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2 Functions

- 2.1 Functions
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FOCUS ON MODELING
Modeling with Functions

A *function* is a rule that describes how one quantity depends on another. Many real-world situations follow precise rules, so they can be modeled by functions. For example, there is a rule that relates the distance a skydiver falls to the time he or she has been falling. So the distance traveled by the skydiver is a *function* of time. Knowing this function model allows skydivers to determine when to open their parachute. In this chapter we study functions and their graphs, as well as many real-world applications of functions. In the *Focus on Modeling* at the end of the chapter we explore different real-world situations that can be modeled by functions.

2.1 FUNCTIONS

- Functions All Around Us
- Definition of Function
- Evaluating a Function
- The Domain of a Function
- Four Ways to Represent a Function

In this section we explore the idea of a function and then give the mathematical definition of function.

■ Functions All Around Us

In nearly every physical phenomenon we observe that one quantity depends on another. For example, your height depends on your age, the temperature depends on the date, the cost of mailing a package depends on its weight (see Figure 1). We use the term *function* to describe this dependence of one quantity on another. That is, we say the following:

- Height is a function of age.
- Temperature is a function of date.
- Cost of mailing a package is a function of weight.

The U.S. Post Office uses a simple rule to determine the cost of mailing a first-class parcel on the basis of its weight. But it's not so easy to describe the rule that relates height to age or the rule that relates temperature to date.

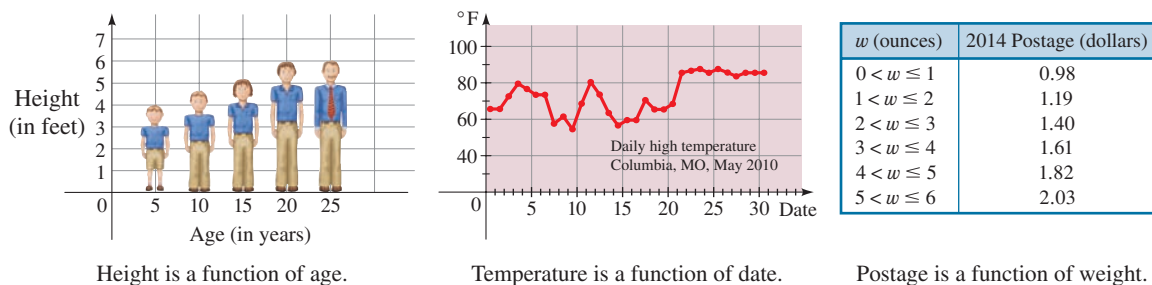


FIGURE 1

Height is a function of age.

Temperature is a function of date.

Postage is a function of weight.

Can you think of other functions? Here are some more examples:

- The area of a circle is a function of its radius.
- The number of bacteria in a culture is a function of time.
- The weight of an astronaut is a function of her elevation.
- The price of a commodity is a function of the demand for that commodity.

The rule that describes how the area A of a circle depends on its radius r is given by the formula $A = \pi r^2$. Even when a precise rule or formula describing a function is not available, we can still describe the function by a graph. For example, when you turn on a hot water faucet, the temperature of the water depends on how long the water has been running. So we can say:

- The temperature of water from the faucet is a function of time.

Figure 2 shows a rough graph of the temperature T of the water as a function of the time t that has elapsed since the faucet was turned on. The graph shows that the initial temperature of the water is close to room temperature. When the water from the hot water tank reaches the faucet, the water's temperature T increases quickly. In the next phase,



T is constant at the temperature of the water in the tank. When the tank is drained, T decreases to the temperature of the cold water supply.

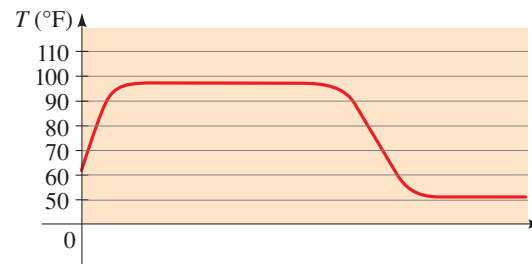


FIGURE 2 Graph of water temperature T as a function of time t

We have previously used letters to stand for numbers. Here we do something quite different: We use letters to represent *rules*.

■ Definition of Function

A function is a rule. To talk about a function, we need to give it a name. We will use letters such as f , g , h , . . . to represent functions. For example, we can use the letter f to represent a rule as follows:

“ f ” is the rule “square the number”

When we write $f(2)$, we mean “apply the rule f to the number 2.” Applying the rule gives $f(2) = 2^2 = 4$. Similarly, $f(3) = 3^2 = 9$, $f(4) = 4^2 = 16$, and in general $f(x) = x^2$.

DEFINITION OF A FUNCTION

A **function** f is a rule that assigns to each element x in a set A exactly one element, called $f(x)$, in a set B .

The $\sqrt{\quad}$ key on your calculator is a good example of a function as a machine. First you input x into the display. Then you press the key labeled $\sqrt{\quad}$. (On most *graphing* calculators the order of these operations is reversed.) If $x < 0$, then x is not in the domain of this function; that is, x is not an acceptable input, and the calculator will indicate an error. If $x \geq 0$, then an approximation to \sqrt{x} appears in the display, correct to a certain number of decimal places. (Thus the $\sqrt{\quad}$ key on your calculator is not quite the same as the exact mathematical function f defined by $f(x) = \sqrt{x}$.)

We usually consider functions for which the sets A and B are sets of real numbers. The symbol $f(x)$ is read “ f of x ” or “ f at x ” and is called the **value of f at x** , or the **image of x under f** . The set A is called the **domain** of the function. The **range** of f is the set of all possible values of $f(x)$ as x varies throughout the domain, that is,

$$\text{range of } f = \{f(x) \mid x \in A\}$$

The symbol that represents an arbitrary number in the domain of a function f is called an **independent variable**. The symbol that represents a number in the range of f is called a **dependent variable**. So if we write $y = f(x)$, then x is the independent variable and y is the dependent variable.

It is helpful to think of a function as a **machine** (see Figure 3). If x is in the domain of the function f , then when x enters the machine, it is accepted as an **input** and the machine produces an **output** $f(x)$ according to the rule of the function. Thus we can think of the domain as the set of all possible inputs and the range as the set of all possible outputs.



FIGURE 3 Machine diagram of f

Another way to picture a function f is by an **arrow diagram** as in Figure 4(a). Each arrow associates an input from A to the corresponding output in B . Since a function

associates *exactly* one output to each input, the diagram in Figure 4(a) represents a function but the diagram in Figure 4(b) does *not* represent a function.

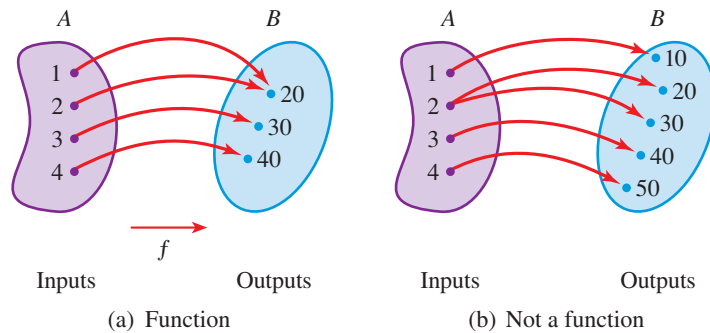


FIGURE 4 Arrow diagrams

EXAMPLE 1 ■ Analyzing a Function

A function f is defined by the formula

$$f(x) = x^2 + 4$$

- (a) Express in words how f acts on the input x to produce the output $f(x)$.
- (b) Evaluate $f(3)$, $f(-2)$, and $f(\sqrt{5})$.
- (c) Find the domain and range of f .
- (d) Draw a machine diagram for f .

SOLUTION

- (a) The formula tells us that f first squares the input x and then adds 4 to the result. So f is the function

“square, then add 4”

- (b) The values of f are found by substituting for x in the formula $f(x) = x^2 + 4$.

$$f(3) = 3^2 + 4 = 13 \quad \text{Replace } x \text{ by } 3$$

$$f(-2) = (-2)^2 + 4 = 8 \quad \text{Replace } x \text{ by } -2$$

$$f(\sqrt{5}) = (\sqrt{5})^2 + 4 = 9 \quad \text{Replace } x \text{ by } \sqrt{5}$$

- (c) The domain of f consists of all possible inputs for f . Since we can evaluate the formula $f(x) = x^2 + 4$ for every real number x , the domain of f is the set \mathbb{R} of all real numbers.

The range of f consists of all possible outputs of f . Because $x^2 \geq 0$ for all real numbers x , we have $x^2 + 4 \geq 4$, so for every output of f we have $f(x) \geq 4$. Thus the range of f is $\{y \mid y \geq 4\} = [4, \infty)$.

- (d) A machine diagram for f is shown in Figure 5.

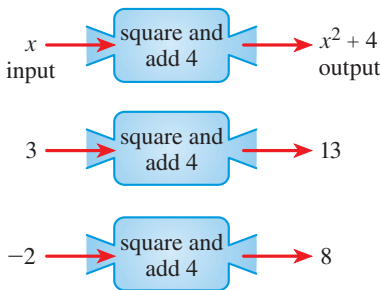


FIGURE 5 Machine diagram

Now Try Exercises 11, 15, 19, and 51

■ Evaluating a Function

In the definition of a function the independent variable x plays the role of a placeholder. For example, the function $f(x) = 3x^2 + x - 5$ can be thought of as

$$f(\blacksquare) = 3 \cdot \blacksquare^2 + \blacksquare - 5$$

To evaluate f at a number, we substitute the number for the placeholder.

EXAMPLE 2 ■ Evaluating a Function

Let $f(x) = 3x^2 + x - 5$. Evaluate each function value.

- (a) $f(-2)$ (b) $f(0)$ (c) $f(4)$ (d) $f(\frac{1}{2})$

SOLUTION To evaluate f at a number, we substitute the number for x in the definition of f .

$$(a) \quad f(-2) = 3 \cdot (-2)^2 + (-2) - 5 = 5$$

$$(b) \quad f(0) = 3 \cdot 0^2 + 0 - 5 = -5$$

$$(c) \quad f(4) = 3 \cdot (4)^2 + 4 - 5 = 47$$

$$(d) \quad f(\frac{1}{2}) = 3 \cdot (\frac{1}{2})^2 + \frac{1}{2} - 5 = -\frac{15}{4}$$

 **Now Try Exercise 21**

EXAMPLE 3 ■ A Piecewise Defined Function

A cell phone plan costs \$39 a month. The plan includes 2 gigabytes (GB) of free data and charges \$15 per gigabyte for any additional data used. The monthly charges are a function of the number of gigabytes of data used, given by

$$C(x) = \begin{cases} 39 & \text{if } 0 \leq x \leq 2 \\ 39 + 15(x - 2) & \text{if } x > 2 \end{cases}$$

Find $C(0.5)$, $C(2)$, and $C(4)$.

SOLUTION Remember that a function is a rule. Here is how we apply the rule for this function. First we look at the value of the input, x . If $0 \leq x \leq 2$, then the value of $C(x)$ is 39. On the other hand, if $x > 2$, then the value of $C(x)$ is $39 + 15(x - 2)$.

Since $0.5 \leq 2$, we have $C(0.5) = 39$.

Since $2 \leq 2$, we have $C(2) = 39$.

Since $4 > 2$, we have $C(4) = 39 + 15(4 - 2) = 69$.

Thus the plan charges \$39 for 0.5 GB, \$39 for 2 GB, and \$69 for 4 GB.

 **Now Try Exercises 31 and 85**



A **piecewise defined function** is defined by different formulas on different parts of its domain. The function C of Example 3 is piecewise defined.

From Examples 2 and 3 we see that the values of a function can change from one input to another. The **net change** in the value of a function f as the input changes from a to b (where $a \leq b$) is given by

$$f(b) - f(a)$$

The next example illustrates this concept.

EXAMPLE 4 ■ Finding Net Change

Let $f(x) = x^2$. Find the net change in the value of f between the given inputs.

- (a) From 1 to 3 (b) From -2 to 2

SOLUTION

(a) The net change is $f(3) - f(1) = 9 - 1 = 8$.

(b) The net change is $f(2) - f(-2) = 4 - 4 = 0$.

 **Now Try Exercise 39**

The values of the function in Example 4 decrease and then increase between -2 and 2, but the net change from -2 to 2 is 0 because $f(-2)$ and $f(2)$ have the same value.

Expressions like the one in part (d) of Example 5 occur frequently in calculus; they are called *difference quotients*, and they represent the average change in the value of f between $x = a$ and $x = a + h$.

EXAMPLE 5 ■ Evaluating a Function

If $f(x) = 2x^2 + 3x - 1$, evaluate the following.

(a) $f(a)$ (b) $f(-a)$ (c) $f(a + h)$ (d) $\frac{f(a + h) - f(a)}{h}, \quad h \neq 0$

SOLUTION

(a) $f(a) = 2a^2 + 3a - 1$

(b) $f(-a) = 2(-a)^2 + 3(-a) - 1 = 2a^2 - 3a - 1$

(c) $f(a + h) = 2(a + h)^2 + 3(a + h) - 1$
 $= 2(a^2 + 2ah + h^2) + 3(a + h) - 1$
 $= 2a^2 + 4ah + 2h^2 + 3a + 3h - 1$

(d) Using the results from parts (c) and (a), we have

$$\begin{aligned} \frac{f(a + h) - f(a)}{h} &= \frac{(2a^2 + 4ah + 2h^2 + 3a + 3h - 1) - (2a^2 + 3a - 1)}{h} \\ &= \frac{4ah + 2h^2 + 3h}{h} = 4a + 2h + 3 \end{aligned}$$

Now Try Exercise 43

A **table of values** for a function is a table with two headings, one for inputs and one for the corresponding outputs. A table of values helps us to analyze a function numerically, as in the next example.

EXAMPLE 6 ■ The Weight of an Astronaut

If an astronaut weighs 130 lb on the surface of the earth, then her weight when she is h miles above the earth is given by the function

$$w(h) = 130 \left(\frac{3960}{3960 + h} \right)^2$$

- (a) What is her weight when she is 100 mi above the earth?
 (b) Construct a table of values for the function w that gives her weight at heights from 0 to 500 mi. What do you conclude from the table?
 (c) Find the net change in the astronaut's weight from ground level to a height of 500 mi.

SOLUTION

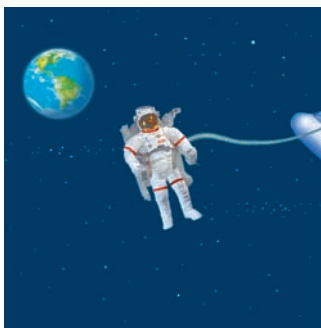
(a) We want the value of the function w when $h = 100$; that is, we must calculate $w(100)$:

$$w(100) = 130 \left(\frac{3960}{3960 + 100} \right)^2 \approx 123.67$$

So at a height of 100 mi she weighs about 124 lb.

(b) The table gives the astronaut's weight, rounded to the nearest pound, at 100-mi increments. The values in the table are calculated as in part (a).

h	$w(h)$
0	130
100	124
200	118
300	112
400	107
500	102



The weight of an object on or near the earth is the gravitational force that the earth exerts on it. When in orbit around the earth, an astronaut experiences the sensation of “weightlessness” because the centripetal force that keeps her in orbit is exactly the same as the gravitational pull of the earth.

The table indicates that the higher the astronaut travels, the less she weighs.

- (c) The net change in the astronaut's weight from $h = 0$ to $h = 500$ is

$$w(500) - w(0) = 102 - 130 = -28$$

The negative sign indicates that the astronaut's weight *decreased* by about 28 lb.

 **Now Try Exercise 79**

■ The Domain of a Function

Recall that the *domain* of a function is the set of all inputs for the function. The domain of a function may be stated explicitly. For example, if we write

$$f(x) = x^2 \quad 0 \leq x \leq 5$$

then the domain is the set of all real numbers x for which $0 \leq x \leq 5$. If the function is given by an algebraic expression and the domain is not stated explicitly, then by convention *the domain of the function is the domain of the algebraic expression—that is, the set of all real numbers for which the expression is defined as a real number*. For example, consider the functions

$$f(x) = \frac{1}{x-4} \quad g(x) = \sqrt{x}$$

The function f is not defined at $x = 4$, so its domain is $\{x \mid x \neq 4\}$. The function g is not defined for negative x , so its domain is $\{x \mid x \geq 0\}$.

Domains of algebraic expressions are discussed on page 36.

EXAMPLE 7 ■ Finding Domains of Functions

Find the domain of each function.

(a) $f(x) = \frac{1}{x^2 - x}$ (b) $g(x) = \sqrt{9 - x^2}$ (c) $h(t) = \frac{t}{\sqrt{t+1}}$

SOLUTION

- (a) A rational expression is not defined when the denominator is 0. Since

$$f(x) = \frac{1}{x^2 - x} = \frac{1}{x(x-1)}$$

we see that $f(x)$ is not defined when $x = 0$ or $x = 1$. Thus the domain of f is

$$\{x \mid x \neq 0, x \neq 1\}$$

The domain may also be written in interval notation as

$$(-\infty, 0) \cup (0, 1) \cup (1, \infty)$$

- (b) We can't take the square root of a negative number, so we must have $9 - x^2 \geq 0$. Using the methods of Section 1.8, we can solve this inequality to find that $-3 \leq x \leq 3$. Thus the domain of g is

$$\{x \mid -3 \leq x \leq 3\} = [-3, 3]$$

- (c) We can't take the square root of a negative number, and we can't divide by 0, so we must have $t + 1 > 0$, that is, $t > -1$. So the domain of h is

$$\{t \mid t > -1\} = (-1, \infty)$$

 **Now Try Exercises 55, 59, and 69**

■ Four Ways to Represent a Function

To help us understand what a function is, we have used machine and arrow diagrams. We can describe a specific function in the following four ways:

- verbally (by a description in words)
- algebraically (by an explicit formula)
- visually (by a graph)
- numerically (by a table of values)

A single function may be represented in all four ways, and it is often useful to go from one representation to another to gain insight into the function. However, certain functions are described more naturally by one method than by the others. An example of a verbal description is the following rule for converting between temperature scales:

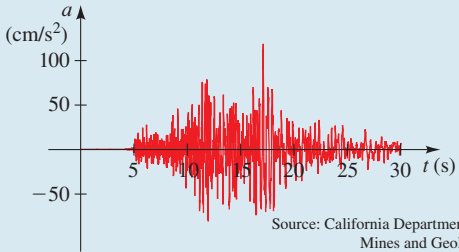
“To find the Fahrenheit equivalent of a Celsius temperature, multiply the Celsius temperature by $\frac{9}{5}$, then add 32.”

In Example 8 we see how to describe this verbal rule or function algebraically, graphically, and numerically. A useful representation of the area of a circle as a function of its radius is the algebraic formula

$$A(r) = \pi r^2$$

The graph produced by a seismograph (see the box below) is a visual representation of the vertical acceleration function $a(t)$ of the ground during an earthquake. As a final example, consider the function $C(w)$, which is described verbally as “the cost of mailing a large first-class letter with weight w .” The most convenient way of describing this function is numerically—that is, using a table of values.

We will be using all four representations of functions throughout this book. We summarize them in the following box.

<p>FOUR WAYS TO REPRESENT A FUNCTION</p> <p>Verbal Using words: “To convert from Celsius to Fahrenheit, multiply the Celsius temperature by $\frac{9}{5}$, then add 32.”</p> <p>Relation between Celsius and Fahrenheit temperature scales</p>	<p>Algebraic Using a formula:</p> $A(r) = \pi r^2$ <p>Area of a circle</p>														
<p>Visual Using a graph:</p>  <p style="text-align: right; font-size: small;">Source: California Department of Mines and Geology</p> <p>Vertical acceleration during an earthquake</p>	<p>Numerical Using a table of values:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="border-bottom: 1px solid black; padding: 2px 10px;">w (ounces)</th> <th style="border-bottom: 1px solid black; padding: 2px 10px;">$C(w)$ (dollars)</th> </tr> </thead> <tbody> <tr><td style="padding: 2px 10px;">$0 < w \leq 1$</td><td style="padding: 2px 10px;">\$0.98</td></tr> <tr><td style="padding: 2px 10px;">$1 < w \leq 2$</td><td style="padding: 2px 10px;">\$1.19</td></tr> <tr><td style="padding: 2px 10px;">$2 < w \leq 3$</td><td style="padding: 2px 10px;">\$1.40</td></tr> <tr><td style="padding: 2px 10px;">$3 < w \leq 4$</td><td style="padding: 2px 10px;">\$1.61</td></tr> <tr><td style="padding: 2px 10px;">$4 < w \leq 5$</td><td style="padding: 2px 10px;">\$1.82</td></tr> <tr><td style="padding: 2px 10px;">\vdots</td><td style="padding: 2px 10px;">\vdots</td></tr> </tbody> </table> <p>Cost of mailing a large first-class envelope</p>	w (ounces)	$C(w)$ (dollars)	$0 < w \leq 1$	\$0.98	$1 < w \leq 2$	\$1.19	$2 < w \leq 3$	\$1.40	$3 < w \leq 4$	\$1.61	$4 < w \leq 5$	\$1.82	\vdots	\vdots
w (ounces)	$C(w)$ (dollars)														
$0 < w \leq 1$	\$0.98														
$1 < w \leq 2$	\$1.19														
$2 < w \leq 3$	\$1.40														
$3 < w \leq 4$	\$1.61														
$4 < w \leq 5$	\$1.82														
\vdots	\vdots														

EXAMPLE 8 ■ Representing a Function Verbally, Algebraically, Numerically, and Graphically

Let $F(C)$ be the Fahrenheit temperature corresponding to the Celsius temperature C . (Thus F is the function that converts Celsius inputs to Fahrenheit outputs.) The box on page 154 gives a verbal description of this function. Find ways to represent this function

- (a) Algebraically (using a formula)
- (b) Numerically (using a table of values)
- (c) Visually (using a graph)

SOLUTION

- (a) The verbal description tells us that we should first multiply the input C by $\frac{9}{5}$ and then add 32 to the result. So we get

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

- (b) We use the algebraic formula for F that we found in part (a) to construct a table of values:

C (Celsius)	F (Fahrenheit)
-10	14
0	32
10	50
20	68
30	86
40	104

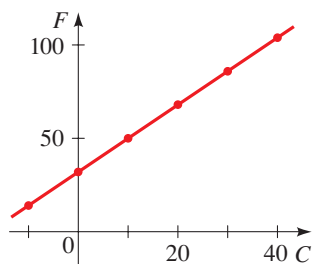


FIGURE 6 Celsius and Fahrenheit

- (c) We use the points tabulated in part (b) to help us draw the graph of this function in Figure 6.

Now Try Exercise 73

2.1 EXERCISES

CONCEPTS

- If $f(x) = x^3 + 1$, then
 - (a) the value of f at $x = -1$ is $f(\underline{\quad}) = \underline{\quad}$.
 - (b) the value of f at $x = 2$ is $f(\underline{\quad}) = \underline{\quad}$.
 - (c) the net change in the value of f between $x = -1$ and $x = 2$ is $f(\underline{\quad}) - f(\underline{\quad}) = \underline{\quad}$.
- For a function f , the set of all possible inputs is called the _____ of f , and the set of all possible outputs is called the _____ of f .
- (a) Which of the following functions have 5 in their domain?

$$f(x) = x^2 - 3x \quad g(x) = \frac{x-5}{x} \quad h(x) = \sqrt{x-10}$$

- (b) For the functions from part (a) that *do* have 5 in their domain, find the value of the function at 5.

4. A function is given algebraically by the formula $f(x) = (x - 4)^2 + 3$. Complete these other ways to represent f :

- (a) *Verbal*: “Subtract 4, then _____ and _____.”
- (b) *Numerical*:

x	$f(x)$
0	19
2	
4	
6	

5. A function f is a rule that assigns to each element x in a set A exactly _____ element(s) called $f(x)$ in a set B . Which of the following tables defines y as a function of x ?

(i) (ii)

x	y
1	5
2	7
3	6
4	8

x	y
1	5
1	7
2	6
3	8

6. Yes or No? If No, give a reason. Let f be a function.

- (a) Is it possible that $f(1) = 5$ and $f(2) = 5$?
 (b) Is it possible that $f(1) = 5$ and $f(1) = 6$?

SKILLS

7–10 ■ Function Notation Express the rule in function notation. (For example, the rule “square, then subtract 5” is expressed as the function $f(x) = x^2 - 5$.)

7. Multiply by 3, then subtract 5
 8. Square, then add 2
 9. Subtract 1, then square
 10. Add 1, take the square root, then divide by 6

11–14 ■ Functions in Words Express the function (or rule) in words.

11. $f(x) = 2x + 3$ 12. $g(x) = \frac{x + 2}{3}$
 13. $h(x) = 5(x + 1)$ 14. $k(x) = \frac{x^2 - 4}{3}$

15–16 ■ Machine Diagram Draw a machine diagram for the function.

15. $f(x) = \sqrt{x - 1}$ 16. $f(x) = \frac{3}{x - 2}$

17–18 ■ Table of Values Complete the table.

17. $f(x) = 2(x - 1)^2$ 18. $g(x) = |2x + 3|$

x	$f(x)$
-1	
0	
1	
2	
3	

x	$g(x)$
-3	
-2	
0	
1	
3	

19–30 ■ Evaluating Functions Evaluate the function at the indicated values.

19. $f(x) = x^2 - 6$; $f(-3), f(3), f(0), f(\frac{1}{2})$
 20. $f(x) = x^3 + 2x$; $f(-2), f(-1), f(0), f(\frac{1}{2})$

21. $f(x) = \frac{1 - 2x}{3}$;
 $f(2), f(-2), f(\frac{1}{2}), f(a), f(-a), f(a - 1)$

22. $h(x) = \frac{x^2 + 4}{5}$;
 $h(2), h(-2), h(a), h(-x), h(a - 2), h(\sqrt{x})$

23. $f(x) = x^2 + 2x$;
 $f(0), f(3), f(-3), f(a), f(-x), f(\frac{1}{a})$

24. $h(t) = t + \frac{1}{t}$;
 $h(-1), h(2), h(\frac{1}{2}), h(x - 1), h(\frac{1}{x})$

25. $g(x) = \frac{1 - x}{1 + x}$;
 $g(2), g(-1), g(\frac{1}{2}), g(a), g(a - 1), g(x^2 - 1)$

26. $g(t) = \frac{t + 2}{t - 2}$;
 $g(-2), g(2), g(0), g(a), g(a^2 - 2), g(a + 1)$

27. $k(x) = -x^2 - 2x + 3$;
 $k(0), k(2), k(-2), k(\sqrt{2}), k(a + 2), k(-x), k(x^2)$

28. $k(x) = 2x^3 - 3x^2$;
 $k(0), k(3), k(-3), k(\frac{1}{2}), k(\frac{a}{2}), k(-x), k(x^3)$

29. $f(x) = 2|x - 1|$;
 $f(-2), f(0), f(\frac{1}{2}), f(2), f(x + 1), f(x^2 + 2)$

30. $f(x) = \frac{|x|}{x}$;
 $f(-2), f(-1), f(0), f(5), f(x^2), f(\frac{1}{x})$

31–34 ■ Piecewise Defined Functions Evaluate the piecewise defined function at the indicated values.

31. $f(x) = \begin{cases} x^2 & \text{if } x < 0 \\ x + 1 & \text{if } x \geq 0 \end{cases}$
 $f(-2), f(-1), f(0), f(1), f(2)$

32. $f(x) = \begin{cases} 5 & \text{if } x \leq 2 \\ 2x - 3 & \text{if } x > 2 \end{cases}$
 $f(-3), f(0), f(2), f(3), f(5)$

33. $f(x) = \begin{cases} x^2 + 2x & \text{if } x \leq -1 \\ x & \text{if } -1 < x \leq 1 \\ -1 & \text{if } x > 1 \end{cases}$
 $f(-4), f(-\frac{3}{2}), f(-1), f(0), f(25)$

34. $f(x) = \begin{cases} 3x & \text{if } x < 0 \\ x + 1 & \text{if } 0 \leq x \leq 2 \\ (x - 2)^2 & \text{if } x > 2 \end{cases}$
 $f(-5), f(0), f(1), f(2), f(5)$

35–38 ■ Evaluating Functions Use the function to evaluate the indicated expressions and simplify.

35. $f(x) = x^2 + 1$; $f(x + 2)$, $f(x) + f(2)$

36. $f(x) = 3x - 1$; $f(2x)$, $2f(x)$

37. $f(x) = x + 4$; $f(x^2)$, $(f(x))^2$

38. $f(x) = 6x - 18$; $f\left(\frac{x}{3}\right)$, $\frac{f(x)}{3}$

39–42 ■ Net Change Find the net change in the value of the function between the given inputs.

39. $f(x) = 3x - 2$; from 1 to 5

40. $f(x) = 4 - 5x$; from 3 to 5

41. $g(t) = 1 - t^2$; from -2 to 5

42. $h(t) = t^2 + 5$; from -3 to 6

43–50 ■ Difference Quotient Find $f(a)$, $f(a + h)$, and the difference quotient $\frac{f(a + h) - f(a)}{h}$, where $h \neq 0$.

43. $f(x) = 5 - 2x$

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

45. $f(x) = 5$

46. $f(x) = \frac{1}{x + 1}$

47. $f(x) = \frac{x}{x + 1}$

48. $f(x) = \frac{2x}{x - 1}$

49. $f(x) = 3 - 5x + 4x^2$

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

51–54 ■ Domain and Range Find the domain and range of the function.

51. $f(x) = 3x$

52. $f(x) = 5x^2 + 4$

53. $f(x) = 3x$, $-2 \leq x \leq 6$

54. $f(x) = 5x^2 + 4$, $0 \leq x \leq 2$

55–72 ■ Domain Find the domain of the function.

55. $f(x) = \frac{1}{x - 3}$

56. $f(x) = \frac{1}{3x - 6}$

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

58. $f(x) = \frac{x^4}{x^2 + x - 6}$

59. $f(t) = \sqrt{t + 1}$

60. $g(t) = \sqrt{t^2 + 9}$

61. $f(t) = \sqrt[3]{t - 1}$

62. $g(x) = \sqrt{7 - 3x}$

63. $f(x) = \sqrt{1 - 2x}$

64. $g(x) = \sqrt{x^2 - 4}$

65. $g(x) = \frac{\sqrt{2 + x}}{3 - x}$

66. $g(x) = \frac{\sqrt{x}}{2x^2 + x - 1}$

67. $g(x) = \sqrt[4]{x^2 - 6x}$

68. $g(x) = \sqrt{x^2 - 2x - 8}$

69. $f(x) = \frac{3}{\sqrt{x - 4}}$

70. $f(x) = \frac{x^2}{\sqrt{6 - x}}$

71. $f(x) = \frac{(x + 1)^2}{\sqrt{2x - 1}}$

72. $f(x) = \frac{x}{\sqrt[4]{9 - x^2}}$

73–76 ■ Four Ways to Represent a Function A verbal description of a function is given. Find (a) algebraic, (b) numerical, and (c) graphical representations for the function.

73. To evaluate $f(x)$, divide the input by 3 and add $\frac{2}{3}$ to the result.

74. To evaluate $g(x)$, subtract 4 from the input and multiply the result by $\frac{3}{4}$.

75. Let $T(x)$ be the amount of sales tax charged in Lemon County on a purchase of x dollars. To find the tax, take 8% of the purchase price.

76. Let $V(d)$ be the volume of a sphere of diameter d . To find the volume, take the cube of the diameter, then multiply by π and divide by 6.

SKILLS Plus

77–78 ■ Domain and Range Find the domain and range of f .

77. $f(x) = \begin{cases} 1 & \text{if } x \text{ is rational} \\ 5 & \text{if } x \text{ is irrational} \end{cases}$

78. $f(x) = \begin{cases} 1 & \text{if } x \text{ is rational} \\ 5x & \text{if } x \text{ is irrational} \end{cases}$

APPLICATIONS

79. **Torricelli's Law** A tank holds 50 gal of water, which drains from a leak at the bottom, causing the tank to empty in 20 min. The tank drains faster when it is nearly full because the pressure on the leak is greater. **Torricelli's Law** gives the volume of water remaining in the tank after t minutes as

$$V(t) = 50 \left(1 - \frac{t}{20}\right)^2 \quad 0 \leq t \leq 20$$

(a) Find $V(0)$ and $V(20)$.

(b) What do your answers to part (a) represent?

(c) Make a table of values of $V(t)$ for $t = 0, 5, 10, 15, 20$.

(d) Find the net change in the volume V as t changes from 0 min to 20 min.



80. **Area of a Sphere** The surface area S of a sphere is a function of its radius r given by

$$S(r) = 4\pi r^2$$

(a) Find $S(2)$ and $S(3)$.

(b) What do your answers in part (a) represent?

- 81. Relativity** According to the Theory of Relativity, the length L of an object is a function of its velocity v with respect to an observer. For an object whose length at rest is 10 m, the function is given by

$$L(v) = 10\sqrt{1 - \frac{v^2}{c^2}}$$

where c is the speed of light (300,000 km/s).

- (a) Find $L(0.5c)$, $L(0.75c)$, and $L(0.9c)$.
 (b) How does the length of an object change as its velocity increases?
- 82. Pupil Size** When the brightness x of a light source is increased, the eye reacts by decreasing the radius R of the pupil. The dependence of R on x is given by the function

$$R(x) = \sqrt{\frac{13 + 7x^{0.4}}{1 + 4x^{0.4}}}$$

where R is measured in millimeters and x is measured in appropriate units of brightness.

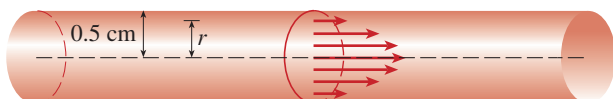
- (a) Find $R(1)$, $R(10)$, and $R(100)$.
 (b) Make a table of values of $R(x)$.
 (c) Find the net change in the radius R as x changes from 10 to 100.



- 83. Blood Flow** As blood moves through a vein or an artery, its velocity v is greatest along the central axis and decreases as the distance r from the central axis increases (see the figure). The formula that gives v as a function of r is called the **law of laminar flow**. For an artery with radius 0.5 cm, the relationship between v (in cm/s) and r (in cm) is given by the function

$$v(r) = 18,500(0.25 - r^2) \quad 0 \leq r \leq 0.5$$

- (a) Find $v(0.1)$ and $v(0.4)$.
 (b) What do your answers to part (a) tell you about the flow of blood in this artery?
 (c) Make a table of values of $v(r)$ for $r = 0, 0.1, 0.2, 0.3, 0.4, 0.5$.
 (d) Find the net change in the velocity v as r changes from 0.1 cm to 0.5 cm.



- 84. How Far Can You See?** Because of the curvature of the earth, the maximum distance D that you can see from the top of a tall building or from an airplane at height h is given by the function

$$D(h) = \sqrt{2rh + h^2}$$

where $r = 3960$ mi is the radius of the earth and D and h are measured in miles.

- (a) Find $D(0.1)$ and $D(0.2)$.
 (b) How far can you see from the observation deck of Toronto's CN Tower, 1135 ft above the ground?
 (c) Commercial aircraft fly at an altitude of about 7 mi. How far can the pilot see?
 (d) Find the net change in the value of distance D as h changes from 1135 ft to 7 mi.
- 85. Income Tax** In a certain country, income tax T is assessed according to the following function of income x :

$$T(x) = \begin{cases} 0 & \text{if } 0 \leq x \leq 10,000 \\ 0.08x & \text{if } 10,000 < x \leq 20,000 \\ 1600 + 0.15x & \text{if } 20,000 < x \end{cases}$$

- (a) Find $T(5,000)$, $T(12,000)$, and $T(25,000)$.
 (b) What do your answers in part (a) represent?
- 86. Internet Purchases** An Internet bookstore charges \$15 shipping for orders under \$100 but provides free shipping for orders of \$100 or more. The cost C of an order is a function of the total price x of the books purchased, given by

$$C(x) = \begin{cases} x + 15 & \text{if } x < 100 \\ x & \text{if } x \geq 100 \end{cases}$$

- (a) Find $C(75)$, $C(90)$, $C(100)$, and $C(105)$.
 (b) What do your answers in part (a) represent?
- 87. Cost of a Hotel Stay** A hotel chain charges \$75 each night for the first two nights and \$50 for each additional night's stay. The total cost T is a function of the number of nights x that a guest stays.

- (a) Complete the expressions in the following piecewise defined function.

$$T(x) = \begin{cases} \text{ } & \text{if } 0 \leq x \leq 2 \\ \text{ } & \text{if } x > 2 \end{cases}$$

- (b) Find $T(2)$, $T(3)$, and $T(5)$.
 (c) What do your answers in part (b) represent?
- 88. Speeding Tickets** In a certain state the maximum speed permitted on freeways is 65 mi/h, and the minimum is 40 mi/h. The fine F for violating these limits is \$15 for every mile above the maximum or below the minimum.

- (a) Complete the expressions in the following piecewise defined function, where x is the speed at which you are driving.

$$F(x) = \begin{cases} \text{ } & \text{if } 0 < x < 40 \\ \text{ } & \text{if } 40 \leq x \leq 65 \\ \text{ } & \text{if } x > 65 \end{cases}$$

- (b) Find $F(30)$, $F(50)$, and $F(75)$.
 (c) What do your answers in part (b) represent?

- 89. Height of Grass** A home owner mows the lawn every Wednesday afternoon. Sketch a rough graph of the height of the grass as a function of time over the course of a four-week period beginning on a Sunday.



- 90. Temperature Change** You place a frozen pie in an oven and bake it for an hour. Then you take the pie out and let it cool before eating it. Sketch a rough graph of the temperature of the pie as a function of time.
- 91. Daily Temperature Change** Temperature readings T (in $^{\circ}\text{F}$) were recorded every 2 hours from midnight to noon in Atlanta, Georgia, on March 18, 2014. The time t was measured in hours from midnight. Sketch a rough graph of T as a function of t .

t	0	2	4	6	8	10	12
T	58	57	53	50	51	57	61

- 92. Population Growth** The population P (in thousands) of San Jose, California, from 1980 to 2010 is shown in the table. (Midyear estimates are given.) Draw a rough graph of P as a function of time t .

t	1980	1985	1990	1995	2000	2005	2010
P	629	714	782	825	895	901	946

Source: U.S. Census Bureau

DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

- 93. DISCUSS: Examples of Functions** At the beginning of this section we discussed three examples of everyday, ordinary functions: Height is a function of age, temperature is a function of date, and postage cost is a function of weight. Give three other examples of functions from everyday life.
- 94. DISCUSS: Four Ways to Represent a Function** In the box on page 154 we represented four different functions verbally, algebraically, visually, and numerically. Think of a function that can be represented in all four ways, and give the four representations.
- 95. DISCUSS: Piecewise Defined Functions** In Exercises 85–88 we worked with real-world situations modeled by piecewise defined functions. Find other examples of real-world situations that can be modeled by piecewise defined functions, and express the models in function notation.

2.2 GRAPHS OF FUNCTIONS

- Graphing Functions by Plotting Points
- Graphing Functions with a Graphing Calculator
- Graphing Piecewise Defined Functions
- The Vertical Line Test: Which Graphs Represent Functions?
- Which Equations Represent Functions?

The most important way to visualize a function is through its graph. In this section we investigate in more detail the concept of graphing functions.

■ Graphing Functions by Plotting Points

To graph a function f , we plot the points $(x, f(x))$ in a coordinate plane. In other words, we plot the points (x, y) whose x -coordinate is an input and whose y -coordinate is the corresponding output of the function.

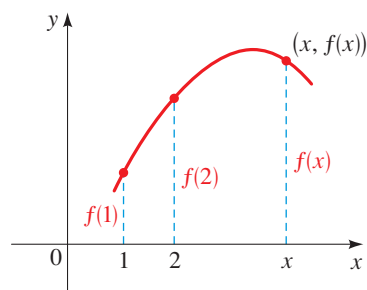


FIGURE 1 The height of the graph above the point x is the value of $f(x)$.

THE GRAPH OF A FUNCTION

If f is a function with domain A , then the **graph** of f is the set of ordered pairs

$$\{(x, f(x)) \mid x \in A\}$$

plotted in a coordinate plane. In other words, the graph of f is the set of all points (x, y) such that $y = f(x)$; that is, the graph of f is the graph of the equation $y = f(x)$.

The graph of a function f gives a picture of the behavior or “life history” of the function. We can read the value of $f(x)$ from the graph as being the height of the graph above the point x (see Figure 1).

A function f of the form $f(x) = mx + b$ is called a **linear function** because its graph is the graph of the equation $y = mx + b$, which represents a line with slope m and y -intercept b . A special case of a linear function occurs when the slope is $m = 0$. The function $f(x) = b$, where b is a given number, is called a **constant function** because all its values are the same number, namely, b . Its graph is the horizontal line $y = b$. Figure 2 shows the graphs of the constant function $f(x) = 3$ and the linear function $f(x) = 2x + 1$.

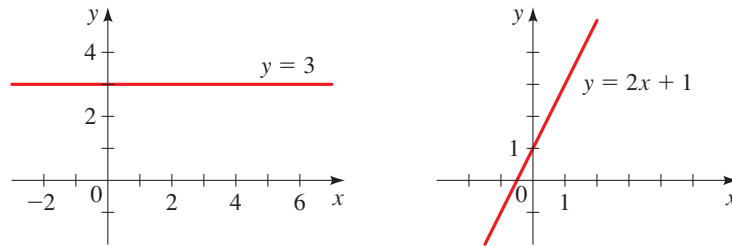


FIGURE 2 The constant function $f(x) = 3$ The linear function $f(x) = 2x + 1$

Functions of the form $f(x) = x^n$ are called **power functions**, and functions of the form $f(x) = x^{1/n}$ are called **root functions**. In the next example we graph two power functions and a root function.

EXAMPLE 1 ■ Graphing Functions by Plotting Points

Sketch graphs of the following functions.

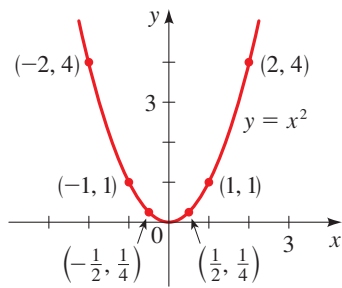
- (a) $f(x) = x^2$ (b) $g(x) = x^3$ (c) $h(x) = \sqrt{x}$

SOLUTION We first make a table of values. Then we plot the points given by the table and join them by a smooth curve to obtain the graph. The graphs are sketched in Figure 3.

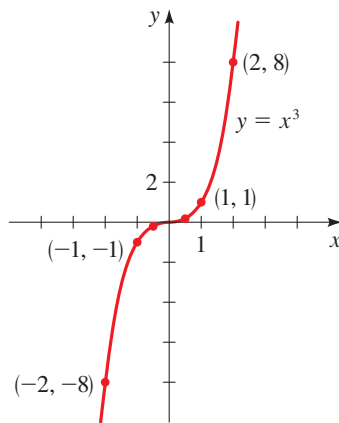
x	$f(x) = x^2$
0	0
$\pm\frac{1}{2}$	$\frac{1}{4}$
± 1	1
± 2	4
± 3	9

x	$g(x) = x^3$
0	0
$\frac{1}{2}$	$\frac{1}{8}$
1	1
2	8
$-\frac{1}{2}$	$-\frac{1}{8}$
-1	-1
-2	-8

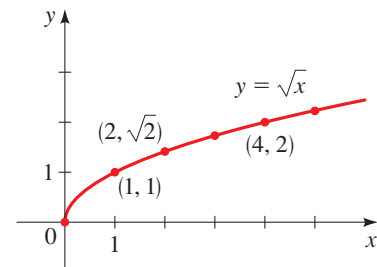
x	$h(x) = \sqrt{x}$
0	0
1	1
2	$\sqrt{2}$
3	$\sqrt{3}$
4	2
5	$\sqrt{5}$



(a) $f(x) = x^2$



(b) $g(x) = x^3$



(c) $h(x) = \sqrt{x}$

FIGURE 3

Now Try Exercises 9, 15, and 19

See Appendix C, *Graphing with a Graphing Calculator*, for general guidelines on using a graphing calculator. See Appendix D, *Using the TI-83/84 Graphing Calculator*, for specific instructions. Go to www.stewartmath.com.

■ Graphing Functions with a Graphing Calculator

A convenient way to graph a function is to use a graphing calculator. To graph the function f , we use a calculator to graph the equation $y = f(x)$.

EXAMPLE 2 ■ Graphing a Function with a Graphing Calculator

Use a graphing calculator to graph the function $f(x) = x^3 - 8x^2$ in an appropriate viewing rectangle.

SOLUTION To graph the function $f(x) = x^3 - 8x^2$, we must graph the equation $y = x^3 - 8x^2$. On the TI-83 graphing calculator the default viewing rectangle gives the graph in Figure 4(a). But this graph appears to spill over the top and bottom of the screen. We need to expand the vertical axis to get a better representation of the graph. The viewing rectangle $[-4, 10]$ by $[-100, 100]$ gives a more complete picture of the graph, as shown in Figure 4(b).

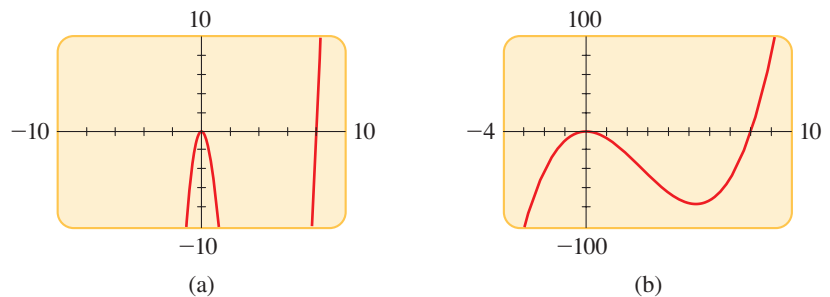


FIGURE 4 Graphing the function $f(x) = x^3 - 8x^2$

Now Try Exercise 29

EXAMPLE 3 ■ A Family of Power Functions

- Graph the functions $f(x) = x^n$ for $n = 2, 4,$ and 6 in the viewing rectangle $[-2, 2]$ by $[-1, 3]$.
- Graph the functions $f(x) = x^n$ for $n = 1, 3,$ and 5 in the viewing rectangle $[-2, 2]$ by $[-2, 2]$.
- What conclusions can you draw from these graphs?

SOLUTION To graph the function $f(x) = x^n$, we graph the equation $y = x^n$. The graphs for parts (a) and (b) are shown in Figure 5.

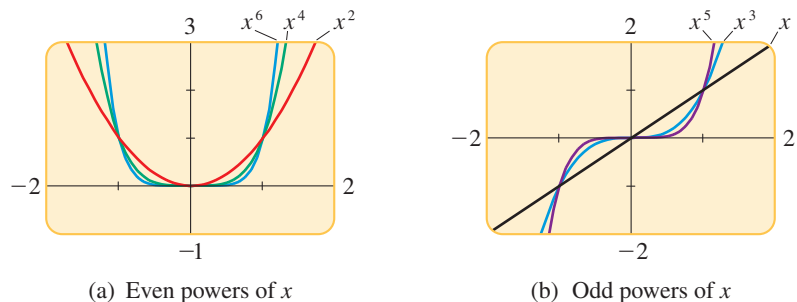


FIGURE 5 A family of power functions: $f(x) = x^n$

- We see that the general shape of the graph of $f(x) = x^n$ depends on whether n is even or odd.

If n is even, the graph of $f(x) = x^n$ is similar to the parabola $y = x^2$.

If n is odd, the graph of $f(x) = x^n$ is similar to that of $y = x^3$.

Now Try Exercise 69

Notice from Figure 5 that as n increases, the graph of $y = x^n$ becomes flatter near 0 and steeper when $x > 1$. When $0 < x < 1$, the lower powers of x are the “bigger” functions. But when $x > 1$, the higher powers of x are the dominant functions.

■ Graphing Piecewise Defined Functions

A piecewise defined function is defined by different formulas on different parts of its domain. As you might expect, the graph of such a function consists of separate pieces.

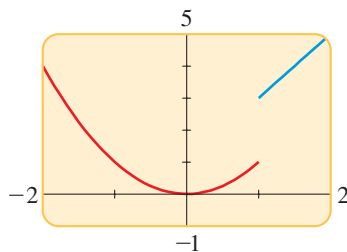
EXAMPLE 4 ■ Graph of a Piecewise Defined Function

Sketch the graph of the function

$$f(x) = \begin{cases} x^2 & \text{if } x \leq 1 \\ 2x + 1 & \text{if } x > 1 \end{cases}$$

On many graphing calculators the graph in Figure 6 can be produced by using the logical functions in the calculator. For example, on the TI-83 the following equation gives the required graph:

$$Y_1 = (X \leq 1)X^2 + (X > 1)(2X + 1)$$



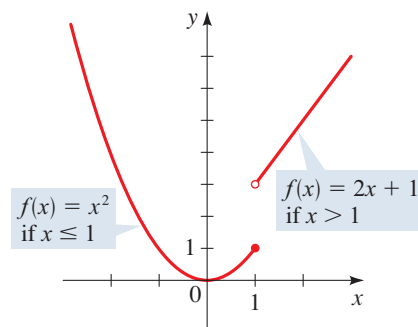
(To avoid the extraneous vertical line between the two parts of the graph, put the calculator in **Dot** mode.)

SOLUTION If $x \leq 1$, then $f(x) = x^2$, so the part of the graph to the left of $x = 1$ coincides with the graph of $y = x^2$, which we sketched in Figure 3. If $x > 1$, then $f(x) = 2x + 1$, so the part of the graph to the right of $x = 1$ coincides with the line $y = 2x + 1$, which we graphed in Figure 2. This enables us to sketch the graph in Figure 6.

The solid dot at $(1, 1)$ indicates that this point is included in the graph; the open dot at $(1, 3)$ indicates that this point is excluded from the graph.

FIGURE 6

$$f(x) = \begin{cases} x^2 & \text{if } x \leq 1 \\ 2x + 1 & \text{if } x > 1 \end{cases}$$



Now Try Exercise 35

EXAMPLE 5 ■ Graph of the Absolute Value Function

Sketch a graph of the absolute value function $f(x) = |x|$.

SOLUTION Recall that

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

Using the same method as in Example 4, we note that the graph of f coincides with the line $y = x$ to the right of the y -axis and coincides with the line $y = -x$ to the left of the y -axis (see Figure 7).

Now Try Exercise 23

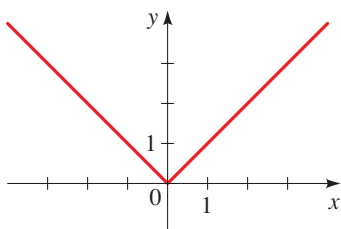


FIGURE 7 Graph of $f(x) = |x|$

The **greatest integer function** is defined by

$$\llbracket x \rrbracket = \text{greatest integer less than or equal to } x$$

For example, $\llbracket 2 \rrbracket = 2$, $\llbracket 2.3 \rrbracket = 2$, $\llbracket 1.999 \rrbracket = 1$, $\llbracket 0.002 \rrbracket = 0$, $\llbracket -3.5 \rrbracket = -4$, and $\llbracket -0.5 \rrbracket = -1$.

