac{12}{5}\right)\right)$

In Exercises 37 - 56, convert the point from rectangular coordinates into polar coordinates with $r \geq 0$ and $0 \leq \theta < 2\pi$.

37. $(0, 5)$
38. $(3, \sqrt{3})$

39. $(7, -7)$
40. $(-3, -\sqrt{3})$
41. $(-3, 0)$
42. $(-\sqrt{2}, \sqrt{2})$
43. $(-4, -4\sqrt{3})$
44. $\left(\frac{\sqrt{3}}{4}, -\frac{1}{4}\right)$
45. $\left(-\frac{3}{10}, -\frac{3\sqrt{3}}{10}\right)$
46. $(-\sqrt{5}, -\sqrt{5})$
47. $(6, 8)$
48. $(\sqrt{5}, 2\sqrt{5})$
49. $(-8, 1)$
50. $(-2\sqrt{10}, 6\sqrt{10})$
51. $(-5, -12)$
52. $\left(-\frac{\sqrt{5}}{15}, -\frac{2\sqrt{5}}{15}\right)$
53. $(24, -7)$
54. $(12, -9)$
55. $\left(\frac{\sqrt{2}}{4}, \frac{\sqrt{6}}{4}\right)$
56. $\left(-\frac{\sqrt{65}}{5}, \frac{2\sqrt{65}}{5}\right)$

In Exercises 57 - 76, convert the equation from rectangular coordinates into polar coordinates. Solve for r in all but #60 through #63. In Exercises 60 - 63, you need to solve for θ

57. $x = 6$
58. $x = -3$
59. $y = 7$
60. $y = 0$
61. $y = -x$
62. $y = x\sqrt{3}$
63. $y = 2x$
64. $x^2 + y^2 = 25$
65. $x^2 + y^2 = 117$
66. $y = 4x - 19$
67. $x = 3y + 1$
68. $y = -3x^2$
69. $4x = y^2$
70. $x^2 + y^2 - 2y = 0$
71. $x^2 - 4x + y^2 = 0$
72. $x^2 + y^2 = x$
73. $y^2 = 7y - x^2$
74. $(x + 2)^2 + y^2 = 4$
75. $x^2 + (y - 3)^2 = 9$
76. $4x^2 + 4\left(y - \frac{1}{2}\right)^2 = 1$

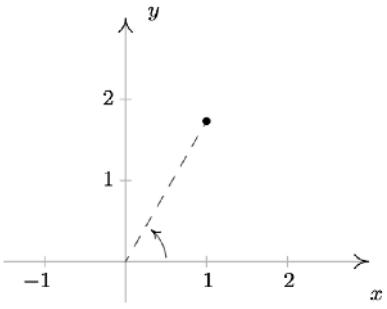
In Exercises 77 - 96, convert the equation from polar coordinates into rectangular coordinates.

77. $r = 7$
78. $r = -3$
79. $r = \sqrt{2}$
80. $\theta = \frac{\pi}{4}$
81. $\theta = \frac{2\pi}{3}$
82. $\theta = \pi$
83. $\theta = \frac{3\pi}{2}$

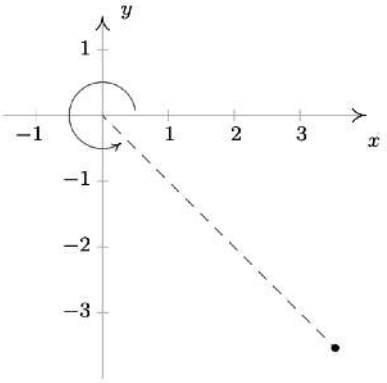
84. $r = 4\cos(\theta)$
85. $5r = \cos(\theta)$
86. $r = 3\sin(\theta)$
87. $r = -2\sin(\theta)$
88. $r = 7\sec(\theta)$
89. $12r = \csc(\theta)$
90. $r = -2\sec(\theta)$
91. $r = -\sqrt{5}\csc(\theta)$
92. $r = 2\sec(\theta)\tan(\theta)$
93. $r = -\csc(\theta)\cot(\theta)$
94. $r^2 = \sin(2\theta)$
95. $r = 1 - 2\cos(\theta)$
96. $r = 1 + \sin(\theta)$
97. Convert the origin (0, 0) into polar coordinates in four different ways.
98. With the help of your classmates, use the Law of Cosines to develop a formula for the distance between two points in polar coordinates.

Answers

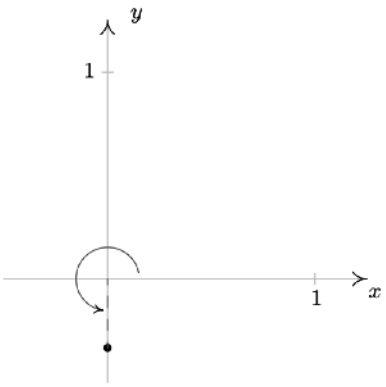
1. $\left(2, \frac{\pi}{3}\right), \left(-2, \frac{4\pi}{3}\right)$
$\left(2, -\frac{5\pi}{3}\right), \left(2, \frac{7\pi}{3}\right)$



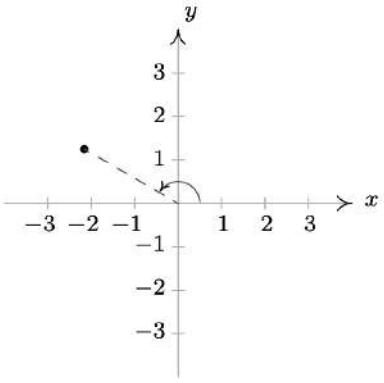
2. $\left(5, \frac{7\pi}{4}\right), \left(-5, \frac{3\pi}{4}\right)$
$\left(5, -\frac{\pi}{4}\right), \left(5, \frac{15\pi}{4}\right)$



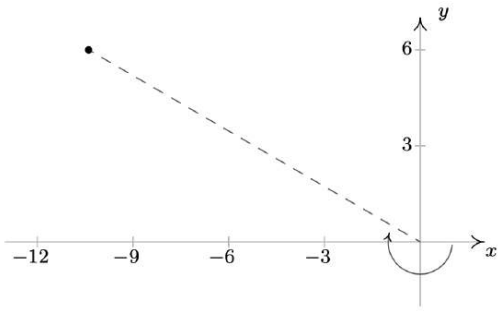
3. $\left(\frac{1}{3}, \frac{3\pi}{2}\right), \left(-\frac{1}{3}, \frac{\pi}{2}\right)$
$\left(\frac{1}{3}, -\frac{\pi}{2}\right), \left(\frac{1}{3}, \frac{7\pi}{2}\right)$



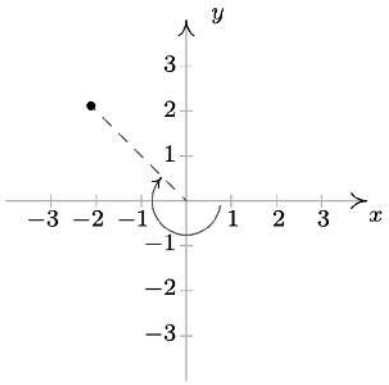
4. $\left(\frac{5}{2}, \frac{5\pi}{6}\right), \left(-\frac{5}{2}, \frac{11\pi}{6}\right)$
$\left(\frac{5}{2}, -\frac{7\pi}{6}\right), \left(\frac{5}{2}, \frac{17\pi}{6}\right)$



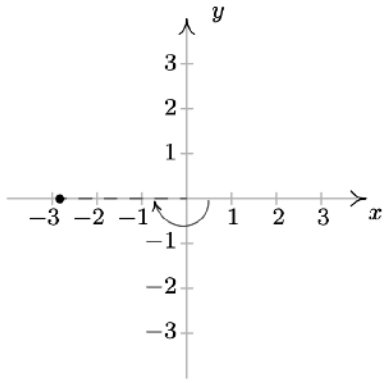
5. $\left(12, -\frac{7\pi}{6}\right), \left(-12, \frac{11\pi}{6}\right)$
$\left(12, -\frac{19\pi}{6}\right), \left(12, \frac{17\pi}{6}\right)$



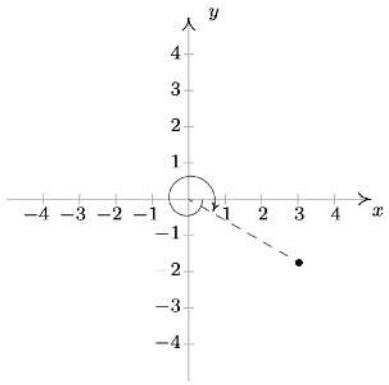
6. $\left(3, -\frac{5\pi}{4}\right), \left(-3, \frac{7\pi}{4}\right)$
$\left(3, -\frac{13\pi}{4}\right), \left(3, \frac{11\pi}{4}\right)$



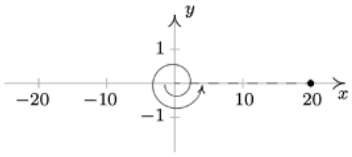
7. $(2\sqrt{2}, -\pi), (-2\sqrt{2}, 0)$
$(2\sqrt{2}, -3\pi), (2\sqrt{2}, 3\pi)$



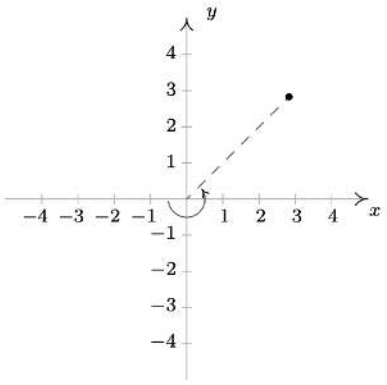
8. $\left(\frac{7}{2}, -\frac{13\pi}{6}\right), \left(-\frac{7}{2}, \frac{5\pi}{6}\right)$
$\left(\frac{7}{2}, -\frac{\pi}{6}\right), \left(\frac{7}{2}, \frac{23\pi}{6}\right)$



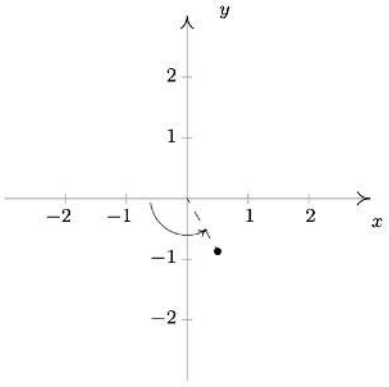
9. $(-20, 3\pi), (-20, \pi)$
$(20, -2\pi), (20, 4\pi)$



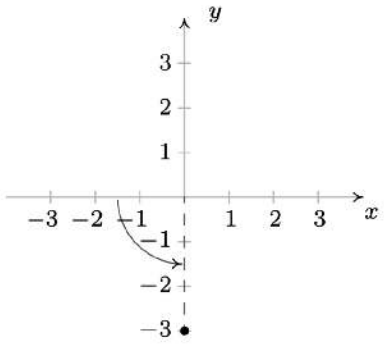
10. $\left(-4, \frac{5\pi}{4}\right), \left(-4, \frac{13\pi}{4}\right)$
$\left(4, -\frac{7\pi}{4}\right), \left(4, \frac{9\pi}{4}\right)$



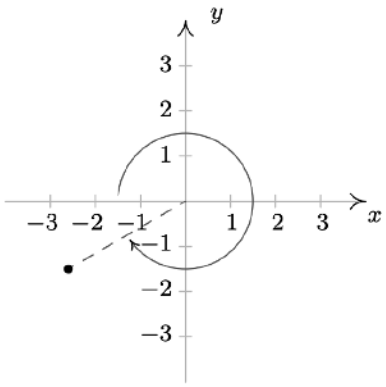
11. $\left(-1, \frac{2\pi}{3}\right), \left(-1, \frac{8\pi}{3}\right)$
$\left(1, -\frac{\pi}{3}\right), \left(1, \frac{11\pi}{3}\right)$



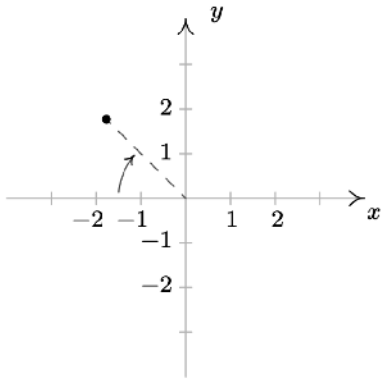
12. $\left(-3, \frac{\pi}{2}\right), \left(-3, \frac{5\pi}{2}\right)$
$\left(3, -\frac{\pi}{2}\right), \left(3, \frac{7\pi}{2}\right)$



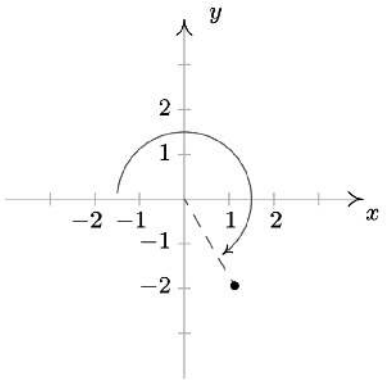
13. $\left(-3, -\frac{11\pi}{6}\right), \left(-3, \frac{\pi}{6}\right)$
$\left(3, -\frac{5\pi}{6}\right), \left(3, \frac{19\pi}{6}\right)$



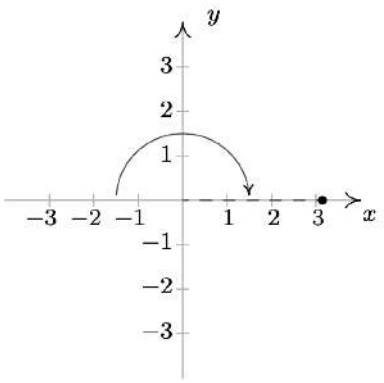
14. $\left(-2.5, -\frac{\pi}{4}\right), \left(-2.5, \frac{7\pi}{4}\right)$
$\left(2.5, -\frac{5\pi}{4}\right), \left(2.5, \frac{11\pi}{4}\right)$



15. $\left(-\sqrt{5}, -\frac{4\pi}{3}\right), \left(-\sqrt{5}, \frac{2\pi}{3}\right)$
$\left(\sqrt{5}, -\frac{\pi}{3}\right), \left(\sqrt{5}, \frac{11\pi}{3}\right)$



16. $(-\pi, -\pi), (-\pi, \pi)$
$(\pi, -2\pi), (\pi, 2\pi)$



17. $\left(\frac{5\sqrt{2}}{2}, -\frac{5\sqrt{2}}{2}\right)$
18. $(1, \sqrt{3})$
19. $\left(-\frac{11\sqrt{3}}{2}, \frac{11}{2}\right)$
20. $(20, 0)$
21. $\left(0, \frac{3}{5}\right)$
22. $(2\sqrt{3}, -2)$
23. $(0, -9)$
24. $\left(-\frac{5\sqrt{2}}{2}, \frac{5\sqrt{2}}{2}\right)$
25. $(21\sqrt{3}, 21)$
26. $(117, 0)$
27. $\left(\frac{6\sqrt{5}}{5}, \frac{12\sqrt{5}}{5}\right)$
28. $(\sqrt{10}, 3\sqrt{10})$
29. $\left(-\frac{9}{5}, -\frac{12}{5}\right)$
30. $(3, -4)$
31. $\left(-\frac{4\sqrt{5}}{5}, \frac{2\sqrt{5}}{5}\right)$
32. $\left(\frac{\sqrt{26}}{52}, -\frac{5\sqrt{26}}{52}\right)$
33. $\left(\frac{4}{5}, \frac{3}{5}\right)$
34. $\left(-\frac{2}{9}, -\frac{4\sqrt{2}}{9}\right)$
35. $\left(\frac{\pi}{\sqrt{1+\pi^2}}, \frac{\pi^2}{\sqrt{1+\pi^2}}\right)$
36. $(5, 12)$
37. $\left(5, \frac{\pi}{2}\right)$
38. $\left(2\sqrt{3}, \frac{\pi}{6}\right)$
39. $\left(7\sqrt{2}, \frac{7\pi}{4}\right)$
40. $\left(2\sqrt{3}, \frac{7\pi}{6}\right)$
41. $(3, \pi)$
42. $\left(2, \frac{3\pi}{4}\right)$
43. $\left(8, \frac{4\pi}{3}\right)$
44. $\left(\frac{1}{2}, \frac{11\pi}{6}\right)$
45. $\left(\frac{3}{5}, \frac{4\pi}{3}\right)$
46. $\left(\sqrt{10}, \frac{5\pi}{4}\right)$
47. $\left(10, \arctan\left(\frac{4}{3}\right)\right)$
48. $(5, \arctan(2))$
49. $\left(\sqrt{65}, \pi - \arctan\left(\frac{1}{8}\right)\right)$
50. $(20, \pi - \arctan(3))$

51. $\left(13, \pi + \arctan\left(\frac{12}{5}\right)\right)$
52. $\left(\frac{1}{3}, \pi + \arctan(2)\right)$
53. $\left(25, 2\pi - \arctan\left(\frac{7}{24}\right)\right)$
54. $\left(15, 2\pi - \arctan\left(\frac{3}{4}\right)\right)$
55. $\left(\frac{\sqrt{2}}{2}, \frac{\pi}{3}\right)$
56. $(\sqrt{13}, \pi - \arctan(2))$
57. $r = 6\sec(\theta)$
58. $r = -3\sec(\theta)$
59. $r = 7\csc(\theta)$
60. $\theta = 0$
61. $\theta = \frac{3\pi}{4}$
62. $\theta = \frac{\pi}{3}$
63. $\theta = \arctan(2)$
64. $r = 5$
65. $r = \sqrt{117}$
66. $r = \frac{19}{4\cos(\theta) - \sin(\theta)}$
67. $x = \frac{1}{\cos(\theta) - 3\sin(\theta)}$
68. $r = \frac{-\sec(\theta)\tan(\theta)}{3}$
69. $r = 4\csc(\theta)\cot(\theta)$
70. $r = 2\sin(\theta)$
71. $r = 4\cos(\theta)$
72. $r = \cos(\theta)$
73. $r = 7\sin(\theta)$
74. $r = -4\cos(\theta)$
75. $r = 6\sin(\theta)$
76. $r = \sin(\theta)$
77. $x^2 + y^2 = 49$
78. $x^2 + y^2 = 9$
79. $x^2 + y^2 = 2$
80. $y = x$
81. $y = -\sqrt{3}x$
82. $y = 0$
83. $x = 0$
84. $x^2 + y^2 = 4x$ or $(x-2)^2 + y^2 = 4$
85. $5x^2 + 5y^2 = x$ or $\left(x - \frac{1}{10}\right)^2 + y^2 = \frac{1}{100}$
86. $x^2 + y^2 = 3y$ or $x^2 + \left(y - \frac{3}{2}\right)^2 = \frac{9}{4}$
87. $x^2 + y^2 = -2y$ or $x^2 + (y+1)^2 = 1$
88. $x = 7$
89. $y = \frac{1}{12}$
90. $x = -2$
91. $y = -\sqrt{5}$
92. $x^2 = 2y$
93. $y^2 = -x$
94. $\left(x^2 + y^2\right)^2 = 2xy$
95. $\left(x^2 + 2x + y^2\right)^2 = x^2 + y^2$
96. $\left(x^2 + y^2 + y\right)^2 = x^2 + y^2$
97. Any point of the form $(0, \theta)$ will work, e.g. $(0, \pi)$, $(0, -117)$, $\left(0, \frac{23\pi}{4}\right)$ and $(0, 0)$

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11.5: Graphs of Polar Equations

The Concepts Behind Polar Graphs

In this section, we discuss how to graph equations in polar coordinates on the rectangular coordinate plane. Since any given point in the plane has infinitely many different representations in polar coordinates, our "Fundamental Graphing Principle" in this section is not as clean as it was for graphs of rectangular equations. We state it below for completeness.

The Fundamental Graphing Principle for Polar Equations

The graph of an equation in polar coordinates is the set of points which satisfy the equation. That is, a point $P(r, \theta)$ is on the graph of an equation if and only if there is a representation of P, say (r', θ'), such that r' and θ' satisfy the equation.

Our first example focuses on some of the more structurally simple polar equations.

Example 11.5.1

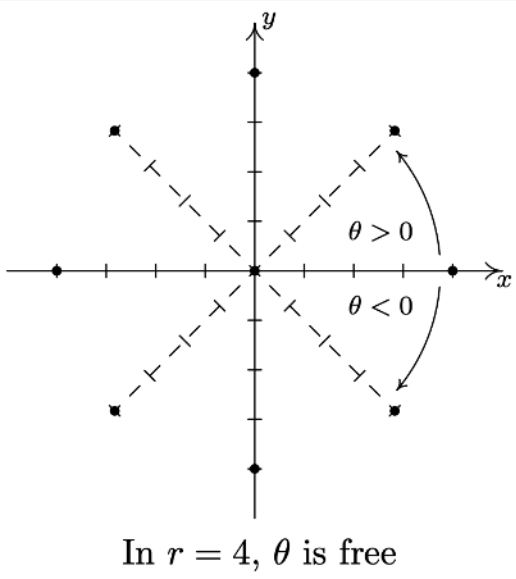
Graph the following polar equations.

a. $r = 4$
b. $r = -3\sqrt{2}$
c. $\theta = \frac{5\pi}{4}$
d. $\theta = -\frac{3\pi}{2}$

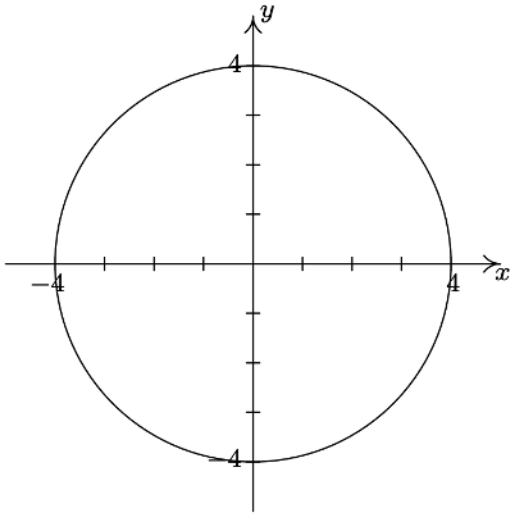
Solution

In each of these equations, only one of the variables r and θ is present making the other variable free.[1] This makes these graphs easier to visualize than others.

a. In the equation $r = 4$, θ is free. The graph of this equation is, therefore, all points which have a polar coordinate representation $(4, \theta)$, for any choice of θ. Graphically this translates into tracing out all of the points 4 units away from the origin. This is exactly the definition of circle, centered at the origin, with a radius of 4.

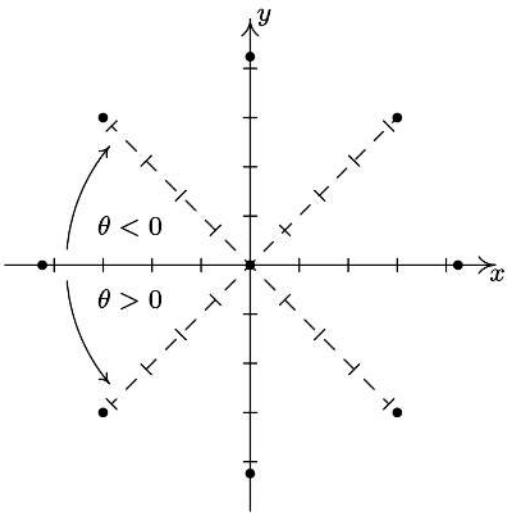


In $r = 4$, θ is free

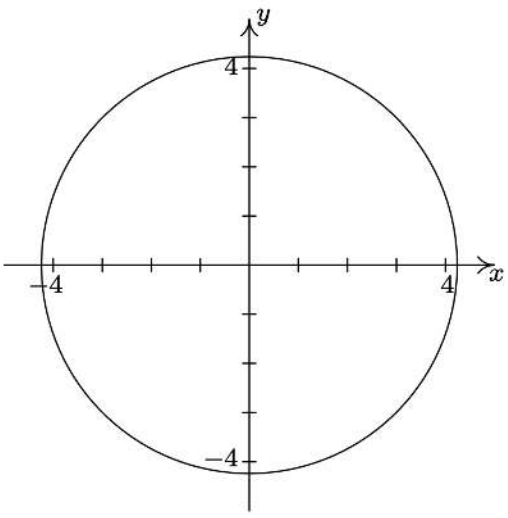


The graph of $r = 4$

b. Once again we have θ being free in the equation $r = -3\sqrt{2}$. Plotting all of the points of the form $(-3\sqrt{2}, \theta)$ gives us a circle of radius $3\sqrt{2}$ centered at the origin.

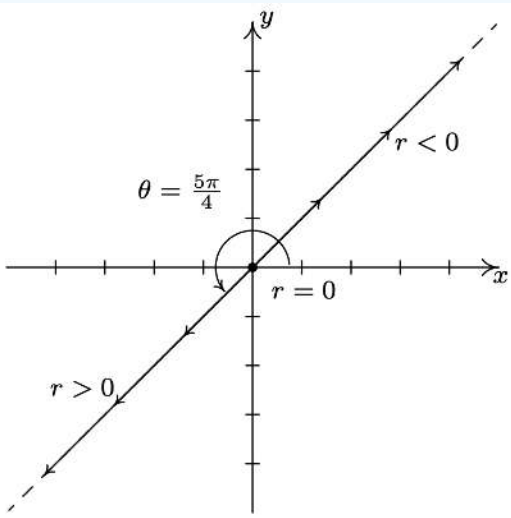


In $r = -3\sqrt{2}$, θ is free

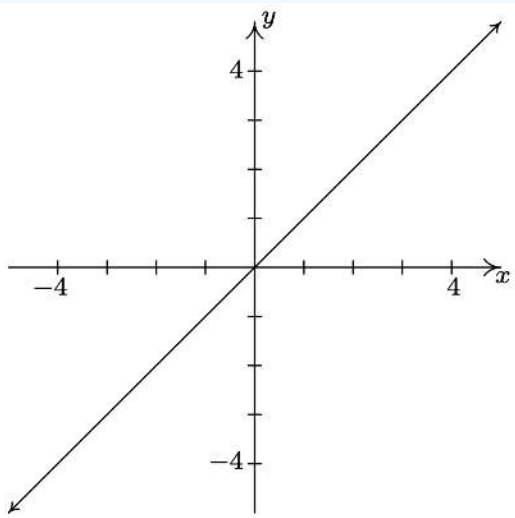


The graph of $r = -3\sqrt{2}$

c. In the equation $\theta = \frac{5\pi}{4}$, r is free, so we plot all of the points with polar representation $\left(r, \frac{5\pi}{4}\right)$. What we find is that we are tracing out the line which contains the terminal side of $\theta = \frac{5\pi}{4}$ when plotted in standard position.

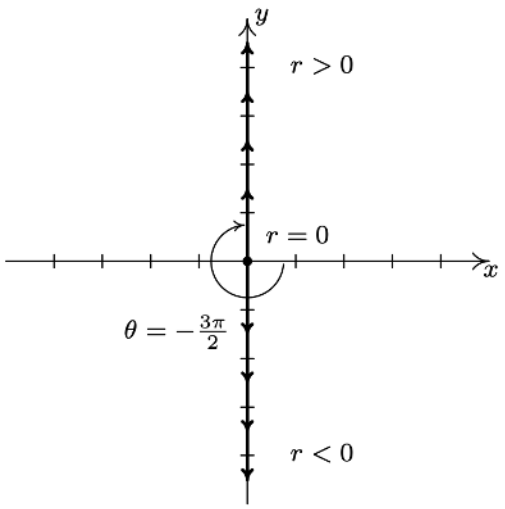


In $\theta = \frac{5\pi}{4}$, r is free

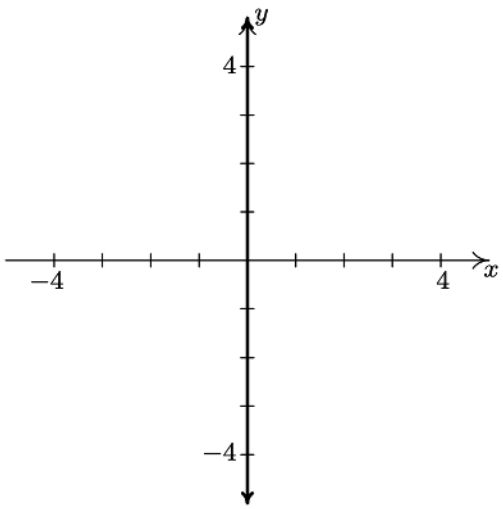


The graph of $\theta = \frac{5\pi}{4}$

d. As in the previous example, the variable r is free in the equation $\theta = -\frac{3\pi}{2}$. Plotting $\left(r, -\frac{3\pi}{2}\right)$ for various values of r shows us that we are tracing out the y-axis.



In $\theta = -\frac{3\pi}{2}$, r is free



The graph of $\theta = -\frac{3\pi}{2}$

Hopefully, our experience in Example 11.5.1 makes the following result clear.

Theorem 11.5.1: Graphs of Constant r and θ

Suppose a and α are constants, $a \neq 0$.

- The graph of the polar equation $r = a$ on the Cartesian plane is a circle centered at the origin of radius $|a|$.
- The graph of the polar equation $\theta = \alpha$ on the Cartesian plane is the line containing the terminal side of α when plotted in standard position.

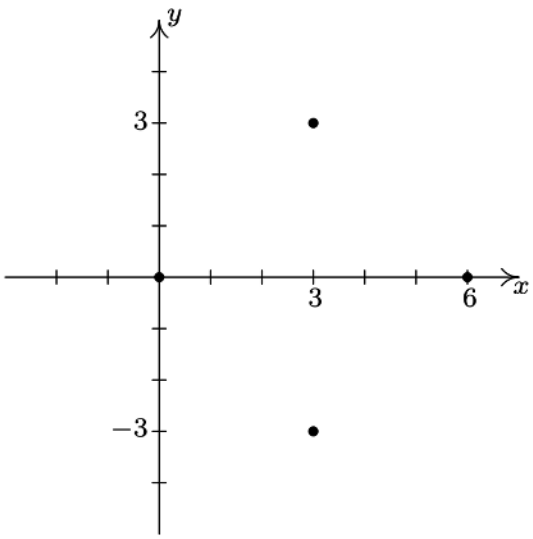
Subsection Footnotes

[1] See the discussion in Example 2 in Section 11.4.

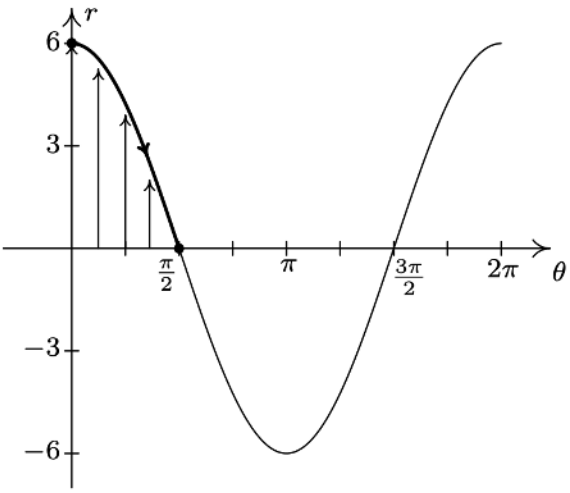
Common Polar Curves

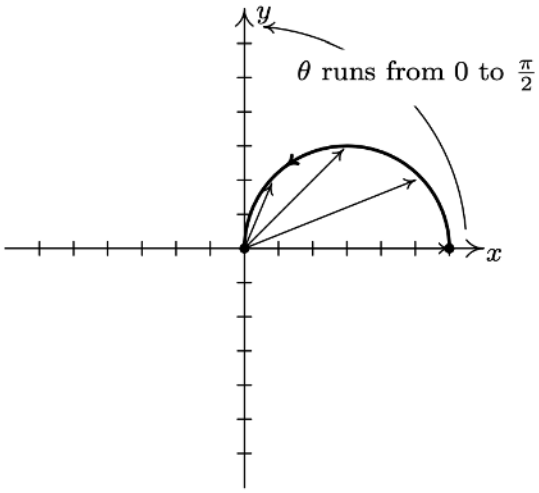
Suppose we wish to graph $r = 6\cos(\theta)$. A reasonable way to start is to treat θ as the independent variable, r as the dependent variable, evaluate $r = f(\theta)$ at some "friendly" values of θ and plot the resulting points.[2] We generate the table below.

θ	$r = 6\cos(\theta)$	(r, θ)
0	6	$(6, 0)$
$\frac{\pi}{4}$	$3\sqrt{2}$	$\left(3\sqrt{2}, \frac{\pi}{4}\right)$
$\frac{\pi}{2}$	0	$\left(0, \frac{\pi}{2}\right)$
$\frac{3\pi}{4}$	$-3\sqrt{2}$	$\left(-3\sqrt{2}, \frac{3\pi}{4}\right)$
π	-6	$(-6, \pi)$
$\frac{5\pi}{4}$	$-3\sqrt{2}$	$\left(-3\sqrt{2}, \frac{5\pi}{4}\right)$
$\frac{3\pi}{2}$	0	$\left(0, \frac{3\pi}{2}\right)$
$\frac{7\pi}{4}$	$3\sqrt{2}$	$\left(3\sqrt{2}, \frac{7\pi}{4}\right)$
2π	6	$(6, 2\pi)$

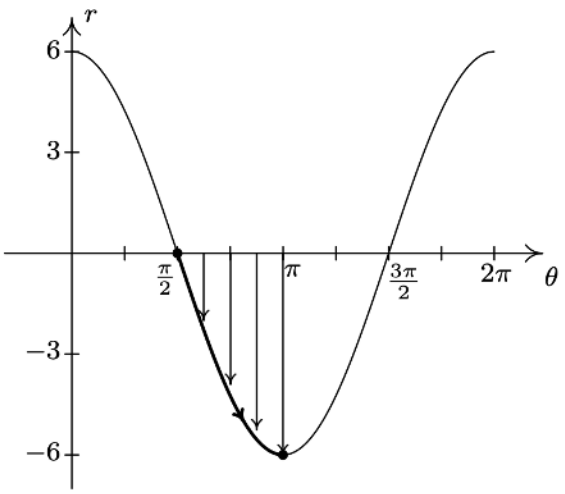


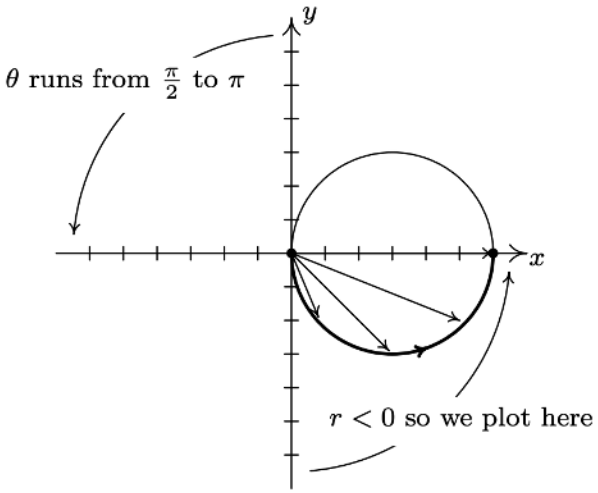
Despite having nine ordered pairs, we get only four distinct points on the graph. For this reason, we employ a slightly different strategy. We graph one cycle of $r = 6\cos(\theta)$ on the $\theta r-$plane [3] and use it to help graph the equation on the xy-plane. We see that as θ ranges from 0 to $\frac{\pi}{2}$, r ranges from 6 to 0. In the xy-plane, this means that the curve starts 6 units from the origin on the positive x-axis $(\theta = 0)$ and gradually returns to the origin by the time the curve reaches the y-axis $\left(\theta = \frac{\pi}{2}\right)$. The arrows drawn in the figure below are meant to help you visualize this process. In the θr-plane , the arrows are drawn from the θ-axis to the curve $r = 6\cos(\theta)$. In the xy-plane, each of these arrows starts at the origin and is rotated through the corresponding angle θ, in accordance with how we plot polar coordinates. It is a less-precise way to generate the graph than computing the actual function values, but it is markedly faster.



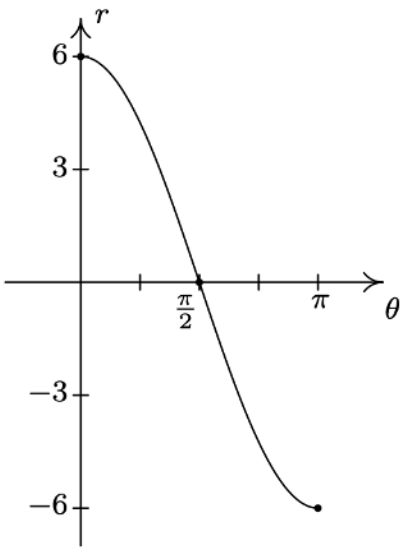


Next, we repeat the process as θ ranges from $\frac{\pi}{2}$ to π. Here, the r values are all negative. This means that in the xy-plane, instead of graphing in Quadrant II, we graph in Quadrant IV, with all of the angle rotations starting from the negative x-axis.

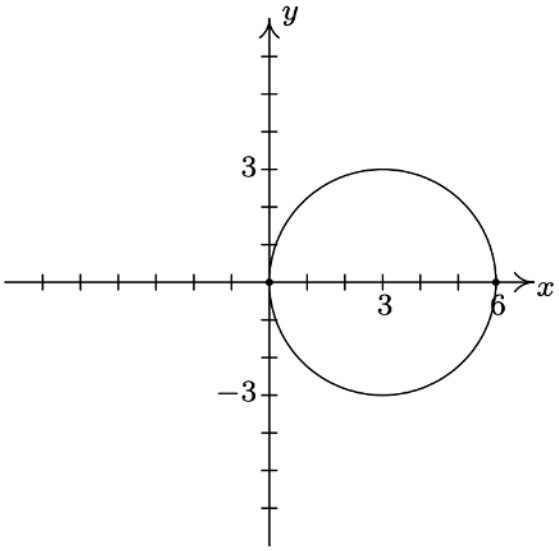




As θ ranges from π to $\frac{3\pi}{2}$, the r values are still negative, which means the graph is traced out in Quadrant I instead of Quadrant III. Since the $|r|$ for these values of θ match the r values for θ in $\left[0, \frac{\pi}{2}\right]$, we have that the curve begins to retrace itself at this point. Proceeding further, we find that when $\frac{3\pi}{2} \leq \theta \leq 2\pi$, we retrace the portion of the curve in Quadrant IV that we first traced out as $\frac{\pi}{2} \leq \theta \leq \pi$. The reader is invited to verify that plotting any range of θ outside the interval $[0, \pi]$ results in retracting some portion of the curve.[4] We present the final graph below.



$r = 6\cos(\theta)$ in the θr-plane



$r = 6\cos(\theta)$ in the xy-plane

Example 11.5.2

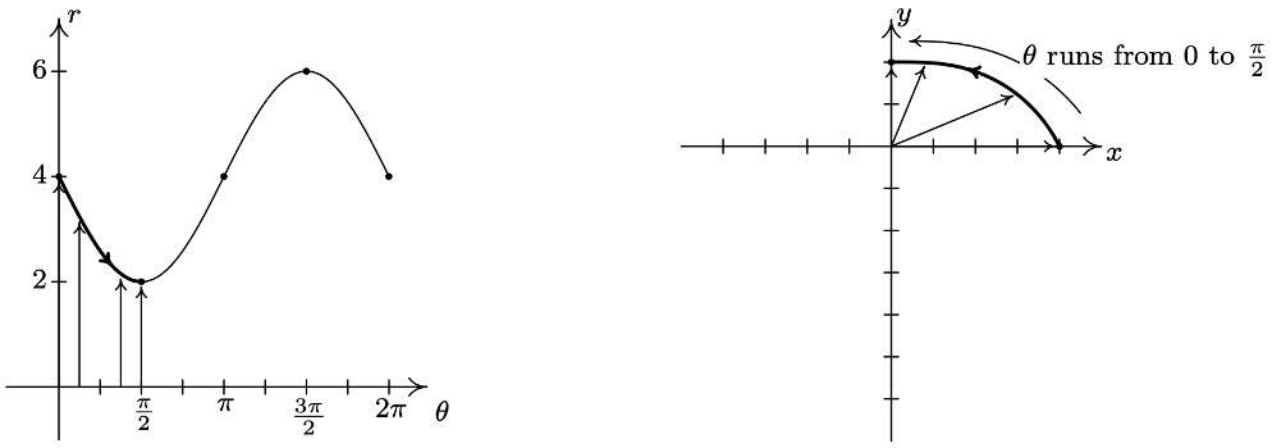
Graph the following polar equations.

a. $r = 4 - 2\sin(\theta)$
b. $r = 2 + 4\cos(\theta)$
c. $r = 5\sin(2\theta)$
d. $r^2 = 16\cos(2\theta)$

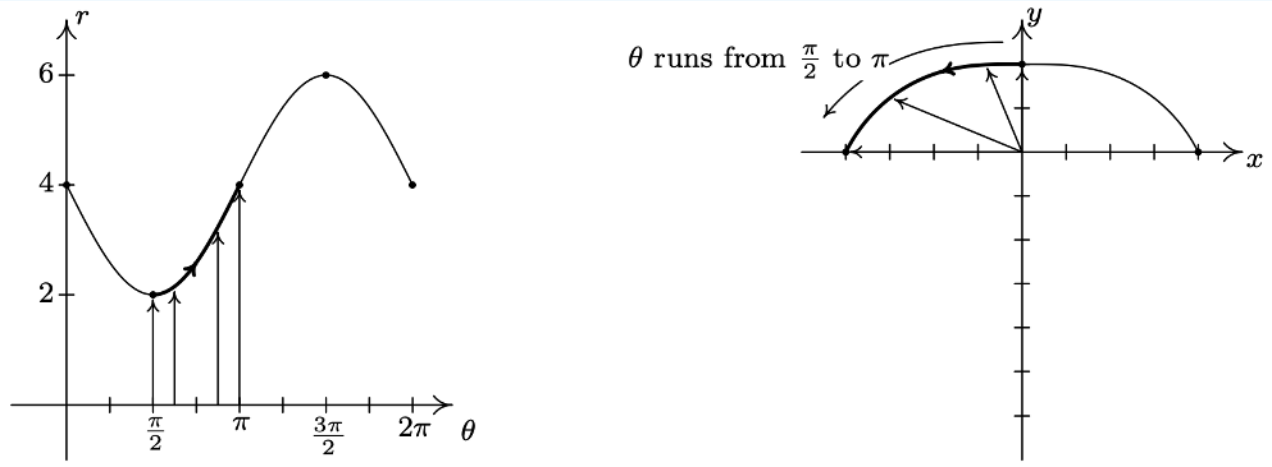
Solution

a. We first plot the fundamental cycle of $r = 4 - 2\sin(\theta)$ on the θr-axes . To help us visualize what is going on graphically, we divide up $[0, 2\pi]$ into the usual four subintervals $\left[0, \frac{\pi}{2}\right]$, $\left[\frac{\pi}{2}, \pi\right]$, $\left[\pi, \frac{3\pi}{2}\right]$ and $\left[\frac{3\pi}{2}, 2\pi\right]$, and proceed as we did above. As θ ranges from 0 to $\frac{\pi}{2}$, r decreases from 4 to 2. This means that the curve in the xy-plane starts 4 units from the origin on

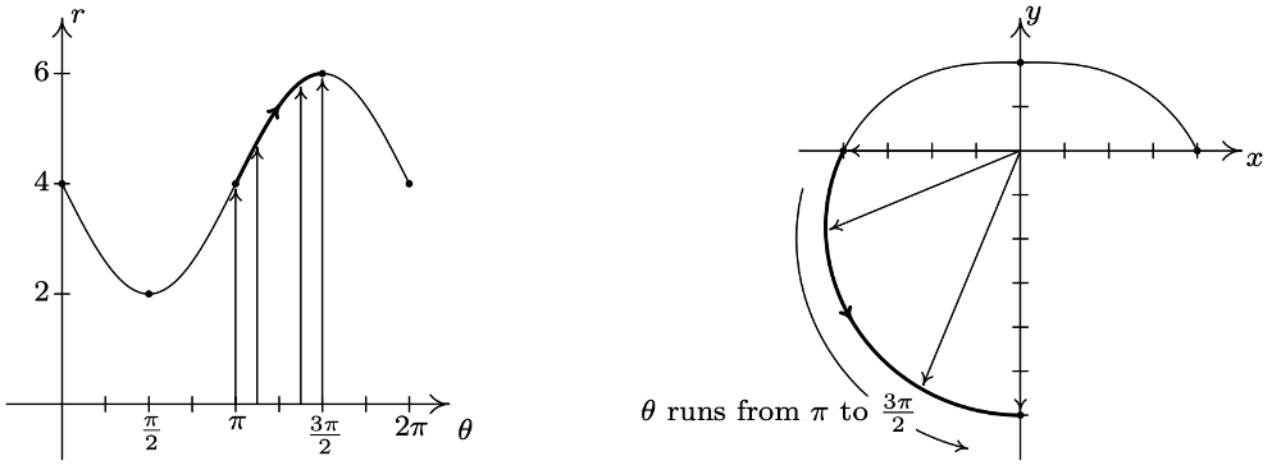
the positive x-axis and gradually pulls in towards the origin as it moves towards the positive y-axis.



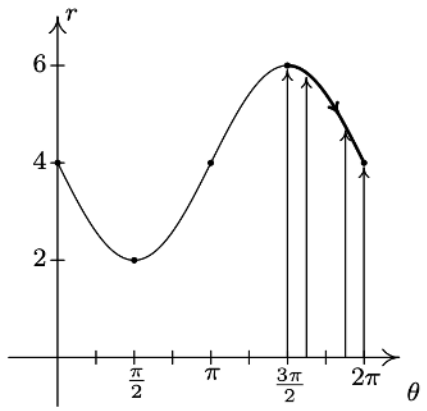
Next, as θ runs from $\frac{\pi}{2}$ to π, we see that r increases from 2 to 4. Picking up where we left off, we gradually pull the graph away from the origin until we reach the negative x-axis.

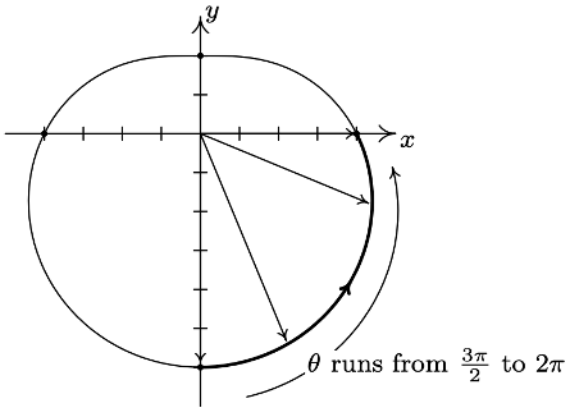


Over the interval $\left[\pi, \frac{3\pi}{2}\right]$, we see that r increases from 4 to 6. On the xy-plane, the curve sweeps out away from the origin as it travels from the negative x-axis to the negative y-axis.

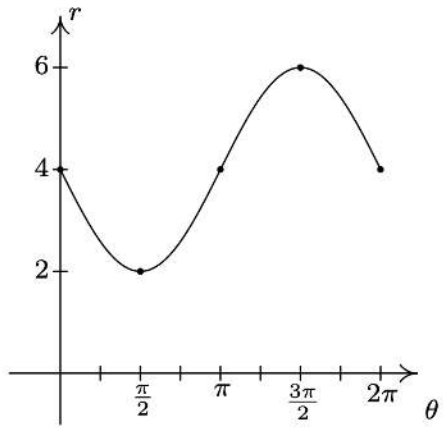


Finally, as θ takes on values from $\frac{3\pi}{2}$ to 2π, r decreases from 6 back to 4. The graph on the xy-plane pulls in from the negative y-axis to finish where we started.

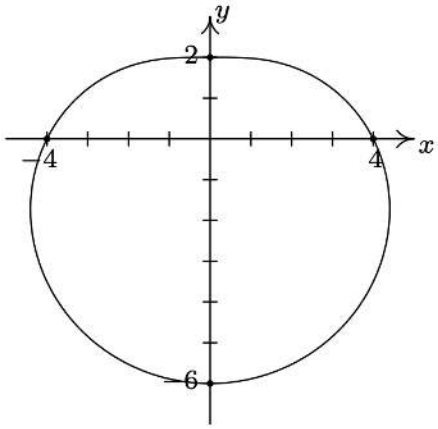




We leave it to the reader to verify that plotting points corresponding to values of θ outside the interval $[0, 2\pi]$ results in retracing portions of the curve, so we are finished.

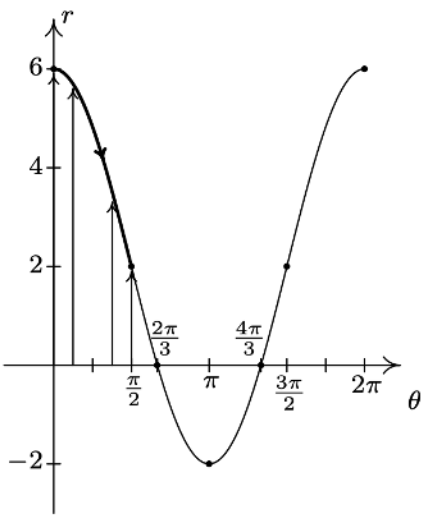


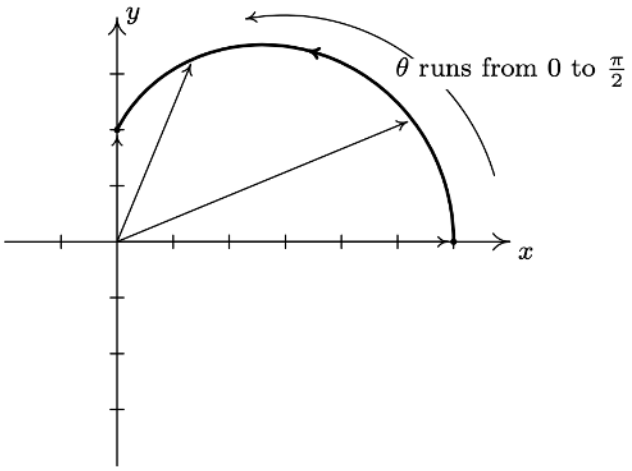
$r = 4 - 2\sin(\theta)$ in the θr-plane



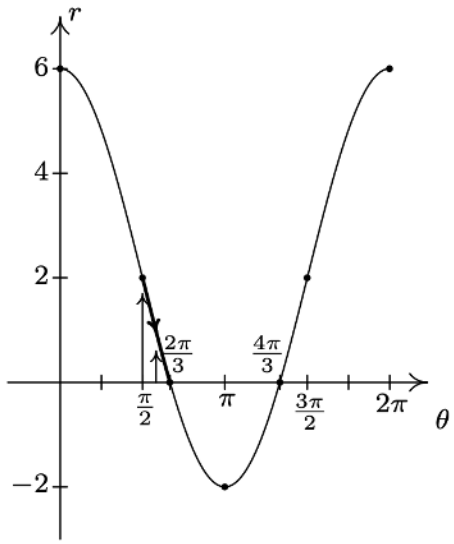
$r = 4 - 2\sin(\theta)$ in the xy-plane.

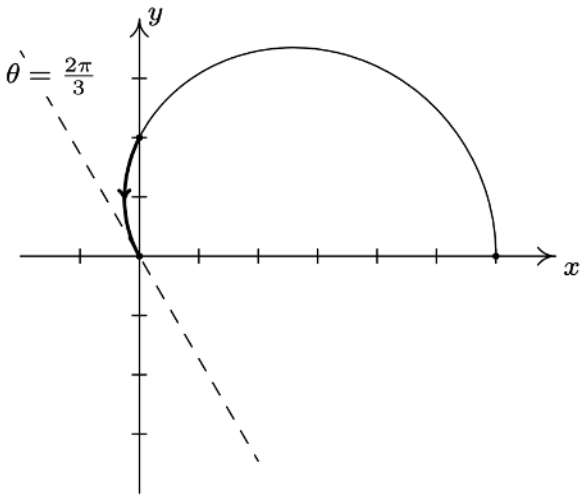
b. The first thing to note when graphing $r = 2 + 4\cos(\theta)$ on the θr-plane over the interval $[0, 2\pi]$ is that the graph crosses through the θ-axis. This corresponds to the graph of the curve passing through the origin in the xy-plane, and our first task is to determine when this happens. Setting $r = 0$ we get $2 + 4\cos(\theta) = 0$, or $\cos(\theta) = -\frac{1}{2}$. Solving for θ in $[0, 2\pi]$ gives $\theta = \frac{2\pi}{3}$ and $\theta = \frac{4\pi}{3}$. Since these values of θ are important geometrically, we break the interval $[0, 2\pi]$ into six subintervals: $\left[0, \frac{\pi}{2}\right]$, $\left[\frac{\pi}{2}, \frac{2\pi}{3}\right]$, $\left[\frac{2\pi}{3}, \pi\right]$, $\left[\pi, \frac{4\pi}{3}\right]$, $\left[\frac{4\pi}{3}, \frac{3\pi}{2}\right]$ and $\left[\frac{3\pi}{2}, 2\pi\right]$. As θ ranges from 0 to $\frac{\pi}{2}$, r decreases from 6 to 2. Plotting this on the xy-plane, we start 6 units out from the origin on the positive x-axis and slowly pull in towards the positive y-axis.



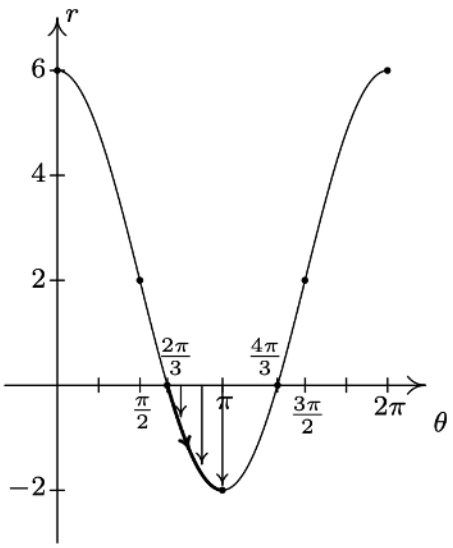


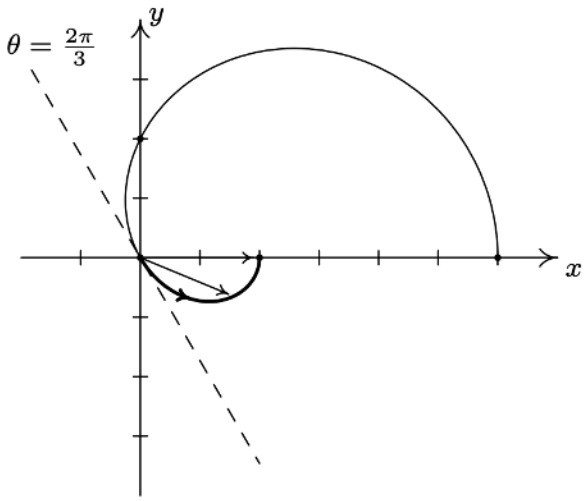
On the interval $\left[\frac{\pi}{2}, \frac{2\pi}{3}\right]$, r decreases from 2 to 0, which means the graph is heading into (and will eventually cross through) the origin. Not only do we reach the origin when $\theta = \frac{2\pi}{3}$, a theorem from Calculus[5] states that the curve hugs the line $\theta = \frac{2\pi}{3}$ as it approaches the origin.



