

SI Geometry (Honors Edition)

4th Quarter

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TABLE OF CONTENTS

UNIT A: ANALYTIC TRIGONOMETRY

Section A1: Radians	4
Section A2: Angles in Trigonometry	7
Section A3: Introduction to Analytic Trigonometry	9
Section A4: Exact Values and Calculator Use	16
Section A5: Trigonometric Identities	22
Section A6: Solving Trigonometric Equations	29
Section A7: Vectors	35
Section A8: Law of Cosines	38
Section A9: Law of Sines	41
Section A10: Ambiguous Triangles	44
Section A11: Modeling with Triangles	47

UNIT B: SELECTED TOPICS

Section B1: Review of Logarithmic and Exponential Equations	50
Section B2: Modeling with Logarithmic and Exponential Functions	55
Section B3: Conic Sections Overview	59
Section B4: Conics II: The Parabola	63
Section B5: Conics III: The Ellipse	66
Section B6: Graphing Polynomial Functions Using the Calculator	70

APPENDIX

Answers to Exercises	77
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Unit A:

Analytic Trigonometry

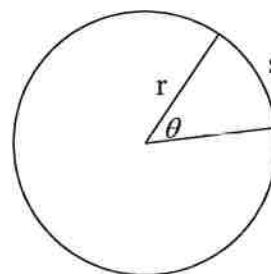
Section A1—RADIANS

LEARNING OUTCOMES

Express angles in radian measure
Convert radian measure to degrees

Until now, degrees have been used to measure angles. In this section, another way to measure angles will be explored—**radians**.

In this diagram, the radius of the circle is indicated by r , the central angle by θ (the Greek letter theta), and the arc length by s , as shown.



When the central angle of a circle intercepts an arc that is the same length as the radius of the circle ($r = s$, in the circle shown), the measure of this angle (θ , in the circle shown) is defined to be one radian.

Vocabulary:

Radian – in a circle, the measure of a central angle for which the intercepted arc length equals the radius of the circle

Using radians will often make the work much easier. Also, radians are used in almost all mathematical applications (including future high school and university-level courses) and in many computer languages.

Here are some basic facts about radian measure:

A full circle is made up of 2π radians (360°).

A semicircle is made up of π radians (180°).

A right angle is made up of $\frac{\pi}{2}$ radians (90°).

$$1^\circ = \frac{\pi}{180} \text{ radians}$$

$$1 \text{ radian} = \left(\frac{180}{\pi}\right)^\circ. \text{ This is approximately } 57.3^\circ.$$

REMEMBER:

To denote radian measure, just write the number of radians—with no symbol. For example, to write 2 radians, just write it as 2. Be careful. If an angle measure is written with no degree symbol, it will be interpreted as radians.

The calculator has a radian mode. Be sure to know how to put your calculator in this mode.

CONVERSIONS:

Use the following formula in all conversions, plugging in all known information, then solving the proportion for whatever is unknown. Use a variable for either “radians” or for “degrees,” depending on what is unknown.

$$\frac{\pi}{180} = \frac{\text{radians}}{\text{degrees}}$$

Example 1

Convert each angle expressed in degrees to radians.

a. 120°

$$\begin{aligned}\frac{\pi}{180} &= \frac{r}{120} \\ 120\pi &= 180r \\ r &= \frac{120\pi}{180} \\ r &= \frac{2\pi}{3}\end{aligned}$$

$$120^\circ = \frac{2\pi}{3}$$

b. -245°

$$\begin{aligned}\frac{\pi}{180} &= \frac{r}{-245} \\ -245\pi &= 180r \\ r &= -\frac{245\pi}{180} \\ r &= -\frac{49\pi}{36}\end{aligned}$$

$$-245^\circ = -\frac{49\pi}{36}$$

Example 2

Convert each angle expressed in radians to degrees.

a. $\frac{\pi}{3}$

$$\begin{aligned}\frac{\pi}{180} &= \frac{\frac{\pi}{3}}{d} \\ 180\left(\frac{\pi}{3}\right) &= \pi d \\ \frac{180}{3} &= d \\ 60 &= d\end{aligned}$$

$$\frac{\pi}{3} = 60^\circ$$

b. $-\frac{3\pi}{4}$

$$\begin{aligned}\frac{\pi}{180} &= \frac{-\frac{3\pi}{4}}{d} \\ 180\left(-\frac{3\pi}{4}\right) &= \pi d \\ 180\left(-\frac{3}{4}\right) &= d \\ -135 &= d\end{aligned}$$

$$-\frac{3\pi}{4} = -135^\circ$$

Example 3

Use a calculator to evaluate.

a. $\sin 1$

With the calculator in radian mode, find the sine of 1. The display on the calculator should read about 0.84147.

b. $\sin 1^\circ$

With the calculator in degree mode, find the sine of 1. The display on the calculator should read about 0.01745.

Section A1 Exercises

Convert each of the following angles to radian measure. Simplify; express answers in terms of π .

1. 30°

2. 15°

3. 100°

4. 200°

5. 75°

6. 105°

7. 120°

8. 240°

9. -320°

10. -250°

11. -85°

12. -175°

Convert each of the following angles to degree measure.

13. 1

14. 2

15. 8π

16. -12π

17. $\frac{3\pi}{4}$

18. $-\frac{11\pi}{4}$

19. Find the length of an arc of a circle with a 10cm radius associated with a central angle of $\frac{2\pi}{3}$.

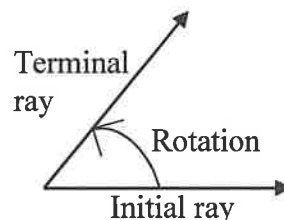
20. Find the length of an arc of a circle with a 5 foot radius associated with a central angle of 2.1.

Section A2—ANGLES IN TRIGONOMETRY

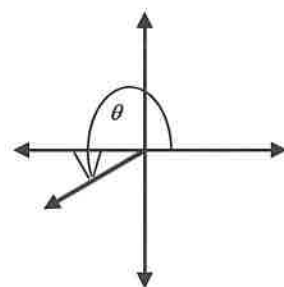
LEARNING OUTCOMES:

Measure angles as rotations
Determine reference angles

In Geometry, an angle is defined as two rays with a common endpoint. In trigonometry, however, an angle is a **rotation** from one ray to another. The rotation begins at the initial ray and ends at the terminal ray. Note the presence of arrowheads to indicate both the rays and the rotation.



Typically, the initial ray of an angle will be the positive x -axis (unless stated otherwise). Such an angle is said to be in **standard position**. To sketch an angle in standard position, show only the terminal ray and the rotation.



The angle shown here as θ measures 210° and is in standard position. (Greek letters are commonly used for angles. The letter θ is called theta.)

Vocabulary:

Angle – a rotation from one ray to another

Initial Ray/Initial Side – the ray at which a rotation begins

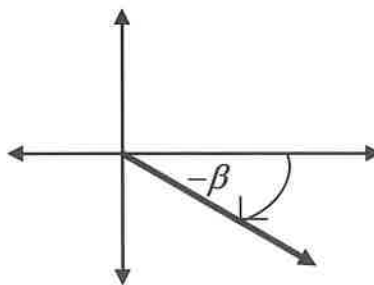
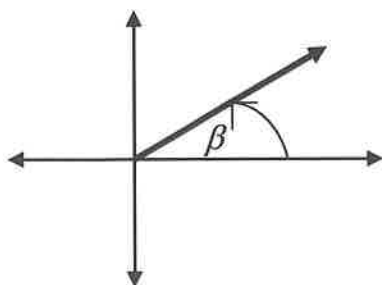
Terminal Ray/Terminal Side – the ray at which a rotation ends

Standard Position – an angle positioned such that its initial ray is on the positive x -axis

Coterminal Angles – angles in standard position with the same terminal ray. It is possible to find many coterminal angles if multiples of 360° (or 2π) are added to or subtracted from an angle's measure.

Reference Angle – the positive acute angle between the terminal ray of an angle and the x -axis, sometimes noted as θ_{ref} .