EXAMPLE 6 ■ Graph of the Greatest Integer Function

Sketch a graph of $f(x) = \llbracket x \rrbracket$.

SOLUTION The table shows the values of f for some values of x . Note that $f(x)$ is constant between consecutive integers, so the graph between integers is a horizontal line segment, as shown in Figure 8.

x	$\llbracket x \rrbracket$
\vdots	\vdots
$-2 \leq x < -1$	-2
$-1 \leq x < 0$	-1
$0 \leq x < 1$	0
$1 \leq x < 2$	1
$2 \leq x < 3$	2
\vdots	\vdots

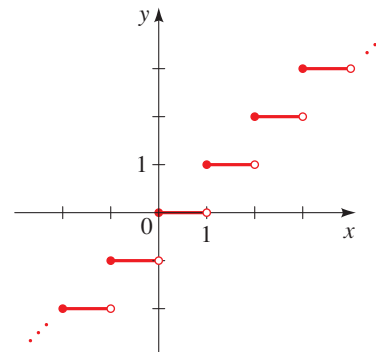


FIGURE 8 The greatest integer function, $y = \llbracket x \rrbracket$

The greatest integer function is an example of a **step function**. The next example gives a real-world example of a step function.

EXAMPLE 7 ■ The Cost Function for a Global Data Plan

A global data plan costs \$25 a month for the first 100 megabytes and \$20 for each additional 100 megabytes (or portion thereof). Draw a graph of the cost C (in dollars) as a function of the number of megabytes x used per month.

SOLUTION Let $C(x)$ be the cost of using x megabytes of data in a month. Since $x \geq 0$, the domain of the function is $[0, \infty)$. From the given information we have

$$\begin{aligned} C(x) &= 25 && \text{if } 0 < x \leq 100 \\ C(x) &= 25 + 20 = 45 && \text{if } 100 < x \leq 200 \\ C(x) &= 25 + 2(20) = 65 && \text{if } 200 < x \leq 300 \\ C(x) &= 25 + 3(20) = 85 && \text{if } 300 < x \leq 400 \\ &\vdots && \vdots \end{aligned}$$

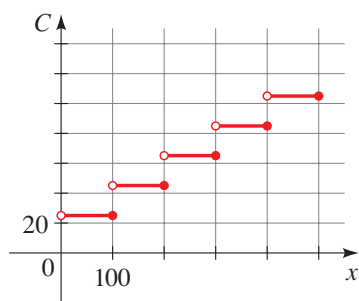


FIGURE 9 Cost of data usage

The graph is shown in Figure 9.

 **Now Try Exercise 83**



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DISCOVERY PROJECT**Relations and Functions**

Many real-world relationships are functions, but many are not. For example, the rule that assigns to each student his or her school ID number is a function. But what about the rule that assigns to each date those persons born in Chicago on that date? Do you see why this “relation” is not a function? A set of ordered pairs is called a *relation*. In this project we explore the question of which relations are functions. You can find the project at www.stewartmath.com.

A function is called **continuous** if its graph has no “breaks” or “holes.” The functions in Examples 1, 2, 3, and 5 are continuous; the functions in Examples 4, 6, and 7 are not continuous.

■ The Vertical Line Test: Which Graphs Represent Functions?

The graph of a function is a curve in the xy -plane. But the question arises: Which curves in the xy -plane are graphs of functions? This is answered by the following test.

THE VERTICAL LINE TEST

A curve in the coordinate plane is the graph of a function if and only if no vertical line intersects the curve more than once.

We can see from Figure 10 why the Vertical Line Test is true. If each vertical line $x = a$ intersects a curve only once at (a, b) , then exactly one functional value is defined by $f(a) = b$. But if a line $x = a$ intersects the curve twice, at (a, b) and at (a, c) , then the curve cannot represent a function because a function cannot assign two different values to a .

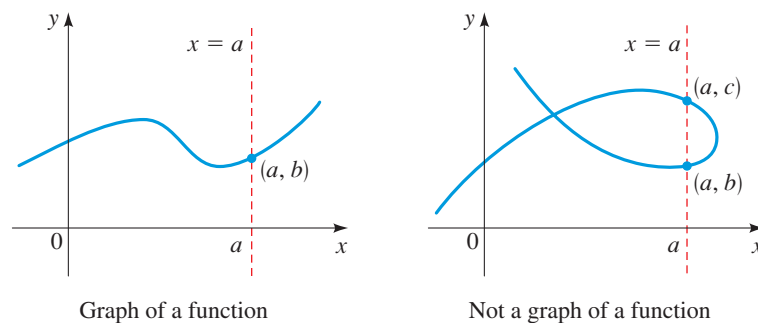


FIGURE 10 Vertical Line Test

EXAMPLE 8 ■ Using the Vertical Line Test

Using the Vertical Line Test, we see that the curves in parts (b) and (c) of Figure 11 represent functions, whereas those in parts (a) and (d) do not.

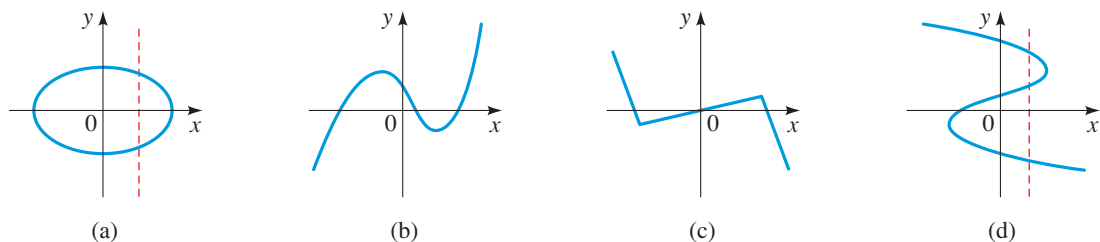


FIGURE 11

Now Try Exercise 51

■ Which Equations Represent Functions?

Any equation in the variables x and y defines a relationship between these variables. For example, the equation

$$y - x^2 = 0$$



BBVA/NOTIMEX/Newscom

DONALD KNUTH was born in Milwaukee in 1938 and is Professor Emeritus of Computer Science at Stanford University. When Knuth was a high school student, he became fascinated with graphs of functions and laboriously drew many hundreds of them because he wanted to see the behavior of a great variety of functions. (Today, of course, it is far easier to use computers and graphing calculators to do this.) While still a graduate student at Caltech, he started writing a monumental series of books entitled *The Art of Computer Programming*.

Knuth is famous for his invention of TeX, a system of computer-assisted typesetting. This system was used in the preparation of the manuscript for this textbook.

Knuth has received numerous honors, among them election as an associate of the French Academy of Sciences, and as a Fellow of the Royal Society. President Carter awarded him the National Medal of Science in 1979.

defines a relationship between y and x . Does this equation define y as a *function* of x ? To find out, we solve for y and get

$$y = x^2 \quad \text{Equation form}$$

We see that the equation defines a rule, or function, that gives one value of y for each value of x . We can express this rule in function notation as

$$f(x) = x^2 \quad \text{Function form}$$

But not every equation defines y as a function of x , as the following example shows.

EXAMPLE 9 ■ Equations That Define Functions

Does the equation define y as a function of x ?

(a) $y - x^2 = 2$ (b) $x^2 + y^2 = 4$

SOLUTION

(a) Solving for y in terms of x gives

$$\begin{aligned} y - x^2 &= 2 \\ y &= x^2 + 2 \quad \text{Add } x^2 \end{aligned}$$

The last equation is a rule that gives one value of y for each value of x , so it defines y as a function of x . We can write the function as $f(x) = x^2 + 2$.

(b) We try to solve for y in terms of x .

$$\begin{aligned} x^2 + y^2 &= 4 \\ y^2 &= 4 - x^2 \quad \text{Subtract } x^2 \\ y &= \pm\sqrt{4 - x^2} \quad \text{Take square roots} \end{aligned}$$

The last equation gives two values of y for a given value of x . Thus the equation does not define y as a function of x .

 **Now Try Exercises 57 and 61**

The graphs of the equations in Example 9 are shown in Figure 12. The Vertical Line Test shows graphically that the equation in Example 9(a) defines a function but the equation in Example 9(b) does not.

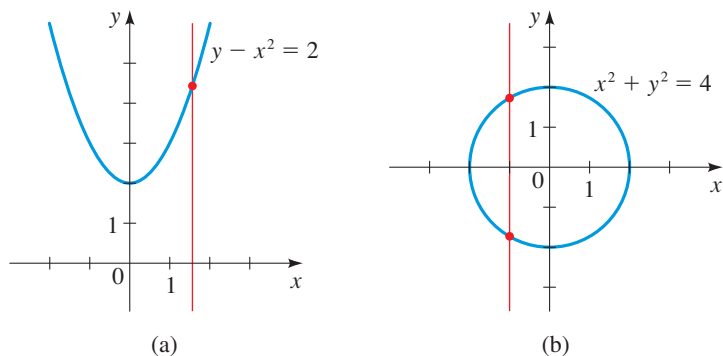
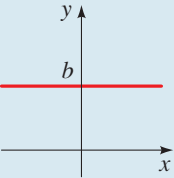
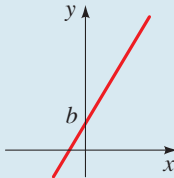
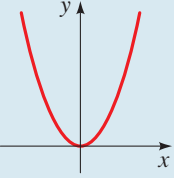
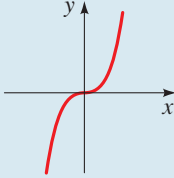
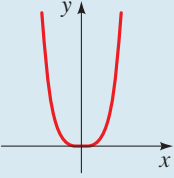
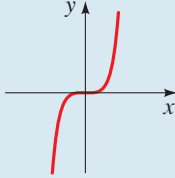
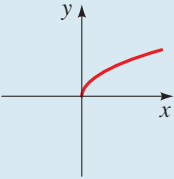
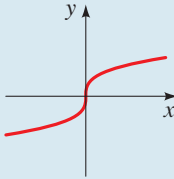
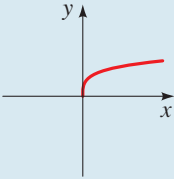
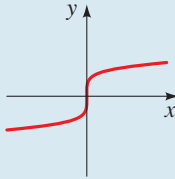
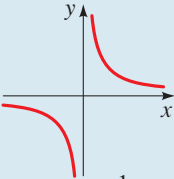
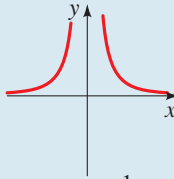
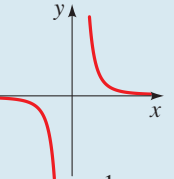
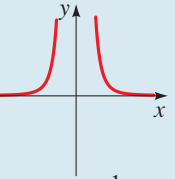
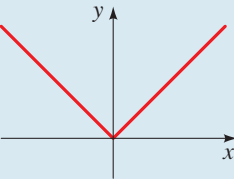
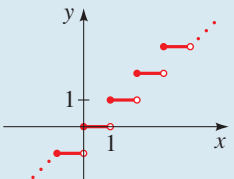


FIGURE 12

The following box shows the graphs of some functions that you will see frequently in this book.

SOME FUNCTIONS AND THEIR GRAPHS				
Linear functions $f(x) = mx + b$	 $f(x) = b$	 $f(x) = mx + b$		
Power functions $f(x) = x^n$	 $f(x) = x^2$	 $f(x) = x^3$	 $f(x) = x^4$	 $f(x) = x^5$
Root functions $f(x) = \sqrt[n]{x}$	 $f(x) = \sqrt{x}$	 $f(x) = \sqrt[3]{x}$	 $f(x) = \sqrt[4]{x}$	 $f(x) = \sqrt[5]{x}$
Reciprocal functions $f(x) = \frac{1}{x^n}$	 $f(x) = \frac{1}{x}$	 $f(x) = \frac{1}{x^2}$	 $f(x) = \frac{1}{x^3}$	 $f(x) = \frac{1}{x^4}$
Absolute value function $f(x) = x $	 $f(x) = x $	Greatest integer function $f(x) = \llbracket x \rrbracket$	 $f(x) = \llbracket x \rrbracket$	

2.2 EXERCISES

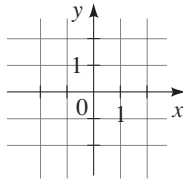
CONCEPTS

1. To graph the function f , we plot the points $(x, \underline{\hspace{2cm}})$ in a coordinate plane. To graph $f(x) = x^2 - 2$, we plot the

points $(x, \underline{\hspace{2cm}})$. So the point $(3, \underline{\hspace{2cm}})$ is on the graph of f . The height of the graph of f above the x -axis

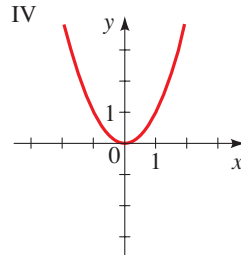
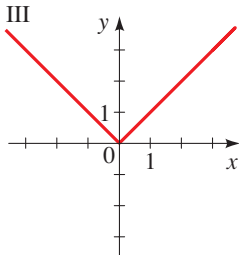
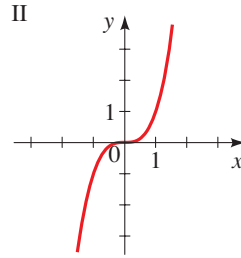
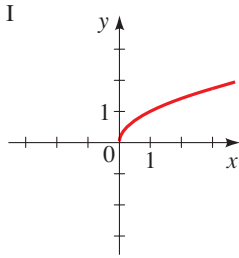
when $x = 3$ is _____. Complete the table, and sketch a graph of f .

x	$f(x)$	(x, y)
-2		
-1		
0		
1		
2		



- If $f(4) = 10$ then the point $(4, \underline{\hspace{1cm}})$ is on the graph of f .
- If the point $(3, 7)$ is on the graph of f , then $f(3) = \underline{\hspace{1cm}}$.
- Match the function with its graph.

(a) $f(x) = x^2$	(b) $f(x) = x^3$
(c) $f(x) = \sqrt{x}$	(d) $f(x) = x $



SKILLS

5–28 ■ Graphing Functions Sketch a graph of the function by first making a table of values.

- $f(x) = x + 2$
- $f(x) = 4 - 2x$
- $f(x) = -x + 3, -3 \leq x \leq 3$
- $f(x) = \frac{x-3}{2}, 0 \leq x \leq 5$
- $f(x) = -x^2$
- $f(x) = x^2 - 4$
- $g(x) = -(x+1)^2$
- $g(x) = x^2 + 2x + 1$
- $r(x) = 3x^4$
- $r(x) = 1 - x^4$
- $g(x) = x^3 - 8$
- $g(x) = (x-1)^3$
- $k(x) = \sqrt[3]{-x}$
- $k(x) = -\sqrt[3]{x}$
- $f(x) = 1 + \sqrt{x}$
- $f(x) = \sqrt{x-2}$
- $C(t) = \frac{1}{t^2}$
- $C(t) = -\frac{1}{t+1}$

- $H(x) = |2x|$
- $H(x) = |x+1|$
- $G(x) = |x| + x$
- $G(x) = |x| - x$
- $f(x) = |2x-2|$
- $f(x) = \frac{x}{|x|}$

29–32 ■ Graphing Functions Graph the function in each of the given viewing rectangles, and select the one that produces the most appropriate graph of the function.

- $f(x) = 8x - x^2$
 - $[-5, 5]$ by $[-5, 5]$
 - $[-10, 10]$ by $[-10, 10]$
 - $[-2, 10]$ by $[-5, 20]$
 - $[-10, 10]$ by $[-100, 100]$
- $g(x) = x^2 - x - 20$
 - $[-2, 2]$ by $[-5, 5]$
 - $[-10, 10]$ by $[-10, 10]$
 - $[-7, 7]$ by $[-25, 20]$
 - $[-10, 10]$ by $[-100, 100]$
- $h(x) = x^3 - 5x - 4$
 - $[-2, 2]$ by $[-2, 2]$
 - $[-3, 3]$ by $[-10, 10]$
 - $[-3, 3]$ by $[-10, 5]$
 - $[-10, 10]$ by $[-10, 10]$
- $k(x) = \frac{1}{32}x^4 - x^2 + 2$
 - $[-1, 1]$ by $[-1, 1]$
 - $[-2, 2]$ by $[-2, 2]$
 - $[-5, 5]$ by $[-5, 5]$
 - $[-10, 10]$ by $[-10, 10]$

33–46 ■ Graphing Piecewise Defined Functions Sketch a graph of the piecewise defined function.

- $f(x) = \begin{cases} 0 & \text{if } x < 2 \\ 1 & \text{if } x \geq 2 \end{cases}$
- $f(x) = \begin{cases} 1 & \text{if } x \leq 1 \\ x+1 & \text{if } x > 1 \end{cases}$
- $f(x) = \begin{cases} 3 & \text{if } x < 2 \\ x-1 & \text{if } x \geq 2 \end{cases}$
- $f(x) = \begin{cases} 1-x & \text{if } x < -2 \\ 5 & \text{if } x \geq -2 \end{cases}$
- $f(x) = \begin{cases} x & \text{if } x \leq 0 \\ x+1 & \text{if } x > 0 \end{cases}$
- $f(x) = \begin{cases} 2x+3 & \text{if } x < -1 \\ 3-x & \text{if } x \geq -1 \end{cases}$
- $f(x) = \begin{cases} -1 & \text{if } x < -1 \\ 1 & \text{if } -1 \leq x \leq 1 \\ -1 & \text{if } x > 1 \end{cases}$
- $f(x) = \begin{cases} -1 & \text{if } x < -1 \\ x & \text{if } -1 \leq x \leq 1 \\ 1 & \text{if } x > 1 \end{cases}$

41. $f(x) = \begin{cases} 2 & \text{if } x \leq -1 \\ x^2 & \text{if } x > -1 \end{cases}$

42. $f(x) = \begin{cases} 1 - x^2 & \text{if } x \leq 2 \\ x & \text{if } x > 2 \end{cases}$

43. $f(x) = \begin{cases} 0 & \text{if } |x| \leq 2 \\ 3 & \text{if } |x| > 2 \end{cases}$

44. $f(x) = \begin{cases} x^2 & \text{if } |x| \leq 1 \\ 1 & \text{if } |x| > 1 \end{cases}$

45. $f(x) = \begin{cases} 4 & \text{if } x < -2 \\ x^2 & \text{if } -2 \leq x \leq 2 \\ -x + 6 & \text{if } x > 2 \end{cases}$

46. $f(x) = \begin{cases} -x & \text{if } x \leq 0 \\ 9 - x^2 & \text{if } 0 < x \leq 3 \\ x - 3 & \text{if } x > 3 \end{cases}$

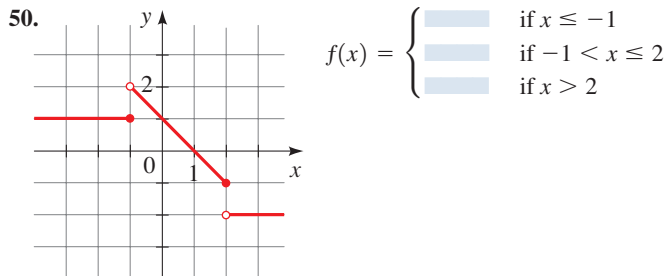
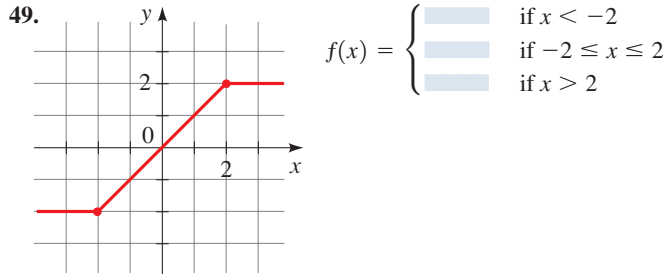


47–48 ■ Graphing Piecewise Defined Functions Use a graphing device to draw a graph of the piecewise defined function. (See the margin note on page 162.)

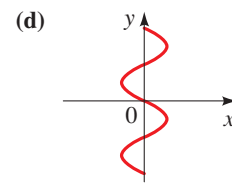
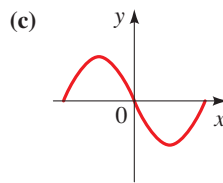
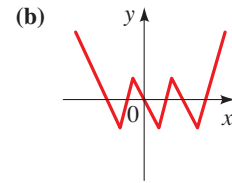
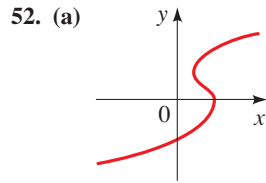
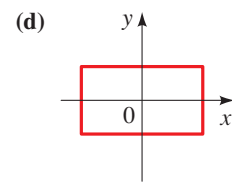
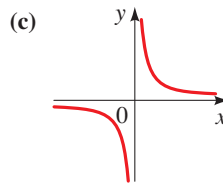
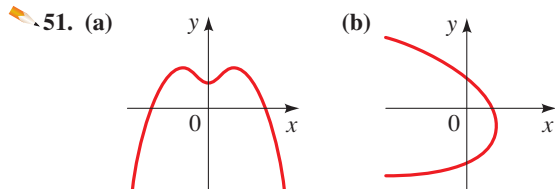
47. $f(x) = \begin{cases} x + 2 & \text{if } x \leq -1 \\ x^2 & \text{if } x > -1 \end{cases}$

48. $f(x) = \begin{cases} 2x - x^2 & \text{if } x > 1 \\ (x - 1)^3 & \text{if } x \leq 1 \end{cases}$

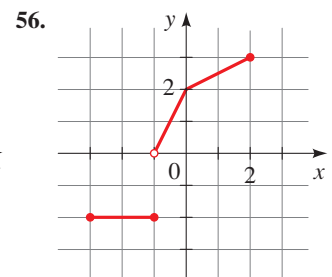
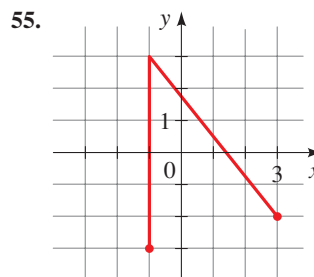
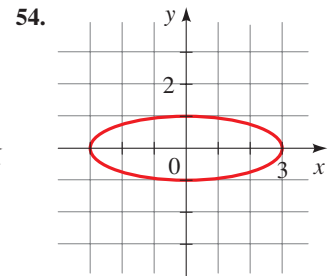
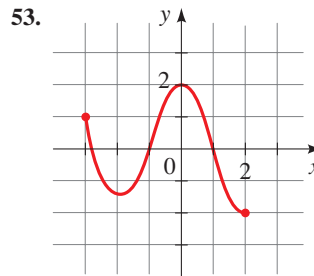
49–50 ■ Finding Piecewise Defined Functions A graph of a piecewise defined function is given. Find a formula for the function in the indicated form.



51–52 ■ Vertical Line Test Use the Vertical Line Test to determine whether the curve is a graph of a function of x .



53–56 ■ Vertical Line Test: Domain and Range Use the Vertical Line Test to determine whether the curve is a graph of a function of x . If it is, state the domain and range of the function.



57–68 ■ Equations That Define Functions Determine whether the equation defines y as a function of x . (See Example 9.)

- 57. $3x - 5y = 7$
- 58. $3x^2 - y = 5$
- 59. $x = y^2$
- 60. $x^2 + (y - 1)^2 = 4$
- 61. $2x - 4y^2 = 3$
- 62. $2x^2 - 4y^2 = 3$
- 63. $2xy - 5y^2 = 4$
- 64. $\sqrt{y} - x = 5$
- 65. $2|x| + y = 0$
- 66. $2x + |y| = 0$
- 67. $x = y^3$
- 68. $x = y^4$



69–74 ■ Families of Functions A family of functions is given. In parts (a) and (b) graph all the given members of the family in the viewing rectangle indicated. In part (c) state the conclusions that you can make from your graphs.

- 69.** $f(x) = x^2 + c$
 (a) $c = 0, 2, 4, 6$; $[-5, 5]$ by $[-10, 10]$
 (b) $c = 0, -2, -4, -6$; $[-5, 5]$ by $[-10, 10]$
 (c) How does the value of c affect the graph?
- 70.** $f(x) = (x - c)^2$
 (a) $c = 0, 1, 2, 3$; $[-5, 5]$ by $[-10, 10]$
 (b) $c = 0, -1, -2, -3$; $[-5, 5]$ by $[-10, 10]$
 (c) How does the value of c affect the graph?
- 71.** $f(x) = (x - c)^3$
 (a) $c = 0, 2, 4, 6$; $[-10, 10]$ by $[-10, 10]$
 (b) $c = 0, -2, -4, -6$; $[-10, 10]$ by $[-10, 10]$
 (c) How does the value of c affect the graph?
- 72.** $f(x) = cx^2$
 (a) $c = 1, \frac{1}{2}, 2, 4$; $[-5, 5]$ by $[-10, 10]$
 (b) $c = 1, -1, -\frac{1}{2}, -2$; $[-5, 5]$ by $[-10, 10]$
 (c) How does the value of c affect the graph?
- 73.** $f(x) = x^c$
 (a) $c = \frac{1}{2}, \frac{1}{4}, \frac{1}{6}$; $[-1, 4]$ by $[-1, 3]$
 (b) $c = 1, \frac{1}{3}, \frac{1}{5}$; $[-3, 3]$ by $[-2, 2]$
 (c) How does the value of c affect the graph?
- 74.** $f(x) = \frac{1}{x^n}$
 (a) $n = 1, 3$; $[-3, 3]$ by $[-3, 3]$
 (b) $n = 2, 4$; $[-3, 3]$ by $[-3, 3]$
 (c) How does the value of n affect the graph?

SKILLS Plus

75–78 ■ Finding Functions for Certain Curves Find a function whose graph is the given curve.

- 75.** The line segment joining the points $(-2, 1)$ and $(4, -6)$
76. The line segment joining the points $(-3, -2)$ and $(6, 3)$
77. The top half of the circle $x^2 + y^2 = 9$
78. The bottom half of the circle $x^2 + y^2 = 9$

APPLICATIONS



79. Weather Balloon As a weather balloon is inflated, the thickness T of its rubber skin is related to the radius of the balloon by

$$T(r) = \frac{0.5}{r^2}$$

where T and r are measured in centimeters. Graph the function T for values of r between 10 and 100.

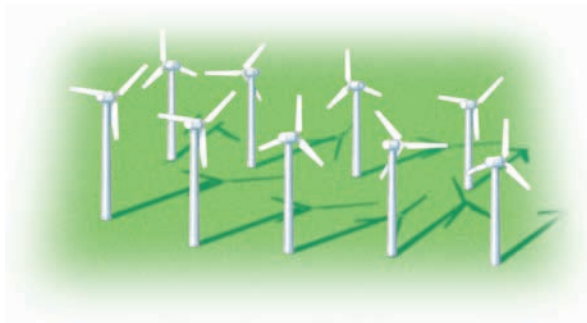


80. Power from a Wind Turbine The power produced by a wind turbine depends on the speed of the wind. If a windmill

has blades 3 meters long, then the power P produced by the turbine is modeled by

$$P(v) = 14.1v^3$$

where P is measured in watts (W) and v is measured in meters per second (m/s). Graph the function P for wind speeds between 1 m/s and 10 m/s.



- 81. Utility Rates** Westside Energy charges its electric customers a base rate of \$6.00 per month, plus 10¢ per kilowatt-hour (kWh) for the first 300 kWh used and 6¢ per kWh for all usage over 300 kWh. Suppose a customer uses x kWh of electricity in one month.
- (a) Express the monthly cost E as a piecewise defined function of x .
 (b) Graph the function E for $0 \leq x \leq 600$.
- 82. Taxicab Function** A taxi company charges \$2.00 for the first mile (or part of a mile) and 20 cents for each succeeding tenth of a mile (or part). Express the cost C (in dollars) of a ride as a piecewise defined function of the distance x traveled (in miles) for $0 < x < 2$, and sketch a graph of this function.
- 83. Postage Rates** The 2014 domestic postage rate for first-class letters weighing 3.5 oz or less is 49 cents for the first ounce (or less), plus 21 cents for each additional ounce (or part of an ounce). Express the postage P as a piecewise defined function of the weight x of a letter, with $0 < x \leq 3.5$, and sketch a graph of this function.

DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

- 84. DISCOVER: When Does a Graph Represent a Function?** For every integer n , the graph of the equation $y = x^n$ is the graph of a function, namely $f(x) = x^n$. Explain why the graph of $x = y^2$ is *not* the graph of a function of x . Is the graph of $x = y^3$ the graph of a function of x ? If so, of what function of x is it the graph? Determine for what integers n the graph of $x = y^n$ is a graph of a function of x .
- 85. DISCUSS: Step Functions** In Example 7 and Exercises 82 and 83 we are given functions whose graphs consist of horizontal line segments. Such functions are often called *step functions*, because their graphs look like stairs. Give some other examples of step functions that arise in everyday life.
- 86. DISCOVER: Stretched Step Functions** Sketch graphs of the functions $f(x) = \llbracket x \rrbracket$, $g(x) = \llbracket 2x \rrbracket$, and $h(x) = \llbracket 3x \rrbracket$ on separate graphs. How are the graphs related? If n is a positive integer, what does a graph of $k(x) = \llbracket nx \rrbracket$ look like?

**87. DISCOVER: Graph of the Absolute Value of a Function**

- (a) Draw graphs of the functions

$$f(x) = x^2 + x - 6$$

and
$$g(x) = |x^2 + x - 6|$$

How are the graphs of f and g related?

- (b) Draw graphs of the functions
- $f(x) = x^4 - 6x^2$
- and
- $g(x) = |x^4 - 6x^2|$
- . How are the graphs of
- f
- and
- g
- related?

- (c) In general, if
- $g(x) = |f(x)|$
- , how are the graphs of
- f
- and
- g
- related? Draw graphs to illustrate your answer.

2.3 GETTING INFORMATION FROM THE GRAPH OF A FUNCTION

■ Values of a Function; Domain and Range ■ Comparing Function Values: Solving Equations and Inequalities Graphically ■ Increasing and Decreasing Functions ■ Local Maximum and Minimum Values of a Function

Many properties of a function are more easily obtained from a graph than from the rule that describes the function. We will see in this section how a graph tells us whether the values of a function are increasing or decreasing and also where the maximum and minimum values of a function are.

■ Values of a Function; Domain and Range

A complete graph of a function contains all the information about a function, because the graph tells us which input values correspond to which output values. To analyze the graph of a function, we must keep in mind that *the height of the graph is the value of the function*. So we can read off the values of a function from its graph.

EXAMPLE 1 ■ Finding the Values of a Function from a Graph

The function T graphed in Figure 1 gives the temperature between noon and 6:00 P.M. at a certain weather station.

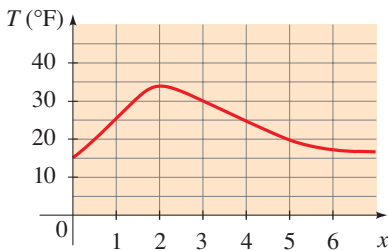


FIGURE 1 Temperature function

- (a) Find
- $T(1)$
- ,
- $T(3)$
- , and
- $T(5)$
- .

- (b) Which is larger,
- $T(2)$
- or
- $T(4)$
- ?

- (c) Find the value(s) of
- x
- for which
- $T(x) = 25$
- .

- (d) Find the value(s) of
- x
- for which
- $T(x) \geq 25$
- .

- (e) Find the net change in temperature from 1 P.M. to 3 P.M.

SOLUTION

- (a) $T(1)$ is the temperature at 1:00 P.M. It is represented by the height of the graph above the x -axis at $x = 1$. Thus $T(1) = 25$. Similarly, $T(3) = 30$ and $T(5) = 20$.
- (b) Since the graph is higher at $x = 2$ than at $x = 4$, it follows that $T(2)$ is larger than $T(4)$.
- (c) The height of the graph is 25 when x is 1 and when x is 4. In other words, the temperature is 25 at 1:00 P.M. and 4:00 P.M.
- (d) The graph is higher than 25 for x between 1 and 4. In other words, the temperature was 25 or greater between 1:00 P.M. and 4:00 P.M.
- (e) The net change in temperature is

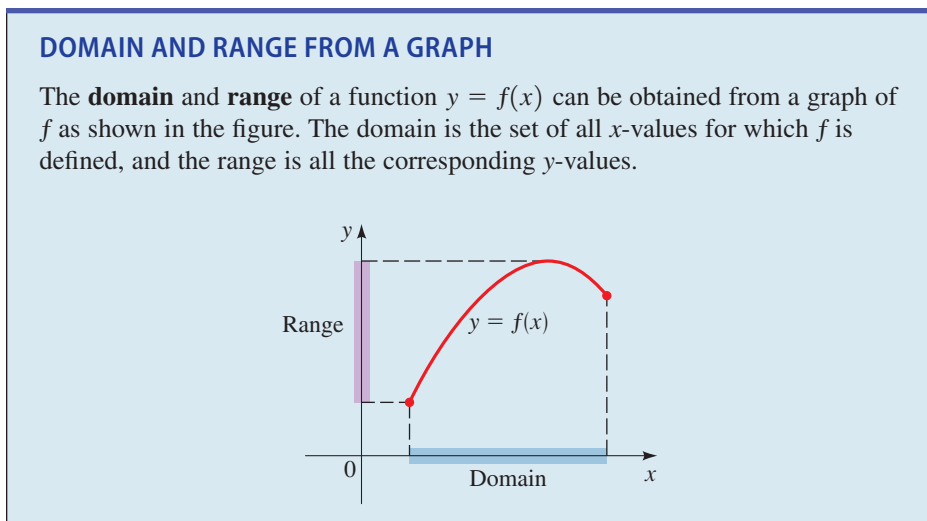
$$T(3) - T(1) = 30 - 25 = 5$$

So there was a net increase of 5°F from 1 P.M. to 3 P.M.

Now Try Exercises 7 and 55

Net change is defined on page 151.

The graph of a function helps us to picture the domain and range of the function on the x -axis and y -axis, as shown in the box below.



See Appendix C, *Graphing with a Graphing Calculator*, for guidelines on using a graphing calculator. See Appendix D, *Using the TI-83/84 Graphing Calculator*, for specific graphing instructions. Go to www.stewartmath.com.

EXAMPLE 2 ■ Finding the Domain and Range from a Graph

- (a) Use a graphing calculator to draw the graph of $f(x) = \sqrt{4 - x^2}$.
 (b) Find the domain and range of f .

SOLUTION

- (a) The graph is shown in Figure 2.

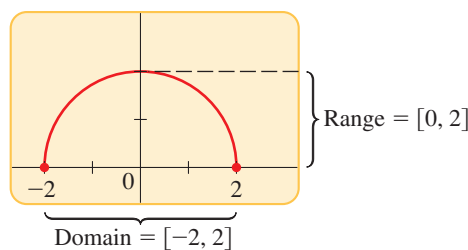


FIGURE 2 Graph of $f(x) = \sqrt{4 - x^2}$

- (b) From the graph in Figure 2 we see that the domain is $[-2, 2]$ and the range is $[0, 2]$.

Now Try Exercise 21

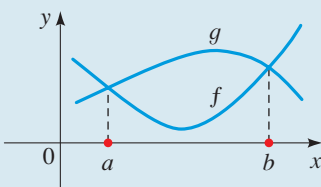
■ Comparing Function Values: Solving Equations and Inequalities Graphically

We can compare the values of two functions f and g visually by drawing their graphs. The points at which the graphs intersect are the points where the values of the two functions are equal. So the solutions of the equation $f(x) = g(x)$ are the values of x at which the two graphs intersect. The points at which the graph of g is higher than the graph of f are the points where the values of g are greater than the values of f . So the solutions of the inequality $f(x) < g(x)$ are the values of x at which the graph of g is *higher than* the graph of f .

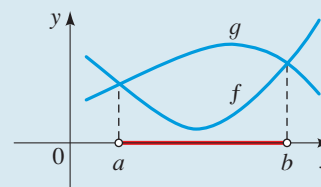
SOLVING EQUATIONS AND INEQUALITIES GRAPHICALLY

The **solution(s) of the equation** $f(x) = g(x)$ are the values of x where the graphs of f and g intersect.

The **solution(s) of the inequality** $f(x) < g(x)$ are the values of x where the graph of g is higher than the graph of f .



The solutions of $f(x) = g(x)$ are the values a and b .



The solution of $f(x) < g(x)$ is the interval (a, b) .

We can use these observations to solve equations and inequalities graphically, as the next example illustrates.

EXAMPLE 3 ■ Solving Graphically

Solve the given equation or inequality graphically.

- (a) $2x^2 + 3 = 5x + 6$
- (b) $2x^2 + 3 \leq 5x + 6$
- (c) $2x^2 + 3 > 5x + 6$

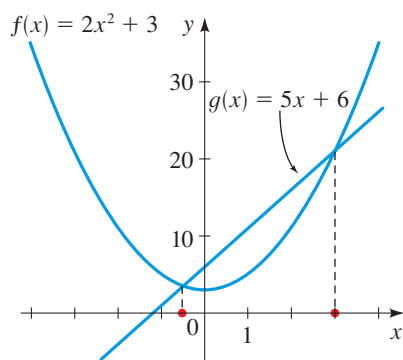
You can also solve the equations and inequalities algebraically. Check that your solutions match the solutions we obtained graphically.

SOLUTION We first define functions f and g that correspond to the left-hand side and to the right-hand side of the equation or inequality. So we define

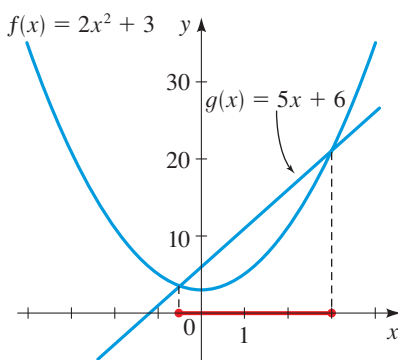
$$f(x) = 2x^2 + 3 \quad \text{and} \quad g(x) = 5x + 6$$

Next, we sketch graphs of f and g on the same set of axes.

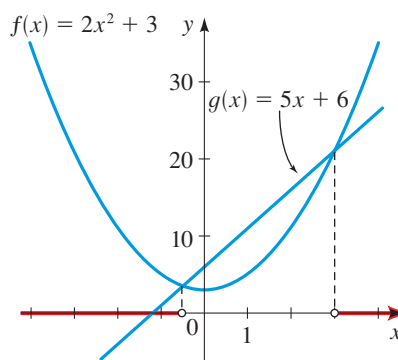
- (a) The given equation is equivalent to $f(x) = g(x)$. From the graph in Figure 3(a) we see that the solutions of the equation are $x = -0.5$ and $x = 3$.
- (b) The given inequality is equivalent to $f(x) \leq g(x)$. From the graph in Figure 3(b) we see that the solution is the interval $[-0.5, 3]$.
- (c) The given inequality is equivalent to $f(x) > g(x)$. From the graph in Figure 3(c) we see that the solution is $(-\infty, -0.5) \cup (3, \infty)$.



(a) Solution: $x = -0.5, 3$



(b) Solution: $[-0.5, 3]$



(c) Solution: $(-\infty, -0.5) \cup (3, \infty)$

FIGURE 3 Graphs of $f(x) = 2x^2 + 3$ and $g(x) = 5x + 6$

Now Try Exercises 9 and 23

To solve an equation graphically, we can first move all terms to one side of the equation and then graph the function that corresponds to the nonzero side of the equation. In this case the solutions of the equation are the x -intercepts of the graph. We can use this same method to solve inequalities graphically, as the following example shows.

EXAMPLE 4 ■ Solving Graphically

Solve the given equation or inequality graphically.

(a) $x^3 + 6 = 2x^2 + 5x$

(b) $x^3 + 6 \geq 2x^2 + 5x$

SOLUTION We first move all terms to one side to obtain an equivalent equation (or inequality). For the equation in part (a) we obtain

$$x^3 - 2x^2 - 5x + 6 = 0 \quad \text{Move terms to LHS}$$

Then we define a function f by

$$f(x) = x^3 - 2x^2 - 5x + 6 \quad \text{Define } f$$

Next, we use a graphing calculator to graph f , as shown in Figure 4.

- (a) The given equation is the same as $f(x) = 0$, so the solutions are the x -intercepts of the graph. From Figure 4(a) we see that the solutions are $x = -2$, $x = 1$, and $x = 3$.
- (b) The given inequality is the same as $f(x) \geq 0$, so the solutions are the x -values at which the graph of f is on or above the x -axis. From Figure 4(b) we see the solution is $[-2, 1] \cup [3, \infty)$.

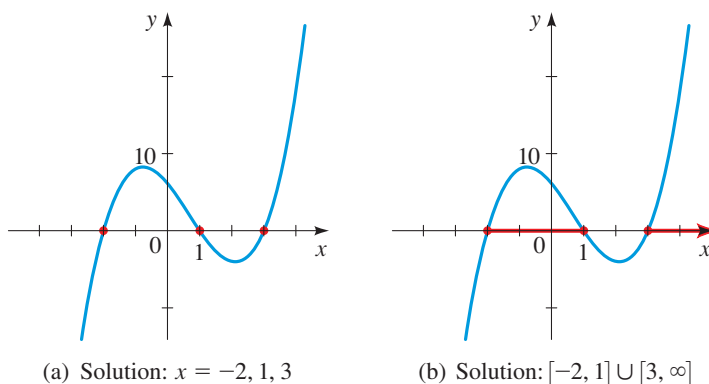


FIGURE 4 Graphs of $f(x) = x^3 - 2x^2 - 5x + 6$

 Now Try Exercise 27

■ Increasing and Decreasing Functions

It is very useful to know where the graph of a function rises and where it falls. The graph shown in Figure 5 rises, falls, then rises again as we move from left to right: It rises from A to B , falls from B to C , and rises again from C to D . The function f is said to be *increasing* when its graph rises and *decreasing* when its graph falls.

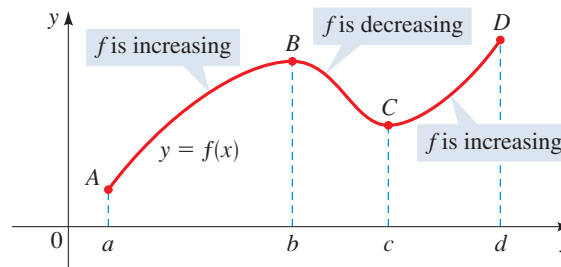


FIGURE 5 f is increasing on (a, b) and (c, d) ; f is decreasing on (b, c)

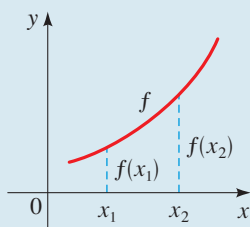
From the definition we see that a function increases or decreases *on an interval*. It does not make sense to apply these definitions at a single point.

We have the following definition.

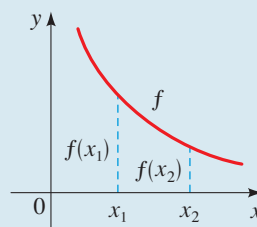
DEFINITION OF INCREASING AND DECREASING FUNCTIONS

f is **increasing** on an interval I if $f(x_1) < f(x_2)$ whenever $x_1 < x_2$ in I .

f is **decreasing** on an interval I if $f(x_1) > f(x_2)$ whenever $x_1 < x_2$ in I .



f is increasing



f is decreasing

EXAMPLE 5 ■ Intervals on Which a Function Increases or Decreases

The graph in Figure 6 gives the weight W of a person at age x . Determine the intervals on which the function W is increasing and on which it is decreasing.

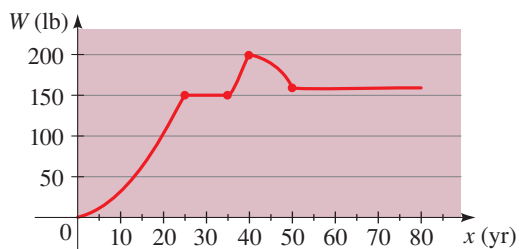


FIGURE 6 Weight as a function of age

SOLUTION The function W is increasing on $(0, 25)$ and $(35, 40)$. It is decreasing on $(40, 50)$. The function W is constant (neither increasing nor decreasing) on $(25, 35)$ and $(50, 80)$. This means that the person gained weight until age 25, then gained weight again between ages 35 and 40. He lost weight between ages 40 and 50.

 **Now Try Exercise 57**

By convention we write the intervals on which a function is increasing or decreasing as open intervals. (It would also be true to say that the function is increasing or decreasing on the corresponding closed interval. So for instance, it is also correct to say that the function W in Example 5 is decreasing on $[40, 50]$.)

EXAMPLE 6 ■ Finding Intervals on Which a Function Increases or Decreases

- Sketch a graph of the function $f(x) = 12x^2 + 4x^3 - 3x^4$.
- Find the domain and range of f .
- Find the intervals on which f is increasing and on which f is decreasing.

SOLUTION

- (a) We use a graphing calculator to sketch the graph in Figure 7.
- (b) The domain of f is \mathbb{R} because f is defined for all real numbers. Using the **TRACE** feature on the calculator, we find that the highest value is $f(2) = 32$. So the range of f is $(-\infty, 32]$.
- (c) From the graph we see that f is increasing on the intervals $(-\infty, -1)$ and $(0, 2)$ and is decreasing on $(-1, 0)$ and $(2, \infty)$.

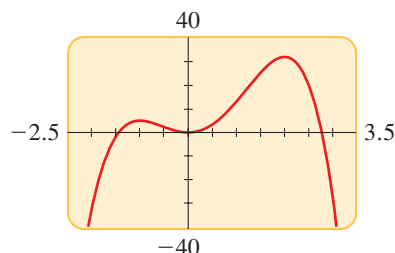


FIGURE 7 Graph of $f(x) = 12x^2 + 4x^3 - 3x^4$

 **Now Try Exercise 35**

EXAMPLE 7 ■ Finding Intervals Where a Function Increases and Decreases

- (a) Sketch the graph of the function $f(x) = x^{2/3}$.
- (b) Find the domain and range of the function.
- (c) Find the intervals on which f is increasing and on which f is decreasing.

SOLUTION

- (a) We use a graphing calculator to sketch the graph in Figure 8.
- (b) From the graph we observe that the domain of f is \mathbb{R} and the range is $[0, \infty)$.
- (c) From the graph we see that f is decreasing on $(-\infty, 0)$ and increasing on $(0, \infty)$.

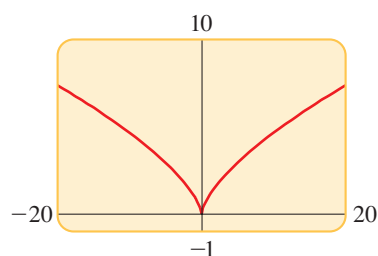


FIGURE 8 Graph of $f(x) = x^{2/3}$

 **Now Try Exercise 41**

■ Local Maximum and Minimum Values of a Function

Finding the largest or smallest values of a function is important in many applications. For example, if a function represents revenue or profit, then we are interested in its maximum value. For a function that represents cost, we would want to find its minimum value. (See *Focus on Modeling: Modeling with Functions* on pages 237–244 for many such examples.) We can easily find these values from the graph of a function. We first define what we mean by a local maximum or minimum.

LOCAL MAXIMA AND MINIMA OF A FUNCTION

1. The function value $f(a)$ is a **local maximum value** of f if

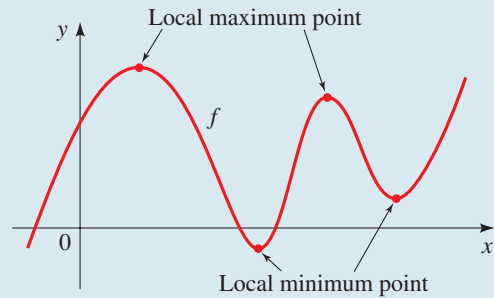
$$f(a) \geq f(x) \quad \text{when } x \text{ is near } a$$

(This means that $f(a) \geq f(x)$ for all x in some open interval containing a .) In this case we say that f has a **local maximum** at $x = a$.

2. The function value $f(a)$ is a **local minimum value** of f if

$$f(a) \leq f(x) \quad \text{when } x \text{ is near } a$$

(This means that $f(a) \leq f(x)$ for all x in some open interval containing a .) In this case we say that f has a **local minimum** at $x = a$.



We can find the local maximum and minimum values of a function using a graphing calculator. If there is a viewing rectangle such that the point $(a, f(a))$ is the highest point on the graph of f within the viewing rectangle (not on the edge), then the number $f(a)$ is a local maximum value of f (see Figure 9). Notice that $f(a) \geq f(x)$ for all numbers x that are close to a .

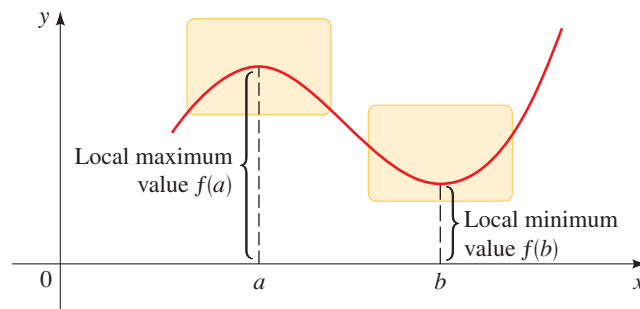


FIGURE 9

Similarly, if there is a viewing rectangle such that the point $(b, f(b))$ is the lowest point on the graph of f within the viewing rectangle, then the number $f(b)$ is a local minimum value of f . In this case $f(b) \leq f(x)$ for all numbers x that are close to b .

EXAMPLE 8 ■ Finding Local Maxima and Minima from a Graph

Find the local maximum and minimum values of the function $f(x) = x^3 - 8x + 1$, rounded to three decimal places.

SOLUTION The graph of f is shown in Figure 10. There appears to be one local maximum between $x = -2$ and $x = -1$, and one local minimum between $x = 1$ and $x = 2$.

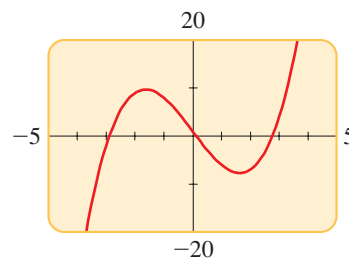


FIGURE 10 Graph of $f(x) = x^3 - 8x + 1$

Let's find the coordinates of the local maximum point first. We zoom in to enlarge the area near this point, as shown in Figure 11. Using the **TRACE** feature on the

graphing device, we move the cursor along the curve and observe how the y -coordinates change. The local maximum value of y is 9.709, and this value occurs when x is -1.633 , correct to three decimal places.

We locate the minimum value in a similar fashion. By zooming in to the viewing rectangle shown in Figure 12, we find that the local minimum value is about -7.709 , and this value occurs when $x \approx 1.633$.