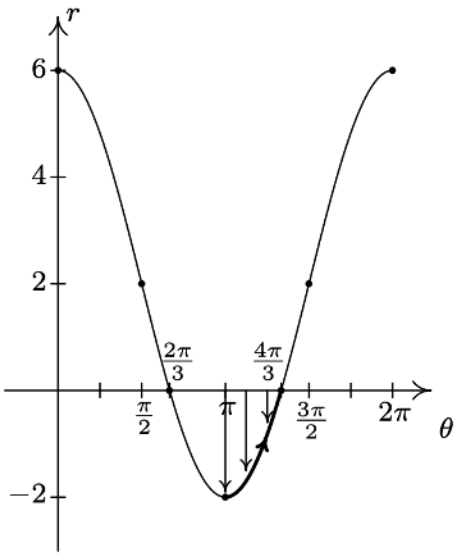


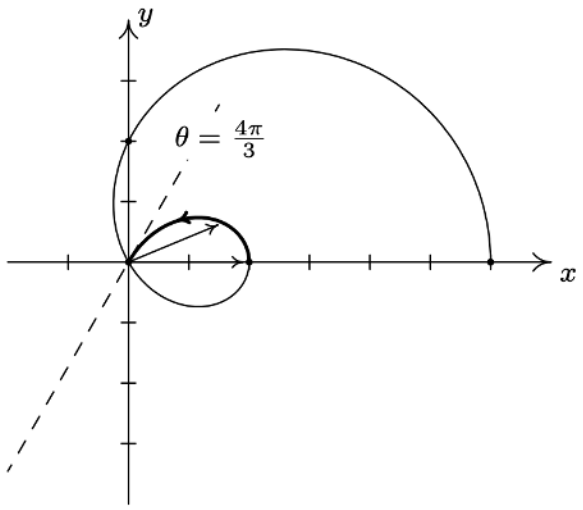
On the interval $\left[\frac{2\pi}{3}, \pi\right]$, r ranges from 0 to −2. Since $r \leq 0$, the curve passes through the origin in the xy-plane, following the line $\theta = \frac{2\pi}{3}$ and continues upwards through Quadrant IV towards the positive x-axis.[6] Since $|r|$ is increasing from 0 to 2, the curve pulls away from the origin to finish at a point on the positive x-axis.



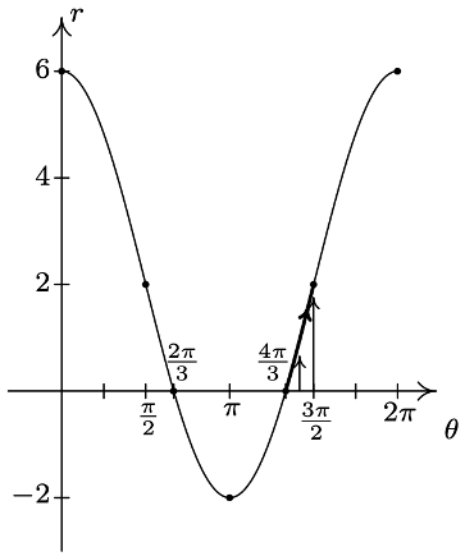


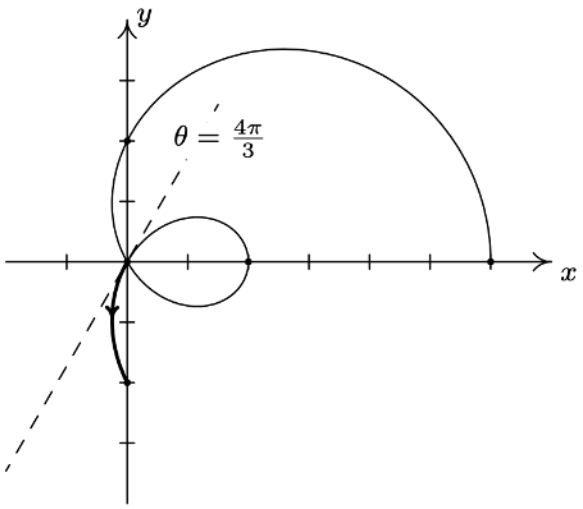
Next, as θ progresses from π to $\frac{4\pi}{3}$, r ranges from -2 to 0. Since $r \leq 0$, we continue our graph in the first quadrant, heading into the origin along the line $\theta = \frac{4\pi}{3}$.



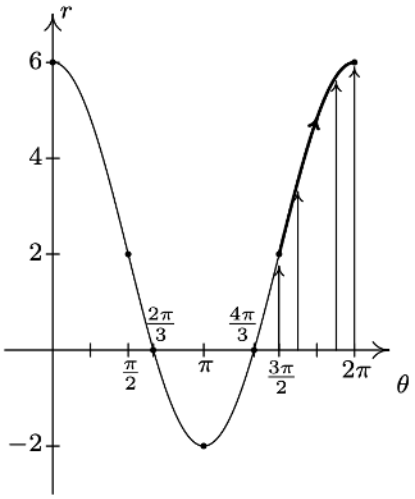


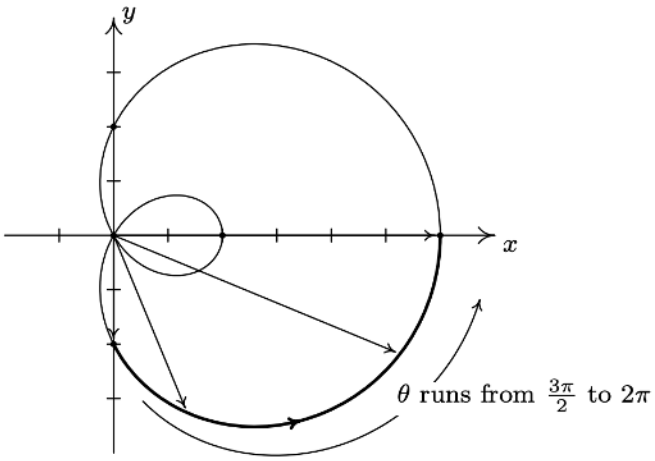
On the interval $\left[\frac{4\pi}{3}, \frac{3\pi}{2}\right]$, r returns to positive values and increases from 0 to 2. We hug the line $\theta = \frac{4\pi}{3}$ as we move through the origin and head towards the negative y-axis.



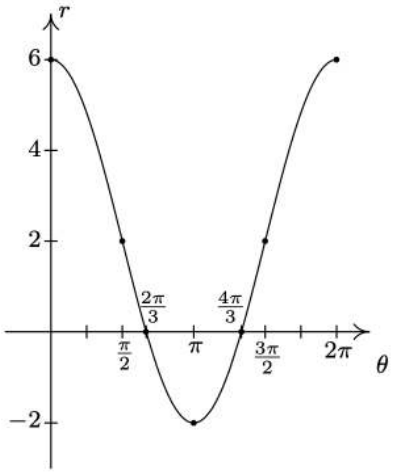


As we round out the interval, we find that as θ runs through $\frac{3\pi}{2}$ to 2π, r increases from 2 out to 6, and we end up back where we started, 6 units from the origin on the positive x-axis.

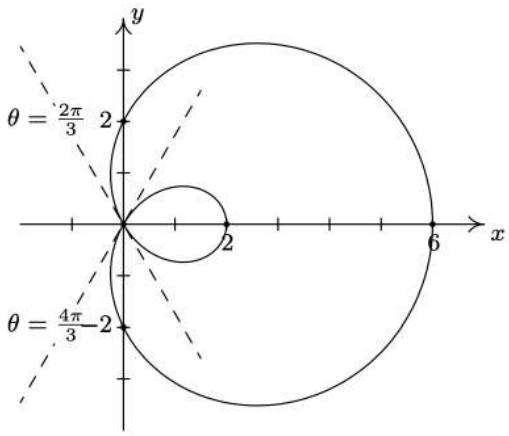




Again, we invite the reader to show that plotting the curve for values of θ outside $[0, 2\pi]$ results in retracing a portion of the curve already traced. Our final graph is below.

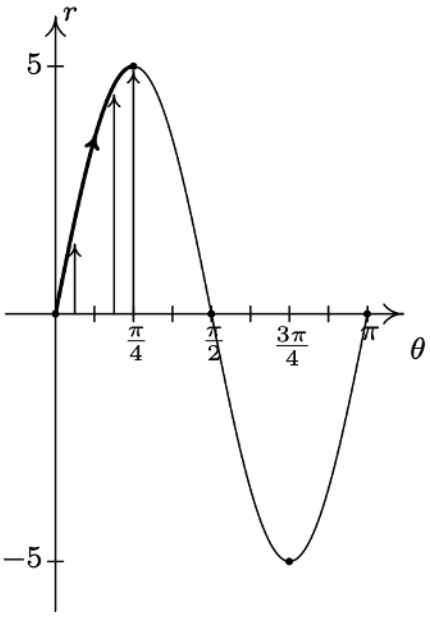


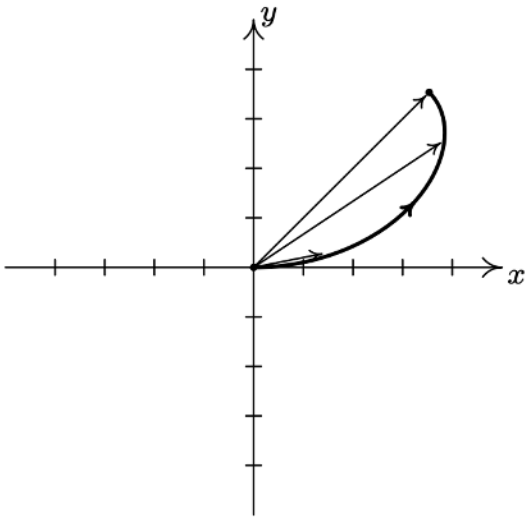
$r = 2 + 4\cos(\theta)$ in the θr-plane



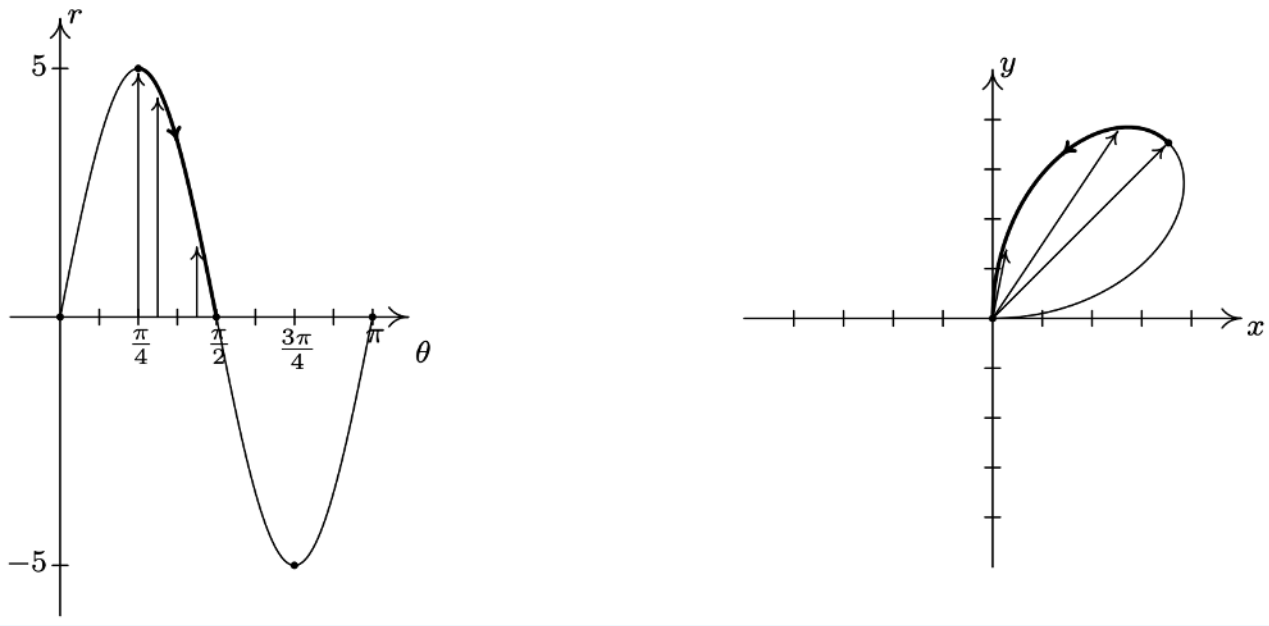
$r = 2 + 4\cos(\theta)$ in the xy-plane

c. As usual, we start by graphing a fundamental cycle of $r = 5\sin(2\theta)$ in the θr-plane , which in this case, occurs as θ ranges from 0 to π. We partition our interval into subintervals to help us with the graphing, namely $\left[0, \frac{\pi}{4}\right], \left[\frac{\pi}{4}, \frac{\pi}{2}\right], \left[\frac{\pi}{2}, \frac{3\pi}{4}\right]$ and $\left[\frac{3\pi}{4}, \pi\right]$. As θ ranges from 0 to $\frac{\pi}{4}$, r increases from 0 to 5. This means that the graph of $r = 5\sin(2\theta)$ in the xy-plane starts at the origin and gradually sweeps out so it is 5 units away from the origin on the line $\theta = \frac{\pi}{4}$.

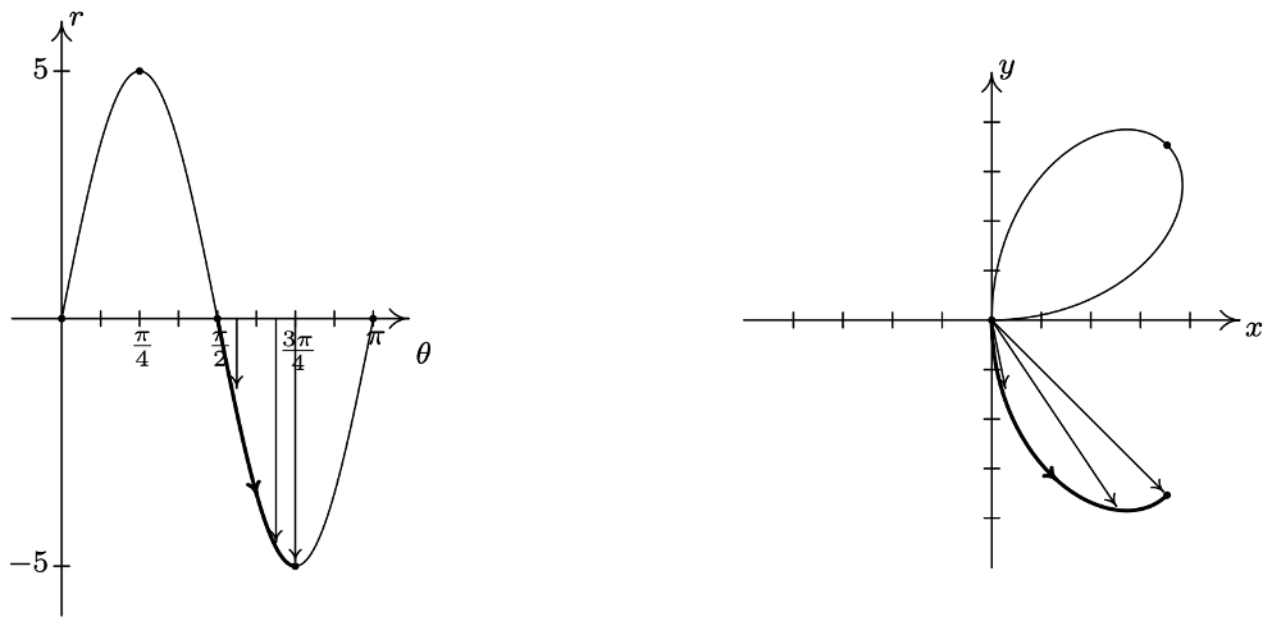




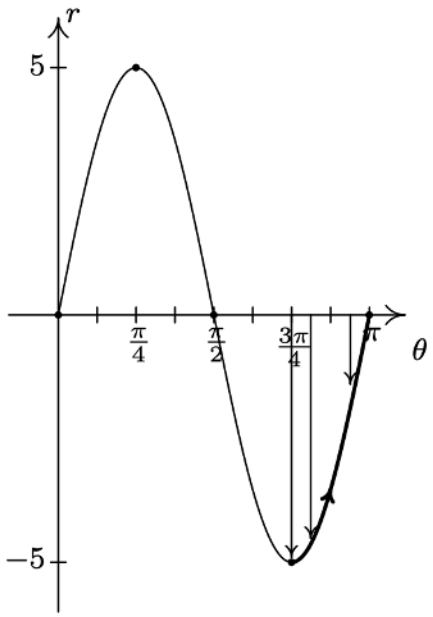
Next, we see that r decreases from 5 to 0 as θ runs through $\left[\frac{\pi}{4}, \frac{\pi}{2}\right]$, and furthermore, r is heading negative as θ crosses $\frac{\pi}{2}$. Hence, we draw the curve hugging the line $\theta = \frac{\pi}{2}$ (the y-axis) as the curve heads to the origin.

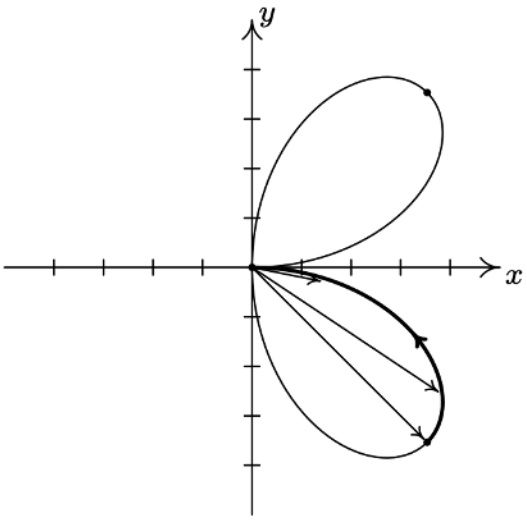


As θ runs from $\frac{\pi}{2}$ to $\frac{3\pi}{4}$ r becomes negative and ranges from 0 to −5. Since $r \leq 0$, the curve pulls away from the negative y-axis into Quadrant IV.

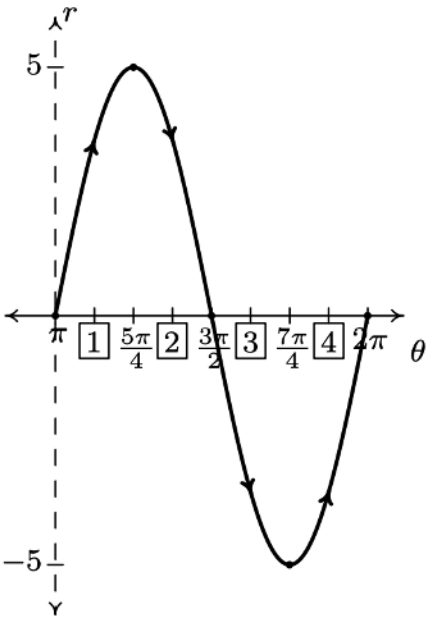


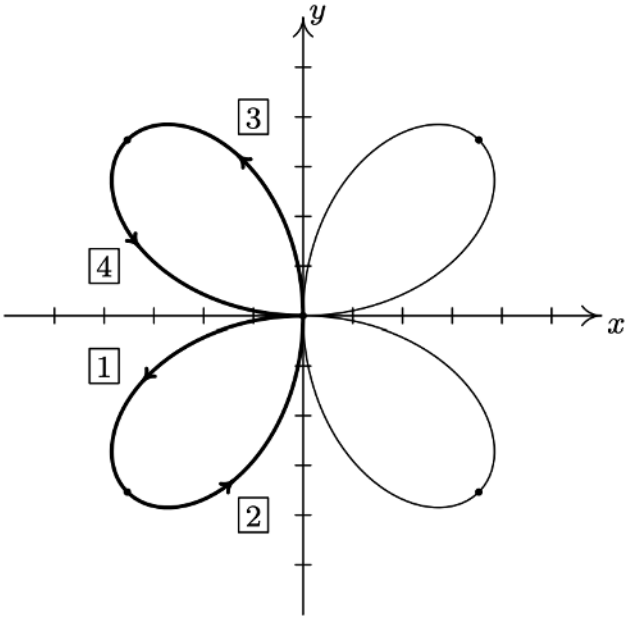
For $\frac{3\pi}{4} \leq \theta \leq \pi$, r increases from −5 to 0, so the curve pulls back to the origin.





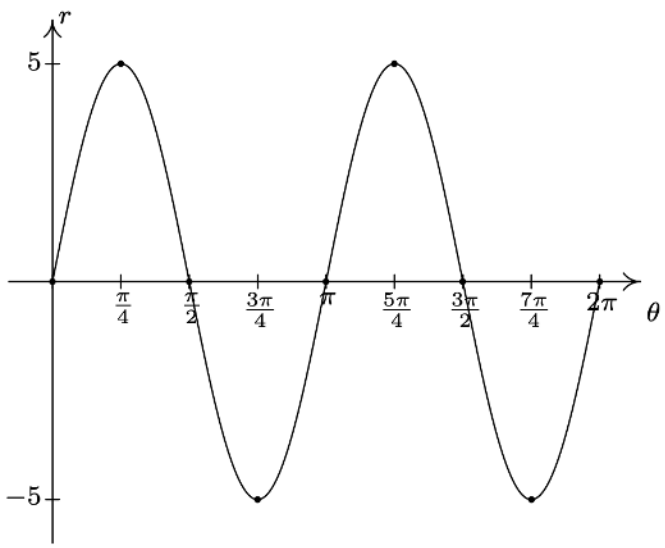
Even though we have finished with one complete cycle of $r = 5\sin(2\theta)$, if we continue plotting beyond $\theta = \pi$, we find that the curve continues into the third quadrant! Below we present a graph of a second cycle of $r = 5\sin(2\theta)$ which continues on from the first. The boxed labels on the θ-axis correspond to the portions with matching labels on the curve in the xy-plane.



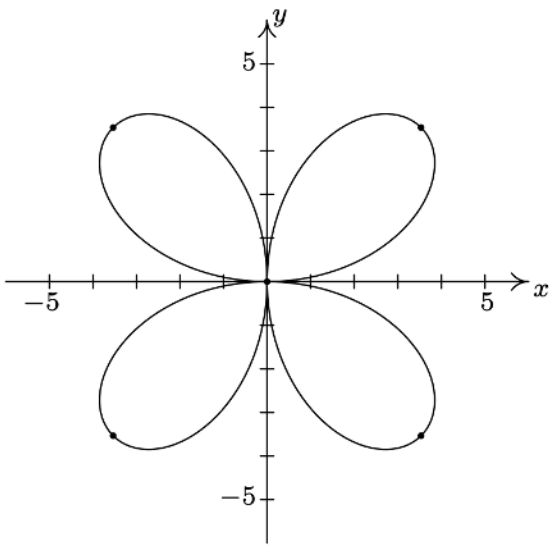


We have the final graph below.

https://math.libretexts.org/@go/page/119206

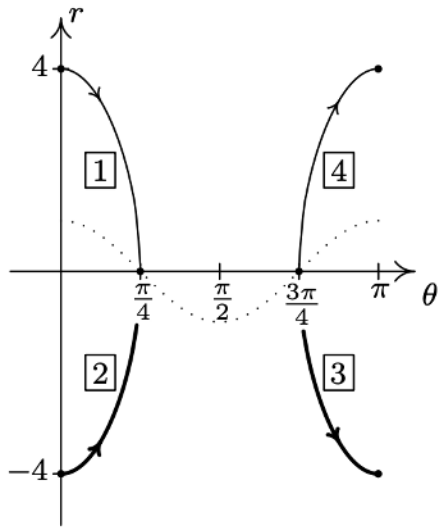


$r = 5\sin(2\theta)$ in the θr-plane

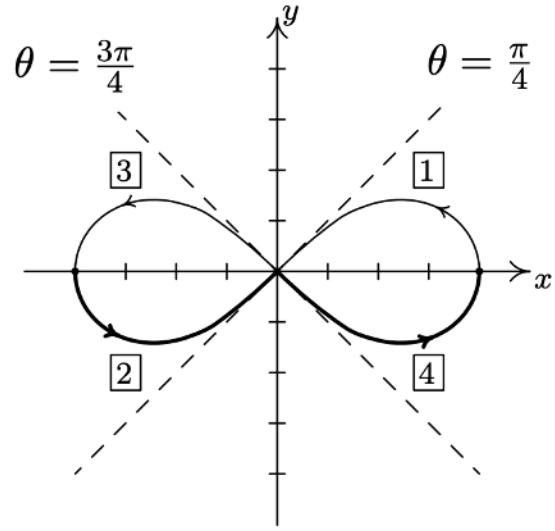


$r = 5\sin(2\theta)$ in the xy-plane

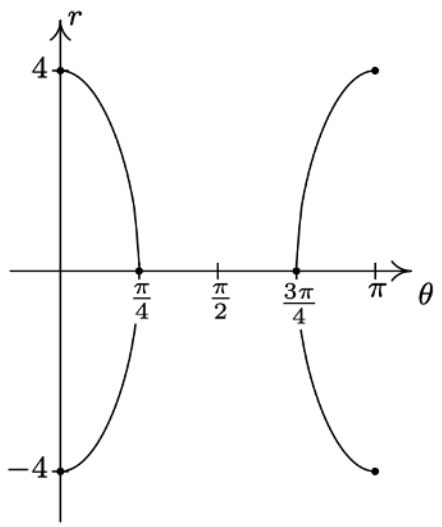
d. Graphing $r^2 = 16\cos(2\theta)$ is complicated by the r^2, so we solve to get $r = \pm\sqrt{16\cos(2\theta)} = \pm 4\sqrt{\cos(2\theta)}$. How do we sketch such a curve? First off, we sketch a fundamental period of $r = \cos(2\theta)$ which we have dotted in the figure below. When $\cos(2\theta) < 0$, $\sqrt{\cos(2\theta)}$ is undefined, so we don't have any values on the interval $\left(\frac{\pi}{4}, \frac{3\pi}{4}\right)$. On the intervals which remain, $\cos(2\theta)$ ranges from 0 to 1, inclusive. Hence $\sqrt{\cos(2\theta)}$ ranges from 0 to 1 as well.[7] From this, we know $r = \pm 4\sqrt{\cos(2\theta)}$ ranges continuously from 0 to ± 4, respectively. Below we graph both $r = 4\sqrt{\cos(2\theta)}$ and $r = -4\sqrt{\cos(2\theta)}$ on the θr plane and use them to sketch the corresponding pieces of the curve $r^2 = 16\cos(2\theta)$ in the xy-plane. As we have seen in earlier examples, the lines $\theta = \frac{\pi}{4}$ and $\theta = \frac{3\pi}{4}$, which are the zeros of the functions $r = \pm 4\sqrt{\cos(2\theta)}$, serve as guides for us to draw the curve as is passes through the origin.



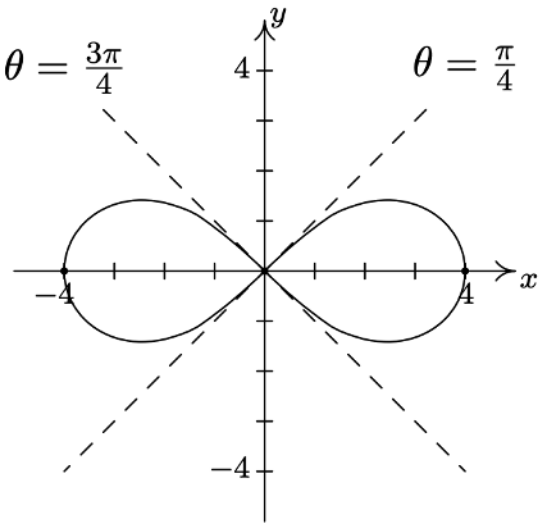
$r = 4\sqrt{\cos(2\theta)}$ and
$\boldsymbol{r = -4\sqrt{\cos(2\theta)}}$



As we plot points corresponding to values of θ outside of the interval $[0, \pi]$, we find ourselves retracing parts of the curve,[8] so our final answer is below.



$r = \pm 4\sqrt{\cos(2\theta)}$
in the θr-plane



$r^2 = 16\cos(2\theta)$
in the xy-plane

A few remarks are in order. First, there is no relation, in general, between the period of the function $f(\theta)$ and the length of the interval required to sketch the complete graph of $r = f(\theta)$ in the xy-plane. As we saw previously, despite the fact that the period of $f(\theta) = 6\cos(\theta)$ is 2π, we sketched the complete graph of $r = 6\cos(\theta)$ in the xy-plane just using the values of θ as θ ranged from 0 to π. In Example 11.5.2 part c, the period of $f(\theta) = 5\sin(2\theta)$ is π, but in order to obtain the complete graph of $r = 5\sin(2\theta)$, we needed to run θ from 0 to 2π.

Subsection Footnotes

[2] For a review of these concepts and this process, see Sections 1.4 and 1.6.

[3] The graph looks exactly like $y = 6\cos(x)$ in the xy-plane, and for good reason. At this stage, we are just graphing the relationship between r and θ before we interpret them as polar coordinates (r, θ) on the xy-plane.

[4] The graph of $r = 6\cos(\theta)$ looks suspiciously like a circle, for good reason. See part a(i) in Example 11.4.3.

[5] The "tangents at the pole" theorem from second semester Calculus.

[6] Recall that one way to visualize plotting polar coordinates (r, θ) with $r < 0$ is to start the rotation from the left side of the pole - in this case, the negative x-axis. Rotating between $\frac{2\pi}{3}$ and π radians from the negative x-axis in this case determines the region between the line $\theta = \frac{2\pi}{3}$ and the x-axis in Quadrant IV.

[7] Owing to the relationship between $y = x$ and $y = \sqrt{x}$ over [0, 1], we also know $\sqrt{\cos(2\theta)} \geq \cos(2\theta)$ wherever the former is defined.

[8] In this case, we could have generated the entire graph by using just the plot $r = 4\sqrt{\cos(2\theta)}$, but graphed over the interval $[0, 2\pi]$ in the θr-plane . We leave the details to the reader.

Intersections of Polar Curves

While many of the "common" polar graphs can be grouped into families,[9] the authors truly feel that taking the time to work through each graph in the manner presented here is the best way to not only understand the polar coordinate system, but also prepare you for what is needed in Calculus. Second, the symmetry seen in the examples is also a common occurrence when graphing polar equations. In addition to the usual kinds of symmetry discussed up to this point in the text (symmetry about each axis and the origin), it is possible to talk about rotational symmetry. We leave the discussion of symmetry to the Exercises. In our next example, we are given the task of finding the intersection points of polar curves. In order for a point P to be on the graph of a polar equation, it must have a representation $P(r, \theta)$ which satisfies the equation. What complicates matters in polar coordinates is that any given

point has infinitely many representations. As a result, if a point P is on the graph of two different polar equations, it is entirely possible that the representation $P(r, \theta)$ which satisfies one of the equations does not satisfy the other equation. Here, more than ever, we need to rely on the Geometry as much as the Algebra to find our solutions.

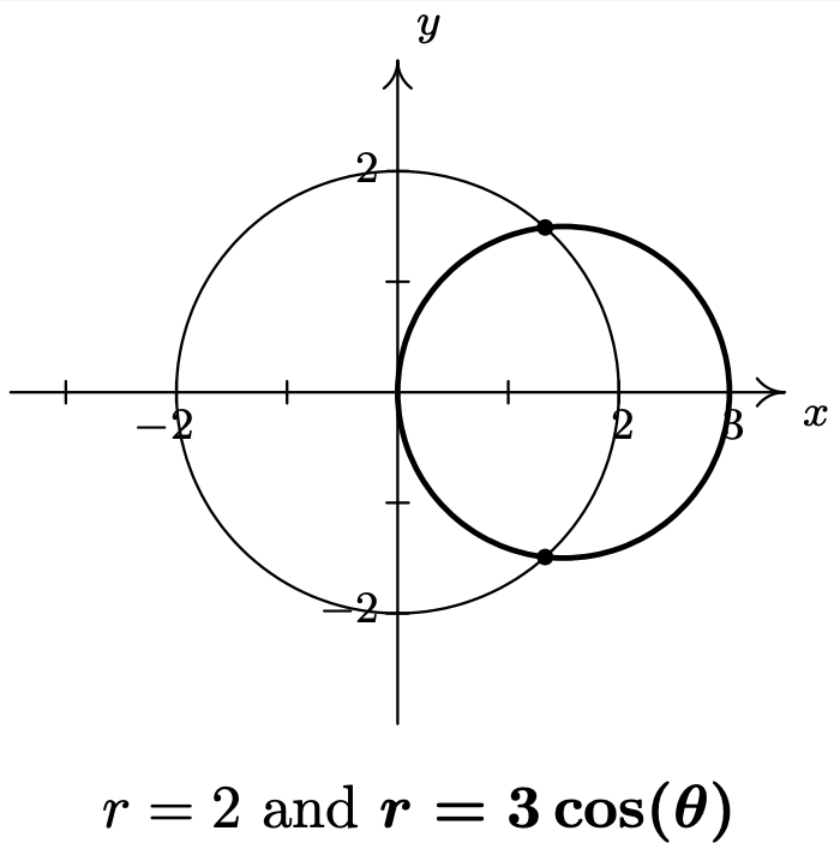
Example 11.5.3

Find the points of intersection of the graphs of the following polar equations.

a. $r = 2$ and $r = 3\cos(\theta)$
b. $r = 3$ and $r = 6\cos(2\theta)$
c. $r = 3\sin\left(\frac{\theta}{2}\right)$ and $r = 3\cos\left(\frac{\theta}{2}\right)$

Solution

a. As before, we make a quick sketch of $r = 2$ and $r = 3\cos(\theta)$ to get feel for the number and location of the intersection points. The graph of $r = 2$ is a circle, centered at the origin, with a radius of 2. The graph of $r = 3\cos(\theta)$ is also a circle - but this one is centered at the point with rectangular coordinates $\left(\frac{3}{2}, 0\right)$ and has a radius $\frac{3}{2}$.

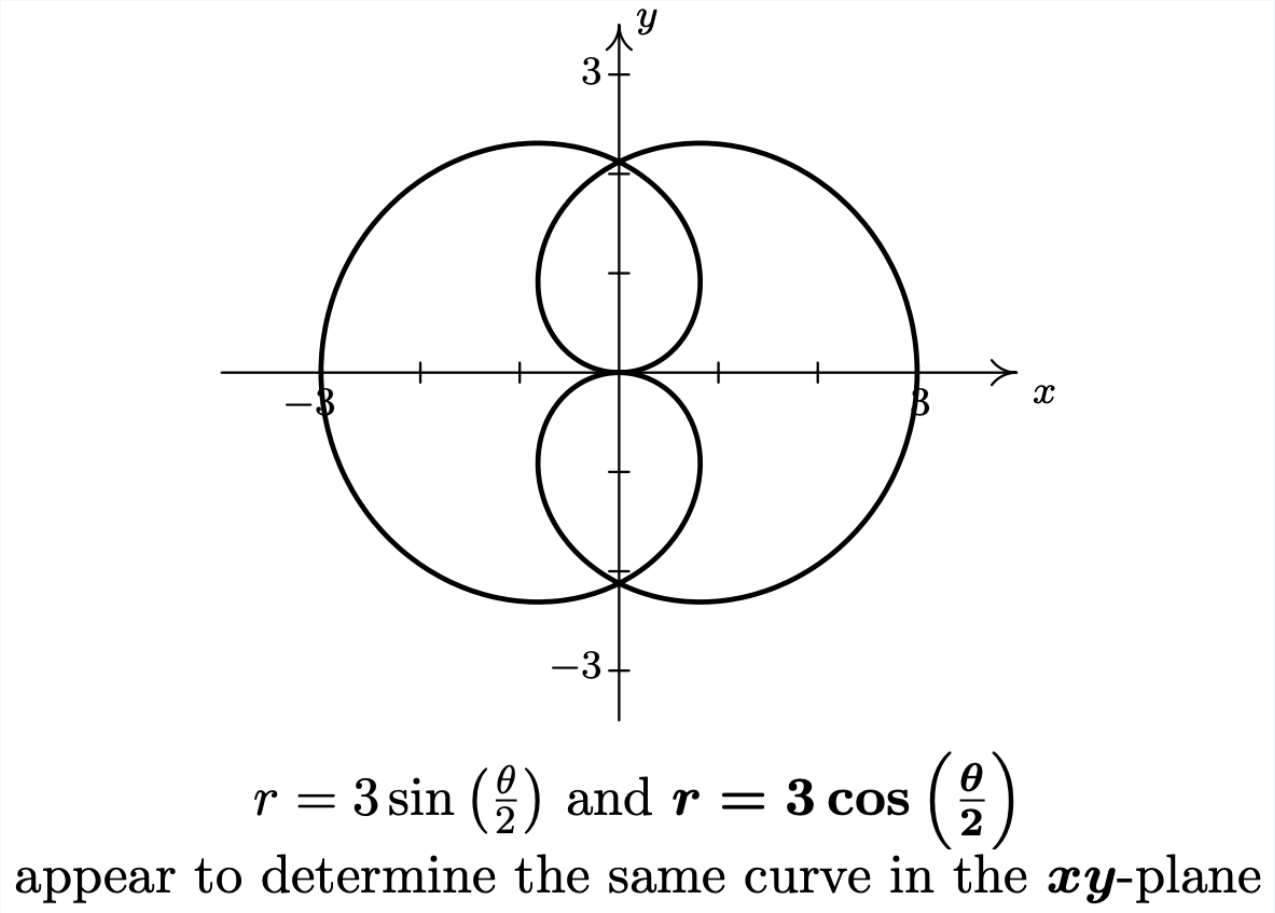


We have two intersection points to find, one in Quadrant I and one in Quadrant IV. Proceeding as above, we first determine if any of the intersection points P have a representation (r, θ) which satisfies both $r = 2$ and $r = 3\cos(\theta)$. Equating these two expressions for r, we get $\cos(\theta) = \frac{2}{3}$. To solve this equation, we need the arccosine function. We get $\theta = \arccos\left(\frac{2}{3}\right) + 2\pi k$ or $\theta = 2\pi - \arccos\left(\frac{2}{3}\right) + 2\pi k$ for integers k. From these solutions, we get $\left(2, \arccos\left(\frac{2}{3}\right)\right)$ as one representation for our answer in Quadrant I, and $\left(2, 2\pi - \arccos\left(\frac{2}{3}\right)\right)$ as one representation for our answer in Quadrant IV. The reader is encouraged to check these results algebraically and geometrically.

b. Proceeding as above, we first graph $r = 3$ and $r = 6\cos(2\theta)$ to get an idea of how many intersection points to expect and where they lie. The graph of $r = 3$ is a circle centered at the origin with a radius of 3 and the graph of $r = 6\cos(2\theta)$ is another four-leafed rose.[10] It appears as if there are eight points of intersection - two in each quadrant. We first look to see if there any points $P(r, \theta)$ with a representation that satisfies both $r = 3$ and $r = 6\cos(2\theta)$. For these points, $6\cos(2\theta) = 3$ or $\cos(2\theta) = \frac{1}{2}$. Solving, we get $\theta = \frac{\pi}{6} + \pi k$ or $\theta = \frac{5\pi}{6} + \pi k$ for integers k. Out of all of these solutions, we obtain just four distinct points represented by $\left(3, \frac{\pi}{6}\right)$, $\left(3, \frac{5\pi}{6}\right)$, $\left(3, \frac{7\pi}{6}\right)$ and $\left(3, \frac{11\pi}{6}\right)$. To determine the coordinates of

the remaining four points, we have to consider how the representations of the points of intersection can differ. We know from Section 11.4 that if (r, θ) and (r', θ') represent the same point and $r \neq 0$, then either $r = r'$ or $r = -r'$. If $r = r'$, then $\theta' = \theta + 2\pi k$, so one possibility is that an intersection point P has a representation (r, θ) which satisfies $r = 3$ and another representation $(r, \theta + 2\pi k)$ for some integer, k which satisfies $r = 6\cos(2\theta)$. At this point,[11] if we replace every occurrence of θ in the equation $r = 6\cos(2\theta)$ with $(\theta + 2\pi k)$ and then see if, by equating the resulting expressions for r, we get any more solutions for θ. Since $\cos(2(\theta + 2\pi k)) = \cos(2\theta + 4\pi k) = \cos(2\theta)$ for every integer k, however, the equation $r = 6\cos(2(\theta + 2\pi k))$ reduces to the same equation we had before, $r = 6\cos(2\theta)$, which means we get no additional solutions. Moving on to the case where $r = -r'$, we have that $\theta' = \theta + (2k+1)\pi$ for integers k. We look to see if we can find points P which have a representation (r, θ) that satisfies $r = 3$ and another, $(-r, \theta + (2k+1)\pi)$, that satisfies $r = 6\cos(2\theta)$. To do this, we substitute[12] $(-r)$ for r and $(\theta + (2k+1)\pi)$ for θ in the equation $r = 6\cos(2\theta)$ and get $-r = 6\cos(2(\theta + (2k+1)\pi))$. Since $\cos(2(\theta + (2k+1)\pi)) = \cos(2\theta + (2k+1)(2\pi)) = \cos(2\theta)$ for all integers k, the equation $-r = 6\cos(2(\theta + (2k+1)\pi))$ reduces to $-r = 6\cos(2\theta)$, or $r = -6\cos(2\theta)$. Coupling this equation with $r = 3$ gives $-6\cos(2\theta) = 3$ or $\cos(2\theta) = -\frac{1}{2}$. We get $\theta = \frac{\pi}{3} + \pi k$ or $\theta = \frac{2\pi}{3} + \pi k$. From these solutions, we obtain[13] the remaining four intersection points with representations $\left(-3, \frac{\pi}{3}\right)$, $\left(-3, \frac{2\pi}{3}\right)$, $\left(-3, \frac{4\pi}{3}\right)$ and $\left(-3, \frac{5\pi}{3}\right)$, which we can readily check graphically.

c. As usual, we begin by graphing $r = 3\sin\left(\frac{\theta}{2}\right)$ and $r = 3\cos\left(\frac{\theta}{2}\right)$. We find that we need to plot both function θ ranges from 0 to 4π to obtain the complete graph. To our surprise and/or delight, it appears as if these two equations describe the same curve!



$r = 3\sin\left(\frac{\theta}{2}\right)$ and $\boldsymbol{r = 3\cos\left(\frac{\theta}{2}\right)}$
appear to determine the same curve in the $\boldsymbol{xy}$-plane

To verify this incredible claim,[14] we need to show that, in fact, the graphs of these two equations intersect at all points on the plane. Suppose P has a representation (r, θ) which satisfies both $r = 3\sin\left(\frac{\theta}{2}\right)$ and $r = 3\cos\left(\frac{\theta}{2}\right)$. Equating these two expressions for r gives the equation $3\sin\left(\frac{\theta}{2}\right) = 3\cos\left(\frac{\theta}{2}\right)$. While normally we discourage dividing by a variable expression (in case it could be 0), we note here that if $3\cos\left(\frac{\theta}{2}\right) = 0$, then for our equation to hold, $3\sin\left(\frac{\theta}{2}\right) = 0$ as well. Since no angles have both cosine and sine equal to zero, we are safe to divide both sides of the equation $3\sin\left(\frac{\theta}{2}\right) = 3\cos\left(\frac{\theta}{2}\right)$ by $3\cos\left(\frac{\theta}{2}\right)$ to get $\tan\left(\frac{\theta}{2}\right) = 1$ which gives $\theta = \frac{\pi}{2} + 2\pi k$ for integers k. From these solutions, however, we get only one

intersection point which can be represented by $\left(\frac{3\sqrt{2}}{2}, \frac{\pi}{2}\right)$. We now investigate other representations for the intersection points. Suppose P is an intersection point with a representation (r, θ) which satisfies $r = 3\sin\left(\frac{\theta}{2}\right)$ and the same point P has a different representation $(r, \theta + 2\pi k)$ for some integer k which satisfies $r = 3\cos\left(\frac{\theta}{2}\right)$. Substituting into the latter, we get $r = 3\cos\left(\frac{1}{2}[\theta + 2\pi k]\right) = 3\cos\left(\frac{\theta}{2} + \pi k\right)$. Using the sum formula for cosine, we expand $3\cos\left(\frac{\theta}{2} + \pi k\right) = 3\cos\left(\frac{\theta}{2}\right)\cos(\pi k) - 3\sin\left(\frac{\theta}{2}\right)\sin(\pi k) = \pm 3\cos\left(\frac{\theta}{2}\right)$, since $\sin(\pi k) = 0$ for all integer k, and $\cos(\pi k) = \pm 1$ for all integers k. If k is an even integer, we get the same equation $r = 3\cos\left(\frac{\theta}{2}\right)$ as before. If k is odd, we get $r = -3\cos\left(\frac{\theta}{2}\right)$. This latter expression for r leads to the equation $3\sin\left(\frac{\theta}{2}\right) = -3\cos\left(\frac{\theta}{2}\right)$, or $\tan\left(\frac{\theta}{2}\right) = -1$. Solving we get $\theta = -\frac{\pi}{2} + 2\pi k$ for integers k, which gives the intersection point $\left(\frac{3\sqrt{2}}{2}, -\frac{\pi}{2}\right)$. Next, we assume P has a representation (r, θ) which satisfies $r = 3\sin\left(\frac{\theta}{2}\right)$ and a representation $(-r, \theta + (2k+1)\pi)$ which satisfies $r = 3\cos\left(\frac{\theta}{2}\right)$ for some integer k. Substituting $(-r)$ for r and $(\theta + (2k+1)\pi)$ in for θ into $r = 3\cos\left(\frac{\theta}{2}\right)$ gives $-r = 3\cos\left(\frac{1}{2}[\theta + (2k+1)\pi]\right)$. Once again, we use the sum formula for cosine to get

$$\begin{aligned}\cos\left(\frac{1}{2}[\theta + (2k+1)\pi]\right) &= \cos\left(\frac{\theta}{2} + \frac{(2k+1)\pi}{2}\right)\\ &= \cos\left(\frac{\theta}{2}\right)\cos\left(\frac{(2k+1)\pi}{2}\right) - \sin\left(\frac{\theta}{2}\right)\sin\left(\frac{(2k+1)\pi}{2}\right)\\ &= \pm\sin\left(\frac{\theta}{2}\right)\end{aligned}$$

where the last equality is true since $\cos\left(\frac{(2k+1)\pi}{2}\right) = 0$ and $\sin\left(\frac{(2k+1)\pi}{2}\right) = \pm 1$ for integers k. Hence, $-r = 3\cos\left(\frac{1}{2}[\theta + (2k+1)\pi]\right)$ can be rewritten as $r = \pm 3\sin\left(\frac{\theta}{2}\right)$. If we choose $k = 0$, then $\sin\left(\frac{(2k+1)\pi}{2}\right) = \sin\left(\frac{\pi}{2}\right) = 1$, and the equation $-r = 3\cos\left(\frac{1}{2}[\theta + (2k+1)\pi]\right)$ in this case reduces to $-r = -3\sin\left(\frac{\theta}{2}\right)$, or $r = 3\sin\left(\frac{\theta}{2}\right)$ which is the other equation under consideration! What this means is that if a polar representation (r, θ) for the point P satisfies $r = 3\sin\left(\frac{\theta}{2}\right)$, then the representation $(-r, \theta + \pi)$ for P automatically satisfies $r = 3\cos\left(\frac{\theta}{2}\right)$. Hence the equations $r = 3\sin\left(\frac{\theta}{2}\right)$ and $r = 3\cos\left(\frac{\theta}{2}\right)$ determine the same set of points in the plane.

Our work in Example 11.5.3 justifies the following.

Guidelines for Finding Points of Intersection of Graphs of Polar Equations

To find the points of intersection of the graphs of two polar equations E_1 and E_2:

- Sketch the graphs of E_1 and E_2. Check to see if the curves intersect at the origin (pole).
- Solve for pairs (r, θ) which satisfy both E_1 and E_2.
- substitute $(\theta + 2\pi k)$ for θ in either one of E_1 or E_2 (but not both) and solve for pairs (r, θ) which satisfy both equations. Keep in mind that k is an integer.
- Substitute $(-r)$ for r and $(\theta + (2k+1)\pi)$ for θ in either one of E_1 or E_2 (but not both) and solve for pairs (r, θ) which satisfy both equations. Keep in mind that k is an integer.

Subsection Footnotes

[9] Parts a and b in Example 11.5.2 are examples of "limaçon," part c is an example of a "polar rose," and part d is the famous "Lemniscate of Bernoulli."

[10] See Example 11.5.2 part c.

[11] The authors have chosen θ with $\theta + 2\pi k$ in the equation $r = 6\cos(2\theta)$ for illustration purposes only. We could have just as easily chosen to do this substitution in the equation $r = 3$. Since there is no θ in $r = 3$, however, this case would reduce to the previous case instantly. The reader is encouraged to follow this latter procedure in the interests of efficiency.

[12] Again, we could have easily chosen to substitute these into $r = 3$ which would give $-r = 3$, or $r = -3$.

[13] We obtain these representations by substituting the values for θ into $r = 6\cos(2\theta)$, once again, for illustration purposes. Again, in the interests of efficiency, we could 'plug' these values for θ into $r = 3$ (where there is no θ) and get the list of points: $\left(3, \frac{\pi}{3}\right)$, $\left(3, \frac{2\pi}{3}\right)$, $\left(3, \frac{4\pi}{3}\right)$ and $\left(3, \frac{5\pi}{3}\right)$. White it is not true that $\left(3, \frac{\pi}{3}\right)$ represents the same point as $\left(-3, \frac{\pi}{3}\right)$, we still get the set of solutions.

[14] A quick sketch of $r = 3\sin\left(\frac{\theta}{2}\right)$ and $r = 3\cos\left(\frac{\theta}{2}\right)$ in the θr-plane will convince you that, viewed as functions of r, these are two different animals.

Regions "Under" Polar Curves

Our last example ties together graphing and points of intersection to describe regions in the plane.

Example 11.5.4

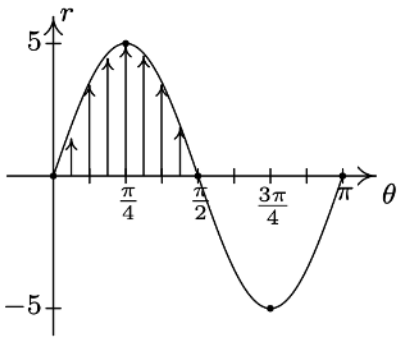
Sketch the region in the xy-plane described by the following sets.

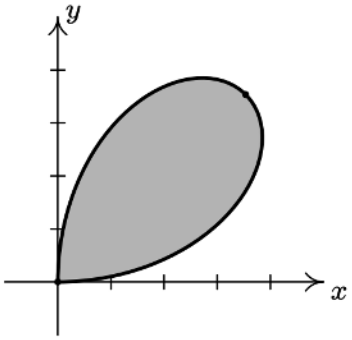
a. $\left\{(r,\theta) \mid 0 \le r \le 5\sin(2\theta), 0 \le \theta \le \frac{\pi}{2}\right\}$
b. $\left\{(r,\theta) \mid 3 \le r \le 6\cos(2\theta), 0 \le \theta \le \frac{\pi}{6}\right\}$
c. $\left\{(r,\theta) \mid 2 + 4\cos(\theta) \le r \le 0, \frac{2\pi}{3} \le \theta \le \frac{4\pi}{3}\right\}$
d. $\left\{(r,\theta) \mid 0 \le r \le 2\sin(\theta), 0 \le \theta \le \frac{\pi}{6}\right\} \cup \left\{(r,\theta) \mid 0 \le r \le 2 - 2\sin(\theta), \frac{\pi}{6} \le \theta \le \frac{\pi}{2}\right\}$

Solution

Our first step in these problems is to sketch the graphs of the polar equations involved to get a sense of the geometric situation. Since all of the equations in this example are found in either Examples 11.5.2 or 11.5.3, most of the work is done for us.

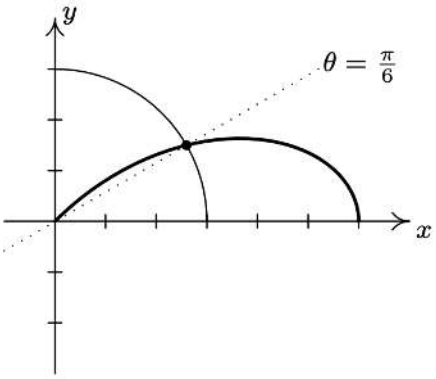
1. We know from Example 11.5.2 part c that the graph of $r = 5\sin(2\theta)$ is a rose. Moreover, we know from our work there that as $0 \le \theta \le \frac{\pi}{2}$, we are tracing out the "leaf" of the rose which lies in the first quadrant. The inequality $0 \le r \le 5\sin(2\theta)$ means we want to capture all of the points between the origin $(r = 0)$ and the curve $r = 5\sin(2\theta)$ as θ runs through $\left[0, \frac{\pi}{2}\right]$. Hence, the region we seek is the leaf itself.



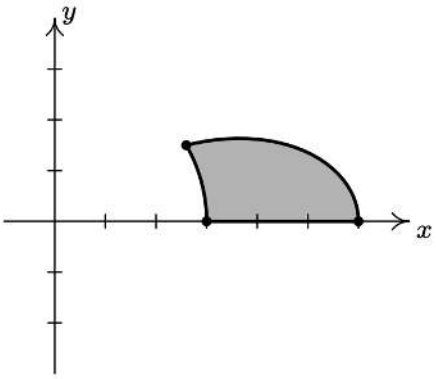


$$\left\{(r,\theta) \mid 0 \le r \le 5\sin(2\theta), 0 \le \theta \le \frac{\pi}{2}\right\}$$

2. We know from Example 11.5.3 part b that $r = 3$ and $r = 6\cos(2\theta)$ intersect at $\theta = \frac{\pi}{6}$, so the region that is being described here is the set of points whose directed distance r from the origin is at least 3 but no more than $6\cos(2\theta)$ as θ runs from 0 to $\frac{\pi}{6}$. In other words, we are looking at the points outside or on the circle (since $r \ge 3$) but inside or on the rose (since $r \le 6\cos(2\theta)$). We shade the region below.