If angles are rotations, angles measuring greater than 180° may exist. Negative angles may exist. Counterclockwise rotations represent positive angles and clockwise rotations represent negative angles. A reference angle is the positive acute angle between the terminal ray and the nearest x -axis. The two angles shown are in standard position; each has a reference angle of β . Note the arrowheads indicating direction.

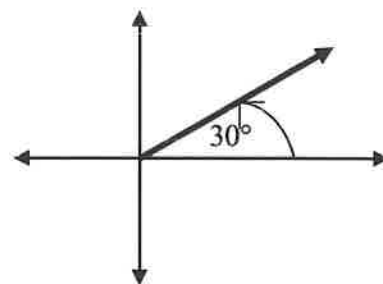


Example 1

The diagram shows a 30° angle. Name two other coterminal angles.

Solution:

One can arrive at the same terminal ray by rotating in the opposite direction. The angle whose measure is -330° has the same terminal ray. Another way is to go around more than once. One revolution is 360° , so the angle measuring $(30 + 360 + 360)^\circ$, or 750° , also has the same terminal ray. Thus, 30° , -330° , and 750° are all coterminal angles. There are an infinite number of coterminal angles, as 360° may be added or subtracted any number of times.

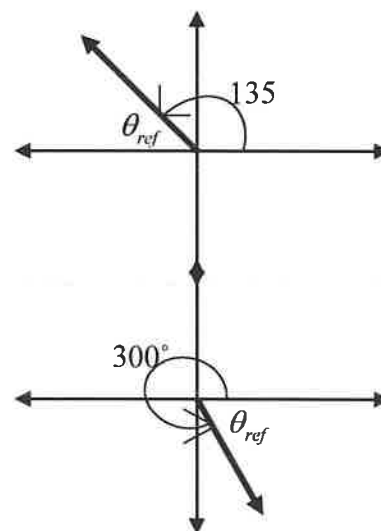


Example 2

Determine the reference angle.

Solution:

The reference angle is $180^\circ - 135^\circ$, or 45° .



Example 3

Determine the reference angle for an angle measuring 300° .

Solution:

The reference angle is $360^\circ - 300^\circ$, or 60° .

Section A2 Exercises

Draw the angle (show the rotation).

1. 34°

2. 230°

3. -120°

4. -175°

5. 60°

6. -400°

7. -955°

8. 855°

9. 160°

10. $-\frac{11\pi}{6}$

11. 8π

12. $\frac{13\pi}{4}$

State the reference angle for each of the following angles of rotation. Note: if an angle is expressed in radians, express $m\theta_{ref}$ in radians.

13. 405°

14. 260°

15. -600°

16. $-\frac{11\pi}{6}$

17. $\frac{2\pi}{3}$

18. $\frac{13\pi}{4}$

Section A3—INTRODUCTION TO ANALYTIC TRIGONOMETRY

Vocabulary:

Analytic Trigonometry – the study of the properties and relations of the trigonometric functions in the coordinate plane; an extension of right triangle trigonometry

Unit Circle – a circle centered at the origin whose radius is one.

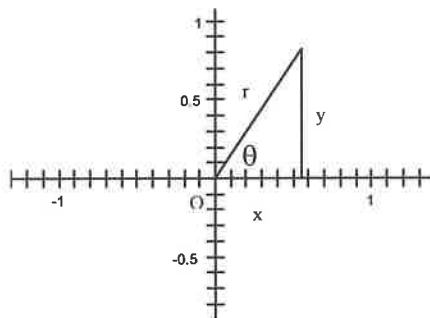
LEARNING OUTCOMES:

Determine trigonometric ratios for special angles in standard position

Determine the coordinates on the unit circle for terminal rays of selected rotations

Find exact values of trigonometric expressions without a calculator

As defined in a previous section, the reference angle connects geometric trigonometry with new definitions in analytic trigonometry. With this diagram,



the Pythagorean Theorem becomes

$$x^2 + y^2 = r^2$$

and SOHCAHTOA becomes

$$\sin \theta = \frac{y}{r}$$

$$\cos \theta = \frac{x}{r}$$

$$\tan \theta = \frac{y}{x}$$

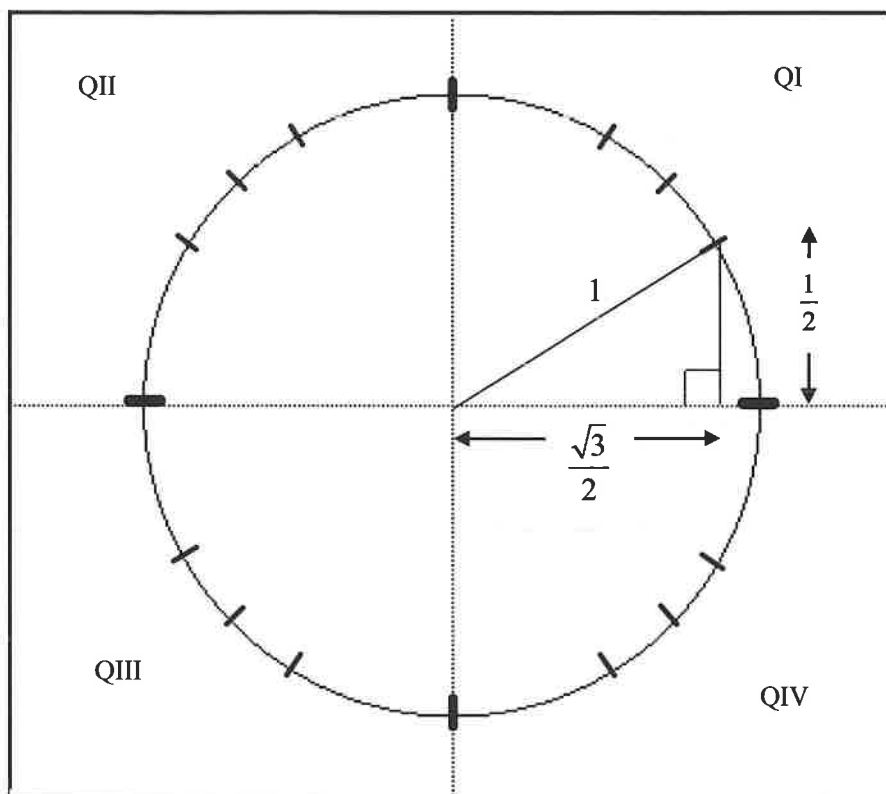
Expand on that to define three reciprocal trigonometry functions, so named because they are the reciprocals of the first three:

$$\csc \theta = \frac{r}{y}$$

$$\sec \theta = \frac{r}{x}$$

$$\cot \theta = \frac{x}{y}$$

Exact trigonometric values can be found for several specific angles. Recall the ratios of the sides in the special triangles— $1:1:\sqrt{2}$ in the $45^\circ\text{--}45^\circ\text{--}90^\circ$ triangle and $1:\sqrt{3}:2$ in the $30^\circ\text{--}60^\circ\text{--}90^\circ$ triangle. From this, coordinates for many angles in the unit circle can be determined in the unit circle. Each of the highlighted points in the four quadrants of the unit circle represent angles that have reference angles measuring either 30° , 45° , or 60° . Recall that the radius of the unit circle is 1. Analyze this diagram, which illustrates a 30° rotation:



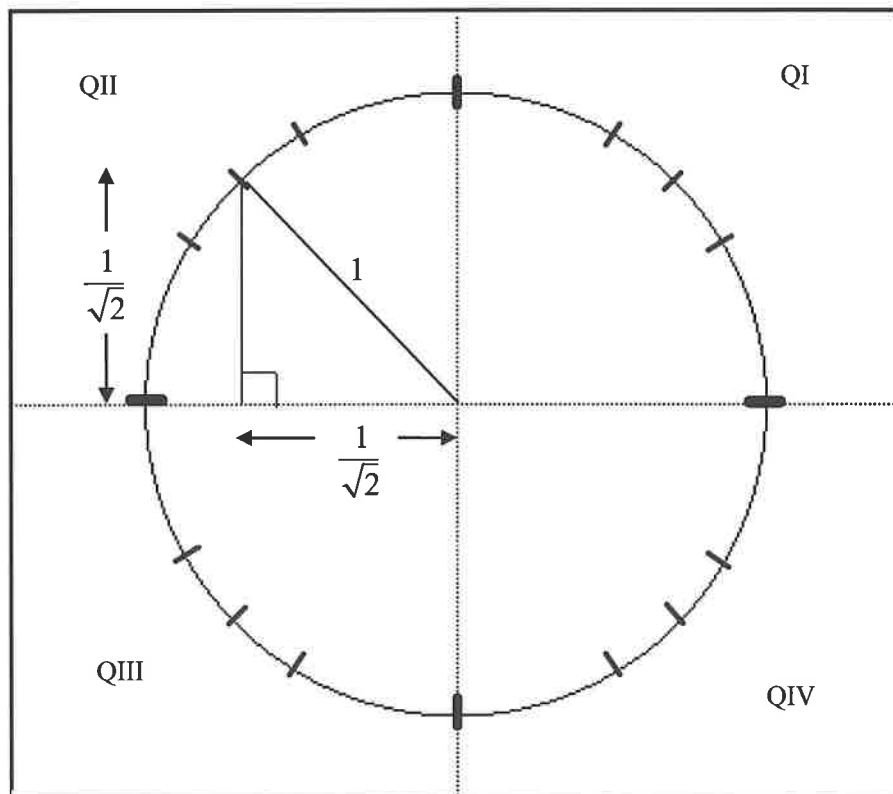
Analysis shows that the coordinates of the point at which the terminal ray of a 30° angle intersects the unit circle are $\left(\frac{\sqrt{3}}{2}, \frac{1}{2}\right)$.

Example 1: Find the coordinates on the unit circle for a 135° rotation

Solution:

Sketch a 135° rotation; note that the terminal ray is in Quadrant II and $m\theta_{ref} = 45^\circ$.

Use the $1:1:\sqrt{2}$ side ratio to find the lengths of the horizontal and vertical sides of the $45^\circ-45^\circ-90^\circ$ triangle in the unit circle. Recall that the radius is 1.



The side lengths are all shown as positive, but in QII, the x -coordinate is negative, so the coordinates of the point at which the terminal ray of a 135° angle intersects the unit circle are

$$\left(-\frac{1}{\sqrt{2}}, \frac{1}{\sqrt{2}}\right).$$

Continuing this process, coordinates for ALL the marked points on the unit circle can be found. Further, exact values of trigonometric expressions may be found using the values from the unit circle in conjunction with the analytic definitions of each of the trigonometric ratios.

Example 2: Find the exact values of each of the following. Simplify completely.

(a) $\sin 300^\circ \sec 300^\circ$

$$\begin{aligned} &= \frac{y}{r} \cdot \frac{r}{x} \quad (\text{recall that } r = 1) \\ &= -\frac{\sqrt{3}}{2} \cdot 2 \\ &= -\sqrt{3} \end{aligned}$$

(b) $\sin^2 \frac{7\pi}{6} + \cos^2 \frac{\pi}{4}$ *** Note that $\sin^2 \theta = (\sin \theta)^2$

$$\begin{aligned} &= \left(\frac{y}{r}\right)^2 \cdot \left(\frac{x}{r}\right)^2 \\ &= \left(-\frac{1}{2}\right)^2 + \left(\frac{1}{\sqrt{2}}\right)^2 \\ &= \frac{1}{4} + \frac{1}{2} \\ &= \frac{3}{4} \end{aligned}$$

(c) $\sin \frac{\pi}{4} \sec \frac{7\pi}{4} + \cot \frac{5\pi}{6} \cos \frac{\pi}{3}$

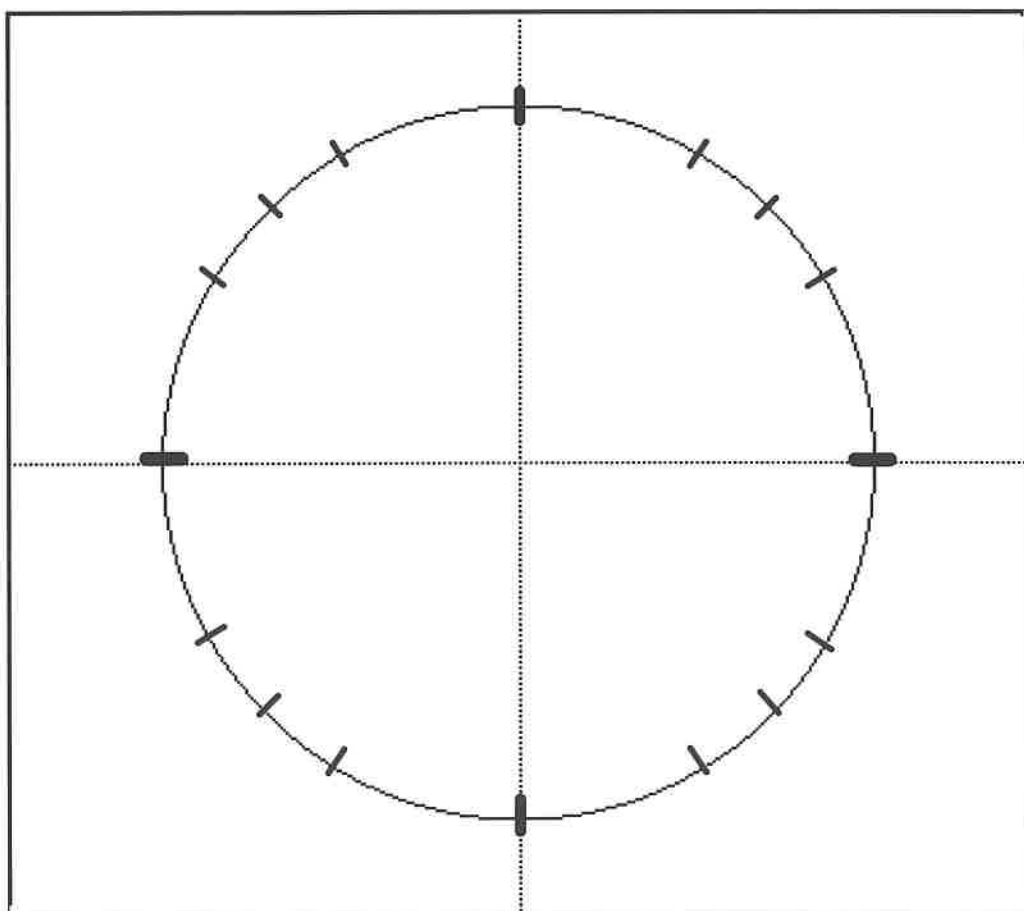
$$\begin{aligned} &= \left(\frac{y}{r}\right)\left(\frac{r}{x}\right) + \left(\frac{x}{y}\right)\left(\frac{y}{r}\right) \\ &= \left(\frac{1}{\sqrt{2}}\right)(\sqrt{2}) + (-\sqrt{3})\left(\frac{1}{2}\right) \\ &= 1 - \frac{\sqrt{3}}{2} \\ &= \frac{2 - \sqrt{3}}{2} \end{aligned}$$

UNIT CIRCLE

NAME _____

Date _____ Period _____

A.M.D.G.



A.M.D.G.

Radians (x)	Degrees (θ)	$\cos x$	$\sin x$	$\tan x$
	0°			
	30°			
	45°			
	60°			
	90°			
	120°			
	135°			
	150°			
	180°			
	210°			
	225°			
	240°			
	270°			
	300°			
	315°			
	330°			
	360°			

Section A3 Exercises

1. Fill in the Unit Circle in this section with (x, y) coordinates for all marked rotations.
2. Fill in the Unit Circle Table in this section.

Simplify each of the following trigonometric expressions completely **without using a calculator**.