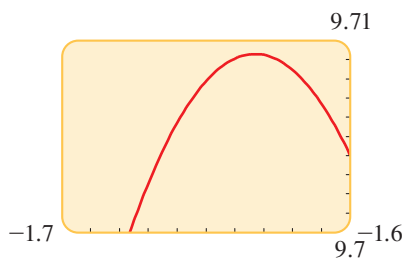


FIGURE 11

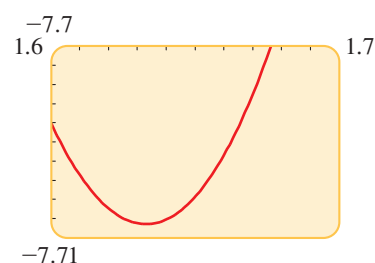


FIGURE 12

 **Now Try Exercise 47**

The **maximum** and **minimum** commands on a TI-83 or TI-84 calculator provide another method for finding extreme values of functions. We use this method in the next example.

EXAMPLE 9 ■ A Model for Managing Traffic

See the *Discovery Project* referenced in Chapter 3, on page 295, for how this model is obtained.

A highway engineer develops a formula to estimate the number of cars that can safely travel a particular highway at a given speed. She assumes that each car is 17 ft long, travels at a speed of x mi/h, and follows the car in front of it at the safe following distance for that speed. She finds that the number N of cars that can pass a given point per minute is modeled by the function

$$N(x) = \frac{88x}{17 + 17\left(\frac{x}{20}\right)^2}$$

Graph the function in the viewing rectangle $[0, 100]$ by $[0, 60]$.

- Find the intervals on which the function N is increasing and on which it is decreasing.
- Find the maximum value of N . What is the maximum carrying capacity of the road, and at what speed is it achieved?



DISCOVERY PROJECT

Every Graph Tells a Story

A graph can often describe a real-world “story” much more quickly and effectively than many words. For example, the stock market crash of 1929 is effectively described by a graph of the Dow Jones Industrial Average. No words are needed to convey the message in the cartoon shown here. In this project we describe, or tell the story that corresponds to, a given graph as well as make graphs that correspond to a real-world “story.” You can find the project at www.stewartmath.com.

See Appendix D, *Using the TI-83/84 Graphing Calculator*, for specific instructions on using the `maximum` command. Go to www.stewartmath.com.

SOLUTION The graph is shown in Figure 13(a).

- (a) From the graph we see that the function N is increasing on $(0, 20)$ and decreasing on $(20, \infty)$.
- (b) There appears to be a maximum between $x = 19$ and $x = 21$. Using the `maximum` command, as shown in Figure 13(b), we see that the maximum value of N is about 51.78, and it occurs when x is 20. So the maximum carrying capacity is about 52 cars per minute at a speed of 20 mi/h.

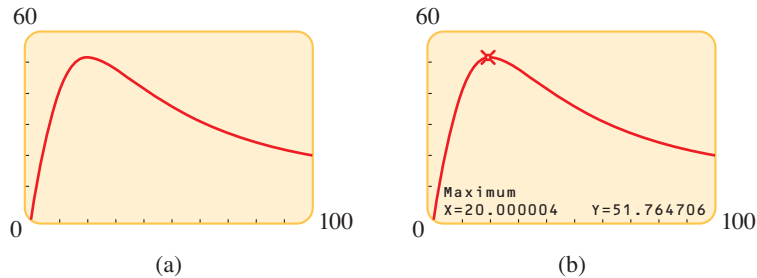


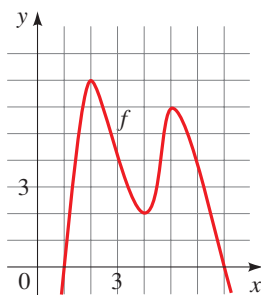
FIGURE 13 Highway capacity at speed x

Now Try Exercise 65

2.3 EXERCISES

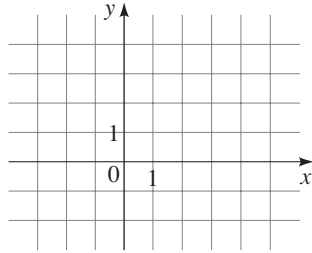
CONCEPTS

1–5 ■ The function f graphed below is defined by a polynomial expression of degree 4. Use the graph to solve the exercises.



1. To find a function value $f(a)$ from the graph of f , we find the height of the graph above the x -axis at $x = \underline{\hspace{2cm}}$. From the graph of f we see that $f(3) = \underline{\hspace{2cm}}$ and $f(1) = \underline{\hspace{2cm}}$. The net change in f between $x = 1$ and $x = 3$ is $f(\underline{\hspace{2cm}}) - f(\underline{\hspace{2cm}}) = \underline{\hspace{2cm}}$.
2. The domain of the function f is all the $\underline{\hspace{2cm}}$ -values of the points on the graph, and the range is all the corresponding $\underline{\hspace{2cm}}$ -values. From the graph of f we see that the domain of f is the interval $\underline{\hspace{2cm}}$ and the range of f is the interval $\underline{\hspace{2cm}}$.
3. (a) If f is increasing on an interval, then the y -values of the points on the graph $\underline{\hspace{2cm}}$ as the x -values increase. From the graph of f we see that f is increasing on the intervals $\underline{\hspace{2cm}}$ and $\underline{\hspace{2cm}}$.
 - (b) If f is decreasing on an interval, then the y -values of the points on the graph $\underline{\hspace{2cm}}$ as the x -values increase. From the graph of f we see that f is decreasing on the intervals $\underline{\hspace{2cm}}$ and $\underline{\hspace{2cm}}$.
4. (a) A function value $f(a)$ is a local maximum value of f if $f(a)$ is the $\underline{\hspace{2cm}}$ value of f on some open interval containing a . From the graph of f we see that there are two local maximum values of f : One local maximum is $\underline{\hspace{2cm}}$, and it occurs when $x = 2$; the other local maximum is $\underline{\hspace{2cm}}$, and it occurs when $x = \underline{\hspace{2cm}}$.
 - (b) The function value $f(a)$ is a local minimum value of f if $f(a)$ is the $\underline{\hspace{2cm}}$ value of f on some open interval containing a . From the graph of f we see that there is one local minimum value of f . The local minimum value is $\underline{\hspace{2cm}}$, and it occurs when $x = \underline{\hspace{2cm}}$.
5. The solutions of the equation $f(x) = 0$ are the $\underline{\hspace{2cm}}$ -intercepts of the graph of f . The solution of the inequality $f(x) \geq 0$ is the set of x -values at which the graph of f is on or above the $\underline{\hspace{2cm}}$ -axis. From the graph of f we find that the solutions of the equation $f(x) = 0$ are $x = \underline{\hspace{2cm}}$ and $x = \underline{\hspace{2cm}}$, and the solution of the inequality $f(x) \geq 0$ is $\underline{\hspace{2cm}}$.
6. (a) To solve the equation $2x + 1 = -x + 4$ graphically, we graph the functions $f(x) = \underline{\hspace{2cm}}$ and $g(x) = \underline{\hspace{2cm}}$ on the same set of axes and

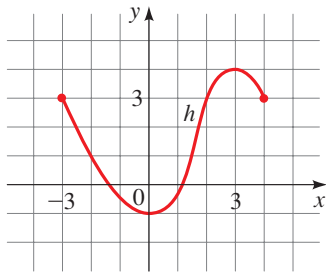
determine the values of x at which the graphs of f and g intersect. Graph f and g below, and use the graphs to solve the equation. The solution is $x = \underline{\hspace{2cm}}$.



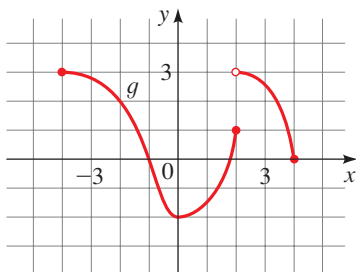
- (b) To solve the inequality $2x + 1 < -x + 4$ graphically, we graph the functions $f(x) = \underline{\hspace{2cm}}$ and $g(x) = \underline{\hspace{2cm}}$ on the same set of axes and find the values of x at which the graph of g is (higher/lower) than the graph of f . From the graphs in part (a) we see that the solution of the inequality is the interval $(\underline{\hspace{1cm}}, \underline{\hspace{1cm}})$.

SKILLS

- 7. Values of a Function** The graph of a function h is given.
- Find $h(-2)$, $h(0)$, $h(2)$, and $h(3)$.
 - Find the domain and range of h .
 - Find the values of x for which $h(x) = 3$.
 - Find the values of x for which $h(x) \leq 3$.
 - Find the net change in h between $x = -3$ and $x = 3$.

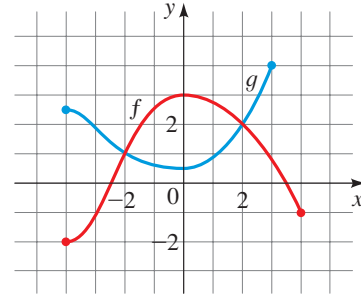


- 8. Values of a Function** The graph of a function g is given.
- Find $g(-4)$, $g(-2)$, $g(0)$, $g(2)$, and $g(4)$.
 - Find the domain and range of g .
 - Find the values of x for which $g(x) = 3$.
 - Estimate the values of x for which $g(x) \leq 0$.
 - Find the net change in g between $x = -1$ and $x = 2$.



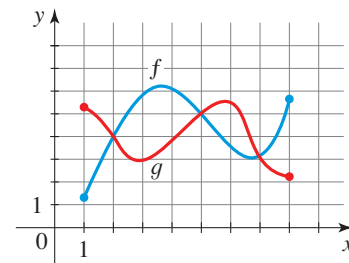
- 9. Solving Equations and Inequalities Graphically** Graphs of the functions f and g are given.

- Which is larger, $f(0)$ or $g(0)$?
- Which is larger, $f(-3)$ or $g(-3)$?
- For which values of x is $f(x) = g(x)$?
- Find the values of x for which $f(x) \leq g(x)$.
- Find the values of x for which $f(x) > g(x)$.



- 10. Solving Equations and Inequalities Graphically** Graphs of the functions f and g are given.

- Which is larger, $f(6)$ or $g(6)$?
- Which is larger, $f(3)$ or $g(3)$?
- Find the values of x for which $f(x) = g(x)$.
- Find the values of x for which $f(x) \leq g(x)$.
- Find the values of x for which $f(x) > g(x)$.



- 11–16 ■ Domain and Range from a Graph** A function f is given. (a) Sketch a graph of f . (b) Use the graph to find the domain and range of f .

- $f(x) = 2x + 3$
- $f(x) = 3x - 2$
- $f(x) = x - 2, \quad -2 \leq x \leq 5$
- $f(x) = 4 - 2x, \quad 1 < x < 4$
- $f(x) = x^2 - 1, \quad -3 \leq x \leq 3$
- $f(x) = 3 - x^2, \quad -3 \leq x \leq 3$

- 17–22 ■ Finding Domain and Range Graphically** A function f is given. (a) Use a graphing calculator to draw the graph of f . (b) Find the domain and range of f from the graph.

- $f(x) = x^2 + 4x + 3$
- $f(x) = -x^2 + 2x + 1$
- $f(x) = \sqrt{x - 1}$
- $f(x) = \sqrt{x + 2}$
- $f(x) = \sqrt{16 - x^2}$
- $f(x) = -\sqrt{25 - x^2}$

23–26 ■ Solving Equations and Inequalities Graphically

Solve the given equation or inequality graphically.

- 23. (a) $x - 2 = 4 - x$ (b) $x - 2 > 4 - x$
- 24. (a) $-2x + 3 = 3x - 7$ (b) $-2x + 3 \leq 3x - 7$
- 25. (a) $x^2 = 2 - x$ (b) $x^2 \leq 2 - x$
- 26. (a) $-x^2 = 3 - 4x$ (b) $-x^2 \geq 3 - 4x$

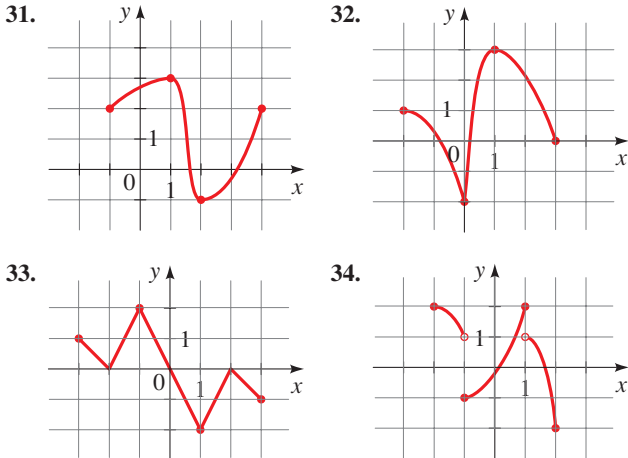


27–30 ■ Solving Equations and Inequalities Graphically

Solve the given equation or inequality graphically. State your answers rounded to two decimals.

- 27. (a) $x^3 + 3x^2 = -x^2 + 3x + 7$
 (b) $x^3 + 3x^2 \geq -x^2 + 3x + 7$
- 28. (a) $5x^2 - x^3 = -x^2 + 3x + 4$
 (b) $5x^2 - x^3 \leq -x^2 + 3x + 4$
- 29. (a) $16x^3 + 16x^2 = x + 1$
 (b) $16x^3 + 16x^2 \geq x + 1$
- 30. (a) $1 + \sqrt{x} = \sqrt{x^2 + 1}$
 (b) $1 + \sqrt{x} > \sqrt{x^2 + 1}$

31–34 ■ Increasing and Decreasing The graph of a function f is given. Use the graph to estimate the following. (a) The domain and range of f . (b) The intervals on which f is increasing and on which f is decreasing.

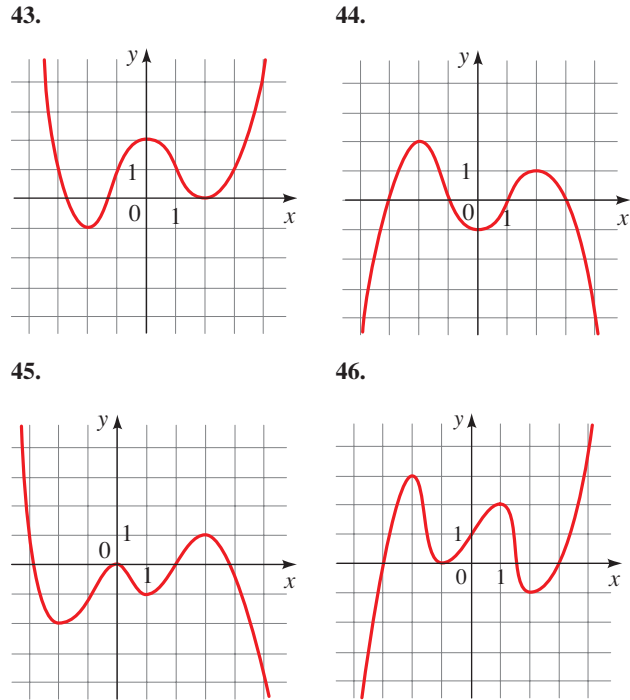


35–42 ■ Increasing and Decreasing A function f is given. (a) Use a graphing calculator to draw the graph of f . (b) Find the domain and range of f . (c) State approximately the intervals on which f is increasing and on which f is decreasing.

- 35. $f(x) = x^2 - 5x$
- 36. $f(x) = x^3 - 4x$
- 37. $f(x) = 2x^3 - 3x^2 - 12x$
- 38. $f(x) = x^4 - 16x^2$
- 39. $f(x) = x^3 + 2x^2 - x - 2$
- 40. $f(x) = x^4 - 4x^3 + 2x^2 + 4x - 3$
- 41. $f(x) = x^{2/5}$
- 42. $f(x) = 4 - x^{2/3}$

43–46 ■ Local Maximum and Minimum Values

The graph of a function f is given. Use the graph to estimate the following. (a) All the local maximum and minimum values of the function and the value of x at which each occurs. (b) The intervals on which the function is increasing and on which the function is decreasing.



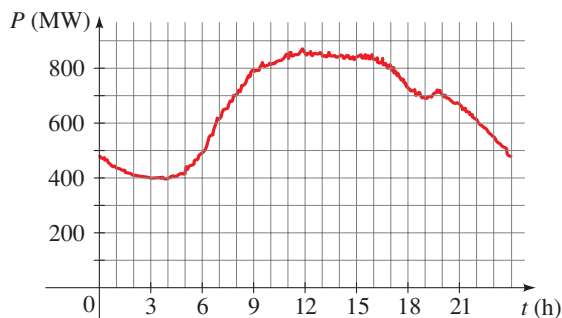
47–54 ■ Local Maximum and Minimum Values A function is given. (a) Find all the local maximum and minimum values of the function and the value of x at which each occurs. State each answer rounded to two decimal places. (b) Find the intervals on which the function is increasing and on which the function is decreasing. State each answer rounded to two decimal places.

- 47. $f(x) = x^3 - x$
- 48. $f(x) = 3 + x + x^2 - x^3$
- 49. $g(x) = x^4 - 2x^3 - 11x^2$
- 50. $g(x) = x^5 - 8x^3 + 20x$
- 51. $U(x) = x\sqrt{6 - x}$
- 52. $U(x) = x\sqrt{x - x^2}$
- 53. $V(x) = \frac{1 - x^2}{x^3}$
- 54. $V(x) = \frac{1}{x^2 + x + 1}$

APPLICATIONS

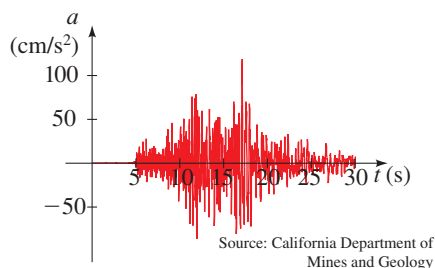
- 55. **Power Consumption** The figure shows the power consumption in San Francisco for a day in September (P is measured in megawatts; t is measured in hours starting at midnight).
 - (a) What was the power consumption at 6:00 A.M.?
At 6:00 P.M.?
 - (b) When was the power consumption the lowest?

- (c) When was the power consumption the highest?
 (d) Find the net change in the power consumption from 9:00 A.M. to 7:00 P.M.




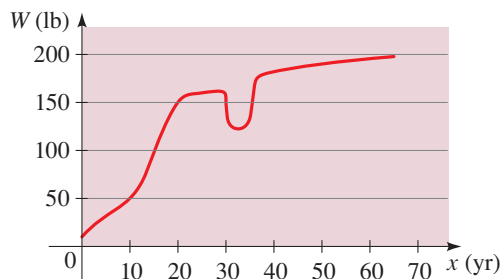
Source: Pacific Gas & Electric

- 56. Earthquake** The graph shows the vertical acceleration of the ground from the 1994 Northridge earthquake in Los Angeles, as measured by a seismograph. (Here t represents the time in seconds.)
- (a) At what time t did the earthquake first make noticeable movements of the earth?
 (b) At what time t did the earthquake seem to end?
 (c) At what time t was the maximum intensity of the earthquake reached?

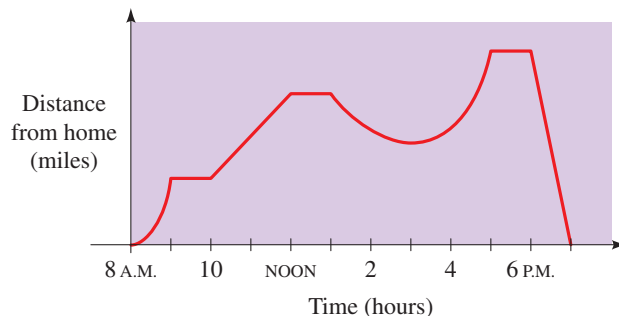


Source: California Department of Mines and Geology

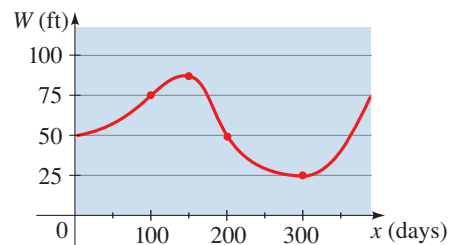
-  **57. Weight Function** The graph gives the weight W of a person at age x .
- (a) Determine the intervals on which the function W is increasing and those on which it is decreasing.
 (b) What do you think happened when this person was 30 years old?
 (c) Find the net change in the person's weight W from age 10 to age 20.



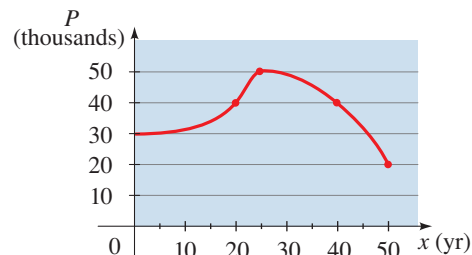
- 58. Distance Function** The graph gives a sales representative's distance from his home as a function of time on a certain day.
- (a) Determine the time intervals on which his distance from home was increasing and those on which it was decreasing.
 (b) Describe in words what the graph indicates about his travels on this day.
 (c) Find the net change in his distance from home between noon and 1:00 P.M.



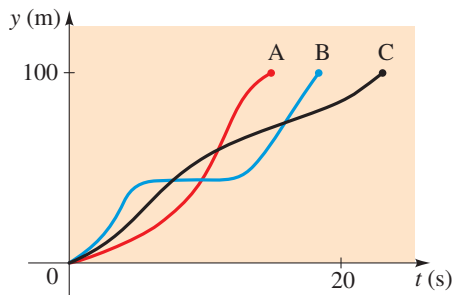
- 59. Changing Water Levels** The graph shows the depth of water W in a reservoir over a one-year period as a function of the number of days x since the beginning of the year.
- (a) Determine the intervals on which the function W is increasing and on which it is decreasing.
 (b) At what value of x does W achieve a local maximum? A local minimum?
 (c) Find the net change in the depth W from 100 days to 300 days.



- 60. Population Growth and Decline** The graph shows the population P in a small industrial city from 1950 to 2000. The variable x represents the number of years since 1950.
- (a) Determine the intervals on which the function P is increasing and on which it is decreasing.
 (b) What was the maximum population, and in what year was it attained?
 (c) Find the net change in the population P from 1970 to 1990.



- 61. Hurdle Race** Three runners compete in a 100-meter hurdle race. The graph depicts the distance run as a function of time for each runner. Describe in words what the graph tells you about this race. Who won the race? Did each runner finish the race? What do you think happened to Runner B?



- 62. Gravity Near the Moon** We can use Newton's Law of Gravity to measure the gravitational attraction between the moon and an algebra student in a spaceship located a distance x above the moon's surface:

$$F(x) = \frac{350}{x^2}$$

Here F is measured in newtons (N), and x is measured in millions of meters.

- Graph the function F for values of x between 0 and 10.
- Use the graph to describe the behavior of the gravitational attraction F as the distance x increases.



- 63. Radii of Stars** Astronomers infer the radii of stars using the Stefan Boltzmann Law:

$$E(T) = (5.67 \times 10^{-8})T^4$$

where E is the energy radiated per unit of surface area measured in watts (W) and T is the absolute temperature measured in kelvins (K).

- Graph the function E for temperatures T between 100 K and 300 K.
- Use the graph to describe the change in energy E as the temperature T increases.



- 64. Volume of Water** Between 0°C and 30°C , the volume V (in cubic centimeters) of 1 kg of water at a temperature T is given by the formula

$$V = 999.87 - 0.06426T + 0.0085043T^2 - 0.0000679T^3$$

Find the temperature at which the volume of 1 kg of water is a minimum.

[Source: *Physics*, by D. Halliday and R. Resnick]



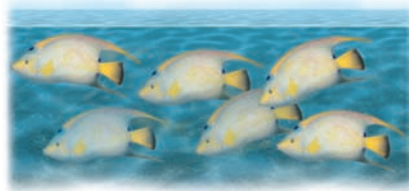
- 65. Migrating Fish** A fish swims at a speed v relative to the water, against a current of 5 mi/h. Using a mathematical

model of energy expenditure, it can be shown that the total energy E required to swim a distance of 10 mi is given by

$$E(v) = 2.73v^3 - \frac{10}{v - 5}$$

Biologists believe that migrating fish try to minimize the total energy required to swim a fixed distance. Find the value of v that minimizes energy required.

[Note: This result has been verified; migrating fish swim against a current at a speed 50% greater than the speed of the current.]



- 66. Coughing** When a foreign object that is lodged in the trachea (windpipe) forces a person to cough, the diaphragm thrusts upward, causing an increase in pressure in the lungs. At the same time, the trachea contracts, causing the expelled air to move faster and increasing the pressure on the foreign object. According to a mathematical model of coughing, the velocity v (in cm/s) of the airstream through an average-sized person's trachea is related to the radius r of the trachea (in cm) by the function

$$v(r) = 3.2(1 - r)r^2 \quad \frac{1}{2} \leq r \leq 1$$

Determine the value of r for which v is a maximum.

DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

- 67. DISCUSS: Functions That Are Always Increasing or Decreasing**

Sketch rough graphs of functions that are defined for all real numbers and that exhibit the indicated behavior (or explain why the behavior is impossible).

- f is always increasing, and $f(x) > 0$ for all x
- f is always decreasing, and $f(x) > 0$ for all x
- f is always increasing, and $f(x) < 0$ for all x
- f is always decreasing, and $f(x) < 0$ for all x

- 68. DISCUSS: Maximum and Minimum Values**

In Example 9 we saw a real-world situation in which the maximum value of a function is important. Name several other everyday situations in which a maximum or minimum value is important.

- 69. DISCUSS ■ DISCOVER: Minimizing a Distance** When we seek a minimum or maximum value of a function, it is sometimes easier to work with a simpler function instead.

- (a) Suppose

$$g(x) = \sqrt{f(x)}$$

where $f(x) \geq 0$ for all x . Explain why the local minima and maxima of f and g occur at the same values of x .

- Let $g(x)$ be the distance between the point $(3, 0)$ and the point (x, x^2) on the graph of the parabola $y = x^2$. Express g as a function of x .
- Find the minimum value of the function g that you found in part (b). Use the principle described in part (a) to simplify your work.

2.4 AVERAGE RATE OF CHANGE OF A FUNCTION

■ Average Rate of Change ■ Linear Functions Have Constant Rate of Change

Functions are often used to model changing quantities. In this section we learn how to find the rate at which the values of a function change as the input variable changes.

■ Average Rate of Change

We are all familiar with the concept of speed: If you drive a distance of 120 miles in 2 hours, then your average speed, or rate of travel, is $\frac{120 \text{ mi}}{2 \text{ h}} = 60 \text{ mi/h}$. Now suppose you take a car trip and record the distance that you travel every few minutes. The distance s you have traveled is a function of the time t :

$$s(t) = \text{total distance traveled at time } t$$

We graph the function s as shown in Figure 1. The graph shows that you have traveled a total of 50 miles after 1 hour, 75 miles after 2 hours, 140 miles after 3 hours, and so on. To find your *average* speed between any two points on the trip, we divide the distance traveled by the time elapsed.

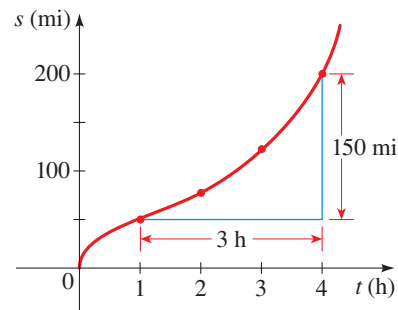


FIGURE 1 Average speed

Let's calculate your average speed between 1:00 P.M. and 4:00 P.M. The time elapsed is $4 - 1 = 3$ hours. To find the distance you traveled, we subtract the distance at 1:00 P.M. from the distance at 4:00 P.M., that is, $200 - 50 = 150$ mi. Thus your average speed is

$$\text{average speed} = \frac{\text{distance traveled}}{\text{time elapsed}} = \frac{150 \text{ mi}}{3 \text{ h}} = 50 \text{ mi/h}$$

The average speed that we have just calculated can be expressed by using function notation:

$$\text{average speed} = \frac{s(4) - s(1)}{4 - 1} = \frac{200 - 50}{3} = 50 \text{ mi/h}$$

Note that the average speed is different over different time intervals. For example, between 2:00 P.M. and 3:00 P.M. we find that

$$\text{average speed} = \frac{s(3) - s(2)}{3 - 2} = \frac{140 - 75}{1} = 65 \text{ mi/h}$$

Finding average rates of change is important in many contexts. For instance, we might be interested in knowing how quickly the air temperature is dropping as a storm approaches or how fast revenues are increasing from the sale of a new product. So we need to know how to determine the average rate of change of the functions that model

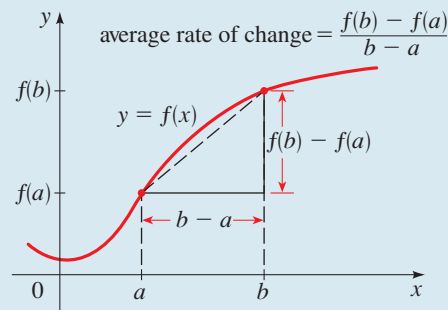
these quantities. In fact, the concept of average rate of change can be defined for any function.

AVERAGE RATE OF CHANGE

The **average rate of change** of the function $y = f(x)$ between $x = a$ and $x = b$ is

$$\text{average rate of change} = \frac{\text{change in } y}{\text{change in } x} = \frac{f(b) - f(a)}{b - a}$$

The average rate of change is the slope of the **secant line** between $x = a$ and $x = b$ on the graph of f , that is, the line that passes through $(a, f(a))$ and $(b, f(b))$.



In the expression for average rate of change, the numerator $f(b) - f(a)$ is the net change in the value of f between $x = a$ and $x = b$ (see page 151).

EXAMPLE 1 ■ Calculating the Average Rate of Change

For the function $f(x) = (x - 3)^2$, whose graph is shown in Figure 2, find the net change and the average rate of change between the following points:

- (a) $x = 1$ and $x = 3$ (b) $x = 4$ and $x = 7$

SOLUTION

(a) Net change = $f(3) - f(1)$

$$= (3 - 3)^2 - (1 - 3)^2$$

$$= -4$$

Definition

Use $f(x) = (x - 3)^2$

Calculate

$$\text{Average rate of change} = \frac{f(3) - f(1)}{3 - 1}$$

Definition

$$= \frac{-4}{2} = -2$$

Calculate

(b) Net change = $f(7) - f(4)$

$$= (7 - 3)^2 - (4 - 3)^2$$

$$= 15$$

Definition

Use $f(x) = (x - 3)^2$

Calculate

$$\text{Average rate of change} = \frac{f(7) - f(4)}{7 - 4}$$

Definition

$$= \frac{15}{3} = 5$$

Calculate

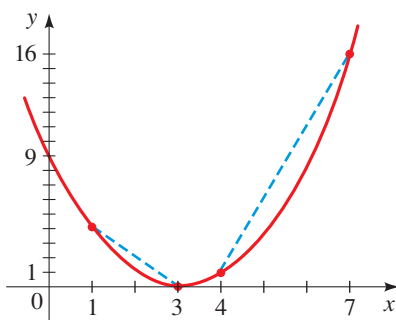


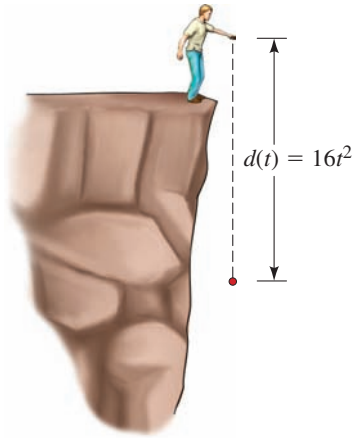
FIGURE 2 $f(x) = (x - 3)^2$

Now Try Exercise 15

EXAMPLE 2 ■ Average Speed of a Falling Object

If an object is dropped from a high cliff or a tall building, then the distance it has fallen after t seconds is given by the function $d(t) = 16t^2$. Find its average speed (average rate of change) over the following intervals:

- (a) Between 1 s and 5 s (b) Between $t = a$ and $t = a + h$

SOLUTION

Function: In t seconds the stone falls $16t^2$ ft.

$$\begin{aligned} \text{(a) Average rate of change} &= \frac{d(5) - d(1)}{5 - 1} && \text{Definition} \\ &= \frac{16(5)^2 - 16(1)^2}{5 - 1} && \text{Use } d(t) = 16t^2 \\ &= \frac{400 - 16}{4} && \text{Calculate} \end{aligned}$$

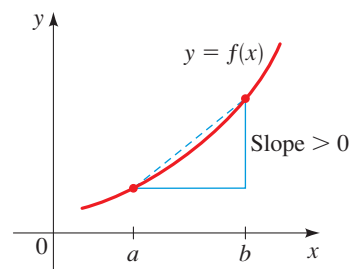
$$= 96 \text{ ft/s} \quad \text{Calculate}$$

$$\begin{aligned} \text{(b) Average rate of change} &= \frac{d(a+h) - d(a)}{(a+h) - a} && \text{Definition} \\ &= \frac{16(a+h)^2 - 16(a)^2}{(a+h) - a} && \text{Use } d(t) = 16t^2 \\ &= \frac{16(a^2 + 2ah + h^2 - a^2)}{h} && \text{Expand and factor 16} \\ &= \frac{16(2ah + h^2)}{h} && \text{Simplify numerator} \\ &= \frac{16h(2a + h)}{h} && \text{Factor } h \\ &= 16(2a + h) && \text{Simplify} \end{aligned}$$

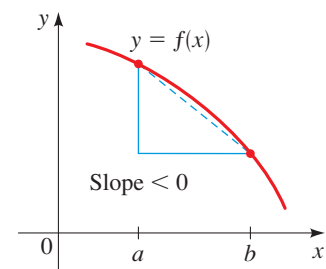
 **Now Try Exercise 19**

The average rate of change calculated in Example 2(b) is known as a *difference quotient*. In calculus we use difference quotients to calculate *instantaneous* rates of change. An example of an instantaneous rate of change is the speed shown on the speedometer of your car. This changes from one instant to the next as your car's speed changes.

The graphs in Figure 3 show that if a function is increasing on an interval, then the average rate of change between any two points is positive, whereas if a function is decreasing on an interval, then the average rate of change between any two points is negative.



f increasing
Average rate of change positive



f decreasing
Average rate of change negative

FIGURE 3

EXAMPLE 3 ■ Average Rate of Temperature Change

Time	Temperature (°F)
8:00 A.M.	38
9:00 A.M.	40
10:00 A.M.	44
11:00 A.M.	50
12:00 NOON	56
1:00 P.M.	62
2:00 P.M.	66
3:00 P.M.	67
4:00 P.M.	64
5:00 P.M.	58
6:00 P.M.	55
7:00 P.M.	51

The table in the margin gives the outdoor temperatures observed by a science student on a spring day. Draw a graph of the data, and find the average rate of change of temperature between the following times:

- (a) 8:00 A.M. and 9:00 A.M.
 (b) 1:00 P.M. and 3:00 P.M.
 (c) 4:00 P.M. and 7:00 P.M.

SOLUTION A graph of the temperature data is shown in Figure 4. Let t represent time, measured in hours since midnight (so, for example, 2:00 P.M. corresponds to $t = 14$). Define the function F by

$$F(t) = \text{temperature at time } t$$

Temperature at 9:00 A.M.

Temperature at 8:00 A.M.

$$(a) \text{ Average rate of change} = \frac{F(9) - F(8)}{9 - 8} = \frac{40 - 38}{9 - 8} = 2$$

The average rate of change was 2°F per hour.

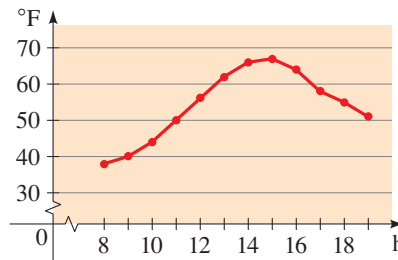


FIGURE 4

$$(b) \text{ Average rate of change} = \frac{F(15) - F(13)}{15 - 13} = \frac{67 - 62}{2} = 2.5$$

The average rate of change was 2.5°F per hour.

$$(c) \text{ Average rate of change} = \frac{F(19) - F(16)}{19 - 16} = \frac{51 - 64}{3} \approx -4.3$$

The average rate of change was about -4.3°F per hour during this time interval. The negative sign indicates that the temperature was dropping.

 **Now Try Exercise 31**

DISCOVERY PROJECT**When Rates of Change Change**

In the real world, rates of change often themselves change. A statement like “inflation is rising, but at a slower rate” involves a change of a rate of change. When you drive your car, your speed (rate of change of distance) increases when you accelerate and decreases when you decelerate. From Example 4 we see that functions whose graph is a line (linear functions) have constant rate of change. In this project we explore how the shape of a graph corresponds to a changing rate of change. You can find the project at www.stewartmath.com.



■ Linear Functions Have Constant Rate of Change

Recall that a function of the form $f(x) = mx + b$ is a linear function (see page 160). Its graph is a line with slope m . On the other hand, if a function f has constant rate of change, then it must be a linear function. (You are asked to prove these facts in Exercises 51 and 52 in Section 2.5.) In general, the average rate of change of a linear function between any two points is the constant m . In the next example we find the average rate of change for a particular linear function.

EXAMPLE 4 ■ Linear Functions Have Constant Rate of Change

Let $f(x) = 3x - 5$. Find the average rate of change of f between the following points.

- (a) $x = 0$ and $x = 1$
- (b) $x = 3$ and $x = 7$
- (c) $x = a$ and $x = a + h$

What conclusion can you draw from your answers?

SOLUTION

$$\begin{aligned} \text{(a) Average rate of change} &= \frac{f(1) - f(0)}{1 - 0} = \frac{(3 \cdot 1 - 5) - (3 \cdot 0 - 5)}{1} \\ &= \frac{(-2) - (-5)}{1} = 3 \end{aligned}$$

$$\begin{aligned} \text{(b) Average rate of change} &= \frac{f(7) - f(3)}{7 - 3} = \frac{(3 \cdot 7 - 5) - (3 \cdot 3 - 5)}{4} \\ &= \frac{16 - 4}{4} = 3 \end{aligned}$$

$$\begin{aligned} \text{(c) Average rate of change} &= \frac{f(a+h) - f(a)}{(a+h) - a} = \frac{[3(a+h) - 5] - [3a - 5]}{h} \\ &= \frac{3a + 3h - 5 - 3a + 5}{h} = \frac{3h}{h} = 3 \end{aligned}$$

It appears that the average rate of change is always 3 for this function. In fact, part (c) proves that the rate of change between any two arbitrary points $x = a$ and $x = a + h$ is 3.

 Now Try Exercise 25

2.4 EXERCISES

CONCEPTS

1. If you travel 100 miles in two hours, then your average speed for the trip is

$$\text{average speed} = \frac{\text{[]}}{\text{[]}} = \text{[]}$$

2. The average rate of change of a function f between $x = a$ and $x = b$ is

$$\text{average rate of change} = \frac{\text{[]}}{\text{[]}}$$

3. The average rate of change of the function $f(x) = x^2$ between $x = 1$ and $x = 5$ is

$$\text{average rate of change} = \frac{\text{[]}}{\text{[]}} = \text{[]}$$

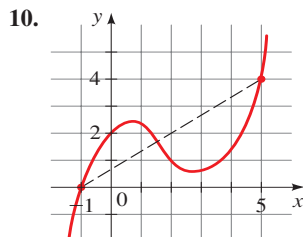
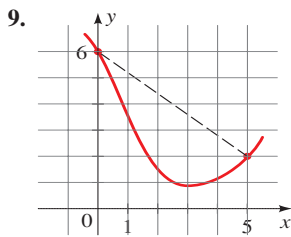
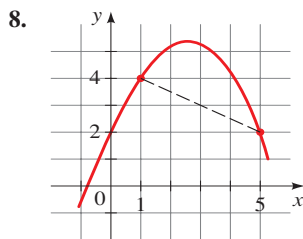
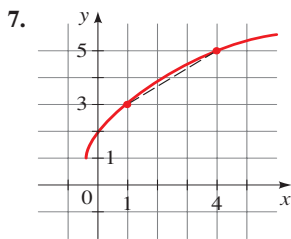
4. (a) The average rate of change of a function f between $x = a$ and $x = b$ is the slope of the _____ line between $(a, f(a))$ and $(b, f(b))$.
- (b) The average rate of change of the linear function $f(x) = 3x + 5$ between any two points is _____.

5–6 ■ *Yes or No?* If *No*, give a reason.

5. (a) Is the average rate of change of a function between $x = a$ and $x = b$ the slope of the secant line through $(a, f(a))$ and $(b, f(b))$?
- (b) Is the average rate of change of a linear function the same for all intervals?
6. (a) Can the average rate of change of an increasing function ever be negative?
- (b) If the average rate of change of a function between $x = a$ and $x = b$ is negative, then is the function necessarily decreasing on the interval (a, b) ?

SKILLS

7–10 ■ **Net Change and Average Rate of Change** The graph of a function is given. Determine (a) the net change and (b) the average rate of change between the indicated points on the graph.



11–24 ■ **Net Change and Average Rate of Change** A function is given. Determine (a) the net change and (b) the average rate of change between the given values of the variable.

11. $f(x) = 3x - 2$; $x = 2, x = 3$
12. $r(t) = 3 - \frac{1}{3}t$; $t = 3, t = 6$
13. $h(t) = -t + \frac{3}{2}$; $t = -4, t = 1$
14. $g(x) = 2 - \frac{2}{3}x$; $x = -3, x = 2$
15. $h(t) = 2t^2 - t$; $t = 3, t = 6$
16. $f(z) = 1 - 3z^2$; $z = -2, z = 0$
17. $f(x) = x^3 - 4x^2$; $x = 0, x = 10$
18. $g(t) = t^4 - t^3 + t^2$; $t = -2, t = 2$
19. $f(t) = 5t^2$; $t = 3, t = 3 + h$
20. $f(x) = 1 - 3x^2$; $x = 2, x = 2 + h$
21. $g(x) = \frac{1}{x}$; $x = 1, x = a$
22. $g(x) = \frac{2}{x + 1}$; $x = 0, x = h$

23. $f(t) = \frac{2}{t}$; $t = a, t = a + h$

24. $f(t) = \sqrt{t}$; $t = a, t = a + h$

25–26 ■ Average Rate of Change of a Linear Function

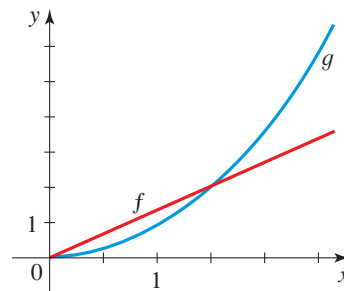
A linear function is given. (a) Find the average rate of change of the function between $x = a$ and $x = a + h$. (b) Show that the average rate of change is the same as the slope of the line.

25. $f(x) = \frac{1}{2}x + 3$

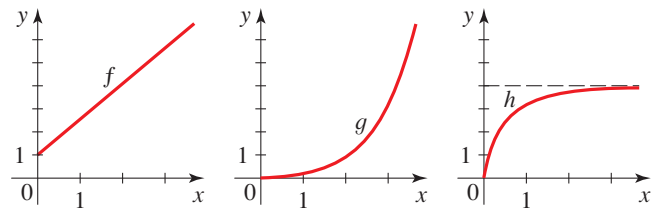
26. $g(x) = -4x + 2$

SKILLS Plus

27. **Average Rate of Change** The graphs of the functions f and g are shown. The function ____ (f or g) has a greater average rate of change between $x = 0$ and $x = 1$. The function ____ (f or g) has a greater average rate of change between $x = 1$ and $x = 2$. The functions f and g have the same average rate of change between $x =$ ____ and $x =$ ____.

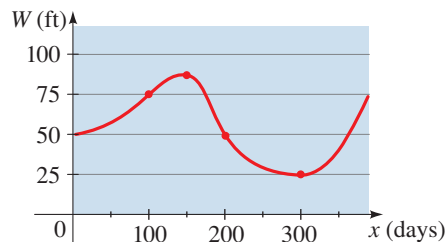


28. **Average Rate of Change** Graphs of the functions f , g , and h are shown below. What can you say about the average rate of change of each function on the successive intervals $[0, 1]$, $[1, 2]$, $[2, 3]$, ...?



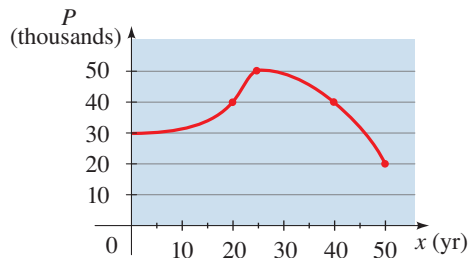
APPLICATIONS

29. **Changing Water Levels** The graph shows the depth of water W in a reservoir over a one-year period as a function of the number of days x since the beginning of the year. What was the average rate of change of W between $x = 100$ and $x = 200$?



30. Population Growth and Decline The graph shows the population P in a small industrial city from 1950 to 2000. The variable x represents the number of years since 1950.

- (a) What was the average rate of change of P between $x = 20$ and $x = 40$?
- (b) Interpret the value of the average rate of change that you found in part (a).



31. Population Growth and Decline The table gives the population in a small coastal community for the period 1997–2006. Figures shown are for January 1 in each year.

- (a) What was the average rate of change of population between 1998 and 2001?
- (b) What was the average rate of change of population between 2002 and 2004?
- (c) For what period of time was the population increasing?
- (d) For what period of time was the population decreasing?

Year	Population
1997	624
1998	856
1999	1,336
2000	1,578
2001	1,591
2002	1,483
2003	994
2004	826
2005	801
2006	745

32. Running Speed A man is running around a circular track that is 200 m in circumference. An observer uses a stopwatch to record the runner's time at the end of each lap, obtaining the data in the following table.

- (a) What was the man's average speed (rate) between 68 s and 152 s?
- (b) What was the man's average speed between 263 s and 412 s?
- (c) Calculate the man's speed for each lap. Is he slowing down, speeding up, or neither?

Time (s)	Distance (m)
32	200
68	400
108	600
152	800
203	1000
263	1200
335	1400
412	1600

33. DVD Player Sales The table shows the number of DVD players sold in a small electronics store in the years 2003–2013.

Year	DVD players sold
2003	495
2004	513
2005	410
2006	402
2007	520
2008	580
2009	631
2010	719
2011	624
2012	582
2013	635

- (a) What was the average rate of change of sales between 2003 and 2013?
- (b) What was the average rate of change of sales between 2003 and 2004?
- (c) What was the average rate of change of sales between 2004 and 2005?
- (d) Between which two successive years did DVD player sales *increase* most quickly? *Decrease* most quickly?

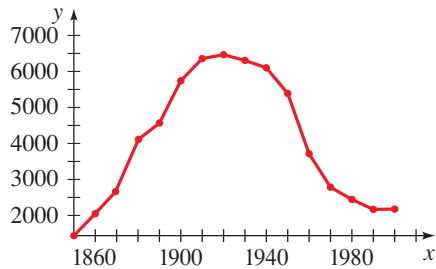
34. Book Collection Between 1980 and 2000 a rare book collector purchased books for his collection at the rate of 40 books per year. Use this information to complete the following table. (Note that not every year is given in the table.)

Year	Number of books	Year	Number of books
1980	420	1995	
1981	460	1997	
1982		1998	
1985		1999	
1990		2000	1220
1992			

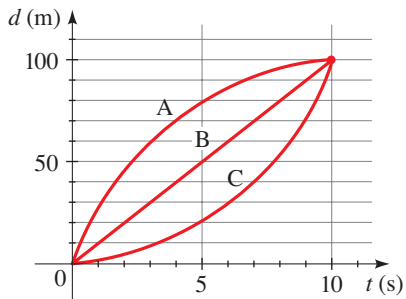
35. Cooling Soup When a bowl of hot soup is left in a room, the soup eventually cools down to room temperature. The temperature T of the soup is a function of time t . The table below gives the temperature (in $^{\circ}\text{F}$) of a bowl of soup t minutes after it was set on the table. Find the average rate of change of the temperature of the soup over the first 20 minutes and over the next 20 minutes. During which interval did the soup cool off more quickly?

t (min)	T ($^{\circ}\text{F}$)	t (min)	T ($^{\circ}\text{F}$)
0	200	35	94
5	172	40	89
10	150	50	81
15	133	60	77
20	119	90	72
25	108	120	70
30	100	150	70

- 36. Farms in the United States** The graph gives the number of farms in the United States from 1850 to 2000.
- (a) Estimate the average rate of change in the number of farms between (i) 1860 and 1890 and (ii) 1950 and 1970.
 - (b) In which decade did the number of farms experience the greatest average rate of decline?



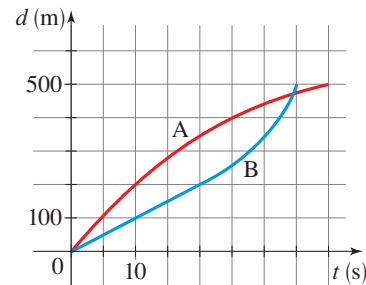
- 37. Three-Way Tie** A downhill skiing race ends in a three-way tie for first place. The graph shows distance as a function of time for each of the three winners, A, B, and C.
- (a) Find the average speed for each skier
 - (b) Describe the differences between the ways in which the three participants skied the race.



- 38. Speed Skating** Two speed skaters, A and B, are racing in a 500-m event. The graph shows the distance they have

traveled as a function of the time from the start of the race.

- (a) Who won the race?
- (b) Find the average speed during the first 10 s for each skater.
- (c) Find the average speed during the last 15 s for each skater.



DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

- 39. DISCOVER: Limiting Behavior of Average Speed** An object is dropped from a high cliff, and the distance (in feet) it has fallen after t seconds is given by the function $d(t) = 16t^2$. Complete the table to find the average speed during the given time intervals. Use the table to determine what value the average speed approaches as the time intervals get smaller and smaller. Is it reasonable to say that this value is the speed of the object at the instant $t = 3$? Explain.

$t = a$	$t = b$	Average speed = $\frac{d(b) - d(a)}{b - a}$
3	3.5	
3	3.1	
3	3.01	
3	3.001	
3	3.0001	

2.5 LINEAR FUNCTIONS AND MODELS

■ Linear Functions ■ Slope and Rate of Change ■ Making and Using Linear Models

In this section we study the simplest functions that can be expressed by an algebraic expression: linear functions.

■ Linear Functions

Recall that a *linear function* is a function of the form $f(x) = ax + b$. So in the expression defining a linear function the variable occurs to the first power only. We can also express a linear function in equation form as $y = ax + b$. From Section 1.10 we know that the graph of this equation is a line with slope a and y -intercept b .

LINEAR FUNCTIONS

A **linear function** is a function of the form $f(x) = ax + b$.

The graph of a linear function is a line with slope a and y -intercept b .

EXAMPLE 1 ■ Identifying Linear Functions

Determine whether the given function is linear. If the function is linear, express the function in the form $f(x) = ax + b$.

(a) $f(x) = 2 + 3x$ (b) $g(x) = 3(1 - 2x)$

(c) $h(x) = x(4 + 3x)$ (d) $k(x) = \frac{1 - 5x}{4}$

SOLUTION

(a) We have $f(x) = 2 + 3x = 3x + 2$. So f is a linear function in which a is 3 and b is 2.