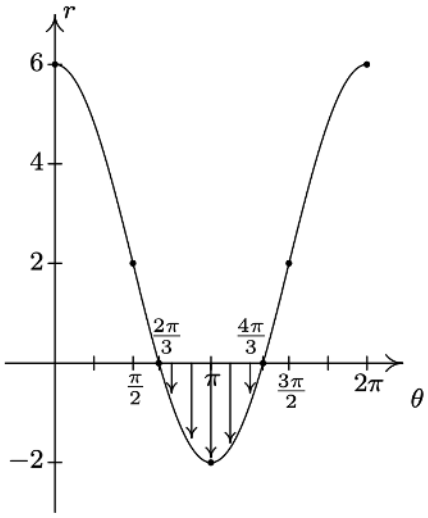


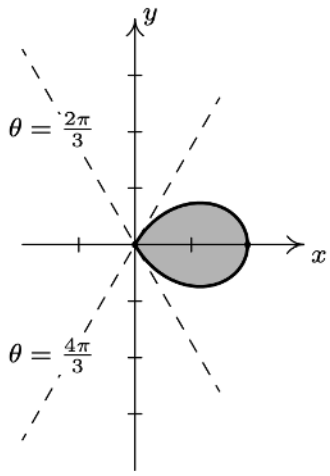
$r = 3$ and $\boldsymbol{r = 6\cos(2\theta)}$



$\{(r,\theta) \mid 3 \le r \le 6\cos(2\theta), 0 \le \theta \le \frac{\pi}{6}\}$

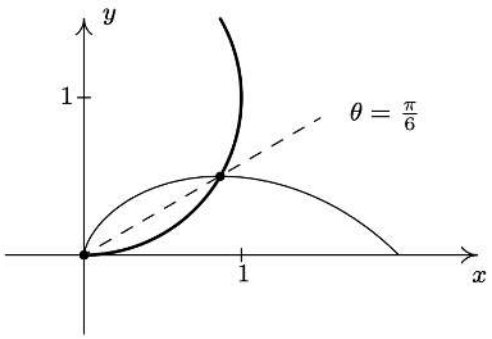
3. From Example 11.5.2 part b, we know that the graph of $r = 2 + 4\cos(\theta)$ is a limaçon whose "inner loop" is traced out as θ runs through the given values $\frac{2\pi}{3}$ to $\frac{4\pi}{3}$. Since the values r takes on in this interval are non-positive, the inequality $2 + 4\cos(\theta) \le r \le 0$ makes sense, and we are looking for all of the points between the pole $r = 0$ and the limaçon as θ ranges over the interval $\left[\frac{2\pi}{3}, \frac{4\pi}{3}\right]$. In other words, we shade in the inner loop of the limaçon.



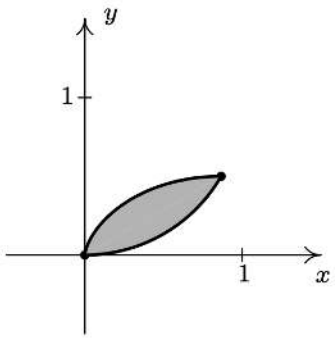


$\{(r,\theta) \mid 2 + 4\cos(\theta) \le r \le 0, \frac{2\pi}{3} \le \theta \le \frac{4\pi}{3}\}$

4. We have two regions described here connected with the union symbol 'U.' We shade each in turn and find our final answer by combining the two. We can easily find that the curves $r = 2\sin(\theta)$ and $r = 2 - 2\sin(\theta)$ intersect when $\theta = \frac{\pi}{6}$. Hence, for the first region, $\{(r,\theta) \mid 0 \le r \le 2\sin(\theta), 0 \le \theta \le \frac{\pi}{6}\}$, we are shading the region between the origin $(r = 0)$ out to the circle $(r = 2\sin(\theta))$ as θ ranges from 0 to $\frac{\pi}{6}$, which is the angle of intersection of the two curves. For the second region, $\{(r,\theta) \mid 0 \le r \le 2 - 2\sin(\theta), \frac{\pi}{6} \le \theta \le \frac{\pi}{2}\}$, θ picks up where it left off at $\frac{\pi}{6}$ and continues to $\frac{\pi}{2}$. In this case, however, we are shading from the origin $(r = 0)$ out to the cardioid $r = 2 - 2\sin(\theta)$ which pulls into the origin at $\theta = \frac{\pi}{2}$. Putting these two regions together gives us our final answer.



$r = 2 - 2\sin(\theta)$ and $\boldsymbol{r = 2\sin(\theta)}$



$\{(r,\theta) \mid 0 \le r \le 2\sin(\theta),\ 0 \le \theta \le \frac{\pi}{6}\} \cup$
$\{(r,\theta) \mid 0 \le r \le 2 - 2\sin(\theta),\ \frac{\pi}{6} \le \theta \le \frac{\pi}{2}\}$

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11.5E: Exercises

Exercises

In Exercises 1 - 20, plot the graph of the polar equation by hand. Carefully label your graphs.

1. Circle: $r = 6\sin(\theta)$
2. Circle: $r = 2\cos(\theta)$
3. Rose: $r = 2\sin(2\theta)$
4. Rose: $r = 4\cos(2\theta)$
5. Rose: $r = 5\sin(3\theta)$
6. Rose: $r = \cos(5\theta)$
7. Rose: $r = \sin(4\theta)$
8. Rose: $r = 3\cos(4\theta)$
9. Cardioid: $r = 3 - 3\cos(\theta)$
10. Cardioid: $r = 5 + 5\sin(\theta)$
11. Cardioid: $r = 2 + 2\cos(\theta)$
12. Cardioid: $r = 1 - \sin(\theta)$
13. Limaçon: $r = 1 - 2\cos(\theta)$
14. Limaçon: $r = 1 - 2\sin(\theta)$
15. Limaçon: $r = 2\sqrt{3} + 4\cos(\theta)$
16. Limaçon: $r = 3 - 5\cos(\theta)$
17. Limaçon: $r = 3 - 5\sin(\theta)$
18. Limaçon: $r = 2 + 7\sin(\theta)$
19. Lemniscate: $r^2 = \sin(2\theta)$
20. Lemniscate: $r^2 = 4\cos(2\theta)$

In Exercises 21 - 30, find the exact polar coordinates of the points of intersection of graphs of the polar equations. Remember to check for intersection at the pole (origin).

21. $r = 3\cos(\theta)$ and $r = 1 + \cos(\theta)$
22. $r = 1 + \sin(\theta)$ and $r = 1 - \cos(\theta)$
23. $r = 1 - 2\sin(\theta)$ and $r = 2$
24. $r = 1 - 2\cos(\theta)$ and $r = 1$
25. $r = 2\cos(\theta)$ and $r = 2\sqrt{3}\sin(\theta)$
26. $r = 3\cos(\theta)$ and $r = \sin(\theta)$
27. $r^2 = 4\cos(2\theta)$ and $r = \sqrt{2}$
28. $r^2 = 2\sin(2\theta)$ and $r = 1$
29. $r = 4\cos(2\theta)$ and $r = 2$
30. $r = 2\sin(2\theta)$ and $r = 1$

In Exercises 31 - 40, sketch the region in the xy-plane described by the given set.

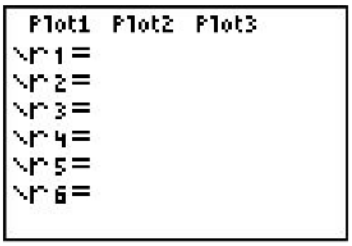
31. $\{(r, \theta) \mid 0 \leq r \leq 3, 0 \leq \theta \leq 2\pi\}$
32. $\{(r, \theta) \mid 0 \leq r \leq 4\sin(\theta), 0 \leq \theta \leq \pi\}$
33. $\left\{(r, \theta) \mid 0 \leq r \leq 3\cos(\theta), -\frac{\pi}{2} \leq \theta \leq \frac{\pi}{2}\right\}$
34. $\left\{(r, \theta) \mid 0 \leq r \leq 2\sin(2\theta), 0 \leq \theta \leq \frac{\pi}{2}\right\}$
35. $\left\{(r, \theta) \mid 0 \leq r \leq 4\cos(2\theta), -\frac{\pi}{4} \leq \theta \leq \frac{\pi}{4}\right\}$
36. $\left\{(r, \theta) \mid 1 \leq r \leq 1 - 2\cos(\theta), \frac{\pi}{2} \leq \theta \leq \frac{3\pi}{2}\right\}$
37. $\left\{(r, \theta) \mid 1 + \cos(\theta) \leq r \leq 3\cos(\theta), -\frac{\pi}{3} \leq \theta \leq \frac{\pi}{3}\right\}$
38. $\left\{(r, \theta) \mid 1 \leq r \leq \sqrt{2\sin(2\theta)}, \frac{13\pi}{12} \leq \theta \leq \frac{17\pi}{12}\right\}$
39. $\left\{(r, \theta) \mid 0 \leq r \leq 2\sqrt{3}\sin(\theta), 0 \leq \theta \leq \frac{\pi}{6}\right\} \cup \left\{(r, \theta) \mid 0 \leq r \leq 2\cos(\theta), \frac{\pi}{6} \leq \theta \leq \frac{\pi}{2}\right\}$
40. $\left\{(r, \theta) \mid 0 \leq r \leq 2\sin(2\theta), 0 \leq \theta \leq \frac{\pi}{12}\right\} \cup \left\{(r, \theta) \mid 0 \leq r \leq 1, \frac{\pi}{12} \leq \theta \leq \frac{\pi}{4}\right\}$

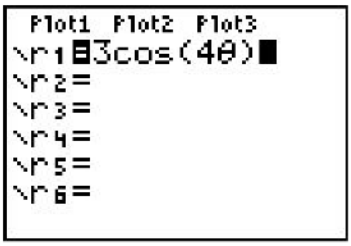
In Exercises 41 - 50, use set-builder notation to describe the polar region. Assume that the region contains its bounding curves.

41. The region inside the circle $r = 5$.
42. The region inside the circle $r = 5$ which lies in Quadrant III.
43. The region inside the left half of the circle $r = 6\sin(\theta)$.
44. The region inside the circle $r = 4\cos(\theta)$ which lies in Quadrant IV.
45. The region inside the top half of the cardioid $r = 3 - 3\cos(\theta)$
46. The region inside the cardioid $r = 2 - 2\sin(\theta)$ which lies in Quadrants I and IV.
47. The inside of the petal of the rose $r = 3\cos(4\theta)$ which lies on the positive x-axis
48. The region inside the circle $r = 5$ but outside the circle $r = 3$.
49. The region which lies inside of the circle $r = 3\cos(\theta)$ but outside of the circle $r = \sin(\theta)$
50. The region in Quadrant I which lies inside both the circle $r = 3$ as well as the rose $r = 6\sin(2\theta)$

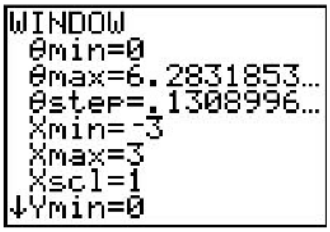
While the authors truly believe that graphing polar curves by hand is fundamental to your understanding of the polar coordinate system, we would be derelict in our duties if we totally ignored the graphing calculator. Indeed, there are some important polar curves which are simply too difficult to graph by hand and that makes the calculator an important tool for your further studies in Mathematics, Science and Engineering. We now give a brief demonstration of how to use the graphing calculator to plot polar curves. The first thing you must do is switch the MODE of your calculator to POL, which stands for "polar".

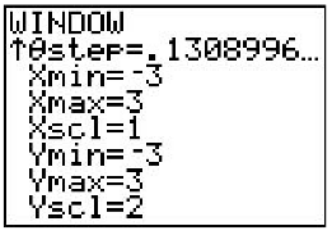




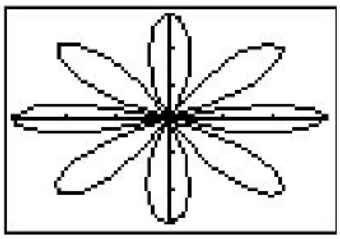


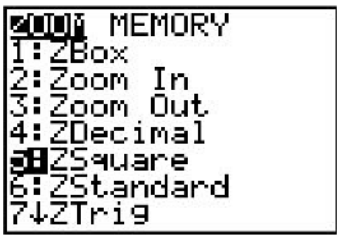
This changes the "$Y =$" menu as seen above in the middle. Let's plot the polar rose given by $r = 3\cos(4\theta)$ from Exercise 8 above. We type the function into the "r=" menu as seen above on the right. We need to set the viewing window so that the curve displays properly, but when we look at the WINDOW menu, we find three extra lines.

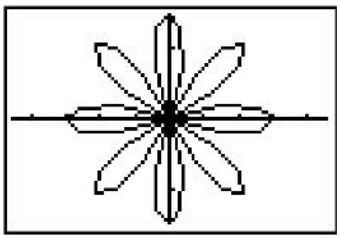




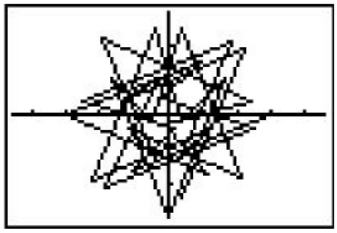
In order for the calculator to be able to plot $r = 3\cos(4\theta)$ in the xy-plane, we need to tell it not only the dimensions which x and y will assume, but we also what values of θ to use. From our previous work, we know that we need $0 \leq \theta \leq 2\pi$, so we enter the data you see above. (I'll say more about the θ-step in just a moment.) Hitting GRAPH yields the curve below on the left which doesn't look quite right. The issue here is that the calculator screen is 96 pixels wide but only 64 pixels tall. To get a true geometric perspective, we need to hit ZOOM SQUARE (seen below in the middle) to produce a more accurate graph which we present below on the right.







In function mode, the calculator automatically divided the interval [Xmin, Xmax] into 96 equal subintervals. In polar mode, however, we must specify how to split up the interval $[\theta\min, \theta\max]$ using the θstep. For most graphs, a θstep of 0.1 is fine. If you make it too small then the calculator takes a long time to graph. It you make it too big, you get chunky garbage like this.



You will need to experiment with the settings in order to get a nice graph. Exercises 51 - 60 give you some curves to graph using your calculator. Notice that some of them have explicit bounds on θ and others do not.

51. $r = \theta, 0 \leq \theta \leq 12\pi$
52. $r = \ln(\theta), 1 \leq \theta \leq 12\pi$
53. $r = e^{.1\theta}, 0 \leq \theta \leq 12\pi$
54. $r = \theta^3 - \theta, -1.2 \leq \theta \leq 1.2$
55. $r = \sin(5\theta) - 3\cos(\theta)$
56. $r = \sin^3\left(\frac{\theta}{2}\right) + \cos^2\left(\frac{\theta}{3}\right)$
57. $r = \arctan(\theta), -\pi \leq \theta \leq \pi$
58. $r = \frac{1}{1-\cos(\theta)}$
59. $r = \frac{1}{2-\cos(\theta)}$
60. $r = \frac{1}{2-3\cos(\theta)}$
61. How many petals does the polar rose $r = \sin(2\theta)$) have? What about $r = \sin(3\theta), r = \sin(4\theta)$ and $r = \sin(5\theta)$? ? With the help of your classmates, make a conjecture as to how many petals the polar rose $r = \sin(n\theta)$) has for any natural number n. Replace sine with cosine and repeat the investigation. How many petals does $r = \cos(n\theta)$ have for each natural number n?

Looking back through the graphs in the section, it's clear that many polar curves enjoy various forms of symmetry. However, classifying symmetry for polar curves is not as straight-forward as it was for equations back on page 26. In Exercises 62 - 64, we have you and your classmates explore some of the more basic forms of symmetry seen in common polar curves.

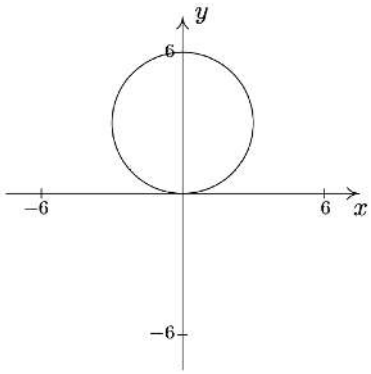
62. Show that if f is even then the graph of $r = f(\theta)$ is symmetric about the x-axis.
    a. Show that $f(\theta) = 2 + 4\cos(\theta)$ is even and verify that the graph of $r = 2 + 4\cos(\theta)$ is indeed symmetric about the x-axis.
    b. Show that $f(\theta) = 3\sin\left(\frac{\theta}{2}\right)$ is **not** even, yet the graph of $r = 3\sin\left(\frac{\theta}{2}\right)$ **is** symmetric about the x-axis.
63. Show that if f is odd then the graph of $r = f(\theta)$ is symmetric about the origin.
    a. Show that $f(\theta) = 5\sin(2\theta)$ is odd and verify that the graph of $r = 5\sin(2\theta)$ is indeed symmetric about the origin.
    b. Show that $f(\theta) = 3\cos\left(\frac{\theta}{2}\right)$ is **not** odd, yet the graph of $r = 3\cos\left(\frac{\theta}{2}\right)$ **is** symmetric about the origin.
64. Show that if $f(\pi - \theta) = f(\theta)$ for all θ in the domain of f then the graph of $r = f(\theta)$ is symmetric about the y-axis.
    a. For $f(\theta) = 4 - 2\sin(\theta)$, show that $f(\pi - \theta) = f(\theta)$ and the graph of $r = 4 - 2\sin(\theta)$ is symmetric about the y-axis, as required.
    b. For $f(\theta) = 5\sin(2\theta)$, show that $f\left(\pi - \frac{\pi}{4}\right) \neq f\left(\frac{\pi}{4}\right)$, yet the graph of $r = 5\sin(2\theta)$ **is** symmetric about the y-axis.

In Exercise 65 we have you and your classmates explore transformations of polar graphs.

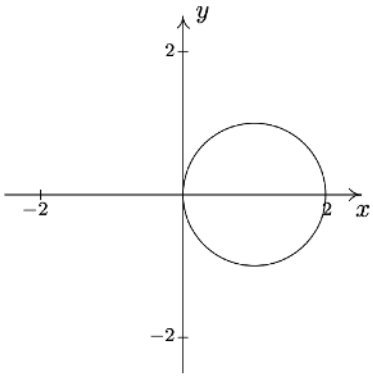
65. For Exercises 65a and 65b below, let $f(\theta) = \cos(\theta)$ and $g(\theta) = 2 - \sin(\theta)$.
    a. Using your graphing calculator, compare the graph of $r = f(\theta)$ to each of the graphs of $r = f\left(\theta + \frac{\pi}{4}\right), r = f\left(\theta + \frac{3\pi}{4}\right), r = f\left(\theta - \frac{\pi}{4}\right)$ and $r = f\left(\theta - \frac{3\pi}{4}\right)$. Repeat this process for $g(\theta)$. In general, how do you think the graph of $r = f(\theta + \alpha)$ compares with the graph of $r = f(\theta)$?
    b. Using your graphing calculator, compare the graph of $r = f(\theta)$ to each of the graphs of $r = 2f(\theta), r = \frac{1}{2}f(\theta), r = -f(\theta)$ and $r = -3f(\theta)$. Repeat this process for $g(\theta)$. In general, how do you think the graph of $r = k \cdot f(\theta)$ compares with the graph of $r = f(\theta)$? (Does it matter if $k > 0$ or $k < 0$?)
66. In light of Exercises 62 - 64, how would the graph of $r = f(-\theta)$ compare with the graph of $r = f(\theta)$ for a generic function f? What about the graphs of $r = -f(\theta)$ and $r = f(\theta)$? What about $r = f(\theta)$ and $r = f(\pi - \theta)$? Test out your conjectures using a variety of polar functions found in this section with the help of a graphing utility.
67. With the help of your classmates, research cardioid microphones.

Answers

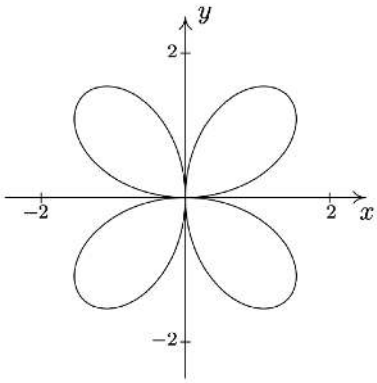
1. Circle: $r = 6\sin(\theta)$



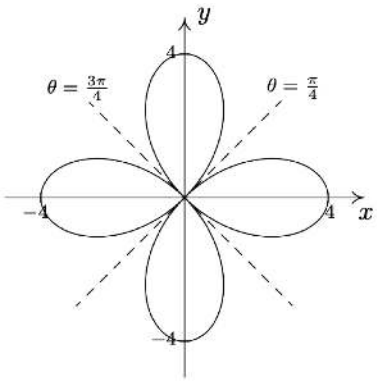
2. Circle: $r = 2\cos(\theta)$



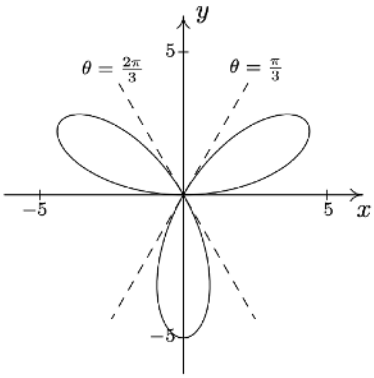
3. Rose: $r = 2\sin(2\theta)$



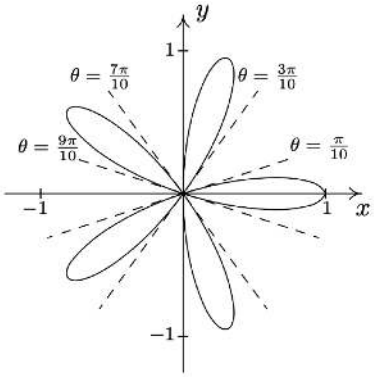
4. Rose: $r = 4\cos(2\theta)$



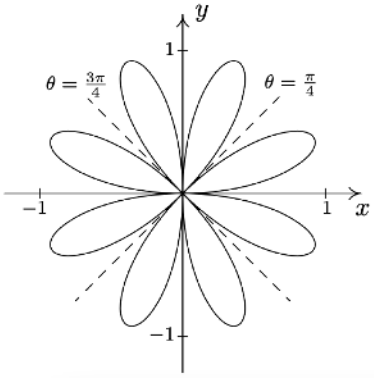
5. Rose: $r = 5\sin(3\theta)$



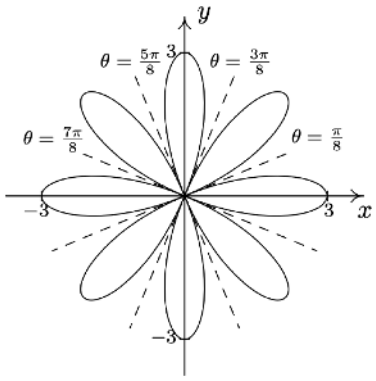
6. Rose: $r = \cos(5\theta)$



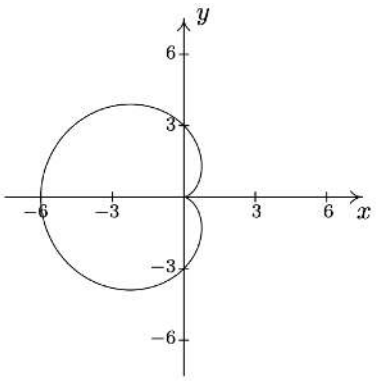
7. Rose: $r = \sin(4\theta)$



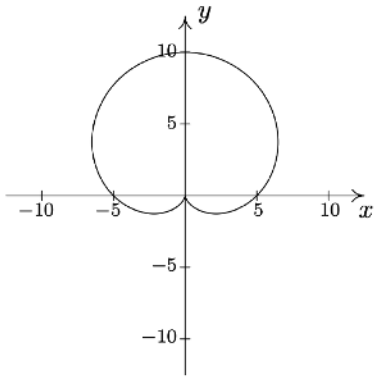
8. Rose: $r = 3\cos(4\theta)$



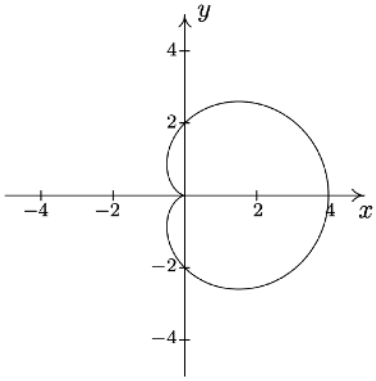
9. Cardioid: $r = 3 - 3\cos(\theta)$



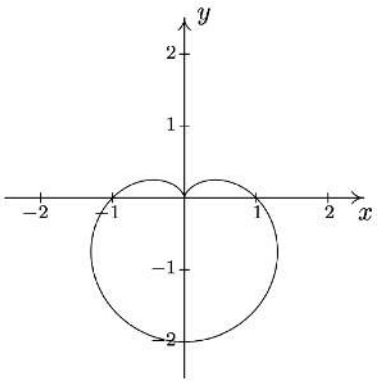
10. Cardioid: $r = 5 + 5\sin(\theta)$



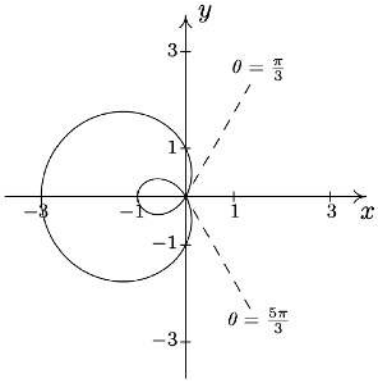
11. Cardioid: $r = 2 + 2\cos(\theta)$



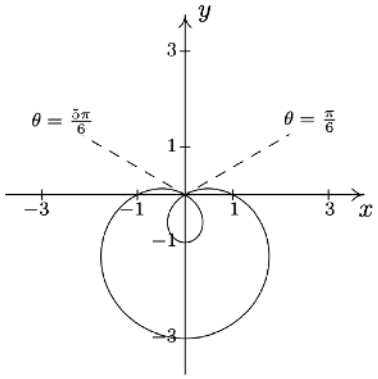
12. Cardioid: $r = 1 - \sin(\theta)$



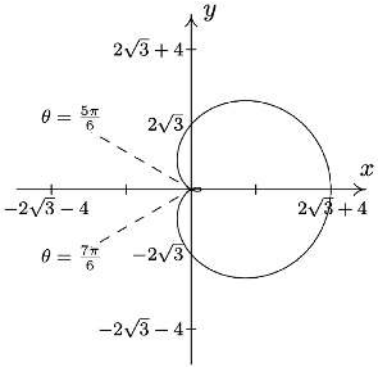
13. Limaçon: $r = 1 - 2\cos(\theta)$



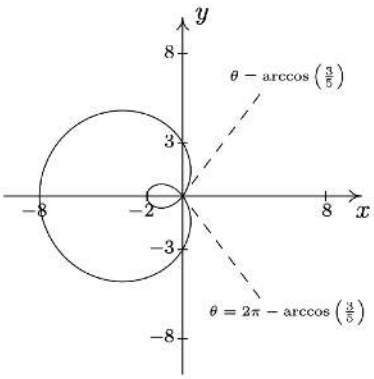
14. Limaçon: $r = 1 - 2\sin(\theta)$



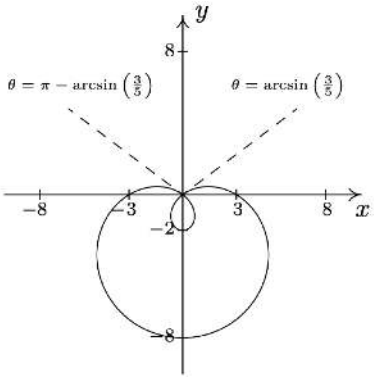
15. Limaçon: $r = 2\sqrt{3} + 4\cos(\theta)$



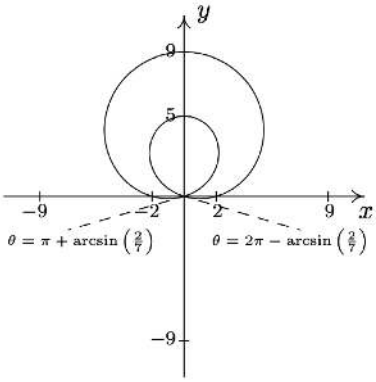
16. Limaçon: $r = 3 - 5\cos(\theta)$



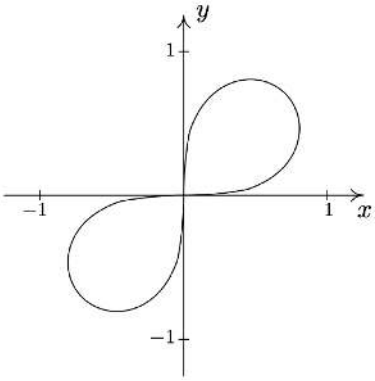
17. Limaçon: $r = 3 - 5\sin(\theta)$



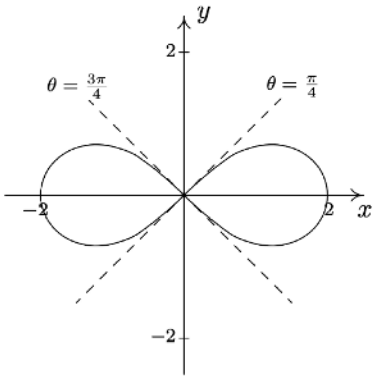
18. Limaçon: $r = 2 + 7\sin(\theta)$



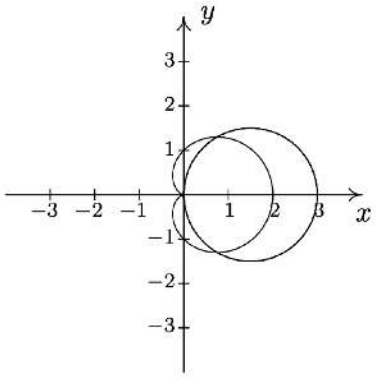
19. Lemniscate: $r^2 = \sin(2\theta)$



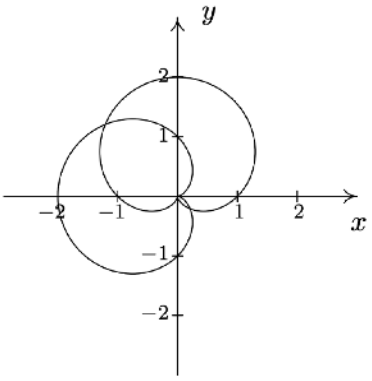
20. Lemniscate: $r^2 = 4\cos(2\theta)$



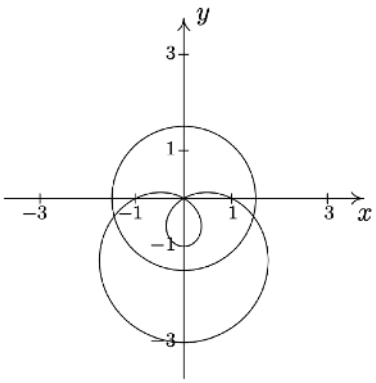
21. $r = 3\cos(\theta)$ and $r = 1 + \cos(\theta)$ $\left(\frac{3}{2}, \frac{\pi}{3}\right), \left(\frac{3}{2}, \frac{5\pi}{3}\right),$ pole



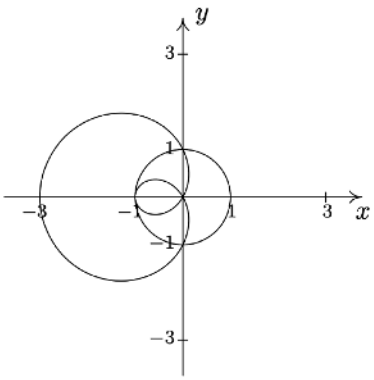
22. $r = 1 + \sin(\theta)$ and $r = 1 - \cos(\theta)$ $\left(\frac{2+\sqrt{2}}{2}, \frac{3\pi}{4}\right), \left(\frac{2-\sqrt{2}}{2}, \frac{7\pi}{4}\right),$ pole



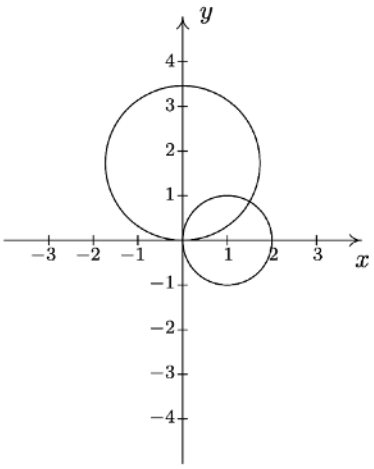
23. $r = 1 - 2\sin(\theta)$ and $r = 2$ $\left(2, \frac{7\pi}{6}\right), \left(2, \frac{11\pi}{6}\right)$



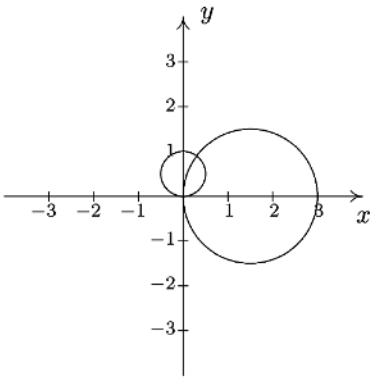
24. $r = 1 - 2\cos(\theta)$ and $r = 1$ $\left(1, \frac{\pi}{2}\right), \left(1, \frac{3\pi}{2}\right), (-1, 0)$



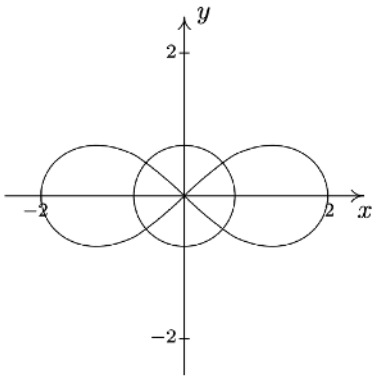
25. $r = 2\cos(\theta)$ and $r = 2\sqrt{3}\sin(\theta)$ $\left(\sqrt{3}, \frac{\pi}{6}\right)$, pole



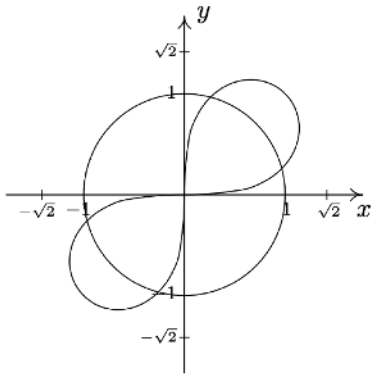
26. $r = 3\cos(\theta)$ and $r = \sin(\theta)$ $\left(\frac{3\sqrt{10}}{10}, \arctan(3)\right)$, pole



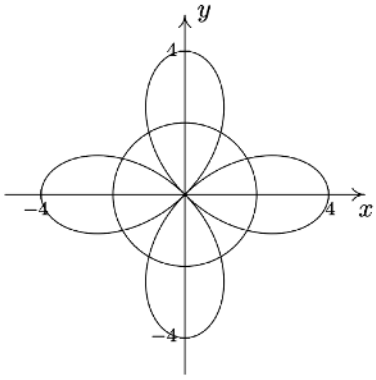
27. $r^2 = 4\cos(2\theta)$ and $r = \sqrt{2}$ $\left(\sqrt{2}, \frac{\pi}{6}\right), \left(\sqrt{2}, \frac{5\pi}{6}\right), \left(\sqrt{2}, \frac{7\pi}{6}\right), \left(\sqrt{2}, \frac{11\pi}{6}\right)$



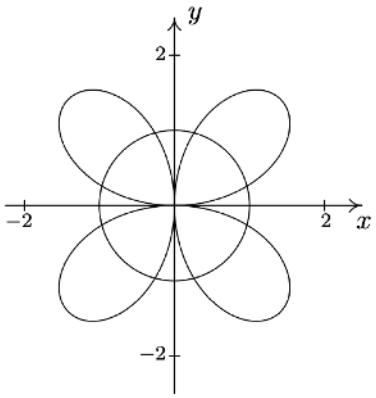
28. $r^2 = 2\sin(2\theta)$ and $r = 1$ $\left(1, \frac{\pi}{12}\right), \left(1, \frac{5\pi}{12}\right), \left(1, \frac{13\pi}{12}\right), \left(1, \frac{17\pi}{12}\right)$



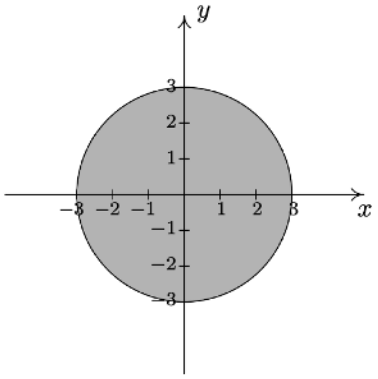
29. $r = 4\cos(2\theta)$ and $r = 2$ $\left(2, \frac{\pi}{6}\right), \left(2, \frac{5\pi}{6}\right), \left(2, \frac{7\pi}{6}\right), \left(2, \frac{11\pi}{6}\right), \left(-2, \frac{\pi}{3}\right), \left(-2, \frac{2\pi}{3}\right), \left(-2, \frac{4\pi}{3}\right), \left(-2, \frac{5\pi}{3}\right)$



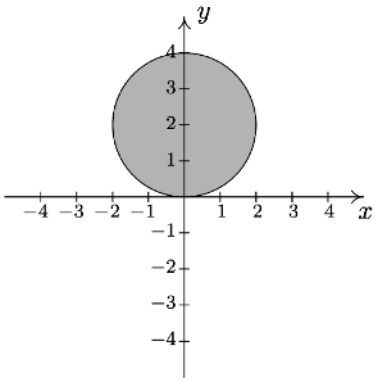
30. $r = 2\sin(2\theta)$ and $r = 1$ $\left(1, \frac{\pi}{12}\right), \left(1, \frac{5\pi}{12}\right), \left(1, \frac{13\pi}{12}\right), \left(1, \frac{17\pi}{12}\right), \left(-1, \frac{7\pi}{12}\right), \left(-1, \frac{11\pi}{12}\right), \left(-1, \frac{19\pi}{12}\right), \left(-1, \frac{23\pi}{12}\right)$



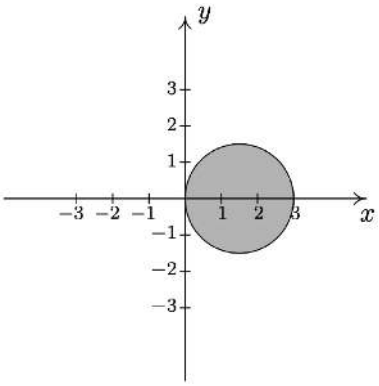
31. $\{(r,\theta) \mid 0 \le r \le 3, 0 \le \theta \le 2\pi\}$



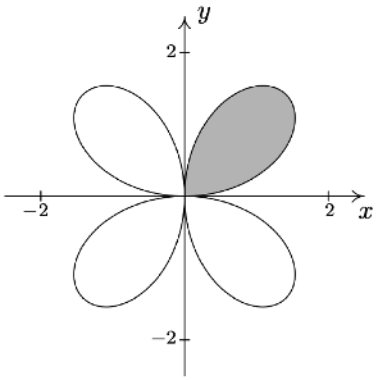
32. $\{(r,\theta) \mid 0 \le r \le 4\sin(\theta), 0 \le \theta \le \pi\}$



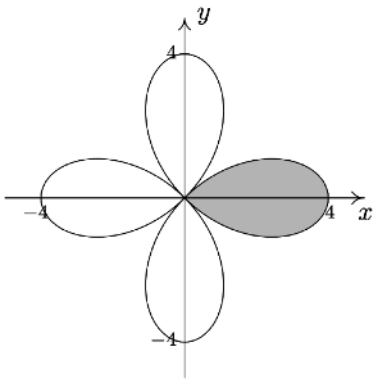
33. $\left\{(r,\theta) \mid 0 \le r \le 3\cos(\theta), -\frac{\pi}{2} \le \theta \le \frac{\pi}{2}\right\}$



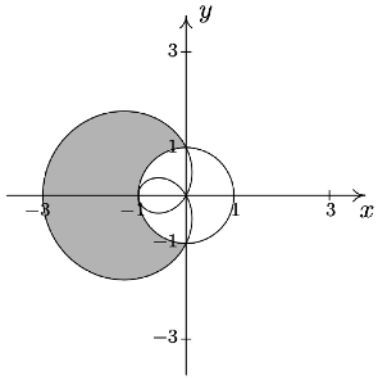
34. $\{(r,\theta) \mid 0 \le r \le 2\sin(2\theta), 0 \le \theta \le \frac{\pi}{2}\}$



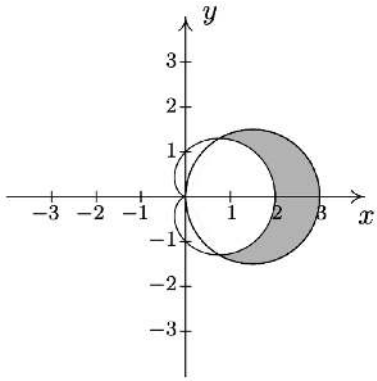
35. $\{(r,\theta) \mid 0 \le r \le 4\cos(2\theta), -\frac{\pi}{4} \le \theta \le \frac{\pi}{4}\}$



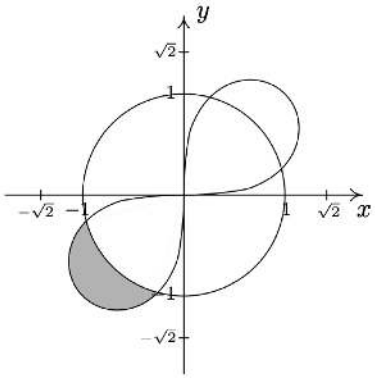
36. $\{(r,\theta) \mid 1 \le r \le 1-2\cos(\theta), \frac{\pi}{2} \le \theta \le \frac{3\pi}{2}\}$



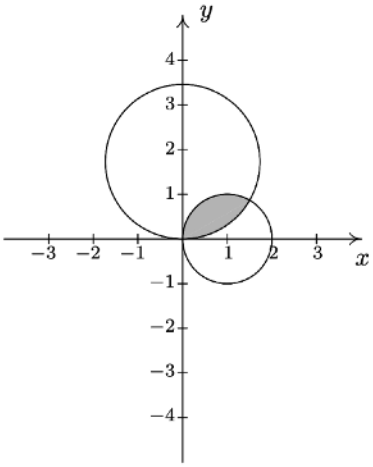
37. $\{(r,\theta) \mid 1+\cos(\theta) \le r \le 3\cos(\theta), -\frac{\pi}{3} \le \theta \le \frac{\pi}{3}\}$



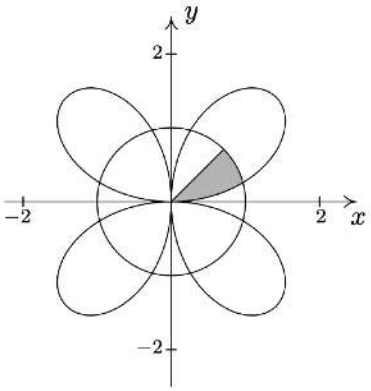
38. $\{(r,\theta) \mid 1 \le r \le \sqrt{2\sin(2\theta)},\ \frac{13\pi}{12} \le \theta \le \frac{17\pi}{12}\}$



39. $\{(r,\theta) \mid 0 \le r \le 2\sqrt{3}\sin(\theta), 0 \le \theta \le \frac{\pi}{6}\} \cup \{(r,\theta) \mid 0 \le r \le 2\cos(\theta),\ \frac{\pi}{6} \le \theta \le \frac{\pi}{2}\}$



40. $\{(r,\theta) \mid 0 \le r \le 2\sin(2\theta), 0 \le \theta \le \frac{\pi}{12}\} \cup \{(r,\theta) \mid 0 \le r \le 1,\ \frac{\pi}{12} \le \theta \le \frac{\pi}{4}\}$



41. $\{(r,\theta) \mid 0 \le r \le 5, 0 \le \theta \le 2\pi\}$
42. $\{(r,\theta) \mid 0 \le r \le 5, \pi \le \theta \le \frac{3\pi}{2}\}$
43. $\{(r,\theta) \mid 0 \le r \le 6\sin(\theta),\ \frac{\pi}{2} \le \theta \le \pi\}$
44. $\{(r,\theta) \mid 4\cos(\theta) \le r \le 0,\ \frac{\pi}{2} \le \theta \le \pi\}$
45. $\{(r,\theta) \mid 0 \le r \le 3 - 3\cos(\theta), 0 \le \theta \le \pi\}$
46. $\left\{(r,\theta) \mid 0 \le r \le 2 - 2\sin(\theta), 0 \le \theta \le \dfrac{\pi}{2}\right\} \cup \left\{(r,\theta) \mid 0 \le r \le 2 - 2\sin(\theta),\ \dfrac{3\pi}{2} \le \theta \le 2\pi\right\}$ or $\left\{(r,\theta) \mid 0 \le r \le 2 - 2\sin(\theta),\ \dfrac{3\pi}{2} \le \theta \le \dfrac{5\pi}{2}\right\}$

47. $\left\{(r,\theta) \mid 0 \le r \le 3\cos(4\theta), 0 \le \theta \le \frac{\pi}{8}\right\} \cup \left\{(r,\theta) \mid 0 \le r \le 3\cos(4\theta), \frac{15\pi}{8} \le \theta \le 2\pi\right\}$ or $\left\{(r,\theta) \mid 0 \le r \le 3\cos(4\theta), -\frac{\pi}{8} \le \theta \le \frac{\pi}{8}\right\}$

48. $\{(r,\theta) \mid 3 \le r \le 5, 0 \le \theta \le 2\pi\}$

49. $\left\{(r,\theta) \mid 0 \le r \le 3\cos(\theta), -\frac{\pi}{2} \le \theta \le 0\right\} \cup \{(r,\theta) \mid \sin(\theta) \le r \le 3\cos(\theta), 0 \le \theta \le \arctan(3)\}$

50. $\left\{(r,\theta) \mid 0 \le r \le 6\sin(2\theta), 0 \le \theta \le \frac{\pi}{12}\right\} \cup \left\{(r,\theta) \mid 0 \le r \le 3, \frac{\pi}{12} \le \theta \le \frac{5\pi}{12}\right\} \cup \left\{(r,\theta) \mid 0 \le r \le 6\sin(2\theta), \frac{5\pi}{12} \le \theta \le \frac{\pi}{2}\right\}$

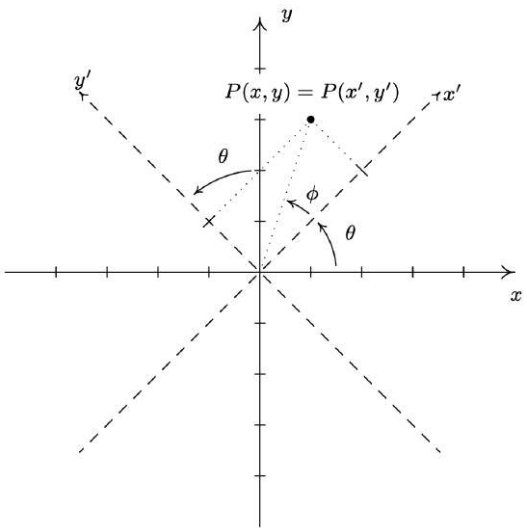
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11.6: Hooked on Conics Again

In this section, we revisit our friends the Conic Sections which we began studying in Chapter 7. Our first task is to formalize the notion of rotating axes so this subsection is actually a follow-up to Example 8.3.3 in Section 8.3. In that example, we saw that the graph of $y = \frac{2}{x}$ is actually a hyperbola. More specifically, it is the hyperbola obtained by rotating the graph of $x^2 - y^2 = 4$ counter-clockwise through a 45° angle. Armed with polar coordinates, we can generalize the process of rotating axes as shown below.

Rotation of Axes

Consider the $x-$ and y-axes below along with the dashed $x'-$ and $y'-$axes obtained by rotating the $x-$ and y-axes counter-clockwise through an angle θ and consider the point $P(x, y)$. The coordinates (x, y) are rectangular coordinates and are based on the $x-$ and $y-$axes. Suppose we wished to find rectangular coordinates based on the $x'-$ and $y'-$axes. That is, we wish to determine $P(x', y')$. While this seems like a formidable challenge, it is nearly trivial if we use polar coordinates. Consider the angle ϕ whose initial side is the positive x'-axis and whose terminal side contains the point P.



We relate $P(x, y)$ and $P(x', y')$ by converting them to polar coordinates. Converting $P(x, y)$ to polar coordinates with $r > 0$ yields $x = r\cos(\theta + \phi)$ and $y = r\sin(\theta + \phi)$. To convert the point $P(x', y')$ into polar coordinates, we first match the polar axis with the positive x'-axis, choose the same $r > 0$ (since the origin is the same in both systems) and get $x' = r\cos(\phi)$ and $y' = r\sin(\phi)$. Using the sum formulas for sine and cosine, we have

$$\begin{aligned} x &= r\cos(\theta + \phi) \\ &= r\cos(\theta)\cos(\phi) - r\sin(\theta)\sin(\phi) && \text{Sum formula for cosine} \\ &= (r\cos(\phi))\cos(\theta) - (r\sin(\phi))\sin(\theta) \\ &= x'\cos(\theta) - y'\sin(\theta) && \text{Since } x' = r\cos(\phi) \text{ and } y' = r\sin(\phi) \end{aligned}$$

Similarly, using the sum formula for sine we get $y = x'\sin(\theta) + y'\cos(\theta)$. These equations enable us to easily convert points with $x'y'$-coordinates back into xy-coordinates. They also enable us to easily convert equations in the variables x and y into equations in the variables in terms of x' and y'.[1] If we want equations which enable us to convert points with xy-coordinates into $x'y'$-coordinates, we need to solve the system

$$\begin{cases} x'\cos(\theta) - y'\sin(\theta) = x \\ x'\sin(\theta) + y'\cos(\theta) = y \end{cases}$$

for x' and y'. Perhaps the cleanest way[2] to solve this system is to write it as a matrix equation. Using the machinery developed in Section 8.4, we write the above system as the matrix equation $AX' = X$ where

$$A = \begin{bmatrix} \cos(\theta) & -\sin(\theta) \\ \sin(\theta) & \cos(\theta) \end{bmatrix}, \quad X' = \begin{bmatrix} x' \\ y' \end{bmatrix}, \quad X = \begin{bmatrix} x \\ y \end{bmatrix}$$

Since $\det(A) = (\cos(\theta))(\cos(\theta)) - (-\sin(\theta))(\sin(\theta)) = \cos^2(\theta) + \sin^2(\theta) = 1$, the determinant of A is not zero so A is invertible and $X' = A^{-1}X$. Using the formula given in Equation 8.2 with $\det(A) = 1$, we find

$$A^{-1} = \begin{bmatrix} \cos(\theta) & \sin(\theta) \\ -\sin(\theta) & \cos(\theta) \end{bmatrix}$$

so that

$$\begin{aligned} X' &= A^{-1}X \\ \begin{bmatrix} x' \\ y' \end{bmatrix} &= \begin{bmatrix} \cos(\theta) & \sin(\theta) \\ -\sin(\theta) & \cos(\theta) \end{bmatrix} \begin{bmatrix} x \\ y \end{bmatrix} \\ \begin{bmatrix} x' \\ y' \end{bmatrix} &= \begin{bmatrix} x\cos(\theta) + y\sin(\theta) \\ -x\sin(\theta) + y\cos(\theta) \end{bmatrix} \end{aligned}$$

From which we get $x' = x\cos(\theta) + y\sin(\theta)$ and $y' = -x\sin(\theta) + y\cos(\theta)$. To summarize,

Theorem 11.9. Rotation of Axes

Suppose the positive x and y axes are rotated counterclockwise through an angle θ to produce the axes x' and y', respectively. Then the coordinates $P(x, y)$ and $P(x', y')$ are related by the following systems of equations

$$\begin{cases} x = x'\,\mathrm{cos}(\theta) - y'\,\mathrm{sin}(\theta) \\ y = x'\,\mathrm{sin}(\theta) + y'\,\mathrm{cos}(\theta) \end{cases} \quad \text{and} \quad \begin{cases} x' = x\cos(\theta) + y\sin(\theta) \\ y' = -x\sin(\theta) + y\cos(\theta) \end{cases}$$

We put the formulas in Theorem 11.9 to good use in the following example.

Example 11.6.1

Suppose the $x-$ and $y-$ axes are both rotated counter-clockwise through the angle $\theta = \frac{\pi}{3}$ to produce the $x'-$ and $y'-$axes, respectively.

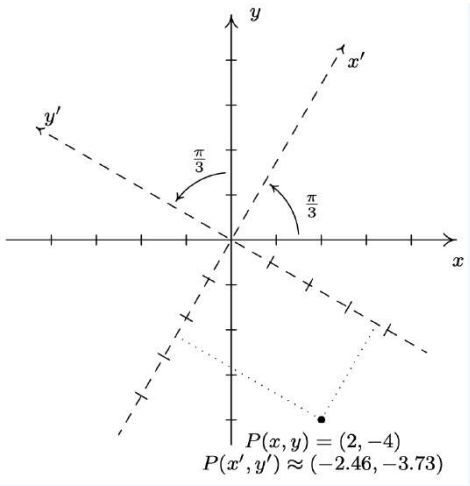
1. Let $P(x, y) = (2, -4)$ and find $P(x', y')$. Check your answer algebraically and graphically.
2. Convert the equation $21x^2 + 10xy\sqrt{3} + 31y^2 = 144$ to an equation in x' and y' and graph.

Solution

1. If $P(x, y) = (2, -4)$ then $x = 2$ and $y = -4$. Using these values for x and y along with $\theta = \frac{\pi}{3}$, Theorem 11.9 gives $x' = x\cos(\theta) + y\sin(\theta) = 2\cos\left(\frac{\pi}{3}\right) + (-4)\sin\left(\frac{\pi}{3}\right)$ which simplifies $x' = 1 - 2\sqrt{3}$. Similarly, $y' = -x\sin(\theta) + y\cos(\theta) = (-2)\sin\left(\frac{\pi}{3}\right) + (-4)\cos\left(\frac{\pi}{3}\right)$ which gives $y' = -\sqrt{3} - 2 = -2 - \sqrt{3}$. Hence $P(x', y') = (1 - 2\sqrt{3}, -2 - \sqrt{3})$. To check our answer algebraically, we use the formulas in Theorem 11.9 to convert $P(x', y') = (1 - 2\sqrt{3}, -2 - \sqrt{3})$ back into x and y coordinates. We get

$$\begin{aligned} x &= x'\cos(\theta) - y'\sin(\theta) \\ &= (1 - 2\sqrt{3})\cos\left(\frac{\pi}{3}\right) - (-2 - \sqrt{3})\sin\left(\frac{\pi}{3}\right) \\ &= \left(\frac{1}{2} - \sqrt{3}\right) - \left(-\sqrt{3} - \frac{3}{2}\right) \\ &= 2 \end{aligned}$$

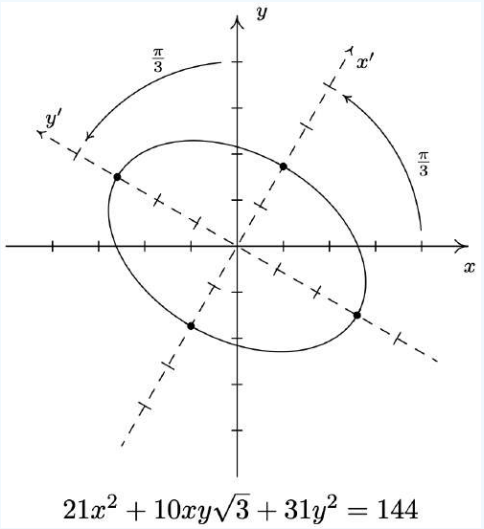
Similarly, using $y = x'\sin(\theta) + y'\cos(\theta)$, we obtain $y = -4$ as required. To check our answer graphically, we sketch in the x'-axis and y'-axis to see if the new coordinates $P(x', y') = (1 - 2\sqrt{3}, -2 - \sqrt{3}) \approx (-2.46, -3.73)$ seem reasonable. Our graph is below.