3. $\sin^2 60^\circ - \cos^2 60^\circ$

4. $\sin 30^\circ \cos 60^\circ + \sin 60^\circ \cos 30^\circ$

5. $\tan^2 150^\circ - \cot^2 210^\circ$

6. $\sec^2 240^\circ - \tan^2 120^\circ$

7. $\sin^2 \frac{\pi}{3} + \cos^2 \frac{2\pi}{3}$

8. $\csc \frac{3\pi}{4} \tan \frac{\pi}{4} \cos \frac{7\pi}{4}$

9. $\cot \frac{\pi}{6} \sec \frac{11\pi}{6} + \csc \frac{7\pi}{6}$

10. $\frac{1}{\csc \frac{\pi}{4} + \cot \frac{5\pi}{4}} + \frac{1}{\csc \frac{3\pi}{4} - \cot \frac{5\pi}{4}}$

Section A4—EXACT VALUES AND CALCULATOR USE

LEARNING OUTCOMES

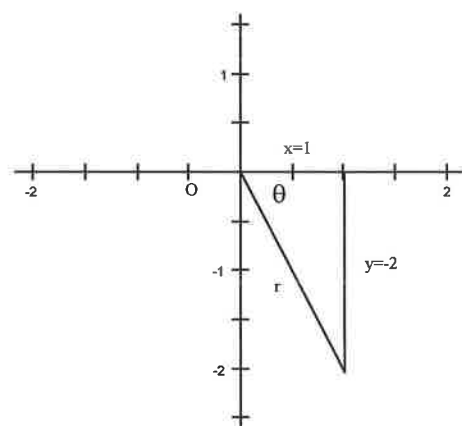
Find all six exact trigonometric ratios for an angle given a coordinate point on its terminal ray

Use a calculator to find approximate trig values for a given angle

Use a calculator to find all approximate angle measures for a given trig value

Previous sections have explored exact values in a unit circle. Not every circle, however, is a unit circle. How can exact values be found in a circle that is *not* a unit circle if a point of intersection on the circle is given?

Example 1: Find the six exact trig values of α if $(1, -2)$ is on the terminal side. In the diagram, θ represents the reference angle; the rotation for α is not shown because there are an infinite number of coterminal angles.



$$1^2 + (-2)^2 = r^2$$

$$r = \sqrt{5}$$

$$\text{Solutions: } \sin \alpha = -\frac{2}{\sqrt{5}} \quad \cos \alpha = \frac{1}{\sqrt{5}} \quad \tan \alpha = -2$$

$$\csc \alpha = -\frac{\sqrt{5}}{2} \quad \sec \alpha = \sqrt{5} \quad \cot \alpha = -\frac{1}{2}$$

Note that the fractions for sine and cosine are not rationalized. While some teachers—as well as the SATs and the answer keys in most textbooks—may require it, it is not going to be emphasized here. That was done in previous classes to practice simplifying radicals.

In problems where one trig function is known, information about the quadrant is needed to tell if x and y are positive or negative, because the solution to the Pythagorean Theorem could be *either* (due to the need to find the square root of a number to solve for x or y). **This is never a problem with r , because r is the length of the radius ray and must therefore be positive.** This will be a key issue later when inverse trig operations are explored.

Example 2: Find the other five exact trig values of β if $\sin \beta = \frac{5}{13}$ in Quad II.

$$x^2 + 5^2 = 13^2$$

$$x^2 = 144$$

$$x = \pm 12$$

in Quadrant II, x is negative, so $x = -12$, $y = 5$, and $r = 13$.

Solutions: $\cos \beta = -\frac{12}{13}$ $\tan \beta = -\frac{5}{12}$

$$\csc \beta = \frac{13}{5} \quad \sec \beta = -\frac{13}{12} \quad \cot \beta = -\frac{12}{5}$$

Example 3: Find the other five exact trig values of δ if $\cot \delta = \frac{4}{5}$ in Quad III.

$\cot \delta = \frac{x}{y}$, but both x and y are negative in Q III, so

$$(-4)^2 + (-5)^2 = r^2$$

$$r^2 = 41$$

$$r = \sqrt{41}$$

Solutions: $\sin \delta = -\frac{5}{\sqrt{41}}$ $\cos \delta = -\frac{4}{\sqrt{41}}$ $\tan \delta = \frac{5}{4}$

$$\csc \delta = -\frac{\sqrt{41}}{5} \quad \sec \delta = -\frac{\sqrt{41}}{4}$$

Calculator Use

Much of trigonometry will require the use of a calculator, since only certain exact values (those from the unit circle) are known. There are a few things to keep in mind with calculator problems.

REMEMBER:

1. The mode the calculator is in makes a huge difference. The user must “tell” the calculator if the angles entered are degrees or radians. $\sin 3^\circ$ is very different from $\sin 3$.
2. Calculators only have three trig keys (\sin , \cos , and \tan), not six. The other three (\csc , \sec , and \cot) are reciprocals of the first three.
3. Knowing a trig value alone is not sufficient to tell us the angle. Knowing one trig value only *narrows the answers down* to the reference angle in two possible quadrants.

Example 4: Find the six approximate trig values of 165° . Round all values to the nearest thousandth.

Solution:

$$\begin{aligned}\sin 165^\circ &= .259 \\ \cos 165^\circ &= -.966 \\ \tan 165^\circ &= -.268 \\ \csc 165^\circ &= \frac{1}{\sin 165^\circ} = 3.864 \\ \sec 165^\circ &= \frac{1}{\cos 165^\circ} = -1.035 \\ \cot 165^\circ &= \frac{1}{\tan 165^\circ} = -3.732\end{aligned}$$

Finding Angles

When finding angles by calculator, remember that when a positive *sine* value is entered, the calculator does not “know” whether an angle in QI or QII (the two quadrants in which sine is positive) is needed. When a positive *cosine* value is entered, the calculator does not “know” if the angle is in QI or QIV. When a positive tangent value is entered, the calculator does not “know” if the angle is in QI or QIII. There are two answers to each inverse problem, but the calculator can only give one of them. In addition, there are an infinite number of coterminal angles that could represent the angles needed. The following is a way to BOTH get the alternate quadrant’s answers AND list all the coterminal angles. What follows are the trig-inverse rules when angles are expressed in degrees:

$$\cos^{-1} \frac{x}{r} = \left\{ \begin{array}{l} \text{calculator} \pm 360^\circ n \\ -\text{calculator} \pm 360^\circ n \end{array} \right\}$$

$$\sin^{-1} \frac{y}{r} = \left\{ \begin{array}{l} \text{calculator} \pm 360^\circ n \\ 180^\circ - \text{calculator} \pm 360^\circ n \end{array} \right\}$$

$$\tan^{-1} \frac{y}{x} = \left\{ \begin{array}{l} \text{calculator} \pm 360^\circ n \\ 180^\circ + \text{calculator} \pm 360^\circ n \end{array} \right\} = \text{calculator} \pm 180^\circ n$$

Notice that the answers represent *sets* of angles, so use braces to indicate the sets.

The symbols $\cos^{-1} x$, $\sin^{-1} x$ and $\tan^{-1} x$ will be used almost exclusively in this course. But, with circular functions, inverse is often replaced by “arc”—as in $\arccos x$, $\arcsin x$, and $\arctan x$.

$$\sin^{-1} \phi = \arcsin \phi$$

$$\cos^{-1} \theta = \arccos \theta$$

$$\tan^{-1} x = \arctan x$$

$$\csc^{-1} A = \operatorname{arccsc} A$$

$$\sec^{-1} \beta = \operatorname{arcsec} \beta$$

$$\cot^{-1} \mu = \operatorname{arccot} \mu$$

Example 5: Find the following approximate angle values in degrees.