(b) We have $g(x) = 3(1 - 2x) = -6x + 3$. So g is a linear function in which a is -6 and b is 3.

(c) We have $h(x) = x(4 + 3x) = 4x + 3x^2$, which is not a linear function because the variable x is squared in the second term of the expression for h .

(d) We have $k(x) = \frac{1 - 5x}{4} = -\frac{5}{4}x + \frac{1}{4}$. So k is a linear function in which a is $-\frac{5}{4}$ and b is $\frac{1}{4}$.

 Now Try Exercise 7

EXAMPLE 2 ■ Graphing a Linear Function

Let f be the linear function defined by $f(x) = 3x + 2$.

(a) Make a table of values, and sketch a graph.

(b) What is the slope of the graph of f ?

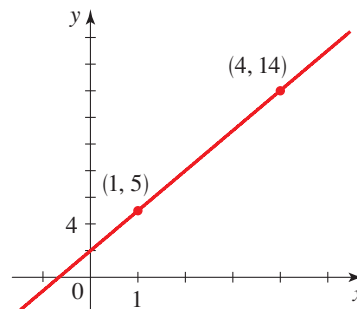
SOLUTION

(a) A table of values is shown in the margin. Since f is a linear function, its graph is a line. So to obtain the graph of f , we plot any two points from the table and draw the straight line that contains the points. We use the points $(1, 5)$ and $(4, 14)$. The graph is the line shown in Figure 1. You can check that the other points in the table of values also lie on the line.

(b) Using the points given in Figure 1, we see that the slope is

$$\text{slope} = \frac{14 - 5}{4 - 1} = 3$$

So the slope is 3.



x	$f(x)$
-2	-4
-1	-1
0	2
1	5
2	8
3	11
4	14
5	17

From the box at the top of this page, you can see that the slope of the graph of $f(x) = 3x + 2$ is 3.

FIGURE 1 Graph of the linear function $f(x) = 3x + 2$

 Now Try Exercise 15

In Exercise 52 we prove that all functions with constant rate of change are linear.

■ Slope and Rate of Change

Let $f(x) = ax + b$ be a linear function. If x_1 and x_2 are two different values for x and if $y_1 = f(x_1)$ and $y_2 = f(x_2)$, then the points (x_1, y_1) and (x_2, y_2) lie on the graph of f . From the definitions of slope and average rate of change we have

$$\text{slope} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{f(x_2) - f(x_1)}{x_2 - x_1} = \text{average rate of change}$$

From Section 1.10 we know that the *slope* of a linear function is the same between any two points. From the above equation we conclude that the *average rate of change* of a linear function is the same between any two points. Moreover, the average rate of change is equal to the slope (see Exercise 51). Since the average rate of change of a linear function is the same between any two points, it is simply called the **rate of change**.

SLOPE AND RATE OF CHANGE

For the linear function $f(x) = ax + b$, the slope of the graph of f and the rate of change of f are both equal to a , the coefficient of x .

$$a = \text{slope of graph of } f = \text{rate of change of } f$$

The difference between “slope” and “rate of change” is simply a difference in point of view. For example, to describe how a reservoir fills up over time, it is natural to talk about the rate at which the water level is rising, but we can also think of the slope of the graph of the water level (see Example 3). To describe the steepness of a staircase, it is natural to talk about the slope of the trim board of the staircase, but we can also think of the rate at which the stairs rise (see Example 5).

EXAMPLE 3 ■ Slope and Rate of Change

A dam is built on a river to create a reservoir. The water level $f(t)$ in the reservoir at time t is given by

$$f(t) = 4.5t + 28$$

where t is the number of years since the dam was constructed and $f(t)$ is measured in feet.

- Sketch a graph of f .
- What is the slope of the graph?
- At what rate is the water level in the reservoir changing?

SOLUTION

- A graph of f is shown in Figure 2.
- The graph is a line with slope 4.5, the coefficient of t .
- The rate of change of f is 4.5, the coefficient of t . Since time t is measured in years and the water level $f(t)$ is measured in feet, the water level in the reservoir is changing at the rate of 4.5 ft per year. Since this rate of change is positive, the water level is rising.

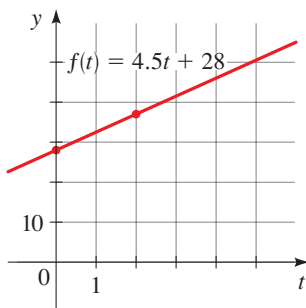


FIGURE 2 Water level as a function of time

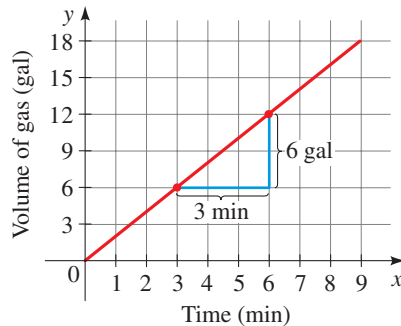
 Now Try Exercises 19 and 39

■ Making and Using Linear Models

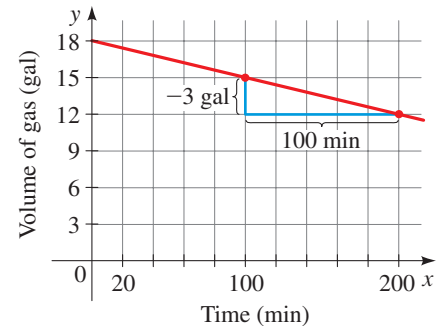
When a linear function is used to model the relationship between two quantities, the slope of the graph of the function is the rate of change of the one quantity with respect to the other. For example, the graph in Figure 3(a) gives the amount of gas in a tank that is being filled. The slope between the indicated points is

$$a = \frac{6 \text{ gal}}{3 \text{ min}} = 2 \text{ gal/min}$$

The slope is the rate at which the tank is being filled, 2 gal per minute. In Figure 3(b) the tank is being drained at the rate of 0.03 gal per minute, and the slope is -0.03 .



(a) Tank filled at 2 gal/min
Slope of line is 2



(b) Tank drained at 0.03 gal/min
Slope of line is -0.03

FIGURE 3 Amount of gas as a function of time

In the following examples we model real-world situations using linear functions. In each of these examples the model involves a constant rate of change (or a constant slope).

EXAMPLE 4 ■ Making a Linear Model from a Rate of Change

Water is being pumped into a swimming pool at the rate of 5 gal per min. Initially, the pool contains 200 gal of water.

- Find a linear function V that models the volume of water in the pool at any time t .
- If the pool has a capacity of 600 gal, how long does it take to completely fill the pool?

SOLUTION

- We need to find a linear function

$$V(t) = at + b$$

that models the volume $V(t)$ of water in the pool after t minutes. The rate of change of volume is 5 gal per min, so $a = 5$. Since the pool contains 200 gal to begin with, we have $V(0) = a \cdot 0 + b = 200$, so $b = 200$. Now that we know a and b , we get the model

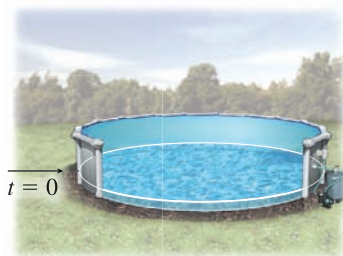
$$V(t) = 5t + 200$$

- We want to find the time t at which $V(t) = 600$. So we need to solve the equation

$$600 = 5t + 200$$

Solving for t , we get $t = 80$. So it takes 80 min to fill the pool.

Now Try Exercise 41



There are 200 gallons of water in the pool at time $t = 0$.

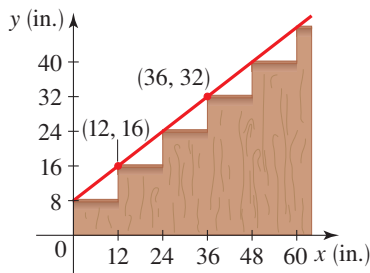


FIGURE 4 Slope of a staircase

EXAMPLE 5 ■ Making a Linear Model from a Slope

In Figure 4 we have placed a staircase in a coordinate plane, with the origin at the bottom left corner. The red line in the figure is the edge of the trim board of the staircase.

- (a) Find a linear function H that models the height of the trim board above the floor.
 (b) If the space available to build a staircase is 11 ft wide, how high does the staircase reach?

SOLUTION

- (a) We need to find a function

$$H(x) = ax + b$$

that models the red line in the figure. First we find the value of a , the slope of the line. From Figure 4 we see that two points on the line are $(12, 16)$ and $(36, 32)$, so the slope is

$$a = \frac{32 - 16}{36 - 12} = \frac{2}{3}$$

Another way to find the slope is to observe that each of the steps is 8 in. high (the rise) and 12 in. deep (the run), so the slope of the line is $\frac{8}{12} = \frac{2}{3}$. From Figure 4 we see that the y -intercept is 8, so $b = 8$. So the model we want is

$$H(x) = \frac{2}{3}x + 8$$

- (b) Since 11 ft is 132 in., we need to evaluate the function H when x is 132. We have

$$H(132) = \frac{2}{3}(132) + 8 = 96$$

So the staircase reaches a height of 96 in., or 8 ft.

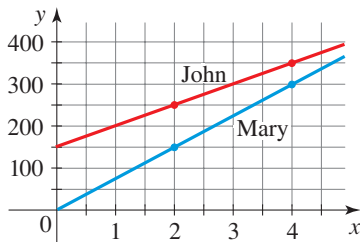
 **Now Try Exercise 43**


FIGURE 5 John and Mary's trips

EXAMPLE 6 ■ Making Linear Models Involving Speed

John and Mary are driving westward along I-76 at constant speeds. The graphs in Figure 5 show the distance y (in miles) that they have traveled from Philadelphia at time x (in hours), where $x = 0$ corresponds to noon. (Note that at noon John has already traveled 150 mi.)

- (a) At what speeds are John and Mary traveling? Who is traveling faster, and how does this show up in the graph?
 (b) Find functions that model the distances that John and Mary have traveled as functions of x .
 (c) How far will John and Mary have traveled at 5:00 P.M.?
 (d) For what time period is Mary behind John? Will Mary overtake John? If so, at what time?

SOLUTION

- (a) From the graph we see that John has traveled 250 mi at 2:00 P.M. and 350 mi at 4:00 P.M. The speed is the rate of change of distance with respect to time. So the speed is the slope of the graph. Therefore John's speed is

$$\frac{350 \text{ mi} - 250 \text{ mi}}{4 \text{ h} - 2 \text{ h}} = 50 \text{ mi/h} \quad \text{John's speed}$$

Mary has traveled 150 mi at 2:00 P.M. and 300 mi at 4:00 P.M., so we calculate Mary's speed to be

$$\frac{300 \text{ mi} - 150 \text{ mi}}{4 \text{ h} - 2 \text{ h}} = 75 \text{ mi/h} \quad \text{Mary's speed}$$

Mary is traveling faster than John. We can see this from the graph because Mary's line is steeper (has a greater slope) than John's line.

- (b) Let $f(x)$ be the distance John has traveled at time x . Since the speed (average rate of change) is constant, it follows that f is a linear function. Thus we can write f in the form $f(x) = ax + b$. From part (a) we know that the slope a is 50, and from the graph we see that the y -intercept b is 150. Thus the distance that John has traveled at time x is modeled by the linear function

$$f(x) = 50x + 150 \quad \text{Model for John's distance}$$

Similarly, Mary is traveling at 75 mi/h, and the y -intercept of her graph is 0. Thus the distance she has traveled at time x is modeled by the linear function

$$g(x) = 75x \quad \text{Model for Mary's distance}$$

- (c) Replacing x by 5 in the models that we obtained in part (b), we find that at 5:00 P.M. John has traveled $f(5) = 50(5) + 150 = 400$ mi and Mary has traveled $g(5) = 75(5) = 375$ mi.
- (d) Mary overtakes John at the time when each has traveled the same distance, that is, at the time x when $f(x) = g(x)$. So we must solve the equation

$$50x + 150 = 75x \quad \text{John's distance} = \text{Mary's distance}$$

Solving this equation, we get $x = 6$. So Mary overtakes John after 6 h, that is, at 6:00 P.M. We can confirm our solution graphically by drawing the graphs of f and g on a larger domain as shown in Figure 6. The graphs intersect when $x = 6$. From the graph we see that the graph of Mary's trip is below the graph of John's trip from $x = 0$ to $x = 6$, so Mary is behind John from noon until 6:00 P.M.

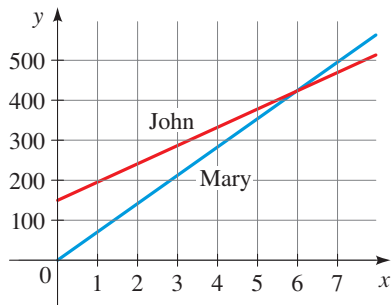


FIGURE 6 John and Mary's trips

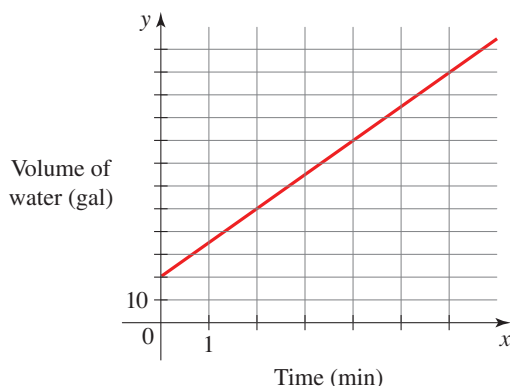
 **Now Try Exercise 45**

2.5 EXERCISES

CONCEPTS

- Let f be a function with constant rate of change. Then
 - f is a _____ function and f is of the form $f(x) = ____ x + ____$.
 - The graph of f is a _____.
- Let f be the linear function $f(x) = -5x + 7$.
 - The rate of change of f is _____.
 - The graph of f is a _____ with slope _____ and y -intercept _____.


- 3–4 ■** A swimming pool is being filled. The graph shows the number of gallons y in the pool after x minutes.



- What is the slope of the graph?
- At what rate is the pool being filled?
- If a linear function has positive rate of change, does its graph slope upward or downward?
- Is $f(x) = 3$ a linear function? If so, what are the slope and the rate of change?

SKILLS

7–14 ■ Identifying Linear Functions Determine whether the given function is linear. If the function is linear, express the function in the form $f(x) = ax + b$.

- | | |
|--|----------------------------------|
|  7. $f(x) = 3 + \frac{1}{3}x$ | 8. $f(x) = 2 - 4x$ |
| 9. $f(x) = x(4 - x)$ | 10. $f(x) = \sqrt{x} + 1$ |
| 11. $f(x) = \frac{x + 1}{5}$ | 12. $f(x) = \frac{2x - 3}{x}$ |
| 13. $f(x) = (x + 1)^2$ | 14. $f(x) = \frac{1}{2}(3x - 1)$ |

15–18 ■ Graphing Linear Functions For the given linear function, make a table of values and sketch its graph. What is the slope of the graph?

- | | |
|---|---|
|  15. $f(x) = 2x - 5$ | 16. $g(x) = 4 - 2x$ |
| 17. $r(t) = -\frac{2}{3}t + 2$ | 18. $h(t) = \frac{1}{2} - \frac{3}{4}t$ |

19–26 ■ Slope and Rate of Change A linear function is given. (a) Sketch the graph. (b) Find the slope of the graph. (c) Find the rate of change of the function.

19. $f(x) = 2x - 6$ 20. $g(z) = -3z - 9$
 21. $h(t) = -0.5t - 2$ 22. $s(w) = -0.2w - 6$
 23. $v(t) = -\frac{10}{3}t - 20$ 24. $A(r) = -\frac{2}{3}r - 1$
 25. $f(t) = -\frac{3}{2}t + 2$ 26. $g(x) = \frac{5}{4}x - 10$

27–30 ■ Linear Functions Given Verbally A verbal description of a linear function f is given. Express the function f in the form $f(x) = ax + b$.

27. The linear function f has rate of change 3 and initial value -1 .
 28. The linear function g has rate of change -12 and initial value 100.
 29. The graph of the linear function h has slope $\frac{1}{2}$ and y -intercept 3.
 30. The graph of the linear function k has slope $-\frac{4}{5}$ and y -intercept -2 .

31–32 ■ Linear Functions Given Numerically A table of values for a linear function f is given. (a) Find the rate of change of f . (b) Express f in the form $f(x) = ax + b$

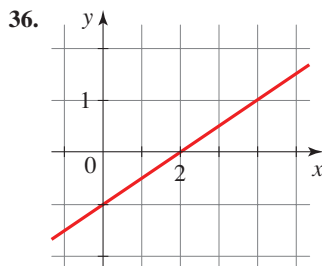
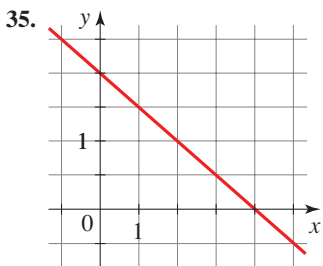
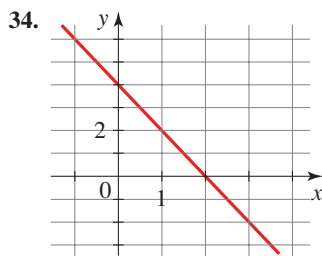
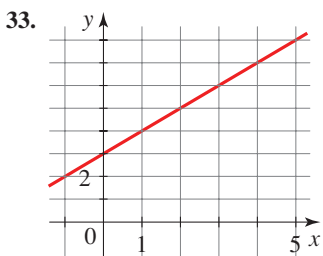
31.

x	$f(x)$
0	7
2	10
4	13
6	16
8	19

32.

x	$f(x)$
-3	11
0	2
2	-4
5	-13
7	-19

33–36 ■ Linear Functions Given Graphically The graph of a linear function f is given. (a) Find the rate of change of f . (b) Express f in the form $f(x) = ax + b$.



SKILLS Plus

37. Families of Linear Functions Graph $f(x) = ax$ for $a = \frac{1}{2}$, $a = 1$, and $a = 2$, all on the same set of axes. How does

increasing the value of a affect the graph of f ? What about the rate of change of f ?

38. Families of Linear Functions Graph $f(x) = x + b$ for $b = \frac{1}{2}$, $b = 1$, and $b = 2$, all on the same set of axes. How does increasing the value of b affect the graph of f ? What about the rate of change of f ?

APPLICATIONS

39. Landfill The amount of trash in a county landfill is modeled by the function

$$T(x) = 150x + 32,000$$

where x is the number of years since 1996 and $T(x)$ is measured in thousands of tons.

- (a) Sketch a graph of T .
 (b) What is the slope of the graph?
 (c) At what rate is the amount of trash in the landfill increasing per year?

40. Copper Mining The amount of copper ore produced from a copper mine in Arizona is modeled by the function

$$f(x) = 200 + 32x$$

where x is the number of years since 2005 and $f(x)$ is measured in thousands of tons.

- (a) Sketch a graph of f .
 (b) What is the slope of the graph?
 (c) At what rate is the amount of ore produced changing?

41. Weather Balloon Weather balloons are filled with hydrogen and released at various sites to measure and transmit data about conditions such as air pressure and temperature. A weather balloon is filled with hydrogen at the rate of $0.5 \text{ ft}^3/\text{s}$. Initially, the balloon contains 2 ft^3 of hydrogen.

- (a) Find a linear function V that models the volume of hydrogen in the balloon at any time t .
 (b) If the balloon has a capacity of 15 ft^3 , how long does it take to completely fill the balloon?

42. Filling a Pond A large koi pond is filled from a garden hose at the rate of $10 \text{ gal}/\text{min}$. Initially, the pond contains 300 gal of water.

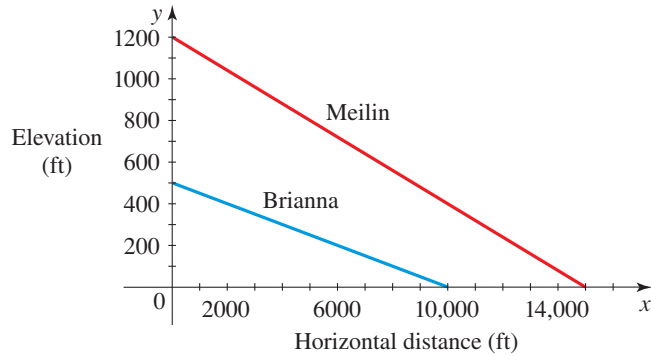
- (a) Find a linear function V that models the volume of water in the pond at any time t .
 (b) If the pond has a capacity of 1300 gal , how long does it take to completely fill the pond?

43. Wheelchair Ramp A local diner must build a wheelchair ramp to provide handicap access to the restaurant. Federal building codes require that a wheelchair ramp must have a maximum rise of 1 in. for every horizontal distance of 12 in.

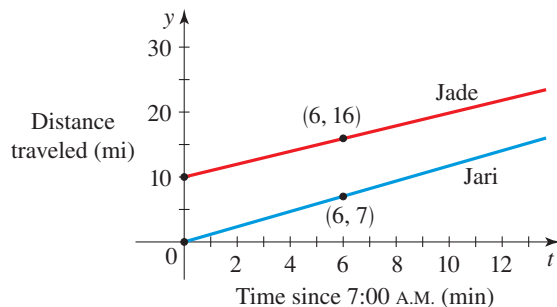
- (a) What is the maximum allowable slope for a wheelchair ramp? Assuming that the ramp has maximum rise, find a linear function H that models the height of the ramp above the ground as a function of the horizontal distance x .
 (b) If the space available to build a ramp is 150 in. wide, how high does the ramp reach?

44. Mountain Biking Meilin and Brianna are avid mountain bikers. On a spring day they cycle down straight roads with

steep grades. The graphs give a representation of the elevation of the road on which each of them cycles. Find the grade of each road.



- 45. Commute to Work** Jade and her roommate Jari commute to work each morning, traveling west on I-10. One morning Jade left for work at 6:50 A.M., but Jari left 10 minutes later. Both drove at a constant speed. The following graphs show the distance (in miles) each of them has traveled on I-10 at time t (in minutes), where $t = 0$ is 7:00 A.M.
- Use the graph to decide which of them is traveling faster.
 - Find the speed (in mi/h) at which each of them is driving.
 - Find linear functions f and g that model the distances that Jade and Jari travel as functions of t (in minutes).



- 46. Distance, Speed, and Time** Jacqueline leaves Detroit at 2:00 P.M. and drives at a constant speed, traveling west on I-90. She passes Ann Arbor, 40 mi from Detroit, at 2:50 P.M.
- Find a linear function d that models the distance (in mi) she has traveled after t min.
 - Draw a graph of d . What is the slope of this line?
 - At what speed (in mi/h) is Jacqueline traveling?
- 47. Grade of Road** West of Albuquerque, New Mexico, Route 40 eastbound is straight and makes a steep descent toward the city. The highway has a 6% grade, which means that its slope is $-\frac{6}{100}$. Driving on this road, you notice from elevation signs that you have descended a distance of 1000 ft. What is the change in your horizontal distance in miles?
- 48. Sedimentation** Devils Lake, North Dakota, has a layer of sedimentation at the bottom of the lake that increases every

year. The depth of the sediment layer is modeled by the function

$$D(x) = 20 + 0.24x$$

where x is the number of years since 1980 and $D(x)$ is measured in centimeters.

- Sketch a graph of D .
 - What is the slope of the graph?
 - At what rate (in cm) is the sediment layer increasing per year?
- 49. Cost of Driving** The monthly cost of driving a car depends on the number of miles driven. Lynn found that in May her driving cost was \$380 for 480 mi and in June her cost was \$460 for 800 mi. Assume that there is a linear relationship between the monthly cost C of driving a car and the distance x driven.
- Find a linear function C that models the cost of driving x miles per month.
 - Draw a graph of C . What is the slope of this line?
 - At what rate does Lynn's cost increase for every additional mile she drives?
- 50. Manufacturing Cost** The manager of a furniture factory finds that it costs \$2200 to produce 100 chairs in one day and \$4800 to produce 300 chairs in one day.
- Assuming that the relationship between cost and the number of chairs produced is linear, find a linear function C that models the cost of producing x chairs in one day.
 - Draw a graph of C . What is the slope of this line?
 - At what rate does the factory's cost increase for every additional chair produced?

DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

- 51. PROVE: Linear Functions Have Constant Rate of Change** Suppose that $f(x) = ax + b$ is a linear function.
- Use the definition of the average rate of change of a function to calculate the average rate of change of f between any two real numbers x_1 and x_2 .
 - Use your calculation in part (a) to show that the average rate of change of f is the same as the slope a .
- 52. PROVE: Functions with Constant Rate of Change Are Linear** Suppose that the function f has the same average rate of change c between any two points.
- Find the average rate of change of f between the points a and x to show that

$$c = \frac{f(x) - f(a)}{x - a}$$

- Rearrange the equation in part (a) to show that

$$f(x) = cx + (f(a) - ca)$$

How does this show that f is a linear function? What is the slope, and what is the y -intercept?

2.6 TRANSFORMATIONS OF FUNCTIONS

■ Vertical Shifting ■ Horizontal Shifting ■ Reflecting Graphs ■ Vertical Stretching and Shrinking ■ Horizontal Stretching and Shrinking ■ Even and Odd Functions

In this section we study how certain transformations of a function affect its graph. This will give us a better understanding of how to graph functions. The transformations that we study are shifting, reflecting, and stretching.

■ Vertical Shifting

Adding a constant to a function shifts its graph vertically: upward if the constant is positive and downward if it is negative.

In general, suppose we know the graph of $y = f(x)$. How do we obtain from it the graphs of

$$y = f(x) + c \quad \text{and} \quad y = f(x) - c \quad (c > 0)$$

The y -coordinate of each point on the graph of $y = f(x) + c$ is c units above the y -coordinate of the corresponding point on the graph of $y = f(x)$. So we obtain the graph of $y = f(x) + c$ simply by shifting the graph of $y = f(x)$ upward c units. Similarly, we obtain the graph of $y = f(x) - c$ by shifting the graph of $y = f(x)$ downward c units.

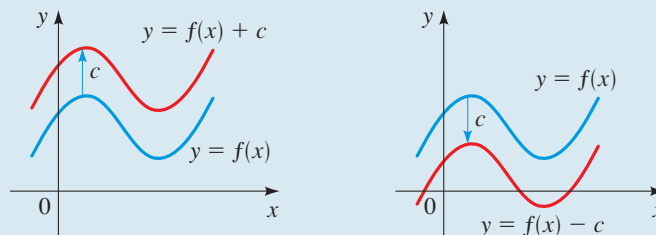
Recall that the graph of the function f is the same as the graph of the equation $y = f(x)$.

VERTICAL SHIFTS OF GRAPHS

Suppose $c > 0$.

To graph $y = f(x) + c$, shift the graph of $y = f(x)$ upward c units.

To graph $y = f(x) - c$, shift the graph of $y = f(x)$ downward c units.



EXAMPLE 1 ■ Vertical Shifts of Graphs

Use the graph of $f(x) = x^2$ to sketch the graph of each function.

(a) $g(x) = x^2 + 3$ (b) $h(x) = x^2 - 2$

SOLUTION The function $f(x) = x^2$ was graphed in Example 1(a), Section 2.2. It is sketched again in Figure 1.

(a) Observe that

$$g(x) = x^2 + 3 = f(x) + 3$$

So the y -coordinate of each point on the graph of g is 3 units above the corresponding point on the graph of f . This means that to graph g , we shift the graph of f upward 3 units, as in Figure 1.

- (b) Similarly, to graph h we shift the graph of f downward 2 units, as shown in Figure 1.

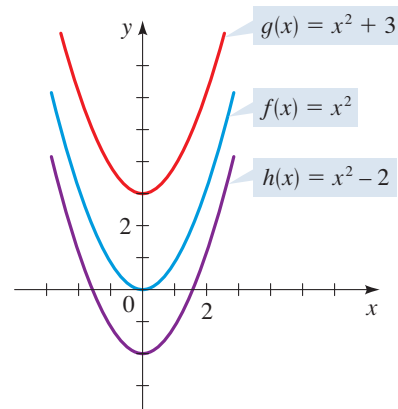


FIGURE 1

 Now Try Exercises 29 and 31

■ Horizontal Shifting

Suppose that we know the graph of $y = f(x)$. How do we use it to obtain the graphs of

$$y = f(x + c) \quad \text{and} \quad y = f(x - c) \quad (c > 0)$$

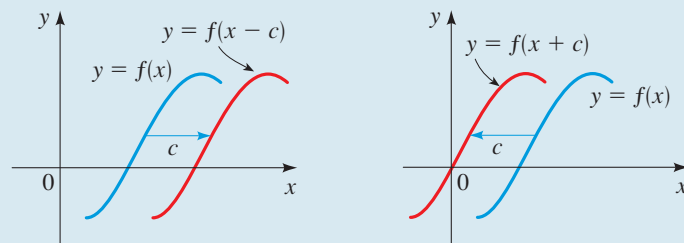
The value of $f(x - c)$ at x is the same as the value of $f(x)$ at $x - c$. Since $x - c$ is c units to the left of x , it follows that the graph of $y = f(x - c)$ is just the graph of $y = f(x)$ shifted to the right c units. Similar reasoning shows that the graph of $y = f(x + c)$ is the graph of $y = f(x)$ shifted to the left c units. The following box summarizes these facts.

HORIZONTAL SHIFTS OF GRAPHS

Suppose $c > 0$.

To graph $y = f(x - c)$, shift the graph of $y = f(x)$ to the right c units.

To graph $y = f(x + c)$, shift the graph of $y = f(x)$ to the left c units.



EXAMPLE 2 ■ Horizontal Shifts of Graphs

Use the graph of $f(x) = x^2$ to sketch the graph of each function.

(a) $g(x) = (x + 4)^2$ (b) $h(x) = (x - 2)^2$

SOLUTION

(a) To graph g , we shift the graph of f to the left 4 units.

(b) To graph h , we shift the graph of f to the right 2 units.

The graphs of g and h are sketched in Figure 2.

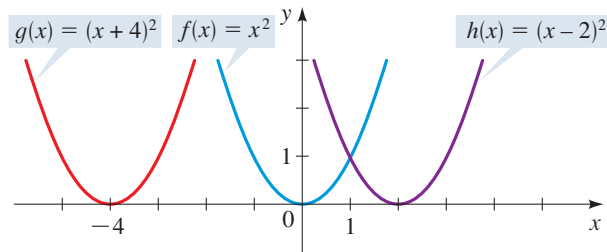


FIGURE 2

 Now Try Exercises 33 and 35

EXAMPLE 3 ■ Combining Horizontal and Vertical Shifts

Sketch the graph of $f(x) = \sqrt{x - 3} + 4$.

SOLUTION We start with the graph of $y = \sqrt{x}$ (Example 1(c), Section 2.2) and shift it to the right 3 units to obtain the graph of $y = \sqrt{x - 3}$. Then we shift the resulting graph upward 4 units to obtain the graph of $f(x) = \sqrt{x - 3} + 4$ shown in Figure 3.

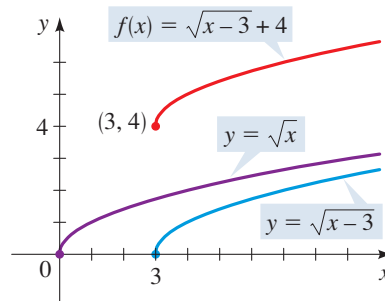


FIGURE 3

 Now Try Exercise 45

Reflecting Graphs

Suppose we know the graph of $y = f(x)$. How do we use it to obtain the graphs of $y = -f(x)$ and $y = f(-x)$? The y -coordinate of each point on the graph of $y = -f(x)$ is simply the negative of the y -coordinate of the corresponding point on the graph of $y = f(x)$. So the desired graph is the reflection of the graph of $y = f(x)$ in the x -axis. On the other hand, the value of $y = f(-x)$ at x is the same as the value of $y = f(x)$ at



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DISCOVERY PROJECT

Transformation Stories

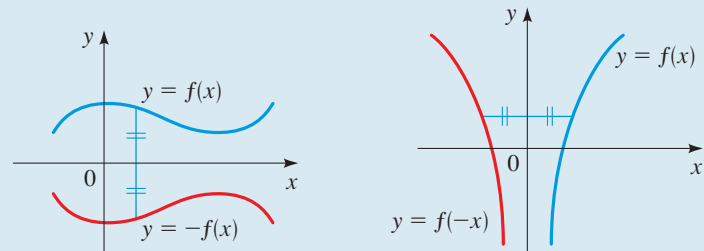
If a real-world situation, or “story,” is modeled by a function, how does transforming the function change the story? For example, if the distance traveled on a road trip is modeled by a function, then how does shifting or stretching the function change the story of the trip? How does changing the story of the trip transform the function that models the trip? In this project we explore some real-world stories and transformations of these stories. You can find the project at www.stewartmath.com.

$-x$, so the desired graph here is the reflection of the graph of $y = f(x)$ in the y -axis. The following box summarizes these observations.

REFLECTING GRAPHS

To graph $y = -f(x)$, reflect the graph of $y = f(x)$ in the x -axis.

To graph $y = f(-x)$, reflect the graph of $y = f(x)$ in the y -axis.



EXAMPLE 4 ■ Reflecting Graphs

Sketch the graph of each function.

(a) $f(x) = -x^2$ (b) $g(x) = \sqrt{-x}$

SOLUTION

(a) We start with the graph of $y = x^2$. The graph of $f(x) = -x^2$ is the graph of $y = x^2$ reflected in the x -axis (see Figure 4).

(b) We start with the graph of $y = \sqrt{x}$ (Example 1(c) in Section 2.2). The graph of $g(x) = \sqrt{-x}$ is the graph of $y = \sqrt{x}$ reflected in the y -axis (see Figure 5). Note that the domain of the function $g(x) = \sqrt{-x}$ is $\{x \mid x \leq 0\}$.

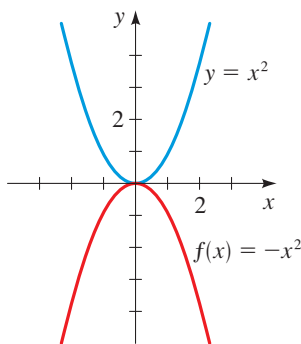


FIGURE 4

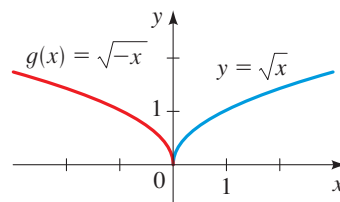


FIGURE 5

 Now Try Exercises 37 and 39

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RENÉ DESCARTES (1596–1650) was born in the town of La Haye in southern France. From an early age Descartes liked mathematics because of “the certainty of its results and the clarity of its reasoning.” He believed that to arrive at truth, one must begin by doubting everything, including one’s own existence; this led him to formulate perhaps the best-known sentence in all of philosophy: “I think, therefore I am.” In his book *Discourse on Method* he described what is now called the Cartesian plane. This idea of combining algebra and

geometry enabled mathematicians for the first time to graph functions and thus “see” the equations they were studying. The philosopher John Stuart Mill called this invention “the greatest single step ever made in the progress of the exact sciences.” Descartes liked to get up late and spend the morning in bed thinking and writing. He invented the coordinate plane while lying in bed watching a fly crawl on the ceiling, reasoning that he could describe the exact location of the fly by knowing its distance from two perpendicular walls. In 1649 Descartes became the tutor of Queen Christina of Sweden. She liked her lessons at 5 o’clock in the morning, when, she said, her mind was sharpest. However, the change from his usual habits and the ice-cold library where they studied proved too much for Descartes. In February 1650, after just two months of this, he caught pneumonia and died.

Vertical Stretching and Shrinking

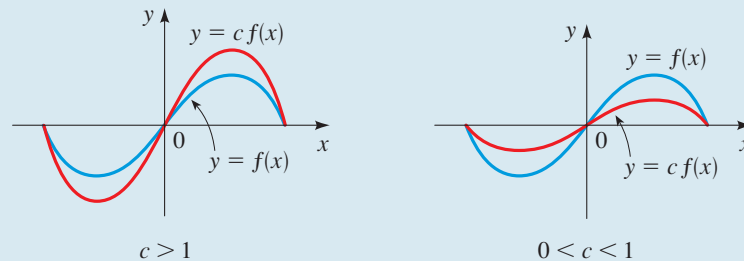
Suppose we know the graph of $y = f(x)$. How do we use it to obtain the graph of $y = cf(x)$? The y -coordinate of $y = cf(x)$ at x is the same as the corresponding y -coordinate of $y = f(x)$ multiplied by c . Multiplying the y -coordinates by c has the effect of vertically stretching or shrinking the graph by a factor of c (if $c > 0$).

VERTICAL STRETCHING AND SHRINKING OF GRAPHS

To graph $y = cf(x)$:

If $c > 1$, stretch the graph of $y = f(x)$ vertically by a factor of c .

If $0 < c < 1$, shrink the graph of $y = f(x)$ vertically by a factor of c .



EXAMPLE 5 ■ Vertical Stretching and Shrinking of Graphs

Use the graph of $f(x) = x^2$ to sketch the graph of each function.

(a) $g(x) = 3x^2$ (b) $h(x) = \frac{1}{3}x^2$

SOLUTION

- (a) The graph of g is obtained by multiplying the y -coordinate of each point on the graph of f by 3. That is, to obtain the graph of g , we stretch the graph of f vertically by a factor of 3. The result is the narrowest parabola in Figure 6.
- (b) The graph of h is obtained by multiplying the y -coordinate of each point on the graph of f by $\frac{1}{3}$. That is, to obtain the graph of h , we shrink the graph of f vertically by a factor of $\frac{1}{3}$. The result is the widest parabola in Figure 6.

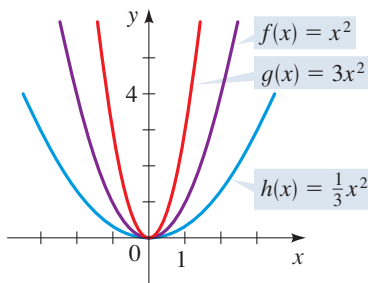


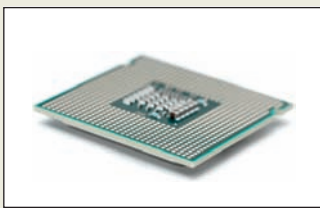
FIGURE 6

 Now Try Exercises 41 and 43

We illustrate the effect of combining shifts, reflections, and stretching in the following example.

Mathematics in the Modern World

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Computers

For centuries machines have been designed to perform specific tasks. For example, a washing machine washes clothes, a weaving machine weaves cloth, an adding machine adds numbers, and

so on. The computer has changed all that.

The computer is a machine that does nothing—until it is given instructions on what to do. So your computer can play games, draw pictures, or calculate π to a million decimal places; it all depends on what program (or instructions) you give the computer. The computer can do all

this because it is able to accept instructions and logically change those instructions based on incoming data. This versatility makes computers useful in nearly every aspect of human endeavor.

The idea of a computer was described theoretically in the 1940s by the mathematician Allan Turing (see page 118) in what he called a *universal machine*. In 1945 the mathematician John Von Neumann, extending Turing's ideas, built one of the first electronic computers.

Mathematicians continue to develop new theoretical bases for the design of computers. The heart of the computer is the “chip,” which is capable of processing logical instructions. To get an idea of the chip's complexity, consider that the Pentium chip has over 3.5 million logic circuits!

EXAMPLE 6 ■ Combining Shifting, Stretching, and Reflecting

Sketch the graph of the function $f(x) = 1 - 2(x - 3)^2$.

SOLUTION Starting with the graph of $y = x^2$, we first shift to the right 3 units to get the graph of $y = (x - 3)^2$. Then we reflect in the x -axis and stretch by a factor of 2 to get the graph of $y = -2(x - 3)^2$. Finally, we shift upward 1 unit to get the graph of $f(x) = 1 - 2(x - 3)^2$ shown in Figure 7.

Note that the shifts and stretches follow the normal order of operations when evaluating the function. In particular, the upward shift must be performed last.

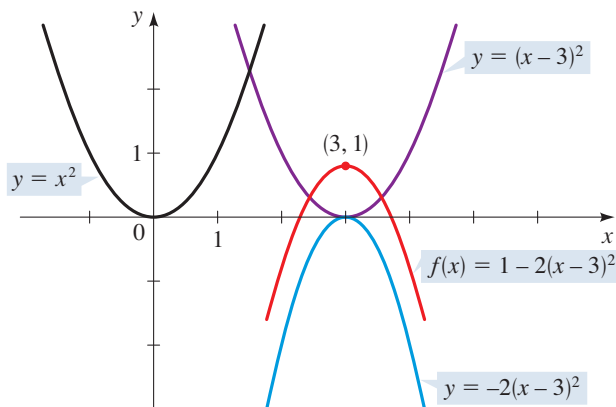


FIGURE 7

 Now Try Exercise 47

■ Horizontal Stretching and Shrinking

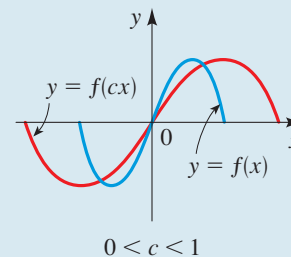
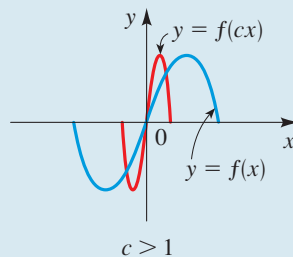
Now we consider horizontal shrinking and stretching of graphs. If we know the graph of $y = f(x)$, then how is the graph of $y = f(cx)$ related to it? The y -coordinate of $y = f(cx)$ at x is the same as the y -coordinate of $y = f(x)$ at cx . Thus the x -coordinates in the graph of $y = f(x)$ correspond to the x -coordinates in the graph of $y = f(cx)$ multiplied by c . Looking at this the other way around, we see that the x -coordinates in the graph of $y = f(cx)$ are the x -coordinates in the graph of $y = f(x)$ multiplied by $1/c$. In other words, to change the graph of $y = f(x)$ to the graph of $y = f(cx)$, we must shrink (or stretch) the graph horizontally by a factor of $1/c$ (if $c > 0$), as summarized in the following box.

HORIZONTAL SHRINKING AND STRETCHING OF GRAPHS

To graph $y = f(cx)$:

If $c > 1$, shrink the graph of $y = f(x)$ horizontally by a factor of $1/c$.

If $0 < c < 1$, stretch the graph of $y = f(x)$ horizontally by a factor of $1/c$.



EXAMPLE 7 ■ Horizontal Stretching and Shrinking of Graphs

The graph of $y = f(x)$ is shown in Figure 8. Sketch the graph of each function.

(a) $y = f(2x)$ (b) $y = f(\frac{1}{2}x)$

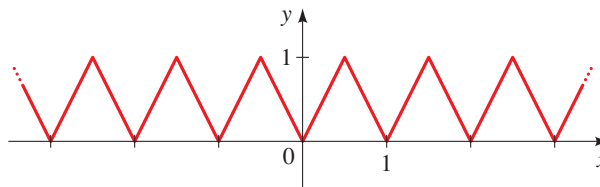


FIGURE 8 $y = f(x)$

SOLUTION Using the principles described on page 203, we (a) *shrink* the graph horizontally by the factor $\frac{1}{2}$ to obtain the graph in Figure 9, and (b) *stretch* the graph horizontally by the factor 2 to obtain the graph in Figure 10.

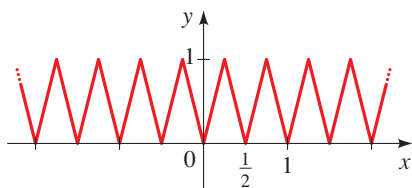


FIGURE 9 $y = f(2x)$

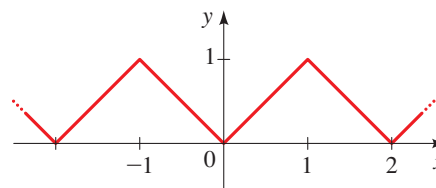


FIGURE 10 $y = f(\frac{1}{2}x)$

 **Now Try Exercise 71**

Even and Odd Functions

If a function f satisfies $f(-x) = f(x)$ for every number x in its domain, then f is called an **even function**. For instance, the function $f(x) = x^2$ is even because

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

The graph of an even function is symmetric with respect to the y -axis (see Figure 11). This means that if we have plotted the graph of f for $x \geq 0$, then we can obtain the entire graph simply by reflecting this portion in the y -axis.

If f satisfies $f(-x) = -f(x)$ for every number x in its domain, then f is called an **odd function**. For example, the function $f(x) = x^3$ is odd because

$$f(-x) = (-x)^3 = (-1)^3 x^3 = -x^3 = -f(x)$$

The graph of an odd function is symmetric about the origin (see Figure 12). If we have plotted the graph of f for $x \geq 0$, then we can obtain the entire graph by rotating this portion through 180° about the origin. (This is equivalent to reflecting first in the x -axis and then in the y -axis.)

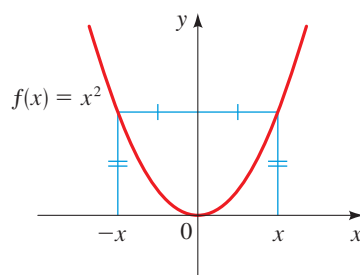


FIGURE 11 $f(x) = x^2$ is an even function.

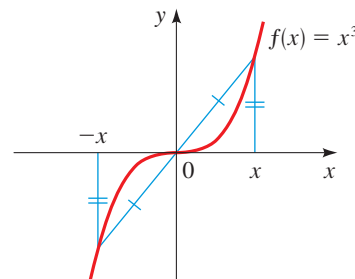


FIGURE 12 $f(x) = x^3$ is an odd function.

INTERFOTO/Alamy



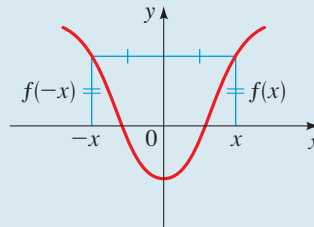
SONYA KOVALEVSKY (1850–1891) is considered the most important woman mathematician of the 19th century. She was born in Moscow to an aristocratic family. While a child, she was exposed to the principles of calculus in a very unusual fashion: Her bedroom was temporarily wallpapered with the pages of a calculus book. She later wrote that she “spent many hours in front of that wall, trying to understand it.” Since Russian law forbade women from studying in universities, she entered a marriage of convenience, which allowed her to travel to Germany and obtain a doctorate in mathematics from the University of Göttingen. She eventually was awarded a full professorship at the University of Stockholm, where she taught for eight years before dying in an influenza epidemic at the age of 41. Her research was instrumental in helping to put the ideas and applications of functions and calculus on a sound and logical foundation. She received many accolades and prizes for her research work.

EVEN AND ODD FUNCTIONS

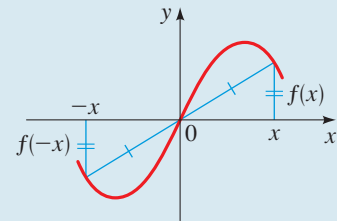
Let f be a function.

f is **even** if $f(-x) = f(x)$ for all x in the domain of f .

f is **odd** if $f(-x) = -f(x)$ for all x in the domain of f .



The graph of an even function is symmetric with respect to the y -axis.



The graph of an odd function is symmetric with respect to the origin.

EXAMPLE 8 ■ Even and Odd Functions

Determine whether the functions are even, odd, or neither even nor odd.

(a) $f(x) = x^5 + x$

(b) $g(x) = 1 - x^4$

(c) $h(x) = 2x - x^2$

SOLUTION

$$\begin{aligned} \text{(a)} \quad f(-x) &= (-x)^5 + (-x) \\ &= -x^5 - x = -(x^5 + x) \\ &= -f(x) \end{aligned}$$

Therefore f is an odd function.

$$\text{(b)} \quad g(-x) = 1 - (-x)^4 = 1 - x^4 = g(x)$$

So g is even.

$$\text{(c)} \quad h(-x) = 2(-x) - (-x)^2 = -2x - x^2$$

Since $h(-x) \neq h(x)$ and $h(-x) \neq -h(x)$, we conclude that h is neither even nor odd.

Now Try Exercises 83, 85, and 87

The graphs of the functions in Example 8 are shown in Figure 13. The graph of f is symmetric about the origin, and the graph of g is symmetric about the y -axis. The graph of h is not symmetric about either the y -axis or the origin.

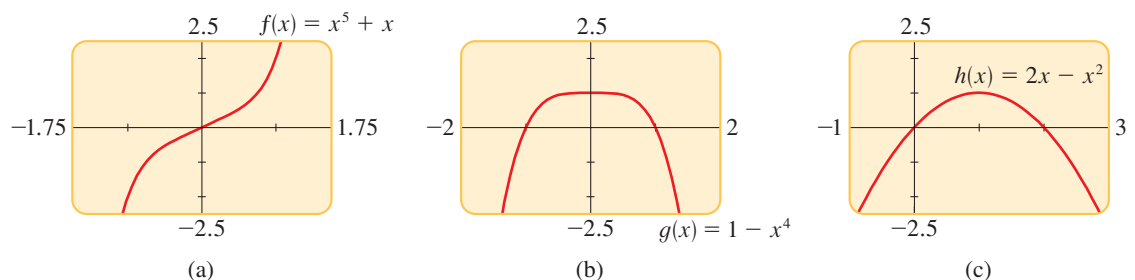


FIGURE 13

2.6 EXERCISES

CONCEPTS

1–2 ■ Fill in the blank with the appropriate direction (left, right, up, or down).

- (a) The graph of $y = f(x) + 3$ is obtained from the graph of $y = f(x)$ by shifting _____ 3 units.

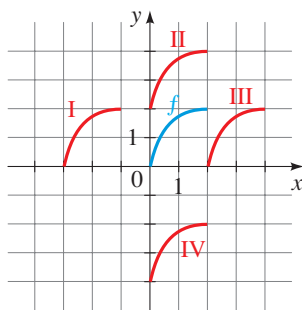
(b) The graph of $y = f(x + 3)$ is obtained from the graph of $y = f(x)$ by shifting _____ 3 units.
- (a) The graph of $y = f(x) - 3$ is obtained from the graph of $y = f(x)$ by shifting _____ 3 units.

(b) The graph of $y = f(x - 3)$ is obtained from the graph of $y = f(x)$ by shifting _____ 3 units.
- Fill in the blank with the appropriate axis (x -axis or y -axis).

(a) The graph of $y = -f(x)$ is obtained from the graph of $y = f(x)$ by reflecting in the _____.

(b) The graph of $y = f(-x)$ is obtained from the graph of $y = f(x)$ by reflecting in the _____.
- A graph of a function f is given. Match each equation with one of the graphs labeled I–IV.

(a) $f(x) + 2$ (b) $f(x + 3)$
 (c) $f(x - 2)$ (d) $f(x) - 4$



- If a function f is an even function, then what type of symmetry does the graph of f have?
- If a function f is an odd function, then what type of symmetry does the graph of f have?

SKILLS

7–18 ■ Describing Transformations Suppose the graph of f is given. Describe how the graph of each function can be obtained from the graph of f .