2. To convert the equation $21x^2+10xy\sqrt{3}+31y^2=144$ to an equation in the variables x' and y', we substitute $x=x'\cos\left(\frac{\pi}{3}\right)-y'\sin\left(\frac{\pi}{3}\right)=\frac{x'}{2}-\frac{y'\sqrt{3}}{2}$ and $y=x'\sin\left(\frac{\pi}{3}\right)+y'\cos\left(\frac{\pi}{3}\right)=\frac{x'\sqrt{3}}{2}+\frac{y'}{2}$ and simplify. While this is by no means a trivial task, it is nothing more than a hefty dose of Beginning Algebra. We will not go through the entire computation, but rather, the reader should take the time to do it. Start by verifying that

$$x^2=\frac{(x')^2}{4}-\frac{x'y'\sqrt{3}}{2}+\frac{3(y')^2}{4},\quad xy=\frac{(x')^2\sqrt{3}}{4}-\frac{x'y'}{2}-\frac{(y')^2\sqrt{3}}{4},\quad y^2=\frac{3(x')^2}{4}+\frac{x'y'\sqrt{3}}{2}+\frac{(y')^2}{4}$$

To our surprise and delight, the equation $21x^2+10xy\sqrt{3}+31y^2=144$ in xy-coordinates reduces to $36(x')^2+16(y')^2=144$, or $\frac{(x')^2}{4}+\frac{(y')^2}{9}=1$ in $x'y'$-coordinates. The latter is an ellipse centered at (0, 0) with vertices along the y'-axis with ($x'y'$-coordinates) $(0,\pm3)$ and whose minor axis has endpoints with ($x'y'$-coordinates) $(\pm2,0)$. We graph it below.



The elimination of the troublesome 'xy' term from the equation $21x^2+10xy\sqrt{3}+31y^2=144$ in Example 11.6.1 number 2 allowed us to graph the equation by hand using what we learned in Chapter 7. It is natural to wonder if we can always do this. That is, given an equation of the form $Ax^2+Bxy+Cy^2+Dx+Ey+F=0$, with $B\neq0$, is there an angle θ so that if we rotate the x and y-axes counter-clockwise through that angle θ, the equation in the rotated variables x' and y' contains no $x'y'$ term? To explore this conjecture, we make the usual substitutions $x=x'\cos(\theta)-y'\sin(\theta)$ and $y=x'\sin(\theta)+y'\cos(\theta)$ into the equation $Ax^2+Bxy+Cy^2+Dx+Ey+F=0$ and set the coefficient of the $x'y'$ term equal to 0. Terms containing $x'y'$ in this expression will come from the first three terms of the equation: Ax^2, Bxy and Cy^2. We leave it to the reader to verify that

$$x^2 = (x')^2\cos^2(\theta) - 2x'y'\cos(\theta)\sin(\theta) + (y')^2\sin(\theta)$$
$$xy = (x')^2\cos(\theta)\sin(\theta) + x'y'\left(\cos^2(\theta) - \sin^2(\theta)\right) - (y')^2\cos(\theta)\sin(\theta)$$
$$y^2 = (x')^2\sin^2(\theta) + 2x'y'\cos(\theta)\sin(\theta) + (y')^2\cos^2(\theta)$$

The contribution to the $x'y'$-term from Ax^2 is $-2A\cos(\theta)\sin(\theta)$, from Bxy it is $B\left(\cos^2(\theta) - \sin^2(\theta)\right)$, and from Cy^2 it is $2C\cos(\theta)\sin(\theta)$. Equating the $x'y'$-term to 0, we get

$$\begin{aligned} -2A\cos(\theta)\sin(\theta) + B\left(\cos^2(\theta) - \sin^2(\theta)\right) + 2C\cos(\theta)\sin(\theta) &= 0 \\ -A\sin(2\theta) + B\cos(2\theta) + C\sin(2\theta) &= 0 \quad \text{Double Angle Identities} \end{aligned}$$

From this, we get $B\cos(2\theta) = (A - C)\sin(2\theta)$, and our goal is to solve for θ in terms of the coefficients A, B and C. Since we are assuming $B \neq 0$, we can divide both sides of this equation by B. To solve for θ we would like to divide both sides of the equation by $\sin(2\theta)$, provided of course that we have assurances that $\sin(2\theta) \neq 0$. If $\sin(2\theta) = 0$, then we would have $B\cos(2\theta) = 0$, and since $B \neq 0$, this would force $\cos(2\theta) = 0$. Since no angle θ can have both $\sin(2\theta) = 0$ and $\cos(2\theta) = 0$, we can safely assume[3] $\sin(2\theta) \neq 0$. We get $\frac{\cos(2\theta)}{\sin(2\theta)} = \frac{A-C}{B}$, or $\cot(2\theta) = \frac{A-C}{B}$. We have just proved the following theorem.

Theorem 11.10

The equation $Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$ with $B \neq 0$ can be transformed into an equation in variables x' and y' without any $x'y'$ terms by rotating the $x-$ and $y-$ axes counter-clockwise through an angle θ which satisfies $\cot(2\theta) = \frac{A-C}{B}$.

We put Theorem 11.10 to good use in the following example.

Example 11.6.2

Graph the following equations.

1. $5x^2 + 26xy + 5y^2 - 16x\sqrt{2} + 16y\sqrt{2} - 104 = 0$
2. $16x^2 + 24xy + 9y^2 + 15x - 20y = 0$

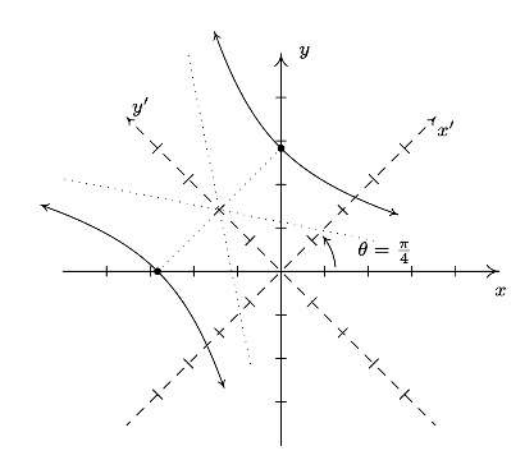
Solution

1. Since the equation $5x^2 + 26xy + 5y^2 - 16x\sqrt{2} + 16y\sqrt{2} - 104 = 0$ is already given to us in the form required by Theorem 11.10, we identify $A = 5$, $B = 26$ and $C = 5$ so that $\cot(2\theta) = \frac{A-C}{B} = \frac{5-5}{26} = 0$. This means $\cot(2\theta) = 0$ which gives $\theta = \frac{\pi}{4} + \frac{\pi}{2}k$ for integers k. We choose $\theta = \frac{\pi}{4}$ so that our rotation equations are $x = \frac{x'\sqrt{2}}{2} - \frac{y'\sqrt{2}}{2}$ and $y = \frac{x'\sqrt{2}}{2} + \frac{y'\sqrt{2}}{2}$. The reader should verify that
$$x^2 = \frac{(x')^2}{2} - x'y' + \frac{(y')^2}{2}, \quad xy = \frac{(x')^2}{2} - \frac{(y')^2}{2}, \quad y^2 = \frac{(x')^2}{2} + x'y' + \frac{(y')^2}{2}$$
Making the other substitutions, we get that $5x^2 + 26xy + 5y^2 - 16x\sqrt{2} + 16y\sqrt{2} - 104 = 0$ reduces to $18(x')^2 - 8(y')^2 + 32y' - 104 = 0$, or $\frac{(x')^2}{4} - \frac{(y'-2)^2}{9} = 1$. The latter is the equation of a hyperbola centered at the $x'y'$-coordinates $(0, 2)$ opening in the x' direction with vertices $(\pm 2, 2)$ (in $x'y'$-coordinates) and asymptotes $y' = \pm\frac{3}{2}x' + 2$. We graph it below.
2. From $16x^2 + 24xy + 9y^2 + 15x - 20y = 0$, we get $A = 16$, $B = 24$ and $C = 9$ so that $\cot(2\theta) = \frac{7}{24}$. Since this isn't one of the values of the common angles, we will need to use inverse functions. Ultimately, we need to find $\cos(\theta)$ and $\sin(\theta)$, which means we have two options. If we use the arccotangent function immediately, after the usual calculations we get $\theta = \frac{1}{2}\text{arccot}\left(\frac{7}{24}\right)$. To get $\cos(\theta)$ and $\sin(\theta)$ from this, we would need to use half angle identities. Alternatively, we can start with $\cot(2\theta) = \frac{7}{24}$, use a double angle identity, and then go after $\cos(\theta)$ and $\sin(\theta)$. We adopt the second approach. From $\cot(2\theta) = \frac{7}{24}$, we have $\tan(2\theta) = \frac{24}{7}$. Using the double angle identity for tangent, we have $\frac{2\tan(\theta)}{1-\tan^2(\theta)} = \frac{24}{7}$, which give $24\tan^2(\theta) + 14\tan(\theta) - 24 = 0$. Factoring, we get $2(3\tan(\theta) + 4)(4\tan(\theta) - 3) = 0$ which gives $\tan(\theta) = -\frac{4}{3}$ or $\tan(\theta) = \frac{3}{4}$. While either of these values of $\tan(\theta)$ satisfies the equation $\cot(2\theta) = \frac{7}{24}$, we choose $\tan(\theta) = \frac{3}{4}$, since this produces an acute angle,[4] $\theta = \arctan\left(\frac{3}{4}\right)$. To find the rotation equations, we need $\cos(\theta) = \cos\left(\arctan\left(\frac{3}{4}\right)\right)$ and $\sin(\theta) = \sin\left(\arctan\left(\frac{3}{4}\right)\right)$. Using the techniques developed in Section 10.6 we get $\cos(\theta) = \frac{4}{5}$ and $\sin(\theta) = \frac{3}{5}$. Our

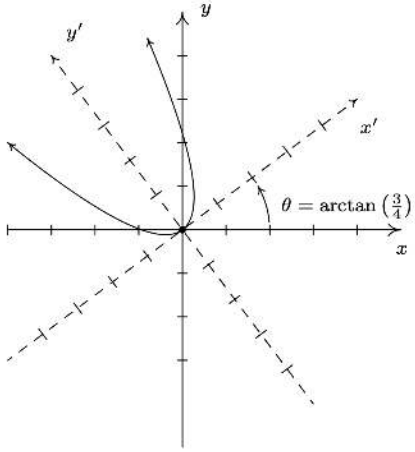
rotation equations are $x = x'\cos(\theta) - y'\sin(\theta) = \frac{4x'}{5} - \frac{3y'}{5}$ and $y = x'\sin(\theta) + y'\cos(\theta) = \frac{3x'}{5} + \frac{4y'}{5}$. As usual, we now substitute these quantities into $16x^2 + 24xy + 9y^2 + 15x - 20y = 0$ and simplify. As a first step, the reader can verify

$$x^2 = \frac{16(x')^2}{25} - \frac{24x'y'}{25} + \frac{9(y')^2}{25}, \quad xy = \frac{12(x')^2}{25} + \frac{7x'y'}{25} - \frac{12(y')^2}{25}, \quad y^2 = \frac{9(x')^2}{25} + \frac{24x'y'}{25} + \frac{16(y')^2}{25}$$

Once the dust settles, we get $25(x')^2 - 25y' = 0$, or $y' = (x')^2$, whose graph is a parabola opening along the positive y'-axis with vertex (0, 0). We graph this equation below.



$5x^2 + 26xy + 5y^2 - 16x\sqrt{2} + 16y\sqrt{2} - 104 = 0$



$16x^2 + 24xy + 9y^2 + 15x - 20y = 0$

We note that even though the coefficients of x^2 and y^2 were both positive numbers in parts 1 and 2 of Example 11.6.2, the graph in part 1 turned out to be a hyperbola and the graph in part 2 worked out to be a parabola. Whereas in Chapter 7, we could easily pick out which conic section we were dealing with based on the presence (or absence) of quadratic terms and their coefficients, Example 11.6.2 demonstrates that all bets are off when it comes to conics with an xy term which require rotation of axes to put them into a more standard form. Nevertheless, it is possible to determine which conic section we have by looking at a special, familiar combination of the coefficients of the quadratic terms. We have the following theorem.

Theorem 11.11

Suppose the equation $Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$ describes a non-degenerate conic section.[a]

- If $B^2 - 4AC > 0$ then the graph of the equation is a hyperbola.
- If $B^2 - 4AC = 0$ then the graph of the equation is a parabola.
- If $B^2 - 4AC < 0$ then the graph of the equation is an ellipse or circle.

[a] Recall that this means its graph is either a circle, parabola, ellipse or hyperbola. See page 497.

As you may expect, the quantity $B^2 - 4AC$ mentioned in Theorem 11.11 is called the **discriminant** of the conic section. While we will not attempt to explain the deep Mathematics which produces this 'coincidence', we will at least work through the proof of Theorem 11.11 mechanically to show that it is true.[5] First note that if the coefficient $B = 0$ in the equation $Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$, Theorem 11.11 reduces to the result presented in Exercise 34 in Section 7.5, so we proceed here under the assumption that $B \neq 0$. We rotate the xy-axes counter-clockwise through an angle θ which satisfies $\cot(2\theta) = \frac{A-C}{B}$ to produce an equation with no $x'y'$-term in accordance with Theorem 11.10: $A'(x')^2 + C(y')^2 + Dx' + Ey' + F' = 0$. In this form, we can invoke Exercise 34 in Section 7.5 once more using the product $A'C'$. Our goal is to find the product $A'C'$ in terms of the coefficients A, B and C in the original equation. To that end, we make the usual substitutions $x = x'\cos(\theta) - y'\sin(\theta) y = x'\sin(\theta) + y'\cos(\theta)$ into $Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$. We leave it to the reader to show that, after gathering like terms, the coefficient A' on $(x')^2$ and the coefficient C' on $(y')^2$ are

$$A' = A\cos^2(\theta) + B\cos(\theta)\sin(\theta) + C\sin^2(\theta)$$
$$C' = A\sin^2(\theta) - B\cos(\theta)\sin(\theta) + C\cos^2(\theta)$$

In order to make use of the condition $\cot(2\theta) = \frac{A-C}{B}$, we rewrite our formulas for A' and C' using the power reduction formulas. After some regrouping, we get

$$2A' = [(A+C) + (A-C)\cos(2\theta)] + B\sin(2\theta)$$
$$2C' = [(A+C) - (A-C)\cos(2\theta)] - B\sin(2\theta)$$

Next, we try to make sense of the product

$$(2A')(2C') = \{[(A+C) + (A-C)\cos(2\theta)] + B\sin(2\theta)\}\{[(A+C) - (A-C)\cos(2\theta)] - B\sin(2\theta)\}$$

We break this product into pieces. First, we use the difference of squares to multiply the 'first' quantities in each factor to get

$$[(A+C) + (A-C)\cos(2\theta)][(A+C) - (A-C)\cos(2\theta)] = (A+C)^2 - (A-C)^2\cos^2(2\theta)$$

Next, we add the product of the 'outer' and 'inner' quantities in each factor to get

$$-B\sin(2\theta)[(A+C) + (A-C)\cos(2\theta)]$$
$$+B\sin(2\theta)[(A+C) - (A-C)\cos(2\theta)] = -2B(A-C)\cos(2\theta)\sin(2\theta)$$

The product of the 'last' quantity in each factor is $(B\sin(2\theta))(-B\sin(2\theta)) = -B^2\sin^2(2\theta)$. Putting all of this together yields

$$4A'C' = (A+C)^2 - (A-C)^2\cos^2(2\theta) - 2B(A-C)\cos(2\theta)\sin(2\theta) - B^2\sin^2(2\theta)$$

From $\cot(2\theta) = \frac{A-C}{B}$, we get $\frac{\cos(2\theta)}{\sin(2\theta)} = \frac{A-C}{B}$, or $(A-C)\sin(2\theta) = B\cos(2\theta)$. We use this substitution twice along with the Pythagorean Identity $\cos^2(2\theta) = 1 - \sin^2(2\theta)$ to get

$$\begin{aligned}
4A'C' &= (A+C)^2 - (A-C)^2\cos^2(2\theta) - 2B(A-C)\cos(2\theta)\sin(2\theta) - B^2\sin^2(2\theta) \\
&= (A+C)^2 - (A-C)^2\left[1 - \sin^2(2\theta)\right] - 2B\cos(2\theta)B\cos(2\theta) - B^2\sin^2(2\theta) \\
&= (A+C)^2 - (A-C)^2 + (A-C)^2\sin^2(2\theta) - 2B^2\cos^2(2\theta) - B^2\sin^2(2\theta) \\
&= (A+C)^2 - (A-C)^2 + [(A-C)\sin(2\theta)]^2 - 2B^2\cos^2(2\theta) - B^2\sin^2(2\theta) \\
&= (A+C)^2 - (A-C)^2 + [B\cos(2\theta)]^2 - 2B^2\cos^2(2\theta) - B^2\sin^2(2\theta) \\
&= (A+C)^2 - (A-C)^2 + B^2\cos^2(2\theta) - 2B^2\cos^2(2\theta) - B^2\sin^2(2\theta) \\
&= (A+C)^2 - (A-C)^2 - B^2\cos^2(2\theta) - B^2\sin^2(2\theta) \\
&= (A+C)^2 - (A-C)^2 - B^2\left[\cos^2(2\theta) + \sin^2(2\theta)\right] \\
&= (A+C)^2 - (A-C)^2 - B^2 \\
&= \left(A^2 + 2AC + CA^2\right)\left(A^2 - 2AC + C^2\right) - B^2 \\
&= 4AC - B^2
\end{aligned}$$

Hence, $B^2 - 4AC = -4A'C'$, so the quantity $B^2 - 4AC$ has the opposite sign of $A'C'$. . The result now follows by applying Exercise 34 in Section 7.5.

Example 11.6.3

Use Theorem 11.11 to classify the graphs of the following non-degenerate conics.

1. $21x^2 + 10xy\sqrt{3} + 31y^2 = 144$
2. $5x^2 + 26xy + 5y^2 - 16x\sqrt{2} + 16y\sqrt{2} - 104 = 0$
3. $16x^2 + 24xy + 9y^2 + 15x - 20y = 0$

Solution

This is a straightforward application of Theorem 11.11.

1. We have $A = 21, B = 10\sqrt{3}$ and $C = 31$ so $B^2 - 4AC = (10\sqrt{3})^2 - 4(21)(31) = -2304 < 0$. Theorem 11.11 predicts the graph is an ellipse, which checks with our work from Example 11.6.1 number 2.
2. Here, $A = 5$, $B = 26$ and $C = 5$, so $B^2 - 4AC = 26^2 - 4(5)(5) = 576 > 0$. Theorem 11.11 classifies the graph as a hyperbola, which matches our answer to Example 11.6.2 number 1.
3. Finally, we have $A = 16, B = 24$ and $C = 9$ which gives $24^2 - 4(16)(9) = 0$. Theorem 11.11 tells us that the graph is a parabola, matching our result from Example 11.6.2 number 2.

The Polar Form of Conics

In this subsection, we start from scratch to reintroduce the conic sections from a more unified perspective. We have our 'new' definition below.

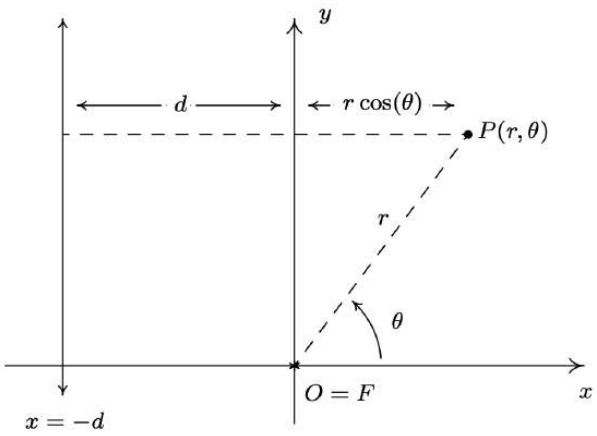
Definition 11.1

Given a fixed line L, a point F not on L, and a positive number e, a conic section is the set of all points P such that

$$\frac{\text{the distance from } P \text{ to } F}{\text{the distance from } P \text{ to } L} = e$$

The line L is called the **directrix** of the conic section, the point F is called a **focus** of the conic section, and the constant e is called the **eccentricity** of the conic section.

We have seen the notions of focus and directrix before in the definition of a parabola, Definition 7.3. There, a parabola is defined as the set of points equidistant from the focus and directrix, giving an eccentricity $e = 1$ according to Definition 11.1. We have also seen the concept of eccentricity before. It was introduced for ellipses in Definition 7.5 in Section 7.4, and later extended to hyperbolas in Exercise 31 in Section 7.5. There, e was also defined as a ratio of distances, though in these cases the distances involved were measurements from the center to a focus and from the center to a vertex. One way to reconcile the 'old' ideas of focus, directrix and eccentricity with the 'new' ones presented in Definition 11.1 is to derive equations for the conic sections using Definition 11.1 and compare these parameters with what we know from Chapter 7. We begin by assuming the conic section has eccentricity e, a focus F at the origin and that the directrix is the vertical line $x = -d$ as in the figure below.



Using a polar coordinate representation $P(r, \theta)$ for a point on the conic with $r > 0$, we get

$$e = \frac{\text{the distance from } P \text{ to } F}{\text{the distance from } P \text{ to } L} = \frac{r}{d + r\cos(\theta)}$$

so that $r = e(d + r\cos(\theta))$. Solving this equation for r, yields

$$r = \frac{ed}{1 - e\cos(\theta)}$$

At this point, we convert the equation $r = e(d + r\cos(\theta))$ back into a rectangular equation in the variables x and y. If $e > 0$, but $e \neq 1$, the usual conversion process outlined in Section 11.4 gives[6]

$$\left(\frac{(1-e^2)^2}{e^2 d^2}\right)\left(x - \frac{e^2 d}{1-e^2}\right)^2 + \left(\frac{1-e^2}{e^2 d^2}\right) y^2 = 1$$

We leave it to the reader to show if $0 < e < 1$, this is the equation of an ellipse centered a $\left(\frac{e^2 d}{1-e^2}, 0\right)$ with major axis along the x-axis. Using the notation from Section 7.4, we have $a^2 = \frac{e^2 d^2}{(1-e^2)^2}$ and $b^2 = \frac{e^2 d^2}{1-e^2}$, so the major axis has length $\frac{2ed}{1-e^2}$ and the minor axis has length $\frac{2ed}{\sqrt{1-e^2}}$. Moreover, we find that one focus is (0, 0) and working through the formula given in Definition 7.5 gives the eccentricity to be e, as required. If $e > 1$, then the equation generates a hyperbola with center $\left(\frac{e^2 d}{1-e^2}, 0\right)$ whose transverse axis lies along the x-axis. Since such hyperbolas have the for $\frac{(x-h)^2}{a^2} - \frac{y^2}{b^2} = 1$, we need to take the opposite reciprocal of the

coefficient of y^2 to find b^2. We get[7] $a^2 = \frac{e^2d^2}{(1-e^2)^2} = \frac{e^2d^2}{(e^2-1)^2}$ and $b^2 = -\frac{e^2d^2}{1-e^2} = \frac{e^2d^2}{e^2-1}$, so the transverse axis has length $\frac{2ed}{e^2-1}$ and the conjugate axis has length $\frac{2ed}{\sqrt{e^2-1}}$. Additionally, we verify that one focus is at (0, 0), and the formula given in Exercise 31 in Section 7.5 gives the eccentricity is e in this case as well. If $e = 1$, the equation $r = \frac{ed}{1-e\cos(\theta)}$ reduces to $r = \frac{d}{1-\cos(\theta)}$ which gives the rectangular equation $y^2 = 2d\left(x + \frac{d}{2}\right)$. This is a parabola with vertex $\left(-\frac{d}{2}, 0\right)$ opening to the right. In the language of Section 7.3, $4p = 2d$ so $p = \frac{d}{2}$, the focus is (0, 0), the focal diameter is $2d$ and the directrix is $x = -d$, as required. Hence, we have shown that in all cases, our 'new' understanding of 'conic section', 'focus', 'eccentricity' and 'directrix' as presented in Definition 11.1 correspond with the 'old' definitions given in Chapter 7.

Before we summarize our findings, we note that in order to arrive at our general equation of a conic $r = \frac{ed}{1-e\cos(\theta)}$, we assumed that the directrix was the line $x = -d$ for $d > 0$. We could have just as easily chosen the directrix to be $x = d, y = -d$ or $y = d$. As the reader can verify, in these cases we obtain the forms $r = \frac{ed}{1+e\cos(\theta)}, r = \frac{ed}{1-e\sin(\theta)}$ and $r = \frac{ed}{1+e\sin(\theta)}$, respectively. The key thing to remember is that in any of these cases, the directrix is always perpendicular to the major axis of an ellipse and it is always perpendicular to the transverse axis of the hyperbola. For parabolas, knowing the focus is (0, 0) and the directrix also tells us which way the parabola opens. We have established the following theorem.

Theorem 11.12

Suppose e and d are positive numbers. Then

- the graph of $r = \frac{ed}{1-e\cos(\theta)}$ is the graph of a conic section with directrix $x = -d$.
- the graph of $r = \frac{ed}{1+e\cos(\theta)}$ is the graph of a conic section with directrix $x = d$.
- the graph of $r = \frac{ed}{1-e\sin(\theta)}$ is the graph of a conic section with directrix $y = -d$.
- the graph of $r = \frac{ed}{1+e\sin(\theta)}$ is the graph of a conic section with directrix $y = d$.

In each case above, (0, 0) is a focus of the conic and the number e is the eccentricity of the conic.

- If $0 < e < 1$, the graph is an ellipse whose major axis has length $\frac{2ed}{1-e^2}$ and whose minor axis has length $\frac{2ed}{\sqrt{1-e^2}}$
- If $e = 1$, the graph is a parabola whose focal diameter is $2d$.
- If $e > 1$, the graph is a hyperbola whose transverse axis has length $\frac{2ed}{e^2-1}$ and whose conjugate axis has length $\frac{2ed}{\sqrt{e^2-1}}$.

We test out Theorem 11.12 in the next example.

Example 11.6.4

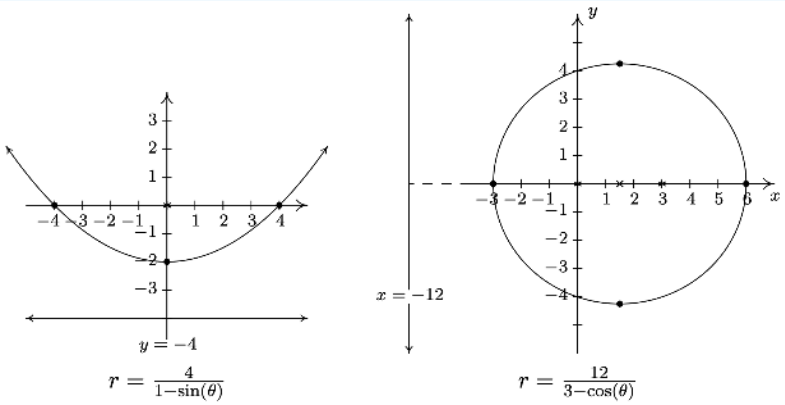
Sketch the graphs of the following equations.

1. $r = \frac{4}{1-\sin(\theta)}$
2. $r = \frac{12}{3-\cos(\theta)}$
3. $r = \frac{6}{1+2\sin(\theta)}$

Solution

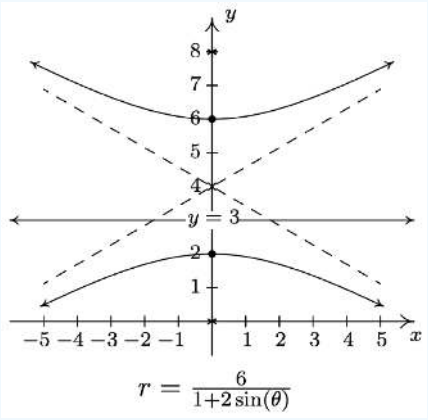
1. From $r = \frac{4}{1-\sin(\theta)}$, we first note $e = 1$ which means we have a parabola on our hands. Since $ed = 4$, we have $d = 4$ and considering the form of the equation, this puts the directrix at $y = -4$. Since the focus is at (0, 0), we know that the vertex is located at the point (in rectangular coordinates) (0, −2) and must open upwards. With $d = 4$, we have a focal diameter of $2d = 8$, so the parabola contains the points (±4, 0). We graph $r = \frac{4}{1-\sin(\theta)}$ below.
2. We first rewrite $r = \frac{12}{3-\cos(\theta)}$ in the form found in Theorem 11.12, namely $r = \frac{4}{1-(1/3)\cos(\theta)}$. Since $e = \frac{1}{3}$ satisfies $0 < e < 1$, we know that the graph of this equation is an ellipse. Since $ed = 4$, we have $d = 12$ and, based on the form of the equation, the directrix is $x = -12$. This means that the ellipse has its major axis along the x-axis. We can find the vertices of the ellipse by finding the points of the ellipse which lie on the x-axis. We find $r(0) = 6$ and $r(\pi) = 3$ which correspond to the rectangular points (−3, 0) and (6, 0), so these are our vertices. The center of the ellipse is the midpoint of the vertices, which in this case is $\left(\frac{3}{2}, 0\right)$.[8] We know one focus is (0, 0), which is $\frac{3}{2}$ from the center $\left(\frac{3}{2}, 0\right)$ and this allows us

to find the other focus (3, 0), even though we are not asked to do so. Finally, we know from Theorem 11.12 that the length of the minor axis is $\frac{2ed}{\sqrt{1-e^2}} = \frac{4}{\sqrt{1-(1/3)^2}} = 6\sqrt{3}$ which means the endpoints of the minor axis are $\left(\frac{3}{2}, \pm 3\sqrt{2}\right)$. We now have everything we need to graph $r = \frac{12}{3-\cos(\theta)}$.



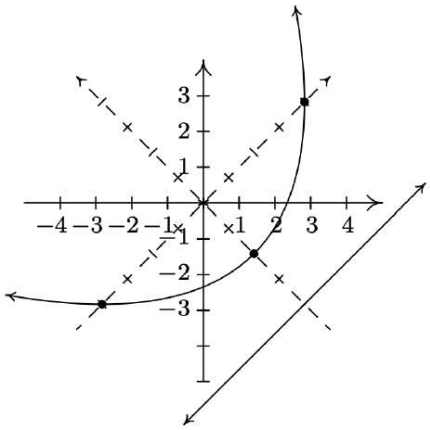
$r = \frac{4}{1-\sin(\theta)}$ $r = \frac{12}{3-\cos(\theta)}$

3. From $r = \frac{6}{1+2\sin(\theta)}$ we get $e = 2 > 1$ so the graph is a hyperbola. Since $ed = 6$, we get $d = 3$, and from the form of the equation, we know the directrix is $y = 3$. This means the transverse axis of the hyperbola lies along the y-axis, so we can find the vertices by looking where the hyperbola intersects the y-axis. We find $r\left(\frac{\pi}{2}\right) = 2$ and $r\left(\frac{3\pi}{2}\right) = -6$. These two points correspond to the rectangular points (0, 2) and (0, 6) which puts the center of the hyperbola at (0, 4). Since one focus is at (0, 0), which is 4 units away from the center, we know the other focus is at (0, 8). According to Theorem 11.12, the conjugate axis has a length of $\frac{2ed}{\sqrt{e^2-1}} = \frac{(2)(6)}{\sqrt{2^2-1}} = 4\sqrt{3}$. Putting this together with the location of the vertices, we get that the asymptotes of the hyperbola have slopes $\pm\frac{2}{2\sqrt{3}} = \pm\frac{\sqrt{3}}{3}$. Since the center of the hyperbola is (0, 4), the asymptotes are $y = \pm\frac{\sqrt{3}}{3}x + 4$. We graph the hyperbola below.



$r = \frac{6}{1+2\sin(\theta)}$

In light of Section 11.6.1, the reader may wonder what the rotated form of the conic sections would look like in polar form. We know from Exercise 65 in Section 11.5 that replacing θ with $(\theta - \phi)$ in an expression $r = f(\theta)$ rotates the graph of $r = f(\theta)$ counter-clockwise by an angle ϕ. For instance, to graph $r = \frac{4}{1-\sin\left(\theta-\frac{\pi}{4}\right)}$ all we need to do is rotate the graph of $r = \frac{4}{1-\sin(\theta)}$, which we obtained in Example 11.6.4 number 1, counter-clockwise by $\frac{\pi}{4}$ radians, as shown below.



$$r = \frac{4}{1-\sin\left(\theta-\frac{\pi}{4}\right)}$$

Using rotations, we can greatly simplify the form of the conic sections presented in Theorem 11.12, since any three of the forms given there can be obtained from the fourth by rotating through some multiple of $\frac{\pi}{2}$. Since rotations do not affect lengths, all of the formulas for lengths Theorem 11.12 remain intact. In the theorem below, we also generalize our formula for conic sections to include circles centered at the origin by extending the concept of eccentricity to include $e = 0$. We conclude this section with the statement of the following theorem.

Theorem 11.13

Given constants $\ell > 0, e \geq 0$ and ϕ, the graph of the equation

$$r = \frac{\ell}{1-e\cos(\theta-\phi)}$$

is a conic section with eccentricity e and one focus at (0, 0).

- If $e = 0$, the graph is a circle centered at (0, 0) with radius ℓ.
- If $e \neq 0$, then the conic has a focus at (0, 0) and the directrix contains the point with polar coordinates $(-d, \phi)$ where $d = \frac{\ell}{e}$.
  - If $0 < e < 1$, the graph is an ellipse whose major axis has length $\frac{2ed}{1-e^2}$ and whose minor axis has length $\frac{2ed}{\sqrt{1-e^2}}$
  - If $e = 1$, the graph is a parabola whose focal diameter is $2d$.
  - If $e > 1$, the graph is a hyperbola whose transverse axis has length $\frac{2ed}{e^2-1}$ and whose conjugate axis has length $\frac{2ed}{\sqrt{e^2-1}}$.

[1] Sound familiar? In Section 11.4, the equations $x = r\cos(\theta)$ and $y = r\sin(\theta)$ make it easy to convert points from polar coordinates into rectangular coordinates, and they make it easy to convert equations from rectangular coordinates into polar coordinates.

[2] We could, of course, interchange the roles of x and x', y and y' and replace ϕ with $-\phi$ to get x' and y' in terms of x and y, but that seems like cheating. The matrix A introduced here is revisited in the Exercises.

[3] The reader is invited to think about the case $\sin(2\theta) = 0$ geometrically. What happens to the axes in this case?

[4] As usual, there are infinitely many solutions to $\tan(\theta) = \frac{3}{4}$. We choose the acute angle $\theta = \arctan\left(\frac{3}{4}\right)$. The reader is encouraged to think about why there is always at least one acute answer to $\cot(2\theta) = \frac{A-C}{B}$ and what this means geometrically in terms of what we are trying to accomplish by rotating the axes. The reader is also encouraged to keep a sharp lookout for the angles which satisfy $\tan(\theta) = -\frac{4}{3}$ in our final graph. (Hint: $\left(\frac{3}{4}\right)\left(-\frac{4}{3}\right) = -1$.)

[5] We hope that someday you get to see why this works the way it does.

[6] Turn $r = e(d + r\cos(\theta))$ into $r = e(d + x)$ and square both sides to get $r^2 = e^2(d + x)^2$. Replace r^2 with $x^2 + y^2$, expand $(d + x)^2$, combine like terms, complete the square on x and clean things up.

[7] Since, $e > 1$ in this case, $1 - e^2 < 0$. Hence, we rewrite $\left(1 - e^2\right)^2 = \left(e^2 - 1\right)^2$ to help simplify things later on.

[8] As a quick check, we have from Theorem 11.12 the major axis should have length $\frac{2ed}{1-e^2} = \frac{(2)(4)}{1-(1/3)^2} = 9$.

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11.6E: Exercises

Graph the following equations.

1. $x^2+2xy+y^2-x\sqrt{2}+y\sqrt{2}-6=0$
2. $7x^2-4xy\sqrt{3}+3y^2-2x-2y\sqrt{3}-5=0$
3. $5x^2+6xy+5y^2-4\sqrt{2}x+4\sqrt{2}y=0$
4. $x^2+2\sqrt{3}xy+3y^2+2\sqrt{3}x-2y-16=0$
5. $13x^2-34xy\sqrt{3}+47y^2-64=0$
6. $x^2-2\sqrt{3}xy-y^2+8=0$
7. $x^2-4xy+4y^2-2x\sqrt{5}-y\sqrt{5}=0$
8. $8x^2+12xy+17y^2-20=0$

Graph the following equations.

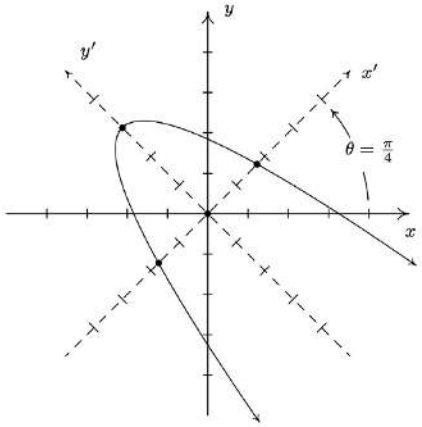
9. $r=\frac{2}{1-\cos(\theta)}$
10. $r=\frac{3}{2+\sin(\theta)}$
11. $r=\frac{3}{2-\cos(\theta)}$
12. $r=\frac{2}{1+\sin(\theta)}$
13. $r=\frac{4}{1+3\cos(\theta)}$
14. $r=\frac{2}{1-2\sin(\theta)}$
15. $r=\frac{2}{1+\sin\left(\theta-\frac{\pi}{3}\right)}$
16. $r=\frac{6}{3-\cos\left(\theta+\frac{\pi}{4}\right)}$

The matrix $A(\theta)=\begin{bmatrix}\cos(\theta) & -\sin(\theta)\\ \sin(\theta) & \cos(\theta)\end{bmatrix}$ is called a **rotation matrix**. We've seen this matrix most recently in the proof of used in the proof of Theorem 11.9.

17. Show the matrix from Example 8.3.3 in Section 8.3 is none other than $A\left(\frac{\pi}{4}\right)$.
18. Discuss with your classmates how to use $A(\theta)$) to rotate points in the plane.
19. Using the even / odd identities for cosine and sine, show $A(\theta)^{-1}=A(-\theta)$. Interpret this geometrically.

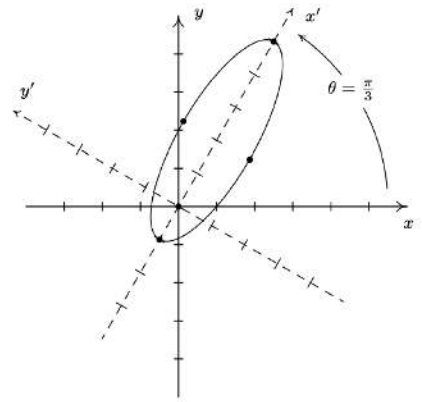
11.6.4 Answers

1. $x^2+2xy+y^2-x\sqrt{2}+y\sqrt{2}-6=0$ becomes $(x')^2=-(y'-3)$ after rotating counter-clockwise through $\theta=\frac{\pi}{4}$.



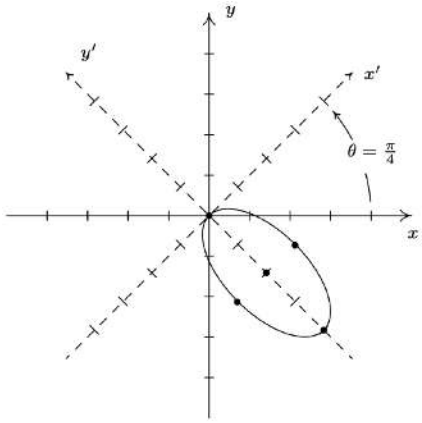
$x^2+2xy+y^2-x\sqrt{2}+y\sqrt{2}-6=0$

2. $7x^2-4xy\sqrt{3}+3y^2-2x-2y\sqrt{3}-5=0$ becomes $\frac{(x'-2)^2}{9}+(y')^2=1$ after rotating counter-clockwise through $\theta=\frac{\pi}{3}$



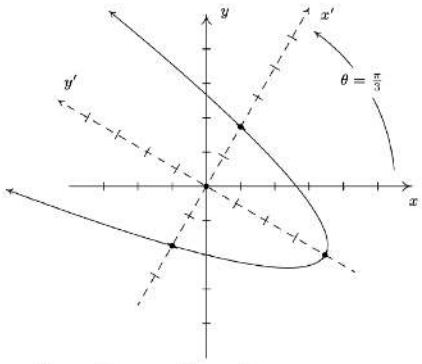
$7x^2 - 4xy\sqrt{3} + 3y^2 - 2x - 2y\sqrt{3} - 5 = 0$

3. $5x^2 + 6xy + 5y^2 - 4\sqrt{2}x + 4\sqrt{2}y = 0$ becomes $(x')^2 + \frac{(y'+2)^2}{4} = 1$ after rotating counter-clockwise through $\theta = \frac{\pi}{4}$.



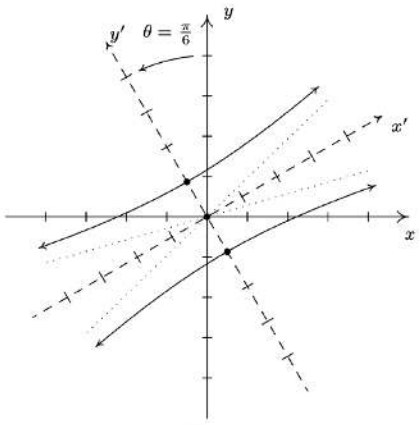
$5x^2 + 6xy + 5y^2 - 4\sqrt{2}x + 4\sqrt{2}y = 0$

4. $x^2 + 2\sqrt{3}xy + 3y^2 + 2\sqrt{3}x - 2y - 16 = 0$ becomes $(x')^2 = y' + 4$ after rotating counter-clockwise through $\theta = \frac{\pi}{3}$



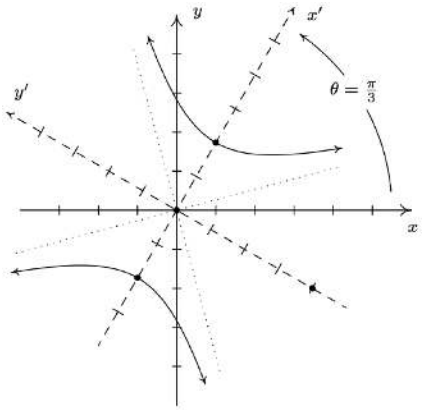
$x^2 + 2\sqrt{3}xy + 3y^2 + 2\sqrt{3}x - 2y - 16 = 0$

5. $13x^2 - 34xy\sqrt{3} + 47y^2 - 64 = 0$ becomes $(y')^2 - \frac{(x')^2}{16} = 1$ after rotating counter-clockwise through $\theta = \frac{\pi}{6}$.



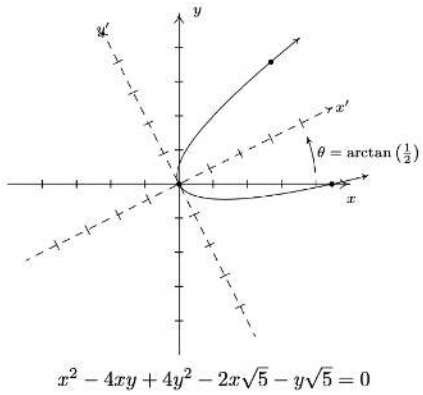
$13x^2 - 34xy\sqrt{3} + 47y^2 - 64 = 0$

6. $x^2 - 2\sqrt{3}xy - y^2 + 8 = 0$ becomes $\frac{(x')^2}{4} - \frac{(y')^2}{4} = 1$ after rotating counter-clockwise through $\theta = \frac{\pi}{3}$



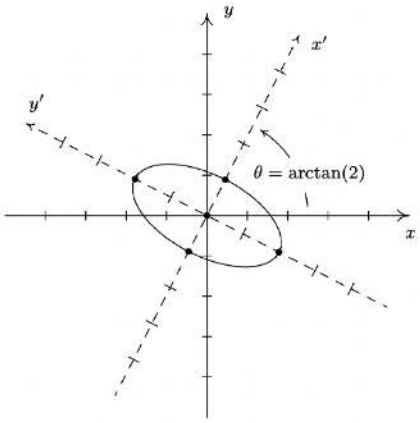
$x^2 - 2\sqrt{3}xy - y^2 + 8 = 0$

7. $x^2 - 4xy + 4y^2 - 2x\sqrt{5} - y\sqrt{5} = 0$ becomes $(y')^2 = x$ after rotating counter-clockwise through $\theta = \arctan\left(\frac{1}{2}\right)$.



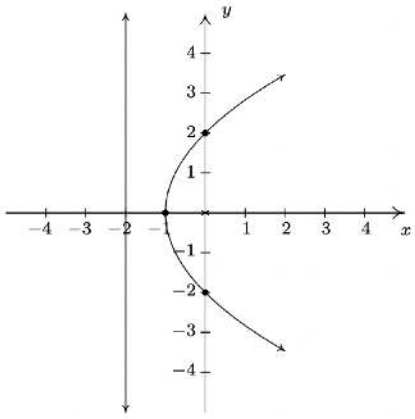
$x^2 - 4xy + 4y^2 - 2x\sqrt{5} - y\sqrt{5} = 0$

8. $8x^2 + 12xy + 17y^2 - 20 = 0$ becomes $(x')^2 + \frac{(y')^2}{4} = 1$ after rotating counter-clockwise through $\theta = \arctan(2)$

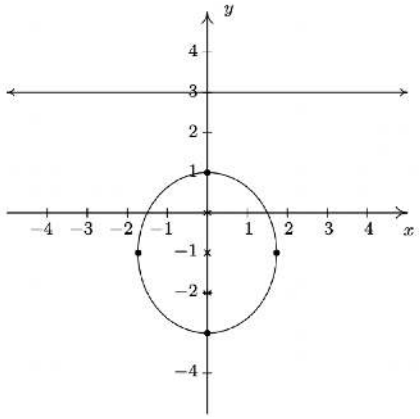


$8x^2 + 12xy + 17y^2 - 20 = 0$

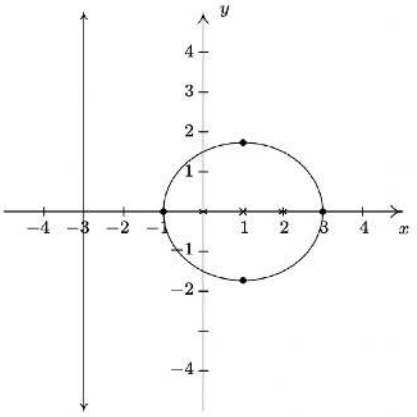
9. $r = \frac{2}{1-\cos(\theta)}$ is a parabola directrix $x = -2$, vertex $(-1, 0)$ focus $(0, 0)$, focal diameter 4



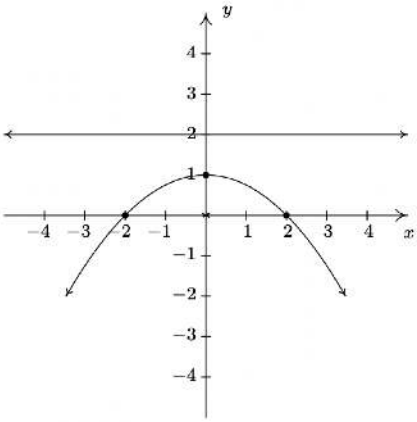
10. $r = \frac{3}{2+\sin(\theta)} = \frac{\frac{3}{2}}{1+\frac{1}{2}\sin(\theta)}$ is an ellipse directrix $y = 3$, vertices $(0, 1)$, $(0, -3)$ center $(0, -2)$, foci $(0, 0)$, $(0, -2)$ minor axis length $2\sqrt{3}$



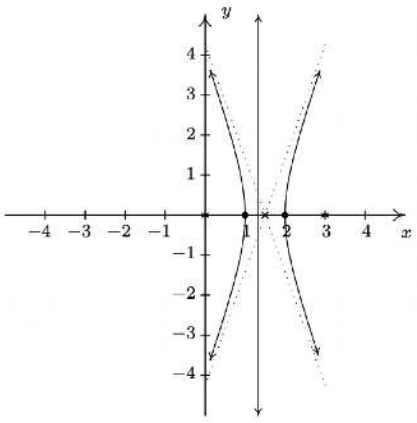
11. $r = \frac{3}{2-\cos(\theta)} = \frac{\frac{3}{2}}{1-\frac{1}{2}\cos(\theta)}$ is an ellipse directrix $x = -3$, vertices $(-1, 0)$, $(3, 0)$ center $(1, 0)$, foci $(0, 0)$, $(2, 0)$ minor axis length $2\sqrt{3}$



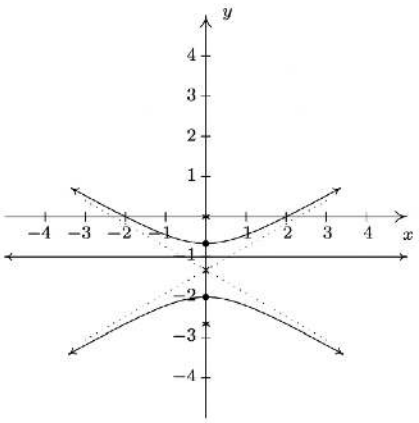
12. $r = \frac{2}{1+\sin(\theta)}$ is a parabola directrix $y = 2$, vertex (0, 1) focus (0, 0), focal diameter 4



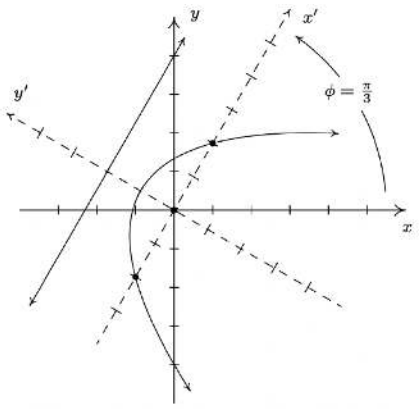
13. $r = \frac{4}{1+3\cos(\theta)}$ is a hyperbola directrix $x = \frac{4}{3}$, vertices (1, 0), (2, 0) center $\left(\frac{3}{2}, 0\right)$, foci (0, 0), (3, 0) conjugate axis length $2\sqrt{2}$



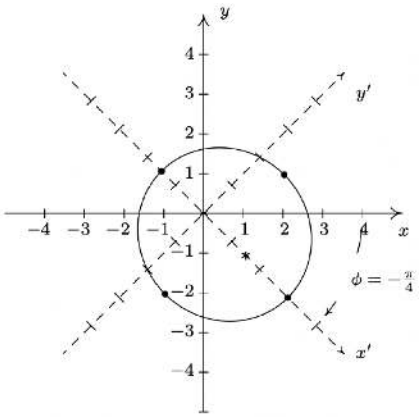
14. $r = \frac{2}{1-2\sin(\theta)}$ is a hyperbola directrix $y = -1$, vertices $\left(0, -\frac{2}{3}\right), (0, -2)$ center $\left(0, -\frac{4}{3}\right)$, foci $(0, 0), \left(0, -\frac{8}{3}\right)$ conjugate axis length $\frac{2\sqrt{3}}{3}$



15. $r=\frac{2}{1+\sin\left(\theta-\frac{\pi}{3}\right)}$ is the parabola $r=\frac{2}{1+\sin(\theta)}$ rotated through $\phi=\frac{\pi}{3}$



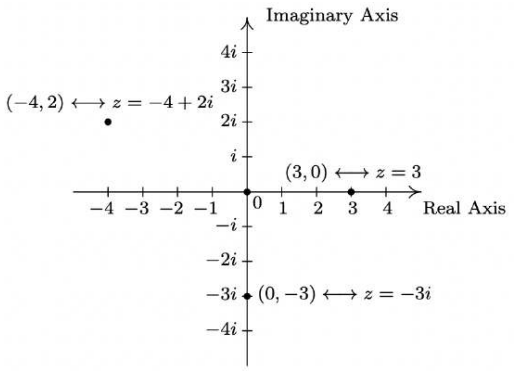
16. $r=\frac{6}{3-\cos\left(\theta+\frac{\pi}{4}\right)}$ is the ellipse $r=\frac{6}{3-\cos(\theta)}=\frac{2}{1-\frac{1}{3}\cos(\theta)}$ rotated through $\phi=-\frac{\pi}{4}$



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11.7: Polar Form of Complex Numbers

In this section, we return to our study of complex numbers which were first introduced in Section 3.4. Recall that a **complex number** is a number of the form $z = a + bi$ where a and b are real numbers and i is the imaginary unit defined by $i = \sqrt{-1}$. The number a is called the **real part** of z, denoted $\text{Re}(z)$, while the real number b is called the **imaginary part** of z, denoted $\text{Im}(z)$. From Intermediate Algebra, we know that if $z = a + bi = c + di$ where a, b, c and d are real numbers, then $a = c$ and $b = d$, which means $\text{Re}(z)$ and $\text{Im}(z)$ are well-defined.[1] To start off this section, we associate each complex number $z = a + bi$ with the point (a, b) on the coordinate plane. In this case, the x-axis is relabeled as the **real axis**, which corresponds to the real number line as usual, and the y-axis is relabeled as the **imaginary axis**, which is demarcated in increments of the imaginary unit i. The plane determined by these two axes is called the **complex plane**.



The Complex Plane

Since the ordered pair (a, b) gives the rectangular coordinates associated with the complex number $z = a + bi$, the expression $z = a + bi$ is called the **rectangular form** of z. Of course, we could just as easily associate z with a pair of polar coordinates (r, θ). Although it is not as straightforward as the definitions of $\text{Re}(z)$ and $\text{Im}(z)$, we can still give r and θ special names in relation to z.

Definition 11.2. The Modulus and Argument of Complex Numbers

Let $z = a + bi$ be a complex number with a = Re(z) and b = Im(z). Let (r, θ) be a polar representation of the point with rectangular coordinates (a, b) where $r \geq 0$.

- The modulus of z, denoted $|z|$, is defined by $|z| = r$.
- The angle θ is an argument of z. The set of all arguments of z is denoted arg(z).
- If $z \neq 0$ and $-\pi < \theta \leq \pi$, then θ is the **principal argument** of z, written $\theta = \text{Arg}(z)$.