(a) $\sin \alpha = .351$

According to the calculator, $\sin^{-1}(.351)=20.548^\circ$. The rule for \sin^{-1} tells us the second possible value for α is $180^\circ - 20.548^\circ = 159.452^\circ$. Considering all coterminal angles as well,

$$\alpha = \left\{ \begin{array}{l} 20.548^\circ \pm 360^\circ n \\ 159.452^\circ \pm 360^\circ n \end{array} \right\}$$

(b) $\tan \beta = 1.4$

According to the calculator, $\tan^{-1}(1.4)=54.462^\circ$. The rule for \tan^{-1} tells us the values of β are separated by 180° . Considering all coterminal angles as well,

$$\beta = \{54.462^\circ \pm 180^\circ n\} \quad \text{This can also be written as } \beta = \left\{ \begin{array}{l} 54.462^\circ \pm 360^\circ n \\ 234.462^\circ \pm 360^\circ n \end{array} \right\}$$

(c) $\sec \delta = -1.6$

$\sec \delta = -1.6$ is really $\cos^{-1}\left(\frac{1}{-1.6}\right)$. According to the calculator, $\cos^{-1}\left(\frac{1}{-1.6}\right)=128.682^\circ$. The rule for \cos^{-1} tells us the second possible value for α is -128.682° . Considering all coterminal angles as well,

$$\delta = \left\{ \begin{array}{l} 128.682^\circ \pm 360^\circ n \\ -128.682^\circ \pm 360^\circ n \end{array} \right\} \quad \text{This can also be written as } \delta = \{\pm 128.682^\circ \pm 360^\circ n\}$$

(d) $\csc \varphi = 0.654$

$\csc \varphi = 0.654$ is really $\sin^{-1}\left(\frac{1}{0.654}\right)$. The calculator yields an error message for this value, so

$$\csc \varphi = 0.654 \text{ DNE (Does Not Exist)}$$

The \sec^{-1} or \csc^{-1} of a number whose absolute value is less than 1 does not exist (DNE), because \sec and \csc are defined with the hypotenuse (the longest side) as the numerator. Similarly, the \sin^{-1} or \cos^{-1} of a number whose absolute value is more than 1 also does not exist (DNE). Note that the angles were not found by dividing: the trigonometric inverse functions were used. While -1 as an exponent *does* mean reciprocal in other cases, it *does not* mean that here. The -1 represents the *inverse* operation, the operation that *undoes* the original. Trig-inverse is about *finding angles*. So, the following is important to remember:

$$\sin^{-1} \theta \neq \csc \theta$$

$$\cos^{-1} \theta \neq \sec \theta$$

$$\tan^{-1} \theta \neq \cot \theta$$

What follows are the trig-inverse rules when angles are expressed in radians:

$$\cos^{-1} \frac{x}{r} = \left\{ \begin{array}{l} \text{calculator} \pm 2\pi n \\ -\text{calculator} \pm 2\pi n \end{array} \right\}$$

$$\sin^{-1} \frac{y}{r} = \left\{ \begin{array}{l} \text{calculator} \pm 2\pi n \\ \pi - \text{calculator} \pm 2\pi n \end{array} \right\}$$

$$\tan^{-1} \frac{y}{x} = \left\{ \begin{array}{l} \text{calculator} \pm 2\pi n \\ \pi + \text{calculator} \pm 2\pi n \end{array} \right\} = \text{calculator} \pm \pi n$$

Example 6: Find the following approximate angle values in radians.

(a) $\cos \alpha = .422$

According to the calculator, $\cos^{-1}(.422)=1.135$. The rule for \cos^{-1} tells us the second possible value for α is -1.135 . Considering all coterminal angles as well,

$$\alpha = \left\{ \begin{array}{l} 1.135 \pm 2\pi n \\ -1.135 \pm 2\pi n \end{array} \right\}$$

(b) $\csc \delta = -0.3$

$\csc \delta = -0.3$ is really $\sin^{-1}\left(\frac{1}{-0.3}\right)$. The calculator yields an error message for this value, so

$$\csc \delta = -0.3 \text{ DNE}$$

(c) $\cot \varphi = 1.7$

$\cot \varphi = 1.7$ is really $\tan^{-1}\left(\frac{1}{1.7}\right)$. According to the calculator, $\tan^{-1}\left(\frac{1}{1.7}\right)=0.532$. Considering all coterminal angles as well,

$$\varphi = \{0.532 \pm \pi n\}$$

Section A4 Exercises

Find the six exact trig values if the given point is on the terminal side of α .

1. (6, 8)
2. (-1, -4)
3. (2, -3)
4. (-5, 5)

Find the other five exact trig values for the given value.

- | | |
|---|---|
| 5. $\sin A = \frac{2}{3}$ in Quad I | 6. $\cos C = -\frac{4}{9}$ in Quad III |
| 7. $\tan B = \frac{25}{24}$ in Quad III | 8. $\csc \phi = -\frac{6}{5}$ in Quad IV |
| 9. $\sec \varphi = -\frac{\sqrt{37}}{3}$ in Quad II | 10. $\cot \omega = -\frac{11}{60}$ in Quad II |

Approximate the following trig values to 3 decimal places.

- | | |
|----------------------|-----------------------|
| 11. $\sin 14^\circ$ | 12. $\cos 5$ |
| 13. $\tan 140^\circ$ | 14. $\cot 14$ |
| 15. $\sec -6$ | 16. $\csc -195^\circ$ |

Approximate the following angle values to 3 decimal places in degrees.

- | | |
|-----------------------|---------------------------|
| 17. $\sin^{-1} .652$ | 18. $\arccos -.521$ |
| 19. $\tan^{-1} 1.432$ | 20. $\text{arccot} -.652$ |
| 21. $\sec^{-1} 1.781$ | 22. $\csc^{-1} .395$ |

Approximate the following angle values to 3 decimal places in radians.

- | | |
|-----------------------|---------------------------|
| 23. $\sin^{-1} 1.633$ | 24. $\arccos -.101$ |
| 25. $\tan^{-1} 4.388$ | 26. $\text{arccot} -.205$ |
| 27. $\sec^{-1} 2.641$ | 28. $\csc^{-1} 1.171$ |

Section A5—TRIGONOMETRIC IDENTITIES (Reciprocal, Quotient, and Pythagorean)

Recall:

$$\begin{array}{lll}\sin \theta = \frac{y}{r} & \cos \theta = \frac{x}{r} & \tan \theta = \frac{y}{x} \\ \csc \theta = \frac{r}{y} & \sec \theta = \frac{r}{x} & \cot \theta = \frac{x}{y}\end{array}$$

Based on these definitions, we can create some simple identities.

The Reciprocal Identities

$$\csc \theta = \frac{1}{\sin \theta} \qquad \sec \theta = \frac{1}{\cos \theta} \qquad \cot \theta = \frac{1}{\tan \theta}$$

The Quotient Identities

$$\begin{array}{ll}\tan \theta = \frac{\sin \theta}{\cos \theta} & \cot \theta = \frac{\cos \theta}{\sin \theta} \\ \tan \theta = \frac{\sec \theta}{\csc \theta} & \cot \theta = \frac{\csc \theta}{\sec \theta}\end{array}$$

The Pythagorean Identities

$$\sin^2 \theta + \cos^2 \theta = 1 \qquad \tan^2 \theta + 1 = \sec^2 \theta \qquad 1 + \cot^2 \theta = \csc^2 \theta$$

The Pythagorean identities have alternative versions that we are likely to see as well:

$$\begin{array}{lll}\sin^2 \theta + \cos^2 \theta = 1 & \tan^2 \theta + 1 = \sec^2 \theta & 1 + \cot^2 \theta = \csc^2 \theta \\ 1 - \cos^2 \theta = \sin^2 \theta & \sec^2 \theta - 1 = \tan^2 \theta & \csc^2 \theta - 1 = \cot^2 \theta \\ 1 - \sin^2 \theta = \cos^2 \theta & \sec^2 \theta - \tan^2 \theta = 1 & \csc^2 \theta - \cot^2 \theta = 1\end{array}$$

The alternative forms are useful, as they can be factored as “difference of squares” binomials. For example,

$$1 - \sin^2 \theta = (1 + \sin \theta)(1 - \sin \theta)$$

LEARNING OUTCOMES

Transform basic trig expressions.

Prove basic trig identities.