- (a) $f(x) - 1$ (b) $f(x - 2)$
- (a) $f(x + 5)$ (b) $f(x) + 4$
- (a) $f(-x)$ (b) $3f(x)$
- (a) $-f(x)$ (b) $\frac{1}{3}f(x)$
- (a) $y = f(x - 5) + 2$ (b) $y = f(x + 1) - 1$

- (a) $y = f(x + 3) + 2$ (b) $y = f(x - 7) - 3$
- (a) $y = -f(x) + 5$ (b) $y = 3f(x) - 5$
- (a) $1 - f(-x)$ (b) $2 - \frac{1}{5}f(x)$
- (a) $2f(x + 5) - 1$ (b) $\frac{1}{4}f(x - 3) + 5$
- (a) $\frac{1}{3}f(x - 2) + 5$ (b) $4f(x + 1) + 3$
- (a) $y = f(4x)$ (b) $y = f(\frac{1}{4}x)$
- (a) $y = f(2x) - 1$ (b) $y = 2f(\frac{1}{2}x)$

19–22 ■ Describing Transformations Explain how the graph of g is obtained from the graph of f .

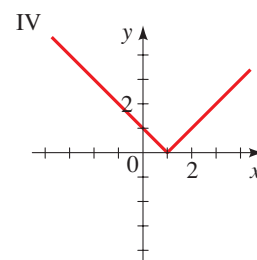
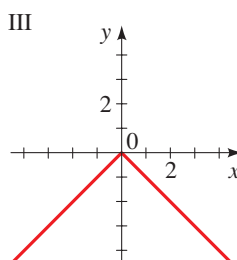
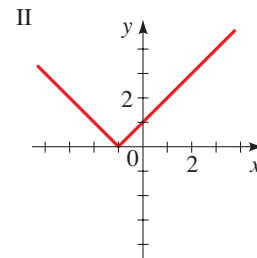
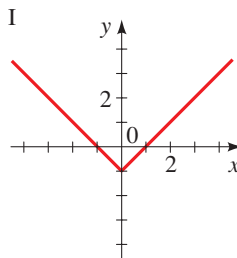
- (a) $f(x) = x^2$, $g(x) = (x + 2)^2$
 (b) $f(x) = x^2$, $g(x) = x^2 + 2$
- (a) $f(x) = x^3$, $g(x) = (x - 4)^3$
 (b) $f(x) = x^3$, $g(x) = x^3 - 4$
- (a) $f(x) = |x|$, $g(x) = |x + 2| - 2$
 (b) $f(x) = |x|$, $g(x) = |x - 2| + 2$
- (a) $f(x) = \sqrt{x}$, $g(x) = -\sqrt{x} + 1$
 (b) $f(x) = \sqrt{x}$, $g(x) = \sqrt{-x} + 1$
- Graphing Transformations** Use the graph of $y = x^2$ in Figure 4 to graph the following.

(a) $g(x) = x^2 + 1$ (b) $g(x) = (x - 1)^2$
 (c) $g(x) = -x^2$ (d) $g(x) = (x - 1)^2 + 3$
- Graphing Transformations** Use the graph of $y = \sqrt{x}$ in Figure 5 to graph the following.

(a) $g(x) = \sqrt{x - 2} + 1$ (b) $g(x) = \sqrt{x} + 1$
 (c) $g(x) = \sqrt{x + 2} + 2$ (d) $g(x) = -\sqrt{x} + 1$

25–28 ■ Identifying Transformations Match the graph with the function. (See the graph of $y = |x|$ on page 96.)

- $y = |x + 1|$
- $y = |x - 1|$
- $y = |x| - 1$
- $y = -|x|$



29–52 ■ Graphing Transformations Sketch the graph of the function, not by plotting points, but by starting with the graph of a standard function and applying transformations.

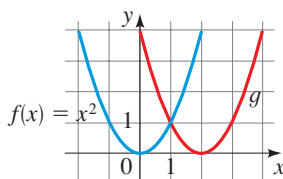
- | | |
|---------------------------------------|----------------------------|
| 29. $f(x) = x^2 + 3$ | 30. $f(x) = x^2 - 4$ |
| 31. $f(x) = x - 1$ | 32. $f(x) = \sqrt{x} + 1$ |
| 33. $f(x) = (x - 5)^2$ | 34. $f(x) = (x + 1)^2$ |
| 35. $f(x) = x + 2 $ | 36. $f(x) = \sqrt{x - 4}$ |
| 37. $f(x) = -x^3$ | 38. $f(x) = - x $ |
| 39. $y = \sqrt[4]{-x}$ | 40. $y = \sqrt[3]{-x}$ |
| 41. $y = \frac{1}{4}x^2$ | 42. $y = -5\sqrt{x}$ |
| 43. $y = 3 x $ | 44. $y = \frac{1}{2} x $ |
| 45. $y = (x - 3)^2 + 5$ | 46. $y = \sqrt{x + 4} - 3$ |
| 47. $y = 3 - \frac{1}{2}(x - 1)^2$ | 48. $y = 2 - \sqrt{x + 1}$ |
| 49. $y = x + 2 + 2$ | 50. $y = 2 - x $ |
| 51. $y = \frac{1}{2}\sqrt{x + 4} - 3$ | 52. $y = 3 - 2(x - 1)^2$ |

53–62 ■ Finding Equations for Transformations A function f is given, and the indicated transformations are applied to its graph (in the given order). Write an equation for the final transformed graph.

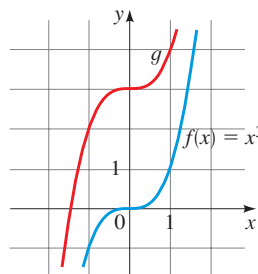
53. $f(x) = x^2$; shift downward 3 units
54. $f(x) = x^3$; shift upward 5 units
55. $f(x) = \sqrt{x}$; shift 2 units to the left
56. $f(x) = \sqrt[3]{x}$; shift 1 unit to the right
57. $f(x) = |x|$; shift 2 units to the left and shift downward 5 units
58. $f(x) = |x|$; reflect in the x -axis, shift 4 units to the right, and shift upward 3 units.
59. $f(x) = \sqrt[4]{x}$; reflect in the y -axis and shift upward 1 unit
60. $f(x) = x^2$; shift 2 units to the left and reflect in the x -axis
61. $f(x) = x^2$; stretch vertically by a factor of 2, shift downward 2 units, and shift 3 units to the right
62. $f(x) = |x|$; shrink vertically by a factor of $\frac{1}{2}$, shift to the left 1 unit, and shift upward 3 units

63–68 ■ Finding Formulas for Transformations The graphs of f and g are given. Find a formula for the function g .

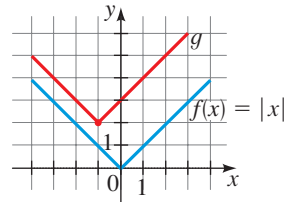
63.



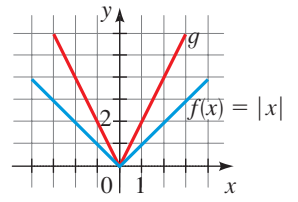
64.



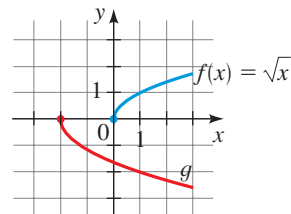
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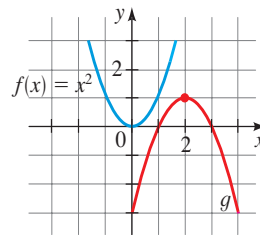
66.



67.

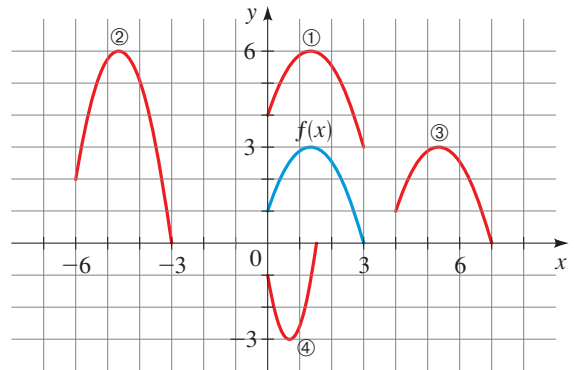


68.

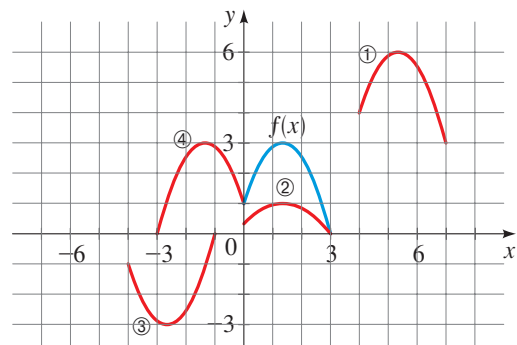


69–70 ■ Identifying Transformations The graph of $y = f(x)$ is given. Match each equation with its graph.

69. (a) $y = f(x - 4)$ (b) $y = f(x) + 3$
 (c) $y = 2f(x + 6)$ (d) $y = -f(2x)$

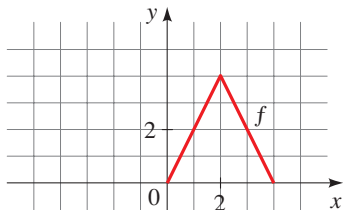


70. (a) $y = \frac{1}{3}f(x)$ (b) $y = -f(x + 4)$
 (c) $y = f(x - 4) + 3$ (d) $y = f(-x)$

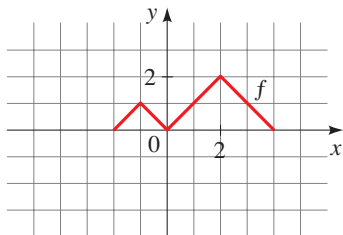


71–74 ■ Graphing Transformations The graph of a function f is given. Sketch the graphs of the following transformations of f .

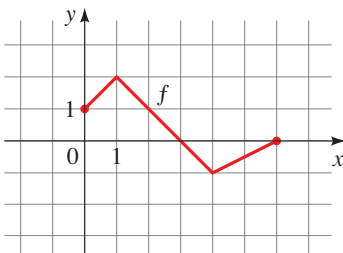
- 71.** (a) $y = f(x - 2)$ (b) $y = f(x) - 2$
 (c) $y = 2f(x)$ (d) $y = -f(x) + 3$
 (e) $y = f(-x)$ (f) $y = \frac{1}{2}f(x - 1)$



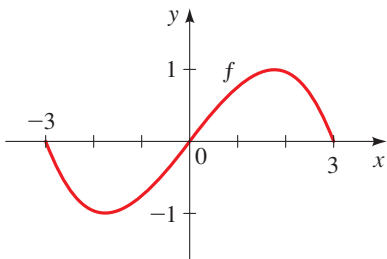
- 72.** (a) $y = f(x + 1)$ (b) $y = f(-x)$
 (c) $y = f(x - 2)$ (d) $y = f(x) - 2$
 (e) $y = -f(x)$ (f) $y = 2f(x)$



- 73.** (a) $y = f(2x)$ (b) $y = f(\frac{1}{2}x)$



- 74.** (a) $y = f(3x)$ (b) $y = f(\frac{1}{3}x)$



75–76 ■ Graphing Transformations Use the graph of $f(x) = \llbracket x \rrbracket$ described on page 163 to graph the indicated function.

- 75.** $y = \llbracket 2x \rrbracket$ (b) $y = \llbracket \frac{1}{4}x \rrbracket$



77–80 ■ Graphing Transformations Graph the functions on the same screen using the given viewing rectangle. How is each graph related to the graph in part (a)?

- 77.** Viewing rectangle $[-8, 8]$ by $[-2, 8]$
 (a) $y = \sqrt[4]{x}$ (b) $y = \sqrt[4]{x+5}$
 (c) $y = 2\sqrt[4]{x+5}$ (d) $y = 4 + 2\sqrt[4]{x+5}$
- 78.** Viewing rectangle $[-8, 8]$ by $[-6, 6]$
 (a) $y = |x|$ (b) $y = -|x|$
 (c) $y = -3|x|$ (d) $y = -3|x-5|$
- 79.** Viewing rectangle $[-4, 6]$ by $[-4, 4]$
 (a) $y = x^6$ (b) $y = \frac{1}{3}x^6$
 (c) $y = -\frac{1}{3}x^6$ (d) $y = -\frac{1}{3}(x-4)^6$
- 80.** Viewing rectangle $[-6, 6]$ by $[-4, 4]$
 (a) $y = \frac{1}{\sqrt{x}}$ (b) $y = \frac{1}{\sqrt{x+3}}$
 (c) $y = \frac{1}{2\sqrt{x+3}}$ (d) $y = \frac{1}{2\sqrt{x+3}} - 3$



81–82 ■ Graphing Transformations If $f(x) = \sqrt{2x - x^2}$, graph the following functions in the viewing rectangle $[-5, 5]$ by $[-4, 4]$. How is each graph related to the graph in part (a)?

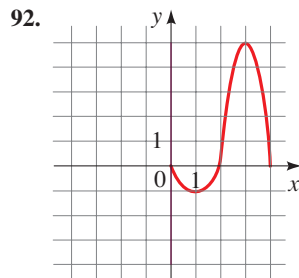
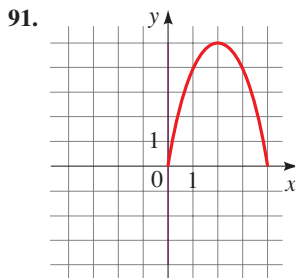
- 81.** (a) $y = f(x)$ (b) $y = f(2x)$ (c) $y = f(\frac{1}{2}x)$
82. (a) $y = f(x)$ (b) $y = f(-x)$
 (c) $y = -f(-x)$ (d) $y = f(-2x)$
 (e) $y = f(-\frac{1}{2}x)$

83–90 ■ Even and Odd Functions Determine whether the function f is even, odd, or neither. If f is even or odd, use symmetry to sketch its graph.

- 83.** $f(x) = x^4$ (b) $f(x) = x^3$
85. $f(x) = x^2 + x$ (b) $f(x) = x^4 - 4x^2$
87. $f(x) = x^3 - x$ (b) $f(x) = 3x^3 + 2x^2 + 1$
89. $f(x) = 1 - \sqrt[3]{x}$ (b) $f(x) = x + \frac{1}{x}$

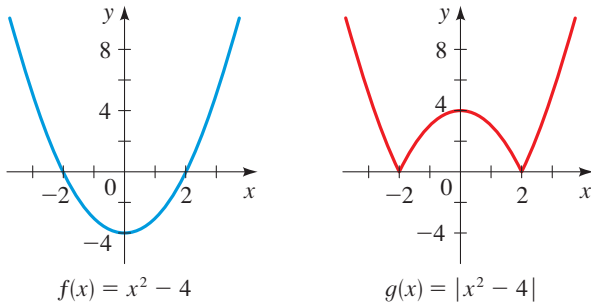
SKILLS Plus

91–92 ■ Graphing Even and Odd Functions The graph of a function defined for $x \geq 0$ is given. Complete the graph for $x < 0$ to make (a) an even function and (b) an odd function.

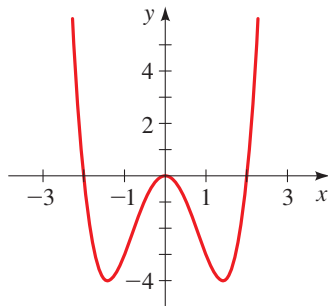


93–94 ■ Graphing the Absolute Value of a Function These exercises show how the graph of $y = |f(x)|$ is obtained from the graph of $y = f(x)$.

93. The graphs of $f(x) = x^2 - 4$ and $g(x) = |x^2 - 4|$ are shown. Explain how the graph of g is obtained from the graph of f .



94. The graph of $f(x) = x^4 - 4x^2$ is shown. Use this graph to sketch the graph of $g(x) = |x^4 - 4x^2|$.



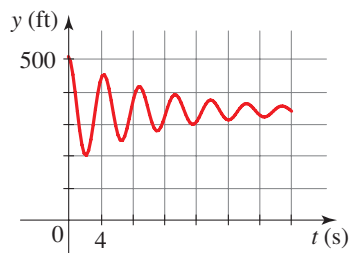
95–96 ■ **Graphing the Absolute Value of a Function** Sketch the graph of each function.

95. (a) $f(x) = 4x - x^2$ (b) $g(x) = |4x - x^2|$
 96. (a) $f(x) = x^3$ (b) $g(x) = |x^3|$

APPLICATIONS

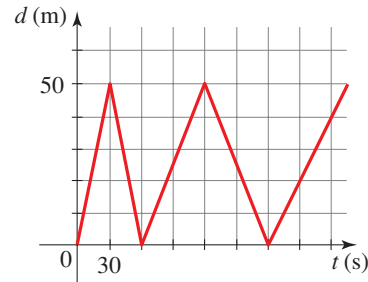
97. **Bungee Jumping** Luisa goes bungee jumping from a 500-ft-high bridge. The graph shows Luisa's height $h(t)$ (in ft) after t seconds.

- (a) Describe in words what the graph indicates about Luisa's bungee jump.
 (b) Suppose Luisa goes bungee jumping from a 400-ft-high bridge. Sketch a new graph that shows Luisa's height $H(t)$ after t seconds.
 (c) What transformation must be performed on the function h to obtain the function H ? Express the function H in terms of h .



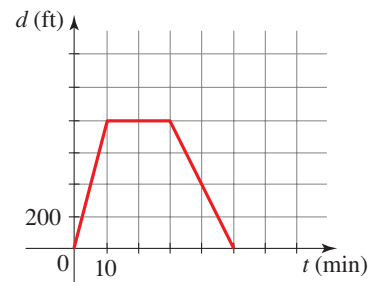
98. **Swimming Laps** Miyuki practices swimming laps with her team. The function $y = f(t)$ graphed below gives her distance (in meters) from the starting edge of the pool t seconds after she starts her laps.

- (a) Describe in words Miyuki's swim practice. What is her average speed for the first 30 s?
 (b) Graph the function $y = 1.2f(t)$. How is the graph of the new function related to the graph of the original function?
 (c) What is Miyuki's new average speed for the first 30 s?



99. **Field Trip** A class of fourth graders walks to a park on a field trip. The function $y = f(t)$ graphed below gives their distance from school (in ft) t minutes after they left school.

- (a) What is the average speed going to the park? How long was the class at the park? How far away is the park?
 (b) Graph the function $y = 0.5f(t)$. How is the graph of the new function related to the graph of the original function? What is the average speed going to the new park? How far away is the new park?
 (c) Graph the function $y = f(t - 10)$. How is the graph of the new function related to the graph of the original function? How does the field trip described by this function differ from the original trip?



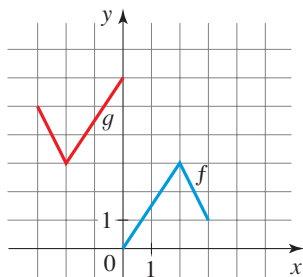
DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

100–101 ■ DISCUSS: Obtaining Transformations Can the function g be obtained from f by transformations? If so, describe the transformations needed.

- 100.** The functions f and g are described algebraically as follows:

$$f(x) = (x + 2)^2 \quad g(x) = (x - 2)^2 + 5$$

101. The functions f and g are described graphically in the figure.



102. **DISCUSS: Sums of Even and Odd Functions** If f and g are both even functions, is $f + g$ necessarily even? If both are

odd, is their sum necessarily odd? What can you say about the sum if one is odd and one is even? In each case, prove your answer.

103. **DISCUSS: Products of Even and Odd Functions** Answer the same questions as in Exercise 102, except this time consider the product of f and g instead of the sum.

104. **DISCUSS: Even and Odd Power Functions** What must be true about the integer n if the function

$$f(x) = x^n$$

is an even function? If it is an odd function? Why do you think the names “even” and “odd” were chosen for these function properties?

2.7 COMBINING FUNCTIONS

- Sums, Differences, Products, and Quotients
- Composition of Functions
- Applications of Composition

In this section we study different ways to combine functions to make new functions.

■ Sums, Differences, Products, and Quotients

The sum of f and g is defined by

$$(f + g)(x) = f(x) + g(x)$$

The name of the new function is “ $f + g$.” So this $+$ sign stands for the operation of addition of *functions*.

The $+$ sign on the right side, however, stands for addition of the *numbers* $f(x)$ and $g(x)$.

Two functions f and g can be combined to form new functions $f + g$, $f - g$, fg , and f/g in a manner similar to the way we add, subtract, multiply, and divide real numbers. For example, we define the function $f + g$ by

$$(f + g)(x) = f(x) + g(x)$$

The new function $f + g$ is called the **sum** of the functions f and g ; its value at x is $f(x) + g(x)$. Of course, the sum on the right-hand side makes sense only if both $f(x)$ and $g(x)$ are defined, that is, if x belongs to the domain of f and also to the domain of g . So if the domain of f is A and the domain of g is B , then the domain of $f + g$ is the intersection of these domains, that is, $A \cap B$. Similarly, we can define the **difference** $f - g$, the **product** fg , and the **quotient** f/g of the functions f and g . Their domains are $A \cap B$, but in the case of the quotient we must remember not to divide by 0.

ALGEBRA OF FUNCTIONS

Let f and g be functions with domains A and B . Then the functions $f + g$, $f - g$, fg , and f/g are defined as follows.

$$(f + g)(x) = f(x) + g(x) \quad \text{Domain } A \cap B$$

$$(f - g)(x) = f(x) - g(x) \quad \text{Domain } A \cap B$$

$$(fg)(x) = f(x)g(x) \quad \text{Domain } A \cap B$$

$$\left(\frac{f}{g}\right)(x) = \frac{f(x)}{g(x)} \quad \text{Domain } \{x \in A \cap B \mid g(x) \neq 0\}$$

EXAMPLE 1 ■ Combinations of Functions and Their Domains

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

- (a) Find the functions $f + g$, $f - g$, fg , and f/g and their domains.
 (b) Find $(f + g)(4)$, $(f - g)(4)$, $(fg)(4)$, and $(f/g)(4)$.

SOLUTION

- (a) The domain of f is $\{x \mid x \neq 2\}$, and the domain of g is $\{x \mid x \geq 0\}$. The intersection of the domains of f and g is

$$\{x \mid x \geq 0 \text{ and } x \neq 2\} = [0, 2) \cup (2, \infty)$$

Thus we have

$$(f + g)(x) = f(x) + g(x) = \frac{1}{x-2} + \sqrt{x} \quad \text{Domain } \{x \mid x \geq 0 \text{ and } x \neq 2\}$$

$$(f - g)(x) = f(x) - g(x) = \frac{1}{x-2} - \sqrt{x} \quad \text{Domain } \{x \mid x \geq 0 \text{ and } x \neq 2\}$$

$$(fg)(x) = f(x)g(x) = \frac{\sqrt{x}}{x-2} \quad \text{Domain } \{x \mid x \geq 0 \text{ and } x \neq 2\}$$

$$\left(\frac{f}{g}\right)(x) = \frac{f(x)}{g(x)} = \frac{1}{(x-2)\sqrt{x}} \quad \text{Domain } \{x \mid x > 0 \text{ and } x \neq 2\}$$

Note that in the domain of f/g we exclude 0 because $g(0) = 0$.

- (b) Each of these values exist because $x = 4$ is in the domain of each function:

$$(f + g)(4) = f(4) + g(4) = \frac{1}{4-2} + \sqrt{4} = \frac{5}{2}$$

$$(f - g)(4) = f(4) - g(4) = \frac{1}{4-2} - \sqrt{4} = -\frac{3}{2}$$

$$(fg)(4) = f(4)g(4) = \left(\frac{1}{4-2}\right)\sqrt{4} = 1$$

$$\left(\frac{f}{g}\right)(4) = \frac{f(4)}{g(4)} = \frac{1}{(4-2)\sqrt{4}} = \frac{1}{4}$$

 **Now Try Exercise 9**

To divide fractions, invert the denominator and multiply:

$$\begin{aligned} \frac{1/(x-2)}{\sqrt{x}} &= \frac{1/(x-2)}{\sqrt{x}/1} \\ &= \frac{1}{x-2} \cdot \frac{1}{\sqrt{x}} \\ &= \frac{1}{(x-2)\sqrt{x}} \end{aligned}$$



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DISCOVERY PROJECT**Iteration and Chaos**

The *iterates* of a function f at a point x are the numbers $f(x)$, $f(f(x))$, $f(f(f(x)))$, and so on. We examine iterates of the *logistic function*, which models the population of a species with limited potential for growth (such as lizards on an island or fish in a pond). Iterates of the model can help us to predict whether the population will eventually stabilize or whether it will fluctuate chaotically. You can find the project at www.stewartmath.com.

The graph of the function $f + g$ can be obtained from the graphs of f and g by **graphical addition**. This means that we add corresponding y -coordinates, as illustrated in the next example.

EXAMPLE 2 ■ Using Graphical Addition

The graphs of f and g are shown in Figure 1. Use graphical addition to graph the function $f + g$.

SOLUTION We obtain the graph of $f + g$ by “graphically adding” the value of $f(x)$ to $g(x)$ as shown in Figure 2. This is implemented by copying the line segment PQ on top of PR to obtain the point S on the graph of $f + g$.

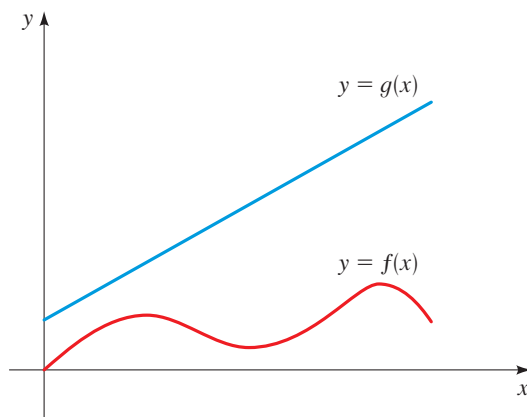


FIGURE 1

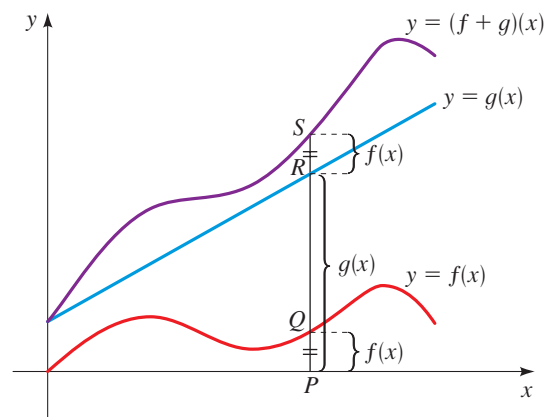


FIGURE 2 Graphical addition

 Now Try Exercise 21

■ Composition of Functions

Now let's consider a very important way of combining two functions to get a new function. Suppose $f(x) = \sqrt{x}$ and $g(x) = x^2 + 1$. We may define a new function h as

$$h(x) = f(g(x)) = f(x^2 + 1) = \sqrt{x^2 + 1}$$

The function h is made up of the functions f and g in an interesting way: Given a number x , we first apply the function g to it, then apply f to the result. In this case, f is the rule “take the square root,” g is the rule “square, then add 1,” and h is the rule “square, then add 1, then take the square root.” In other words, we get the rule h by applying the rule g and then the rule f . Figure 3 shows a machine diagram for h .

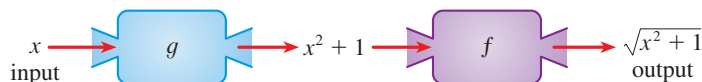


FIGURE 3 The h machine is composed of the g machine (first) and then the f machine.

In general, given any two functions f and g , we start with a number x in the domain of g and find its image $g(x)$. If this number $g(x)$ is in the domain of f , we can then calculate the value of $f(g(x))$. The result is a new function $h(x) = f(g(x))$ that is obtained by substituting g into f . It is called the *composition* (or *composite*) of f and g and is denoted by $f \circ g$ (“ f composed with g ”).

COMPOSITION OF FUNCTIONS

Given two functions f and g , the **composite function** $f \circ g$ (also called the **composition** of f and g) is defined by

$$(f \circ g)(x) = f(g(x))$$

The domain of $f \circ g$ is the set of all x in the domain of g such that $g(x)$ is in the domain of f . In other words, $(f \circ g)(x)$ is defined whenever both $g(x)$ and $f(g(x))$ are defined. We can picture $f \circ g$ using an arrow diagram (Figure 4).

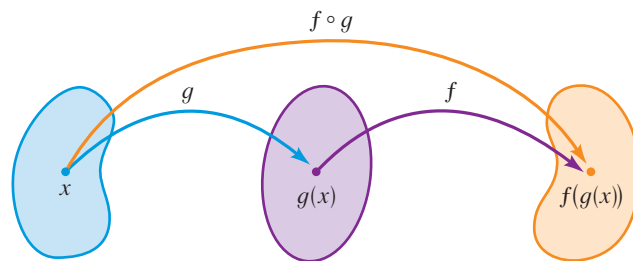


FIGURE 4 Arrow diagram for $f \circ g$

EXAMPLE 3 ■ Finding the Composition of Functions

Let $f(x) = x^2$ and $g(x) = x - 3$.

- (a) Find the functions $f \circ g$ and $g \circ f$ and their domains.
 (b) Find $(f \circ g)(5)$ and $(g \circ f)(7)$.

SOLUTION

- (a) We have

$$\begin{aligned} (f \circ g)(x) &= f(g(x)) && \text{Definition of } f \circ g \\ &= f(x - 3) && \text{Definition of } g \\ &= (x - 3)^2 && \text{Definition of } f \end{aligned}$$

and

$$\begin{aligned} (g \circ f)(x) &= g(f(x)) && \text{Definition of } g \circ f \\ &= g(x^2) && \text{Definition of } f \\ &= x^2 - 3 && \text{Definition of } g \end{aligned}$$

The domains of both $f \circ g$ and $g \circ f$ are \mathbb{R} .

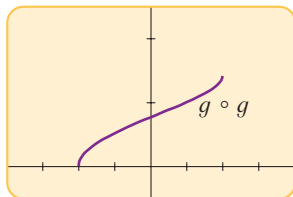
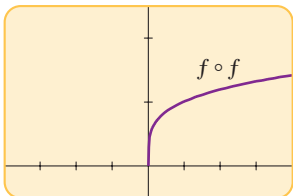
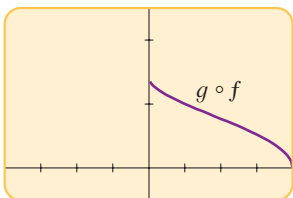
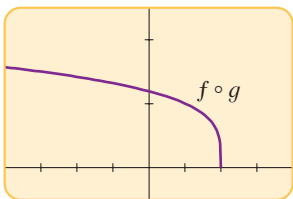
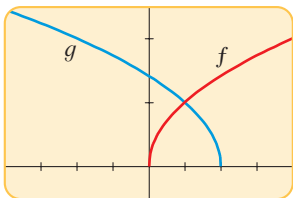
- (b) We have

$$\begin{aligned} (f \circ g)(5) &= f(g(5)) = f(2) = 2^2 = 4 \\ (g \circ f)(7) &= g(f(7)) = g(49) = 49 - 3 = 46 \end{aligned}$$

 Now Try Exercises 27 and 49

You can see from Example 3 that, in general, $f \circ g \neq g \circ f$. Remember that the notation $f \circ g$ means that the function g is applied first and then f is applied second.

The graphs of f and g of Example 4, as well as those of $f \circ g$, $g \circ f$, $f \circ f$, and $g \circ g$, are shown below. These graphs indicate that the operation of composition can produce functions that are quite different from the original functions.



EXAMPLE 4 ■ Finding the Composition of Functions

If $f(x) = \sqrt{x}$ and $g(x) = \sqrt{2-x}$, find the following functions and their domains.

- (a) $f \circ g$ (b) $g \circ f$ (c) $f \circ f$ (d) $g \circ g$

SOLUTION

$$\begin{aligned} \text{(a)} \quad (f \circ g)(x) &= f(g(x)) && \text{Definition of } f \circ g \\ &= f(\sqrt{2-x}) && \text{Definition of } g \\ &= \sqrt{\sqrt{2-x}} && \text{Definition of } f \\ &= \sqrt[4]{2-x} \end{aligned}$$

The domain of $f \circ g$ is $\{x \mid 2-x \geq 0\} = \{x \mid x \leq 2\} = (-\infty, 2]$.

$$\begin{aligned} \text{(b)} \quad (g \circ f)(x) &= g(f(x)) && \text{Definition of } g \circ f \\ &= g(\sqrt{x}) && \text{Definition of } f \\ &= \sqrt{2-\sqrt{x}} && \text{Definition of } g \end{aligned}$$

For \sqrt{x} to be defined, we must have $x \geq 0$. For $\sqrt{2-\sqrt{x}}$ to be defined, we must have $2-\sqrt{x} \geq 0$, that is, $\sqrt{x} \leq 2$, or $x \leq 4$. Thus we have $0 \leq x \leq 4$, so the domain of $g \circ f$ is the closed interval $[0, 4]$.

$$\begin{aligned} \text{(c)} \quad (f \circ f)(x) &= f(f(x)) && \text{Definition of } f \circ f \\ &= f(\sqrt{x}) && \text{Definition of } f \\ &= \sqrt{\sqrt{x}} && \text{Definition of } f \\ &= \sqrt[4]{x} \end{aligned}$$

The domain of $f \circ f$ is $[0, \infty)$.

$$\begin{aligned} \text{(d)} \quad (g \circ g)(x) &= g(g(x)) && \text{Definition of } g \circ g \\ &= g(\sqrt{2-x}) && \text{Definition of } g \\ &= \sqrt{2-\sqrt{2-x}} && \text{Definition of } g \end{aligned}$$

This expression is defined when both $2-x \geq 0$ and $2-\sqrt{2-x} \geq 0$. The first inequality means $x \leq 2$, and the second is equivalent to $\sqrt{2-x} \leq 2$, or $2-x \leq 4$, or $x \geq -2$. Thus $-2 \leq x \leq 2$, so the domain of $g \circ g$ is $[-2, 2]$.

Now Try Exercise 55

It is possible to take the composition of three or more functions. For instance, the composite function $f \circ g \circ h$ is found by first applying h , then g , and then f as follows:

$$(f \circ g \circ h)(x) = f(g(h(x)))$$

EXAMPLE 5 ■ A Composition of Three Functions

Find $f \circ g \circ h$ if $f(x) = x/(x+1)$, $g(x) = x^{10}$, and $h(x) = x+3$.

SOLUTION

$$\begin{aligned} (f \circ g \circ h)(x) &= f(g(h(x))) && \text{Definition of } f \circ g \circ h \\ &= f(g(x+3)) && \text{Definition of } h \\ &= f((x+3)^{10}) && \text{Definition of } g \\ &= \frac{(x+3)^{10}}{(x+3)^{10}+1} && \text{Definition of } f \end{aligned}$$

Now Try Exercise 59

So far, we have used composition to build complicated functions from simpler ones. But in calculus it is useful to be able to “decompose” a complicated function into simpler ones, as shown in the following example.

EXAMPLE 6 ■ Recognizing a Composition of Functions

Given $F(x) = \sqrt[4]{x + 9}$, find functions f and g such that $F = f \circ g$.

SOLUTION Since the formula for F says to first add 9 and then take the fourth root, we let

$$g(x) = x + 9 \quad \text{and} \quad f(x) = \sqrt[4]{x}$$

Then

$$\begin{aligned} (f \circ g)(x) &= f(g(x)) && \text{Definition of } f \circ g \\ &= f(x + 9) && \text{Definition of } g \\ &= \sqrt[4]{x + 9} && \text{Definition of } f \\ &= F(x) \end{aligned}$$

 **Now Try Exercise 63**

Applications of Composition

When working with functions that model real-world situations, we name the variables using letters that suggest the quantity being modeled. We may use t for time, d for distance, V for volume, and so on. For example, if air is being pumped into a balloon, then the radius R of the balloon is a function of the volume V of air pumped into the balloon, say, $R = f(V)$. Also the volume V is a function of the time t that the pump has been working, say, $V = g(t)$. It follows that the radius R is a function of the time t given by $R = f(g(t))$.

EXAMPLE 7 ■ An Application of Composition of Functions

A ship is traveling at 20 mi/h parallel to a straight shoreline. The ship is 5 mi from shore. It passes a lighthouse at noon.

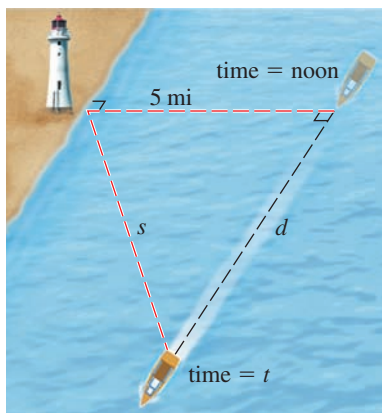


FIGURE 5

$$\text{distance} = \text{rate} \times \text{time}$$

- Express the distance s between the lighthouse and the ship as a function of d , the distance the ship has traveled since noon; that is, find f so that $s = f(d)$.
- Express d as a function of t , the time elapsed since noon; that is, find g so that $d = g(t)$.
- Find $f \circ g$. What does this function represent?

SOLUTION We first draw a diagram as in Figure 5.

- We can relate the distances s and d by the Pythagorean Theorem. Thus s can be expressed as a function of d by

$$s = f(d) = \sqrt{25 + d^2}$$

- Since the ship is traveling at 20 mi/h, the distance d it has traveled is a function of t as follows:

$$d = g(t) = 20t$$

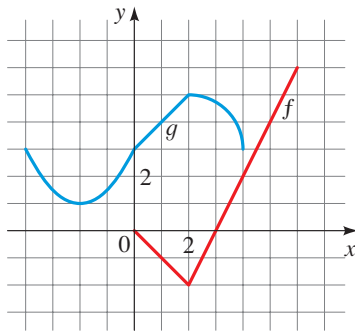
- We have

$$\begin{aligned} (f \circ g)(t) &= f(g(t)) && \text{Definition of } f \circ g \\ &= f(20t) && \text{Definition of } g \\ &= \sqrt{25 + (20t)^2} && \text{Definition of } f \end{aligned}$$

The function $f \circ g$ gives the distance of the ship from the lighthouse as a function of time.

 **Now Try Exercise 77**

33–38 ■ Composition Using a Graph Use the given graphs of f and g to evaluate the expression.



33. $f(g(2))$ 34. $g(f(0))$
 35. $(g \circ f)(4)$ 36. $(f \circ g)(0)$
 37. $(g \circ g)(-2)$ 38. $(f \circ f)(4)$

39–46 ■ Composition Using a Table Use the table to evaluate the expression.

x	1	2	3	4	5	6
$f(x)$	2	3	5	1	6	3
$g(x)$	3	5	6	2	1	4

39. $f(g(2))$ 40. $g(f(2))$
 41. $f(f(1))$ 42. $g(g(2))$
 43. $(f \circ g)(6)$ 44. $(g \circ f)(2)$
 45. $(f \circ f)(5)$ 46. $(g \circ g)(2)$

47–58 ■ Composition of Functions Find the functions $f \circ g$, $g \circ f$, $f \circ f$, and $g \circ g$ and their domains.

47. $f(x) = 2x + 3$, $g(x) = 4x - 1$
 48. $f(x) = 6x - 5$, $g(x) = \frac{x}{2}$
 49. $f(x) = x^2$, $g(x) = x + 1$
 50. $f(x) = x^3 + 2$, $g(x) = \sqrt[3]{x}$
 51. $f(x) = \frac{1}{x}$, $g(x) = 2x + 4$
 52. $f(x) = x^2$, $g(x) = \sqrt{x - 3}$
 53. $f(x) = |x|$, $g(x) = 2x + 3$
 54. $f(x) = x - 4$, $g(x) = |x + 4|$
 55. $f(x) = \frac{x}{x + 1}$, $g(x) = 2x - 1$
 56. $f(x) = \frac{1}{\sqrt{x}}$, $g(x) = x^2 - 4x$
 57. $f(x) = \frac{x}{x + 1}$, $g(x) = \frac{1}{x}$
 58. $f(x) = \frac{2}{x}$, $g(x) = \frac{x}{x + 2}$

59–62 ■ Composition of Three Functions Find $f \circ g \circ h$.

59. $f(x) = x - 1$, $g(x) = \sqrt{x}$, $h(x) = x - 1$
 60. $f(x) = \frac{1}{x}$, $g(x) = x^3$, $h(x) = x^2 + 2$
 61. $f(x) = x^4 + 1$, $g(x) = x - 5$, $h(x) = \sqrt{x}$
 62. $f(x) = \sqrt{x}$, $g(x) = \frac{x}{x - 1}$, $h(x) = \sqrt[3]{x}$

63–68 ■ Expressing a Function as a Composition Express the function in the form $f \circ g$.

63. $F(x) = (x - 9)^5$ 64. $F(x) = \sqrt{x} + 1$
 65. $G(x) = \frac{x^2}{x^2 + 4}$ 66. $G(x) = \frac{1}{x + 3}$
 67. $H(x) = |1 - x^3|$ 68. $H(x) = \sqrt{1 + \sqrt{x}}$

69–72 ■ Expressing a Function as a Composition Express the function in the form $f \circ g \circ h$.

69. $F(x) = \frac{1}{x^2 + 1}$ 70. $F(x) = \sqrt[3]{\sqrt{x} - 1}$
 71. $G(x) = (4 + \sqrt[3]{x})^9$ 72. $G(x) = \frac{2}{(3 + \sqrt{x})^2}$

SKILLS Plus

73. Composing Linear Functions The graphs of the functions

$$f(x) = m_1x + b_1$$

$$g(x) = m_2x + b_2$$

are lines with slopes m_1 and m_2 , respectively. Is the graph of $f \circ g$ a line? If so, what is its slope?

74. Solving an Equation for an Unknown Function Suppose that

$$g(x) = 2x + 1$$

$$h(x) = 4x^2 + 4x + 7$$

Find a function f such that $f \circ g = h$. (Think about what operations you would have to perform on the formula for g to end up with the formula for h .) Now suppose that

$$f(x) = 3x + 5$$

$$h(x) = 3x^2 + 3x + 2$$

Use the same sort of reasoning to find a function g such that $f \circ g = h$.

APPLICATIONS

75–76 ■ Revenue, Cost, and Profit A print shop makes bumper stickers for election campaigns. If x stickers are ordered (where $x < 10,000$), then the price per bumper sticker is $0.15 - 0.000002x$ dollars, and the total cost of producing the order is $0.095x - 0.0000005x^2$ dollars.

75. Use the fact that

$$\text{revenue} = \text{price per item} \times \text{number of items sold}$$

to express $R(x)$, the revenue from an order of x stickers, as a product of two functions of x .

76. Use the fact that

$$\text{profit} = \text{revenue} - \text{cost}$$

to express $P(x)$, the profit on an order of x stickers, as a difference of two functions of x .

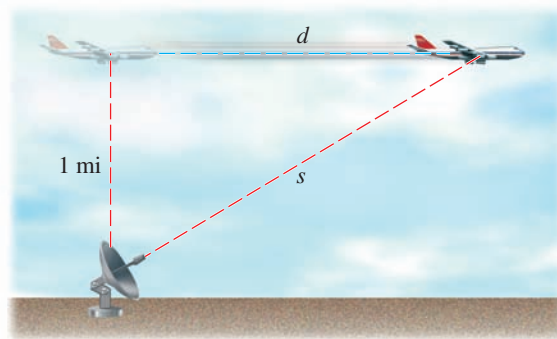
77. **Area of a Ripple** A stone is dropped in a lake, creating a circular ripple that travels outward at a speed of 60 cm/s.
- Find a function g that models the radius as a function of time.
 - Find a function f that models the area of the circle as a function of the radius.
 - Find $f \circ g$. What does this function represent?



78. **Inflating a Balloon** A spherical balloon is being inflated. The radius of the balloon is increasing at the rate of 1 cm/s.
- Find a function f that models the radius as a function of time.
 - Find a function g that models the volume as a function of the radius.
 - Find $g \circ f$. What does this function represent?
79. **Area of a Balloon** A spherical weather balloon is being inflated. The radius of the balloon is increasing at the rate of 2 cm/s. Express the surface area of the balloon as a function of time t (in seconds).
80. **Multiple Discounts** You have a \$50 coupon from the manufacturer that is good for the purchase of a cell phone. The store where you are purchasing your cell phone is offering a 20% discount on all cell phones. Let x represent the regular price of the cell phone.
- Suppose only the 20% discount applies. Find a function f that models the purchase price of the cell phone as a function of the regular price x .
 - Suppose only the \$50 coupon applies. Find a function g that models the purchase price of the cell phone as a function of the sticker price x .
 - If you can use the coupon and the discount, then the purchase price is either $(f \circ g)(x)$ or $(g \circ f)(x)$, depending on the order in which they are applied to the price. Find both $(f \circ g)(x)$ and $(g \circ f)(x)$. Which composition gives the lower price?
81. **Multiple Discounts** An appliance dealer advertises a 10% discount on all his washing machines. In addition, the manufacturer offers a \$100 rebate on the purchase of a

washing machine. Let x represent the sticker price of the washing machine.

- Suppose only the 10% discount applies. Find a function f that models the purchase price of the washer as a function of the sticker price x .
 - Suppose only the \$100 rebate applies. Find a function g that models the purchase price of the washer as a function of the sticker price x .
 - Find $f \circ g$ and $g \circ f$. What do these functions represent? Which is the better deal?
82. **Airplane Trajectory** An airplane is flying at a speed of 350 mi/h at an altitude of one mile. The plane passes directly above a radar station at time $t = 0$.
- Express the distance s (in miles) between the plane and the radar station as a function of the horizontal distance d (in miles) that the plane has flown.
 - Express d as a function of the time t (in hours) that the plane has flown.
 - Use composition to express s as a function of t .



DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

83. **DISCOVER: Compound Interest** A savings account earns 5% interest compounded annually. If you invest x dollars in such an account, then the amount $A(x)$ of the investment after one year is the initial investment plus 5%; that is,

$$A(x) = x + 0.05x = 1.05x$$

Find

$$A \circ A$$

$$A \circ A \circ A$$

$$A \circ A \circ A \circ A$$

What do these compositions represent? Find a formula for what you get when you compose n copies of A .

84. **DISCUSS: Compositions of Odd and Even Functions** Suppose that

$$h = f \circ g$$

If g is an even function, is h necessarily even? If g is odd, is h odd? What if g is odd and f is odd? What if g is odd and f is even?

2.8 ONE-TO-ONE FUNCTIONS AND THEIR INVERSES

- One-to-One Functions
- The Inverse of a Function
- Finding the Inverse of a Function
- Graphing the Inverse of a Function
- Applications of Inverse Functions

The *inverse* of a function is a rule that acts on the output of the function and produces the corresponding input. So the inverse “undoes” or reverses what the function has done. Not all functions have inverses; those that do are called *one-to-one*.

■ One-to-One Functions

Let’s compare the functions f and g whose arrow diagrams are shown in Figure 1. Note that f never takes on the same value twice (any two numbers in A have different images), whereas g does take on the same value twice (both 2 and 3 have the same image, 4). In symbols, $g(2) = g(3)$ but $f(x_1) \neq f(x_2)$ whenever $x_1 \neq x_2$. Functions that have this latter property are called *one-to-one*.

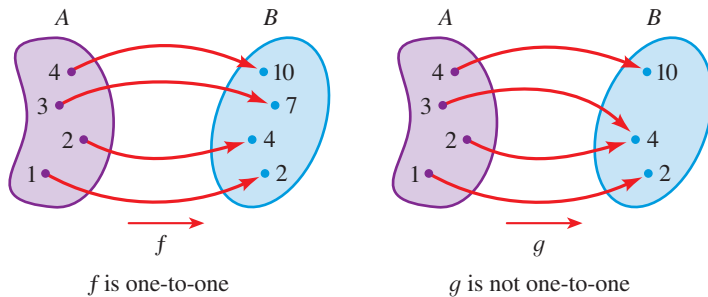


FIGURE 1

DEFINITION OF A ONE-TO-ONE FUNCTION

A function with domain A is called a **one-to-one function** if no two elements of A have the same image, that is,

$$f(x_1) \neq f(x_2) \quad \text{whenever } x_1 \neq x_2$$

An equivalent way of writing the condition for a one-to-one function is this:

$$\text{If } f(x_1) = f(x_2), \text{ then } x_1 = x_2.$$

If a horizontal line intersects the graph of f at more than one point, then we see from Figure 2 that there are numbers $x_1 \neq x_2$ such that $f(x_1) = f(x_2)$. This means that f is not one-to-one. Therefore we have the following geometric method for determining whether a function is one-to-one.

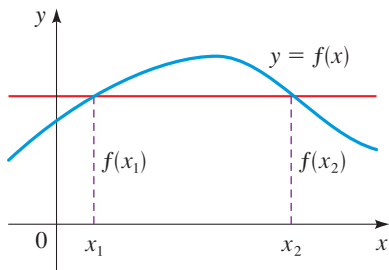
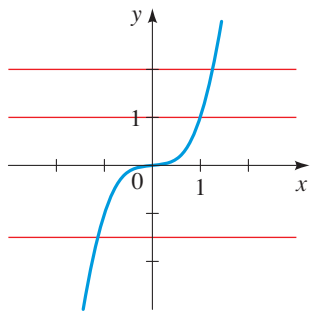
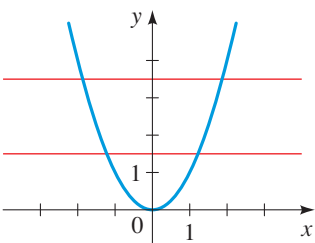
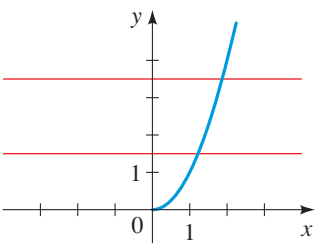


FIGURE 2 This function is not one-to-one because $f(x_1) = f(x_2)$.

HORIZONTAL LINE TEST

A function is one-to-one if and only if no horizontal line intersects its graph more than once.

FIGURE 3 $f(x) = x^3$ is one-to-one.FIGURE 4 $g(x) = x^2$ is not one-to-one.FIGURE 5 $h(x) = x^2 (x \geq 0)$ is one-to-one.**EXAMPLE 1** ■ Deciding Whether a Function Is One-to-One

Is the function $f(x) = x^3$ one-to-one?

SOLUTION 1 If $x_1 \neq x_2$, then $x_1^3 \neq x_2^3$ (two different numbers cannot have the same cube). Therefore $f(x) = x^3$ is one-to-one.

SOLUTION 2 From Figure 3 we see that no horizontal line intersects the graph of $f(x) = x^3$ more than once. Therefore by the Horizontal Line Test, f is one-to-one.

 **Now Try Exercise 15**

Notice that the function f of Example 1 is increasing and is also one-to-one. In fact, it can be proved that *every increasing function and every decreasing function is one-to-one*.

EXAMPLE 2 ■ Deciding Whether a Function Is One-to-One

Is the function $g(x) = x^2$ one-to-one?