Some remarks about Definition 11.2 are in order. We know from Section 11.4 that every point in the plane has infinitely many polar coordinate representations (r, θ) which means it's worth our time to make sure the quantities 'modulus', 'argument' and 'principal argument' are well-defined. Concerning the modulus, if $z = 0$ then the point associated with z is the origin. In this case, the only r-value which can be used here is $r = 0$. Hence for $z = 0$, $|z| = 0$ is well-defined. If $z \neq 0$, then the point associated with z is not the origin, and there are two possibilities for r: one positive and one negative. However, we stipulated $r \geq 0$ in our definition so this pins down the value of $|z|$ to one and only one number. Thus the modulus is well-defined in this case, too.[2] Even with the requirement $r \geq 0$, there are infinitely many angles θ which can be used in a polar representation of a point (r, θ). If $z \neq 0$ then the point in question is not the origin, so all of these angles θ are coterminal. Since coterminal angles are exactly 2π radians apart, we are guaranteed that only one of them lies in the interval $(-\pi, \pi]$, and this angle is what we call the principal argument of z, $\text{Arg}(z)$. In fact, the set $\text{arg}(z)$ of all arguments of z can be described using set-builder notation as $\text{arg}(z) = \{\text{Arg}(z) + 2\pi k \mid k \text{ is an integer}\}$. Note that since $\text{arg}(z)$ is a set, we will write '$\theta \in \text{arg}(z)$' to mean 'θ is in[3] the set of arguments of z'. If $z = 0$ then the point in question is the origin, which we know can be represented in polar coordinates as $(0, \theta)$ for any angle θ. In this case, we have $\text{arg}(0) = (-\infty, \infty)$ and since there is no one value of θ which lies $(-\pi, \pi]$, we leave $\text{Arg}(0)$ undefined.[4] It is time for an example.

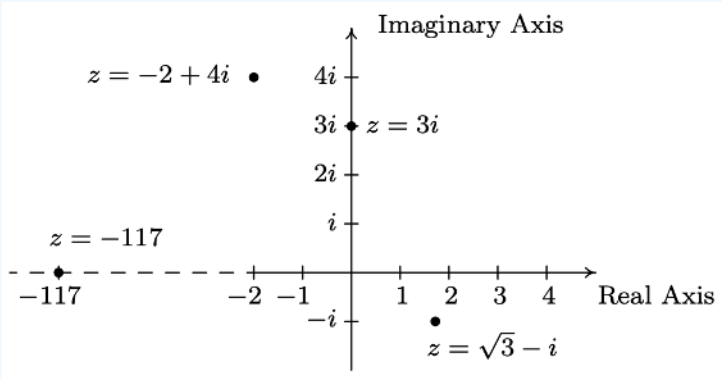
Example 11.7.1

For each of the following complex numbers find $\mathrm{Re}(z)$, $\mathrm{Im}(z)$, $|z|$, $\arg(z)$ and $\mathrm{Arg}(z)$. Plot z in the complex plane.

1. $z = \sqrt{3} - i$
2. $z = -2 + 4i$
3. $z = 3i$
4. $z = -117$

Solution

1. For $z = \sqrt{3} - i = \sqrt{3} + (-1)i$, we have $\mathrm{Re}(z) = \sqrt{3}$ and $\mathrm{Im}(z) = -1$. To find $|z|$, $\arg(z)$ and $\mathrm{Arg}(z)$, we need to find a polar representation (r, θ) with $r \geq 0$ for the point $P(\sqrt{3}, -1)$ associated with z. We know $r^2 = (\sqrt{3})^2 + (-1)^2 = 4$, so $r = \pm 2$. Since we require $r \geq 0$, we choose $r = 2$, so $|z| = 2$. Next, we find a corresponding angle θ. Since $r > 0$ and P lies in Quadrant IV, θ is a Quadrant IV angle. We know $\tan(\theta) = \frac{-1}{\sqrt{3}} = -\frac{\sqrt{3}}{3}$, so $\theta = -\frac{\pi}{6} + 2\pi k$ for integers k. Hence, $\arg(z) = \left\{ -\frac{\pi}{6} + 2\pi k \mid k \text{ is an integer} \right\}$. Of these values, only $\theta = -\frac{\pi}{6}$ satisfies the requirement that $-\pi < \theta \leq \pi$, hence $\mathrm{Arg}(z) = -\frac{\pi}{6}$.
2. The complex number $z = -2 + 4i$ has $\mathrm{Re}(z) = -2, \mathrm{Im}(z) = 4$, and is associated with the point $P(-2, 4)$. Our next task is to find a polar representation for P where $r \geq 0$. Running through the usual calculations gives $r = 2\sqrt{5}$, so $|z| = 2\sqrt{5}$. To find θ, we get $\tan(\theta) = -2$, and since $r > 0$ and P lies in Quadrant II, we know θ is a Quadrant II angle. We find $\theta = \pi + \arctan(-2) + 2\pi k$, or, more succinctly $\theta = \pi - \arctan(2) + 2\pi k$ for integers k. Hence $\arg(z) = \{\pi - \arctan(2) + 2\pi k \mid k \text{ is an integer}\}$. Only $\theta = \pi - \arctan(2)$ satisfies the requirement $-\pi < \theta \leq \pi$, so $\mathrm{Arg}(z) = \pi - \arctan(2)$.
3. We rewrite $z = 3i as z = 0 + 3i$ to find $\mathrm{Re}(z) = 0$ and $\mathrm{Im}(z) = 3$. The point in the plane which corresponds to z is (0, 3) and while we could go through the usual calculations to find the required polar form of this point, we can almost 'see' the answer. The point (0, 3) lies 3 units away from the origin on the positive y-axis. Hence, $r = |z| = 3$ and $\theta = \frac{\pi}{2} + 2\pi k$ for integers k. We get $\arg(z) = \left\{ \frac{\pi}{2} + 2\pi k \mid k \text{ is an integer} \right\}$ and $\mathrm{Arg}(z) = \frac{\pi}{2}$.
4. As in the previous problem, we write $z = -117 = -117 + 0i$ so $\mathrm{Re}(z) = -117$ and $\mathrm{Im}(z) = 0$. The number $z = -117$ corresponds to the point (−117, 0), and this is another instance where we can determine the polar form 'by eye'. The point (−117, 0) is 117 units away from the origin along the negative x-axis. Hence, $r = |z| = 117$ and $\theta = \pi + 2\pi = (2k+1)\pi k$ for integers k. We have $\arg(z) = \{(2k+1)\pi \mid k \text{ is an integer}\}$. Only one of these values, $\theta = \pi$, just barely lies in the interval $(-\pi, \pi]$ which means and $\mathrm{Arg}(z) = \pi$. We plot z along with the other numbers in this example below.



Now that we've had some practice computing the modulus and argument of some complex numbers, it is time to explore their properties. We have the following theorem.

Theorem 11.14. Properties of the Modulus

Let z and w be complex numbers.

- $|z|$ is the distance from z to 0 in the complex plane
- $|z| \geq 0$ and $|z| = 0$ if and only if $z = 0$

- $|z| = \sqrt{\text{Re}(z)^2 + \text{Im}(z)^2}$
- Product Rule: $|zw| = |z||w|$
- Power Rule: $|z^n| = |z|^n$ for all natural numbers, n
- Quotient Rule: $\left|\frac{z}{w}\right| = \frac{|z|}{|w|}$, provided $w \neq 0$

To prove the first three properties in Theorem 11.14, suppose $z = a + bi$ where a and b are real numbers. To determine $|z|$, we find a polar representation (r, θ) with $r \geq 0$ for the point (a, b). From Section 11.4, we know $r^2 = a^2 + b^2$ so that $r = \pm\sqrt{a^2 + b^2}$. Since we require $r \geq 0$, then it must be that $r = \sqrt{a^2 + b^2}$, which means $|z| = \sqrt{a^2 + b^2}$. Using the distance formula, we find the distance from (0, 0) to (a, b) is also $\sqrt{a^2 + b^2}$, establishing the first property.[5] For the second property, note that since $|z|$ is a distance, $|z| \geq 0$. Furthermore, $|z| = 0$ if and only if the distance from z to 0 is 0, and the latter happens if and only if $z = 0$, which is what we were asked to show.[6] For the third property, we note that since $a = \text{Re}(z)$ and $b = \text{Im}(z)$, $z = \sqrt{a^2 + b^2} = \sqrt{\text{Re}(z)^2 + \text{Im}(z)^2}$.

To prove the product rule, suppose $z = a + bi$ and $w = c + di$ for real numbers a, b, c and d. Then $zw = (a + bi)(c + di)$. After the usual arithmetic[7] we get $zw = (ac - bd) + (ad + bc)i$. Therefore,

$$\begin{aligned}
|zw| &= \sqrt{(ac - bd)^2 + (ad + bc)^2} \\
&= \sqrt{a^2c^2 - 2abcd + b^2d^2 + a^2d^2 + 2abcd + b^2c^2} && \text{Expand} \\
&= \sqrt{a^2c^2 + a^2d^2 + b^2c^2 + b^2d^2} && \text{Rearrange terms} \\
&= \sqrt{a^2\left(c^2 + d^2\right) + b^2\left(c^2 + d^2\right)} && \text{Factor} \\
&= \sqrt{\left(a^2 + b^2\right)\left(c^2 + d^2\right)} && \text{Factor} \\
&= \sqrt{a^2 + b^2}\sqrt{c^2 + d^2} && \text{Product Rule for Radicals} \\
&= |z||w| && \text{Definition of } |z| \text{ and } |w|
\end{aligned}$$

Hence $|zw| = |z||w|$ as required.

Now that the Product Rule has been established, we use it and the Principle of Mathematical Induction[8] to prove the power rule. Let $P(n)$ be the statement $|z^n| = |z|^n$. Then $P(1)$ is true since $|z^1| = |z| = |z|^1$. Next, assume $P(k)$ is true. That is, assume $|z^k| = |z|^k$ for some $k \geq 1$. Our job is to show that $P(k+1)$ is true, namely $|z^{k+1}| = |z|^{k+1}$. As is customary with induction proofs, we first try to reduce the problem in such a way as to use the Induction Hypothesis.

$$\begin{aligned}
|z^{k+1}| &= |z^k z| && \text{Properties of Exponents} \\
&= |z^k|\,|z| && \text{Product Rule} \\
&= |z|^k|z| && \text{Induction Hypothesis} \\
&= |z|^{k+1} && \text{Properties of Exponents}
\end{aligned}$$

Hence, $P(k+1)$ is true, which means $|z^n| = |z|^n$ is true for all natural numbers n.

Like the Power Rule, the Quotient Rule can also be established with the help of the Product Rule.

We assume $w \neq 0$ (so $|w| \neq 0$) and we get

$$\begin{aligned}
\left|\frac{z}{w}\right| &= \left|(z)\left(\frac{1}{w}\right)\right| \\
&= |z|\left|\frac{1}{w}\right| \quad \text{Product Rule.}
\end{aligned}$$

Hence, the proof really boils down to showing $\left|\frac{1}{w}\right| = \frac{1}{|w|}$. This is left as an exercise.

Next, we characterize the argument of a complex number in terms of its real and imaginary parts.

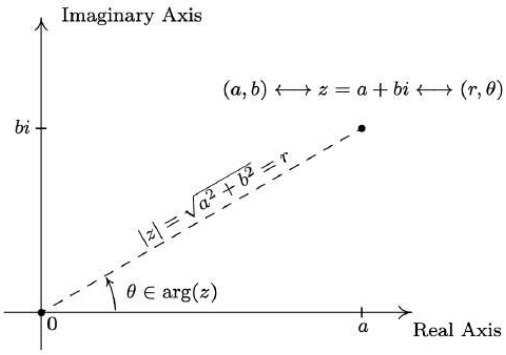
Theorem 11.15. Properties of the Argument

Let z be a complex number.

- If $\text{Re}(z) \neq 0$ and $\theta \in \arg(z)$, then $\tan(\theta) = \frac{\text{Im}(z)}{\text{Re}(z)}$.
- If $\text{Re}(z) = 0$ and $\text{Im}(z) > 0$, then $\arg(z) = \left\{ \frac{\pi}{2} + 2\pi k \mid k \text{ is an integer} \right\}$.
- If $\text{Re}(z) = 0$ and $\text{Im}(z) < 0$, then $\arg(z) = \left\{ -\frac{\pi}{2} + 2\pi k \mid k \text{ is an integer} \right\}$.
- If $\text{Re}(z) = \text{Im}(z) = 0$, then $z = 0$ and $\arg(z) = (-\infty, \infty)$.

To prove Theorem 11.15, suppose $z = a + bi$ for real numbers a and b. By definition, $a = \text{Re}(z)$ and $b = \text{Im}(z)$, so the point associated with z is $(a, b) = (\text{Re}(z), \text{Im}(z))$. From Section 11.4, we know that if (r, θ) is a polar representation for $(\text{Re}(z), \text{Im}(z))$, then $\tan(\theta) = \frac{\text{Im}(z)}{\text{Re}(z)}$, provided $\text{Re}(z) \neq 0$. If $\text{Re}(z) = 0$ and $\text{Im}(z) > 0$, then z lies on the positive imaginary axis. Since we take r > 0, we have that θ is coterminal with $\frac{\pi}{2}$, and the result follows. If $\text{Re}(z) = 0$ and $\text{Im}(z) < 0$, then z lies on the negative imaginary axis, and a similar argument shows θ is coterminal with $-\frac{\pi}{2}$. The last property in the theorem was already discussed in the remarks following Definition 11.2.

Our next goal is to completely marry the Geometry and the Algebra of the complex numbers. To that end, consider the figure below.



Polar coordinates, (r, θ) associated with $z = a + bi$ with $r \geq 0$.

We know from Theorem 11.7 that $a = r\cos(\theta)$ and $b = r\sin(\theta)$. Making these substitutions for a and b gives $z = a + bi = r\cos(\theta) + r\sin(\theta)i = r[\cos(\theta) + i\sin(\theta)]$. The expression '$\cos(\theta) + i\sin(\theta)$' is abbreviated $\text{cis}(\theta)$ so we can write $z = r\,\text{cis}(\theta)$. Since $r = |z|$ and $\theta \in \arg(z)$, we get

Definition 11.3. A Polar Form of a Complex Number

Suppose z is a complex number and $\theta \in \arg(z)$. The expression:

$$|z|\,\text{cis}(\theta) = |z|[\cos(\theta) + i\sin(\theta)]$$

is called a polar form for z.

Since there are infinitely many choices for $\theta \in \arg(z)$, there infinitely many polar forms for z, so we used the indefinite article 'a' in Definition 11.3. It is time for an example.

Example 11.7.2

1. Find the rectangular form of the following complex numbers. Find $\text{Re}(z)$ and $\text{Im}(z)$.
   a. $z = 4\,\text{cis}\left(\frac{2\pi}{3}\right)$
   b. $z = 2\,\text{cis}\left(-\frac{3\pi}{4}\right)$
   c. $z = 3\,\text{cis}(0)$
   d. $z = \text{cis}\left(\frac{\pi}{2}\right)$
2. Use the results from Example 11.7.1 to find a polar form of the following complex numbers.
   a. $z = \sqrt{3} - i$

b. $z = -2 + 4i$
c. $z = i$
d. $z = -117$

Solution

1. The key to this problem is to write out $\text{cis}(\theta)$ as $\cos(\theta) + i\sin(\theta)$.
   a. By definitition, $z = 4\,\text{cis}\left(\frac{2\pi}{3}\right) = 4\left[\cos\left(\frac{2\pi}{3}\right) + i\sin\left(\frac{2\pi}{3}\right)\right]$. After some simplifying, we get $z = -2 + 2i\sqrt{3}$, so that $\text{Re}(z) = -2$ and $\text{Im}(z) = 2\sqrt{3}$.
   b. Expanding, we get $z = 2\,\text{cis}\left(-\frac{3\pi}{4}\right) = 2\left[\cos\left(-\frac{3\pi}{4}\right) + i\sin\left(-\frac{3\pi}{4}\right)\right]$. From this, we find $z = -\sqrt{2} - i\sqrt{2}$, so $\text{Re}(z) = -\sqrt{2} = \text{Im}(z)$.
   c. We get $z = 3\,\text{cis}(0) = 3[\cos(0) + i\sin(0)] = 3$. Writing $3 = 3 + 0i$, we get $\text{Re}(z) = 3$ and $\text{Im}(z) = 0$, which makes sense seeing as 3 is a real number.
   d. Lastly, we have $z = \text{cis}\left(\frac{\pi}{2}\right) = \cos\left(\frac{\pi}{2}\right) + i\sin\left(\frac{\pi}{2}\right) = i$. Since $i = 0 + 1i$, we get $\text{Re}(z) = 0$ and $\text{Im}(z) = 1$. Since i is called the 'imaginary unit,' these answers make pect sense.
2. To write a polar form of a complex number z, we need two pieces of information: the modulus $|z|$ and an argument (not necessarily the principal argument) of z. We shamelessly mine our solution to Example 11.7.1 to find what we need.
   a. For $z = \sqrt{3} - i$, $|z| = 2$ and $\theta = -\frac{\pi}{6}$, so $z = 2\,\text{cis}\left(-\frac{\pi}{6}\right)$. We can check our answer by converting it back to rectangular form to see that it simplifies to $z = \sqrt{3} - i$.
   b. For $z = -2 + 4i$, $|z| = 2\sqrt{5}$ and $\theta = \pi - \arctan(2)$. Hence, $z = 2\sqrt{5}\,\text{cis}(\pi - \arctan(2))$. It is a good exercise to actually show that this polar form reduces to $z = -2 + 4i$.
   c. For $z = 3i$, $|z| = 3$ and $\theta = \frac{\pi}{2}$. In this case, $z = 3\,\text{cis}\left(\frac{\pi}{2}\right)$. This can be checked geometrically. Head out 3 units from 0 along the positive real axis. Rotating $\frac{\pi}{2}$ radians counter-clockwise lands you exactly 3 units above 0 on the imaginary axis at $z = 3i$.
   d. Last but not least, for $z = -117$, $|z| = 117$ and $\theta = \pi$. We get $z = 117\,\text{cis}(\pi)$. As with the previous problem, our answer is easily checked geometrically.

The following theorem summarizes the advantages of working with complex numbers in polar form.

Theorem 11.16. Products, Powers and Quotients Complex Numbers in Polar Form

Suppose z and w are complex numbers with polar forms $z = |z|\,\text{cis}(\alpha)$ and $w = |w|\,\text{cis}(\beta)$. Then

- **Product Rule**: $zw = |z||w|\,\text{cis}(\alpha + \beta)$
- **Power Rule** (DeMoivre's Theorem): $z^n = |z|^n\,\text{cis}(n\theta)$ for every natural number n
- **Quotient Rule**: $\frac{z}{w} = \frac{|z|}{|w|}\text{cis}(\alpha - \beta)$, provided $|w| \neq 0$

The proof of Theorem 11.16 requires a healthy mix of definition, arithmetic and identities. We first start with the product rule.

$$\begin{aligned} zw &= [|z|\,\text{cis}(\alpha)][|w|\,\text{cis}(\beta)] \\ &= |z||w|[\cos(\alpha) + i\sin(\alpha)][\cos(\beta) + i\sin(\beta)] \end{aligned}$$

We now focus on the quantity in brackets on the right hand side of the equation.

$$\begin{aligned} [\cos(\alpha) + i\sin(\alpha)][\cos(\beta) + i\sin(\beta)] &= \cos(\alpha)\cos(\beta) + i\cos(\alpha)\sin(\beta) \\ &\quad + i\sin(\alpha)\cos(\beta) + i^2\sin(\alpha)\sin(\beta) \\ &= \cos(\alpha)\cos(\beta) + i^2\sin(\alpha)\sin(\beta) && \text{Rearranging terms} \\ &\quad + i\sin(\alpha)\cos(\beta) + i\cos(\alpha)\sin(\beta) \\ &= (\cos(\alpha)\cos(\beta) - \sin(\alpha)\sin(\beta)) && \text{Since } i^2 = -1 \\ &\quad + i(\sin(\alpha)\cos(\beta) + \cos(\alpha)\sin(\beta)) && \text{Factor out } i \\ &= \cos(\alpha + \beta) + i\sin(\alpha + \beta) && \text{Sum identities} \\ &= \text{cis}(\alpha + \beta) && \text{Definition of 'cis'} \end{aligned}$$

Putting this together with our earlier work, we get $zw = |z||w|\,\text{cis}(\alpha + \beta)$, as required.

Moving right along, we next take aim at the Power Rule, better known as DeMoivre's Theorem.[9] We proceed by induction on n. Let $P(n)$ be the sentence $z^n = |z|^n \operatorname{cis}(n\theta)$. Then $P(1)$ is true, since $z^1 = z = |z| \operatorname{cis}(\theta) = |z|^1 \operatorname{cis}(1 \cdot \theta)$. We now assume $P(k)$ is true, that is, we assume $z^k = |z|^k \operatorname{cis}(k\theta)$ for some $k \geq 1$. Our goal is to show that $P(k+1)$ is true, or that $z^{k+1} = |z|^{k+1} \operatorname{cis}((k+1)\theta)$. We have

$$\begin{aligned} z^{k+1} &= z^k z && \text{Properties of Exponents} \\ &= \left(|z|^k \operatorname{cis}(k\theta)\right)(|z| \operatorname{cis}(\theta)) && \text{Induction Hypothesis} \\ &= \left(|z|^k |z|\right) \operatorname{cis}(k\theta + \theta) && \text{Product Rule} \\ &= |z|^{k+1} \operatorname{cis}((k+1)\theta) \end{aligned}$$

Hence, assuming $P(k)$ is true, we have that $P(k+1)$ is true, so by the Principle of Mathematical Induction, $z^n = |z|^n \operatorname{cis}(n\theta)$ for all natural numbers n.

The last property in Theorem 11.16 to prove is the quotient rule. Assuming $|w| \neq 0$ we have

$$\begin{aligned} \frac{z}{w} &= \frac{|z| \operatorname{cis}(\alpha)}{|w| \operatorname{cis}(\beta)} \\ &= \left(\frac{|z|}{|w|}\right) \frac{\cos(\alpha) + i \sin(\alpha)}{\cos(\beta) + i \sin(\beta)} \end{aligned}$$

Next, we multiply both the numerator and denominator of the right hand side by $(\cos(\beta) - i \sin(\beta))$ which is the complex conjugate of $(\cos(\beta) + i \sin(\beta))$ to get

$$\frac{z}{w} = \left(\frac{|z|}{|w|}\right) \frac{\cos(\alpha) + i \sin(\alpha)}{\cos(\beta) + i \sin(\beta)} \cdot \frac{\cos(\beta) - i \sin(\beta)}{\cos(\beta) - i \sin(\beta)}$$

If we let the numerator be $N = [\cos(\alpha) + i \sin(\alpha)][\cos(\beta) - i \sin(\beta)]$ and simplify we get

$$\begin{aligned} N &= [\cos(\alpha) + i \sin(\alpha)][\cos(\beta) - i \sin(\beta)] \\ &= \cos(\alpha)\cos(\beta) - i\cos(\alpha)\sin(\beta) + i\sin(\alpha)\cos(\beta) - i^2 \sin(\alpha)\sin(\beta) && \text{Expand} \\ &= [\cos(\alpha)\cos(\beta) + \sin(\alpha)\sin(\beta)] + i[\sin(\alpha)\cos(\beta) - \cos(\alpha)\sin(\beta)] && \text{Rearrange and Factor} \\ &= \cos(\alpha - \beta) + i \sin(\alpha - \beta) && \text{Difference Identities} \\ &= \operatorname{cis}(\alpha - \beta) && \text{Definition of 'cis'} \end{aligned}$$

If we call the denominator D then we get

$$\begin{aligned} D &= [\cos(\beta) + i \sin(\beta)][\cos(\beta) - i \sin(\beta)] \\ &= \cos^2(\beta) - i\cos(\beta)\sin(\beta) + i\cos(\beta)\sin(\beta) - i^2 \sin^2(\beta) && \text{Expand} \\ &= \cos^2(\beta) - i^2 \sin^2(\beta) && \text{Simplify} \\ &= \cos^2(\beta) + \sin^2(\beta) && \text{Again, } i^2 = -1 \\ &= 1 && \text{Pythagorean Identity} \end{aligned}$$

Putting it all together, we get

$$\begin{aligned} \frac{z}{w} &= \left(\frac{|z|}{|w|}\right) \frac{\cos(\alpha) + i \sin(\alpha)}{\cos(\beta) + i \sin(\beta)} \cdot \frac{\cos(\beta) - i \sin(\beta)}{\cos(\beta) - i \sin(\beta)} \\ &= \left(\frac{|z|}{|w|}\right) \frac{\operatorname{cis}(\alpha - \beta)}{1} \\ &= \frac{|z|}{|w|} \operatorname{cis}(\alpha - \beta) \end{aligned}$$

and we are done. The next example makes good use of Theorem 11.16.

Example 11.7.3

Let $z = 2\sqrt{3} + 2i$ and $w = -1 + i\sqrt{3}$. Use Theorem 11.16 to find the following.

1. zw
2. w^5
3. $\frac{z}{w}$

Write your final answers in rectangular form.

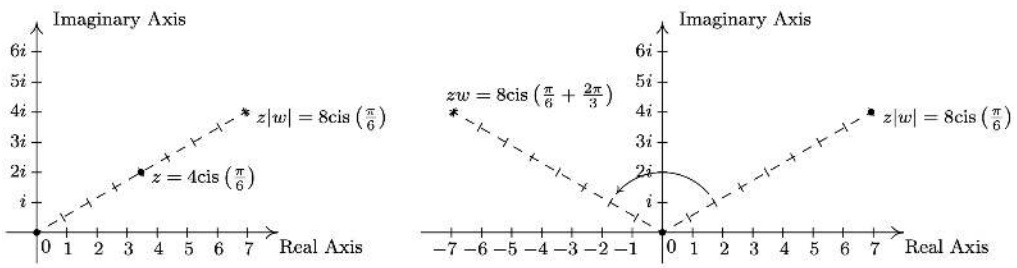
Solution

In order to use Theorem 11.16, we need to write z and w in polar form. For $z = 2\sqrt{3} + 2i$, we find $|z| = \sqrt{(2\sqrt{3})^2 + (2)^2} = \sqrt{16} = 4$. If $\theta \in \arg(z)$, we know $\tan(\theta) = \frac{\text{Im}(z)}{\text{Re}(z)} = \frac{2}{2\sqrt{3}} = \frac{\sqrt{3}}{3}$. Since z lies in Quadrant I, we have $\theta = \frac{\pi}{6} + 2\pi k$ for integers k. Hence, $z = 4\,\text{cis}\left(\frac{\pi}{6}\right)$. For $w = -1 + i\sqrt{3}$, we have $|w| = \sqrt{(-1)^2 + (\sqrt{3})^2} = 2$. For an argument θ of w, we have $\tan(\theta) = \frac{\sqrt{3}}{-1} = -\sqrt{3}$. Since w lies in Quadrant II, $\theta = \frac{2\pi}{3} + 2\pi k$ for integers k and $w = 2\,\text{cis}\left(\frac{2\pi}{3}\right)$. We can now proceed.

1. We get $zw = \left(4\,\text{cis}\left(\frac{\pi}{6}\right)\right)\left(2\,\text{cis}\left(\frac{2\pi}{3}\right)\right) = 8\,\text{cis}\left(\frac{\pi}{6} + \frac{2\pi}{3}\right) = 8\,\text{cis}\left(\frac{5\pi}{6}\right) = 8\left[\cos\left(\frac{5\pi}{6}\right) + i\sin\left(\frac{5\pi}{6}\right)\right]$.
2. We use DeMoivre's Theorem which yeilds $w^5 = \left[2\,\text{cis}\left(\frac{2\pi}{3}\right)\right]^5 = 2^5\,\text{cis}\left(5 \cdot \frac{2\pi}{3}\right) = 32\,\text{cis}\left(\frac{10\pi}{3}\right)$. Since $\frac{10\pi}{3}$ is coterminal with $\frac{4\pi}{3}$, we get $w^5 = 32\left[\cos\left(\frac{4\pi}{3}\right) + i\sin\left(\frac{4\pi}{3}\right)\right] = -16 - 16i\sqrt{3}$.
3. Last, but not least, we have $\frac{z}{w} = \frac{4\,\text{cis}\left(\frac{\pi}{6}\right)}{2\,\text{cis}\left(\frac{2\pi}{3}\right)} = \frac{4}{2}\text{cis}\left(\frac{\pi}{6} - \frac{2\pi}{3}\right) = 2\,\text{cis}\left(-\frac{\pi}{2}\right)$. Since $-\frac{\pi}{2}$ is a quadrantal angle, we can 'see' the rectangular form by moving out 2 units along the positive real axis, then rotating $\frac{\pi}{2}$ radians clockwise to arrive at the point 2 units below 0 on the imaginary axis. The long and short of it is that $\frac{z}{w} = -2i$.

Some remarks are in order. First, the reader may not be sold on using the polar form of complex numbers to multiply complex numbers – especially if they aren't given in polar form to begin with. Indeed, a lot of work was needed to convert the numbers z and w in Example 11.7.3 into polar form, compute their product, and convert back to rectangular form – certainly more work than is required $zw = (2\sqrt{3} + 2i)(-1 + i\sqrt{3})$ the old-fashioned way. However, Theorem 11.16 pays huge dividends when computing powers of complex numbers. Consider how we computed w^5 above and compare that to using the Binomial Theorem, Theorem 9.4, to accomplish the same feat by expanding $(-1 + i\sqrt{3})^5$. Division is tricky in the best of times, and we saved ourselves a lot of time and effort using Theorem 11.16 to find and simplify $\frac{z}{w}$ using their polar forms as opposed to starting with $\frac{2\sqrt{3}+2i}{-1+i\sqrt{3}}$, rationalizing the denominator, and so forth.

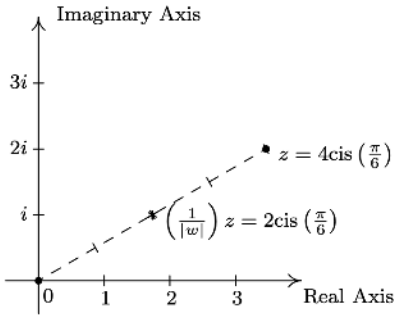
There is geometric reason for studying these polar forms and we would be derelict in our duties if we did not mention the Geometry hidden in Theorem 11.16. Take the product rule, If $z = |z|\,\text{cis}(\alpha)$ and $w = |w|\,\text{cis}(\beta)$, the formula $zw = |z||w|\,\text{cis}(\alpha + \beta)$ can be viewed geometrically as a two step process. The multiplication $|z|$ by $|w|$ can be interpreted as magnifying[10] the distance $|z|$ from z to 0, by the factor $|w|$. Adding the argument of w to the argument of z can be interpreted geometrically as a rotation of β radians counter-clockwise.[11] Focusing on z and w from Example 11.7.3, we can arrive at the product zw by plotting z, doubling its distance from 0 (since $|w| = 2$), and rotating $\frac{2\pi}{3}$ radians counter-clockwise. The sequence of diagrams below attempts to describe this process geometrically.



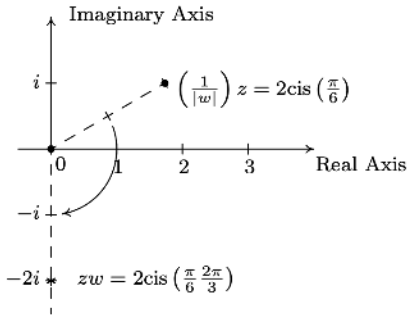
Multiplying z by $|w| = 2$. Rotating counter-clockwise by $\text{Arg}(w) = \frac{2\pi}{3}$ radians.

Visualizing zw for $z = 4\text{cis}\left(\frac{\pi}{6}\right)$ and $w = 2\text{cis}\left(\frac{2\pi}{3}\right)$.

We may also visualize division similarly. Here, the formula $\frac{z}{w} = \frac{|z|}{|w|}\text{cis}(\alpha - \beta)$ may be interpreted as shrinking[12] the distance from 0 to z by the factor $|w|$, followed up by a clockwise[13] rotation of β radians. In the case of z and w from Example 11.7.3, we arrive at $\frac{z}{w}$ by first halving the distance from 0 to z, then rotating clockwise $\frac{2\pi}{3}$ radians.



Dividing z by $|w| = 2$.



Rotating clockwise by $\text{Arg}(w) = \frac{2\pi}{3}$ radians.

Visualizing $\frac{z}{w}$ for $z = 4\text{cis}\left(\frac{\pi}{6}\right)$ and $w = 2\text{cis}\left(\frac{2\pi}{3}\right)$.

Our last goal of the section is to reverse DeMoivre's Theorem to extract roots of complex numbers.

Definition 11.4

Let z and w be complex numbers. If there is a natural number n such that $w^n = z$, then w is an nth root of z.

Unlike Definition 5.4 in Section 5.3, we do not specify one particular prinicpal n^{th} root, hence the use of the indefinite article 'an' as in 'an nth root of z'. Using this definition, both 4 and - 4 are square roots of 16, while $\sqrt{16}$ means the principal square root of 16 as in $\sqrt{16} = 4$. Suppose we wish to find all complex third (cube) roots of 8. Algebraically, we are trying to solve $w^3 = 8$. We know that there is only one real solution to this equation, namely $w = \sqrt[3]{8} = 2$, but if we take the time to rewrite this equation as $w^3 - 8 = 0$ and factor, we get $(w-2)\left(w^2 + 2w + 4\right) = 0$. The quadratic factor gives two more cube root $w = -1 \pm i\sqrt{3}$, for a total of three cube roots of 8. In accordance with Theorem 3.14, since the degree of $p(w) = w^3 - 8$ is three, there are three complex zeros, counting multiplicity. Since we have found three distinct zeros, we know these are all of the zeros, so there are exactly three distinct cube roots of 8. Let us now solve this same problem using the machinery developed in this section. To do so, we express $z = 8$ in polar form. Since $z = 8$ lies 8 units away on the positive real axis, we get $z = 8\,\text{cis}(0)$. If we let $w = |w|\,\text{cis}(\alpha)$ be a polar form of w, the equation $w^3 = 8$ becomes

$$\begin{aligned} w^3 &= 8 \\ (|w|\,\text{cis}(\alpha))^3 &= 8\,\text{cis}(0) \\ |w|^3\,\text{cis}(3\alpha) &= 8\,\text{cis}(0) \quad \text{DeMoivre's Theorem} \end{aligned}$$

The complex number on the left hand side of the equation corresponds to the point with polar coordinate $\left(|w|^3, 3\alpha\right)$, while the complex number on the right hand side corresponds to the point with polar coordinates (8, 0). Since $|w| \geq 0$, so is $|w|^3$, which means $\left(|w|^3, 3\alpha\right)$ and (8, 0) are two polar representations corresponding to the same complex number, both with positive r values. From Section 11.4, we know $|w|^3 = 8$ and $3\alpha = 0 + 2\pi k$ for integers k. Since $|w|$ is a real number, we solve $|w|^3 = 8$ by extracting the principal cube root to get $|w| = \sqrt[3]{8} = 2$. As for α, we get $\alpha = \frac{2\pi k}{3}$ for integers k. This produces three distinct points with polar coordinates corresponding to $k = 0$, 1 and 2: specifically $(2, 0)$, $\left(2, \frac{2\pi}{3}\right)$ and $\left(2, \frac{4\pi}{3}\right)$. These correspond to the complex numbers $w_0 = 2\,\text{cis}(0), w_1 = 2\,\text{cis}\left(\frac{2\pi}{3}\right)$ and $w_2 = 2\,\text{cis}\left(\frac{4\pi}{3}\right)$, respectively. Writing these out in rectangular form yields $w_0 = 2, w_1 = -1 + i\sqrt{3}$ and $w_2 = -1 - i\sqrt{3}$. While this process seems a tad more involved than our previous factoring approach, this procedure can be generalized to find, for example, all of the fifth roots of 32. (Try using Chapter 3 techniques on that!) If we start with a generic complex number in polar form $z = |z|\,\text{cis}(\theta)$ and solve $w^n = z$ in the same manner as above, we arrive at the following theorem.

Theorem 11.17. The nth roots of a Complex Number

Let $z \neq 0$ be a complex number with polar form $z = r\,\text{cis}(\theta)$. For each natural number n, z has n distinct n^{th} roots, which we denote by $w_0, w_1, \ldots, w_{n-1}$, and they are given by the formula

$$w_k = \sqrt[n]{r}\,\text{cis}\left(\frac{\theta}{n} + \frac{2\pi}{n}k\right)$$

The proof of Theorem 11.17 breaks into to two parts: first, showing that each w_k is an nth root, and second, showing that the set $\{w_k \mid k = 0, 1, \ldots, (n-1)\}$ consists of n different complex numbers. To show w_k is an nth root of z, we use DeMoivre's Theorem to show $(w_k)^n = z$.

$$\begin{aligned}(w_k)^n &= \left(\sqrt[n]{r}\,\text{cis}\left(\frac{\theta}{n} + \frac{2\pi}{n}k\right)\right)^n \\ &= (\sqrt[n]{r})^n\,\text{cis}\left(n \cdot \left[\frac{\theta}{n} + \frac{2\pi}{n}k\right]\right) \quad \text{DeMoivre's Theorem} \\ &= r\,\text{cis}(\theta + 2\pi k)\end{aligned}$$

Since k is a whole number, $\cos(\theta + 2\pi k) = \cos(\theta)$ and $\sin(\theta + 2\pi k) = \sin(\theta)$. Hence, it follows that $\text{cis}(\theta + 2\pi k) = \text{cis}(\theta)$, so $(w_k)^n = r\,\text{cis}(\theta) = z$, as required. To show that the formula in Theorem 11.17 generates n distinct numbers, we assume $n \geq 2$ (or else there is nothing to prove) and note that the modulus of each of the w_k is the same, namely $\sqrt[n]{r}$. Therefore, the only way any two of these polar forms correspond to the same number is if their arguments are coterminal – that is, if the arguments differ by an integer multiple of 2π. Suppose k and j are whole numbers between 0 and $(n-1)$, inclusive, with $k \neq j$. Since k and j are different, let's assume for the sake of argument that $k > j$. Then $\left(\frac{\theta}{n} + \frac{2\pi}{n}k\right) - \left(\frac{\theta}{n} + \frac{2\pi}{n}j\right) = 2\pi\left(\frac{k-j}{n}\right)$. For this to be an integer multiple of 2π, $(k-j)$ must be a multiple of n. But because of the restrictions on k and j, $0 < k - j \leq n - 1$. (Think this through.) Hence, $(k-j)$ is a positive number less than n, so it cannot be a multiple of n. As a result, w_k and w_j are different complex numbers, and we are done. By Theorem 3.14, we know there at most n distinct solutions to $w^n = z$, and we have just found all of them. We illustrate Theorem 11.17 in the next example.

Example 11.7.4

Use Theorem 11.17 to find the following:

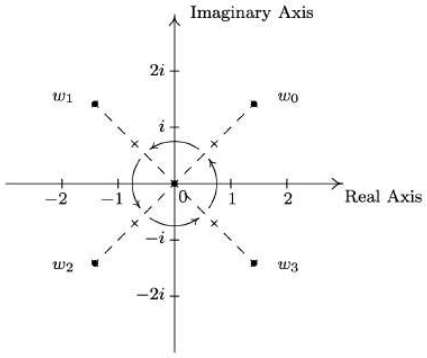
1. both square roots of $z = -2 + 2i\sqrt{3}$
2. the four fourth roots $z = -16$
3. the three cube roots of $z = \sqrt{2} + i\sqrt{2}$
4. the five fifth roots of $z = 1$.

Solution

1. We start by writing $z = -2 + 2i\sqrt{3} = 4\,\text{cis}\left(\frac{2\pi}{3}\right)$. To use Theorem 11.17, we identify $r = 4$, $\theta = \frac{2\pi}{3}$ and $n = 3$. We know that z has two square roots, and in keeping with the notation in Theorem 11.17, we'll call them w_0 and w_1. We get $w_0 = \sqrt{4}\,\text{cis}\left(\frac{(2\pi/3)}{2} + \frac{2\pi}{2}(0)\right) = 2\,\text{cis}\left(\frac{\pi}{3}\right)$ and $w_1 = \sqrt{4}\,\text{cis}\left(\frac{(2\pi/3)}{2} + \frac{2\pi}{2}(1)\right) = 2\,\text{cis}\left(\frac{4\pi}{3}\right)$. In rectangular form, the two square roots of z are $w_0 = 1 + i\sqrt{3}$ and $w_1 = -1 - i\sqrt{3}$. We can check our answers by squaring them and showing that we get $z = -2 + 2i\sqrt{3}$.
2. Proceeding as above, we get $z = -16 = 16\,\text{cis}(\pi)$. With $r = 16$, $\theta = \pi$ and $n = 4$, we get the four fourth roots of z to be $w_0 = \sqrt[4]{16}\,\text{cis}\left(\frac{\pi}{4} + \frac{2\pi}{4}(0)\right) = 2\,\text{cis}\left(\frac{\pi}{4}\right)$, $w_1 = \sqrt[4]{16}\,\text{cis}\left(\frac{\pi}{4} + \frac{2\pi}{4}(1)\right) = 2\,\text{cis}\left(\frac{3\pi}{4}\right)$, $w_2 = \sqrt[4]{16}\,\text{cis}\left(\frac{\pi}{4} + \frac{2\pi}{4}(2)\right) = 2\,\text{cis}\left(\frac{5\pi}{4}\right)$ and $w_3 = \sqrt[4]{16}\,\text{cis}\left(\frac{\pi}{4} + \frac{2\pi}{4}(3)\right) = 2\,\text{cis}\left(\frac{7\pi}{4}\right)$. Converting these to rectangular form gives $w_0 = \sqrt{2} + i\sqrt{2}, w_1 = -\sqrt{2} + i\sqrt{2}, w_2 = -\sqrt{2} - i\sqrt{2}$ and $w_3 = \sqrt{2} - i\sqrt{2}$.
3. For $z = \sqrt{2} + i\sqrt{2}$, we have $z = 2\,\text{cis}\left(\frac{\pi}{4}\right)$. With $r = 2$, $\theta = \frac{\pi}{4}$ and $n = 3$ the usual computations yield $w_0 = \sqrt[3]{2}\,\text{cis}\left(\frac{\pi}{12}\right), w_1 = \sqrt[3]{2}\,\text{cis}\left(\frac{9\pi}{12}\right) = \sqrt[3]{2}\,\text{cis}\left(\frac{3\pi}{4}\right)$ and $w_2 = \sqrt[3]{2}\,\text{cis}\left(\frac{17\pi}{12}\right)$. If we were to convert these to rectangular form, we would need to use either the Sum and Difference Identities in Theorem 10.16 or the Half-Angle Identities in Theorem 10.19 to evaluate w_0 and w_2. Since we are not explicitly told to do so, we leave this as a good, but messy, exercise.

4. To find the five fifth roots of 1, we write $1 = 1\,\mathrm{cis}(0)$. We have $r = 1, \theta = 0$ and $n = 5$. Since $\sqrt[5]{1} = 1$, the roots are $w_0 = \mathrm{cis}(0) = 1, w_1 = \mathrm{cis}\left(\frac{2\pi}{5}\right), w_2 = \mathrm{cis}\left(\frac{4\pi}{5}\right), w_3 = \mathrm{cis}\left(\frac{6\pi}{5}\right)$ and $w_4 = \mathrm{cis}\left(\frac{8\pi}{5}\right)$. The situation here is even graver than in the previous example, since we have not developed any identities to help us determine the cosine or sine of $\frac{2\pi}{5}$. At this stage, we could approximate our answers using a calculator, and we leave this as an exercise.

Now that we have done some computations using Theorem 11.17, we take a step back to look at things geometrically. Essentially, Theorem 11.17 says that to find the nth roots of a complex number, we first take the nth root of the modulus and divide the argument by n. This gives the first root w_0. Each succeessive root is found by adding $\frac{2\pi}{n}$ to the argument, which amounts to rotating w_0 by $\frac{2\pi}{n}$ radians. This results in n roots, spaced equally around the complex plane. As an example of this, we plot our answers to number 2 in Example 11.7.4 below.



The four fourth roots of $z = -16$ equally spaced $\frac{2\pi}{4} = \frac{\pi}{2}$ around the plane.

We have only glimpsed at the beauty of the complex numbers in this section. The complex plane is without a doubt one of the most important mathematical constructs ever devised. Coupled with Calculus, it is the venue for incredibly important Science and Engineering applications.[14] For now, the following exercises will have to suffice.

[1] 'Well-defined' means that no matter how we express z, the number $\mathrm{Re}(z)$ is always the same, and the number $\mathrm{Im}(z)$ is always the same. In other words, Re and Im are functions of complex numbers.

[2] In case you're wondering, the use of the absolute value notation $|z|$ for modulus will be explained shortly.

[3] Recall the symbol being used here, '$\in$,' is the mathematical symbol which denotes membership in a set.

[4] If we had Calculus, we would regard $\mathrm{Arg}(0)$ as an 'indeterminate form.' But we don't, so we won't.

[5] Since the absolute value $|x|$ of a real number x can be viewed as the distance from x to 0 on the number line, this first property justifies the notation $|z|$ for modulus. We leave it to the reader to show that if z is real, then the definition of modulus coincides with absolute value so the notation $|z|$ is unambiguous.

[6] This may be considered by some to be a bit of a cheat, so we work through the underlying Algebra to see this is true. We know $|z| = 0$ if and only if $\sqrt{a^2 + b^2} = 0$ if and only if $a^2 + b^2 = 0$, which is true if and only if $a = b = 0$. The latter happens if and only if $z = a + bi = 0$. There.

[7] See Example 3.4.1 in Section 3.4 for a review of complex number arithmetic.

[8] See Section 9.3 for a review of this technique.

[9] Compare this proof with the proof of the Power Rule in Theorem 11.14.

[10] Assuming $|w| > 1$.

[11] Assuming $\beta > 0$.

[12] Again, assuming $|w| > 1$.

[13] Again, assuming $\theta > 0$.

[14] For more on this, see the beautifully written epilogue to Section 3.4 found on page 294.

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11.7E: Exercises

In Exercises 1 - 20, find a polar representation for the complex number z and then identify $\mathrm{Re}(z)$, $\mathrm{Im}(z)$, $|z|$, $\arg(z)$ and $\mathrm{Arg}(z)$.

1. $z = 9 + 9i$
2. $z = 5 + 5i\sqrt{3}$
3. $z = 6i$
4. $z = -3\sqrt{2} + 3i\sqrt{2}$
5. $z = -6\sqrt{3} + 6i$
6. $z = -2$
7. $z = -\frac{\sqrt{3}}{2} - \frac{1}{2}i$
8. $z = -3 - 3i$
9. $z = -5i$
10. $z = 2\sqrt{2} - 2i\sqrt{2}$
11. $z = 6$
12. $z = i\sqrt[3]{7}$
13. $z = 3 + 4i$
14. $z = \sqrt{2} + i$
15. $z = -7 + 24i$
16. $z = -2 + 6i$
17. $z = -12 - 5i$
18. $z = -5 - 2i$
19. $z = 4 - 2i$
20. $z = 1 - 3i$

In Exercises 21 - 40, find the rectangular form of the given complex number. Use whatever identities are necessary to find the exact values.

21. $z = 6\,\mathrm{cis}(0)$
22. $z = 2\,\mathrm{cis}\left(\frac{\pi}{6}\right)$
23. $z = 7\sqrt{2}\,\mathrm{cis}\left(\frac{\pi}{4}\right)$
24. $z = 3\,\mathrm{cis}\left(\frac{\pi}{2}\right)$
25. $z = 4\,\mathrm{cis}\left(\frac{2\pi}{3}\right)$
26. $z = \sqrt{6}\,\mathrm{cis}\left(\frac{3\pi}{4}\right)$
27. $z = 9\,\mathrm{cis}(\pi)$
28. $z = 3\,\mathrm{cis}\left(\frac{4\pi}{3}\right)$
29. $z = 7\,\mathrm{cis}\left(-\frac{3\pi}{4}\right)$
30. $z = \sqrt{13}\,\mathrm{cis}\left(\frac{3\pi}{2}\right)$
31. $z = \frac{1}{2}\mathrm{cis}\left(\frac{7\pi}{4}\right)$
32. $z = 12\,\mathrm{cis}\left(-\frac{\pi}{3}\right)$
33. $z = 8\,\mathrm{cis}\left(\frac{\pi}{12}\right)$
34. $z = 2\,\mathrm{cis}\left(\frac{7\pi}{8}\right)$
35. $z = 5\,\mathrm{cis}\left(\arctan\left(\frac{4}{3}\right)\right)$
36. $z = \sqrt{10}\,\mathrm{cis}\left(\arctan\left(\frac{1}{3}\right)\right)$
37. $z = 15\,\mathrm{cis}(\arctan(-2))$
38. $z = \sqrt{3}(\arctan(-\sqrt{2}))$
39. $z = 50\,\mathrm{cis}\left(\pi - \arctan\left(\frac{7}{24}\right)\right)$
40. $z = \frac{1}{2}\mathrm{cis}\left(\pi + \arctan\left(\frac{5}{12}\right)\right)$

For Exercises 41 - 52, use $z = -\frac{3\sqrt{3}}{2} + \frac{3}{2}i$ and $w = 3\sqrt{2} - 3i\sqrt{2}$ to compute the quantity. Express your answers in polar form using the principal argument.

41. zw

42. $\frac{z}{w}$
43. $\frac{w}{z}$
44. z^4
45. w^3
46. z^5w^2
47. z^3w^2
48. $\frac{z^2}{w}$
49. $\frac{w}{z^2}$
50. $\frac{z^3}{w^2}$
51. $\frac{w^2}{z^3}$
52. $\left(\frac{w}{z}\right)^6$

In Exercises 53 - 64, use DeMoivre's Theorem to find the indicated power of the given complex number. Express your final answers in rectangular form.

53. $(-2+2i\sqrt{3})^3$
54. $(-\sqrt{3}-i)^3$
55. $(-3+3i)^4$
56. $(\sqrt{3}+i)^4$
57. $\left(\frac{5}{2}+\frac{5}{2}i\right)^3$
58. $\left(-\frac{1}{2}-\frac{\sqrt{3}}{2}i\right)^6$
59. $\left(\frac{3}{2}-\frac{3}{2}i\right)^3$
60. $\left(\frac{\sqrt{3}}{3}-\frac{1}{3}i\right)^4$
61. $\left(\frac{\sqrt{2}}{2}+\frac{\sqrt{2}}{2}i\right)^4$
62. $(2+2i)^5$
63. $(\sqrt{3}-i)^5$
64. $(1-i)^8$

In Exercises 65 - 76, find the indicated complex roots. Express your answers in polar form and then convert them into rectangular form.

65. the two square roots of $z=4i$
66. the two square roots of $z=-25i$
67. the two square roots of $z=1+i\sqrt{3}$
68. the two square roots of $\frac{5}{2}-\frac{5\sqrt{3}}{2}i$
69. the three cube roots of $z=64$
70. the three cube roots of $z=-125$
71. the three cube roots of $z=i$
72. the three cube roots of $z=-8i$
73. the four fourth roots of $z=16$
74. the four fourth roots of $z=-81$
75. the six sixth roots of $z=64$
76. the six sixth roots of $z=-729$
77. Use the Sum and Difference Identities in Theorem 10.16 or the Half Angle Identities in Theorem 10.19 to express the three cube roots of $z=\sqrt{2}+i\sqrt{2}$ in rectangular form. (See Example 11.7.4, number 3.)
78. Use a calculator to approximate the five fifth roots of 1. (See Example 11.7.4, number 4.)
79. According to Theorem 3.16 in Section 3.4, the polynomial $p(x)=x^4+4$ can be factored into the product linear and irreducible quadratic factors. In Exercise 28 in Section 8.7, we showed you how to factor this polynomial into the product of two irreducible quadratic factors using a system of non-linear equations. Now that we can compute the complex fourth roots of −4 directly, we can simply apply the Complex Factorization Theorem, Theorem 3.14, to obtain the linear factorization $p(x)=(x-(1+i))(x-(1-i))(x-(-1+i))(x-(-1-i))$. By multiplying the first two factors together and then the

second two factors together, thus pairing up the complex conjugate pairs of zeros Theorem 3.15 told us we'd get, we have that $p(x) = \left(x^2 - 2x + 2\right)\left(x^2 + 2x + 2\right)$. Use the 12 complex 12th roots of 4096 to factor $p(x) = x^{12} - 4096$ into a product of linear and irreducible quadratic factors.

80. Complete the proof of Theorem 11.14 by showing that if $w \neq 0$ than $\left|\frac{1}{w}\right| = \frac{1}{|w|}$.
81. Recall from Section 3.4 that given a complex number $z = a + bi$ its complex conjugate, denoted $\bar{z}$, is given by $\bar{z} = a - bi$.
    a. Prove that $|\bar{z}| = |z|$.
    b. Prove that $|z| = \sqrt{z\bar{z}}$
    c. Show that $\operatorname{Re}(z) = \frac{z+\bar{z}}{2}$ and $\operatorname{Im}(z) = \frac{z-\bar{z}}{2i}$
    d. Show that if $\theta \in \arg(z)$ then $-\theta \in \arg(\bar{z})$. Interpret this result geometrically.
    e. Is it always true that $\operatorname{Arg}(\bar{z}) = -\operatorname{Arg}(z)$?
82. Given any natural number $n \geq 2$, the n complex n^{th} roots of the number $z = 1$ are called the nth Roots of Unity. In the following exercises, assume that n is a fixed, but arbitrary, natural number such that $n \geq 2$.
    a. Show that $w = 1$ is an nth root of unity.
    b. Show that if both w_j and w_k are n^{th} roots of unity then so is their product $w_j w_k$.
    c. Show that if w_j is an nth root of unity then there exists another n^{th} root of unity $w_{j'}$ such that $w_j w_{j'} = 1$. Hint: If $w_j = \operatorname{cis}(\theta)$ let $w_{j'} = \operatorname{cis}(2\pi - \theta)$. You'll need to verify that $w_{j'} = \operatorname{cis}(2\pi - \theta)$ is indeed an nth root of unity.
83. Another way to express the polar form of a complex number is to use the exponential function. For real numbers t, Euler's Formula defines $e^{it} = \cos(t) + i\sin(t)$.
    a. Use Theorem 11.16 to show that $e^{ix}e^{iy} = e^{i(x+y)}$ for all real numbers x and y.
    b. Use Theorem 11.16 to show that $\left(e^{ix}\right)^n = e^{i(nx)}$ for any real number x and any natural number n.
    c. Use Theorem 11.16 to show that $\frac{e^{ix}}{e^{iy}} = e^{i(x-y)}$ for all real numbers x and y.
    d. If $z = r\operatorname{cis}(\theta)$ is the polar form of z, show that $z = re^{it}$ where $\theta = t$ radians.
    e. Show that $e^{i\pi} + 1 = 0$. (This famous equation relates the five most important constants in all of Mathematics with the three most fundamental operations in Mathematics.)
    f. Show that $\cos(t) = \frac{e^{it}+e^{-it}}{2}$ and that $\sin(t) = \frac{e^{it}-e^{-it}}{2i}$ for all real numbers t.