The proofs of the identities we will be working with are algebraic in nature. Meaning, we will show that the use of multiplication, addition and common denominators will cause one side of the equation to simplify to the other. Or, similar to what we did with proofs in Geometry, both sides simplify to the same thing.

Example 1: Prove $\csc x \tan x \cos x = 1$

$$\csc x \tan x \cos x = 1$$

$$\frac{1}{\sin x} \cdot \frac{\sin x}{\cos x} \cdot \cos x = 1$$

$$1 = 1$$

Notice that the answer is the process, not the final line. We knew what the final line would be, because it was given.

Example 2: Prove $\cot x \sec x + \csc x = 2\csc x$.

This one can be done quickly if we see $\cot x = \frac{\csc x}{\sec x}$. This leads to

$$\begin{aligned} \cot x \sec x + \csc x &= 2\csc x \\ \frac{\csc x}{\sec x} \cdot \sec x + \csc x &= 2\csc x \\ \csc x + \csc x &= 2\csc x \\ 2\csc x &= 2\csc x \end{aligned}$$

But one might not see that $\cot x = \frac{\csc x}{\sec x}$. Another, longer way would be to turn the whole problem into $\sin x$ and $\cos x$, as follows:

Example 2 (again, a different way): Prove $\cot x \sec x + \csc x = 2\csc x$.

$$\begin{aligned}
 \cot x \sec x + \csc x &= 2\csc x \\
 \frac{\cos x}{\sin x} \frac{1}{\cos x} + \frac{1}{\sin x} &= 2\csc x \\
 \frac{1}{\sin x} + \frac{1}{\sin x} &= 2\csc x \\
 \frac{2}{\sin x} &= 2\csc x \\
 2\csc x &= 2\csc x
 \end{aligned}$$

Example 3: Prove $\frac{1}{\csc A + \cot A} + \frac{1}{\csc A - \cot A} = 2\csc A$

$$\begin{aligned}
 \frac{1}{\csc A + \cot A} + \frac{1}{\csc A - \cot A} &= 2\csc A \\
 \frac{1}{\csc A + \cot A} \left(\frac{\csc A - \cot A}{\csc A - \cot A} \right) + \left(\frac{\csc A + \cot A}{\csc A + \cot A} \right) \frac{1}{\csc A - \cot A} &= 2\csc A \\
 \frac{\csc A - \cot A + \csc A + \cot A}{(\csc A + \cot A)(\csc A - \cot A)} &= 2\csc A \\
 \frac{2\csc A}{\csc^2 A - \cot^2 A} &= 2\csc A \\
 \frac{2\csc A}{1} &= 2\csc A \\
 2\csc A &= 2\csc A
 \end{aligned}$$

**** Notice the Pythagorean identity in line 4 of the proof!**

Techniques for Approaching Trigonometric Proofs:

1. Verify that you wrote the original problem correctly before you begin.
2. Decide which side of the equation is “uglier;” that’s usually the best place to start; this could be *either* the right or the left side of the equation.
3. Work vertically, keeping the = signs lined up.
4. Show every step; don’t assume the reader can follow your “mental leaps.”
5. Use identities to reduce the problem to two or fewer trig functions. These might be sine and cosine, but be aware of how secant and tangent or cosecant and cotangent work together.
6. Squares indicate *possible* Pythagorean identities.
7. Do Algebra; remember to simplify.
 - a) Common Denominators
 - b) Combine “like terms”
 - c) Distribute and/or FOIL
 - d) Factor
8. Finish the proof by verifying that both sides of the equation *look* identical.

Notice that in Example 3, a Pythagorean identity emerged in the middle of the proof. Some examples, however, will show Pythagorean identities earlier in the proof, perhaps at the very beginning. Some of these problems will involve factoring. One of the techniques under the “Do Algebra” heading is *factor*.

LEARNING OUTCOME

Prove trigonometric identities that involve factoring.

Example 4: Prove $\sin^2 x + \cot^2 x \sin^2 x = 1$

$$\begin{aligned}
 \sin^2 x + \cot^2 x \sin^2 x &= 1 \\
 \sin^2 x (1 + \cot^2 x) &= 1 \\
 \sin^2 x (\csc^2 x) &= 1 \\
 \sin^2 x \left(\frac{1}{\sin^2 x} \right) &= 1 \\
 1 &= 1
 \end{aligned}$$

Example 5: Prove $\cot^4 w - \csc^4 w = 1 - 2\csc^2 w$

$$\begin{aligned}
 \cot^4 w - \csc^4 w &= 1 - 2\csc^2 w \\
 (\cot^2 w - \csc^2 w)(\cot^2 w + \csc^2 w) &= 1 - 2\csc^2 w \\
 (-1)(\cot^2 w + \csc^2 w) &= 1 - 2\csc^2 w \\
 -(\csc^2 w - 1 + \csc^2 w) &= 1 - 2\csc^2 w \\
 1 - 2\csc^2 w &= 1 - 2\csc^2 w
 \end{aligned}$$

Example 6: Prove $\frac{\cos^2 w + 2 \cos w + 1}{\cos^2 w - 3 \cos w - 4} = \frac{\cos w + 1}{\cos w - 4}$

$$\begin{aligned}\frac{\cos^2 w + 2 \cos w + 1}{\cos^2 w - 3 \cos w - 4} &= \frac{\cos w + 1}{\cos w - 4} \\ \frac{(\cos w + 1)(\cos w + 1)}{(\cos w - 4)(\cos w + 1)} &= \frac{\cos w + 1}{\cos w - 4} \\ \frac{\cos w + 1}{\cos w - 4} &= \frac{\cos w + 1}{\cos w - 4}\end{aligned}$$

Example 7: Prove $\frac{3 \sec^2 x - 8 \tan x + 1}{\sec^2 x - \tan x - 3} = \frac{3 \tan x - 2}{\tan x + 1}$

$$\begin{aligned}\frac{3 \sec^2 x - 8 \tan x + 1}{\sec^2 x - \tan x - 3} &= \frac{3 \tan x - 2}{\tan x + 1} \\ \frac{3(\tan^2 x + 1) - 8 \tan x + 1}{(\tan^2 x + 1) - \tan x - 3} &= \frac{3 \tan x - 2}{\tan x + 1} \\ \frac{3 \tan^2 x - 8 \tan x + 4}{\tan^2 x - \tan x - 2} &= \frac{3 \tan x - 2}{\tan x + 1} \\ \frac{(3 \tan x - 2)(\tan x - 2)}{(\tan x + 1)(\tan x - 2)} &= \frac{3 \tan x - 2}{\tan x + 1} \\ \frac{3 \tan x - 2}{\tan x + 1} &= \frac{3 \tan x - 2}{\tan x + 1}\end{aligned}$$

Section A5 Exercises

Prove the following identities.

$$1. \quad \cos^2 x + \tan^2 x \cos^2 x = 1$$

$$2. \quad 2\cos \theta = \frac{\cos \theta \tan \theta + \sin \theta}{\tan \theta}$$

$$3. \quad 1 + 2\tan^2 \beta = \sec^4 \beta - \tan^4 \beta$$

$$4. \quad 4 + (\tan \sigma - \cot \sigma)^2 = \sec^2 \sigma + \csc^2 \sigma$$

$$5. \quad \frac{(\cos \theta)(\cos \theta) - (-\sin \theta)(\sin \theta)}{\cos^2 \theta} = \sec^2 \theta$$

$$6. \quad \frac{(\sin x)(-\sin x) - (\cos x)(\cos x)}{\sin^2 x} = -\csc^2 x$$

$$7. \quad -\frac{(-\sin \theta)}{\cos^2 \theta} = \sec \theta \tan \theta$$

$$8. \quad -\frac{\cos \varphi}{\sin^2 \varphi} = -\csc \varphi \cot \varphi$$

$$9. \quad \frac{(\cos a + \sin a)(\cos a + \sin a) - 1}{2\cos a} = \sin a$$

$$10. \quad \tan W (\cot W \cos W + \sin W) = \sec W$$

$$11. \quad \frac{\sec x}{\sin x} - \frac{\sin x}{\cos x} = \cot x$$

$$12. \quad \frac{\sin x}{1 - \cos x} + \frac{1 - \cos x}{\sin x} = 2\csc x$$

$$13. \quad \cos^2 \theta = \frac{\cot \theta \csc \theta \tan \theta - \sin \theta}{\csc \theta}$$