SOLUTION 1 This function is not one-to-one because, for instance,

$$g(1) = 1 \quad \text{and} \quad g(-1) = 1$$

so 1 and -1 have the same image.

SOLUTION 2 From Figure 4 we see that there are horizontal lines that intersect the graph of g more than once. Therefore by the Horizontal Line Test, g is not one-to-one.

 **Now Try Exercise 17**

Although the function g in Example 2 is not one-to-one, it is possible to restrict its domain so that the resulting function is one-to-one. In fact, if we define

$$h(x) = x^2 \quad x \geq 0$$

then h is one-to-one, as you can see from Figure 5 and the Horizontal Line Test.

EXAMPLE 3 ■ Showing That a Function Is One-to-One

Show that the function $f(x) = 3x + 4$ is one-to-one.

SOLUTION Suppose there are numbers x_1 and x_2 such that $f(x_1) = f(x_2)$. Then

$$3x_1 + 4 = 3x_2 + 4 \quad \text{Suppose } f(x_1) = f(x_2)$$

$$3x_1 = 3x_2 \quad \text{Subtract 4}$$

$$x_1 = x_2 \quad \text{Divide by 3}$$

Therefore f is one-to-one.

 **Now Try Exercise 13**

The Inverse of a Function

One-to-one functions are important because they are precisely the functions that possess inverse functions according to the following definition.

DEFINITION OF THE INVERSE OF A FUNCTION

Let f be a one-to-one function with domain A and range B . Then its **inverse function** f^{-1} has domain B and range A and is defined by

$$f^{-1}(y) = x \iff f(x) = y$$

for any y in B .

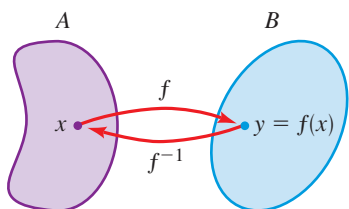


FIGURE 6

This definition says that if f takes x to y , then f^{-1} takes y back to x . (If f were not one-to-one, then f^{-1} would not be defined uniquely.) The arrow diagram in Figure 6 indicates that f^{-1} reverses the effect of f . From the definition we have

$$\text{domain of } f^{-1} = \text{range of } f$$

$$\text{range of } f^{-1} = \text{domain of } f$$

EXAMPLE 4 ■ Finding f^{-1} for Specific Values

If $f(1) = 5$, $f(3) = 7$, and $f(8) = -10$, find $f^{-1}(5)$, $f^{-1}(7)$, and $f^{-1}(-10)$.

SOLUTION From the definition of f^{-1} we have

$$f^{-1}(5) = 1 \quad \text{because} \quad f(1) = 5$$

$$f^{-1}(7) = 3 \quad \text{because} \quad f(3) = 7$$

$$f^{-1}(-10) = 8 \quad \text{because} \quad f(8) = -10$$

Figure 7 shows how f^{-1} reverses the effect of f in this case.

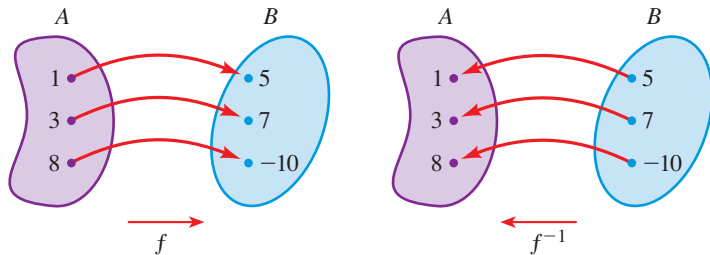


FIGURE 7

 Now Try Exercise 25

EXAMPLE 5 ■ Finding Values of an Inverse Function

We can find specific values of an inverse function from a table or graph of the function itself.

- (a) The table below gives values of a function h . From the table we see that $h^{-1}(8) = 3$, $h^{-1}(12) = 4$, and $h^{-1}(3) = 6$.
- (b) A graph of a function f is shown in Figure 8. From the graph we see that $f^{-1}(5) = 7$ and $f^{-1}(3) = 4$.

x	$h(x)$
2	5
3	8
4	12
5	1
6	3
7	15

Finding values of h^{-1}
from a table of h

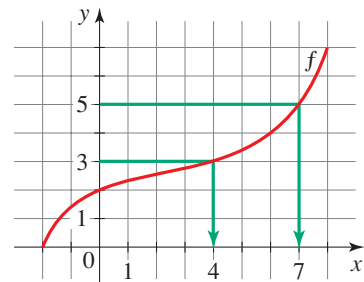



FIGURE 8 Finding values of f^{-1}
from a graph of f

 Now Try Exercises 29 and 31

 Don't mistake the -1 in f^{-1} for an exponent.

$$f^{-1}(x) \text{ does not mean } \frac{1}{f(x)}$$

The reciprocal $1/f(x)$ is written as $(f(x))^{-1}$.

By definition the inverse function f^{-1} undoes what f does: If we start with x , apply f , and then apply f^{-1} , we arrive back at x , where we started. Similarly, f undoes what f^{-1} does. In general, any function that reverses the effect of f in this way must be the inverse of f . These observations are expressed precisely as follows.

INVERSE FUNCTION PROPERTY

Let f be a one-to-one function with domain A and range B . The inverse function f^{-1} satisfies the following cancellation properties:

$$f^{-1}(f(x)) = x \quad \text{for every } x \text{ in } A$$

$$f(f^{-1}(x)) = x \quad \text{for every } x \text{ in } B$$

Conversely, any function f^{-1} satisfying these equations is the inverse of f .

These properties indicate that f is the inverse function of f^{-1} , so we say that f and f^{-1} are *inverses of each other*.

EXAMPLE 6 ■ Verifying That Two Functions Are Inverses

Show that $f(x) = x^3$ and $g(x) = x^{1/3}$ are inverses of each other.

SOLUTION Note that the domain and range of both f and g are \mathbb{R} . We have

$$g(f(x)) = g(x^3) = (x^3)^{1/3} = x$$

$$f(g(x)) = f(x^{1/3}) = (x^{1/3})^3 = x$$

So by the Property of Inverse Functions, f and g are inverses of each other. These equations simply say that the cube function and the cube root function, when composed, cancel each other.

 **Now Try Exercise 39**

■ Finding the Inverse of a Function

Now let's examine how we compute inverse functions. We first observe from the definition of f^{-1} that

$$y = f(x) \iff f^{-1}(y) = x$$

So if $y = f(x)$ and if we are able to solve this equation for x in terms of y , then we must have $x = f^{-1}(y)$. If we then interchange x and y , we have $y = f^{-1}(x)$, which is the desired equation.

HOW TO FIND THE INVERSE OF A ONE-TO-ONE FUNCTION

1. Write $y = f(x)$.
2. Solve this equation for x in terms of y (if possible).
3. Interchange x and y . The resulting equation is $y = f^{-1}(x)$.

Note that Steps 2 and 3 can be reversed. In other words, we can interchange x and y first and then solve for y in terms of x .

EXAMPLE 7 ■ Finding the Inverse of a Function

Find the inverse of the function $f(x) = 3x - 2$.

SOLUTION First we write $y = f(x)$.

$$y = 3x - 2$$

In Example 7 note how f^{-1} reverses the effect of f . The function f is the rule “Multiply by 3, then subtract 2,” whereas f^{-1} is the rule “Add 2, then divide by 3.”

CHECK YOUR ANSWER

We use the Inverse Function Property:

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

In Example 8 note how f^{-1} reverses the effect of f . The function f is the rule “Take the fifth power, subtract 3, then divide by 2,” whereas f^{-1} is the rule “Multiply by 2, add 3, then take the fifth root.”

CHECK YOUR ANSWER

We use the Inverse Function Property:

$$\begin{aligned} f^{-1}(f(x)) &= f^{-1}\left(\frac{x^5 - 3}{2}\right) \\ &= \left[2\left(\frac{x^5 - 3}{2}\right) + 3\right]^{1/5} \\ &= (x^5 - 3 + 3)^{1/5} \\ &= (x^5)^{1/5} = x \\ f(f^{-1}(x)) &= f((2x + 3)^{1/5}) \\ &= \frac{[(2x + 3)^{1/5}]^5 - 3}{2} \\ &= \frac{2x + 3 - 3}{2} \\ &= \frac{2x}{2} = x \quad \checkmark \end{aligned}$$

Rational functions are studied in Section 3.6.

Then we solve this equation for x :

$$\begin{aligned} 3x &= y + 2 && \text{Add 2} \\ x &= \frac{y + 2}{3} && \text{Divide by 3} \end{aligned}$$

Finally, we interchange x and y :

$$y = \frac{x + 2}{3}$$

Therefore, the inverse function is $f^{-1}(x) = \frac{x + 2}{3}$.

 **Now Try Exercise 49**

EXAMPLE 8 ■ Finding the Inverse of a Function

Find the inverse of the function $f(x) = \frac{x^5 - 3}{2}$.

SOLUTION We first write $y = (x^5 - 3)/2$ and solve for x .

$$\begin{aligned} y &= \frac{x^5 - 3}{2} && \text{Equation defining function} \\ 2y &= x^5 - 3 && \text{Multiply by 2} \\ x^5 &= 2y + 3 && \text{Add 3 (and switch sides)} \\ x &= (2y + 3)^{1/5} && \text{Take fifth root of each side} \end{aligned}$$

Then we interchange x and y to get $y = (2x + 3)^{1/5}$. Therefore the inverse function is $f^{-1}(x) = (2x + 3)^{1/5}$.

 **Now Try Exercise 61**

A **rational function** is a function defined by a rational expression. In the next example we find the inverse of a rational function.

EXAMPLE 9 ■ Finding the Inverse of a Rational Function

Find the inverse of the function $f(x) = \frac{2x + 3}{x - 1}$.

SOLUTION We first write $y = (2x + 3)/(x - 1)$ and solve for x .

$$\begin{aligned} y &= \frac{2x + 3}{x - 1} && \text{Equation defining function} \\ y(x - 1) &= 2x + 3 && \text{Multiply by } x - 1 \\ yx - y &= 2x + 3 && \text{Expand} \\ yx - 2x &= y + 3 && \text{Bring } x\text{-terms to LHS} \\ x(y - 2) &= y + 3 && \text{Factor } x \\ x &= \frac{y + 3}{y - 2} && \text{Divide by } y - 2 \end{aligned}$$

Therefore the inverse function is $f^{-1}(x) = \frac{x + 3}{x - 2}$.

 **Now Try Exercise 55**

■ Graphing the Inverse of a Function

The principle of interchanging x and y to find the inverse function also gives us a method for obtaining the graph of f^{-1} from the graph of f . If $f(a) = b$, then $f^{-1}(b) = a$. Thus the point (a, b) is on the graph of f if and only if the point (b, a) is on the graph of f^{-1} . But we get the point (b, a) from the point (a, b) by reflecting in the line $y = x$ (see Figure 9). Therefore, as Figure 10 illustrates, the following is true.

The graph of f^{-1} is obtained by reflecting the graph of f in the line $y = x$.

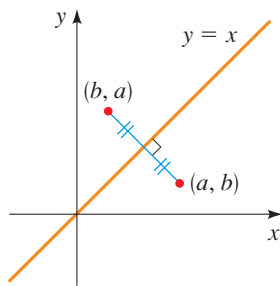


FIGURE 9

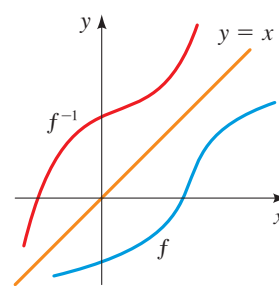


FIGURE 10

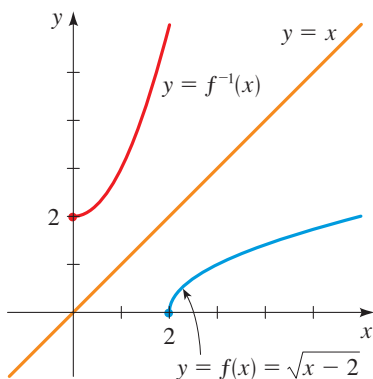


FIGURE 11

In Example 10 note how f^{-1} reverses the effect of f . The function f is the rule “Subtract 2, then take the square root,” whereas f^{-1} is the rule “Square, then add 2.”

EXAMPLE 10 ■ Graphing the Inverse of a Function

- Sketch the graph of $f(x) = \sqrt{x-2}$.
- Use the graph of f to sketch the graph of f^{-1} .
- Find an equation for f^{-1} .

SOLUTION

- Using the transformations from Section 2.6, we sketch the graph of $y = \sqrt{x-2}$ by plotting the graph of the function $y = \sqrt{x}$ (Example 1(c) in Section 2.2) and shifting it to the right 2 units.
- The graph of f^{-1} is obtained from the graph of f in part (a) by reflecting it in the line $y = x$, as shown in Figure 11.
- Solve $y = \sqrt{x-2}$ for x , noting that $y \geq 0$.

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

$$x-2 = y^2$$

Square each side

$$x = y^2 + 2 \quad y \geq 0$$

Add 2

Interchange x and y , as follows:

$$y = x^2 + 2 \quad x \geq 0$$

Thus

$$f^{-1}(x) = x^2 + 2 \quad x \geq 0$$

This expression shows that the graph of f^{-1} is the right half of the parabola $y = x^2 + 2$, and from the graph shown in Figure 11 this seems reasonable.

Now Try Exercise 73

■ Applications of Inverse Functions

When working with functions that model real-world situations, we name the variables using letters that suggest the quantity being modeled. For instance we may use t for time, d for distance, V for volume, and so on. When using inverse functions, we

follow this convention. For example, suppose that the variable R is a function of the variable N , say, $R = f(N)$. Then $f^{-1}(R) = N$. So the function f^{-1} defines N as a function of R .

EXAMPLE 11 ■ An Inverse Function

At a local pizza parlor the daily special is \$12 for a plain cheese pizza plus \$2 for each additional topping.

- Find a function f that models the price of a pizza with n toppings.
- Find the inverse of the function f . What does f^{-1} represent?
- If a pizza costs \$22, how many toppings does it have?

SOLUTION Note that the price p of a pizza is a function of the number n of toppings.

- The price of a pizza with n toppings is given by the function

$$f(n) = 12 + 2n$$

- To find the inverse function, we first write $p = f(n)$, where we use the letter p instead of our usual y because $f(n)$ is the price of the pizza. We have

$$p = 12 + 2n$$

Next we solve for n :

$$p = 12 + 2n$$

$$p - 12 = 2n$$

$$n = \frac{p - 12}{2}$$

So $n = f^{-1}(p) = \frac{p - 12}{2}$. The function f^{-1} gives the number n of toppings for a pizza with price p .

- We have $n = f^{-1}(22) = (22 - 12)/2 = 5$. So the pizza has five toppings.

 **Now Try Exercise 93**

2.8 EXERCISES

CONCEPTS

- A function f is one-to-one if different inputs produce _____ outputs. You can tell from the graph that a function is one-to-one by using the _____ Test.

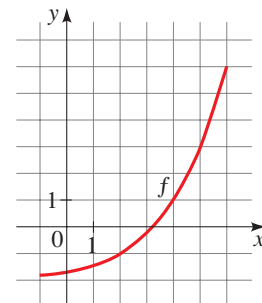
- For a function to have an inverse, it must be _____.

So which one of the following functions has an inverse?

$$f(x) = x^2 \quad g(x) = x^3$$

- What is the inverse of the function that you chose in part (a)?
- A function f has the following verbal description: “Multiply by 3, add 5, and then take the third power of the result.”
 - Write a verbal description for f^{-1} .
 - Find algebraic formulas that express f and f^{-1} in terms of the input x .

- A graph of a function f is given. Does f have an inverse? If so, find $f^{-1}(1) = \underline{\hspace{2cm}}$ and $f^{-1}(3) = \underline{\hspace{2cm}}$.



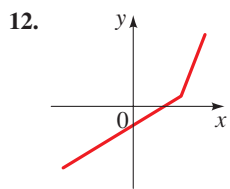
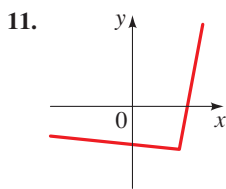
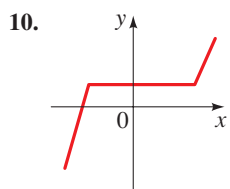
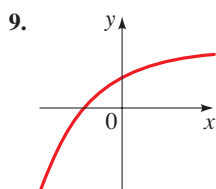
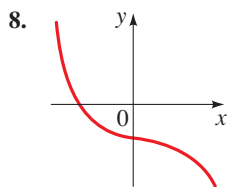
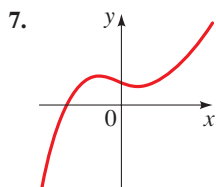
- If the point $(3, 4)$ is on the graph of the function f , then the point $(\underline{\hspace{1cm}}, \underline{\hspace{1cm}})$ is on the graph of f^{-1} .

6. True or false?

- (a) If f has an inverse, then $f^{-1}(x)$ is always the same as $\frac{1}{f(x)}$.
- (b) If f has an inverse, then $f^{-1}(f(x)) = x$.

SKILLS

7–12 ■ One-to-One Function? A graph of a function f is given. Determine whether f is one-to-one.



13–24 ■ One-to-One Function? Determine whether the function is one-to-one.

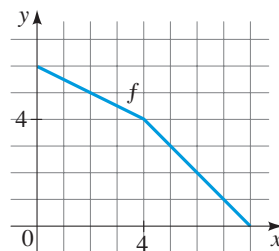
13. $f(x) = -2x + 4$ 14. $f(x) = 3x - 2$
15. $g(x) = \sqrt{x}$ 16. $g(x) = |x|$
17. $h(x) = x^2 - 2x$ 18. $h(x) = x^3 + 8$
19. $f(x) = x^4 + 5$
20. $f(x) = x^4 + 5, 0 \leq x \leq 2$
21. $r(t) = t^6 - 3, 0 \leq t \leq 5$
22. $r(t) = t^4 - 1$
23. $f(x) = \frac{1}{x^2}$ 24. $f(x) = \frac{1}{x}$

25–28 ■ Finding Values of an Inverse Function Assume that f is a one-to-one function.

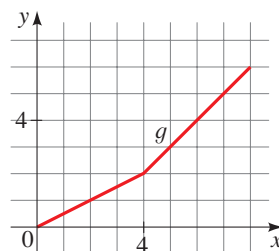
25. (a) If $f(2) = 7$, find $f^{-1}(7)$.
 (b) If $f^{-1}(3) = -1$, find $f(-1)$.
26. (a) If $f(5) = 18$, find $f^{-1}(18)$.
 (b) If $f^{-1}(4) = 2$, find $f(2)$.
27. If $f(x) = 5 - 2x$, find $f^{-1}(3)$.
28. If $g(x) = x^2 + 4x$ with $x \geq -2$, find $g^{-1}(5)$.

29–30 ■ Finding Values of an Inverse from a Graph A graph of a function is given. Use the graph to find the indicated values.

29. (a) $f^{-1}(2)$ (b) $f^{-1}(5)$ (c) $f^{-1}(6)$



30. (a) $g^{-1}(2)$ (b) $g^{-1}(5)$ (c) $g^{-1}(6)$



31–36 ■ Finding Values of an Inverse Using a Table A table of values for a one-to-one function is given. Find the indicated values.

31. $f^{-1}(5)$ 32. $f^{-1}(0)$
33. $f^{-1}(f(1))$ 34. $f(f^{-1}(6))$
35. $f^{-1}(f^{-1}(1))$ 36. $f^{-1}(f^{-1}(0))$

x	1	2	3	4	5	6
$f(x)$	4	6	2	5	0	1

37–48 ■ Inverse Function Property Use the Inverse Function Property to show that f and g are inverses of each other.

37. $f(x) = x - 6; g(x) = x + 6$
38. $f(x) = 3x; g(x) = \frac{x}{3}$
39. $f(x) = 3x + 4; g(x) = \frac{x - 4}{3}$
40. $f(x) = 2 - 5x; g(x) = \frac{2 - x}{5}$
41. $f(x) = \frac{1}{x}; g(x) = \frac{1}{x}$ 42. $f(x) = x^5; g(x) = \sqrt[5]{x}$
43. $f(x) = x^2 - 9, x \geq 0; g(x) = \sqrt{x + 9}, x \geq -9$
44. $f(x) = x^3 + 1; g(x) = (x - 1)^{1/3}$
45. $f(x) = \frac{1}{x - 1}; g(x) = \frac{1}{x} + 1$

46. $f(x) = \sqrt{4 - x^2}$, $0 \leq x \leq 2$;
 $g(x) = \sqrt{4 - x^2}$, $0 \leq x \leq 2$

47. $f(x) = \frac{x + 2}{x - 2}$; $g(x) = \frac{2x + 2}{x - 1}$

48. $f(x) = \frac{x - 5}{3x + 4}$; $g(x) = \frac{5 + 4x}{1 - 3x}$

49–70 ■ Finding Inverse Functions Find the inverse function of f .

49. $f(x) = 3x + 5$

50. $f(x) = 7 - 5x$

51. $f(x) = 5 - 4x^3$

52. $f(x) = 3x^3 + 8$

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

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

55. $f(x) = \frac{x}{x + 4}$

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

57. $f(x) = \frac{2x + 5}{x - 7}$

58. $f(x) = \frac{4x - 2}{3x + 1}$

59. $f(x) = \frac{2x + 3}{1 - 5x}$

60. $f(x) = \frac{3 - 4x}{8x - 1}$

61. $f(x) = 4 - x^2$, $x \geq 0$

62. $f(x) = x^2 + x$, $x \geq -\frac{1}{2}$

63. $f(x) = x^6$, $x \geq 0$

64. $f(x) = \frac{1}{x^2}$, $x > 0$

65. $f(x) = \frac{2 - x^3}{5}$

66. $f(x) = (x^5 - 6)^7$

67. $f(x) = \sqrt{5 + 8x}$

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

69. $f(x) = 2 + \sqrt[3]{x}$

70. $f(x) = \sqrt{4 - x^2}$, $0 \leq x \leq 2$

71–74 ■ Graph of an Inverse Function A function f is given. (a) Sketch the graph of f . (b) Use the graph of f to sketch the graph of f^{-1} . (c) Find f^{-1} .

71. $f(x) = 3x - 6$

72. $f(x) = 16 - x^2$, $x \geq 0$

73. $f(x) = \sqrt{x + 1}$

74. $f(x) = x^3 - 1$

75–80 ■ One-to-One Functions from a Graph Draw the graph of f , and use it to determine whether the function is one-to-one.

75. $f(x) = x^3 - x$

76. $f(x) = x^3 + x$

77. $f(x) = \frac{x + 12}{x - 6}$

78. $f(x) = \sqrt{x^3 - 4x + 1}$

79. $f(x) = |x| - |x - 6|$

80. $f(x) = x \cdot |x|$

81–84 ■ Finding Inverse Functions A one-to-one function is given. (a) Find the inverse of the function. (b) Graph both the function and its inverse on the same screen to verify that the graphs are reflections of each other in the line $y = x$.

81. $f(x) = 2 + x$

82. $f(x) = 2 - \frac{1}{2}x$

83. $g(x) = \sqrt{x + 3}$

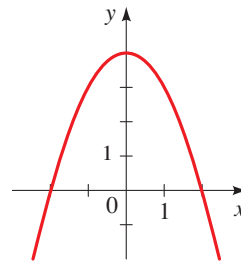
84. $g(x) = x^2 + 1$, $x \geq 0$

85–88 ■ Restricting the Domain The given function is not one-to-one. Restrict its domain so that the resulting function is

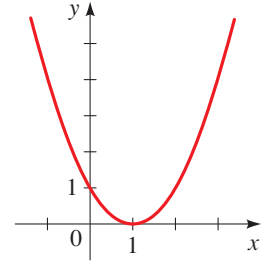
one-to-one. Find the inverse of the function with the restricted domain. (There is more than one correct answer.)

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

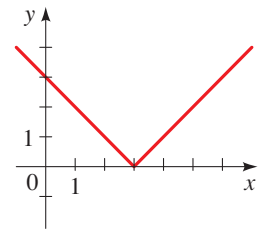
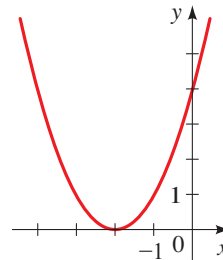
86. $g(x) = (x - 1)^2$



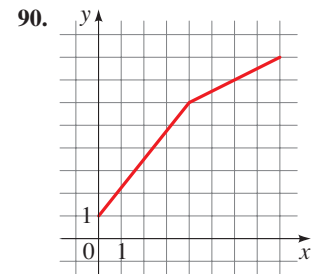
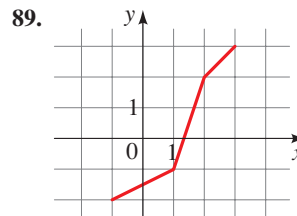
87. $h(x) = (x + 2)^2$



88. $k(x) = |x - 3|$



89–90 ■ Graph of an Inverse Function Use the graph of f to sketch the graph of f^{-1} .



SKILLS Plus

91–92 ■ Functions That Are Their Own Inverse If a function f is its own inverse, then the graph of f is symmetric about the line $y = x$. (a) Graph the given function. (b) Does the graph indicate that f and f^{-1} are the same function? (c) Find the function f^{-1} . Use your result to verify your answer to part (b).

91. $f(x) = \frac{1}{x}$

92. $f(x) = \frac{x + 3}{x - 1}$

APPLICATIONS

93. Pizza Cost Marcello's Pizza charges a base price of \$16 for a large pizza plus \$1.50 for each additional topping.

- (a) Find a function f that models the price of a pizza with n toppings.
- (b) Find the inverse of the function f . What does f^{-1} represent?
- (c) If a pizza costs \$25, how many toppings does it have?

94. Fee for Service For his services, a private investigator requires a \$500 retainer fee plus \$80 per hour. Let x represent the number of hours the investigator spends working on a case.

- Find a function f that models the investigator's fee as a function of x .
- Find f^{-1} . What does f^{-1} represent?
- Find $f^{-1}(1220)$. What does your answer represent?

95. Torricelli's Law A tank holds 100 gallons of water, which drains from a leak at the bottom, causing the tank to empty in 40 minutes. According to Torricelli's Law, the volume V of water remaining in the tank after t min is given by the function

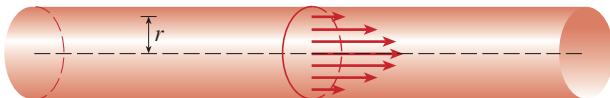
$$V = f(t) = 100 \left(1 - \frac{t}{40} \right)^2$$

- Find f^{-1} . What does f^{-1} represent?
- Find $f^{-1}(15)$. What does your answer represent?

96. Blood Flow As blood moves through a vein or artery, its velocity v is greatest along the central axis and decreases as the distance r from the central axis increases (see the figure below). For an artery with radius 0.5 cm, v (in cm/s) is given as a function of r (in cm) by

$$v = g(r) = 18,500(0.25 - r^2)$$

- Find g^{-1} . What does g^{-1} represent?
- Find $g^{-1}(30)$. What does your answer represent?



97. Demand Function The amount of a commodity that is sold is called the *demand* for the commodity. The demand D for a certain commodity is a function of the price given by

$$D = f(p) = -3p + 150$$

- Find f^{-1} . What does f^{-1} represent?
- Find $f^{-1}(30)$. What does your answer represent?

98. Temperature Scales The relationship between the Fahrenheit (F) and Celsius (C) scales is given by

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

- Find g^{-1} . What does g^{-1} represent?
- Find $g^{-1}(86)$. What does your answer represent?

99. Exchange Rates The relative value of currencies fluctuates every day. When this problem was written, one Canadian dollar was worth 0.9766 U.S. dollars.

- Find a function f that gives the U.S. dollar value $f(x)$ of x Canadian dollars.
- Find f^{-1} . What does f^{-1} represent?
- How much Canadian money would \$12,250 in U.S. currency be worth?

100. Income Tax In a certain country the tax on incomes less than or equal to €20,000 is 10%. For incomes that are more than €20,000 the tax is €2000 plus 20% of the amount over €20,000.

- Find a function f that gives the income tax on an income x . Express f as a piecewise defined function.
- Find f^{-1} . What does f^{-1} represent?
- How much income would require paying a tax of €10,000?

101. Multiple Discounts A car dealership advertises a 15% discount on all its new cars. In addition, the manufacturer offers a \$1000 rebate on the purchase of a new car. Let x represent the sticker price of the car.

- Suppose that only the 15% discount applies. Find a function f that models the purchase price of the car as a function of the sticker price x .
- Suppose that only the \$1000 rebate applies. Find a function g that models the purchase price of the car as a function of the sticker price x .
- Find a formula for $H = f \circ g$.
- Find H^{-1} . What does H^{-1} represent?
- Find $H^{-1}(13,000)$. What does your answer represent?

DISCUSS ■ DISCOVER ■ PROVE ■ WRITE

102. DISCUSS: Determining When a Linear Function Has an Inverse For the linear function $f(x) = mx + b$ to be one-to-one, what must be true about its slope? If it is one-to-one, find its inverse. Is the inverse linear? If so, what is its slope?

103. DISCUSS: Finding an Inverse "in Your Head" In the margin notes in this section we pointed out that the inverse of a function can be found by simply reversing the operations that make up the function. For instance, in Example 7 we saw that the inverse of

$$f(x) = 3x - 2 \quad \text{is} \quad f^{-1}(x) = \frac{x + 2}{3}$$

because the "reverse" of "Multiply by 3 and subtract 2" is "Add 2 and divide by 3." Use the same procedure to find the inverse of the following functions.

- $f(x) = \frac{2x + 1}{5}$
- $f(x) = 3 - \frac{1}{x}$
- $f(x) = \sqrt{x^3 + 2}$
- $f(x) = (2x - 5)^3$

Now consider another function:

$$f(x) = x^3 + 2x + 6$$

Is it possible to use the same sort of simple reversal of operations to find the inverse of this function? If so, do it. If not, explain what is different about this function that makes this task difficult.

104. PROVE: The Identity Function The function $I(x) = x$ is called the **identity function**. Show that for any function f we have $f \circ I = f$, $I \circ f = f$, and $f \circ f^{-1} = f^{-1} \circ f = I$. (This means that the identity function I behaves for functions and composition just the way the number 1 behaves for real numbers and multiplication.)

105. DISCUSS: Solving an Equation for an Unknown Function

In Exercises 69–72 of Section 2.7 you were asked to solve equations in which the unknowns are functions. Now that we know about inverses and the identity function (see Exercise 104), we can use algebra to solve such equations. For instance, to solve $f \circ g = h$ for the unknown function f , we perform the following steps:

$$\begin{array}{ll} f \circ g = h & \text{Problem: Solve for } f \\ f \circ g \circ g^{-1} = h \circ g^{-1} & \text{Compose with } g^{-1} \text{ on the right} \\ f \circ I = h \circ g^{-1} & \text{Because } g \circ g^{-1} = I \\ f = h \circ g^{-1} & \text{Because } f \circ I = f \end{array}$$

So the solution is $f = h \circ g^{-1}$. Use this technique to solve the equation $f \circ g = h$ for the indicated unknown function.

- (a) Solve for f , where $g(x) = 2x + 1$ and $h(x) = 4x^2 + 4x + 7$.
- (b) Solve for g , where $f(x) = 3x + 5$ and $h(x) = 3x^2 + 3x + 2$.

CHAPTER 2 ■ REVIEW**■ PROPERTIES AND FORMULAS****Function Notation (p. 149)**

If a function is given by the formula $y = f(x)$, then x is the independent variable and denotes the **input**; y is the dependent variable and denotes the **output**; the **domain** is the set of all possible inputs x ; the **range** is the set of all possible outputs y .

Net Change (p. 151)

The **net change** in the value of the function f between $x = a$ and $x = b$ is

$$\text{net change} = f(b) - f(a)$$

The Graph of a Function (p. 159)

The graph of a function f is the graph of the equation $y = f(x)$ that defines f .

The Vertical Line Test (p. 164)

A curve in the coordinate plane is the graph of a function if and only if no vertical line intersects the graph more than once.

Increasing and Decreasing Functions (p. 174)

A function f is **increasing** on an interval if $f(x_1) < f(x_2)$ whenever $x_1 < x_2$ in the interval.

A function f is **decreasing** on an interval if $f(x_1) > f(x_2)$ whenever $x_1 < x_2$ in the interval.

Local Maximum and Minimum Values (p. 176)

The function value $f(a)$ is a **local maximum value** of the function f if $f(a) \geq f(x)$ for all x near a . In this case we also say that f has a **local maximum** at $x = a$.

The function value $f(b)$ is a **local minimum value** of the function f if $f(b) \leq f(x)$ for all x near b . In this case we also say that f has a **local minimum** at $x = b$.

Average Rate of Change (p. 184)

The **average rate of change** of the function f between $x = a$ and $x = b$ is the slope of the **secant** line between $(a, f(a))$ and $(b, f(b))$:

$$\text{average rate of change} = \frac{f(b) - f(a)}{b - a}$$

Linear Functions (pp. 191–192)

A **linear function** is a function of the form $f(x) = ax + b$. The graph of f is a line with slope a and y -intercept b . The average rate of change of f has the constant value a between any two points.

$$a = \text{slope of graph of } f = \text{rate of change of } f$$

Vertical and Horizontal Shifts of Graphs (pp. 198–199)

Let c be a positive constant.

To graph $y = f(x) + c$, shift the graph of $y = f(x)$ **upward** by c units.

To graph $y = f(x) - c$, shift the graph of $y = f(x)$ **downward** by c units.

To graph $y = f(x - c)$, shift the graph of $y = f(x)$ **to the right** by c units.

To graph $y = f(x + c)$, shift the graph of $y = f(x)$ **to the left** by c units.

Reflecting Graphs (p. 201)

To graph $y = -f(x)$, **reflect** the graph of $y = f(x)$ in the **x -axis**.

To graph $y = f(-x)$, **reflect** the graph of $y = f(x)$ in the **y -axis**.

Vertical and Horizontal Stretching and Shrinking of Graphs (pp. 202, 203)

If $c > 1$, then to graph $y = cf(x)$, **stretch** the graph of $y = f(x)$ **vertically** by a factor of c .

If $0 < c < 1$, then to graph $y = cf(x)$, **shrink** the graph of $y = f(x)$ **vertically** by a factor of c .

If $c > 1$, then to graph $y = f(cx)$, **shrink** the graph of $y = f(x)$ **horizontally** by a factor of $1/c$.

If $0 < c < 1$, then to graph $y = f(cx)$, **stretch** the graph of $y = f(x)$ **horizontally** by a factor of $1/c$.

Even and Odd Functions (p. 204)

A function f is

even if $f(-x) = f(x)$

odd if $f(-x) = -f(x)$

for every x in the domain of f .

Composition of Functions (p. 213)

Given two functions f and g , the **composition** of f and g is the function $f \circ g$ defined by

$$(f \circ g)(x) = f(g(x))$$

The **domain** of $f \circ g$ is the set of all x for which both $g(x)$ and $f(g(x))$ are defined.

One-to-One Functions (p. 219)

A function f is **one-to-one** if $f(x_1) \neq f(x_2)$ whenever x_1 and x_2 are *different* elements of the domain of f .

Horizontal Line Test (p. 219)

A function is one-to-one if and only if no horizontal line intersects its graph more than once.

Inverse of a Function (p. 220)

Let f be a one-to-one function with domain A and range B .

The **inverse** of f is the function f^{-1} defined by

$$f^{-1}(y) = x \iff f(x) = y$$

The inverse function f^{-1} has domain B and range A .

The functions f and f^{-1} satisfy the following **cancellation properties**:

$$f^{-1}(f(x)) = x \quad \text{for every } x \text{ in } A$$

$$f(f^{-1}(x)) = x \quad \text{for every } x \text{ in } B$$

CONCEPT CHECK

- Define each concept.
 - Function
 - Domain and range of a function
 - Graph of a function
 - Independent and dependent variables
- Describe the four ways of representing a function.
- Sketch graphs of the following functions by hand.

(a) $f(x) = x^2$	(b) $g(x) = x^3$
(c) $h(x) = x $	(d) $k(x) = \sqrt{x}$
- What is a piecewise defined function? Give an example.
- What is the Vertical Line Test, and what is it used for?
 - What is the Horizontal Line Test, and what is it used for?
- Define each concept, and give an example of each.
 - Increasing function
 - Decreasing function
 - Constant function
- Suppose we know that the point $(3, 5)$ is a point on the graph of a function f . Explain how to find $f(3)$ and $f^{-1}(5)$.
- What does it mean to say that $f(4)$ is a local maximum value of f ?
- Explain how to find the average rate of change of a function f between $x = a$ and $x = b$.
- What is the slope of a linear function? How do you find it? What is the rate of change of a linear function?
 - Is the rate of change of a linear function constant? Explain.
 - Give an example of a linear function, and sketch its graph.
- Suppose the graph of a function f is given. Write an equation for each of the graphs that are obtained from the graph of f as follows.
 - Shift upward 3 units
 - Shift downward 3 units
 - Shift 3 units to the right
 - Shift 3 units to the left
 - Reflect in the x -axis
 - Reflect in the y -axis
 - Stretch vertically by a factor of 3
 - Shrink vertically by a factor of $\frac{1}{3}$
 - Shrink horizontally by a factor of $\frac{1}{3}$
 - Stretch horizontally by a factor of 3
- What is an even function? How can you tell that a function is even by looking at its graph? Give an example of an even function.
 - What is an odd function? How can you tell that a function is odd by looking at its graph? Give an example of an odd function.
- Suppose that f has domain A and g has domain B . What are the domains of the following functions?
 - Domain of $f + g$
 - Domain of fg
 - Domain of f/g
- How is the composition function $f \circ g$ defined? What is its domain?
 - If $g(a) = b$ and $f(b) = c$, then explain how to find $(f \circ g)(a)$.

15. (a) What is a one-to-one function?
 (b) How can you tell from the graph of a function whether it is one-to-one?
 (c) Suppose that f is a one-to-one function with domain A and range B . How is the inverse function f^{-1} defined? What are the domain and range of f^{-1} ?
- (d) If you are given a formula for f , how do you find a formula for f^{-1} ? Find the inverse of the function $f(x) = 2x$.
 (e) If you are given a graph of f , how do you find a graph of the inverse function f^{-1} ?

ANSWERS TO THE CONCEPT CHECK CAN BE FOUND AT THE BACK OF THE BOOK.

EXERCISES

1–2 ■ Function Notation A verbal description of a function f is given. Find a formula that expresses f in function notation.

1. “Square, then subtract 5.”
2. “Divide by 2, then add 9.”

3–4 ■ Function in Words A formula for a function f is given. Give a verbal description of the function.

3. $f(x) = 3(x + 10)$
4. $f(x) = \sqrt{6x - 10}$

5–6 ■ Table of Values Complete the table of values for the given function.

5. $g(x) = x^2 - 4x$
6. $h(x) = 3x^2 + 2x - 5$

x	$g(x)$
-1	
0	
1	
2	
3	

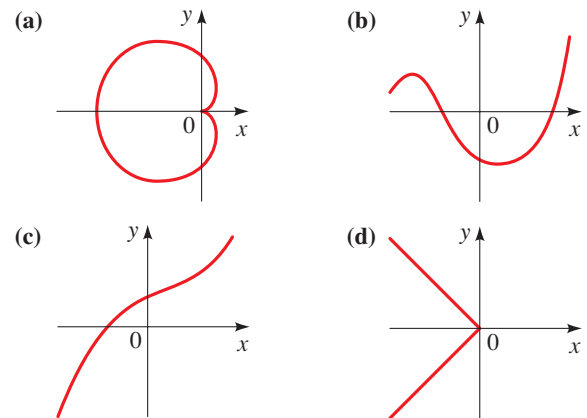
x	$h(x)$
-2	
-1	
0	
1	
2	

7. **Printing Cost** A publisher estimates that the cost $C(x)$ of printing a run of x copies of a certain mathematics textbook is given by the function $C(x) = 5000 + 30x - 0.001x^2$.
- (a) Find $C(1000)$ and $C(10,000)$.
 - (b) What do your answers in part (a) represent?
 - (c) Find $C(0)$. What does this number represent?
 - (d) Find the net change and the average rate of change of the cost C between $x = 1000$ and $x = 10,000$.
8. **Earnings** Reynalda works as a salesperson in the electronics division of a department store. She earns a base weekly salary plus a commission based on the retail price of the goods she has sold. If she sells x dollars worth of goods in a week, her earnings for that week are given by the function $E(x) = 400 + 0.03x$.
- (a) Find $E(2000)$ and $E(15,000)$.
 - (b) What do your answers in part (a) represent?
 - (c) Find $E(0)$. What does this number represent?
 - (d) Find the net change and the average rate of change of her earnings E between $x = 2000$ and $x = 15,000$.
 - (e) From the formula for E , determine what percentage Reynalda earns on the goods that she sells.

9–10 ■ Evaluating Functions Evaluate the function at the indicated values.

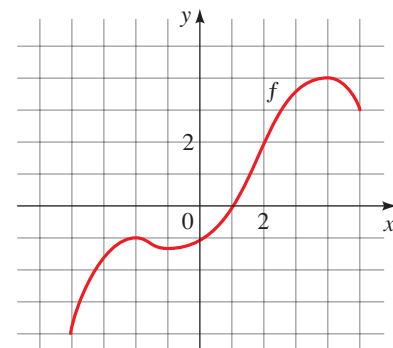
9. $f(x) = x^2 - 4x + 6$; $f(0)$, $f(2)$, $f(-2)$, $f(a)$, $f(-a)$, $f(x + 1)$, $f(2x)$
10. $f(x) = 4 - \sqrt{3x - 6}$; $f(5)$, $f(9)$, $f(a + 2)$, $f(-x)$, $f(x^2)$

11. Functions Given by a Graph Which of the following figures are graphs of functions? Which of the functions are one-to-one?



12. Getting Information from a Graph A graph of a function f is given.

- (a) Find $f(-2)$ and $f(2)$.
- (b) Find the net change and the average rate of change of f between $x = -2$ and $x = 2$.
- (c) Find the domain and range of f .
- (d) On what intervals is f increasing? On what intervals is f decreasing?
- (e) What are the local maximum values of f ?
- (f) Is f one-to-one?



13–14 ■ Domain and Range Find the domain and range of the function.

13. $f(x) = \sqrt{x+3}$

14. $F(t) = t^2 + 2t + 5$

15–22 ■ Domain Find the domain of the function.

15. $f(x) = 7x + 15$

16. $f(x) = \frac{2x+1}{2x-1}$

17. $f(x) = \sqrt{x+4}$

18. $f(x) = 3x - \frac{2}{\sqrt{x+1}}$

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

20. $g(x) = \frac{2x^2 + 5x + 3}{2x^2 - 5x - 3}$

21. $h(x) = \sqrt{4-x} + \sqrt{x^2-1}$

22. $f(x) = \frac{\sqrt[3]{2x+1}}{\sqrt[3]{2x+2}}$

23–38 ■ Graphing Functions Sketch a graph of the function. Use transformations of functions whenever possible.

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

24. $f(x) = \frac{1}{3}(x-5), \quad 2 \leq x \leq 8$

25. $f(x) = 3x^2$

26. $f(x) = -\frac{1}{4}x^2$

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

28. $f(x) = -(x-1)^4$

29. $f(x) = 1 + \sqrt{x}$

30. $f(x) = 1 - \sqrt{x+2}$

31. $f(x) = \frac{1}{2}x^3$

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

33. $f(x) = -|x|$

34. $f(x) = |x+1|$

35. $f(x) = -\frac{1}{x^2}$

36. $f(x) = \frac{1}{(x-1)^3}$

37. $f(x) = \begin{cases} 1-x & \text{if } x < 0 \\ 1 & \text{if } x \geq 0 \end{cases}$

38. $f(x) = \begin{cases} -x & \text{if } x < 0 \\ x^2 & \text{if } 0 \leq x < 2 \\ 1 & \text{if } x \geq 2 \end{cases}$

39–42 ■ Equations That Represent Functions Determine whether the equation defines y as a function of x .

39. $x + y^2 = 14$

40. $3x - \sqrt{y} = 8$

41. $x^3 - y^3 = 27$

42. $2x = y^4 - 16$



43–44 ■ Graphing Functions Determine which viewing rectangle produces the most appropriate graph of the function.

43. $f(x) = 6x^3 - 15x^2 + 4x - 1$

(i) $[-2, 2]$ by $[-2, 2]$

(ii) $[-8, 8]$ by $[-8, 8]$

(iii) $[-4, 4]$ by $[-12, 12]$

(iv) $[-100, 100]$ by $[-100, 100]$

44. $f(x) = \sqrt{100 - x^3}$

(i) $[-4, 4]$ by $[-4, 4]$

(ii) $[-10, 10]$ by $[-10, 10]$

(iii) $[-10, 10]$ by $[-10, 40]$

(iv) $[-100, 100]$ by $[-100, 100]$



45–48 ■ Domain and Range from a Graph A function f is given. (a) Use a graphing calculator to draw the graph of f . (b) Find the domain and range of f from the graph.

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

46. $f(x) = -\sqrt{x^2 - 3}$

47. $f(x) = \sqrt{x^3 - 4x + 1}$

48. $f(x) = x^4 - x^3 + x^2 + 3x - 6$



49–50 ■ Getting Information from a Graph Draw a graph of the function f , and determine the intervals on which f is increasing and on which f is decreasing.

49. $f(x) = x^3 - 4x^2$

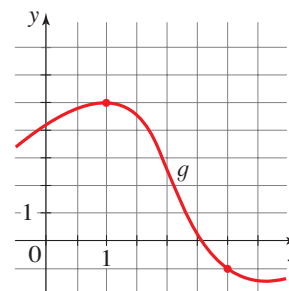
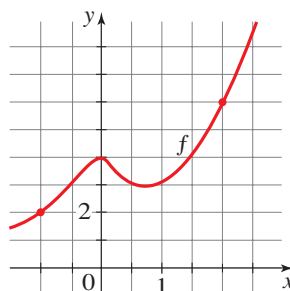
50. $f(x) = |x^4 - 16|$

51–56 ■ Net Change and Average Rate of Change A function is given (either numerically, graphically, or algebraically). Find the net change and the average rate of change of the function between the indicated values.

51. Between $x = 4$ and $x = 8$ 52. Between $x = 10$ and $x = 30$

x	$f(x)$
2	14
4	12
6	12
8	8
10	6

x	$g(x)$
0	25
10	-5
20	-2
30	30
40	0

53. Between $x = -1$ and $x = 2$ 54. Between $x = 1$ and $x = 3$ 

55. $f(x) = x^2 - 2x$; between $x = 1$ and $x = 4$

56. $g(x) = (x+1)^2$; between $x = a$ and $x = a+h$

57–58 ■ Linear? Determine whether the given function is linear.

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

58. $g(x) = \frac{x+3}{5}$

59–60 ■ Linear Functions A linear function is given.

(a) Sketch a graph of the function. (b) What is the slope of the graph? (c) What is the rate of change of the function?

59. $f(x) = 3x + 2$

60. $g(x) = 3 - \frac{1}{2}x$

61–66 ■ Linear Functions A linear function is described either verbally, numerically, or graphically. Express f in the form $f(x) = ax + b$.

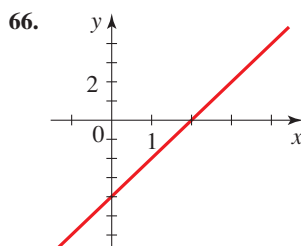
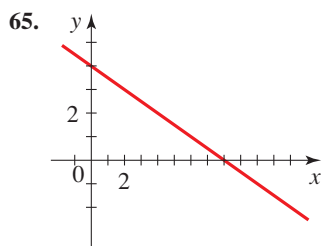
61. The function has rate of change -2 and initial value 3 .
 62. The graph of the function has slope $\frac{1}{2}$ and y -intercept -1 .

63.

x	$f(x)$
0	3
1	5
2	7
3	9
4	11

64.

x	$f(x)$
0	6
2	5.5
4	5
6	4.5
8	4



67. Population The population of a planned seaside community in Florida is given by the function $P(t) = 3000 + 200t + 0.1t^2$, where t represents the number of years since the community was incorporated in 1985.

- (a) Find $P(10)$ and $P(20)$. What do these values represent?
 (b) Find the average rate of change of P between $t = 10$ and $t = 20$. What does this number represent?

68. Retirement Savings Ella is saving for her retirement by making regular deposits into a 401(k) plan. As her salary rises, she finds that she can deposit increasing amounts each year. Between 1995 and 2008 the annual amount (in dollars) that she deposited was given by the function $D(t) = 3500 + 15t^2$, where t represents the year of the deposit measured from the start of the plan (so 1995 corresponds to $t = 0$, 1996 corresponds to $t = 1$, and so on).

- (a) Find $D(0)$ and $D(15)$. What do these values represent?
 (b) Assuming that her deposits continue to be modeled by the function D , in what year will she deposit \$17,000?
 (c) Find the average rate of change of D between $t = 0$ and $t = 15$. What does this number represent?

69–70 ■ Average Rate of Change A function f is given. (a) Find the average rate of change of f between $x = 0$ and $x = 2$, and the average rate of change of f between $x = 15$ and $x = 50$. (b) Were the two average rates of change that you found in part (a) the same? (c) Is the function linear? If so, what is its rate of change?

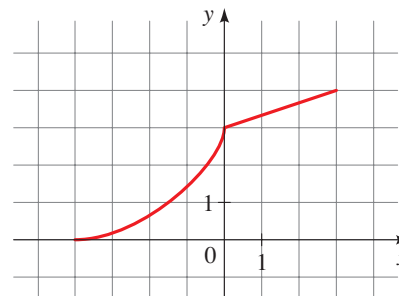
69. $f(x) = \frac{1}{2}x - 6$ 70. $f(x) = 8 - 3x$

71. Transformations Suppose the graph of f is given. Describe how the graphs of the following functions can be obtained from the graph of f .

- (a) $y = f(x) + 8$ (b) $y = f(x + 8)$
 (c) $y = 1 + 2f(x)$ (d) $y = f(x - 2) - 2$
 (e) $y = f(-x)$ (f) $y = -f(-x)$
 (g) $y = -f(x)$ (h) $y = f^{-1}(x)$

72. Transformations The graph of f is given. Draw the graphs of the following functions.

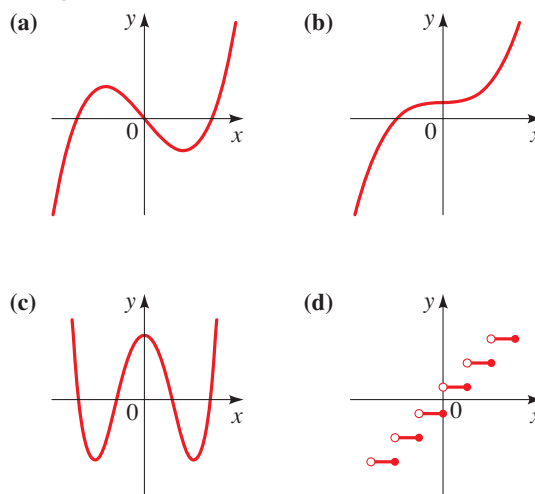
- (a) $y = f(x - 2)$ (b) $y = -f(x)$
 (c) $y = 3 - f(x)$ (d) $y = \frac{1}{2}f(x) - 1$
 (e) $y = f^{-1}(x)$ (f) $y = f(-x)$



73. Even and Odd Functions Determine whether f is even, odd, or neither.

- (a) $f(x) = 2x^5 - 3x^2 + 2$ (b) $f(x) = x^3 - x^7$
 (c) $f(x) = \frac{1 - x^2}{1 + x^2}$ (d) $f(x) = \frac{1}{x + 2}$

74. Even and Odd Functions Determine whether the function in the figure is even, odd, or neither.



75–78 ■ Local Maxima and Minima Find the local maximum and minimum values of the function and the values of x at which they occur. State each answer rounded to two decimal places.