11.7.2 Answers

1. $z = 9 + 9i = 9\sqrt{2}\operatorname{cis}\left(\frac{\pi}{4}\right), \quad \operatorname{Re}(z) = 9, \quad \operatorname{Im}(z) = 9, \quad |z| = 9\sqrt{2}$
   $\arg(z) = \left\{\frac{\pi}{4} + 2\pi k \mid k \text{ is an integer}\right\}$ and $\operatorname{Arg}(z) = \frac{\pi}{4}$.
2. $z = 5 + 5i\sqrt{3} = 10\operatorname{cis}\left(\frac{\pi}{3}\right), \quad \operatorname{Re}(z) = 5, \quad \operatorname{Im}(z) = 5\sqrt{3}, \quad |z| = 10$
   $\arg(z) = \left\{\frac{\pi}{3} + 2\pi k \mid k \text{ is an integer}\right\}$ and $\operatorname{Arg}(z) = \frac{\pi}{3}$
3. $z = 6i = 6\operatorname{cis}\left(\frac{\pi}{2}\right), \quad \operatorname{Re}(z) = 0, \quad \operatorname{Im}(z) = 6, \quad |z| = 6$
   $\arg(z) = \left\{\frac{\pi}{2} + 2\pi k \mid k \text{ is an integer}\right\}$ and $\operatorname{Arg}(z) = \frac{\pi}{2}$.
4. $z = -3\sqrt{2} + 3i\sqrt{2} = 6\operatorname{cis}\left(\frac{3\pi}{4}\right), \quad \operatorname{Re}(z) = -3\sqrt{2}, \quad \operatorname{Im}(z) = 3\sqrt{2}, \quad |z| = 6$
   $\arg(z) = \left\{\frac{3\pi}{2} + 2\pi k \mid k \text{ is an integer}\right\}$ and $\operatorname{Arg}(z) = \frac{3\pi}{2}$.
5. $z = -6\sqrt{3} + 6i = 12\operatorname{cis}\left(\frac{5\pi}{6}\right), \quad \operatorname{Re}(z) = -6\sqrt{3}, \quad \operatorname{Im}(z) = 6, \quad |z| = 12$
   $\arg(z) = \left\{\frac{5\pi}{2} + 2\pi k \mid k \text{ is an integer}\right\}$ and $\operatorname{Arg}(z) = \frac{5\pi}{2}$.
6. $z = -2 = 2\operatorname{cis}(\pi), \quad \operatorname{Re}(z) = -2, \quad \operatorname{Im}(z) = 0, \quad |z| = 2$
   $\arg(z) = \{(2k+1)\pi \mid k \text{ is an integer}\}$ and $\operatorname{Arg}(z) = \pi$.

7. $z = -\dfrac{\sqrt{3}}{2} - \dfrac{1}{2}i = \operatorname{cis}\left(\dfrac{7\pi}{6}\right), \quad \operatorname{Re}(z) = -\dfrac{\sqrt{3}}{2}, \quad \operatorname{Im}(z) = -\dfrac{1}{2}, \quad |z| = 1$
   $\arg(z) = \left\{ \dfrac{7\pi}{2} + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = -\dfrac{5\pi}{2}$.
8. $z = -3 - 3i = 3\sqrt{2}\operatorname{cis}\left(\dfrac{5\pi}{4}\right), \quad \operatorname{Re}(z) = -3, \quad \operatorname{Im}(z) = -3, \quad |z| = 3\sqrt{2}$
   $\arg(z) = \left\{ \dfrac{5\pi}{4} + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = -\dfrac{3\pi}{4}$.
9. $z = -5i = 5\operatorname{cis}\left(\dfrac{3\pi}{2}\right), \quad \operatorname{Re}(z) = 0, \quad \operatorname{Im}(z) = -5, \quad |z| = 5$
   $\arg(z) = \left\{ \dfrac{3\pi}{2} + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = -\dfrac{\pi}{2}$.
10. $z = 2\sqrt{2} - 2i\sqrt{2} = 4\operatorname{cis}\left(\dfrac{7\pi}{4}\right), \quad \operatorname{Re}(z) = 2\sqrt{2}, \quad \operatorname{Im}(z) = -2\sqrt{2}, \quad |z| = 4$
    $\arg(z) = \left\{ \dfrac{7\pi}{4} + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = -\dfrac{\pi}{4}$.
11. $z = 6 = 6\operatorname{cis}(0), \quad \operatorname{Re}(z) = 6, \quad \operatorname{Im}(z) = 0, \quad |z| = 6$
    $\arg(z) = \{2\pi k \mid k \text{ is an integer}\}$ and $\operatorname{Arg}(z) = 0$.
12. $z = i\sqrt[3]{7} = \sqrt[3]{7}\operatorname{cis}\left(\dfrac{\pi}{2}\right), \quad \operatorname{Re}(z) = 0, \quad \operatorname{Im}(z) = \sqrt[3]{7}, \quad |z| = \sqrt[3]{7}$
    $\arg(z) = \left\{ \dfrac{\pi}{2} + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = \dfrac{\pi}{2}$.
13. $z = 3 + 4i = 5\operatorname{cis}\left(\arctan\left(\dfrac{4}{3}\right)\right), \quad \operatorname{Re}(z) = 3, \quad \operatorname{Im}(z) = 4, \quad |z| = 5$
    $\arg(z) = \left\{ \arctan\left(\dfrac{4}{3}\right) + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = \arctan\left(\dfrac{4}{3}\right)$.
14. $z = \sqrt{2} + i = \sqrt{3}\operatorname{cis}\left(\arctan\left(\dfrac{\sqrt{2}}{2}\right)\right), \quad \operatorname{Re}(z) = \sqrt{2}, \quad \operatorname{Im}(z) = 1, \quad |z| = \sqrt{3}$
    $\arg(z) = \left\{ \arctan\left(\dfrac{\sqrt{2}}{2}\right) + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = \arctan\left(\dfrac{\sqrt{2}}{2}\right)$.
15. $z = -7 + 24i = 25\operatorname{cis}\left(\pi - \arctan\left(\dfrac{24}{7}\right)\right), \quad \operatorname{Re}(z) = -7, \quad \operatorname{Im}(z) = 24, \quad |z| = 25$
    $\arg(z) = \left\{ \pi - \arctan\left(\dfrac{24}{7}\right) + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = \pi - \arctan\left(\dfrac{24}{7}\right)$.
16. $z = -2 + 6i = 2\sqrt{10}\operatorname{cis}(\pi - \arctan(3)), \quad \operatorname{Re}(z) = -2, \quad \operatorname{Im}(z) = 6, \quad |z| = 2\sqrt{10}$
    $\arg(z) = \{\pi - \arctan(3) + 2\pi k \mid k \text{ is an integer}\}$ and $\operatorname{Arg}(z) = \pi - \arctan(3)$.
17. $z = -12 - 5i = 13\operatorname{cis}\left(\pi + \arctan\left(\dfrac{5}{12}\right)\right), \quad \operatorname{Re}(z) = -12, \quad \operatorname{Im}(z) = -5, \quad |z| = 13$
    $\arg(z) = \left\{ \pi + \arctan\left(\dfrac{5}{12}\right) + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = \arctan\left(\dfrac{5}{12}\right) - \pi$.
18. $z = -5 - 2i = \sqrt{29}\operatorname{cis}\left(\pi + \arctan\left(\dfrac{2}{5}\right)\right), \quad \operatorname{Re}(z) = -5, \quad \operatorname{Im}(z) = -2, \quad |z| = \sqrt{29}$
    $\arg(z) = \left\{ \pi + \arctan\left(\dfrac{2}{5}\right) + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = \arctan\left(\dfrac{2}{5}\right) - \pi$.
19. $z = 4 - 2i = 2\sqrt{5}\operatorname{cis}\left(\arctan\left(-\dfrac{1}{2}\right)\right), \quad \operatorname{Re}(z) = 4, \quad \operatorname{Im}(z) = -2, \quad |z| = 2\sqrt{5}$
    $\arg(z) = \left\{ \arctan\left(-\dfrac{1}{2}\right) + 2\pi k \mid k \text{ is an integer} \right\}$ and $\operatorname{Arg}(z) = \arctan\left(-\dfrac{1}{2}\right) = -\arctan\left(\dfrac{1}{2}\right)$.
20. $z = 1 - 3i = \sqrt{10}\operatorname{cis}(\arctan(-3)), \quad \operatorname{Re}(z) = 1, \quad \operatorname{Im}(z) = -3, \quad |z| = \sqrt{10}$
    $\arg(z) = \{\arctan(-3) + 2\pi k \mid k \text{ is an integer}\}$ and $\operatorname{Arg}(z) = \arctan(-3) = -\arctan(3)$.
21. $z = 6\operatorname{cis}(0) = 6$
22. $z = 2\operatorname{cis}\left(\frac{\pi}{6}\right) = \sqrt{3} + i$

23. $z = 7\sqrt{2}\,\mathrm{cis}\left(\frac{\pi}{4}\right) = 7 + 7i$
24. $z = 3\,\mathrm{cis}\left(\frac{\pi}{2}\right) = 3i$
25. $z = 4\,\mathrm{cis}\left(\frac{2\pi}{3}\right) = -2 + 2i\sqrt{3}$
26. $z = \sqrt{6}\,\mathrm{cis}\left(\frac{3\pi}{4}\right) = -\sqrt{3} + i\sqrt{3}$
27. $z = 9\,\mathrm{cis}(\pi) = -9$
28. $z = 3\,\mathrm{cis}\left(\frac{4\pi}{3}\right) = -\frac{3}{2} - \frac{3i\sqrt{3}}{2}$
29. $z = 7\,\mathrm{cis}\left(-\frac{3\pi}{4}\right) = -\frac{7\sqrt{2}}{2} - \frac{7\sqrt{2}}{2}i$
30. $z = \sqrt{13}\,\mathrm{cis}\left(\frac{3\pi}{2}\right) = -i\sqrt{13}$
31. $z = \frac{1}{2}\mathrm{cis}\left(\frac{7\pi}{4}\right) = \frac{\sqrt{2}}{4} - i\frac{\sqrt{2}}{4}$
32. $z = 12\,\mathrm{cis}\left(-\frac{\pi}{3}\right) = 6 - 6i\sqrt{3}$
33. $z = 8\,\mathrm{cis}\left(\frac{\pi}{12}\right) = 4\sqrt{2+\sqrt{3}} + 4i\sqrt{2-\sqrt{3}}$
34. $z = 2\,\mathrm{cis}\left(\frac{7\pi}{8}\right) = -\sqrt{2+\sqrt{2}} + i\sqrt{2-\sqrt{2}}$
35. $z = 5\,\mathrm{cis}\left(\arctan\left(\frac{4}{3}\right)\right) = 3 + 4i$
36. $z = \sqrt{10}\,\mathrm{cis}\left(\arctan\left(\frac{1}{3}\right)\right) = 3 + i$
37. $z = 15\,\mathrm{cis}(\arctan(-2)) = 3\sqrt{5} - 6i\sqrt{5}$
38. $z = \sqrt{3}\,\mathrm{cis}(\arctan(-\sqrt{2})) = 1 - i\sqrt{2}$
39. $z = 50\,\mathrm{cis}\left(\pi - \arctan\left(\frac{7}{24}\right)\right) = -48 + 14i$
40. $z = \frac{1}{2}\mathrm{cis}\left(\pi + \arctan\left(\frac{5}{12}\right)\right) = -\frac{6}{13} - \frac{5i}{26}$

In Exercises 41 - 52, we have that $z = -\frac{3\sqrt{3}}{2} + \frac{3}{2}i = 3\,\mathrm{cis}\left(\frac{5\pi}{6}\right)$ and $w = 3\sqrt{2} - 3i\sqrt{2} = 6\,\mathrm{cis}\left(-\frac{\pi}{4}\right)$ so we get the following.

41. $zw = 18\,\mathrm{cis}\left(\frac{7\pi}{12}\right)$
42. $\frac{z}{w} = \frac{1}{2}\mathrm{cis}\left(-\frac{11\pi}{12}\right)$
43. $\frac{w}{z} = 2\,\mathrm{cis}\left(\frac{11\pi}{12}\right)$
44. $z^4 = 81\,\mathrm{cis}\left(-\frac{2\pi}{3}\right)$
45. $w^3 = 216\,\mathrm{cis}\left(-\frac{3\pi}{4}\right)$
46. $z^5w^2 = 8748\,\mathrm{cis}\left(-\frac{\pi}{3}\right)$
47. $z^3w^2 = 972\,\mathrm{cis}(0)$
48. $\frac{z^2}{w} = \frac{3}{2}\mathrm{cis}\left(-\frac{\pi}{12}\right)$
49. $\frac{w}{z^2} = \frac{2}{3}\mathrm{cis}\left(\frac{\pi}{12}\right)$
50. $\frac{z^3}{w^2} = \frac{3}{4}\mathrm{cis}(\pi)$
51. $\frac{w^2}{z^3} = \frac{4}{3}\mathrm{cis}(\pi)$
52. $\left(\frac{w}{z}\right)^6 = 64\,\mathrm{cis}\left(-\frac{\pi}{2}\right)$
53. $(-2 + 2i\sqrt{3})^3 = 64$
54. $(-\sqrt{3} - i)^3 = -8i$
55. $(-3 + 3i)^4 = -324$
56. $(\sqrt{3} + i)^4 = -8 + 8i\sqrt{3}$
57. $\left(\frac{5}{2} + \frac{5}{2}i\right)^3 = -\frac{125}{4} + \frac{125}{4}i$
58. $\left(-\frac{1}{2} - \frac{i\sqrt{3}}{2}\right)^6 = 1$
59. $\left(\frac{3}{2} - \frac{3}{2}i\right)^3 = -\frac{27}{4} - \frac{27}{4}i$
60. $\left(\frac{\sqrt{3}}{3} - \frac{1}{3}i\right)^4 = -\frac{8}{81} - \frac{8i\sqrt{3}}{81}$
61. $\left(\frac{\sqrt{2}}{2} + \frac{\sqrt{2}}{2}i\right)^4 = -1$
62. $(2 + 2i)^5 = -128 - 128i$
63. $(\sqrt{3} - i)^5 = -16\sqrt{3} - 16i$
64. $(1 - i)^8 = 16$

Since $z = 4i = 4\,\mathrm{cis}\left(\frac{\pi}{2}\right)$ we have

65. $w_0 = 2\,\mathrm{cis}\left(\frac{\pi}{4}\right) = \sqrt{2} + i\sqrt{2}$ $\quad w_1 = 2\,\mathrm{cis}\left(\frac{5\pi}{4}\right) = -\sqrt{2} - i\sqrt{2}$

Since $z = -25i = 25\,\mathrm{cis}\left(\frac{3\pi}{2}\right)$ we have

66. $w_0 = 5\,\mathrm{cis}\left(\frac{3\pi}{4}\right) = -\frac{5\sqrt{2}}{2} + \frac{5\sqrt{2}}{2}i$ $\quad w_1 = 5\,\mathrm{cis}\left(\frac{7\pi}{4}\right) = \frac{5\sqrt{2}}{2} - \frac{5\sqrt{2}}{2}i$

Since $z = 1 + i\sqrt{3} = 2\,\mathrm{cis}\left(\frac{\pi}{3}\right)$ we have

67. $w_0 = \sqrt{2}\,\mathrm{cis}\left(\frac{\pi}{6}\right) = \frac{\sqrt{6}}{2} + \frac{\sqrt{2}}{2}i$ $\quad w_1 = \sqrt{2}\,\mathrm{cis}\left(\frac{7\pi}{6}\right) = -\frac{\sqrt{6}}{2} - \frac{\sqrt{2}}{2}i$

Since $z = \frac{5}{2} - \frac{5\sqrt{3}}{2}i = 5\,\mathrm{cis}\left(\frac{5\pi}{3}\right)$ we have

68. $w_0 = \sqrt{5}\,\mathrm{cis}\left(\frac{5\pi}{6}\right) = -\frac{\sqrt{15}}{2} + \frac{\sqrt{5}}{2}i$ $\quad w_1 = \sqrt{5}\,\mathrm{cis}\left(\frac{11\pi}{6}\right) = \frac{\sqrt{15}}{2} - \frac{\sqrt{5}}{2}i$

Since $z = 64 = 64\,\mathrm{cis}(0)$ we have

69. $w_0 = 4\,\mathrm{cis}(0) = 4$ $\quad w_1 = 4\,\mathrm{cis}\left(\frac{2\pi}{3}\right) = -2 + 2i\sqrt{3}$ $\quad w_2 = 4\,\mathrm{cis}\left(\frac{4\pi}{3}\right) = -2 - 2i\sqrt{3}$

Since $z = -125 = 125\,\mathrm{cis}(\pi)$ we have

70. $w_0 = 5\,\mathrm{cis}\left(\frac{\pi}{3}\right) = \frac{5}{2} + \frac{5\sqrt{3}}{2}i$ $\quad w_1 = 5\,\mathrm{cis}(\pi) = -5$ $\quad w_2 = 5\,\mathrm{cis}\left(\frac{5\pi}{3}\right) = \frac{5}{2} - \frac{5\sqrt{3}}{2}i$

Since $z = i = \mathrm{cis}\left(\frac{\pi}{2}\right)$ we have

71. $w_0 = \mathrm{cis}\left(\frac{\pi}{6}\right) = \frac{\sqrt{3}}{2} + \frac{1}{2}i$ $\quad w_1 = \mathrm{cis}\left(\frac{5\pi}{6}\right) = -\frac{\sqrt{3}}{2} + \frac{1}{2}i$ $\quad w_2 = \mathrm{cis}\left(\frac{3\pi}{2}\right) = -i$

Since $z = -8i = 8\,\mathrm{cis}\left(\frac{3\pi}{2}\right)$ we have

72. $w_0 = 2\,\mathrm{cis}\left(\frac{\pi}{2}\right) = 2i$ $\quad w_1 = 2\,\mathrm{cis}\left(\frac{7\pi}{6}\right) = -\sqrt{3} - i$ $\quad w_2 = \mathrm{cis}\left(\frac{11\pi}{6}\right) = \sqrt{3} - i$

Since $z = 16 = 16\,\mathrm{cis}(0)$ we have

73. $w_0 = 2\,\mathrm{cis}(0) = 2$ $\quad w_1 = 2\,\mathrm{cis}\left(\frac{\pi}{2}\right) = 2i$

$w_2 = 2\,\mathrm{cis}(\pi) = -2$ $\quad w_3 = 2\,\mathrm{cis}\left(\frac{3\pi}{2}\right) = -2i$

Since $z = -81 = 81\,\mathrm{cis}(\pi)$ we have

74. $w_0 = 3\,\mathrm{cis}\left(\frac{\pi}{4}\right) = \frac{3\sqrt{2}}{2} + \frac{3\sqrt{2}}{2}i$ $\quad w_1 = 3\,\mathrm{cis}\left(\frac{3\pi}{4}\right) = -\frac{3\sqrt{2}}{2} + \frac{3\sqrt{2}}{2}i$

$w_2 = 3\,\mathrm{cis}\left(\frac{5\pi}{4}\right) = -\frac{3\sqrt{2}}{2} - \frac{3\sqrt{2}}{2}i$ $\quad w_3 = 3\,\mathrm{cis}\left(\frac{7\pi}{4}\right) = \frac{3\sqrt{2}}{2} - \frac{3\sqrt{2}}{2}i$

Since $z = 64 = 64\,\mathrm{cis}(0)$ we have

75. $w_0 = 2\,\mathrm{cis}(0) = 2$ $\quad w_1 = 2\,\mathrm{cis}\left(\frac{\pi}{3}\right) = 1 + \sqrt{3}i$ $\quad w_2 = 2\,\mathrm{cis}\left(\frac{2\pi}{3}\right) = -1 + \sqrt{3}i$

$w_3 = 2\,\mathrm{cis}(\pi) = -2$ $\quad w_4 = 2\,\mathrm{cis}\left(-\frac{2\pi}{3}\right) = -1 - \sqrt{3}i$ $\quad w_5 = 2\,\mathrm{cis}\left(-\frac{\pi}{3}\right) = 1 - \sqrt{3}i$

Since $z = -729 = 729\,\mathrm{cis}(\pi)$ we have

76. $w_0 = 3\,\mathrm{cis}\left(\frac{\pi}{6}\right) = \frac{3\sqrt{3}}{2} + \frac{3}{2}i$ $\quad w_1 = 3\,\mathrm{cis}\left(\frac{\pi}{2}\right) = 3i$ $\quad w_2 = 3\,\mathrm{cis}\left(\frac{5\pi}{6}\right) = -\frac{3\sqrt{3}}{2} + \frac{3}{2}i$

$w_3 = 3\,\mathrm{cis}\left(\frac{7\pi}{6}\right) = -\frac{3\sqrt{3}}{2} - \frac{3}{2}i$ $\quad w_4 = 3\,\mathrm{cis}\left(-\frac{3\pi}{2}\right) = -3i$ $\quad w_5 = 3\,\mathrm{cis}\left(-\frac{11\pi}{6}\right) = \frac{3\sqrt{3}}{2} - \frac{3}{2}i$

77. Note: In the answers for w_0 and w_2 the first rectangular form comes from applying the apporpriate Sum or Difference Identity $\left(\frac{\pi}{12} = \frac{\pi}{3} - \frac{\pi}{4}\right.$ and $\left.\frac{17\pi}{12} = \frac{2\pi}{3} + \frac{3\pi}{4},\right.$ respectively $)$ and the second comes from using the second comes from using the Half-Angle Identities.

$w_0 = \sqrt[3]{2}\,\mathrm{cis}\left(\frac{\pi}{12}\right) = \sqrt[3]{2}\left(\frac{\sqrt{6}+\sqrt{2}}{4} + i\left(\frac{\sqrt{6}-\sqrt{2}}{4}\right)\right) = \sqrt[3]{2}\left(\frac{\sqrt{2+\sqrt{3}}}{2} + i\frac{\sqrt{2-\sqrt{3}}}{2}\right)$

$w_1 = \sqrt[3]{2}\,\mathrm{cis}\left(\frac{3\pi}{4}\right) = \sqrt[3]{2}\left(-\frac{\sqrt{2}}{2} + \frac{\sqrt{2}}{2}i\right)$

$w_2 = \sqrt[3]{2}\,\mathrm{cis}\left(\frac{17\pi}{12}\right) = \sqrt[3]{2}\left(\frac{\sqrt{2}-\sqrt{6}}{4} + i\left(\frac{-\sqrt{2}-\sqrt{6}}{4}\right)\right) = \sqrt[3]{2}\left(\frac{\sqrt{2-\sqrt{3}}}{2} + i\frac{\sqrt{2+\sqrt{3}}}{2}\right)$

78.
$w_0 = \mathrm{cis}(0) = 1$

$w_1 = \mathrm{cis}\left(\frac{2\pi}{5}\right) \approx 0.309 + 0.951i$

$w_2 = \mathrm{cis}\left(\frac{4\pi}{5}\right) \approx -0.809 + 0.588i$

$w_3 = \mathrm{cis}\left(\frac{6\pi}{5}\right) \approx -0.809 - 0.588i$

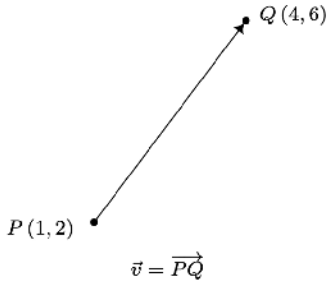
$w_4 = \mathrm{cis}\left(\frac{8\pi}{5}\right) \approx 0.309 - 0.951i$

79. $p(x) = x^{12} - 4096 = (x-2)(x+2)\left(x^2+4\right)\left(x^2-2x+4\right)\left(x^2+2x+4\right)\left(x^2-2\sqrt{3}x+4\right)\left(x^2+2\sqrt{3}+4\right)$

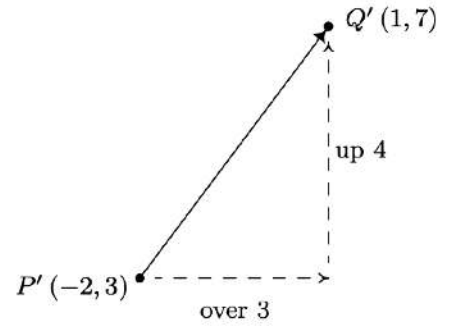
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11.8: Vectors

As we have seen numerous times in this book, Mathematics can be used to model and solve real-world problems. For many applications, real numbers suffice; that is, real numbers with the appropriate units attached can be used to answer questions like "How close is the nearest Sasquatch nest?" There are other times though, when these kinds of quantities do not suffice. Perhaps it is important to know, for instance, how close the nearest Sasquatch nest is as well as the direction in which it lies. (Foreshadowing the use of bearings in the exercises, perhaps?) To answer questions like these which involve both a quantitative answer, or magnitude, along with a direction, we use the mathematical objects called **vectors**.[1] A vector is represented geometrically as a directed line segment where the magnitude of the vector is taken to be the length of the line segment and the direction is made clear with the use of an arrow at one endpoint of the segment. When referring to vectors in this text, we shall adopt[2] the 'arrow' notation, so the symbol $\vec{v}$ is read as 'the vector v'. Below is a typical vector $\vec{v}$ with endpoints P (1, 2) and Q (4, 6). The point P is called the initial point or tail of $\vec{v}$ and the point Q is called the terminal point or head of $\vec{v}$. Since we can reconstruct $\vec{v}$ completely from P and Q, we write $\vec{v} = \overrightarrow{PQ}$, where the order of points P (initial point) and Q (terminal point) is important. (Think about this before moving on.)



While it is true that P and Q completely determine $\vec{v}$, it is important to note that since vectors are defined in terms of their two characteristics, magnitude and direction, any directed line segment with the same length and direction as $\vec{v}$ is considered to be the same vector as $\vec{v}$, regardless of its initial point. In the case of our vector $\vec{v}$ above, any vector which moves three units to the right and four up[3] from its initial point to arrive at its terminal point is considered the same vector as $\vec{v}$. The notation we use to capture this idea is the component form of the vector, $\vec{v} = \langle 3, 4 \rangle$, where the first number, 3, is called the x-component of $\vec{v}$ and the second number, 4, is called the y-component of $\vec{v}$. If we wanted to reconstruct $\vec{v} = \langle 3, 4 \rangle$ with initial point $P'(-2, 3)$, then we would find the terminal point of $\vec{v}$ by adding 3 to the x-coordinate and adding 4 to the y-coordinate to obtain the terminal point $Q'(1, 7)$, as seen below.



$\vec{v} = \langle 3, 4 \rangle$ with initial point $P'(-2, 3)$.

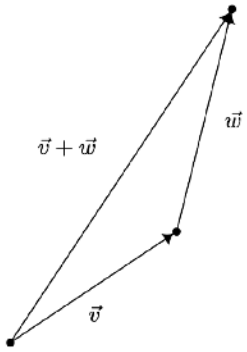
The component form of a vector is what ties these very geometric objects back to Algebra and ultimately Trigonometry. We generalize our example in our definition below.

Definition 11.5

Suppose $\vec{v}$ is represented by a directed line segment with initial point $P(x_0, y_0)$ and terminal point $Q(x_1, y_1)$. The **component form** of $\vec{v}$ is given by

$$\vec{v} = \overrightarrow{PQ} = \langle x_1 - x_0, y_1 - y_0 \rangle$$

Using the language of components, we have that two vectors are equal if and only if their corresponding components are equal. That is, $\langle v_1, v_2 \rangle = \langle v_1', v_2' \rangle$ if and only if $v_1 = v_1'$ and $v_2 = v_2'$. (Again, think about this before reading on.) We now set about defining operations on vectors. Suppose we are given two vectors $\vec{v}$ and $\vec{w}$. The sum, or resultant vector $\vec{v}+\vec{w}$ is obtained as follows. First, plot $\vec{v}$. Next, plot $\vec{w}$ so that its initial point is the terminal point of $\vec{v}$. To plot the vector $\vec{v}+\vec{w}$ we begin at the initial point of $\vec{v}$ and end at the terminal point of $\vec{w}$. It is helpful to think of the vector $\vec{v}+\vec{w}$ as the 'net result' of moving along $\vec{v}$ then moving along $\vec{w}$.



$\vec{v}$, $\vec{w}$, and $\vec{v}+\vec{w}$

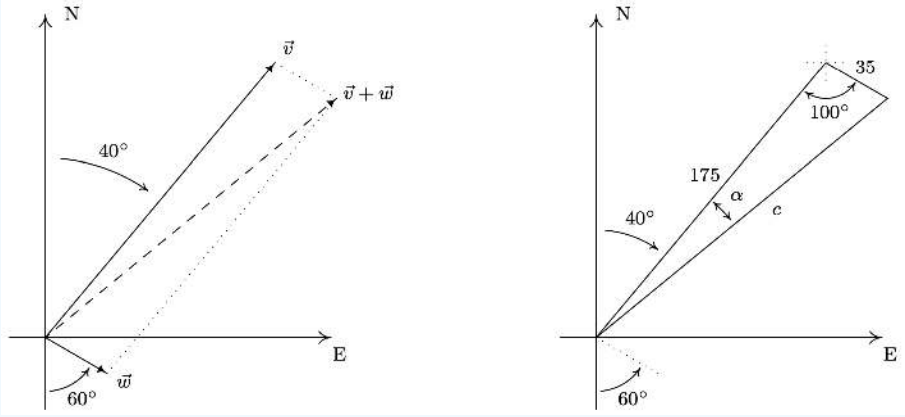
Our next example makes good use of resultant vectors and reviews bearings and the Law of Cosines.[4]

Example 11.8.1

A plane leaves an airport with an airspeed[5] of 175 miles per hour at a bearing of N40°E. A 35 mile per hour wind is blowing at a bearing of S60°E. Find the true speed of the plane, rounded to the nearest mile per hour, and the true bearing of the plane, rounded to the nearest degree.

Solution

For both the plane and the wind, we are given their speeds and their directions. Coupling speed (as a magnitude) with direction is the concept of velocity which we've seen a few times before in this textbook.[6] We let $\vec{v}$ denote the plane's velocity and $\vec{w}$ denote the wind's velocity in the diagram below. The 'true' speed and bearing is found by analyzing the resultant vector, $\vec{v}+\vec{w}$. From the vector diagram, we get a triangle, the lengths of whose sides are the magnitude of $\vec{v}$, which is 175, the magnitude of $\vec{w}$, which is 35, and the magnitude of $\vec{v}+\vec{w}$, which we'll call c. From the given bearing information, we go through the usual geometry to determine that the angle between the sides of length 35 and 175 measures 100°.



From the Law of Cosines, we determine $c = \sqrt{31850 - 12250\cos(100°)} \approx 184$, which means the true speed of the plane is (approximately) 184 miles per hour. To determine the true bearing of the plane, we need to determine the angle α. Using the Law of Cosines once more,[7] we find $\cos(\alpha) = \frac{c^2+29400}{350c}$ so that $\alpha \approx 11°$. Given the geometry of the situation, we add α to the given 40° and find the true bearing of the plane to be (approximately) N51°E.

Our next step is to define addition of vectors component-wise to match the geometric action.[8]

Definition 11.6

Suppose $\vec{v} = \langle v_1, v_2 \rangle$ and $\vec{w} = \langle w_1, w_2 \rangle$. The vector $\vec{v} + \vec{w}$ is defined by

$$\vec{v} + \vec{w} = \langle v_1 + w_1, v_2 + w_2 \rangle$$

Example 11.8.2

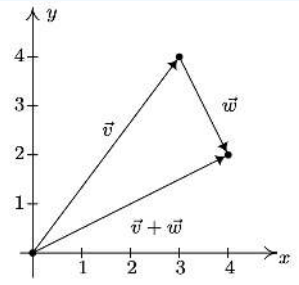
Let $\vec{v} = \langle 3, 4 \rangle$ and suppose $\vec{w} = \overrightarrow{PQ}$ where $P(-3, 7)$ and $Q(-2, 5)$. Find $\vec{v} + \vec{w}$ and interpret this sum geometrically.

Solution

Before can add the vectors using Definition 11.6, we need to write $\vec{w}$ in component form. Using Definition 11.5, we get $\vec{w} = \langle -2 - (-3), 5 - 7 \rangle = \langle 1, -2 \rangle$. Thus

$$\begin{aligned} \vec{v} + \vec{w} &= \langle 3, 4 \rangle + \langle 1, -2 \rangle \\ &= \langle 3 + 1, 4 + (-2) \rangle \\ &= \langle 4, 2 \rangle \end{aligned}$$

To visualize this sum, we draw $\vec{v}$ with its initial point at (0, 0) (for convenience) so that its terminal point is (3, 4). Next, we graph $\vec{w}$ with its initial point at (3, 4). Moving one to the right and two down, we find the terminal point of $\vec{w}$ to be (4, 2). We see that the vector $\vec{v} + \vec{w}$ has initial point (0, 0) and terminal point (4, 2) so its component form is $\langle 4, 2 \rangle$, as required.



In order for vector addition to enjoy the same kinds of properties as real number addition, it is necessary to extend our definition of vectors to include a 'zero vector', $\vec{0} = \langle 0, 0 \rangle$. Geometrically, $\vec{0}$ represents a point, which we can think of as a directed line segment with the same initial and terminal points. The reader may well object to the inclusion of $\vec{0}$, since after all, vectors are supposed to have both a magnitude (length) and a direction. While it seems clear that the magnitude of $\vec{0}$ should be 0, it is not clear what its direction is. As we shall see, the direction of $\vec{0}$ is in fact undefined, but this minor hiccup in the natural flow of things is worth the benefits we reap by including $\vec{0}$ in our discussions. We have the following theorem.

Theorem 11.18. Properties of Vector Addition

- **Commutative Property:** For all vectors $\vec{v}$ and $\vec{w}$, $\vec{v} + \vec{w} = \vec{w} + \vec{v}$.
- **Associative Property:** For all vectors $\vec{u}, \vec{v}$ and $\vec{w}$, $(\vec{u} + \vec{v}) + \vec{w} = \vec{u} + (\vec{v} + \vec{w})$.
- **Identity Property:** The vector $\vec{0}$ acts as the additive identity for vector addition. That is, for all vectors $\vec{v}$,

$$\vec{v} + \vec{0} = \vec{0} + \vec{v} = \vec{v}.$$

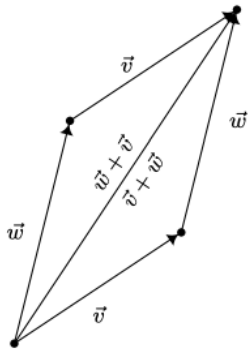
- **Inverse Property:** Every vector $\vec{v}$ has a unique additive inverse, denoted $-\vec{v}$. That is, for every vector $\vec{v}$, there is a vector $-\vec{v}$ so that

$$\vec{v} + (-\vec{v}) = (-\vec{v}) + \vec{v} = \vec{0}$$

The properties in Theorem 11.18 are easily verified using the definition of vector addition.[9] For the commutative property, we note that if $\vec{v} = \langle v_1, v_2 \rangle$ and $\vec{w} = \langle w_1, w_2 \rangle$ then

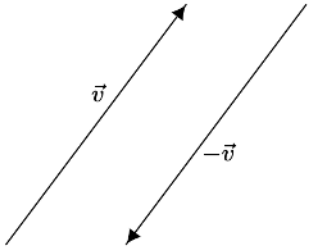
$$\begin{aligned}\vec{v}+\vec{w} &= \langle v_1, v_2\rangle + \langle w_1, w_2\rangle \\ &= \langle v_1 + w_1, v_2 + w_2\rangle \\ &= \langle w_1 + v_1, w_2 + v_2\rangle \\ &= \vec{w}+\vec{v}\end{aligned}$$

Geometrically, we can 'see' the commutative property by realizing that the sums $\vec{v}+\vec{w}$ and $\vec{w}+\vec{v}$ are the same directed diagonal determined by the parallelogram below.



Demonstrating the commutative property of vector addition.

The proofs of the associative and identity properties proceed similarly, and the reader is encouraged to verify them and provide accompanying diagrams. The existence and uniqueness of the additive inverse is yet another property inherited from the real numbers. Given a vector $\vec{v} = \langle v_1, v_2\rangle$, suppose we wish to find a vector $\vec{w} = \langle w_1, w_2\rangle$ so that $\vec{v}+\vec{w} = \vec{0}$. By the definition of vector addition, we have $\langle v_1 + w_1, v_2 + w_2\rangle = \langle 0, 0\rangle$, and hence, $v_1 + w_1 = 0$ and $v_2 + w_2 = 0$. We get $w_1 = -v_1$ and $w_2 = -v_2$ so that $\vec{w} = \langle -v_1, -v_2\rangle$. Hence, $\vec{v}$ has an additive inverse, and moreover, it is unique and can be obtained by the formula $-\vec{v} = \langle -v_1, -v_2\rangle$. Geometrically, the vectors $\vec{v} = \langle v_1, v_2\rangle$ and $-\vec{v} = \langle -v_1, -v_2\rangle$ have the same length, but opposite directions. As a result, when adding the vectors geometrically, the sum $\vec{v}+(-\vec{v})$ results in starting at the initial point of $\vec{v}$ and ending back at the initial point of $\vec{v}$, or in other words, the net result of moving $\vec{v}$ then $-\vec{v}$ is not moving at all.



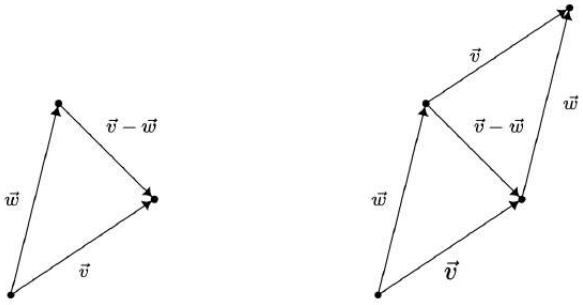
Using the additive inverse of a vector, we can define the difference of two vectors, $\vec{v}-\vec{w} = \vec{v}+(-\vec{w})$. If $\vec{v} = \langle v_1, v_2\rangle$ and $\vec{w} = \langle w_1, w_2\rangle$ then

$$\begin{aligned}\vec{v}-\vec{w} &= \vec{v}+(-\vec{w}) \\ &= \langle v_1, v_2\rangle + \langle -w_1, -w_2\rangle \\ &= \langle v_1 + (-w_1), v_2 + (-w_2)\rangle \\ &= \langle v_1 - w_1, v_2 - w_2\rangle\end{aligned}$$

In other words, like vector addition, vector subtraction works component-wise. To interpret the vector $\vec{v}-\vec{w}$ geometrically, we note

$$\begin{aligned}\vec{w}+(\vec{v}-\vec{w}) &= \vec{w}+(\vec{v}+(-\vec{w})) && \text{Definition of Vector Subtraction} \\ &= \vec{w}+((-\vec{w})+\vec{v}) && \text{Commutativity of Vector Addition} \\ &= (\vec{w}+(-\vec{w}))+\vec{v} && \text{Associativity of Vector Addition} \\ &= \vec{0}+\vec{v} && \text{Definition of Additive Inverse} \\ &= \vec{v} && \text{Definition of Additive Identity}\end{aligned}$$

This means that the 'net result' of moving along $\vec{w}$ then moving along $\vec{v}-\vec{w}$ is just $\vec{v}$ itself. From the diagram below, we see that $\vec{v}-\vec{w}$ may be interpreted as the vector whose initial point is the terminal point of $\vec{w}$ and whose terminal point is the terminal point of $\vec{v}$ as depicted below. It is also worth mentioning that in the parallelogram determined by the vectors $\vec{v}$ and $\vec{w}$, the vector $\vec{v}-\vec{w}$ is one of the diagonals – the other being $\vec{v}+\vec{w}$.



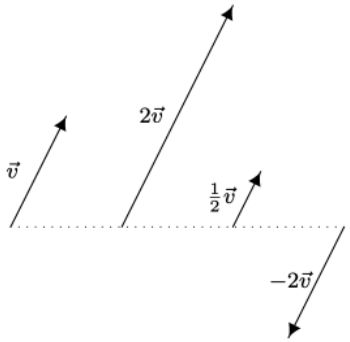
Next, we discuss scalar multiplication – that is, taking a real number times a vector. We define scalar multiplication for vectors in the same way we defined it for matrices in Section 8.3.

Definition 11.7

If k is a real number and $\vec{v}=\langle v_1, v_2\rangle$, we define $k\vec{v}$ by

$$k\vec{v}=k\langle v_1, v_2\rangle=\langle kv_1, kv_2\rangle$$

Scalar multiplication by k in vectors can be understood geometrically as scaling the vector (if $k>0$) or scaling the vector and reversing its direction (if $k<0$) as demonstrated below.



Note that, by definition 11.7, $(-1)\vec{v}=(-1)\langle v_1, v_2\rangle=\langle(-1)v_1,(-1)v_2\rangle=\langle -v_1, -v_2\rangle=-\vec{v}$. This, and other properties of scalar multiplication are summarized below.

Theorem 11.19. Properties of Scalar Multiplication

- **Associative Property:** For every vector $\vec{v}$ and scalars k and r, $(kr)\vec{v}=k(r\vec{v})$.
- **Identity Property:** For all vectors $\vec{v}$, $1\vec{v}=\vec{v}$.
- **Additive Inverse Property:** For all vectors $\vec{v}$, $-\vec{v}=(-1)\vec{v}$.
- **Distributive Property of Scalar Multiplication over Scalar Addition:** For every vector $\vec{v}$ and scalars k and r,

$$(k+r)\vec{v}=k\vec{v}+r\vec{v}$$

- **Distributive Property of Scalar Multiplication over Vector Addition:** For all vectors $\vec{v}$ and $\vec{w}$ and scalars k,

$$k(\vec{v}+\vec{w})=k\vec{v}+k\vec{w}$$

- **Zero Product Property:** If $\vec{v}$ is vector and k is a scalar, then

$$k\vec{v}=\vec{0} \quad \text{if and only if} \quad k=0 \quad \text{or} \quad \vec{v}=\vec{0}$$

The proof of Theorem 11.19, like the proof of Theorem 11.18, ultimately boils down to the definition of scalar multiplication and properties of real numbers. For example, to prove the associative property, we let $\vec{v} = \langle v_1, v_2 \rangle$. If k and r are scalars then

$$\begin{aligned}
(kr)\vec{v} &= (kr)\langle v_1, v_2 \rangle \\
&= \langle (kr)v_1, (kr)v_2 \rangle && \text{Definition of Scalar Multiplication} \\
&= \langle k(rv_1), k(rv_2) \rangle && \text{Associative Property of Real Number Multiplication} \\
&= k\langle rv_1, rv_2 \rangle && \text{Definition of Scalar Multiplication} \\
&= k(r\langle v_1, v_2 \rangle) && \text{Definition of Scalar Multiplication} \\
&= k(r\vec{v})
\end{aligned}$$

The remaining properties are proved similarly and are left as exercises.

Our next example demonstrates how Theorem 11.19 allows us to do the same kind of algebraic manipulations with vectors as we do with variables – multiplication and division of vectors notwithstanding. If the pedantry seems familiar, it should. This is the same treatment we gave Example 8.3.1 in Section 8.3. As in that example, we spell out the solution in excruciating detail to encourage the reader to think carefully about why each step is justified.

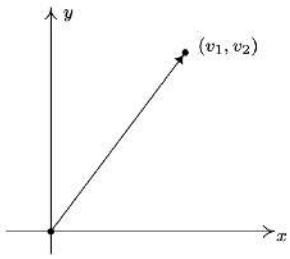
Example 11.8.3

Solve $5\vec{v} - 2(\vec{v} + \langle 1, -2 \rangle) = \vec{0}$ for $\vec{v}$.

Solution

$$\begin{aligned}
5\vec{v} - 2(\vec{v} + \langle 1, -2 \rangle) &= \vec{0} \\
5\vec{v} + (-1)[2(\vec{v} + \langle 1, -2 \rangle)] &= \vec{0} \\
5\vec{v} + [(-1)(2)](\vec{v} + \langle 1, -2 \rangle) &= \vec{0} \\
5\vec{v} + (-2)(\vec{v} + \langle 1, -2 \rangle) &= \vec{0} \\
5\vec{v} + [(-2)\vec{v} + (-2)\langle 1, -2 \rangle] &= \vec{0} \\
5\vec{v} + [(-2)\vec{v} + \langle (-2)(1), (-2)(-2) \rangle] &= \vec{0} \\
[5\vec{v} + (-2)\vec{v}] + \langle -2, 4 \rangle &= \vec{0} \\
(5 + (-2))\vec{v} + \langle -2, 4 \rangle &= \vec{0} \\
3\vec{v} + \langle -2, 4 \rangle &= \vec{0} \\
(3\vec{v} + \langle -2, 4 \rangle) + (-\langle -2, 4 \rangle) &= \vec{0} + (-\langle -2, 4 \rangle) \\
3\vec{v} + [\langle -2, 4 \rangle + (-\langle -2, 4 \rangle)] &= \vec{0} + (-1)\langle -2, 4 \rangle \\
3\vec{v} + \vec{0} &= \vec{0} + \langle (-1)(-2), (-1)(4) \rangle \\
3\vec{v} &= \langle 2, -4 \rangle \\
\frac{1}{3}(3\vec{v}) &= \frac{1}{3}(\langle 2, -4 \rangle) \\
\left[\left(\frac{1}{3}\right)(3)\right]\vec{v} &= \left\langle \left(\frac{1}{3}\right)(2), \left(\frac{1}{3}\right)(-4) \right\rangle \\
1\vec{v} &= \left\langle \frac{2}{3}, -\frac{4}{3} \right\rangle \\
\vec{v} &= \left\langle \frac{2}{3}, -\frac{4}{3} \right\rangle
\end{aligned}$$

A vector whose initial point is (0, 0) is said to be in **standard position**. If $\vec{v} = \langle v_1, v_2 \rangle$ is plotted in standard position, then its terminal point is necessarary (v_1, v_2). (Once more, think about this before reading on.)



$\vec{v} = \langle v_1, v_2 \rangle$ in standard position.

Plotting a vector in standard position enables us to more easily quantify the concepts of magnitude and direction of the vector. We can convert the point (v_1, v_2) in rectangular coordinates to a pair (r, θ) in polar coordinates where $r \geq 0$. The magnitude of $\vec{v}$, which we said earlier was length of the directed line segment, is $r = \sqrt{v_1^2 + v_2^2}$ and is denoted by $\|\vec{v}\|$. From Section 11.4, we know $v_1 = r\cos(\theta) = \|\vec{v}\|\cos(\theta)$ and $v_2 = r\sin(\theta) = \|\vec{v}\|\sin(\theta)$. From the definition of scalar multiplication and vector equality, we get

$$\begin{aligned} \vec{v} &= \langle v_1, v_2 \rangle \\ &= \langle \|\vec{v}\|\cos(\theta), \|\vec{v}\|\sin(\theta) \rangle \\ &= \|\vec{v}\| \langle \cos(\theta), \sin(\theta) \rangle \end{aligned}$$

This motivates the following definition.

Definition 11.8

Suppose $\vec{v}$ is a vector with component form $\vec{v} = \langle v_1, v_2 \rangle$. Let (r, θ) be a polar representation of the point with rectangular coordinates (v_1, v_2) with $r \geq 0$.

- The **magnitude** of $\vec{v}$, denoted $\|\vec{v}\|$, is given by $\|\vec{v}\| = r = \sqrt{v_1^2 + v_2^2}$
- If $\vec{v} \neq \vec{0}$, the **(vector) direction** of $\vec{v}$, denoted $\hat{v}$ is given by $\hat{v} = \langle \cos(\theta), \sin(\theta) \rangle$

Taken together, we get $\vec{v} = \langle \|\vec{v}\|\cos(\theta), \|\vec{v}\|\sin(\theta) \rangle$.

A few remarks are in order. First, we note that if $\vec{v} \neq 0$ then even though there are infinitely many angles θ which satisfy Definition 11.8, the stipulation $r > 0$ means that all of the angles are coterminal. Hence, if θ and θ' both satisfy the conditions of Definition 11.8, then $\cos(\theta) = \cos(\theta')$ and $\sin(\theta) = \sin(\theta')$, and as such, $\langle \cos(\theta), \sin(\theta) \rangle = \langle \cos(\theta'), \sin(\theta') \rangle$ making $\hat{v}$ is well-defined.[10] If $\vec{v} = \vec{0}$, then $\vec{v} = \langle 0, 0 \rangle$, and we know from Section 11.4 that $(0, \theta)$ is a polar representation for the origin for any angle θ. For this reason, $\hat{0}$ is undefined. The following theorem summarizes the important facts about the magnitude and direction of a vector.

Theorem 11.20. Properties of Magnitude and Direction

Suppose $\vec{v}$ is a vector.

- $\|\vec{v}\| \geq 0$ and $\|\vec{v}\| = 0$ if and only if $\vec{v} = \vec{0}$
- For all scalars k, $\|k\vec{v}\| = |k|\|\vec{v}\|$.
- If $\vec{v} \neq \vec{0}$ then $\vec{v} = \|\vec{v}\|\hat{v}$, so that $\hat{v} = \left(\frac{1}{\|\vec{v}\|}\right)\vec{v}$.

The proof of the first property in Theorem 11.20 is a direct consequence of the definition of $\|\vec{v}\|$. If $\vec{v} = \langle v_1, v_2 \rangle$, then $\|\vec{v}\| = \sqrt{v_1^2 + v_2^2}$ which is by definition greater than or equal to 0. Moreover, $\sqrt{v_1^2 + v_2^2} = 0$ if and only of $v_1^2 + v_2^2 = 0$ if and only if $v_1 = v_2 = 0$. Hence, $\|\vec{v}\| = 0$ if and only if $\vec{v} = \langle 0, 0 \rangle = \vec{0}$, as required.

The second property is a result of the definition of magnitude and scalar multiplication along with a propery of radicals. If $\vec{v} = \langle v_1, v_2 \rangle$ and k is a scalar then

$$
\begin{aligned}
\|k\vec{v}\| &= \|k\langle v_1, v_2\rangle\| \\
&= \|\langle kv_1, kv_2\rangle\| && \text{Definition of scalar multiplication} \\
&= \sqrt{(kv_1)^2 + (kv_2)^2} && \text{Definition of magnitude} \\
&= \sqrt{k^2v_1^2 + k^2v_2^2} \\
&= \sqrt{k^2\left(v_1^2 + v_2^2\right)} \\
&= \sqrt{k^2}\sqrt{v_1^2 + v_2^2} && \text{Product Rule for Radicals} \\
&= |k|\sqrt{v_1^2 + v_2^2} && \text{Since } \sqrt{k^2} = |k| \\
&= |k|\|\vec{v}\|
\end{aligned}
$$

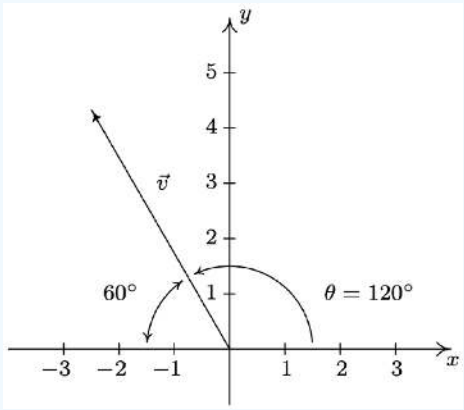
The equation $\vec{v} = \|\vec{v}\|\hat{v}$ in Theorem 11.20 is a consequence of the definitions of $\|\vec{v}\|$ and $\hat{v}$ and was worked out in the discussion just prior to Definition 11.8 on page 1020. In words, the equation $\vec{v} = \|\vec{v}\|\hat{v}$ says that any given vector is the product of its magnitude and its direction – an important concept to keep in mind when studying and using vectors. The equation $\hat{v} = \left(\frac{1}{\|\vec{v}\|}\right)\vec{v}$ is a result of solving $\vec{v} = \|\vec{v}\|\hat{v}$ for $\hat{v}$ by multiplying[11] both sides of the equation by $\frac{1}{\|\vec{v}\|}$ and using the properties of Theorem 11.19. We are overdue for an example.

Example 11.8.4

1. Find the component form of the vector $\vec{v}$ with $\|\vec{v}\| = 5$ so that when $\vec{v}$ is plotted in standard position, it lies in Quadrant II and makes a 60° angle[12] with the negative x-axis.
2. For $\vec{v} = \langle 3, -3\sqrt{3}\rangle$, find $\|\vec{v}\|$ and θ, $0 \le \theta < 2\pi$ so that $\vec{v} = \|\vec{v}\|\langle\cos(\theta), \sin(\theta)\rangle$.
3. For the vectors $\vec{v} = \langle 3, 4\rangle$ and $\vec{w} = \langle 1, -2\rangle$, find the following.
   a. $\hat{v}$
   b. $\|\vec{v}\| - 2\|\vec{w}\|$
   c. $\|\vec{v} - 2\vec{w}\|$
   d. $\|\hat{w}\|$

Solution

1. We are told that $\|\vec{v}\| = 5$ and are given information about its direction, so we can use the formula $\vec{v} = \|\vec{v}\|\hat{v}$ to get the component form of $\vec{v}$. To determine $\hat{v}$, we appeal to Definition 11.8. We are told that $\vec{v}$ lies in Quadrant II and makes a 60° angle with the negative x-axis, so the polar form of the terminal point of $\vec{v}$, when plotted in standard position is $(5, 120^\circ)$. (See the diagram below.) Thus $\hat{v} = \langle\cos(120^\circ), \sin(120^\circ)\rangle = \left\langle -\frac{1}{2}, \frac{\sqrt{3}}{2}\right\rangle$, so $\vec{v} = \|\vec{v}\|\hat{v} = 5\left\langle -\frac{1}{2}, \frac{\sqrt{3}}{2}\right\rangle = \left\langle -\frac{5}{2}, \frac{5\sqrt{3}}{2}\right\rangle$.



2. For $\vec{v} = \langle 3, -3\sqrt{3}\rangle$, we get $\|\vec{v}\| = \sqrt{(3)^2 + (-3\sqrt{3})^2} = 6$. In light of Definition 11.8, we can find the θ we're after by converting the point with rectangular coordinates $(3, -3\sqrt{3})$ to polar form (r, θ) where $r = \|\vec{v}\| > 0$. From Section 11.4, we have $\tan(\theta) = \frac{-3\sqrt{3}}{3} = -\sqrt{3}$. Since $(3, -3\sqrt{3})$ is a point in Quadrant IV, θ is a Quadrant IV angle. Hence, we pick $\theta = \frac{5\pi}{3}$. We may check our answer by verifying $\vec{v} = \langle 3, -3\sqrt{3}\rangle = 6\left\langle\cos\left(\frac{5\pi}{3}\right), \sin\left(\frac{5\pi}{3}\right)\right\rangle$.