$$14. \quad \tan b + \cot b = \frac{\csc b}{\cos b}$$

$$15. \quad \frac{\cos x}{1 - \cos x} = \cot x \csc x + \cot^2 x$$

$$16. \frac{\cot B + 1}{\cot B} = \frac{1 + \tan^3 B}{-\tan B + \sec^2 B}$$

$$17. \frac{\sin^2 B - \sin B + 1}{1 - \sin B} = \frac{1 + \sin^3 B}{1 - \sin^2 B}$$

$$18. \frac{\cot^2 x - 4\csc x - 11}{\cot^2 x - 3} = \frac{\csc x - 6}{\csc x - 2}$$

$$19. \frac{1 + \sin x}{1 - \sin x} = 2\sec^2 x + 2\sec x \tan x - 1$$

$$20. \csc^6 x - \cot^6 x = 1 + 3\csc^2 x \cot^2 x$$

Section A6—SOLVING TRIGONOMETRIC EQUATIONS

LEARNING OUTCOMES

- Solve trigonometric equations using the unit circle (includes algebraic techniques and identities)
- Express solutions to trigonometric equations in general form
- Express solutions to restricted trigonometric equations in appropriate form

Vocabulary:

Interval – the set of all numbers between two given numbers; an inequality

Closed Interval – the boundary values are included in the interval; represented by brackets

Open Interval – the boundary values are not included in the interval; represented by parentheses

REMEMBER:

- Intervals represent a *set* of numbers.
- An interval may be half-open or half-closed.
- All intervals have an upper and a lower boundary value. Always write the lower boundary value first in the interval.
- Always use parentheses to enclose $-\infty$ or ∞ if either is needed in an interval.

Example 1: Write the inequality $-3 < x \leq 4$ using interval notation

Solution:

-3 is not included in the interval, but 4 is. Use $($ to enclose the -3 value and $]$ to enclose the 4 .
The final form of the interval is

$$x : x \in (-3, 4]$$

Example 2: Write the inequality $x \leq -5$ using interval notation

Solution:

-5 is included in the interval. The lower boundary on the interval is $-\infty$.
The final form of the interval is

$$x : x \in (-\infty, -5]$$

Example 3: Write “all real numbers” using interval notation

Solution:

The lower boundary is $-\infty$ and the upper boundary is ∞ . Use the variable x to represent the number.

The final form of the interval is

$$x : x \in (-\infty, \infty)$$

General Method to Solve Trigonometric Equations:

1. Isolate the trigonometric expression: factor, use trigonometric identities or other problem solving tools
2. Use inverse trig to find a general solution (ALL angles that satisfy the expression)
3. If the problem asks for a solution in a specific interval, list only those angles that are within that interval

Example 4: Find all solutions of $2 \sin x - 1 = 0$ in radians.

Solution: Isolate the trig function and solve using the unit circle.

$$\begin{aligned} 2 \sin x - 1 &= 0 \\ 2 \sin x &= 1 \\ \sin x &= \frac{1}{2} \end{aligned}$$

$$x = \left\{ \frac{\pi}{6} \pm 2\pi n, \frac{5\pi}{6} \pm 2\pi n \right\}$$

Example 5: Solve $\csc 4x = \frac{4}{3\sqrt{2}}$ over $x : x \in [0, 2\pi)$ if x is in radians.

Solution: Isolate the trig function. Translate from *cosecant* to *sine* using a reciprocal identity and use the unit circle to find all solutions.

$$\begin{aligned} \csc 4x &= \frac{4}{3\sqrt{2}} \\ \sin 4x &= \frac{3\sqrt{2}}{4} \end{aligned}$$

DNE because $3\sqrt{2} > 4$

Example 6: Find all solutions of $\sec x + 2 = 0$ in radians on $x : x \in (-2\pi, 2\pi]$.

Solution: Isolate the trig function. Translate from *secant* to *cosine* using a reciprocal identity and solve using unit circle.

$$\begin{aligned}\sec x + 2 &= 0 \\ \sec x &= -2 \\ \cos x &= -\frac{1}{2}\end{aligned}$$

$$x = \left\{ \frac{2\pi}{3} \pm 2\pi n, \frac{4\pi}{3} \pm 2\pi n \right\}$$

List the angles that are in the given interval:

$$x = \left\{ -\frac{4\pi}{3}, -\frac{2\pi}{3}, \frac{2\pi}{3}, \frac{4\pi}{3} \right\}$$

Example 7: Solve $2\cos^2 \theta = 1$ if θ is in radians on $\theta : \theta \in [-2\pi, 0]$.

Solution: Isolate the trig function and use the unit circle to find all solutions.

$$\begin{aligned}2\cos^2 \theta &= 1 \\ \cos^2 \theta &= \frac{1}{2} \\ \cos \theta &= \sqrt{\frac{1}{2}} \\ \cos \theta &= \frac{1}{\sqrt{2}} \text{ or } -\frac{1}{\sqrt{2}} \\ \theta &= \left\{ \frac{\pi}{4} \pm 2\pi n, -\frac{\pi}{4} \pm 2\pi n \right\} \text{ if } \cos \theta = \frac{1}{\sqrt{2}} \\ \theta &= \left\{ \frac{3\pi}{4} \pm 2\pi n, -\frac{3\pi}{4} \pm 2\pi n \right\} \text{ if } \cos \theta = -\frac{1}{\sqrt{2}}\end{aligned}$$

List all answers from both solution sets that are in the given interval:

$$x = \left\{ -\frac{\pi}{4}, -\frac{3\pi}{4}, -\frac{5\pi}{4}, -\frac{7\pi}{4} \right\}$$

Example 8: Solve $\sin\left(\theta + \frac{\pi}{18}\right) = 0$ over $\theta: \theta \in [0, 2\pi)$ if θ is in radians.

Solution: Use the unit circle, then isolate θ .

$$\sin\left(\theta + \frac{\pi}{18}\right) = 0$$

$$\theta + \frac{\pi}{18} = \begin{cases} 0 \pm 2\pi n \\ \pi \pm 2\pi n \end{cases}$$

$$\theta = \begin{cases} -\frac{\pi}{18} \pm 2\pi n \\ \frac{17\pi}{18} \pm 2\pi n \end{cases}$$

NOTE: combine like terms; terms containing “ n ” cannot be combined with terms that do not contain “ n .”

List all angles that are in the given interval:

$$x = \left\{ \frac{17\pi}{18}, \frac{35\pi}{18} \right\}$$

Example 9: Find all solutions of $\sec^2 \beta + \tan^2 \beta = 7$ in radians.

Solution:

A Pythagorean identity allows the substitution of $\tan^2 \beta + 1$ to replace $\sec^2 \beta$. Isolate the trig function and solve using the unit circle.

$$\sec^2 \beta + \tan^2 \beta = 7$$

$$\tan^2 \beta + 1 + \tan^2 \beta = 7$$

$$2\tan^2 \beta + 1 = 7$$

$$2\tan^2 \beta = 6$$

$$\tan^2 \beta = 3$$

$$\tan \beta = \sqrt{3} \text{ or } -\sqrt{3}$$

$$\beta = \left\{ \frac{\pi}{3} \pm \pi n \right\} \text{ if } \tan \beta = \sqrt{3}$$

$$\beta = \left\{ \frac{2\pi}{3} \pm \pi n \right\} \text{ if } \tan \beta = -\sqrt{3}$$

CONCLUSION:

$$\beta = \begin{cases} \frac{\pi}{3} \pm \pi n \\ \frac{2\pi}{3} \pm \pi n \end{cases}$$

Example 10: Solve $\frac{3}{2} \left[\tan \left(2x + \frac{3\pi}{4} \right) \right] = \frac{3}{2\sqrt{3}}$ over $x : x \in [0, 2\pi)$ if x is in radians.