75. $g(x) = 2x^2 + 4x - 5$
 76. $f(x) = 1 - x - x^2$
 77. $f(x) = 3.3 + 1.6x - 2.5x^3$
 78. $f(x) = x^{2/3}(6 - x)^{1/3}$

79. Maximum Height of Projectile A stone is thrown upward from the top of a building. Its height (in feet) above the ground after t seconds is given by

$$h(t) = -16t^2 + 48t + 32$$

What maximum height does it reach?

- 80. Maximum Profit** The profit P (in dollars) generated by selling x units of a certain commodity is given by

$$P(x) = -1500 + 12x - 0.0004x^2$$

What is the maximum profit, and how many units must be sold to generate it?

- 81–82 ■ Graphical Addition** Two functions, f and g , are given. Draw graphs of f , g , and $f + g$ on the same graphing calculator screen to illustrate the concept of graphical addition.

81. $f(x) = x + 2$, $g(x) = x^2$

82. $f(x) = x^2 + 1$, $g(x) = 3 - x^2$

- 83. Combining Functions** If $f(x) = x^2 - 3x + 2$ and $g(x) = 4 - 3x$, find the following functions.

- (a) $f + g$ (b) $f - g$ (c) fg
 (d) f/g (e) $f \circ g$ (f) $g \circ f$

- 84.** If $f(x) = 1 + x^2$ and $g(x) = \sqrt{x - 1}$, find the following.

- (a) $f \circ g$ (b) $g \circ f$ (c) $(f \circ g)(2)$
 (d) $(f \circ f)(2)$ (e) $f \circ g \circ f$ (f) $g \circ f \circ g$

- 85–86 ■ Composition of Functions** Find the functions $f \circ g$, $g \circ f$, $f \circ f$, and $g \circ g$ and their domains.

85. $f(x) = 3x - 1$, $g(x) = 2x - x^2$

86. $f(x) = \sqrt{x}$, $g(x) = \frac{2}{x - 4}$

- 87. Finding a Composition** Find $f \circ g \circ h$, where $f(x) = \sqrt{1 - x}$, $g(x) = 1 - x^2$, and $h(x) = 1 + \sqrt{x}$.

- 88. Finding a Composition** If $T(x) = \frac{1}{\sqrt{1 + \sqrt{x}}}$, find functions f , g , and h such that $f \circ g \circ h = T$.

- 89–94 ■ One-to-One Functions** Determine whether the function is one-to-one.

89. $f(x) = 3 + x^3$

90. $g(x) = 2 - 2x + x^2$

91. $h(x) = \frac{1}{x^4}$

92. $r(x) = 2 + \sqrt{x + 3}$

93. $p(x) = 3.3 + 1.6x - 2.5x^3$

94. $q(x) = 3.3 + 1.6x + 2.5x^3$

- 95–98 ■ Finding Inverse Functions** Find the inverse of the function.

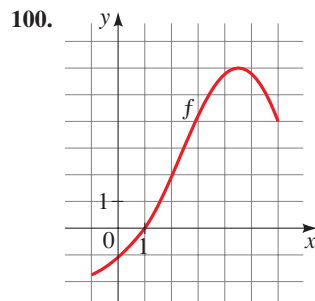
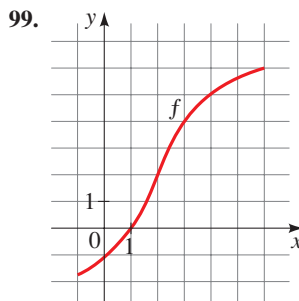
95. $f(x) = 3x - 2$

96. $f(x) = \frac{2x + 1}{3}$

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

98. $f(x) = 1 + \sqrt[5]{x - 2}$

- 99–100 ■ Inverse Functions from a Graph** A graph of a function f is given. Does f have an inverse? If so, find $f^{-1}(0)$ and $f^{-1}(4)$.



- 101. Graphing Inverse Functions**

- (a) Sketch a graph of the function

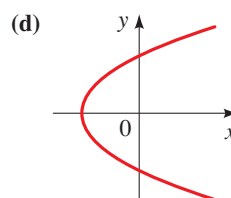
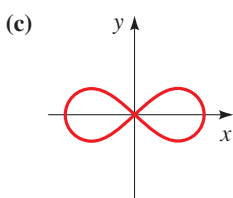
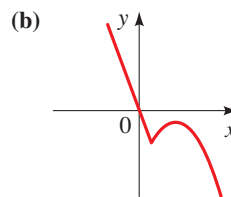
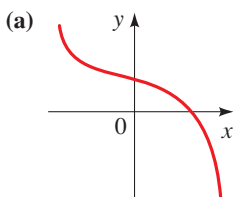
$$f(x) = x^2 - 4 \quad x \geq 0$$

- (b) Use part (a) to sketch the graph of f^{-1} .
 (c) Find an equation for f^{-1} .

- 102. Graphing Inverse Functions**

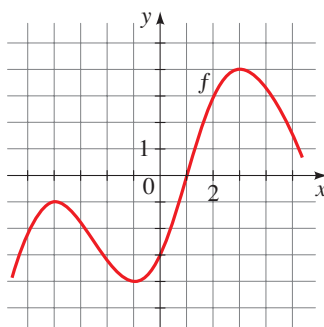
- (a) Show that the function $f(x) = 1 + \sqrt[4]{x}$ is one-to-one.
 (b) Sketch the graph of f .
 (c) Use part (b) to sketch the graph of f^{-1} .
 (d) Find an equation for f^{-1} .


1. Which of the following are graphs of functions? If the graph is that of a function, is it one-to-one?



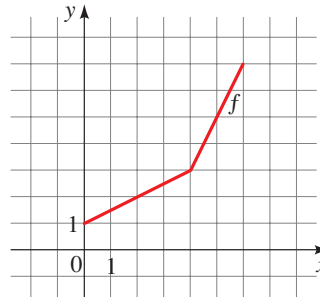
2. Let $f(x) = \frac{\sqrt{x}}{x + 1}$.

- (a) Evaluate $f(0)$, $f(2)$, and $f(a + 2)$.
 - (b) Find the domain of f .
 - (c) What is the average rate of change of f between $x = 2$ and $x = 10$?
3. A function f has the following verbal description: “Subtract 2, then cube the result.”
- (a) Find a formula that expresses f algebraically.
 - (b) Make a table of values of f , for the inputs $-1, 0, 1, 2, 3$, and 4 .
 - (c) Sketch a graph of f , using the table of values from part (b) to help you.
 - (d) How do we know that f has an inverse? Give a verbal description for f^{-1} .
 - (e) Find a formula that expresses f^{-1} algebraically.



4. A graph of a function f is given in the margin.
- (a) Find the local minimum and maximum values of f and the values of x at which they occur.
 - (b) Find the intervals on which f is increasing and on which f is decreasing.
5.  A school fund-raising group sells chocolate bars to help finance a swimming pool for their physical education program. The group finds that when they set their price at x dollars per bar (where $0 < x \leq 5$), their total sales revenue (in dollars) is given by the function $R(x) = -500x^2 + 3000x$.
- (a) Evaluate $R(2)$ and $R(4)$. What do these values represent?
 - (b) Use a graphing calculator to draw a graph of R . What does the graph tell us about what happens to revenue as the price increases from 0 to 5 dollars?
 - (c) What is the maximum revenue, and at what price is it achieved?
6. Determine the net change and the average rate of change for the function $f(t) = t^2 - 2t$ between $t = 2$ and $t = 2 + h$.
7. Let $f(x) = (x + 5)^2$ and $g(x) = 1 - 5x$.
- (a) Only one of the two functions f and g is linear. Which one is linear, and why is the other one not linear?
 - (b) Sketch a graph of each function.
 - (c) What is the rate of change of the linear function?
8. (a) Sketch the graph of the function $f(x) = x^3$.
 (b) Use part (a) to graph the function $g(x) = (x - 1)^3 - 2$.
9. (a) How is the graph of $y = f(x - 3) + 2$ obtained from the graph of f ?
 (b) How is the graph of $y = f(-x)$ obtained from the graph of f ?

10. Let $f(x) = \begin{cases} 1 - x & \text{if } x \leq 1 \\ 2x + 1 & \text{if } x > 1 \end{cases}$
- (a) Evaluate $f(-2)$ and $f(1)$.
 (b) Sketch the graph of f .
11. If $f(x) = x^2 + x + 1$ and $g(x) = x - 3$, find the following.
- (a) $f + g$ (b) $f - g$ (c) $f \circ g$ (d) $g \circ f$
 (e) $f(g(2))$ (f) $g(f(2))$ (g) $g \circ g \circ g$
12. Determine whether the function is one-to-one.
- (a) $f(x) = x^3 + 1$ (b) $g(x) = |x + 1|$
13. Use the Inverse Function Property to show that $f(x) = \frac{1}{x - 2}$ is the inverse of $g(x) = \frac{1}{x} + 2$.
14. Find the inverse function of $f(x) = \frac{x - 3}{2x + 5}$.
15. (a) If $f(x) = \sqrt{3 - x}$, find the inverse function f^{-1} .
 (b) Sketch the graphs of f and f^{-1} on the same coordinate axes.
- 16–21 ■ A graph of a function f is given below.
16. Find the domain and range of f .
 17. Find $f(0)$ and $f(4)$.
 18. Graph $f(x - 2)$ and $f(x) + 2$.
 19. Find the net change and the average rate of change of f between $x = 2$ and $x = 6$.
 20. Find $f^{-1}(1)$ and $f^{-1}(3)$.
 21. Sketch the graph of f^{-1} .



22. Let $f(x) = 3x^4 - 14x^2 + 5x - 3$.
- (a) Draw the graph of f in an appropriate viewing rectangle.
 (b) Is f one-to-one?
 (c) Find the local maximum and minimum values of f and the values of x at which they occur. State each answer correct to two decimal places.
 (d) Use the graph to determine the range of f .
 (e) Find the intervals on which f is increasing and on which f is decreasing.

Many of the processes that are studied in the physical and social sciences involve understanding how one quantity varies with respect to another. Finding a function that describes the dependence of one quantity on another is called *modeling*. For example, a biologist observes that the number of bacteria in a certain culture increases with time. He tries to model this phenomenon by finding the precise function (or rule) that relates the bacteria population to the elapsed time.

In this *Focus on Modeling* we will learn how to find models that can be constructed using geometric or algebraic properties of the object under study. Once the model is found, we use it to analyze and predict properties of the object or process being studied.

■ Modeling with Functions

We begin by giving some general guidelines for making a function model.

GUIDELINES FOR MODELING WITH FUNCTIONS

1. **Express the Model in Words.** Identify the quantity you want to model, and express it, in words, as a function of the other quantities in the problem.
2. **Choose the Variable.** Identify all the variables that are used to express the function in Step 1. Assign a symbol, such as x , to one variable, and express the other variables in terms of this symbol.
3. **Set up the Model.** Express the function in the language of algebra by writing it as a function of the single variable chosen in Step 2.
4. **Use the Model.** Use the function to answer the questions posed in the problem. (To find a maximum or a minimum, use the methods described in Section 2.3.)

EXAMPLE 1 ■ Fencing a Garden

A gardener has 140 feet of fencing to fence in a rectangular vegetable garden.

- (a) Find a function that models the area of the garden she can fence.
- (b) For what range of widths is the area greater than 825 ft²?
- (c) Can she fence a garden with area 1250 ft²?
- (d) Find the dimensions of the largest area she can fence.

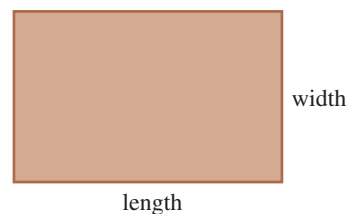
THINKING ABOUT THE PROBLEM

If the gardener fences a plot with width 10 ft, then the length must be 60 ft, because $10 + 10 + 60 + 60 = 140$. So the area is

$$A = \text{width} \times \text{length} = 10 \cdot 60 = 600 \text{ ft}^2$$

The table shows various choices for fencing the garden. We see that as the width increases, the fenced area increases, then decreases.

Width	Length	Area
10	60	600
20	50	1000
30	40	1200
40	30	1200
50	20	1000
60	10	600



SOLUTION

(a) The model that we want is a function that gives the area she can fence.

Express the model in words. We know that the area of a rectangular garden is

$$\text{area} = \text{width} \times \text{length}$$

Choose the variable. There are two varying quantities: width and length. Because the function we want depends on only one variable, we let

$$x = \text{width of the garden}$$

Then we must express the length in terms of x . The perimeter is fixed at 140 ft, so the length is determined once we choose the width. If we let the length be l , as in Figure 1, then $2x + 2l = 140$, so $l = 70 - x$. We summarize these facts:

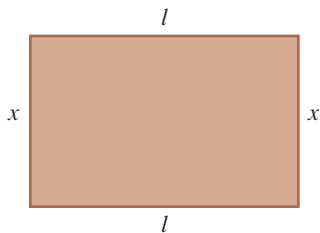


FIGURE 1

In Words	In Algebra
Width	x
Length	$70 - x$

Set up the model. The model is the function A that gives the area of the garden for any width x .

$$\text{area} = \text{width} \times \text{length}$$

$$A(x) = x(70 - x)$$

$$A(x) = 70x - x^2$$

The area that she can fence is modeled by the function $A(x) = 70x - x^2$.

Use the model. We use the model to answer the questions in parts (b)–(d).

- (b) We need to solve the inequality $A(x) \geq 825$. To solve graphically, we graph $y = 70x - x^2$ and $y = 825$ in the same viewing rectangle (see Figure 2). We see that $15 \leq x \leq 55$.
- (c) From Figure 3 we see that the graph of $A(x)$ always lies below the line $y = 1250$, so an area of 1250 ft² is never attained.
- (d) We need to find where the maximum value of the function $A(x) = 70x - x^2$ occurs. The function is graphed in Figure 4. Using the **TRACE** feature on a graphing calculator, we find that the function achieves its maximum value at $x = 35$. So the maximum area that she can fence is that when the garden's width is 35 ft and its length is $70 - 35 = 35$ ft. The maximum area then is $35 \times 35 = 1225$ ft².

Maximum values of functions are discussed on page 176.

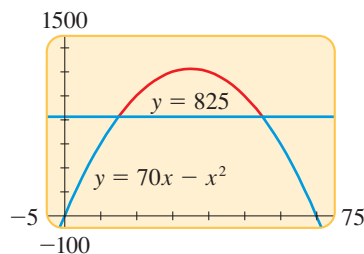


FIGURE 2

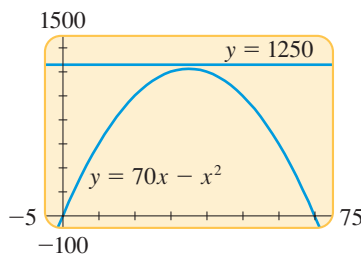


FIGURE 3

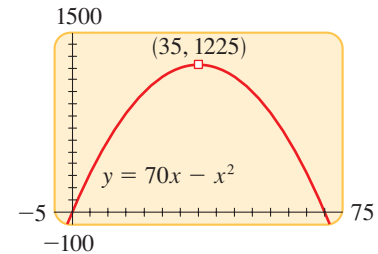


FIGURE 4

EXAMPLE 2 ■ Minimizing the Metal in a Can

A manufacturer makes a metal can that holds 1 L (liter) of oil. What radius minimizes the amount of metal in the can?

THINKING ABOUT THE PROBLEM

To use the least amount of metal, we must minimize the surface area of the can, that is, the area of the top, bottom, and the sides. The area of the top and bottom is $2\pi r^2$ and the area of the sides is $2\pi rh$ (see Figure 5), so the surface area of the can is

$$S = 2\pi r^2 + 2\pi rh$$

The radius and height of the can must be chosen so that the volume is exactly 1 L, or 1000 cm^3 . If we want a small radius, say, $r = 3$, then the height must be just tall enough to make the total volume 1000 cm^3 . In other words, we must have

$$\pi(3)^2 h = 1000 \quad \text{Volume of the can is } \pi r^2 h$$

$$h = \frac{1000}{9\pi} \approx 35.37 \text{ cm} \quad \text{Solve for } h$$

Now that we know the radius and height, we can find the surface area of the can:

$$\text{surface area} = 2\pi(3)^2 + 2\pi(3)(35.4) \approx 723.2 \text{ cm}^2$$

If we want a different radius, we can find the corresponding height and surface area in a similar fashion.

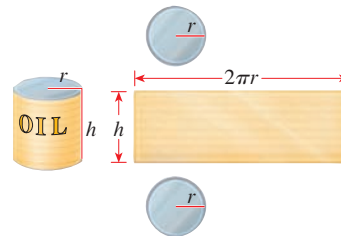


FIGURE 5

SOLUTION The model that we want is a function that gives the surface area of the can.

Express the model in words. We know that for a cylindrical can

$$\text{surface area} = \text{area of top and bottom} + \text{area of sides}$$

Choose the variable. There are two varying quantities: radius and height. Because the function we want depends on the radius, we let

$$r = \text{radius of can}$$

Next, we must express the height in terms of the radius r . Because the volume of a cylindrical can is $V = \pi r^2 h$ and the volume must be 1000 cm^3 , we have

$$\pi r^2 h = 1000 \quad \text{Volume of can is } 1000 \text{ cm}^3$$

$$h = \frac{1000}{\pi r^2} \quad \text{Solve for } h$$

We can now express the areas of the top, bottom, and sides in terms of r only:

In Words	In Algebra
Radius of can	r
Height of can	$\frac{1000}{\pi r^2}$
Area of top and bottom	$2\pi r^2$
Area of sides ($2\pi rh$)	$2\pi r\left(\frac{1000}{\pi r^2}\right)$

Set up the model. The model is the function S that gives the surface area of the can as a function of the radius r .

$$\text{surface area} = \text{area of top and bottom} + \text{area of sides}$$

$$S(r) = 2\pi r^2 + 2\pi r\left(\frac{1000}{\pi r^2}\right)$$

$$S(r) = 2\pi r^2 + \frac{2000}{r}$$

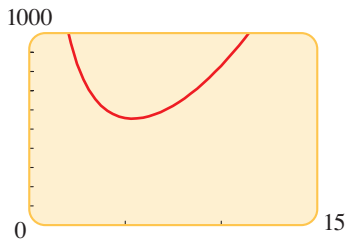


FIGURE 6 $S(r) = 2\pi r^2 + \frac{2000}{r}$

Use the model. We use the model to find the minimum surface area of the can. We graph S in Figure 6 and zoom in on the minimum point to find that the minimum value of S is about 554 cm^2 and occurs when the radius is about 5.4 cm . ■

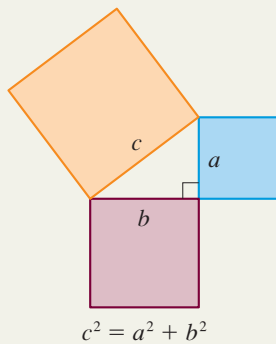
PROBLEMS

1–18 ■ In these problems you are asked to find a function that models a real-life situation. Use the principles of modeling described in this Focus to help you.

- Area** A rectangular building lot is three times as long as it is wide. Find a function that models its area A in terms of its width w .
- Area** A poster is 10 in. longer than it is wide. Find a function that models its area A in terms of its width w .
- Volume** A rectangular box has a square base. Its height is half the width of the base. Find a function that models its volume V in terms of its width w .
- Volume** The height of a cylinder is four times its radius. Find a function that models the volume V of the cylinder in terms of its radius r .
- Area** A rectangle has a perimeter of 20 ft. Find a function that models its area A in terms of the length x of one of its sides.
- Perimeter** A rectangle has an area of 16 m^2 . Find a function that models its perimeter P in terms of the length x of one of its sides.
- Area** Find a function that models the area A of an equilateral triangle in terms of the length x of one of its sides.
- Area** Find a function that models the surface area S of a cube in terms of its volume V .
- Radius** Find a function that models the radius r of a circle in terms of its area A .
- Area** Find a function that models the area A of a circle in terms of its circumference C .
- Area** A rectangular box with a volume of 60 ft^3 has a square base. Find a function that models its surface area S in terms of the length x of one side of its base.

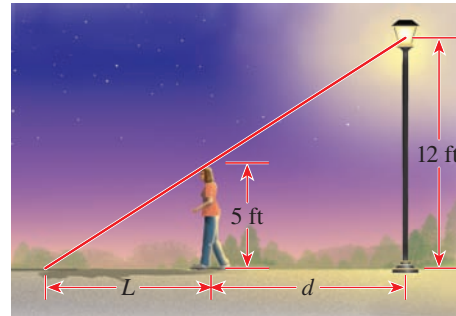
PYTHAGORAS (circa 580–500 B.C.) founded a school in Croton in southern Italy, devoted to the study of arithmetic, geometry, music, and astronomy. The Pythagoreans, as they were called, were a secret society with peculiar rules and initiation rites. They wrote nothing down and were not to reveal to anyone what they had learned from the Master. Although women were barred by law from attending public meetings, Pythagoras allowed women in his school, and his most famous student was Theano (whom he later married).

According to Aristotle, the Pythagoreans were convinced that “the principles of mathematics are the principles of all things.” Their motto was “Everything is Number,” by which they meant *whole* numbers. The outstanding contribution of Pythagoras is the theorem that bears his name: In a right triangle the area of the square on the hypotenuse is equal to the sum of the areas of the square on the other two sides.

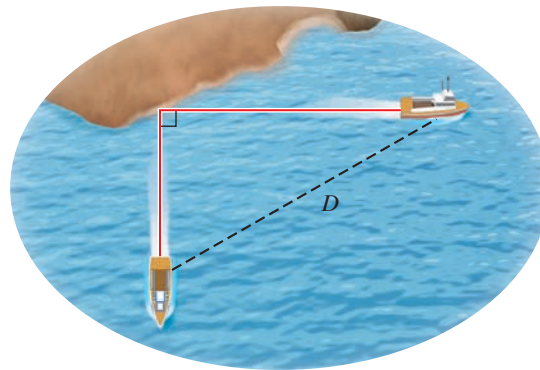


The converse of Pythagoras's Theorem is also true; that is, a triangle whose sides a , b , and c satisfy $a^2 + b^2 = c^2$ is a right triangle.

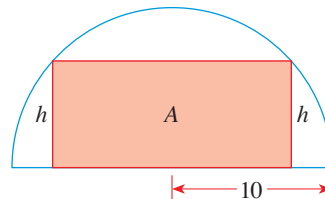
- 12. Length** A woman 5 ft tall is standing near a street lamp that is 12 ft tall, as shown in the figure. Find a function that models the length L of her shadow in terms of her distance d from the base of the lamp.



- 13. Distance** Two ships leave port at the same time. One sails south at 15 mi/h, and the other sails east at 20 mi/h. Find a function that models the distance D between the ships in terms of the time t (in hours) elapsed since their departure.



- 14. Product** The sum of two positive numbers is 60. Find a function that models their product P in terms of x , one of the numbers.
- 15. Area** An isosceles triangle has a perimeter of 8 cm. Find a function that models its area A in terms of the length of its base b .
- 16. Perimeter** A right triangle has one leg twice as long as the other. Find a function that models its perimeter P in terms of the length x of the shorter leg.
- 17. Area** A rectangle is inscribed in a semicircle of radius 10, as shown in the figure. Find a function that models the area A of the rectangle in terms of its height h .



- 18. Height** The volume of a cone is 100 in^3 . Find a function that models the height h of the cone in terms of its radius r .

19–32 ■ In these problems you are asked to find a function that models a real-life situation and then use the model to answer questions about the situation. Use the guidelines on page 237 to help you.



19. Maximizing a Product Consider the following problem: Find two numbers whose sum is 19 and whose product is as large as possible.

- (a) Experiment with the problem by making a table like the one following, showing the product of different pairs of numbers that add up to 19. On the basis of the evidence in your table, estimate the answer to the problem.

First number	Second number	Product
1	18	18
2	17	34
3	16	48
⋮	⋮	⋮

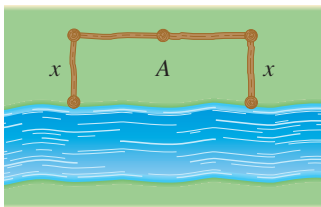
- (b) Find a function that models the product in terms of one of the two numbers.
 (c) Use your model to solve the problem, and compare with your answer to part (a).



20. Minimizing a Sum Find two positive numbers whose sum is 100 and the sum of whose squares is a minimum.



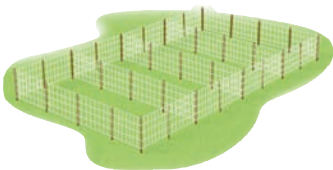
21. Fencing a Field Consider the following problem: A farmer has 2400 ft of fencing and wants to fence off a rectangular field that borders a straight river. He does not need a fence along the river (see the figure). What are the dimensions of the field of largest area that he can fence?



- (a) Experiment with the problem by drawing several diagrams illustrating the situation. Calculate the area of each configuration, and use your results to estimate the dimensions of the largest possible field.
 (b) Find a function that models the area of the field in terms of one of its sides.
 (c) Use your model to solve the problem, and compare with your answer to part (a).



22. Dividing a Pen A rancher with 750 ft of fencing wants to enclose a rectangular area and then divide it into four pens with fencing parallel to one side of the rectangle (see the figure).

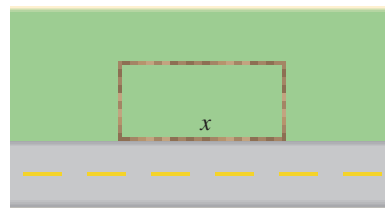



- (a) Find a function that models the total area of the four pens.
 (b) Find the largest possible total area of the four pens.



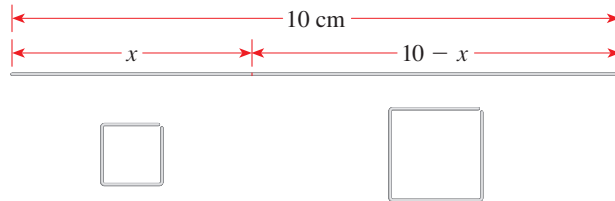
23. Fencing a Garden Plot A property owner wants to fence a garden plot adjacent to a road, as shown in the figure. The fencing next to the road must be sturdier and costs \$5 per foot, but the other fencing costs just \$3 per foot. The garden is to have an area of 1200 ft².


- (a) Find a function that models the cost of fencing the garden.
 (b) Find the garden dimensions that minimize the cost of fencing.
 (c) If the owner has at most \$600 to spend on fencing, find the range of lengths he can fence along the road.




-  **24. Maximizing Area** A wire 10 cm long is cut into two pieces, one of length x and the other of length $10 - x$, as shown in the figure. Each piece is bent into the shape of a square.

- (a) Find a function that models the total area enclosed by the two squares.
 (b) Find the value of x that minimizes the total area of the two squares.

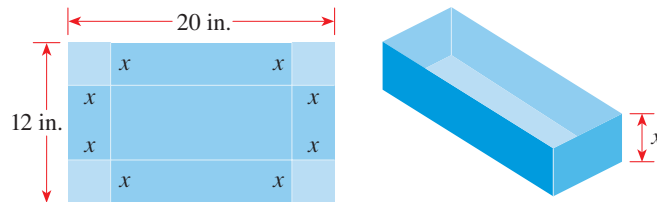



-  **25. Light from a Window** A Norman window has the shape of a rectangle surmounted by a semicircle, as shown in the figure to the left. A Norman window with perimeter 30 ft is to be constructed.

- (a) Find a function that models the area of the window.
 (b) Find the dimensions of the window that admits the greatest amount of light.


-  **26. Volume of a Box** A box with an open top is to be constructed from a rectangular piece of cardboard with dimensions 12 in. by 20 in. by cutting out equal squares of side x at each corner and then folding up the sides (see the figure).

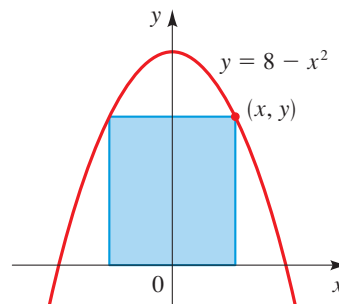
- (a) Find a function that models the volume of the box.
 (b) Find the values of x for which the volume is greater than 200 in^3 .
 (c) Find the largest volume that such a box can have.




-  **27. Area of a Box** An open box with a square base is to have a volume of 12 ft^3 .

- (a) Find a function that models the surface area of the box.
 (b) Find the box dimensions that minimize the amount of material used.

-  **28. Inscribed Rectangle** Find the dimensions that give the largest area for the rectangle shown in the figure. Its base is on the x -axis, and its other two vertices are above the x -axis, lying on the parabola $y = 8 - x^2$.

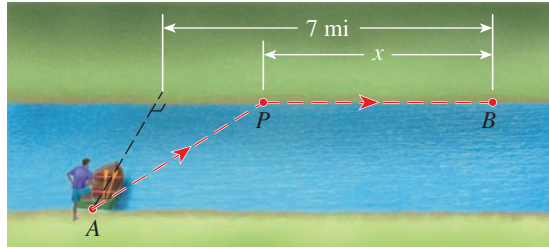


-  **29. Minimizing Costs** A rancher wants to build a rectangular pen with an area of 100 m^2 .

- (a) Find a function that models the length of fencing required.
 (b) Find the pen dimensions that require the minimum amount of fencing.



- 30. Minimizing Time** A man stands at a point A on the bank of a straight river, 2 mi wide. To reach point B , 7 mi downstream on the opposite bank, he first rows his boat to point P on the opposite bank and then walks the remaining distance x to B , as shown in the figure. He can row at a speed of 2 mi/h and walk at a speed of 5 mi/h.
- (a) Find a function that models the time needed for the trip.
 - (b) Where should he land so that he reaches B as soon as possible?



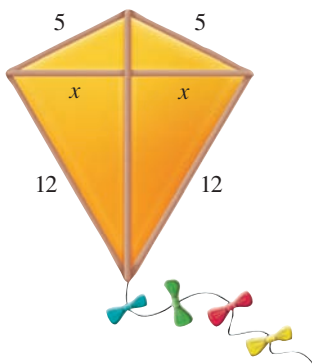
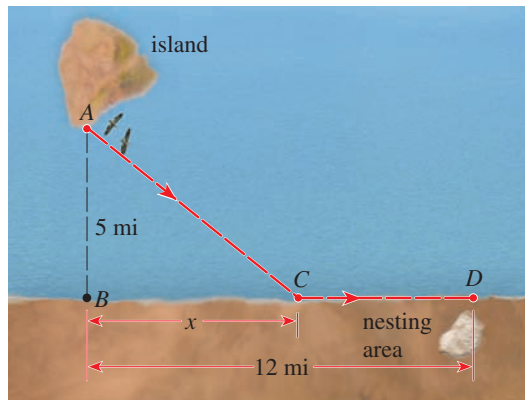
- 31. Bird Flight** A bird is released from point A on an island, 5 mi from the nearest point B on a straight shoreline. The bird flies to a point C on the shoreline and then flies along the shoreline to its nesting area D (see the figure). Suppose the bird requires 10 kcal/mi of energy to fly over land and 14 kcal/mi to fly over water.
- (a) Use the fact that

$$\text{energy used} = \text{energy per mile} \times \text{miles flown}$$

to show that the total energy used by the bird is modeled by the function

$$E(x) = 14\sqrt{x^2 + 25} + 10(12 - x)$$

- (b) If the bird instinctively chooses a path that minimizes its energy expenditure, to what point does it fly?



- 32. Area of a Kite** A kite frame is to be made from six pieces of wood. The four pieces that form its border have been cut to the lengths indicated in the figure. Let x be as shown in the figure.
- (a) Show that the area of the kite is given by the function
- $$A(x) = x(\sqrt{25 - x^2} + \sqrt{144 - x^2})$$
- (b) How long should each of the two crosspieces be to maximize the area of the kite?



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3

Polynomial and Rational Functions

- 3.1 Quadratic Functions and Models
- 3.2 Polynomial Functions and Their Graphs
- 3.3 Dividing Polynomials
- 3.4 Real Zeros of Polynomials
- 3.5 Complex Zeros and the Fundamental Theorem of Algebra
- 3.6 Rational Functions
- 3.7 Polynomial and Rational Inequalities

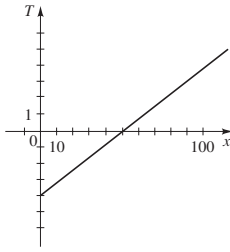
FOCUS ON MODELING
Fitting Polynomial Curves to Data

Functions defined by polynomial expressions are called *polynomial functions*. The graphs of polynomial functions can have many peaks and valleys. This property makes them suitable models for many real-world situations. For example, a factory owner notices that if she increases the number of workers, productivity increases, but if there are too many workers, productivity begins to decrease. This situation is modeled by a polynomial function of degree 2 (a quadratic function). The growth of many animal species follows a predictable pattern, beginning with a period of rapid growth, followed by a period of slow growth and then a final growth spurt. This variability in growth is modeled by a polynomial of degree 3.

In the *Focus on Modeling* at the end of this chapter we explore different ways of using polynomial functions to model real-world situations.

21. (a) $3x + y - 3 = 0$ (b) $2x + 3y - 12 = 0$

22. (a) 4°C (b)



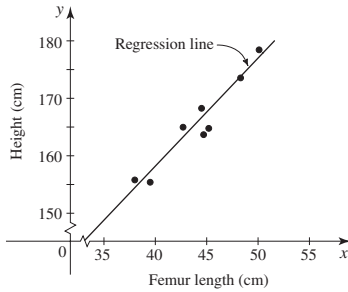
(c) The slope represents an increase of 0.08°C for each one-centimeter increase in depth, the x -intercept is the depth at which the temperature is 0°C , and the T -intercept is the temperature at ground level.

23. (a) $-2.94, -0.11, 3.05$ (b) $[-1, 2]$

24. (a) $M = kwh^2/L$ (b) 400 (c) 12,000 lb

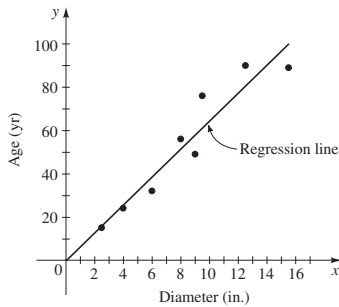
FOCUS ON MODELING ■ PAGE 144

1. (a)



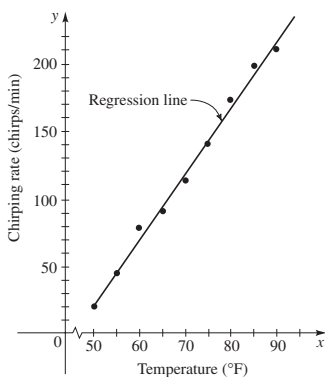
(b) $y = 1.8807x + 82.65$ (c) 191.7 cm

3. (a)



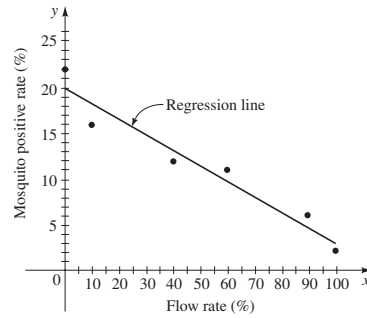
(b) $y = 6.451x - 0.1523$ (c) 116 years

5. (a)



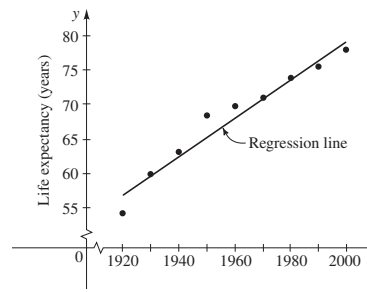
(b) $y = 4.857x - 220.97$ (c) 265 chirps/min

7. (a)



(b) $y = -0.168x + 19.89$ (c) 8.13%

9. (a)



(b) $y = 0.2708x - 462.9$ (c) 80.4 years

CHAPTER 2

SECTION 2.1 ■ PAGE 155

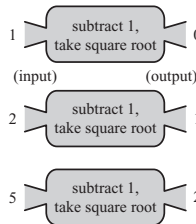
1. (a) $f(-1) = 0$ (b) $f(2) = 9$ (c) $f(2) - f(-1) = 9$
 2. domain, range 3. (a) f and g (b) $f(5) = 10, g(5) = 0$
 4. (a) square, add 3

(b)

x	0	2	4	6
$f(x)$	19	7	3	7

5. one; (i) 6. (a) Yes (b) No 7. $f(x) = 3x - 5$
 9. $f(x) = (x - 1)^2$ 11. Multiply by 2, then add 3
 13. Add 1, then multiply by 5

15.



17.

x	$f(x)$
-1	8
0	2
1	0
2	2
3	8

19. 3, 3, $-6, -\frac{23}{4}$ 21. $-1, \frac{5}{3}, 0, \frac{1-2a}{3}, \frac{1+2a}{3}, \frac{3-2a}{3}$

23. 0, 15, 3, $a^2 + 2a, x^2 - 2x, \frac{1}{a^2} + \frac{2}{a}$

25. $-\frac{1}{3}, \text{undefined}, \frac{1}{3}, \frac{1-a}{1+a}, \frac{2-a}{a}, \frac{2-x^2}{x^2}$

27. 3, $-5, 3, 1 - 2\sqrt{2}, -a^2 - 6a - 5, -x^2 + 2x + 3, -x^4 - 2x^2 + 3$

29. 6, 2, 1, 2, $2|x|, 2(x^2 + 1)$ 31. 4, 1, 1, 2, 3

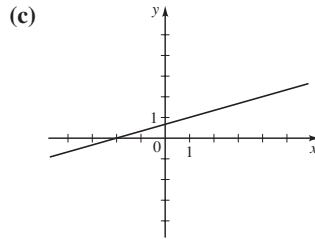
33. $8, -\frac{3}{4}, -1, 0, -1$ 35. $x^2 + 4x + 5, x^2 + 6$

37. $x^2 + 4, x^2 + 8x + 16$ 39. 12 41. -21

43. $5 - 2a, 5 - 2a - 2h, -2$ 45. $5, 5, 0$
 47. $\frac{a}{a+1}, \frac{a+h}{a+h+1}, \frac{1}{(a+h+1)(a+1)}$
 49. $3 - 5a + 4a^2, 3 - 5a - 5h + 4a^2 + 8ah + 4h^2, -5 + 8a + 4h$ 51. $(-\infty, \infty), (-\infty, \infty)$
 53. $[-2, 6], [-6, 18]$ 55. $\{x | x \neq 3\}$ 57. $\{x | x \neq \pm 1\}$
 59. $[-1, \infty)$ 61. $(-\infty, \infty)$ 63. $(-\infty, \frac{1}{2}]$
 65. $[-2, 3) \cup (3, \infty)$ 67. $(-\infty, 0] \cup [6, \infty)$ 69. $(4, \infty)$
 71. $(\frac{1}{2}, \infty)$ 73. (a) $f(x) = \frac{x}{3} + \frac{2}{3}$

(b)

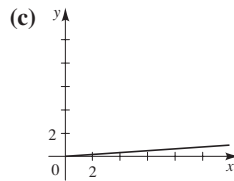
x	f(x)
2	$\frac{4}{3}$
4	2
6	$\frac{8}{3}$
8	$\frac{10}{3}$



75. (a) $T(x) = 0.08x$

(b)

x	T(x)
2	0.16
4	0.32
6	0.48
8	0.64



77. $(-\infty, \infty), \{1, 5\}$
 79. (a) 50, 0 (b) $V(0)$ is the volume of the full tank, and $V(20)$ is the volume of the empty tank, 20 min later.

(c)

x	V(x)
0	50
5	28.125
10	12.5
15	3.125
20	0

(d) -50 gal

81. (a) 8.66 m, 6.61 m, 4.36 m (b) It will appear to get shorter.
 83. (a) $v(0.1) = 4440, v(0.4) = 1665$
 (b) Flow is faster near central axis.

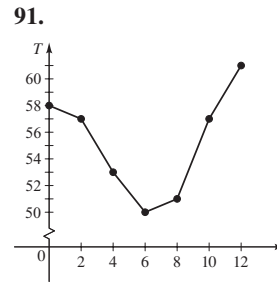
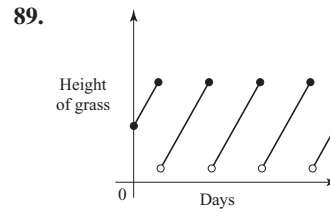
(c)

r	v(r)
0	4625
0.1	4440
0.2	3885
0.3	2960
0.4	1665
0.5	0

(d) -4440 cm/s

85. (a) $T(5000) = 0, T(12,000) = 960, T(25,000) = 5350$
 (b) The amount of tax paid on incomes of 5000, 12,000, and 25,000

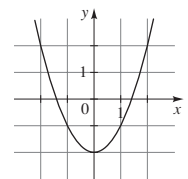
87. (a) $T(x) = \begin{cases} 75x & \text{if } 0 \leq x \leq 2 \\ 150 + 50(x - 2) & \text{if } x > 2 \end{cases}$
 (b) \$150, \$200, \$300 (c) Total cost of staying at the hotel



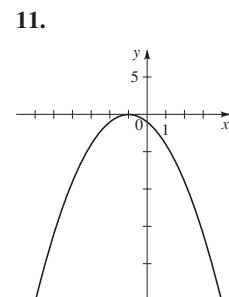
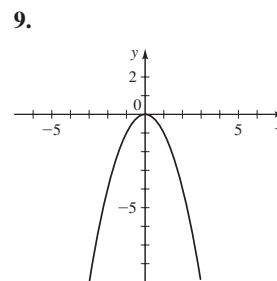
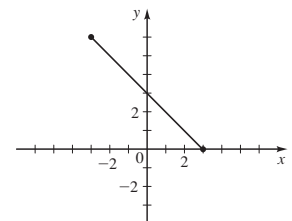
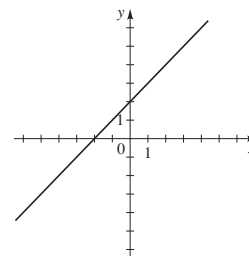
SECTION 2.2 ■ PAGE 166

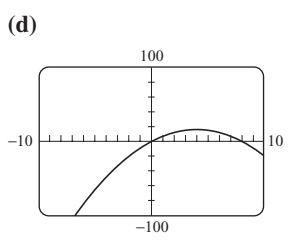
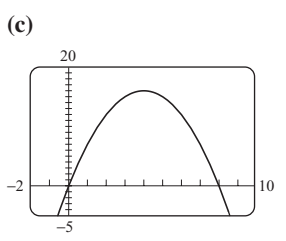
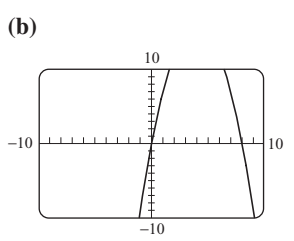
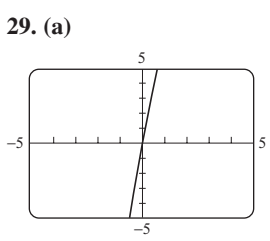
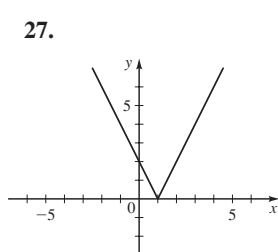
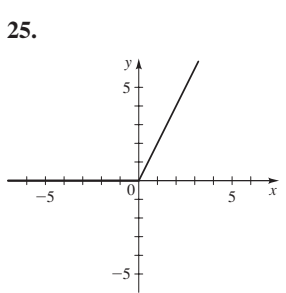
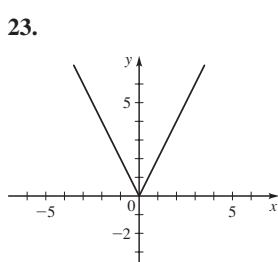
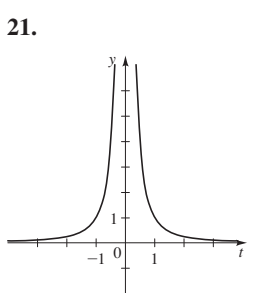
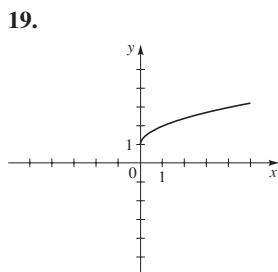
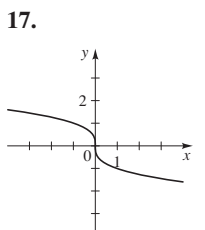
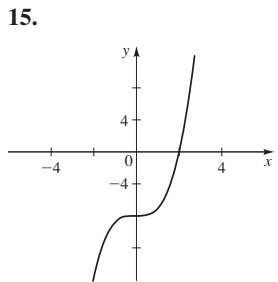
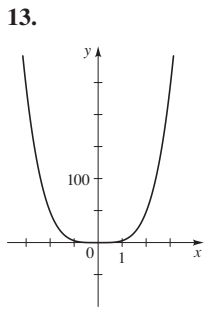
1. $f(x), x^2 - 2, 7, 7$

x	f(x)	(x, y)
-2	2	(-2, 2)
-1	-1	(-1, -1)
0	-2	(0, -2)
1	-1	(1, -1)
2	2	(2, 2)

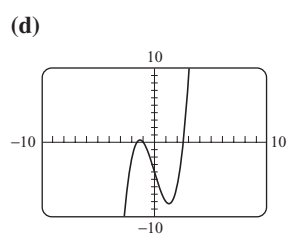
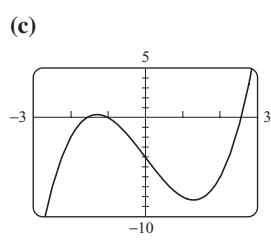
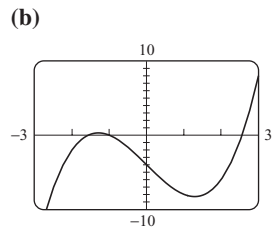
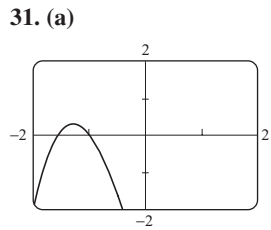


2. 10 3. 7 4. (a) IV (b) II (c) I (d) III
 5. 7.

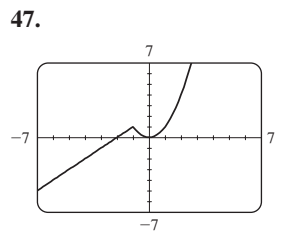
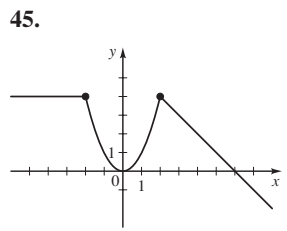
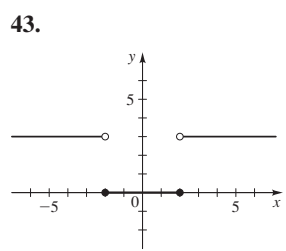
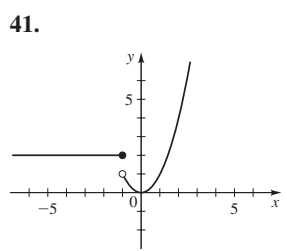
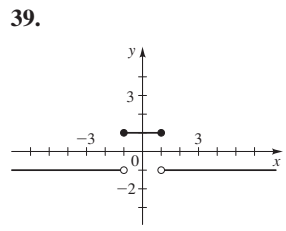
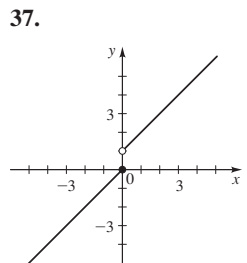
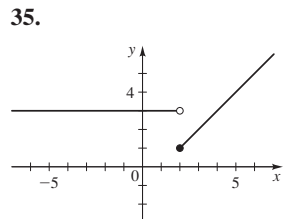
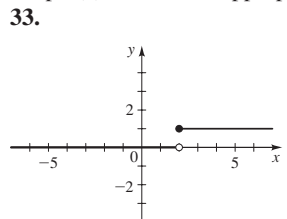




Graph (c) is the most appropriate.



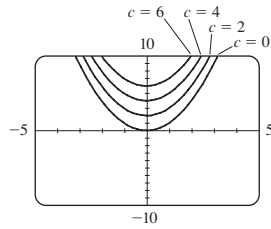
Graph (c) is the most appropriate.



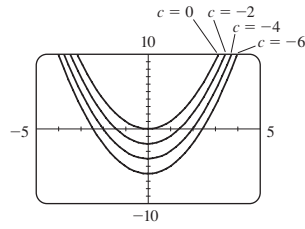
49.
$$f(x) = \begin{cases} -2 & \text{if } x < -2 \\ x & \text{if } -2 \leq x \leq 2 \\ 2 & \text{if } x > 2 \end{cases}$$

51. (a) Yes (b) No (c) Yes (d) No
 53. Function, domain $[-3, 2]$, range $[-2, 2]$
 55. Not a function 57. Yes 59. No 61. No 63. No
 65. Yes 67. Yes

69. (a)

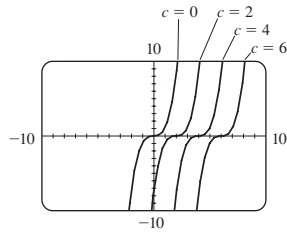


(b)

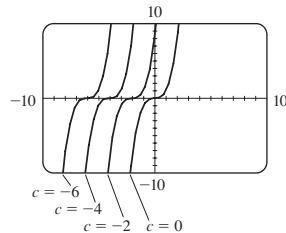


(c) If $c > 0$, then the graph of $f(x) = x^2 + c$ is the same as the graph of $y = x^2$ shifted upward c units. If $c < 0$, then the graph of $f(x) = x^2 + c$ is the same as the graph of $y = x^2$ shifted downward c units.