3. a. Since we are given the component form of $\vec{v}$, we'll use the formula $\hat{v} = \left(\frac{1}{\|\vec{v}\|}\right)\vec{v}$. For $\vec{v} = \langle 3, 4\rangle$, we have $\|\vec{v}\| = \sqrt{3^2+4^2} = \sqrt{25} = 5$. Hence, $\hat{v} = \frac{1}{5}\langle 3, 4\rangle = \left\langle \frac{3}{5}, \frac{4}{5}\right\rangle$.
   b. We know from our work above that $\|\vec{v}\| = 5$, so to find $\|\vec{v}\| - 2\|\vec{w}\|$, we need only find $\|\vec{w}\|$. Since $\vec{w} = \langle 1, -2\rangle$, we get $\|\vec{w}\| = \sqrt{1^2+(-2)^2} = \sqrt{5}$. Hence, $\|\vec{v}\| - 2\|\vec{w}\| = 5 - 2\sqrt{5}$.
   c. In the expression $\|\vec{v} - 2\vec{w}\|$, notice that the arithmetic on the vectors comes first, then the magnitude. Hence, our first step is to find the component form of the vector $\vec{v} - 2\vec{w}$. We get $\vec{v} - 2\vec{w} = \langle 3, 4\rangle - 2\langle 1, -2\rangle = \langle 1, 8\rangle$. Hence, $\|\vec{v} - 2\vec{w}\| = \|\langle 1, 8\rangle\| = \sqrt{1^2+8^2} = \sqrt{65}$.
   d. To find $\|\hat{w}\|$, we first need $\hat{w}$. Using the formula $\hat{w} = \left(\frac{1}{\|\vec{w}\|}\right)\vec{w}$ along with $\|\vec{w}\| = \sqrt{5}$, which we found the in the previous problem, we get $\hat{w} = \frac{1}{\sqrt{5}}\langle 1, -2\rangle = \left\langle \frac{1}{\sqrt{5}}, -\frac{2}{\sqrt{5}}\right\rangle = \left\langle \frac{\sqrt{5}}{5}, -\frac{2\sqrt{5}}{5}\right\rangle$. Hence, $\|\hat{w}\| = \sqrt{\left(\frac{\sqrt{5}}{5}\right)^2 + \left(-\frac{2\sqrt{5}}{5}\right)^2} = \sqrt{\frac{5}{25} + \frac{20}{25}} = \sqrt{1} = 1$.

The process exemplified by number 1 in Example 11.8.4 above by which we take information about the magnitude and direction of a vector and find the component form of a vector is called resolving a vector into its components. As an application of this process, we revisit Example 11.8.1 below.

Example 11.8.5

A plane leaves an airport with an airspeed of 175 miles per hour with bearing N40°E. A 35 mile per hour wind is blowing at a bearing of S60°E. Find the true speed of the plane, rounded to the nearest mile per hour, and the true bearing of the plane, rounded to the nearest degree.

Solution

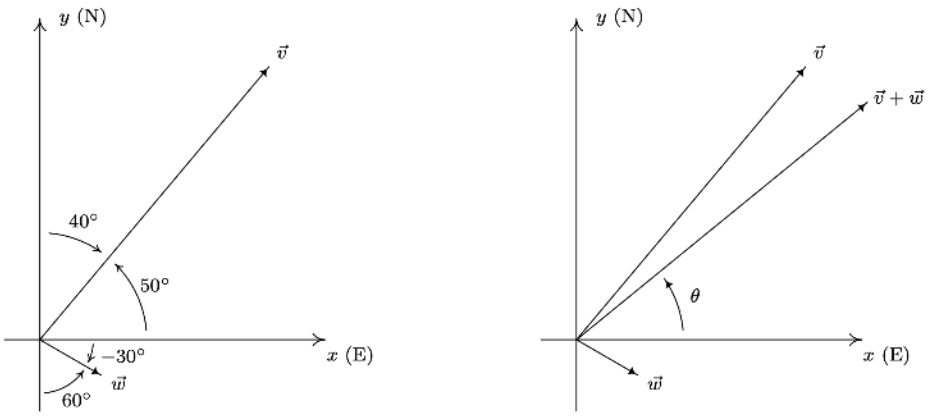
We proceed as we did in Example 11.8.1 and let $\vec{v}$ denote the plane's velocity and $\vec{w}$ denote the wind's velocity, and set about determining $\vec{v} + \vec{w}$. If we regard the airport as being at the origin, the positive y-axis acting as due north and the positive x-axis acting as due east, we see that the vectors $\vec{v}$ and $\vec{w}$ are in standard position and their directions correspond to the angles 50° and -30°, respectively. Hence, the component form of $\vec{v} = 175\,\langle \cos(50^\circ), \sin(50^\circ)\rangle = \langle 175\cos(50^\circ), 175\sin(50^\circ)\rangle$ and the component form of $\vec{w} = \langle 35\cos(-30^\circ), 35\sin(-30^\circ)\rangle$. Since we have no convenient way to express the exact values of cosine and sine of 50°, we leave both vectors in terms of cosines and sines.[13] Adding corresponding components, we find the resultant vector $\vec{v} + \vec{w} = \langle 175\cos(50^\circ) + 35\cos(-30^\circ), 175\sin(50^\circ) + 35\sin(-30^\circ)\rangle$. To find the 'true' speed of the plane, we compute the magnitude of this resultant vector

$$\|\vec{v} + \vec{w}\| = \sqrt{(175\cos(50^\circ) + 35\cos(-30^\circ))^2 + (175\sin(50^\circ) + 35\sin(-30^\circ))^2} \approx 184$$

Hence, the 'true' speed of the plane is approximately 184 miles per hour. To find the true bearing, we need to find the angle θ which corresponds to the polar form $(r, \theta), r > 0$, of the point $(x, y) = (175\cos(50^\circ) + 35\cos(-30^\circ), 175\sin(50^\circ) + 35\sin(-30^\circ))$. Since both of these coordinates are positive,[14] we know θ is a Quadrant I angle, as depicted below. Furthermore,

$$\tan(\theta) = \frac{y}{x} = \frac{175\sin(50^\circ) + 35\sin(-30^\circ)}{175\cos(50^\circ) + 35\cos(-30^\circ)},$$

so using the arctangent function, we get $\theta \approx 39^\circ$. Since, for the purposes of bearing, we need the angle between $\vec{v} + \vec{w}$ and the positive y-axis, we take the complement of θ and find the 'true' bearing of the plane to be approximately N51°E.

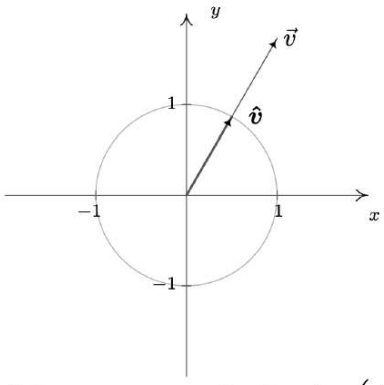


In part 3d of Example 11.8.4, we saw that $\|\hat{w}\| = 1$. Vectors with length 1 have a special name and are important in our further study of vectors.

Definition 11.9

Unit Vectors: Let $\vec{v}$ be a vector. If $\|\vec{v}\| = 1$, we say that $\vec{v}$ is a **unit vector**.

If $\vec{v}$ is a unit vector, then necessarily, $\vec{v} = \|\vec{v}\|\hat{v} = 1 \cdot \hat{v} = \hat{v}$. Conversely, we leave it as an exercise[15] to show that $\hat{v} = \left(\frac{1}{\|\vec{v}\|}\right)\vec{v}$ is a unit vector for any nonzero vector $\vec{v}$. In practice, if $\vec{v}$ is a unit vector we write it as $\vec{v}$ as opposed to $\vec{v}$ because we have reserved the '^' notation for unit vectors. The process of multiplying a nonzero vector by the factor $\frac{1}{\|\vec{v}\|}$ to produce a unit vector is called '**normalizing** the vector,' and the resulting vector $\vec{v}$ is called the 'unit vector in the **direction** of $\overrightarrow{v'}$. The terminal points of unit vectors, when plotted in standard position, lie on the Unit Circle. (You should take the time to show this.) As a result, we visualize normalizing a nonzero vector $\vec{v}$ as shrinking[16] its terminal point, when plotted in standard position, back to the Unit Circle.



Visualizing vector normalization $\hat{v} = \left(\frac{1}{\|\vec{v}\|}\right)\vec{v}$

Of all of the unit vectors, two deserve special mention.

Definition 11.10. The Principal Unit Vectors

- The vector $\hat{\imath}$ is defined by $\hat{\imath} = \langle 1, 0\rangle$
- The vector $\hat{\jmath}$ is defined by $\hat{\imath} = \langle 0, 1\rangle$

We can think of the vector $\hat{\imath}$ as representing the positive x-direction, while $\hat{\jmath}$ represents the positive y-direction. We have the following 'decomposition' theorem.[17]

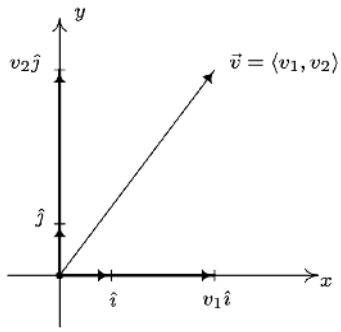
Theorem 11.21. Principal Vector Decomposition Theorem

Let $\vec{v}$ be a vector with component form $\vec{v} = \langle v_1, v_2 \rangle$. Then $\vec{v} = v_1\,\hat{\imath} + v_2\,\hat{\jmath}$.

The proof of Theorem 11.21 is straightforward. Since $\hat{\imath} = \langle 1, 0 \rangle$ and $\hat{\jmath} = \langle 0, 1 \rangle$, we have from the definition of scalar multiplication and vector addition that

$$v_1\,\hat{\imath} + v_2\,\hat{\jmath} = v_1\langle 1, 0 \rangle + v_2\langle 0, 1 \rangle = \langle v_1, 0 \rangle + \langle 0, v_2 \rangle = \langle v_1, v_2 \rangle = \vec{v}$$

Geometrically, the situation looks like this:



$$\vec{v} = \langle v_1, v_2 \rangle = v_1\hat{\imath} + v_2\hat{\jmath}.$$

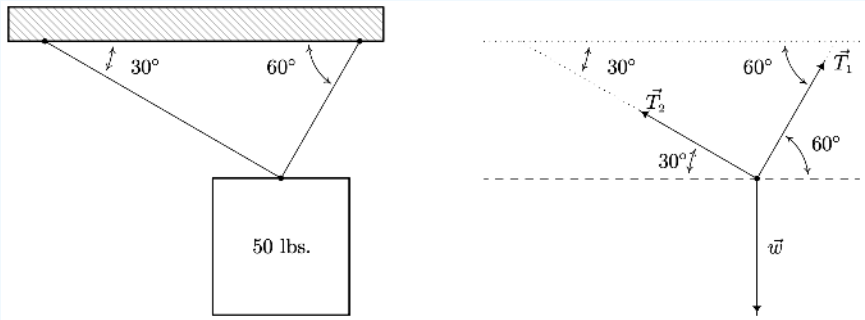
We conclude this section with a classic example which demonstrates how vectors are used to model forces. A 'force' is defined as a 'push' or a 'pull.' The intensity of the push or pull is the magnitude of the force, and is measured in Netwons (N) in the SI system or pounds (lbs.) in the English system.[18] The following example uses all of the concepts in this section, and should be studied in great detail.

Example 11.8.6

A 50 pound speaker is suspended from the ceiling by two support braces. If one of them makes a 60° angle with the ceiling and the other makes a 30° angle with the ceiling, what are the tensions on each of the supports?

Solution

We represent the problem schematically below and then provide the corresponding vector diagram.



We have three forces acting on the speaker: the weight of the speaker, which we'll call $\vec{w}$, pulling the speaker directly downward, and the forces on the support rods, which we'll call $\vec{T}_1$ and $\vec{T}_2$ (for 'tensions') acting upward at angles 60° and 30°, respectively. We are looking for the tensions on the support, which are the magnitudes $\left\|\vec{T}_1\right\|$ and $\left\|\vec{T}_2\right\|$. In order for the speaker to remain stationary,[19] we require $\vec{w} + \overrightarrow{T_1} + \overrightarrow{T_2} = \overrightarrow{0}$. Viewing the common initial point of these vectors as the origin and the dashed line as the x-axis, we use Theorem 11.20 to get component representations for the three vectors involved. We can model the weight of the speaker as a vector pointing directly downwards with a magnitude of 50 pounds. That is, $\|\vec{w}\| = 50$ and $\hat{w} = -\hat{\jmath} = \langle 0, -1 \rangle$. Hence, $\vec{w} = 50\langle 0, -1 \rangle = \langle 0, -50 \rangle$. For the force in the first support, we get

$$\begin{aligned}\vec{T}_1 &= \left\|\vec{T}_1\right\| \langle \cos(60^\circ), \sin(60^\circ)\rangle \\ &= \left\langle \frac{\left\|\vec{T}_1\right\|}{2}, \frac{\left\|\vec{T}_1\right\|\sqrt{3}}{2} \right\rangle\end{aligned}$$

For the second support, we note that the angle 30° is measured from the negative x-axis, so the angle needed to write $\vec{T}_2$ in component form is 150°. Hence

$$\begin{aligned}\vec{T}_2 &= \left\|\vec{T}_2\right\| \langle \cos(150^\circ), \sin(150^\circ)\rangle \\ &= \left\langle -\frac{\left\|\vec{T}_2\right\|\sqrt{3}}{2}, \frac{\left\|\vec{T}_2\right\|}{2} \right\rangle\end{aligned}$$

The requirement $\vec{w}+\vec{T}_1+\vec{T}_2 = \vec{0}$ gives us this vector equation.

$$\begin{aligned} \vec{w}+\vec{T}_1+\vec{T}_2 &= \vec{0} \\ \langle 0,-50\rangle + \left\langle \frac{\left\|\vec{T}_1\right\|}{2}, \frac{\left\|\vec{T}_1\right\|\sqrt{3}}{2} \right\rangle + \left\langle -\frac{\left\|\vec{T}_2\right\|\sqrt{3}}{2}, \frac{\left\|\vec{T}_2\right\|}{2} \right\rangle &= \langle 0,0\rangle \\ \left\langle \frac{\left\|\vec{T}_1\right\|}{2} - \frac{\left\|\vec{T}_2\right\|\sqrt{3}}{2}, \frac{\left\|\vec{T}_1\right\|\sqrt{3}}{2} + \frac{\left\|\vec{T}_2\right\|}{2} - 50 \right\rangle &= \langle 0,0\rangle \end{aligned}$$

Equating the corresponding components of the vectors on each side, we get a system of linear equations in the variables $\left\|\vec{T}_1\right\|$ and $\left\|\vec{T}_2\right\|$.

$$\begin{cases} (E1) & \dfrac{\left\|\vec{T}_1\right\|}{2} - \dfrac{\left\|\vec{T}_2\right\|\sqrt{3}}{2} = 0 \\ (E2) & \dfrac{\left\|\vec{T}_1\right\|\sqrt{3}}{2} + \dfrac{\left\|\vec{T}_2\right\|}{2} - 50 = 0 \end{cases}$$

From $(E1)$, we get $\left\|\vec{T}_1\right\| = \left\|\vec{T}_2\right\|\sqrt{3}$. Substituting that into $(E2)$ gives $\dfrac{\left(\left\|\vec{T}_2\right\|\sqrt{3}\right)\sqrt{3}}{2} + \dfrac{\left\|\vec{T}_2\right\|}{2} - 50 = 0$ which yields $2\left\|\vec{T}_2\right\| - 50 = 0$. Hence, $\left\|\vec{T}_2\right\| = 25$ pounds and $\left\|\vec{T}_1\right\| = \left\|\vec{T}_2\right\|\sqrt{3} = 25\sqrt{3}$ pounds.

[1] The word 'vector' comes from the Latin vehere meaning 'to convey' or 'to carry.'

[2] Other textbook authors use bold vectors such as $\boldsymbol{v}$. We find that writing in bold font on the chalkboard is inconvenient at best, so we have chosen the 'arrow' notation.

[3] If this idea of 'over' and 'up' seems familiar, it should. The slope of the line segment containing $\vec{v}$ is $\frac{4}{3}$.

[4] If necessary, review page 905 and Section 11.3.

[5] That is, the speed of the plane relative to the air around it. If there were no wind, plane's airspeed would be the same as its speed as observed from the ground. How does wind affect this? Keep reading!

[6] See Section 10.1.1, for instance.

[7] Or, since our given angle, 100°, is obtuse, we could use the Law of Sines without any ambiguity here.

[8] Adding vectors 'component-wise' should seem hauntingly familiar. Compare this with how matrix addition was defined in section 8.3. In fact, in more advanced courses such as Linear Algebra, vectors are defined as $1 \times n$ or $n \times 1$ matrices, depending on the situation.

[9] The interested reader is encouraged to compare Theorem 11.18 and the ensuing discussion with Theorem 8.3 in Section 8.3 and the discussion there.

[10] If this all looks familiar, it should. The interested reader is invited to compare Definition 11.8 to Definition 11.2 in Section 11.7.

[11] Of course, to go from $\vec{v} = \|\vec{v}\|\hat{v}$ to $\hat{v} = \left(\frac{1}{\|\vec{v}\|}\right)\vec{v}$, we are essentially 'dividing both sides' of the equation by the scalar $\|\vec{v}\|$. The authors encourage the reader, however, to work out the details carefully to gain an appreciation of the properties in play.

[12] Due to the utility of vectors in 'real-world' applications, we will usually use degree measure for the angle when giving the vector's direction. However, since Carl doesn't want you to forget about radians, he's made sure there are examples and exercises which use them.

[13] Keeping things 'calculator' friendly, for once!

[14] Yes, a calculator approximation is the quickest way to see this, but you can also use good old-fashioned inequalities and the fact that $45^\circ \leq 50^\circ \leq 60^\circ$.

[15] One proof uses the properties of scalar multiplication and magnitude. If $\vec{v} \neq \overrightarrow{0}$, consider $\|\hat{v}\| = \left\|\left(\frac{1}{\|\vec{v}\|}\right)\vec{v}\right\|$. Use the fact that $\|\vec{v}\| \geq 0$ is a scalar and consider factoring.

[16] . . . if $\|\vec{v}\| > 1$. . .

[17] We will see a generalization of Theorem 11.21 in Section 11.9. Stay tuned!

[18] See also Section 11.1.1.

[19] This is the criteria for 'static equilbrium'.

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11.8E: Exercises

In Exercises 1 - 10, use the given pair of vectors $\vec{v}$ and $\vec{w}$ to find the following quantities. State whether the result is a vector or a scalar.

- $\vec{v}+\vec{w}$
- $\vec{w}-2\vec{v}$
- $\|\vec{v}+\vec{w}\|$
- $\|\vec{v}\|+\|\vec{w}\|$
- $\|\vec{v}\|\vec{w}-\|\vec{w}\|\vec{v}$
- $\|\vec{w}\|\hat{v}$

Finally, verify that the vectors satisfy the Parallelogram Law

$$\|\vec{v}\|^2+\|\vec{w}\|^2=\tfrac{1}{2}\left[\|\vec{v}+\vec{w}\|^2+\|\vec{v}-\vec{w}\|^2\right]$$

1. $\vec{v}=\langle 12,-5\rangle, \vec{w}=\langle 3,4\rangle$
2. $\vec{v}=\langle -7,24\rangle, \vec{w}=\langle -5,-12\rangle$
3. $\vec{v}=\langle 2,-1\rangle, \vec{w}=\langle -2,4\rangle$
4. $\vec{v}=\langle 10,4\rangle, \vec{w}=\langle -2,5\rangle$
5. $\vec{v}=\langle -\sqrt{3},1\rangle, \vec{w}=\langle 2\sqrt{3},2\rangle$
6. $\vec{v}=\left\langle \frac{3}{5},\frac{4}{5}\right\rangle, \vec{w}=\left\langle -\frac{4}{5},\frac{3}{5}\right\rangle$
7. $\vec{v}=\left\langle \frac{\sqrt{2}}{2},-\frac{\sqrt{2}}{2}\right\rangle, \vec{w}=\left\langle -\frac{\sqrt{2}}{2},\frac{\sqrt{2}}{2}\right\rangle$
8. $\vec{v}=\left\langle \frac{1}{2},\frac{\sqrt{3}}{2}\right\rangle, \vec{w}=\langle -1,-\sqrt{3}\rangle$
9. $\vec{v}=3\,\hat{\imath}+4\hat{\jmath}, \vec{w}=-2\hat{\jmath}$
10. $\vec{v}=\frac{1}{2}(\hat{\imath}+\hat{\jmath}), \vec{w}=\frac{1}{2}(\hat{\imath}-\hat{\jmath})$

In Exercises 11 - 25, find the component form of the vector $\vec{v}$ using the information given about its magnitude and direction. Give exact values.

11. $\|\vec{v}\|=6$; when drawn in standard position $\vec{v}$ lies in Quadrant I and makes a 60° angle with the positive x-axis
12. $\|\vec{v}\|=3$; when drawn in standard position $\vec{v}$ lies in Quadrant I and makes a 45° angle with the positive x-axis
13. $\|\vec{v}\|=\frac{2}{3}$; when drawn in standard position $\vec{v}$ lies in Quadrant I and makes a 60° angle with the positive y-axis
14. $\|\vec{v}\|=12$; when drawn in standard position $\vec{v}$ lies along the positive y-axis
15. $\|\vec{v}\|=4$; when drawn in standard position $\vec{v}$ lies in Quadrant II and makes a 30° angle with the negative x-axis
16. $\|\vec{v}\|=2\sqrt{3}$; when drawn in standard position $\vec{v}$ lies in Quadrant II and makes a 30° angle with the positive y-axis
17. $\|\vec{v}\|=\frac{7}{2}$; when drawn in standard position $\vec{v}$ lies along the negative x-axis
18. $\|\vec{v}\|=5\sqrt{6}$; when drawn in standard position $\vec{v}$ lies in Quadrant III and makes a 45° angle with the negative x-axis
19. $\|\vec{v}\|=6.25$; when drawn in standard position $\vec{v}$ lies along the negative y-axis
20. $\|\vec{v}\|=4\sqrt{3}$; when drawn in standard position $\vec{v}$ lies in Quadrant IV and makes a 30° angle with the positive x-axis
21. $\|\vec{v}\|=5\sqrt{2}$; when drawn in standard position $\vec{v}$ lies in Quadrant IV and makes a 45° angle with the negative y-axis
22. $\|\vec{v}\|=2\sqrt{5}$; when drawn in standard position $\vec{v}$ lies in Quadrant I and makes an angle measuring arctan(2) with the positive x-axis
23. $\|\vec{v}\|=\sqrt{10}$; when drawn in standard position $\vec{v}$ lies in Quadrant II and makes an angle measuring arctan(3) with the negative x-axis
24. $\|\vec{v}\|=5$; when drawn in standard position $\vec{v}$ lies in Quadrant III and makes an angle measuring $\arctan\left(\frac{4}{3}\right)$ with the negative x-axis
25. $\|\vec{v}\|=26$; when drawn in standard positio $\vec{v}$ lies in Quadrant IV and makes an angle measuring $\arctan\left(\frac{5}{12}\right)$ with the positive x-axis

In Exercises 26 - 31, approximate the component form of the vector $\vec{v}$ using the information given about its magnitude and direction. Round your approximations to two decimal places.

26. $\|\vec{v}\|=392$; when drawn in standard position $\vec{v}$ makes a 117° angle with the positive x-axis
27. $\|\vec{v}\|=63.92$; when drawn in standard position $\vec{v}$ makes a 78.3° angle with the positive x-axis

28. $\|\vec{v}\| = 5280$; when drawn in standard position $\vec{v}$ makes a 12° angle with the positive x-axis
29. $\|\vec{v}\| = 450$; when drawn in standard position $\vec{v}$ makes a 210.75° angle with the positive x-axis
30. $\|\vec{v}\| = 168.7$; when drawn in standard position $\vec{v}$ makes a 252° angle with the positive x-axis
31. $\|\vec{v}\| = 26$; when drawn in standard position $\vec{v}$ maskes a 304.5° angle with the positive x-axis

In Exercises 32 - 52, for the given vector $\vec{v}$, find the magnitude $\|\vec{v}\|$ and an angle θ with $0 \leq \theta < 360^\circ$ so that $\vec{v} = \|\vec{v}\|\langle \cos(\theta), \sin(\theta)\rangle$ (See Definition 11.8.) Round approximations to two decimal places.

32. $\vec{v} = \langle 1, \sqrt{3}\rangle$
33. $\vec{v} = \langle 5, 5\rangle$
34. $\vec{v} = \langle -2\sqrt{3}, 2\rangle$
35. $\vec{v} = \langle -\sqrt{2}, \sqrt{2}\rangle$
36. $\vec{v} = \left\langle -\frac{\sqrt{2}}{2}, -\frac{\sqrt{2}}{2}\right\rangle$
37. $\vec{v} = \left\langle -\frac{1}{2}, -\frac{\sqrt{3}}{2}\right\rangle$
38. $\vec{v} = \langle 6, 0\rangle$
39. $\vec{v} = \langle -2.5, 0\rangle$
40. $\vec{v} = \langle 0, \sqrt{7}\rangle$
41. $\vec{v} = -10\hat{j}$
42. $\vec{v} = \langle 3, 4\rangle$
43. $\vec{v} = \langle 12, 5\rangle$
44. $\vec{v} = \langle -4, 3\rangle$
45. $\vec{v} = \langle -7, 24\rangle$
46. $\vec{v} = \langle -2, -1\rangle$
47. $\vec{v} = \langle -2, -6\rangle$
48. $\vec{v} = \hat{i} + \hat{j}$
49. $\vec{v} = \hat{i} - 4\hat{j}$
50. $\vec{v} = \langle 123.4, -77.05\rangle$
51. $\vec{v} = \langle 965.15, 831.6\rangle$
52. $\vec{v} = \langle -114.1, 42.3\rangle$
53. A small boat leaves the dock at Camp DuNuthin and heads across the Nessie River at 17 miles per hour (that is, with respect to the water) at a bearing of S68◦W. The river is flowing due east at 8 miles per hour. What is the boat's true speed and heading? Round the speed to the nearest mile per hour and express the heading as a bearing, rounded to the nearest tenth of a degree.
54. The HMS Sasquatch leaves port with bearing $\mathrm{S}20^\circ\mathrm{E}$ maintaining a speed of 42 miles per hour (that is, with respect to the water). If the ocean current is 5 miles per hour with a bearing of $\mathrm{N}60^\circ\mathrm{E}$, find the HMS Sasquatch's true speed and bearing. Round the speed to the nearest mile per hour and express the heading as a bearing, rounded to the nearest tenth of a degree.
55. If the captain of the HMS Sasquatch in Exercise 54 wishes to reach Chupacabra Cove, an island 100 miles away at a bearing of $\mathrm{S}20^\circ\mathrm{E}$ from port, in three hours, what speed and heading should she set to take into account the ocean current? Round the speed to the nearest mile per hour and express the heading as a bearing, rounded to the nearest tenth of a degree.

    HINT: If $\vec{v}$ denotes the velocity of the HMS Sasquatch and $\vec{w}$ denotes the velocity of the current, what does $\vec{v} + \vec{w}$ need to be to reach Chupacabra Cove in three hours?

56. In calm air, a plane flying from the Pedimaxus International Airport can reach Cliffs of Insanity Point in two hours by following a bearing of $\mathrm{N}8.2^\circ\mathrm{E}$ at 96 miles an hour. (The distance between the airport and the cliffs is 192 miles.) If the wind is blowing from the southeast at 25 miles per hour, what speed and bearing should the pilot take so that she makes the trip in two hours along the original heading? Round the speed to the nearest hundredth of a mile per hour and your angle to the nearest tenth of a degree.
57. The SS Bigfoot leaves Yeti Bay on a course of $\mathrm{N}37^\circ\mathrm{W}$ at a speed of 50 miles per hour. After traveling half an hour, the captain determines he is 30 miles from the bay and his bearing back to the bay is $\mathrm{S}40^\circ\mathrm{E}$. What is the speed and bearing of the ocean current? Round the speed to the nearest mile per hour and express the heading as a bearing, rounded to the nearest tenth of a degree.
58. A 600 pound Sasquatch statue is suspended by two cables from a gymnasium ceiling. If each cable makes a 60° angle with the ceiling, find the tension on each cable. Round your answer to the nearest pound.

59. Two cables are to support an object hanging from a ceiling. If the cables are each to make a 42° angle with the ceiling, and each cable is rated to withstand a maximum tension of 100 pounds, what is the heaviest object that can be supported? Round your answer down to the nearest pound.
60. A 300 pound metal star is hanging on two cables which are attached to the ceiling. The left hand cable makes a 72° angle with the ceiling while the right hand cable makes a 18° angle with the ceiling. What is the tension on each of the cables? Round your answers to three decimal places.
61. Two drunken college students have filled an empty beer keg with rocks and tied ropes to it in order to drag it down the street in the middle of the night. The stronger of the two students pulls with a force of 100 pounds at a heading of $\mathrm{N}77^\circ\mathrm{E}$ and the other pulls at a heading of $\mathrm{S}68^\circ\mathrm{E}$. What force should the weaker student apply to his rope so that the keg of rocks heads due east? What resultant force is applied to the keg? Round your answer to the nearest pound.
62. Emboldened by the success of their late night keg pull in Exercise 61 above, our intrepid young scholars have decided to pay homage to the chariot race scene from the movie 'Ben-Hur' by tying three ropes to a couch, loading the couch with all but one of their friends and pulling it due west down the street. The first rope points $\mathrm{N}80^\circ\mathrm{W}$, the second points due west and the third points $\mathrm{S}80^\circ\mathrm{W}$. The force applied to the first rope is 100 pounds, the force applied to the second rope is 40 pounds and the force applied (by the non-riding friend) to the third rope is 160 pounds. They need the resultant force to be at least 300 pounds otherwise the couch won't move. Does it move? If so, is it heading due west?
63. Let $\vec{v} = \langle v_1, v_2 \rangle$ be any non-zero vector. Show that $\frac{1}{\|\vec{v}\|}\vec{v}$ has length 1.
64. We say that two non-zero vectors $\vec{v}$ and $\vec{w}$ are **parallel** if they have same or opposite directions. That is, $\vec{v} \neq \vec{0}$ and $\vec{w} \neq \vec{0}$ are parallel if either $\hat{v} = \hat{w}$ or $\hat{v} = -\hat{w}$. Show that this means $\vec{v} = k\vec{w}$ for some non-zero scalar k and that $k > 0$ if the vectors have the same direction and $k < 0$ if they point in opposite directions.
65. The goal of this exercise is to use vectors to describe non-vertical lines in the plane. To that end, consider the line $y = 2x - 4$. Let $\vec{v}_0 = \langle 0, -4 \rangle$ and let $\vec{s} = \langle 1, 2 \rangle$. Let t be any real number. Show that the vector defined by $\vec{v} = \vec{v}_0 + t\vec{s}$, when drawn in standard position, has its terminal point on the line $y = 2x - 4$. (Hint: Show that $\vec{v}_0 + t\vec{s} = \langle t, 2t - 4 \rangle$ for any real number t.) Now consider the non-vertical line $y = mx + b$. Repeat the previous analysis with $\vec{v}_0 = \langle 0, b \rangle$ and let $\vec{s} = \langle 1, m \rangle$. Thus any non-vertical line can be thought of as a collection of terminal points of the vector sum of $\langle 0, b \rangle$ (the position vector of the y-intercept) and a scalar multiple of the slope vector $\vec{s} = \langle 1, m \rangle$.
66. Prove the associative and identity properties of vector addition in Theorem 11.18.
67. Prove the properties of scalar multiplication in Theorem 11.19.

11.8.2 Answers

1. - $\vec{v} + \vec{w} = \langle 15, -1 \rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle -21, 14 \rangle$, vector
   - $\|\vec{v} + \vec{w}\| = \sqrt{226}$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 18$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle -21, 77 \rangle$, vector
   - $\|w\|\hat{v} = \left\langle \frac{60}{13}, -\frac{25}{13} \right\rangle$, vector
2. - $\vec{v} + \vec{w} = \langle -12, 12 \rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle 9, -60 \rangle$, vector
   - $\|\vec{v} + \vec{w}\| = 12\sqrt{2}$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 38$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle -34, -612 \rangle$, vector
   - $\|w\|\hat{v} = \left\langle -\frac{91}{25}, \frac{312}{25} \right\rangle$, vector
3. - $\vec{v} + \vec{w} = \langle 0, 3 \rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle -6, 6 \rangle$, vector
   - $\|\vec{v} + \vec{w}\| = 3$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 3\sqrt{5}$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle -6\sqrt{5}, 6\sqrt{5} \rangle$, vector
   - $\|w\|\hat{v} = \langle 4, -2 \rangle$, vector
4. - $\vec{v} + \vec{w} = \langle 8, 9 \rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle -22, -3 \rangle$, vector
   - $\|\vec{v} + \vec{w}\| = \sqrt{145}$, scalar

- $\|\vec{v}\| + \|\vec{w}\| = 3\sqrt{29}$, scalar
- $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle -14\sqrt{29}, 6\sqrt{29}\rangle$, vector
- $\|w\|\hat{v} = \langle 5, 2\rangle$, vector

5. - $\vec{v} + \vec{w} = \langle \sqrt{3}, 3\rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle 4\sqrt{3}, 0\rangle$, vector
   - $\|\vec{v} + \vec{w}\| = 2\sqrt{3}$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 6$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle 8\sqrt{3}, 0\rangle$, vector
   - $\|w\|\hat{v} = \langle -2\sqrt{3}, 2\rangle$, vector
6. - $\vec{v} + \vec{w} = \left\langle -\frac{1}{5}, \frac{7}{5}\right\rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle -2, -1\rangle$, vector
   - $\|\vec{v} + \vec{w}\| = \sqrt{2}$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 2$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \left\langle -\frac{7}{5}, -\frac{1}{5}\right\rangle$, vector
   - $\|w\|\hat{v} = \left\langle \frac{3}{5}, \frac{4}{5}\right\rangle$, vector
7. - $\vec{v} + \vec{w} = \langle 0, 0\rangle$, vector
   - $\vec{w} - 2\vec{v} = \left\langle -\frac{3\sqrt{2}}{2}, \frac{3\sqrt{2}}{2}\right\rangle$, vector
   - $\|\vec{v} + \vec{w}\| = 0$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 2$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle -\sqrt{2}, \sqrt{2}\rangle$, vector
   - $\|w\|\hat{v} = \left\langle \frac{\sqrt{2}}{2}, -\frac{\sqrt{2}}{2}\right\rangle$, vector
8. - $\vec{v} + \vec{w} = \left\langle -\frac{1}{2}, -\frac{\sqrt{3}}{2}\right\rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle -2, -2\sqrt{3}\rangle$, vector
   - $\|\vec{v} + \vec{w}\| = 1$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 3$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle -2, -2\sqrt{3}\rangle$, vector
   - $\|w\|\hat{v} = \langle 1, \sqrt{3}\rangle$, vector
9. - $\vec{v} + \vec{w} = \langle 3, 2\rangle$, vector
   - $\vec{w} - 2\vec{v} = \langle -6, -10\rangle$, vector
   - $\|\vec{v} + \vec{w}\| = \sqrt{13}$, scalar
   - $\|\vec{v}\| + \|\vec{w}\| = 7$, scalar
   - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \langle -6, -18\rangle$, vector
   - $\|w\|\hat{v} = \left\langle \frac{6}{5}, \frac{8}{5}\right\rangle$, vector
10. - $\vec{v} + \vec{w} = \langle 1, 0\rangle$, vector
    - $\vec{w} - 2\vec{v} = \left\langle -\frac{1}{2}, -\frac{3}{2}\right\rangle$, vector
    - $\|\vec{v} + \vec{w}\| = 1$, scalar
    - $\|\vec{v}\| + \|\vec{w}\| = \sqrt{2}$, scalar
    - $\|\vec{v}\|\vec{w} - \|\vec{w}\|\vec{v} = \left\langle 0, -\frac{\sqrt{2}}{2}\right\rangle$, vector
    - $\|w\|\hat{v} = \left\langle \frac{1}{2}, \frac{1}{2}\right\rangle$, vector
11. $\vec{v} = \langle 3, 3\sqrt{3}\rangle$
12. $\vec{v} = \left\langle \frac{3\sqrt{2}}{2}, \frac{3\sqrt{2}}{2}\right\rangle$
13. $\vec{v} = \left\langle \frac{\sqrt{3}}{3}, \frac{1}{3}\right\rangle$
14. $\vec{v} = \langle 0, 12\rangle$
15. $\vec{v} = \langle -2\sqrt{3}, 2\rangle$
16. $\vec{v} = \langle -\sqrt{3}, 3\rangle$
17. $\vec{v} = \left\langle -\frac{7}{2}, 0\right\rangle$
18. $\vec{v} = \langle -5\sqrt{3}, -5\sqrt{3}\rangle$

19. $\vec{v} = \langle 0, -6.25 \rangle$
20. $\vec{v} = \langle 6, -2\sqrt{3} \rangle$
21. $\vec{v} = \langle 5, -5 \rangle$
22. $\vec{v} = \langle 2, 4 \rangle$
23. $\vec{v} = \langle -1, 3 \rangle$
24. $\vec{v} = \langle -3, -4 \rangle$
25. $\vec{v} = \langle 24, -10 \rangle$
26. $\vec{v} \approx \langle -177.96, 349.27 \rangle$
27. $\vec{v} \approx \langle 12.96, 62.59 \rangle$
28. $\vec{v} \approx \langle 5164.62, 1097.77 \rangle$
29. $\vec{v} \approx \langle -386.73, -230.08 \rangle$
30. $\vec{v} \approx \langle -52.13, -160.44 \rangle$
31. $\vec{v} \approx \langle 14.73, -21.43 \rangle$
32. $\|\vec{v}\| = 2, \theta = 60^\circ$
33. $\|\vec{v}\| = 5\sqrt{2}, \theta = 45^\circ$
34. $\|\vec{v}\| = 4, \theta = 150^\circ$
35. $\|\vec{v}\| = 2, \theta = 135^\circ$
36. $\|\vec{v}\| = 1, \theta = 225^\circ$
37. $\|\vec{v}\| = 1, \theta = 240^\circ$
38. $\|\vec{v}\| = 6, \theta = 0^\circ$
39. $\|\vec{v}\| = 2.5, \theta = 180^\circ$
40. $\|\vec{v}\| = \sqrt{7}, \theta = 90^\circ$
41. $\|\vec{v}\| = 10, \theta = 270^\circ$
42. $\|\vec{v}\| = 5, \theta \approx 53.13^\circ$
43. $\|\vec{v}\| = 13, \theta \approx 22.62^\circ$
44. $\|\vec{v}\| = 5, \theta \approx 143.13^\circ$
45. $\|\vec{v}\| = 25, \theta \approx 106.26^\circ$
46. $\|\vec{v}\| = \sqrt{5}, \theta \approx 206.57^\circ$
47. $\|\vec{v}\| = 2\sqrt{10}, \theta \approx 251.57^\circ$
48. $\|\vec{v}\| = \sqrt{2}, \theta \approx 45^\circ$
49. $\|\vec{v}\| = \sqrt{17}, \theta \approx 284.04^\circ$
50. $\|\vec{v}\| \approx 145.48, \theta \approx 328.02^\circ$
51. $\|\vec{v}\| \approx 1274.00, \theta \approx 40.75^\circ$
52. $\|\vec{v}\| \approx 121.69, \theta \approx 159.66^\circ$
53. The boat's true speed is about 10 miles per hour at a heading of $\mathrm{S}50.6^\circ\mathrm{W}$.
54. The HMS Sasquatch's true speed is about 41 miles per hour at a heading of $\mathrm{S}26.8^\circ\mathrm{E}$.
55. She should maintain a speed of about 35 miles per hour at a heading of $\mathrm{S}11.8^\circ\mathrm{E}$.
56. She should fly at 83.46 miles per hour with a heading of $\mathrm{N}22.1^\circ\mathrm{E}$
57. The current is moving at about 10 miles per hour bearing $\mathrm{N}54.6^\circ\mathrm{W}$.
58. The tension on each of the cables is about 346 pounds.
59. The maximum weight that can be held by the cables in that configuration is about 133 pounds.
60. The tension on the left hand cable is 285.317 lbs. and on the right hand cable is 92.705 lbs.
61. The weaker student should pull about 60 pounds. The net force on the keg is about 153 pounds.
62. The resultant force is only about 296 pounds so the couch doesn't budge. Even if it did move, the stronger force on the third rope would have made the couch drift slightly to the south as it traveled down the street.

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11.9: Parametric Equations

The Etch A Sketch was a toy invented in the late 1950s by French electrician André Cassagnes. The toy has a thick, flat gray screen in a red plastic frame with two white knobs on the front of the frame in the lower corners, as seen in Figure 1. Twisting the knobs moves a stylus that displaces aluminum powder on the back of the screen, leaving a solid line.

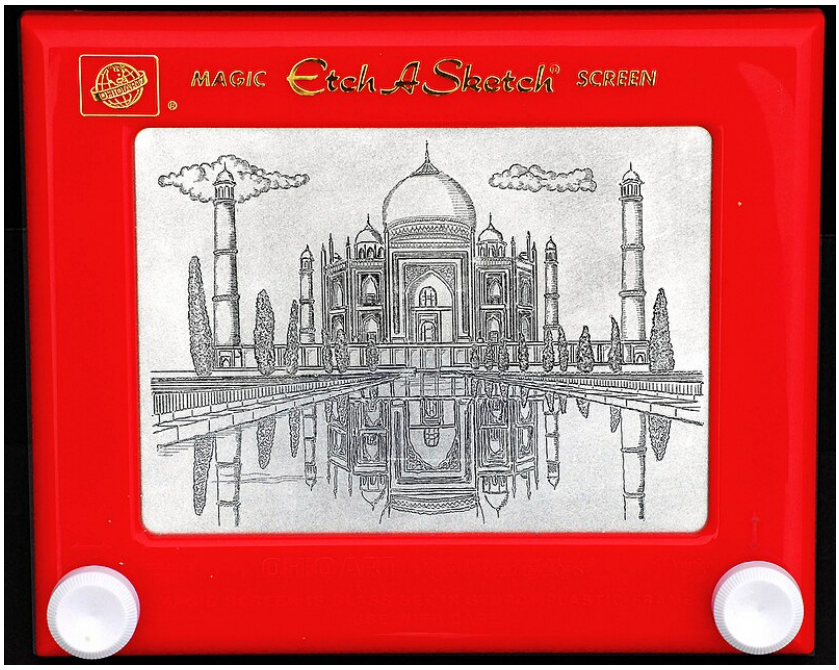
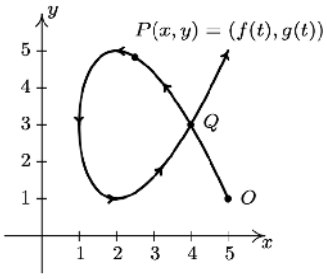


Figure 1: The Etch A Sketch

The left knob controls the horizontal movement of the stylus, while the right knob controls the vertical movement. In a very real way, these knobs represent functions of their respective rotational positions. That is, if you rotate the left knob counterclockwise by 90°, the stylus will have moved to the left, say, 1 centimeter. Therefore, if α is the angle through which we have rotated the left knob, there is a single horizontal position of the stylus related to α. Likewise, if β is the angle through which we have rotated the right knob, there is a single vertical position of the stylus related to β.

Despite the knobs being functions of the horizontal and vertical positions, the artwork generated by an Etch A Sketch does not need to be a function of a horizontal or a vertical variable - it does not need to pass the Vertical nor the Horizontal Line Tests (as Figure 1 showcases). In this chapter, we investigate how to represent simple forms of "Etch A Sketch" curves mathematically.

As we have seen in Exercises 53 - 56 in Section 1.2, Chapter 7 and most recently in Section 11.5, there are scores of interesting curves which, when plotted in the xy-plane, neither represent y as a function of x nor x as a function of y. In this section, we present a new concept which allows us to use functions to study these kinds of curves. To motivate the idea, we imagine a bug crawling across a table top starting at the point O and tracing out a curve C in the plane, as shown below.



The curve C does not represent y as a function of x because it fails the Vertical Line Test and it does not represent x as a function of y because it fails the Horizontal Line Test. However, since the bug can be in only one place $P(x, y)$ at any given time t, we can define the x-coordinate of P as a function of t and the y-coordinate of P as a (usually, but not necessarily) different function of t.

(Traditionally, $f(t)$ is used for x and $g(t)$ is used for y.) The independent variable t in this case is called a **parameter** and the system of equations

$$\begin{cases} x = f(t) \\ y = g(t) \end{cases}$$

is called a **system of parametric equations** or a **parametrization** of the curve C.[1] The parametrization of C endows it with an orientation and the arrows on C indicate motion in the direction of increasing values of t. In this case, our bug starts at the point O, travels upwards to the left, then loops back around to cross its path[2] at the point Q and finally heads off into the first quadrant. It is important to note that the curve itself is a set of points and as such is devoid of any orientation. The parametrization determines the orientation and as we shall see, different parametrizations can determine different orientations. If all of this seems hauntingly familiar, it should. By definition, the system of equations $\{x = \cos(t), y = \sin(t)$ parametrizes the Unit Circle, giving it a counter-clockwise orientation. More generally, the equations of circular motion $\{x = r\cos(\omega t), y = r\sin(\omega t)$ developed on page 732 in Section 10.2.1 are parametric equations which trace out a circle of radius r centered at the origin. If $\omega > 0$, the orientation is counterclockwise; if $\omega < 0$, the orientation is clockwise. The angular frequency ω determines 'how fast' the object moves around the circle. In particular, the equations $\{x = 2960\cos\left(\frac{\pi}{12}t\right), y = 2960\sin\left(\frac{\pi}{12}t\right)$ that model the motion of Lakeland Community College as the earth rotates (see Example 10.2.7 in Section 10.2) parameterize a circle of radius 2960 with a counter-clockwise rotation which completes one revolution as t runs through the interval [0, 24). It is time for another example

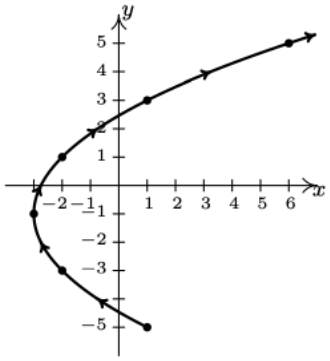
Example 11.10.1

Sketch the curve described by $\begin{cases} x = t^2 - 3 \\ y = 2t - 1 \end{cases}$ for $t \geq -2$.

Solution

We follow the same procedure here as we have time and time again when asked to graph anything new – choose friendly values of t, plot the corresponding points and connect the results in a pleasing fashion. Since we are told $t \geq -2$, we start there and as we plot successive points, we draw an arrow to indicate the direction of the path for increasing values of t.

t	$x(t)$	$y(t)$	$(x(t), y(t))$
-2	1	-5	$(1, -5)$
-1	-2	-3	$(-2, -3)$
0	-3	-1	$(-3, -1)$
1	-2	1	$(-2, 1)$
2	1	3	$(1, 3)$
3	6	5	$(6, 5)$



The curve sketched out in Example 11.10.1 certainly looks like a parabola, and the presence of the t^2 term in the equation $x = t^2 - 3$ reinforces this hunch. Since the parametric equations $\{x = t^2 - 3, y = 2t - 1$ given to describe this curve are a system of equations, we can use the technique of substitution as described in Section 8.7 to eliminate the parameter t and get an equation involving just x and y. To do so, we choose to solve the equation $y = 2t - 1$ for t to get $t = \frac{y+1}{2}$. Substituting this into the equation $x = t^2 - 3$ yields $x = \left(\frac{y+1}{2}\right)^2 - 3$ or, after some rearrangement, $(y+1)^2 = 4(x+3)$. Thinking back to Section 7.3, we see that the graph of this equation is a parabola with vertex $(-3, -1)$ which opens to the right, as required. Technically speaking, the equation $(y+1)^2 = 4(x+3)$ describes the entire parabola, while the parametric equations $\{x = t^2 - 3, y = 2t - 1$ for $t \geq -2$ describe only a portion of the parabola. In this case,[3] we can remedy this situation by restricting the bounds on y. Since the portion of the parabola we want is exactly the part where $y \geq -5$, the equation $(y+1)^2 = 4(x+3)$ coupled with the restriction $y \geq -5$ describes the same curve as the given parametric equations. The one piece of information we can never recover after eliminating the parameter is the orientation of the curve.

Eliminating the parameter and obtaining an equation in terms of x and y, whenever possible, can be a great help in graphing curves determined by parametric equations. If the system of parametric equations contains algebraic functions, as was the case in Example 11.10.1, then the usual techniques of substitution and elimination as learned in Section 8.7 can be applied to to the system $\{x = f(t), y = g(t)$ to eliminate the parameter. If, on the other hand, the parametrization involves the trigonometric functions, the strategy changes slightly. In this case, it is often best to solve for the trigonometric functions and relate them using an identity. We demonstrate these techniques in the following example.

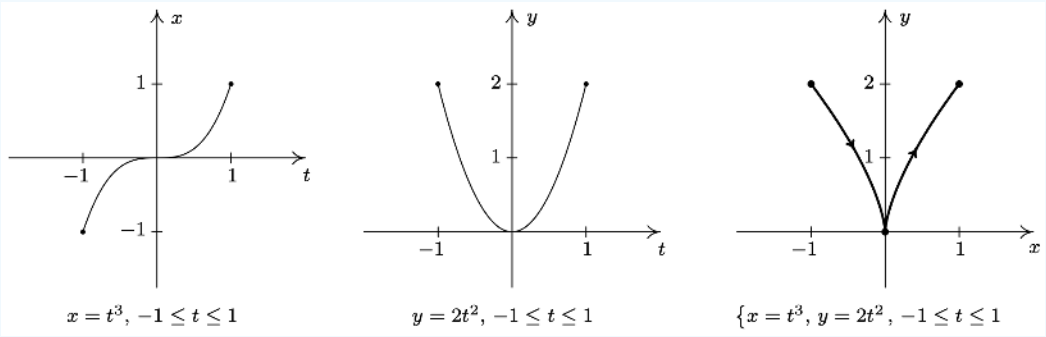
Example 11.10.2

Sketch the curves described by the following parametric equations.

1. $\begin{cases} x = t^3 \\ y = 2t^2 \end{cases}$ for $-1 \le t \le 1$
2. $\begin{cases} x = e^{-t} \\ y = e^{-2t} \end{cases}$ for $t \ge 0$
3. $\begin{cases} x = \sin(t) \\ y = \csc(t) \end{cases}$ for $0 < t < \pi$
4. $\begin{cases} x = 1 + 3\cos(t) \\ y = 2\sin(t) \end{cases}$ for $0 \le t \le \frac{3\pi}{2}$

Solution

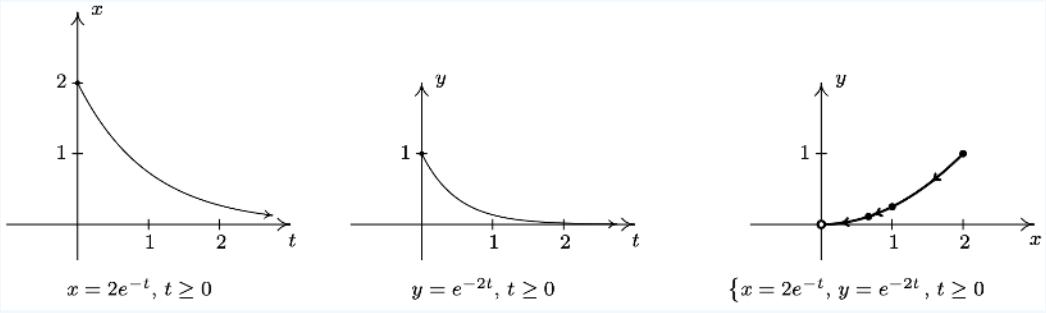
1. To get a feel for the curve described by the system $\{x = t^3, y = 2t^2$ we first sketch the graphs of $x = t^3$ and $y = 2t^2$ over the interval $[-1, 1]$. We note that as t takes on values in the interval $[-1, 1]$, $x = t^3$ ranges between -1 and 1, and $y = 2t^2$ ranges between 0 and 2. This means that all of the action is happening on a portion of the plane, namely $\{(x, y) \mid -1 \le x \le 1, 0 \le y \le 2\}$. Next, we plot a few points to get a sense of the position and orientation of the curve. Certainly, $t = -1$ and $t = 1$ are good values to pick since these are the extreme values of t. We also choose $t = 0$, since that corresponds to a relative minimum[4] on the graph of $y = 2t^2$. Plugging in $t = -1$ gives the point $(-1, 2)$, $t = 0$ gives $(0, 0)$ and $t = 1$ gives $(1, 2)$. More generally, we see that $x = t^3$ is increasing over the entire interval $[-1, 1]$ whereas $y = 2t^2$ is decreasing over the interval $[-1, 0]$ and then increasing over $[0, 1]$. Geometrically, this means that in order to trace out the path described by the parametric equations, we start at $(-1, 2)$ (where $t = -1$), then move to the right (since x is increasing) and down (since y is decreasing) to $(0, 0)$ (where $t = 0$). We continue to move to the right (since x is still increasing) but now move upwards (since y is now increasing) until we reach $(1, 2)$ (where $t = 1$). Finally, to get a good sense of the shape of the curve, we eliminate the parameter. Solving $x = t^3$ for t, we get $t = \sqrt[3]{x}$. Substituting this into $y = 2t^2$ gives $y = 2(\sqrt[3]{x})^2 = 2x^{2/3}$. Our experience in Section 5.3 yields the graph of our final answer below.