71. (a)

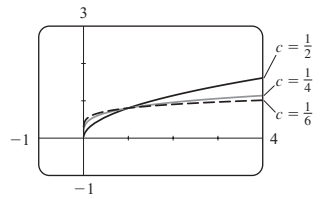


(b)

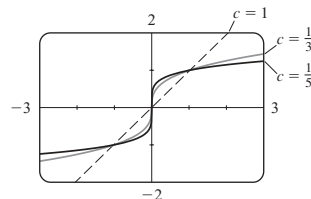


(c) If $c > 0$, then the graph of $f(x) = (x - c)^3$ is the same as the graph of $y = x^3$ shifted to the right c units. If $c < 0$, then the graph of $f(x) = (x - c)^3$ is the same as the graph of $y = x^3$ shifted to the left $|c|$ units.

73. (a)



(b)

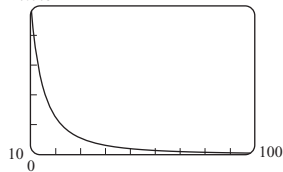


(c) Graphs of even roots are similar to \sqrt{x} ; graphs of odd roots are similar to $\sqrt[3]{x}$. As c increases, the graph of $y = \sqrt[c]{x}$ becomes steeper near 0 and flatter when $x > 1$.

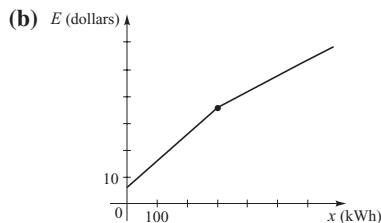
75. $f(x) = -\frac{7}{6}x - \frac{4}{3}, -2 \leq x \leq 4$

77. $f(x) = \sqrt{9 - x^2}, -3 \leq x \leq 3$

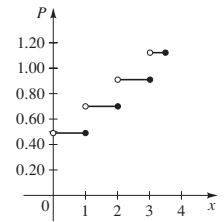
79. 0.005



81. (a) $E(x) = \begin{cases} 6 + 0.10x & \text{if } 0 \leq x \leq 300 \\ 36 + 0.06(x - 300) & \text{if } x > 300 \end{cases}$

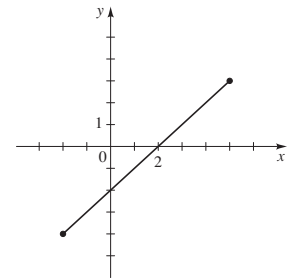
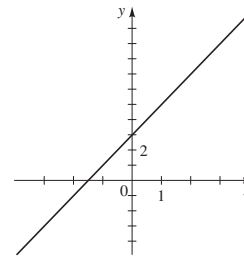


83. $P(x) = \begin{cases} 0.49 & \text{if } 0 < x \leq 1 \\ 0.70 & \text{if } 1 < x \leq 2 \\ 0.91 & \text{if } 2 < x \leq 3 \\ 1.12 & \text{if } 3 < x \leq 3.5 \end{cases}$



SECTION 2.3 ■ PAGE 178

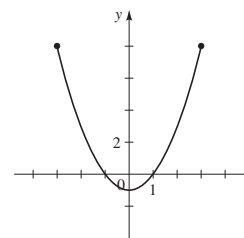
1. $a, 4, 0, f(3) - f(1) = 4$ 2. $x, y, (-\infty, \infty)(-\infty, 7]$
 3. (a) increase, $(-\infty, 2), (4, 5)$ (b) decrease, $(2, 4), (5, \infty)$
 4. (a) largest, 7, 6, 5 (b) smallest, 2, 4 5. $x; x; 1, 7, [1, 7]$
 6. (a) $2x + 1, -x + 4; 1$ (b) $2x + 1, -x + 4$, higher;
 $(-\infty, 1)$ 7. (a) 1, -1, 3, 4 (b) Domain $[-3, 4]$, range
 $[-1, 4]$ (c) -3, 2, 4 (d) $-3 \leq x \leq 2$ and $x = 4$ (e) 1
 9. (a) $f(0)$ (b) $g(-3)$ (c) -2, 2
 (d) $\{x \mid -4 \leq x \leq -2 \text{ or } 2 \leq x \leq 3\}$ (e) $\{x \mid -2 < x < 2\}$
 11. (a) 13. (a)



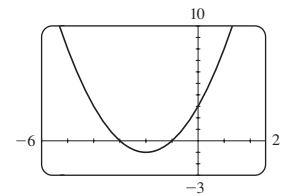
(b) $(-\infty, \infty), (-\infty, \infty)$

(b) $[-2, 5], [-4, 3]$

15. (a)



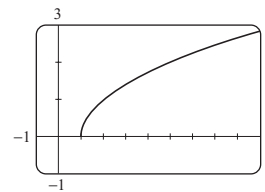
17. (a)



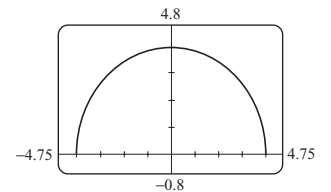
(b) $[-3, 3], [-1, 8]$

(b) Domain $(-\infty, \infty)$,
range $[-1, \infty)$

19. (a)



21. (a)



(b) Domain $[1, \infty)$,
range $[0, \infty)$

(b) Domain $[-4, 4]$,
range $[0, 4]$

23. (a) $x = 3$ (b) $x > 3$

25. (a) $x = -2, 1$ (b) $-2 \leq x \leq 1$

27. (a) $x \approx -4.32, -1.12, 1.44$

(b) $-4.32 \leq x \leq -1.12$ or $x \geq 1.44$

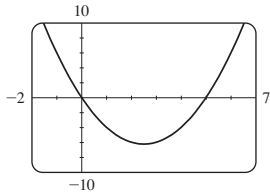
29. (a) $x = -1, -0.25, 0.25$

(b) $-1 \leq x \leq -0.25$ or $x \geq 0.25$

31. (a) Domain $[-1, 4]$, range $[-1, 3]$ (b) Increasing on $(-1, 1)$ and $(2, 4)$, decreasing on $(1, 2)$

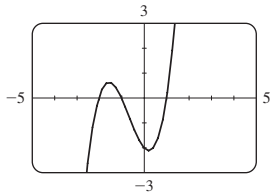
33. (a) Domain $[-3, 3]$, range $[-2, 2]$ (b) Increasing on $(-2, -1)$ and $(1, 2)$, decreasing on $(-3, -2)$, $(-1, 1)$, and $(2, 3)$

35. (a)



(b) Domain $(-\infty, \infty)$, range $[-6.25, \infty)$
(c) Increasing on $(2.5, \infty)$; decreasing on $(-\infty, 2.5)$

39. (a)



(b) Domain $(-\infty, \infty)$, range $(-\infty, \infty)$
(c) Increasing on $(-\infty, -1.55)$, $(0.22, \infty)$; decreasing on $(-1.55, 0.22)$

43. (a) Local maximum 2 when $x = 0$; local minimum -1 when $x = -2$, local minimum 0 when $x = 2$ (b) Increasing on $(-2, 0) \cup (2, \infty)$; decreasing on $(-\infty, -2) \cup (0, 2)$

45. (a) Local maximum 0 when $x = 0$; local maximum 1 when $x = 3$, local minimum -2 when $x = -2$, local minimum -1 when $x = 1$ (b) Increasing on $(-2, 0) \cup (1, 3)$; decreasing on $(-\infty, -2) \cup (0, 1) \cup (3, \infty)$ 47. (a) Local maximum ≈ 0.38 when $x \approx -0.58$; local minimum ≈ -0.38 when $x \approx 0.58$

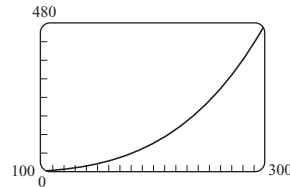
(b) Increasing on $(-\infty, -0.58) \cup (0.58, \infty)$; decreasing on $(-0.58, 0.58)$ 49. (a) Local maximum ≈ 0 when $x = 0$; local minimum ≈ -13.61 when $x \approx -1.71$, local minimum ≈ -73.32 when $x \approx 3.21$

(b) Increasing on $(-1.71, 0) \cup (3.21, \infty)$; decreasing on $(-\infty, -1.71) \cup (0, 3.21)$ 51. (a) Local maximum ≈ 5.66 when $x \approx 4.00$ (b) Increasing on $(-\infty, 4.00)$; decreasing on $(4.00, 6.00)$ 53. (a) Local maximum ≈ 0.38 when $x \approx -1.73$; local minimum ≈ -0.38 when $x \approx 1.73$ (b) Increasing on $(-\infty, -1.73) \cup (1.73, \infty)$; decreasing on $(-1.73, 0) \cup (0, 1.73)$

55. (a) 500 MW, 725 MW (b) Between 3:00 A.M. and 4:00 A.M. (c) Just before noon (d) -100 MW

57. (a) Increasing on $(0, 30) \cup (32, 68)$; decreasing on $(30, 32)$ (b) He went on a crash diet and lost weight, only to regain it again later. (c) 100 lb 59. (a) Increasing on $(0, 150) \cup (300, \infty)$; decreasing on $(150, 300)$ (b) Local maximum when $x = 150$; local minimum when $x = 300$ (c) -50 ft 61. Runner A won the race. All runners finished. Runner B fell but got up again to finish second.

63. (a)



(b) Increases 65. 7.5 mi/h

SECTION 2.4 ■ PAGE 187

1. $\frac{100 \text{ miles}}{2 \text{ hours}} = 50 \text{ mi/h}$ 2. $\frac{f(b) - f(a)}{b - a}$ 3. $\frac{25 - 1}{5 - 1} = 6$

4. (a) secant (b) 3 5. (a) Yes (b) Yes 6. (a) No (b) No 7. (a) 2 (b) $\frac{2}{3}$ 9. (a) -4 (b) $-\frac{4}{5}$ 11. (a) 3 (b) 3 13. (a) -5 (b) -1 15. (a) 51 (b) 17 17. (a) 600 (b) 60 19. (a) $5h^2 + 30h$ (b) $5h + 30$

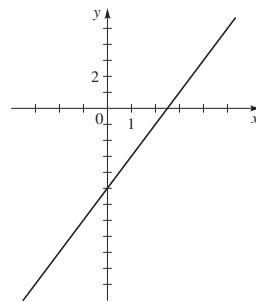
21. (a) $\frac{1 - a}{a}$ (b) $-\frac{1}{a}$ 23. (a) $\frac{-2h}{a(a + h)}$ (b) $\frac{-2}{a(a + h)}$

25. (a) $\frac{1}{2}$ 27. $f; g; 0, 1.5$ 29. -0.25 ft/day

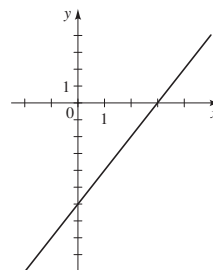
31. (a) 245 persons/year (b) -328.5 persons/year (c) 1997–2001 (d) 2001–2006 33. (a) 14 players/year (b) 18 players/year (c) -103 players/year (d) 2006–2007, 2004–2005 35. First 20 minutes: $-4.05^\circ\text{F}/\text{min}$, next 20 minutes: $-1.5^\circ\text{F}/\text{min}$; first interval 37. (a) All 10 m/s (b) Skier A started quickly and slowed down, skier B maintained a constant speed, and skier C started slowly and sped up.

SECTION 2.5 ■ PAGE 195

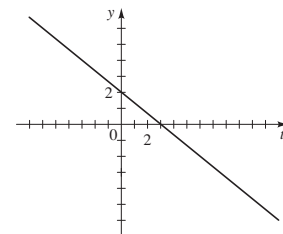
1. (a) linear, a, b (b) line 2. (a) -5 (b) line, $-5, 7$ 3. 15 4. 15 gal/min 5. Upward 6. Yes, 0, 0 7. Yes, $f(x) = \frac{1}{3}x + 3$ 9. No 11. Yes, $f(x) = \frac{1}{5}x + \frac{1}{5}$ 13. No 15. 2 17. $-\frac{2}{3}$



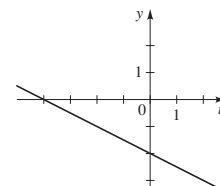
19. (a)



(b) 2 (c) 2

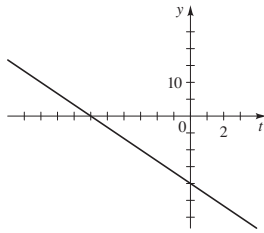


21. (a)

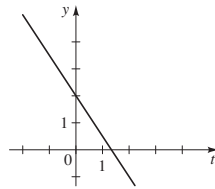


(b) -0.5 (c) -0.5

23. (a)



25. (a)



(b) $-\frac{10}{3}$ (c) $-\frac{10}{3}$

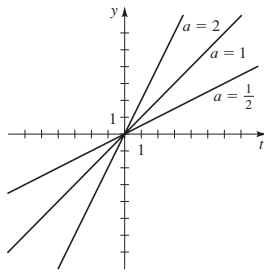
27. $f(x) = 3x - 1$ 29. $h(x) = \frac{1}{2}x + 3$

31. (a) $\frac{3}{2}$ (b) $f(x) = \frac{3}{2}x + 7$

33. (a) 1 (b) $f(x) = x + 3$

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

37.



As a increases, the graph of f becomes steeper and the rate of change increases.

41. (a) $V(t) = 0.5t + 2$ (b) 26 s

43. (a) $\frac{1}{12}$, $H(x) = \frac{1}{12}x$ (b) 12.5 in.

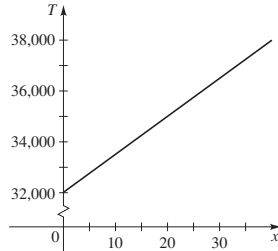
45. (a) Jari (b) Jade: 60 mi/h; Jari: 70 mi/h

(c) Jade: $f(t) = t + 10$; Jari $g(t) = \frac{7}{6}t$ 47. 3.16 mi

49. (a) $C(x) = \frac{1}{4}x + 260$

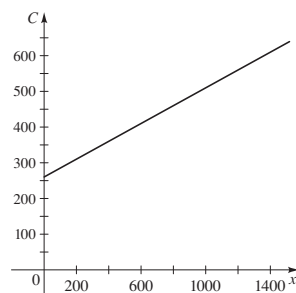
(b) $\frac{1}{4}$

39. (a)



(b) 150

(c) 150,000 tons/year



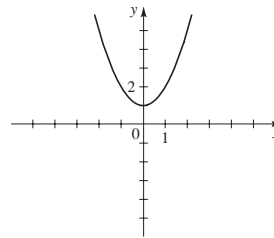
SECTION 2.6 ■ PAGE 206

1. (a) up (b) left 2. (a) down (b) right 3. (a) x -axis (b) y -axis 4. (a) II (b) I (c) III (d) IV 5. Symmetric about the y -axis 6. Symmetric about the origin 7. (a) Shift downward 1 unit (b) Shift to the right 2 units 9. (a) Reflect about the y -axis (b) Stretch vertically by a factor of 3 11. (a) Shift to the right 5 units, then upward 2 units (b) Shift to the left 1 unit, then downward 1 unit 13. (a) Reflect in the x -axis, then shift upward 5 units (b) Stretch vertically by a factor of 3, then shift downward 5 units 15. (a) Shift to the left 5 units, stretch vertically by a factor of 2, then shift downward 1 unit (b) Shift to the right 3 units, shrink vertically by a factor of $\frac{1}{4}$, then shift upward 5 units

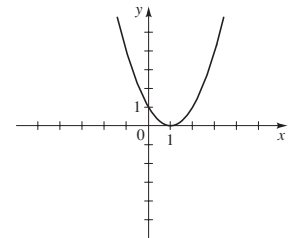
17. (a) Shrink horizontally by a factor of $\frac{1}{4}$

(b) Stretch horizontally by a factor of 4 19. (a) Shift to the left 2 units (b) Shift upward 2 units 21. (a) Shift to the left 2 units, then shift downward 2 units (b) Shift to the right 2 units, then shift upward 2 units

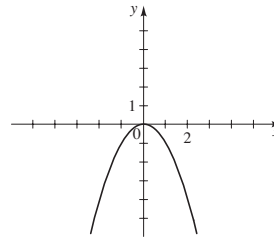
23. (a)



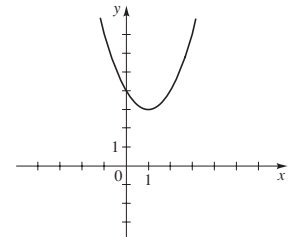
(b)



(c)

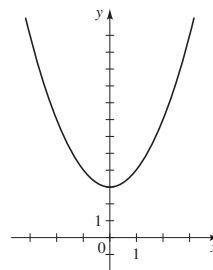


(d)

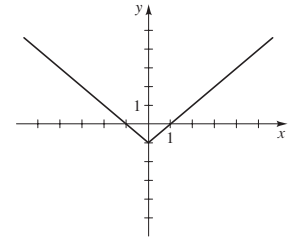


25. II 27. I

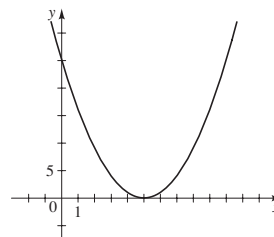
29.



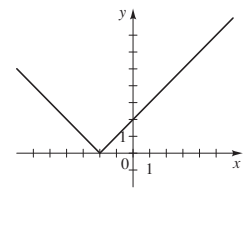
31.



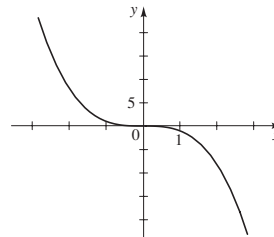
33.



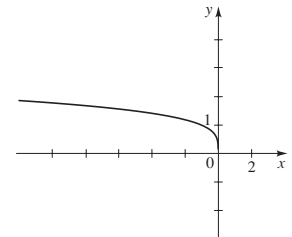
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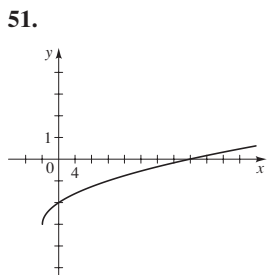
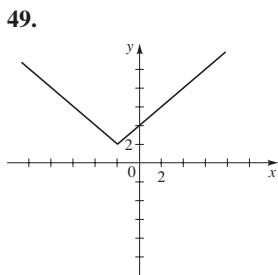
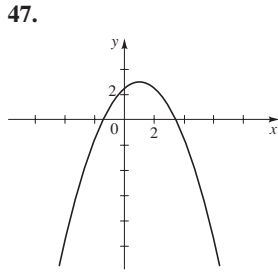
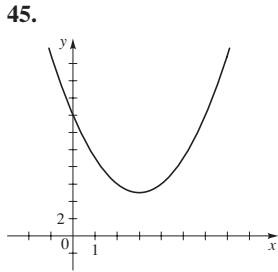
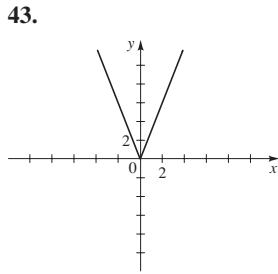
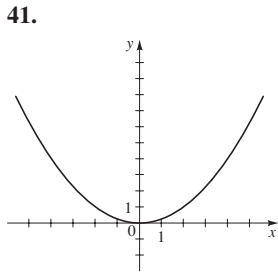


37.

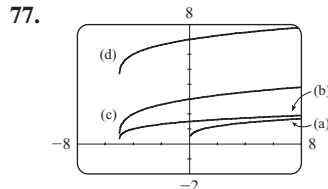
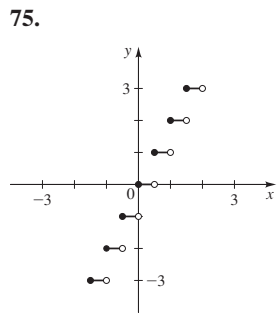
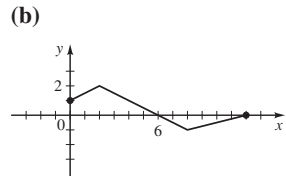
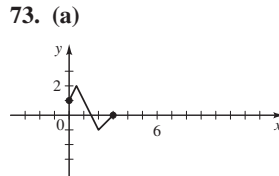
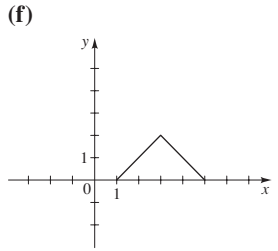
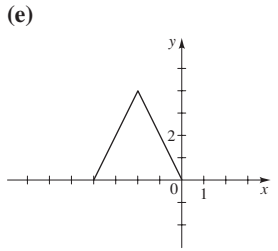
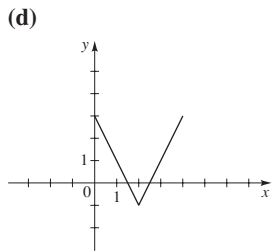
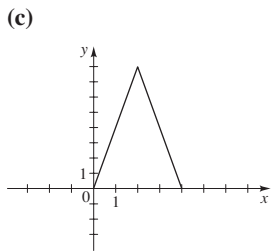
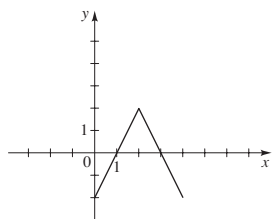
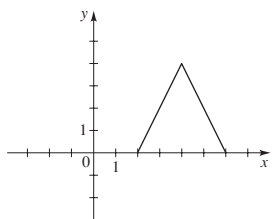


39.

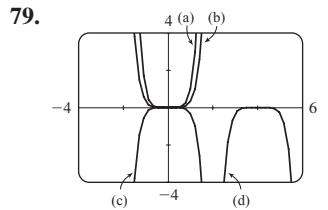




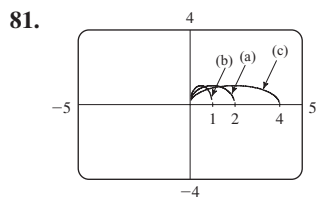
53. $y = x^2 - 3$ 55. $y = \sqrt{x + 2}$ 57. $y = |x + 2| - 5$
 59. $y = \sqrt[4]{-x} + 1$ 61. $y = 2(x - 3)^2 - 2$
 63. $g(x) = (x - 2)^2$ 65. $g(x) = |x + 1| + 2$
 67. $g(x) = -\sqrt{x + 2}$ 69. (a) 3 (b) 1 (c) 2 (d) 4
 71. (a) (b)



For part (b) shift the graph in (a) to the left 5 units; for part (c) shift the graph in (a) to the left 5 units and stretch vertically by a factor of 2; for part (d) shift the graph in (a) to the left 5 units, stretch vertically by a factor of 2, and then shift upward 4 units.

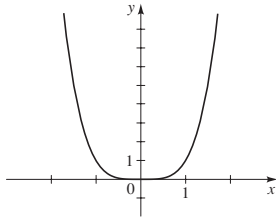


For part (b) shrink the graph in (a) vertically by a factor of $\frac{1}{3}$; for part (c) shrink the graph in (a) vertically by a factor of $\frac{1}{3}$ and reflect in the x -axis; for part (d) shift the graph in (a) to the right 4 units, shrink vertically by a factor of $\frac{1}{3}$, and then reflect in the x -axis.



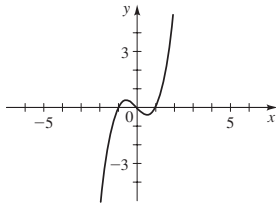
The graph in part (b) is shrunk horizontally by a factor of $\frac{1}{2}$ and the graph in part (c) is stretched by a factor of 2.

83. Even



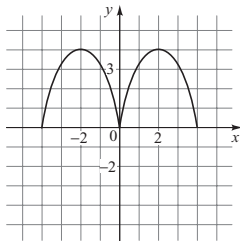
85. Neither

87. Odd

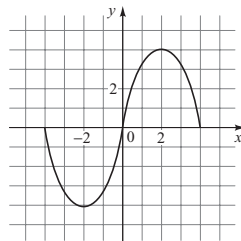


89. Neither

91. (a)

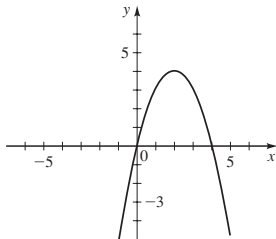


(b)

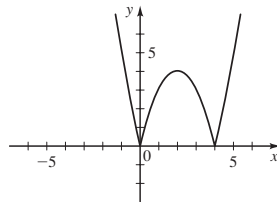


93. To obtain the graph of g , reflect in the x -axis the part of the graph of f that is below the x -axis.

95. (a)

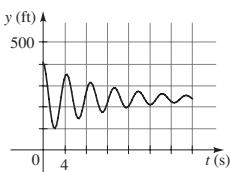


(b)



97. (a) She drops to 200 ft, bounces up and down, then settles at 350 ft.

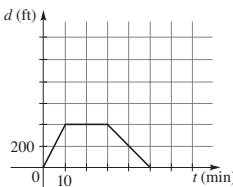
(b)



(c) Shift downward 100 ft; $H(t) = h(t) - 100$

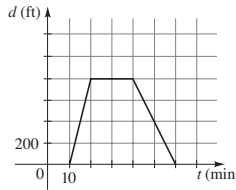
99. (a) 80 ft/min; 20 min; 800 ft

(b)



Shrunk vertically by a factor of 0.50; 40 ft/min; 400 ft

(c)



Shifted to the right 10 min; the class left 10 min later

SECTION 2.7 ■ PAGE 216

1. 8, -2, 15, $\frac{3}{5}$ 2. $f(g(x))$, 12 3. Multiply by 2, then add 1; Add 1, then multiply by 2 4. $x + 1, 2x, 2x + 1, 2(x + 1)$

5. (a) f, g (b) f, g (c) $f, g, 0$ 6. g, f

7. $(f + g)(x) = 3x, (-\infty, \infty)$; $(f - g)(x) = -x, (-\infty, \infty)$;

$(fg)(x) = 2x^2, (-\infty, \infty)$; $\left(\frac{f}{g}\right)(x) = \frac{1}{2}, (-\infty, 0) \cup (0, \infty)$

9. $(f + g)(x) = 2x^2 + x, (-\infty, \infty)$; $(f - g)(x) = x, (-\infty, \infty)$;

$(fg)(x) = x^4 + x^3, (-\infty, \infty)$; $\left(\frac{f}{g}\right)(x) = 1 + \frac{1}{x}$,

$(-\infty, 0) \cup (0, \infty)$

11. $(f + g)(x) = x^2 - 4x + 5, (-\infty, \infty)$;

$(f - g)(x) = -x^2 + 2x + 5, (-\infty, \infty)$;

$(fg)(x) = -x^3 + 8x^2 - 15x, (-\infty, \infty)$;

$\left(\frac{f}{g}\right)(x) = \frac{5 - x}{x^2 - 3x}, (-\infty, 0) \cup (0, 3) \cup (3, \infty)$

13. $(f + g)(x) = \sqrt{25 - x^2} + \sqrt{x + 3}, [-3, 5]$;

$(f - g)(x) = \sqrt{25 - x^2} - \sqrt{x + 3}, [-3, 5]$;

$(fg)(x) = \sqrt{(25 - x^2)(x + 3)}, [-3, 5]$;

$\left(\frac{f}{g}\right)(x) = \sqrt{\frac{25 - x^2}{x + 3}}, (-3, 5]$

15. $(f + g)(x) = \frac{6x + 8}{x^2 + 4x}, x \neq -4, x \neq 0$;

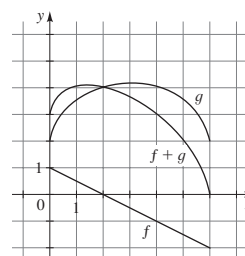
$(f - g)(x) = \frac{-2x + 8}{x^2 + 4x}, x \neq -4, x \neq 0$;

$(fg)(x) = \frac{8}{x^2 + 4x}, x \neq -4, x \neq 0$;

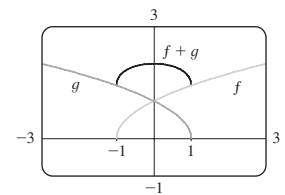
$\left(\frac{f}{g}\right)(x) = \frac{x + 4}{2x}, x \neq -4, x \neq 0$

17. $[0, 3]$ 19. $(3, \infty)$

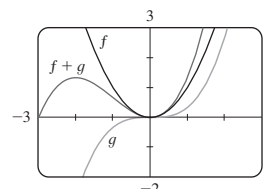
21.



23.



25.



27. (a) 5 (b) -5 29. (a) -3 (b) -45

31. (a) $-2x^2 + 5$ (b) $-4x^2 + 12x - 5$ 33. 4

35. 5 37. 4 39. 6 41. 3 43. 1 45. 3

47. $(f \circ g)(x) = 8x + 1, (-\infty, \infty);$
 $(g \circ f)(x) = 8x + 11, (-\infty, \infty); (f \circ f)(x) = 4x + 9, (-\infty, \infty);$
 $(g \circ g)(x) = 16x - 5, (-\infty, \infty)$

49. $(f \circ g)(x) = (x + 1)^2, (-\infty, \infty);$
 $(g \circ f)(x) = x^2 + 1, (-\infty, \infty); (f \circ f)(x) = x^4, (-\infty, \infty);$
 $(g \circ g)(x) = x + 2, (-\infty, \infty)$

51. $(f \circ g)(x) = \frac{1}{2x + 4}, x \neq -2; (g \circ f)(x) = \frac{2}{x} + 4, x \neq 0;$

$(f \circ f)(x) = x, x \neq 0, (g \circ g)(x) = 4x + 12, (-\infty, \infty)$

53. $(f \circ g)(x) = |2x + 3|, (-\infty, \infty);$
 $(g \circ f)(x) = 2|x| + 3, (-\infty, \infty); (f \circ f)(x) = |x|, (-\infty, \infty);$
 $(g \circ g)(x) = 4x + 9, (-\infty, \infty)$

55. $(f \circ g)(x) = \frac{2x - 1}{2x}, x \neq 0;$

$(g \circ f)(x) = \frac{2x}{x + 1} - 1, x \neq -1;$

$(f \circ f)(x) = \frac{x}{2x + 1}, x \neq -1, x \neq -\frac{1}{2};$

$(g \circ g)(x) = 4x - 3, (-\infty, \infty)$

57. $(f \circ g)(x) = \frac{1}{x + 1}, x \neq -1, x \neq 0; (g \circ f)(x) = \frac{x + 1}{x},$

$x \neq -1, x \neq 0; (f \circ f)(x) = \frac{x}{2x + 1}, x \neq -1, x \neq -\frac{1}{2};$

$(g \circ g)(x) = x, x \neq 0$

59. $(f \circ g \circ h)(x) = \sqrt{x - 1} - 1$

61. $(f \circ g \circ h)(x) = (\sqrt{x} - 5)^4 + 1$

63. $g(x) = x - 9, f(x) = x^5$ 65. $g(x) = x^2, f(x) = x/(x + 4)$

67. $g(x) = 1 - x^3, f(x) = |x|$

69. $h(x) = x^2, g(x) = x + 1, f(x) = 1/x$

71. $h(x) = \sqrt[3]{x}, g(x) = 4 + x, f(x) = x^9$

73. Yes; $m_1 m_2$ 75. $R(x) = 0.15x - 0.000002x^2$

77. (a) $g(t) = 60t$ (b) $f(r) = \pi r^2$ (c) $(f \circ g)(t) = 3600\pi t^2$

79. $A(t) = 16\pi t^2$ 81. (a) $f(x) = 0.9x$

(b) $g(x) = x - 100$ (c) $(f \circ g)(x) = 0.9x - 90,$

$(g \circ f)(x) = 0.9x - 100, (f \circ g)$: first rebate, then discount,

$(g \circ f)$: first discount, then rebate, $g \circ f$ is the better deal

SECTION 2.8 ■ PAGE 225

1. different, Horizontal Line 2. (a) one-to-one, $g(x) = x^3$

(b) $g^{-1}(x) = x^{1/3}$ 3. (a) Take the cube root, subtract 5, then

divide the result by 3. (b) $f(x) = (3x + 5)^3, f^{-1}(x) = \frac{x^{1/3} - 5}{3}$

4. Yes, 4, 5 5. (4, 3) 6. (a) False (b) True 7. No

9. Yes 11. No 13. Yes 15. Yes 17. No 19. No 21. Yes

23. No 25. (a) 2 (b) 3 27. 1 29. (a) 6 (b) 2 (c) 0

31. 4 33. 1 35. 2 49. $f^{-1}(x) = \frac{1}{3}x - \frac{5}{3}$

51. $f^{-1}(x) = \sqrt[3]{\frac{1}{4}(5 - x)}$ 53. $f^{-1}(x) = (1/x) - 2$

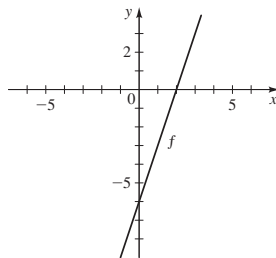
55. $f^{-1}(x) = \frac{4x}{1 - x}$ 57. $f^{-1}(x) = \frac{7x + 5}{x - 2}$

59. $f^{-1}(x) = \frac{x - 3}{5x + 2}$ 61. $f^{-1}(x) = \sqrt{4 - x}, x \leq 4$

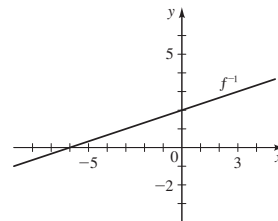
63. $f^{-1}(x) = \sqrt[6]{x}, x \geq 0$ 65. $f^{-1}(x) = \sqrt[3]{2 - 5x}$

67. $f^{-1}(x) = \frac{x^2 - 5}{8}, x \geq 0$ 69. $f^{-1}(x) = (x - 2)^3$

71. (a)

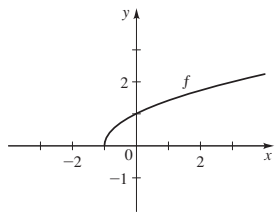


(b)

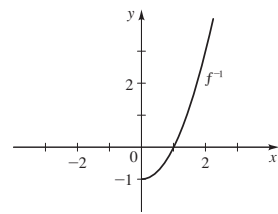


(c) $f^{-1}(x) = \frac{1}{3}(x + 6)$

73. (a)

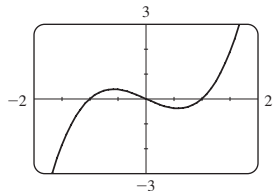


(b)

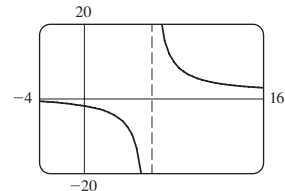


(c) $f^{-1}(x) = x^2 - 1, x \geq 0$

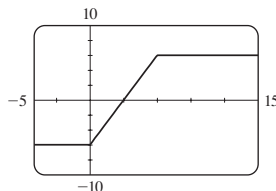
75. Not one-to-one



77. One-to-one

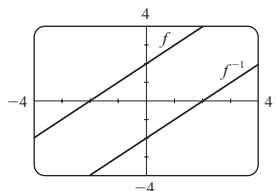


79. Not one-to-one



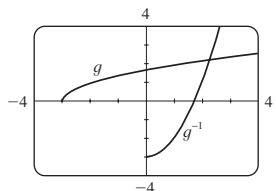
81. (a) $f^{-1}(x) = x - 2$

(b)

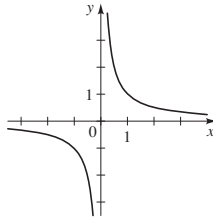
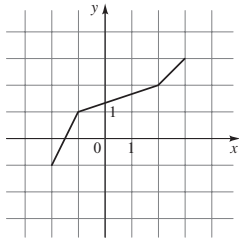


83. (a) $g^{-1}(x) = x^2 - 3, x \geq 0$

(b)



85. $x \geq 0, f^{-1}(x) = \sqrt{4-x}$ 87. $x \geq -2, h^{-1}(x) = \sqrt{x-2}$
 89. 91. (a)



- (b) Yes (c) $f^{-1}(x) = \frac{1}{x}$

93. (a) $f(n) = 16 + 1.5n$ (b) $f^{-1}(x) = \frac{2}{3}(x - 16)$; the number of toppings on a pizza that costs x dollars (c) 6
 95. (a) $f^{-1}(V) = 40 - 4\sqrt{V}$, time elapsed when V gal of water remain (b) 24.5 min; in 24.5 min the tank has 15 gal of water remaining 97. (a) $f^{-1}(D) = 50 - \frac{1}{3}D$; the price associated with the demand D (b) \$40; when the demand is 30 units, the price is \$40 99. (a) $f(x) = 0.9766x$ (b) $f^{-1}(x) = 1.02396x$; the exchange rate from U.S. dollars to Canadian dollars (c) \$12,543.52 101. (a) $f(x) = 0.85x$ (b) $g(x) = x - 1000$ (c) $H = 0.85x - 850$ (d) $H^{-1}(x) = 1.176x + 1000$, the original sticker price for a given discounted price (e) \$16,288, the original price of the car when the discounted price (\$1000 rebate, then 15% off) is \$13,000

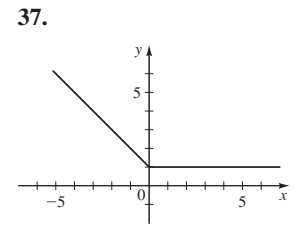
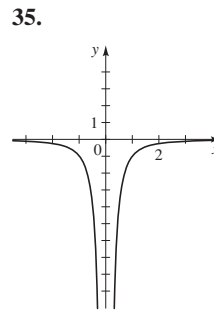
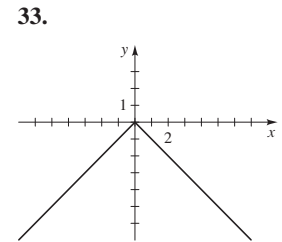
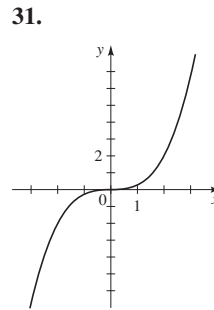
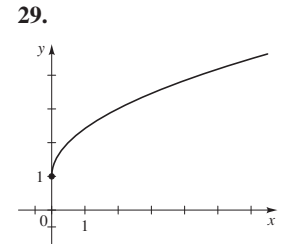
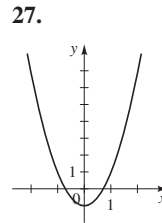
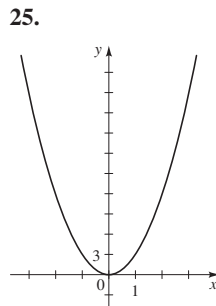
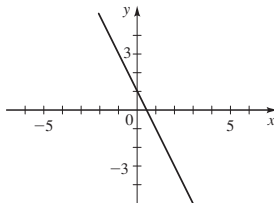
CHAPTER 2 REVIEW ■ PAGE 231

1. $f(x) = x^2 - 5$ 3. Add 10, then multiply the result by 3.

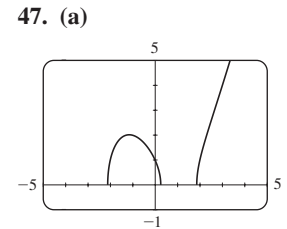
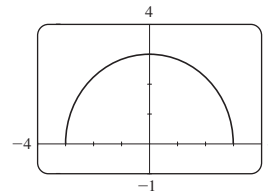
5.

x	$g(x)$
-1	5
0	0
1	-3
2	-4
3	-3

7. (a) $C(1000) = 34,000, C(10,000) = 205,000$
 (b) The costs of printing 1000 and 10,000 copies of the book
 (c) $C(0) = 5000$; fixed costs (d) \$171,000; \$19/copy
 9. 6, 2, 18, $a^2 - 4a + 6, a^2 + 4a + 6, x^2 - 2x + 3, 4x^2 - 8x + 6$
 11. (a) Not a function (b) Function (c) Function, one-to-one (d) Not a function 13. Domain $[-3, \infty)$, range $[0, \infty)$
 15. $(-\infty, \infty)$ 17. $[-4, \infty)$ 19. $\{x \mid x \neq -2, -1, 0\}$
 21. $(-\infty, -1] \cup [1, 4]$
 23.

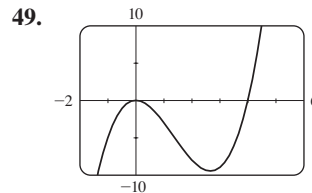


39. No 41. Yes 43. (iii)
 45. (a)



- (b) Domain $[-3, 3]$, range $[0, 3]$

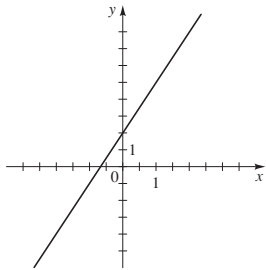
- (b) Domain $[-2.11, 0.25] \cup [1.86, \infty)$, range $[0, \infty)$



- Increasing on $(-\infty, 0)$, $(2.67, \infty)$; decreasing on $(0, 2.67)$

51. -4, -1 53. $4, \frac{4}{3}$ 55. 9, 3 57. No

59. (a)



(b) 3 (c) 3

61. $f(x) = -2x + 3$ 63. $f(x) = 2x + 3$

65. $f(x) = -\frac{1}{2}x + 4$ 67. (a) $P(10) = 5010, P(20) = 7040$; the populations in 1995 and 2005 (b) 203 people/year; average annual population increase 69. (a) $\frac{1}{2}, \frac{1}{2}$ (b) Yes (c) Yes, $\frac{1}{2}$

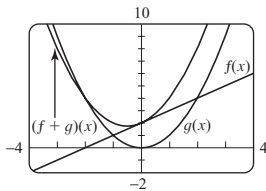
71. (a) Shift upward 8 units (b) Shift to the left 8 units (c) Stretch vertically by a factor of 2, then shift upward 1 unit (d) Shift to the right 2 units and downward 2 units (e) Reflect in y-axis (f) Reflect in y-axis, then in x-axis (g) Reflect in x-axis (h) Reflect in line $y = x$

73. (a) Neither (b) Odd (c) Even (d) Neither

75. Local minimum = -7 when $x = -1$

77. Local maximum ≈ 3.79 when $x \approx 0.46$; local minimum ≈ 2.81 when $x \approx -0.46$ 79. 68 ft

81.



83. (a) $(f + g)(x) = x^2 - 6x + 6$ (b) $(f - g)(x) = x^2 - 2$

(c) $(fg)(x) = -3x^3 + 13x^2 - 18x + 8$

(d) $(f/g)(x) = (x^2 - 3x + 2)/(4 - 3x)$

(e) $(f \circ g)(x) = 9x^2 - 15x + 6$

(f) $(g \circ f)(x) = -3x^2 + 9x - 2$

85. $(f \circ g)(x) = -3x^2 + 6x - 1, (-\infty, \infty);$

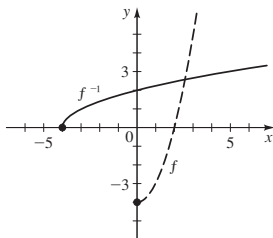
$(g \circ f)(x) = -9x^2 + 12x - 3, (-\infty, \infty); (f \circ f)(x) = 9x - 4,$

$(-\infty, \infty); (g \circ g)(x) = -x^4 + 4x^3 - 6x^2 + 4x, (-\infty, \infty)$

87. $(f \circ g \circ h)(x) = 1 + \sqrt{x}$ 89. Yes 91. No 93. No

95. $f^{-1}(x) = \frac{x + 2}{3}$ 97. $f^{-1}(x) = \sqrt[3]{x} - 1$ 99. Yes, 1, 3

101. (a), (b)



(c) $f^{-1}(x) = \sqrt{x + 4}$

CHAPTER 2 TEST ■ PAGE 235

1. (a) and (b) are graphs of functions,

(a) is one-to-one

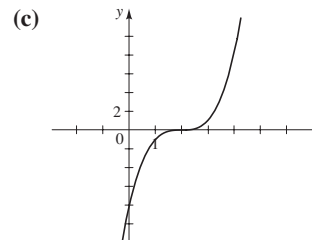
2. (a) $0, \frac{\sqrt{2}}{3}, \frac{\sqrt{a+2}}{a+3}$ (b) $[0, \infty)$

(c) $\frac{3\sqrt{10} - 11\sqrt{2}}{264} \approx -0.023$

3. (a) $f(x) = (x - 2)^3$

(b)

x	f(x)
-1	-27
0	-8
1	-1
2	0
3	1
4	8

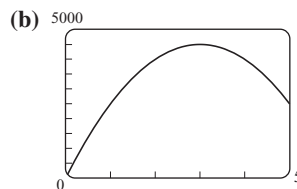


(d) By the Horizontal Line Test; take the cube root, then add 2

(e) $f^{-1}(x) = x^{1/3} + 2$ 4. (a) Local minimum $f(-1) = -4$,

local maxima $f(-4) = -1$ and $f(3) = 4$ (b) Increasing on $(-\infty, -4)$ and $(-1, 3)$, decreasing on $(-4, -1)$ and $(3, \infty)$

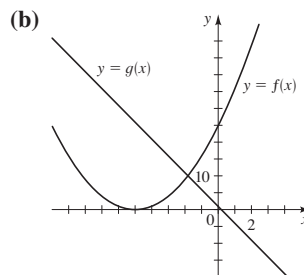
5. (a) $R(2) = 4000, R(4) = 4000$; total sales revenue with prices of \$2 and \$4



Revenue increases until price reaches \$3, then decreases

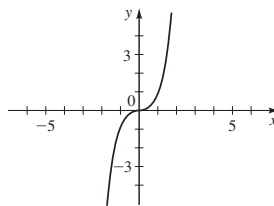
(c) \$4500; \$3 6. $2h + h^2, 2 + h$

7. (a) $g; f$ is not linear because it has a square term

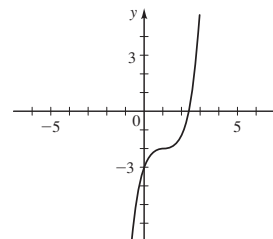


(c) -5

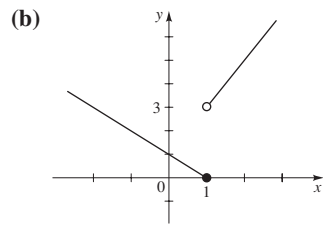
8. (a)



(b)



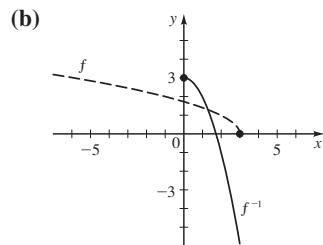
9. (a) Shift to the right 3 units, then shift upward 2 units
 (b) Reflect in y-axis
 10. (a) 3, 0



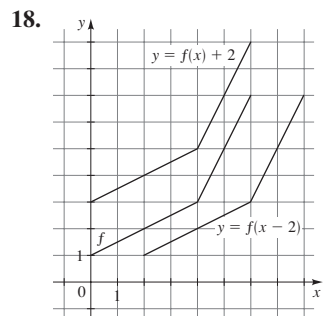
11. (a) $x^2 + 2x - 2$ (b) $x^2 + 4$ (c) $x^2 - 5x + 7$
 (d) $x^2 + x - 2$ (e) 1 (f) 4 (g) $x - 9$

12. (a) Yes (b) No 14. $f^{-1}(x) = -\frac{5x + 3}{2x - 1}$

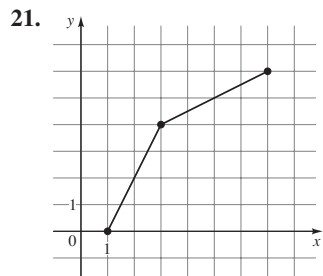
15. (a) $f^{-1}(x) = 3 - x^2, x \geq 0$



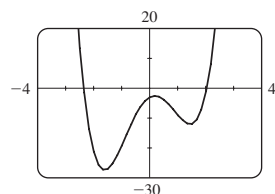
16. Domain $[0, 6]$, range $[1, 7]$ 17. 1, 3



19. $5, \frac{5}{4}$ 20. 0, 4



22. (a) (b) No



- (c) Local minimum ≈ -27.18 when $x \approx -1.61$;
 local maximum ≈ -2.55 when $x \approx 0.18$;
 local minimum ≈ -11.93 when $x \approx 1.43$
 (d) $[-27.18, \infty)$ (e) Increasing on $(-1.61, 0.18) \cup (1.43, \infty)$;
 decreasing on $(-\infty, -1.61) \cup (0.18, 1.43)$

FOCUS ON MODELING ■ PAGE 240

1. $A(w) = 3w^2, w > 0$ 3. $V(w) = \frac{1}{2}w^3, w > 0$
 5. $A(x) = 10x - x^2, 0 < x < 10$ 7. $A(x) = (\sqrt{3}/4)x^2, x > 0$

9. $r(A) = \sqrt{A/\pi}, A > 0$ 11. $S(x) = 2x^2 + \frac{240}{x}, x > 0$

13. $D(t) = 25t, t \geq 0$ 15. $A(b) = b\sqrt{4-b}, 0 < b < 4$

17. $A(h) = 2h\sqrt{100-h^2}, 0 < h < 10$

19. (b) $p(x) = x(19-x)$ (c) 9.5, 9.5

21. (b) $A(x) = x(2400-2x)$ (c) 600 ft by 1200 ft

23. (a) $f(w) = 8w + (7200/w)$ (b) Width along road is 30 ft, length is 40 ft (c) 15 ft to 60 ft

25. (a) $A(x) = 15x - \left(\frac{\pi+4}{8}\right)x^2$

- (b) Width ≈ 8.40 ft, height of rectangular part ≈ 4.20 ft

27. (a) $A(x) = x^2 + \frac{48}{x}$

- (b) Height ≈ 1.44 ft, width ≈ 2.88 ft

29. (a) $A(x) = 2x + \frac{200}{x}$ (b) 10 m by 10 m

31. (b) To point C, 5.1 mi from B

CHAPTER 3

SECTION 3.1 ■ PAGE 251

1. square 2. (a) (h, k) (b) upward, minimum
 (c) downward, maximum 3. upward, $(2, -6)$, -6 , minimum
 4. downward, $(2, -6)$, -6 , maximum
 5. (a) $(3, 4)$; x-intercepts 1, 5; y-intercept -5
 (b) maximum 4 (c) $\mathbb{R}, (-\infty, 4]$

7. (a) $(1, -3)$; x-intercepts $\frac{2 \pm \sqrt{6}}{2}$; y-intercept -1

- (b) minimum -3 (c) $\mathbb{R}, [-3, \infty)$

9. (a) $f(x) = (x-1)^2 + 2$ 11. (a) $f(x) = (x-3)^2 - 9$

- (b) Vertex $(1, 2)$

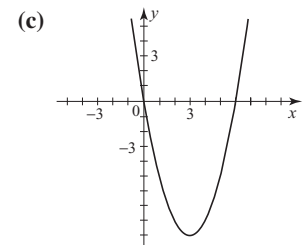
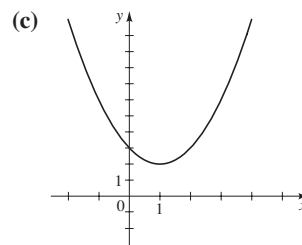
- (b) Vertex $(3, -9)$

- no x-intercepts

- x-intercepts 0, 6

- y-intercept 3

- y-intercept 0



- (d) $\mathbb{R}, [2, \infty)$

- (d) $\mathbb{R}, [-9, \infty)$