$x = t^3, -1 \le t \le 1$ $y = 2t^2, -1 \le t \le 1$ $\{x = t^3, y = 2t^2, -1 \le t \le 1$

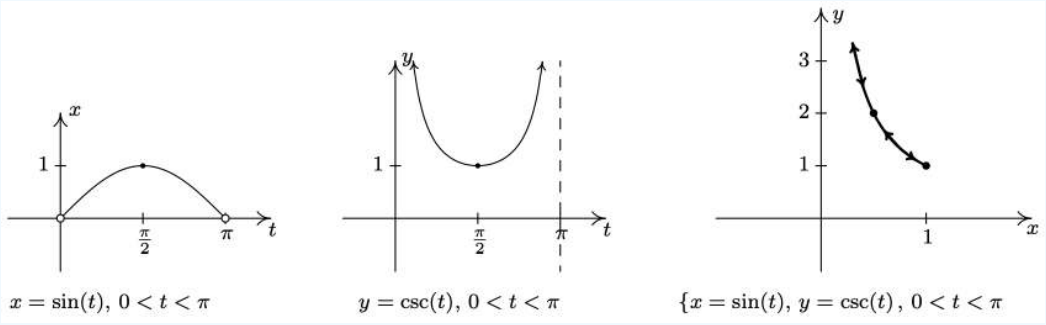
2. For the system $\{x = 2e^{-t}, y = e^{-2t}$ for $t \ge 0$, we proceed as in the previous example and graph $x = 2e^{-t}$ and $y = e^{-2t}$ over the interval $[0, \infty)$. We find that the range of x in this case is $(0, 2]$ and the range of y is $(0, 1]$. Next, we plug in some friendly values of t to get a sense of the orientation of the curve. Since t lies in the exponent here, 'friendly' values of t involve natural logarithms. Starting with $t = \ln(1) = 0$ we get[5] $(2, 1)$, for $t = \ln(2)$ we get $\left(1, \frac{1}{4}\right)$ and for $t = \ln(3)$ we get \left(\frac{2}{3}, \frac{1}{9}\right)\). Since t is ranging over the unbounded interval $[0, \infty)$, we take the time to analyze the end behavior of both x and y. As $t \to \infty, x = 2e^{-t} \to 0^+$ and $y = e^{-2t} \to 0^+$ as well. This means the graph of $\{x = 2e^{-t}, y = e^{-2t}$ approaches the point $(0, 0)$. Since both $x = 2e^{-t}$ and $y = e^{-2t}$ are always decreasing for $t \ge 0$, we know that our final graph will start at $(2, 1)$ (where $t = 0$), and move consistently to the left (since x is decreasing) and down (since y is decreasing) to approach the origin. To eliminate the parameter, one way to proceed is to solve $x = 2e^{-t}$

for t to get $t = -\ln\left(\frac{x}{2}\right)$. Substituting this for t in $y = e^{-2t}$ gives $y = e^{-2(-\ln(x/2))} = e^{2\ln(x/2)} = e^{\ln(x/2)^2} = \left(\frac{x}{2}\right)^2 = \frac{x^2}{4}$. Or, we could recognize that $y = e^{-2t} = \left(e^{-t}\right)^2$, and since $x = 2e^{-t}$ means $e^{-t} = \frac{x}{2}$, we get $y = \left(\frac{x}{2}\right)^2 = \frac{x^2}{4}$ this way as well. Either way, the graph of $\{x = 2e^{-t}, y = e^{-2t}$ for $t \geq 0$ is a portion of the parabola $y = \frac{x^2}{4}$ which starts at the point (2, 1) and heads towards, but never reaches,[6] (0,0).



$x = 2e^{-t}, t \geq 0$ $y = e^{-2t}, t \geq 0$ $\{x = 2e^{-t}, y = e^{-2t}, t \geq 0$

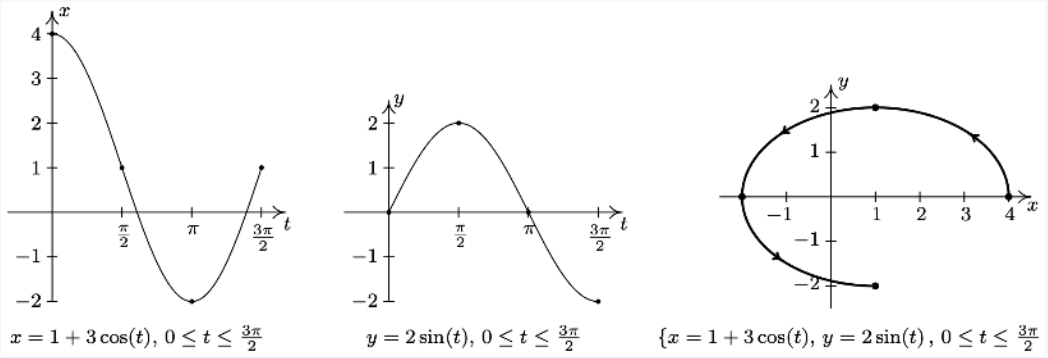
3. For the system $\{x = \sin(t), y = \csc(t)$ for $0 < t < \pi$, we start by graphing $x = \sin(t)$ and $y = \csc(t)$ over the interval $(0, \pi)$. We find that the range of x is (0, 1] while the range of y is $[1, \infty)$. Plotting a few friendly points, we see that $t = \frac{\pi}{6}$ gives the point $\left(\frac{1}{2}, 2\right)$, $t = \frac{\pi}{2}$ gives (1,1) and $t = \frac{5\pi}{6}$ return us to $\left(\frac{1}{2}, 2\right)$. Since $t = 0$ and $t = \pi$ aren't included in the domain for t, (because $y = \csc(t)$ is undefined at these t-values), we analyze the behavior of the system as t approach 0 and π. We find that as $t \to 0^+$ as well as when $t \to \pi^-$, we get $x = \sin(t) \to 0^+$ and $y = \csc(t) \to \infty$. Piecing all of this information together, we get that for t near 0, we have points with very small positive x-values, but very large positive y-values. As t ranges through the through the interval $\left(0, \frac{\pi}{2}\right]$, $x = \sin(t)$ is increasing and $y = \csc(t)$ is decreasing. This means that we are moving to the right and downwards, through $\left(\frac{1}{2}, 2\right)$ when $t = \frac{\pi}{6}$ to (1,1) when $t = \frac{\pi}{2}$. Once $t = \frac{\pi}{2}$, the orientation reverses, and we start to head to the left, since $x = \sin(t)$ is now decreasing, and up, since $y = \csc(t)$ is now increasing. We pass back through $\left(\frac{1}{2}, 2\right)$ when $t = \frac{5\pi}{6}$ back to the points with small positive x-coordinates and large positive y-coordinates. To better explain this behavior, we eliminate the parameter. Using a reciprocal identity, we write $y = \csc(t) = \frac{1}{\sin(t)}$. Since $x = \sin(t)$, the curve traced out by this parametrization is a portion of the graph of $y = \frac{1}{x}$. We now can explain the unusual behavior as $t \to 0^+$ and $t \to \pi^-$ – for these values of t, we are hugging the vertical asymptote $x = 0$ of the graph of $y = \frac{1}{x}$. We see that the parametrization given above traces out the portion of $y = \frac{1}{x}$ for $0 < x \leq 1$ twice as t runs through the interval $(0, \pi)$.



$x = \sin(t), 0 < t < \pi$ $y = \csc(t), 0 < t < \pi$ $\{x = \sin(t), y = \csc(t), 0 < t < \pi$

4. Proceeding as above, we set about graphing $\{x = 1 + 3\cos(t), y = 2\sin(t)$ for $0 \leq t \leq \frac{3\pi}{2}$ by first graphing $x = 1 + 3\cos(t)$ and $y = 2\sin(t)$ on the interval $\left[0, \frac{3\pi}{2}\right]$. We see that x ranges from −2 to 4 and y ranges from −2 to 2. Plugging in $t = 0, \frac{\pi}{2}, \pi$ and $\frac{3\pi}{2}$ gives the points (4, 0), (1, 2), (−2, 0) and (1, −2), respectively. As t ranges from 0 to $\frac{\pi}{2}$, $x = 1 + 3\cos(t)$ is decreasing, while $y = 2\sin(t)$ is increasing. This means that we start tracing out our answer at (4, 0) and continue moving to the left and upwards towards (1, 2). For $\frac{\pi}{2} \leq t \leq \pi$, x is decreasing, as is y, so the motion is still right to left, but now is downwards from (1, 2) to (−2, 0). On the interval $\left[\pi, \frac{3\pi}{2}\right]$, x begins to increase, while y continues to decrease. Hence, the motion becomes left to right but continues downwards, connecting (−2, 0) to (1, −2). To eliminate the parameter here, we note that the trigonometric functions involved, namely $\cos(t)$ and $\sin(t)$, are related by the Pythagorean Identity $\cos^2(t) + \sin^2(t) = 1$. Hence, we solve $x = 1 + 3\cos(t)$ for $\cos(t)$ to get $\cos(t) = \frac{x-1}{3}$, and we solve $y = 2\sin(t)$ for $\sin(t)$ to get $\sin(t) = \frac{y}{2}$. Substituting these expressions into $\cos^2(t) + \sin^2(t) = 1$ gives

$\left(\frac{x-1}{3}\right)^2 + \left(\frac{y}{2}\right)^2 = 1$, or $\frac{(x-1)^2}{9} + \frac{y^2}{4} = 1$. From Section 7.4, we know that the graph of this equation is an ellipse centered at (1, 0) with vertices at (−2, 0) and (4, 0) with a minor axis of length 4. Our parametric equations here are tracing out three-quarters of this ellipse, in a counter-clockwise direction.



$x = 1 + 3\cos(t),\ 0 \le t \le \frac{3\pi}{2}$ $y = 2\sin(t),\ 0 \le t \le \frac{3\pi}{2}$ $\{x = 1 + 3\cos(t),\ y = 2\sin(t),\ 0 \le t \le \frac{3\pi}{2}$

Now that we have had some good practice sketching the graphs of parametric equations, we turn to the problem of finding parametric representations of curves. We start with the following.

Parametrizations of Common Curves

- To parametrize $y = f(x)$ as x runs through some interval I, let $x = t$ and $y = f(t)$ and let t run through I.
- To parametrize $x = g(y)$ as y runs through some interval I, let $x = g(t)$ and $y = t$ and let t run through I.
- To parametrize a directed line segment with initial point (x_0, y_0) and terminal point (x_1, y_1), let $x = x_0 + (x_1 - x_0)\,t$ and $y = y_0 + (y_1 - y_0)\,t$ for $0 \le t \le 1$.
- To parametrize $\frac{(x-h)^2}{a^2} + \frac{(y-k)^2}{b^2} = 1$ where $a, b > 0$, let $x = h + a\cos(t)$ and $y = k + b\sin(t)$ for $0 \le t < 2\pi$. (This will impart a counter-clockwise orientation.)

The reader is encouraged to verify the above formulas by eliminating the parameter and, when indicated, checking the orientation. We put these formulas to good use in the following example.

Example 11.10.3

Find a parametrization for each of the following curves and check your answers.

1. $y = x^2$ from $x = -3$ to $x = 2$
2. $y = f^{-1}(x)$ where $f(x) = x^5 + 2x + 1$
3. The line segment which starts at (2, −3) and ends at (1, 5)
4. The circle $x^2 + 2x + y^2 - 4y = 4$
5. The left half of the ellipse $\frac{x^2}{4} + \frac{y^2}{9} = 1$

Solution

1. Since $y = x^2$ is written in the form $y = f(x)$, we let $x = t$ and $y = f(t) = t^2$. Since $x = t$, the bounds on t match precisely the bounds on x so we get $\{x = t, y = t^2$ for $-3 \le t \le 2$. The check is almost trivial; with $x = t$ we have $y = t^2 = x^2$ as $t = x$ runs from −3 to 2.
2. We are told to parametrize $y = f^{-1}(x)$ for $f(x) = x^5 + 2x + 1$ so it is safe to assume that f is one-to-one. (Otherwise, f^{-1} would not exist.) To find a formula $y = f^{-1}(x)$, we follow the procedure outlined on page 384 – we start with the equation $y = f(x)$, interchange x and y and solve for y. Doing so gives us the equation $x = y^5 + 2y + 1$. While we could attempt to solve this equation for y, we don't need to. We can parametrize $x = f(y) = y^5 + 2y + 1$ by setting $y = t$ so that $x = t^5 + 2t + 1$. We know from our work in Section 3.1 that since $f(x) = x^5 + 2x + 1$ is an odd-degree polynomial, the range of $y = f(x) = x^5 + 2x + 1$ is $(-\infty, \infty)$. Hence, in order to trace out the entire graph of $x = f(y) = y^5 + 2y + 1$, we need to let y run through all real numbers. Our final answer to this problem is $\{x = t^5 + 2t + 1, y = t$ for $-\infty < t < \infty$. As in the previous problem, our solution is trivial to check.[7]

3. To parametrize line segment which starts at (2, −3) and ends at (1, 5), we make use of the formulas $x = x_0 + (x_1 - x_0)\,t$ and $y = y_0 + (y_1 - y_0)\,t$ for $0 \le t \le 1$. While these equations at first glance are quite a handful,[8] they can be summarized as 'starting point + (displacement)t'. To find the equation for x, we have that the line segment starts at $x = 2$ and ends at $x = 1$. This means the displacement in the x-direction is (1 − 2) = −1. Hence, the equation for x is $x = 2 + (-1)t = 2 - t$. For y, we note that the line segment starts at $y = -3$ and ends at $y = 5$. Hence, the displacement in the y-direction is $(5 - (-3)) = 8$, so we get $y = -3 + 8t$. Our final answer is $\{x = 2 - t, y = -3 + 8t$ for $0 \le t \le 1$. To check, we can solve $x = 2 - t$ for t to get $t = 2 - x$. Substituting this into $y = -3 + 8t$ gives $y = -3 + 8t = -3 + 8(2 - x)$, or $y = -8x + 13. We know this is the graph of a line, so all we need to check is that it starts and stops at the correct points, . When \(t = 0, x = 2 - t = 2$ and when $t = 1, x = 2 - t = 1$. Plugging in $x = 2$ gives $y = -8(2) + 13 = -3$, for an initial point of $(2, -3)$. Plugging in $x = 1$ gives $y = -8(1) + 13 = 5$ for an ending point of $(1, 5)$, as required.
4. In order to use the formulas above to parametrize the circle $x^2 + 2x + y^2 - 4y = 4$, we first need to put it into the correct form. After completing the squares, we get $(x + 1)^2 + (y - 2)^2 = 9$, or $\frac{(x+1)^2}{9} + \frac{(y-2)^2}{9} = 1$. Once again, the formulas $x = h + a\cos(t)$ and $y = k + b\sin(t)$ can be a challenge to memorize, but they come from the Pythagorean Identity $\cos^2(t) + \sin^2(t) = 1$. In the equation $\frac{(x+1)^2}{9} + \frac{(y-2)^2}{9} = 1$, we identify $\cos(t) = \frac{x+1}{3}$ and $\sin(t) = \frac{y-2}{3}$. Rearranging these last two equations, we get $x = -1 + 3\cos(t)$ and $y = 2 + 3\sin(t)$. In order to complete one revolution around the circle, we let t range through the interval $[0, 2\pi)$. We get as our final answer $\{x = -1 + 3\cos(t), y = 2 + 3\sin(t)$ for $0 \le t < 2\pi$. To check our answer, we could eliminate the parameter by solving $x = -1 + 3\cos(t)$ for $\cos(t)$ and $y = 2 + 3\sin(t)$ for $\sin(t)$, invoking a Pythagorean Identity, and then manipulating the resulting equation in x and y into the original equation $x^2 + 2x + y^2 - 4y = 4$. Instead, we opt for a more direct approach. We substitute $x = -1 + 3\cos(t)$ and $y = 2 + 3\sin(t)$ into the equation $x^2 + 2x + y^2 - 4y = 4$ and show that the latter is satisfied for all t such that $0 \le t < 2\pi$.

$$\begin{aligned}
x^2 + 2x + y^2 - 4y &= 4 \\
(-1 + 3\cos(t))^2 + 2(-1 + 3\cos(t)) + (2 + 3\sin(t))^2 - 4(2 + 3\sin(t)) &\stackrel{?}{=} 4 \\
1 - 6\cos(t) + 9\cos^2(t) - 2 + 6\cos(t) + 4 + 12\sin(t) + 9\sin^2(t) - 8 - 12\sin(t) &\stackrel{?}{=} 4 \\
9\cos^2(t) + 9\sin^2(t) - 5 &\stackrel{?}{=} 4 \\
9\left(\cos^2(t) + \sin^2(t)\right) - 5 &\stackrel{?}{=} 4 \\
9(1) - 5 &\stackrel{?}{=} 4 \\
4 &\stackrel{\checkmark}{=} 4
\end{aligned}$$

Now that we know the parametric equations give us points on the circle, we can go through the usual analysis as demonstrated in Example 11.10.2 to show that the entire circle is covered as t ranges through the interval $[0, 2\pi)$.
5. In the equation $\frac{x^2}{4} + \frac{y^2}{9} = 1$, we can either use the formulas above or think back to the Pythagorean Identity to get $x = 2\cos(t)$ and $y = 3\sin(t)$. The normal range on the parameter in this case is $0 \le t < 2\pi$, but since we are interested in only the left half of the ellipse, we restrict t to the values which correspond to Quadrant II and Quadrant III angles, namely $\frac{\pi}{2} \le t \le \frac{3\pi}{2}$. Our final answer is $\{x = 2\cos(t), y = 3\sin(t)$ for $\frac{\pi}{2} \le t \le \frac{3\pi}{2}$. Substituting $x = 2\cos(t)$ and $y = 3\sin(t)$ into $\frac{x^2}{4} + \frac{y^2}{9} = 1$ gives $\frac{4\cos^2(t)}{4} + \frac{9\sin^2(t)}{9} = 1$, which reduces to the Pythagorean Identity $\cos^2(t) + \sin^2(t) = 1$. This proves that the points generated by the parametric equations $\{x = 2\cos(t), y = 3\sin(t)$ lie on the ellipse $\frac{x^2}{4} + \frac{y^2}{9} = 1$. Employing the techniques demonstrated in Example 11.10.2, we find that the restriction $\frac{\pi}{2} \le t \le \frac{3\pi}{2}$ generates the left half of the ellipse, as required.

We note that the formulas given on page 1053 offer only one of literally infinitely many ways to parametrize the common curves listed there. At times, the formulas offered there need to be altered to suit the situation. Two easy ways to alter parametrizations are given below.

Adjusting Parametric Equations

- **Reversing Orientation**: Replacing every occurrence of t with $-t$ in a parametric description for a curve (including any inequalities which describe the bounds on t) reverses the orientation of the curve.
- **Shift of Parameter**: Replacing every occurrence of t with $(t-c)$ in a parametric description for a curve (including any inequalities which describe the bounds on t) shifts the start of the parameter t ahead by c units.

We demonstrate these techniques in the following example.

Example 11.10.4

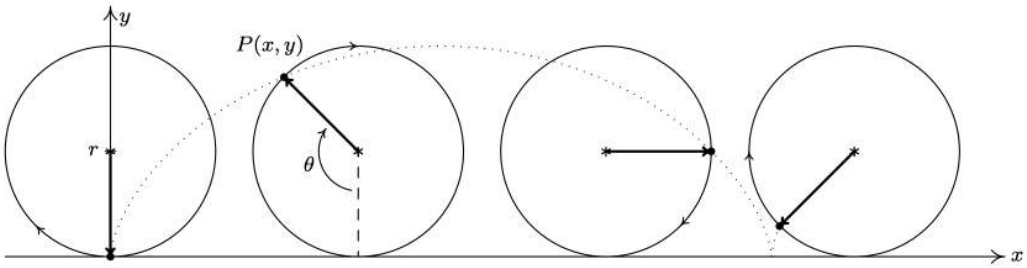
Find a parametrization for the following curves.

1. The curve which starts at (2, 4) and follows the parabola $y=x^2$ to end at (−1, 1). Shift the parameter so that the path starts at $t=0$.
2. The two part path which starts at (0, 0), travels along a line to (3, 4), then travels along a line to (5, 0).
3. The Unit Circle, oriented clockwise, with $t=0$ corresponding to (0, −1).

Solution

1. We can parametrize $y=x^2$ from $x=-1$ to $x=2$ using the formula given on Page 1053 as $\{x=t, y=t^2$ for $-1\le t\le 2$. This parametrization, however, starts at (−1, 1) and ends at (2, 4). Hence, we need to reverse the orientation. To do so, we replace every occurrence of t with $-t$ to get $\{x=-t, y=(-t)^2$ for $-1\le -t\le 2$. After simplifying, we get $\{x=-t, y=t^2$ for $-2\le t\le 1$. We would like t to begin at $t=0$ instead of $t=-2$. The problem here is that the parametrization we have starts 2 units 'too soon', so we need to introduce a 'time delay' of 2. Replacing every occurrence of t with $(t-2)$ gives $\{x=-(t-2), y=(t-2)^2$ for $-2\le t-2\le 1$. Simplifying yields $\{x=2-t, y=t^2-4t+4$ for $0\le t\le 3$.
2. When parameterizing line segments, we think: 'starting point + (displacement)t'. For the first part of the path, we get $\{x=3t, y=4t$ for $0\le t\le 1$, and for the second part we get $\{x=3+2t, y=4-4t$ for $0\le t\le 1$. Since the first parametrization leaves off at $t=1$, we shift the parameter in the second part so it starts at $t=1$. Our current description of the second part starts at $t=0$, so we introduce a 'time delay' of 1 unit to the second set of parametric equations. Replacing t with $(t-1)$ in the second set of parametric equations gives $\{x=3+2(t-1), y=4-4(t-1)$ for $0\le t-1\le 1$. Simplifying yields $\{x=1+2t, y=8-4t$ for $1\le t\le 2$. Hence, we may parametrize the path as $\{x=f(t), y=g(t)$ for $0\le t\le 2$ where
$$f(t)=\begin{cases} 3t, & \text{for } 0\le t\le 1 \\ 1+2t, & \text{for } 1\le t\le 2 \end{cases} \quad \text{and} \quad g(t)=\begin{cases} 4t, & \text{for } 0\le t\le 1 \\ 8-4t, & \text{for } 1\le t\le 2 \end{cases}$$
3. We know that $\{x=\cos(t), y=\sin(t)$ for $0\le t<2\pi$ gives a counter-clockwise parametrization of the Unit Circle with $t=0$ corresponding to (1, 0), so the first order of business is to reverse the orientation. Replacing t with $-t$ gives $\{x=\cos(-t), y=\sin(-t)$ for $0\le -t<2\pi$, which simplifies[9] to $\{x=\cos(t), y=-\sin(t)$ for $-2\pi<t\le 0$. This parametrization gives a clockwise orientation, but $t=0$ still corresponds to the point (1, 0); the point (0, −1) is reached when $t=-\frac{3\pi}{2}$. Our strategy is to first get the parametrization to 'start' at the point (0, −1) and then shift the parameter accordingly so the 'start' coincides with $t=0$. We know that any interval of length 2π will parametrize the entire circle, so we keep the equations $\{x=\cos(t), y=-\sin(t)$, but start the parameter t at $-\frac{3\pi}{2}$, and find the upper bound by adding 2π so $-\frac{3\pi}{2}\le t<\frac{\pi}{2}$. The reader can verify that $\{x=\cos(t), y=-\sin(t)$ for $-\frac{3\pi}{2}\le t<\frac{\pi}{2}$ traces out the Unit Circle clockwise starting at the point (0, −1). We now shift the parameter by introducing a 'time delay' of $\frac{3\pi}{2}$ units by replacing every occurrence of t with $\left(t-\frac{3\pi}{2}\right)$. We get $\left\{x=\cos\left(t-\frac{3\pi}{2}\right), y=-\sin\left(t-\frac{3\pi}{2}\right)\right.$ for $-\frac{3\pi}{2}\le t-\frac{3\pi}{2}<\frac{\pi}{2}$. This simplifies[10] to $\{x=-\sin(t), y=-\cos(t)$ for $0\le t<2\pi$, as required.

We put our answer to Example 11.10.4 number 3 to good use to derive the equation of a cycloid. Suppose a circle of radius r rolls along the positive x-axis at a constant velocity v as pictured below. Let θ be the angle in radians which measures the amount of clockwise rotation experienced by the radius highlighted in the figure.



Our goal is to find parametric equations for the coordinates of the point $P(x, y)$ in terms of θ. From our work in Example 11.10.4 number 3, we know that clockwise motion along the Unit Circle starting at the point (0, −1) can be modeled by the equations $\{x = -\sin(\theta), y = -\cos(\theta)$ for $0 \leq \theta < 2\pi$. (We have renamed the parameter 'θ' to match the context of this problem.) To model this motion on a circle of radius r, all we need to do[11] is multiply both x and y by the factor r which yields $\{x = -r\sin(\theta), y = -r\cos(\theta)$. We now need to adjust for the fact that the circle isn't stationary with center (0, 0), but rather, is rolling along the positive x-axis. Since the velocity v is constant, we know that at time t, the center of the circle has traveled a distance vt down the positive x-axis. Furthermore, since the radius of the circle is r and the circle isn't moving vertically, we know that the center of the circle is always r units above the x-axis. Putting these two facts together, we have that at time t, the center of the circle is at the point (vt, r). From Section 10.1.1, we know $v = \frac{r\theta}{t}$, or $vt = r\theta$. Hence, the center of the circle, in terms of the parameter θ, is $(r\theta, r)$. As a result, we need to modify the equations $\{x = -r\sin(\theta), y = -r\cos(\theta)$ by shifting the x-coordinate to the right $r\theta$ units (by adding $r\theta$ to the expression for x) and the y-coordinate up r units[12] (by adding r to the expression for y). We get $\{x = -r\sin(\theta) + r\theta, y = -r\cos(\theta) + r$, which can be written as $\{x = r(\theta - \sin(\theta)), y = r(1 - \cos(\theta))$. Since the motion starts at $\theta = 0$ and proceeds indefinitely, we set $\theta \geq 0$.

We end the section with a demonstration of the graphing calculator.

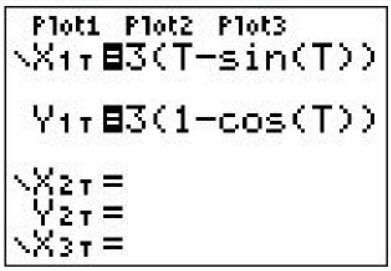
Example 11.10.5

Find the parametric equations of a cycloid which results from a circle of radius 3 rolling down the positive x-axis as described above. Graph your answer using a calculator.

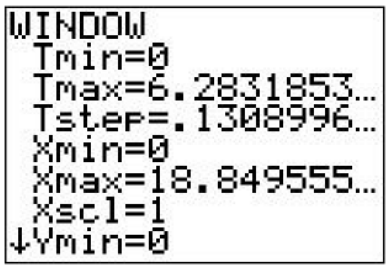
Solution

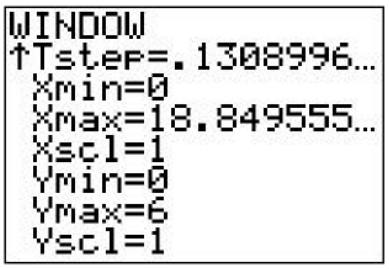
We have $r = 3$ which gives the equations $\{x = 3(t - \sin(t)), y = 3(1 - \cos(t))$ for $t \geq 0$. (Here we have returned to the convention of using t as the parameter.) Sketching the cycloid by hand is a wonderful exercise in Calculus, but for the purposes of this book, we use a graphing utility. Using a calculator to graph parametric equations is very similar to graphing polar equations on a calculator.[13] Ensuring that the calculator is in 'Parametric Mode' and 'radian mode' we enter the equations and advance to the 'Window' screen.



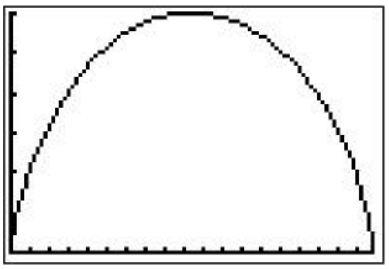


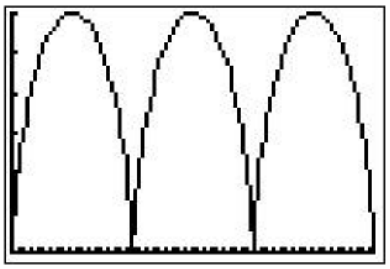
As always, the challenge is to determine appropriate bounds on the parameter, t, as well as for x and y. We know that one full revolution of the circle occurs over the interval $0 \leq t < 2\pi$, so it seems reasonable to keep these as our bounds on t. The 'Tstep' seems reasonably small – too large a value here can lead to incorrect graphs.[14] We know from our derivation of the equations of the cycloid that the center of the generating circle has coordinates $(r\theta, r)$, or in this case, $(3t, 3)$. Since t ranges between 0 and 2π, we set x to range between 0 and 6π. The values of y go from the bottom of the circle to the top, so y ranges between 0 and 6.





Below we graph the cycloid with these settings, and then extend t to range from 0 to 6π which forces x to range from 0 to 18π yielding three arches of the cycloid. (It is instructive to note that keeping the y settings between 0 and 6 messes up the geometry of the cycloid. The reader is invited to use the Zoom Square feature on the graphing calculator to see what window gives a true geometric perspective of the three arches.)





[1] Note the use of the indefinite article 'a'. As we shall see, there are infinitely many different parametric representations for any given curve.

[2] Here, the bug reaches the point Q at two different times. While this does not contradict our claim that $f(t)$ and $g(t)$ are functions of t, it shows that neither f nor g can be one-to-one. (Think about this before reading on.)

[3] We will have an example shortly where no matter how we restrict x and y, we can never accurately describe the curve once we've eliminated the parameter.

[4] You should review Section 1.6.1 if you've forgotten what 'increasing', 'decreasing' and 'relative minimum' mean.

[5] The reader is encouraged to review Sections 6.1 and 6.2 as needed.

[6] Note the open circle at the origin. See the solution to part 3 in Example 1.2.1 on page 22 and Theorem 4.1 in Section 4.1 for a review of this concept.

[7] Provided you followed the inverse function theory, of course.

[8] Compare and contrast this with Exercise 65 in Section 11.8.

[9] courtesy of the Even/Odd Identities

[10] courtesy of the Sum/Difference Formulas

[11] If we replace x with $\frac{x}{r}$ and y with $\frac{y}{r}$ in the equation for the Unit Circle $x^2+y^2=1$, we obtain $\left(\frac{x}{r}\right)^2+\left(\frac{y}{r}\right)^2=1$ which reduces to $x^2+y^2=r^2$. In the language of Section 1.7, we are stretching the graph by a factor of r in both the x- and y-directions. Hence, we multiply both the x- and y-coordinates of points on the graph by r.

[12] Does this seem familiar? See Example 11.1.1 in Section 11.1.

[13] See page 959 in Section 11.5.

[14] Again, see page 959 in Section 11.5.

[15] A nice mix of vectors and Calculus are needed to derive this.

[16] We've seen this before. It's the angle of elevation which was defined on page 753.

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11.9E: Exercises

In Exercises 1 - 20, plot the set of parametric equations by hand. Be sure to indicate the orientation imparted on the curve by the parametrization.

1. $\begin{cases} x = 4t - 3 \\ y = 6t - 2 \end{cases}$ for $0 \le t \le 1$
2. $\begin{cases} x = 4t - 1 \\ y = 3 - 4t \end{cases}$ for $0 \le t \le 1$
3. $\begin{cases} x = 2t \\ y = t^2 \end{cases}$ for $-1 \le t \le 2$
4. $\begin{cases} x = t - 1 \\ y = 3 + 2t - t^2 \end{cases}$ for $0 \le t \le 3$
5. $\begin{cases} x = t^2 + 2t + 1 \\ y = t + 1 \end{cases}$ for $t \le 1$
6. $\begin{cases} x = \frac{1}{9}\left(18 - t^2\right) \\ y = \frac{1}{3}t \end{cases}$ for $t \ge -3$
7. $\begin{cases} x = t \\ y = t^3 \end{cases}$ for $-\infty < t < \infty$
8. $\begin{cases} x = t^3 \\ y = t \end{cases}$ for $-\infty < t < \infty$
9. $\begin{cases} x = \cos(t) \\ y = \sin(t) \end{cases}$ for $-\frac{\pi}{2} \le t \le \frac{\pi}{2}$
10. $\begin{cases} x = 3\cos(t) \\ y = 3\sin(t) \end{cases}$ for $0 \le t \le \pi$
11. $\begin{cases} x = -1 + 3\cos(t) \\ y = 4\sin(t) \end{cases}$ for $0 \le t \le 2\pi$
12. $\begin{cases} x = 3\cos(t) \\ y = 2\sin(t) + 1 \end{cases}$ for $\frac{\pi}{2} \le t \le 2\pi$
13. $\begin{cases} x = 2\cos(t) \\ y = \sec(t) \end{cases}$ for $0 \le t < \frac{\pi}{2}$
14. $\begin{cases} x = 2\tan(t) \\ y = \cot(t) \end{cases}$ for $0 < t < \frac{\pi}{2}$
15. $\begin{cases} x = \sec(t) \\ y = \tan(t) \end{cases}$ for $-\frac{\pi}{2} < t < \frac{\pi}{2}$
16. $\begin{cases} x = \sec(t) \\ y = \tan(t) \end{cases}$ for $\frac{\pi}{2} < t < \frac{3\pi}{2}$
17. $\begin{cases} x = \tan(t) \\ y = 2\sec(t) \end{cases}$ for $-\frac{\pi}{2} < t < \frac{\pi}{2}$
18. $\begin{cases} x = \tan(t) \\ y = 2\sec(t) \end{cases}$ for $\frac{\pi}{2} < t < \frac{3\pi}{2}$
19. $\begin{cases} x = \cos(t) \\ y = t \end{cases}$ for $0 \le t \le \pi$
20. $\begin{cases} x = \sin(t) \\ y = t \end{cases}$ for $-\frac{\pi}{2} \le t \le \frac{\pi}{2}$

In Exercises 21 - 24, plot the set of parametric equations with the help of a graphing utility. Be sure to indicate the orientation imparted on the curve by the parametrization.

21. $\begin{cases} x = t^3 - 3t \\ y = t^2 - 4 \end{cases}$ for $-2 \le t \le 2$
22. $\begin{cases} x = 4\cos^3(t) \\ y = 4\sin^3(t) \end{cases}$ for $0 \le t \le 2\pi$

23. $\begin{cases} x = e^t + e^{-t} \\ y = e^t - e^{-t} \end{cases}$ for $-2 \le t \le 2$
24. $\begin{cases} x = \cos(3t) \\ y = \sin(4t) \end{cases}$ for $0 \le t \le 2\pi$

In Exercises 25 - 39, find a parametric description for the given oriented curve.

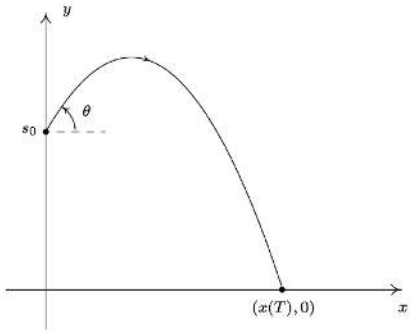
25. the directed line segment from (3, −5) to (−2, 2)
26. the directed line segment from (−2, −1) to (3, −4)
27. the curve $y = 4 - x^2$ from (−2, 0) to (2, 0).
28. the curve $y = 4 - x^2$ from (−2, 0) to (2, 0) (Shift the parameter so $t = 0$ corresponds to (−2, 0).)
29. the curve $x = y^2 - 9$ from (−5, −2) to (0, 3).
30. the curve $x = y^2 - 9$ from (0, 3) to (−5, −2). (Shift the parameter so $t = 0$ corresponds to (0, 3).)
31. the circle $x^2 + y^2 = 25$, oriented counter-clockwise
32. the circle $(x-1)^2 + y^2 = 4$, oriented counter-clockwise
33. the circle $x^2 + y^2 - 6y = 0$, oriented counter-clockwise
34. the circle $x^2 + y^2 - 6y = 0$, oriented clockwise

    (Shift the parameter so t begins at 0.)
35. the circle $(x-3)^2 + (y+1)^2 = 117$, oriented counter-clockwise
36. the ellipse $(x-1)^2 + 9y^2 = 9$, oriented counter-clockwise
37. the ellipse $9x^2 + 4y^2 + 24y = 0$, oriented counter-clockwise
38. the ellipse $9x^2 + 4y^2 + 24y = 0$, oriented clockwise (Shift the parameter so $t = 0$ corresponds to (0, 0).)
39. the triangle with vertices (0, 0), (3, 0), (0, 4), oriented counter-clockwise (Shift the parameter so t = 0 corresponds to (0, 0).)
40. Use parametric equations and a graphing utility to graph the inverse of $f(x) = x^3 + 3x - 4$.
41. Every polar curve $r = f(\theta)$ can be translated to a system of parametric equations with parameter θ by $\{x = r\cos(\theta) = f(\theta)\cos(\theta), y = r\sin(\theta) = f(\theta)\sin(\theta)$. Convert $r = 6\cos(2\theta)$ to a system of parametric equations. Check your answer by graphing $r = 6\cos(2\theta)$ by hand using the techniques presented in Section 11.5 and then graphing the parametric equations you found using a graphing utility.
42. Use your results from Exercises 3 and 4 in Section 11.1 to find the parametric equations which model a passenger's position as they ride the London Eye.

Suppose an object, called a projectile, is launched into the air. Ignoring everything except the force gravity, the path of the projectile is given by[15]

$$\begin{cases} x = v_0\cos(\theta)t \\ y = -\frac{1}{2}gt^2 + v_0\sin(\theta)t + s_0 \end{cases} \quad \text{for } 0 \le t \le T$$

where v_0 is the initial speed of the object, θ is the angle from the horizontal at which the projectile is launched,[16] g is the acceleration due to gravity, s_0 is the initial height of the projectile above the ground and T is the time when the object returns to the ground. (See the figure below.)



43. Carl's friend Jason competes in Highland Games Competitions across the country. In one event, the 'hammer throw', he throws a 56 pound weight for distance. If the weight is released 6 feet above the ground at an angle of 42° with respect to the horizontal with an initial speed of 33 feet per second, find the parametric equations for the flight of the hammer. (Here, use

$g = 32 \frac{\text{ft.}}{s^2}$.) When will the hammer hit the ground? How far away will it hit the ground? Check your answer using a graphing utility.

44. Eliminate the parameter in the equations for projectile motion to show that the path of the projectile follows the curve

$$y = -\frac{g\sec^2(\theta)}{2v_0^2}x^2 + \tan(\theta)x + s_0$$

Use the vertex formula (Equation 2.4) to show the maximum height of the projectile is

$$y = \frac{v_0^2 \sin^2(\theta)}{2g} + s_0 \quad \text{when} \quad x = \frac{v_0^2 \sin(2\theta)}{2g}$$

45. In another event, the 'sheaf toss', Jason throws a 20 pound weight for height. If the weight is released 5 feet above the ground at an angle of 85° with respect to the horizontal and the sheaf reaches a maximum height of 31.5 feet, use your results from part 44 to determine how fast the sheaf was launched into the air. (Once again, use $g = 32 \frac{\text{ft.}}{s^2}$.)
46. Suppose $\theta = \frac{\pi}{2}$. (The projectile was launched vertically.) Simplify the general parametric formula given for $y(t)$ above using $g = 9.8 \frac{\text{m}}{s^2}$ and compare that to the formula for $s(t)$ given in Exercise 25 in Section 2.3. What is $x(t)$ in this case?

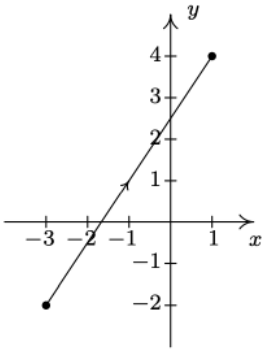
In Exercises 47 - 52, we explore the **hyperbolic cosine** function, denoted $\cosh(t)$, and the **hyperbolic sine** function, denoted $\sinh(t)$, defined below:

$$\cosh(t) = \frac{e^t + e^{-t}}{2} \quad \text{and} \quad \sinh(t) = \frac{e^t - e^{-t}}{2}$$

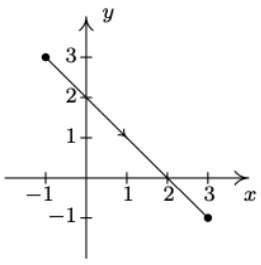
47. Using a graphing utility as needed, verify that the domain of $\cosh(t)$ is $(-\infty, \infty)$ and the range of $\cosh(t)$ is $[1, \infty)$.
48. Using a graphing utility as needed, verify that the domain and range of $\sinh(t)$ are both $(-\infty, \infty)$.
49. Show that $\{x(t) = \cosh(t), y(t) = \sinh(t)$ parametrize the right half of the 'unit' hyperbola $x^2 - y^2 = 1$. (Hence the use of the adjective 'hyperbolic.')
50. Compare the definitions of $\cosh(t)$ and $\sinh(t)$ to the formulas for $\cos(t)$ and $\sin(t)$ given in Exercise 83f in Section 11.7.
51. Four other hyperbolic functions are waiting to be defined: the hyperbolic secant $\text{sech}(t)$, the hyperbolic cosecant $\text{csch}(t)$, the hyperbolic tangent $\tanh(t)$ and the hyperbolic cotangent $\coth(t)$. Define these functions in terms of $\cosh(t)$ and $\sinh(t)$, then convert them to formulas involving e^t and e^{-t}. Consult a suitable reference (a Calculus book, or this entry on the hyperbolic functions) and spend some time reliving the thrills of trigonometry with these 'hyperbolic' functions.
52. If these functions look familiar, they should. Enjoy some nostalgia and revisit Exercise 35 in Section 6.5, Exercise 47 in Section 6.3 and the answer to Exercise 38 in Section 6.4.

11.10.2 Answers

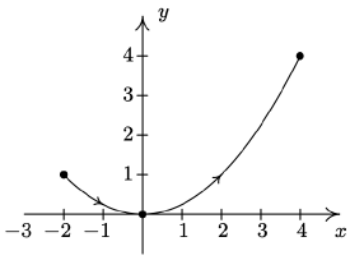
1. $\begin{cases} x = 4t - 3 \\ y = 6t - 2 \end{cases}$ for $0 \le t \le 1$



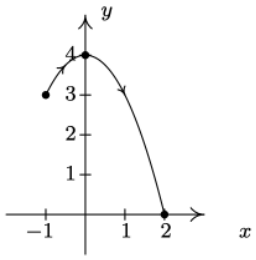
2. $\begin{cases} x = 4t - 1 \\ y = 3 - 4t \end{cases}$ for $0 \le t \le 1$



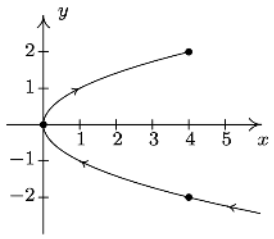
3. $\begin{cases} x = 2t \\ y = t^2 \end{cases}$ for $-1 \le t \le 2$



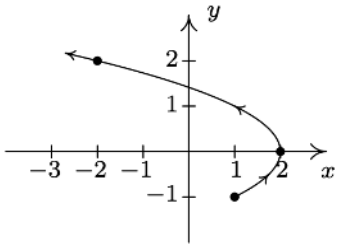
4. $\begin{cases} x = t - 1 \\ y = 3 + 2t - t^2 \end{cases}$ for $0 \le t \le 3$



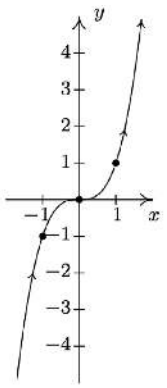
5. $\begin{cases} x = t^2 + 2t + 1 \\ y = t + 1 \end{cases}$ for $t \le 1$



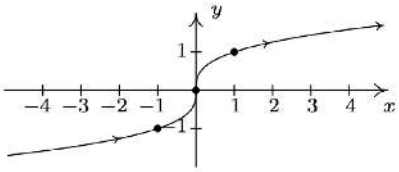
6. $\begin{cases} x = \frac{1}{9}\left(18 - t^2\right) \\ y = \frac{1}{3}t \end{cases}$ for $t \ge -3$



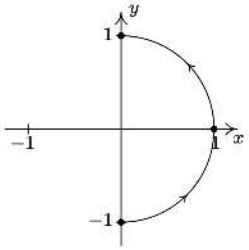
7. $\begin{cases} x = t \\ y = t^3 \end{cases}$ for $-\infty < t < \infty$



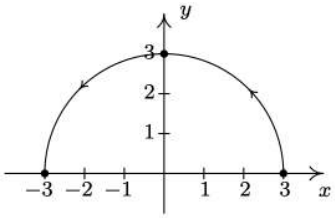
8. $\begin{cases} x = t^3 \\ y = t \end{cases}$ for $-\infty < t < \infty$



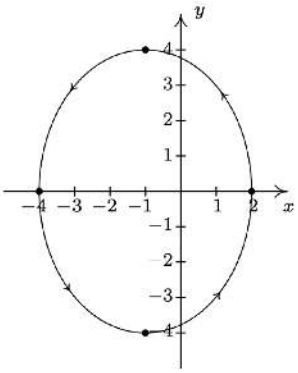
9. $\begin{cases} x = \cos(t) \\ y = \sin(t) \end{cases}$ for $-\frac{\pi}{2} \le t \le \frac{\pi}{2}$



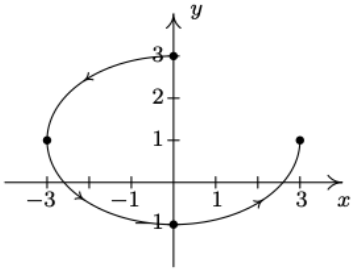
10. $\begin{cases} x = 3\cos(t) \\ y = 3\sin(t) \end{cases}$ for $0 \le t \le \pi$



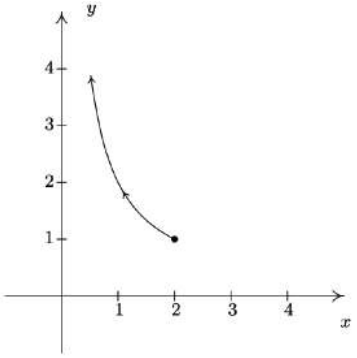
11. $\begin{cases} x = -1 + 3\cos(t) \\ y = 4\sin(t) \end{cases}$ for $0 \le t \le 2\pi$



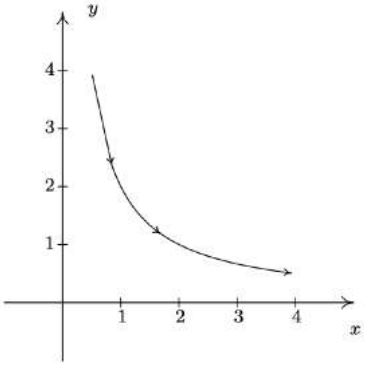
12. $\begin{cases} x = 3\cos(t) \\ y = 2\sin(t) + 1 \end{cases}$ for $\frac{\pi}{2} \leq t \leq 2\pi$



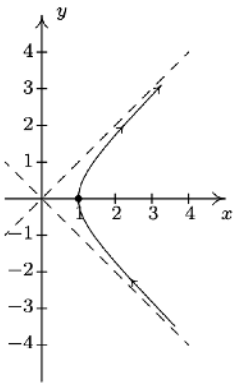
13. $\begin{cases} x = 2\cos(t) \\ y = \sec(t) \end{cases}$ for $0 \leq t < \frac{\pi}{2}$



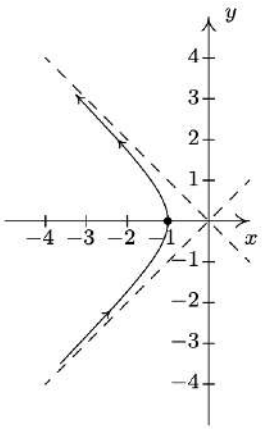
14. $\begin{cases} x = 2\tan(t) \\ y = \cot(t) \end{cases}$ for $0 < t < \frac{\pi}{2}$



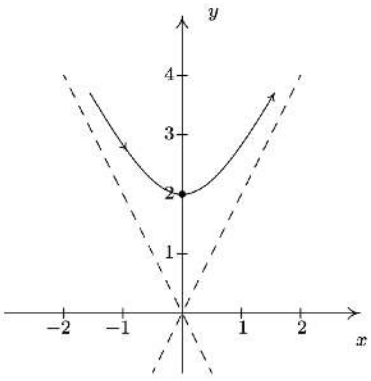
15. $\begin{cases} x = \sec(t) \\ y = \tan(t) \end{cases}$ for $-\frac{\pi}{2} < t < \frac{\pi}{2}$



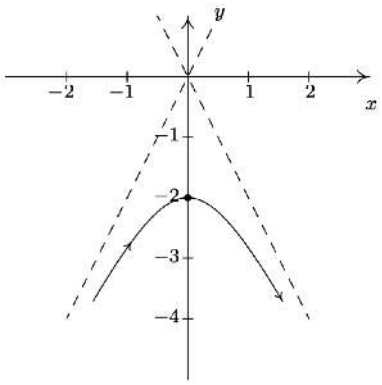
16. $\begin{cases} x = \sec(t) \\ y = \tan(t) \end{cases}$ for $\frac{\pi}{2} < t < \frac{3\pi}{2}$



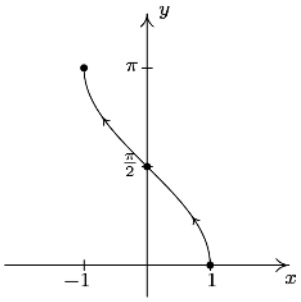
17. $\begin{cases} x = \tan(t) \\ y = 2\sec(t) \end{cases}$ for $-\frac{\pi}{2} < t < \frac{\pi}{2}$



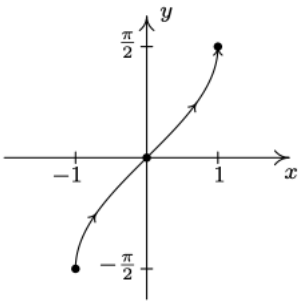
18. $\begin{cases} x = \tan(t) \\ y = 2\sec(t) \end{cases}$ for $\frac{\pi}{2} < t < \frac{3\pi}{2}$



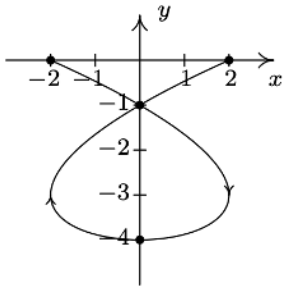
19. $\begin{cases} x = \cos(t) \\ y = t \end{cases}$ for $0 < t < \pi$



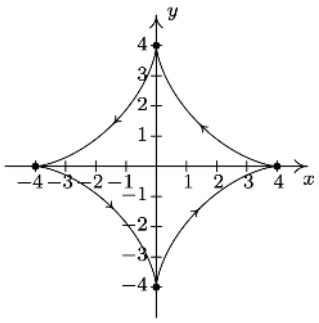
20. $\begin{cases} x = \sin(t) \\ y = t \end{cases}$ for $-\frac{\pi}{2} < t < \frac{\pi}{2}$



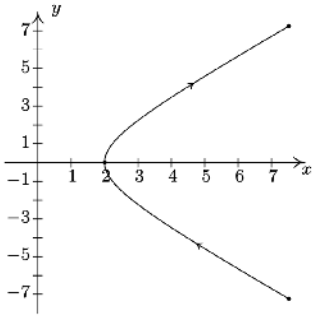
21. $\begin{cases} x = t^3 - 3t \\ y = t^2 - 4 \end{cases}$ for $-2 \leq t \leq 2$



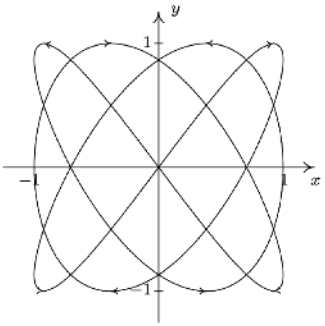
22. $\begin{cases} x = 4\cos^3(t) \\ y = 4\sin^3(t) \end{cases}$ for $0 \leq t \leq 2\pi$



23. $\begin{cases} x = e^t + e^{-t} \\ y = e^t - e^{-t} \end{cases}$ for $-2 \le t \le 2$



24. $\begin{cases} x = \cos(3t) \\ y = \sin(4t) \end{cases}$ for $0 \le t \le 2\pi$



25. $\begin{cases} x = 3 - 5t \\ y = -5 + 7t \end{cases}$ for $0 \le t \le 1$

26. $\begin{cases} x = 5t - 2 \\ y = -1 - 3t \end{cases}$ for $0 \le t \le 1$

27. $\begin{cases} x = t \\ y = 4 - t^2 \end{cases}$ for $-2 \le t \le 2$

28. $\begin{cases} x = t - 2 \\ y = 4t - t^2 \end{cases}$ for $0 \le t \le 4$

29. $\begin{cases} x = t^2 - 9 \\ y = t \end{cases}$ for $-2 \le t \le 3$

30. $\begin{cases} x = t^2 - 6t \\ y = 3 - t \end{cases}$ for $0 \le t \le 5$

31. $\begin{cases} x = 5\cos(t) \\ y = 5\sin(t) \end{cases}$ for $0 \le t < 2\pi$

32. $\begin{cases} x = 1 + 2\cos(t) \\ y = 2\sin(t) \end{cases}$ for $0 \le t < 2\pi$

33. $\begin{cases} x = 3\cos(t) \\ y = 3 + 3\sin(t) \end{cases}$ for $0 \le t < 2\pi$
34. $\begin{cases} x = 3\cos(t) \\ y = 3 - 3\sin(t) \end{cases}$ for $0 \le t < 2\pi$
35. $\begin{cases} x = 3 + \sqrt{117}\cos(t) \\ y = -1 + \sqrt{117}\sin(t) \end{cases}$ for $0 \le t < 2\pi$
36. $\begin{cases} x = 1 + 3\cos(t) \\ y = \sin(t) \end{cases}$ for $0 \le t < 2\pi$
37. $\begin{cases} x = 2\cos(t) \\ y = 3\sin(t) - 3 \end{cases}$ for $0 \le t < 2\pi$
38. $\begin{cases} x = 2\cos\left(t - \frac{\pi}{2}\right) = 2\sin(t) \\ y = -3 - 3\sin\left(t - \frac{\pi}{2}\right) = -3 + 3\cos(t) \end{cases}$ for $0 \le t < 2\pi$
39. $\{x(t), y(t)$ where:

$$x(t) = \begin{cases} 3t, & 0 \le t \le 1 \\ 6 - 3t, & 1 \le t \le 2 \\ 0, & 2 \le t \le 3 \end{cases} \quad y(t) = \begin{cases} 0, 0 \le t \le 1 \\ 4t - 4, 1 \le t \le 2 \\ 12 - 4t, 2 \le t \le 3 \end{cases}$$

40. The parametric equations for the inverse are $\begin{cases} x = t^3 + 3t - 4 \\ y = t \end{cases}$ for $-\infty < t < \infty$
41. $r = 6\cos(2\theta)$ translates to $\begin{cases} x = 6\cos(2\theta)\cos(\theta) \\ y = 6\cos(2\theta)\sin(\theta) \end{cases}$ for $0 \le \theta < 2\pi$
42. The parametric equations which describe the locations of passengers on the London Eye are

$$\begin{cases} x = 67.5\cos\left(\frac{\pi}{15}t - \frac{\pi}{2}\right) = 67.5\sin\left(\frac{\pi}{15}t\right) \\ y = 67.5\sin\left(\frac{\pi}{15}t - \frac{\pi}{2}\right) + 67.5 = 67.5 - 67.5\cos\left(\frac{\pi}{15}t\right) \end{cases} \text{ for } -\infty < t < \infty$$

43. The parametric equations for the hammer throw are $\begin{cases} x = 33\cos(42^\circ)t \\ y = -16t^2 + 33\sin(42^\circ)t + 6 \end{cases}$ for $t \ge 0$. To find when the hammer hits the ground, we solve $y(t) = 0$ and get $t \approx -0.23$ or 1.61. Since $t \ge 0$, the hammer hits the ground after approximately $t = 1.61$ seconds after it was launched into the air. To find how far away the hammer hits the ground, we find $x(1.61) \approx 39.48$ feet from where it was thrown into the air.
44. We solve $y = \frac{v_0^2 \sin^2(\theta)}{2g} + s_0 = \frac{v_0^2 \sin^2(85^\circ)}{2(32)} + 5 = 31.5$ to get $v_0 = \pm 41.34$. The initial speed of the sheaf was approximately 41.34 feet per second.

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