Solution: Isolate the trig function, then use inverse trig and the unit circle to isolate x . End by listing the angles that are in the given interval.

$$\frac{3}{2} \left[\tan \left(2x + \frac{3\pi}{4} \right) \right] = \frac{3}{2\sqrt{3}}$$

$$\tan \left(2x + \frac{3\pi}{4} \right) = \frac{1}{\sqrt{3}}$$

$$2x + \frac{3\pi}{4} = \left\{ \frac{\pi}{6} \pm \pi n \right\}$$

$$2x = \left\{ -\frac{7\pi}{12} \pm \pi n \right\}$$

$$x = \left\{ -\frac{7\pi}{24} \pm \frac{\pi}{2} n \right\}$$

Note that both parts of the expression are divided by 2.

$$x = \left\{ \frac{5\pi}{24}, \frac{17\pi}{24}, \frac{29\pi}{24}, \frac{41\pi}{24} \right\}$$

Section A6 Exercises

Find all solutions in radians.

1. $\frac{1}{2} = \cos \theta$

2. $\sin 4\theta = -\frac{2}{\sqrt{3}}$

3. $\frac{3}{2} \tan\left(2\theta + \frac{3\pi}{4}\right) = -\frac{3}{2\sqrt{3}}$

4. $-4 \cos\left(\frac{5\pi}{6} + \frac{\theta}{4}\right) = 2\sqrt{3}$

5. $\frac{1}{\sqrt{3}} = \cot\left(\theta + \frac{\pi}{6}\right)$

6. $2 = \csc\left(\theta + \frac{2\pi}{3}\right)$

Solve each equation over $x : x \in [0, 2\pi)$ if x is in radians.

7. $\tan x = -1$

8. $\sec\left(x + \frac{\pi}{4}\right) = 1$

9. $\cot 2x = \frac{1}{\sqrt{3}}$

10. $\frac{1}{2} \sin x = -\frac{\sqrt{3}}{4}$

11. $\frac{2}{5} \cos x = \frac{2}{5\sqrt{2}}$

12. $4 + \sec 3x = 2$

Section A7—VECTORS

LEARNING OUTCOMES:

Translate a vector from polar to rectangular form and vice-versa.
Add vectors.

Vocabulary:

Vector – a directed line segment. Vector notation typically consists of a letter name for the vector with a partial arrow symbol over the name, as \vec{a} .

Magnitude – the length of a vector

Direction – the angle of orientation of a vector expressed in standard position

Polar Form – a vector expressed as a magnitude (length) and a direction (angle)

Rectangular Form – a vector expressed as the sum of its horizontal and vertical component parts

Resultant Vector – the sum of two or more vectors

Consider the following:

The vector at right has magnitude 3 and direction 143° . This means that the vector is 3 units long, and its rotation is 143° from the origin.

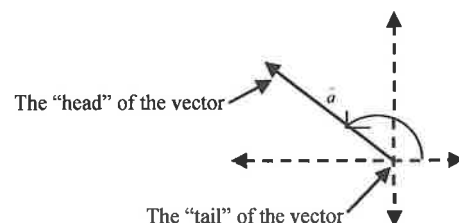
The vector is described as having a “head” and a “tail,” as shown.

Any vector can be described by its magnitude and direction.

However, it is often useful to describe a vector in terms of its horizontal and vertical *components*; the horizontal component

(indicated by an \vec{i}) runs in the x direction, and the vertical component

(indicated by a \vec{j}) runs in the y direction.



If we look at \vec{a} , and remember the definitions of sine and cosine,

$$\cos 143^\circ = \frac{x}{3}$$

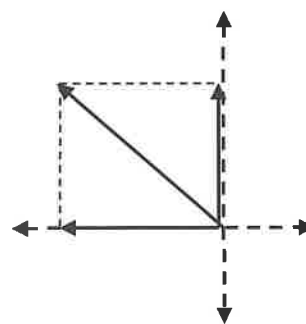
$$\sin 143^\circ = \frac{y}{3}$$

$$x = 3 \cos 143^\circ$$

$$y = 3 \sin 143^\circ$$

$$x = -2.3959\dots$$

$$y = 1.8054\dots$$



The horizontal and vertical component vectors are shown. The result of adding these two component vectors is our original vector \vec{a} . The horizontal and vertical parts are typically expressed as $x\vec{i}$ and $y\vec{j}$, as follows (note that the x and y values effectively become *coefficients* of the \vec{i} and \vec{j} vectors):

$$\vec{a} = -2.396\vec{i} + 1.805\vec{j}$$

When two vectors are added, each is typically expressed as the sum of its components and like terms (all the \vec{i} terms and all the \vec{j} terms) are added. The sum vector is typically called the resultant vector and labeled \vec{r} .

Example 1: If \vec{a} has a magnitude of 5 and direction 70° , and \vec{b} has a magnitude of 6 and direction 25° , find the resultant vector, \vec{r} , as the sum of two components.

Solution:

$$\vec{a} = 5 \cos 70^\circ \vec{i} + 5 \sin 70^\circ \vec{j}$$

$$\vec{b} = 6 \cos 25^\circ \vec{i} + 6 \sin 25^\circ \vec{j}$$

Note that both \vec{i} vectors are horizontal, and both \vec{j} vectors are vertical. Therefore, the \vec{i} terms are like terms, as are the \vec{j} terms. By combining like terms,

$$\vec{a} + \vec{b} = 7.148\vec{i} + 7.234\vec{j}$$

It is sometimes either necessary or desirable to express a resultant vector not as a sum of its vertical and horizontal components, but as a magnitude (length) and direction (angle measured either in degrees or radians). The magnitude can be determined using the horizontal (\vec{i}) and vertical (\vec{j}) coefficients and the Pythagorean Theorem. The direction can be found using inverse trigonometry; typically \cos^{-1} is used.

Example 2: Express your answer to the example 1 (above) as a magnitude and direction.

Solution:

$$x^2 + y^2 = r^2$$

$$(7.148)^2 + (7.234)^2 = r^2$$

$$r = \sqrt{(7.148)^2 + (7.234)^2}$$

$$r = 10.170 \quad \text{This represents the magnitude of the resultant vector } \vec{r}$$

$$\theta = \cos^{-1}\left(\frac{I}{R}\right) \quad \text{Use stored values.}$$

$$\theta = \pm 45.344^\circ$$

Decide whether the angle should be positive or negative based on the quadrant of the resultant (look at the signs of the x and y values above). This angle is in the 1st quadrant, so the angle is positive.

Therefore, the magnitude and direction are: 10.170 units at 45.344°

A common application of vectors is *velocity*, in which the speed expresses the magnitude and the bearing represents the direction of the vector.

Example 3: A plane flies at 200 mph along a bearing of 320° . The air is moving with a wind speed of 60 mph along a bearing of 190° . Find the plane's resultant velocity (speed and bearing) by adding these two velocity vectors.

Solution:

The speed represents the magnitude of each vector, and the bearing represents the direction. Solve by adding the horizontal and vertical component vectors. Then use the Pythagorean Theorem and \cos^{-1} to translate the answer to speed (magnitude) and bearing (direction):

$$200 \cos 320^\circ \vec{i} + 200 \sin 320^\circ \vec{j} + 60 \cos 190^\circ \vec{i} + 60 \sin 190^\circ \vec{j} = 94.120\vec{i} - 138.976\vec{j}$$

$$\text{Speed} = \sqrt{I^2 + J^2} \approx 167.848 \text{ mph (note that this is the length of resultant vector } \vec{r} \text{)}$$

$$\text{Direction} = \cos^{-1}\left(\frac{I}{R}\right) \approx \pm 55.893^\circ, \text{ or } 55.893^\circ \text{ and } 304.107^\circ$$

The \vec{i} and \vec{j} coefficients above tell us that the resultant vector's angle is in QIV, so the plane's resultant velocity is 167.848 mph at -55.893° . Note that 167.848 mph at 304.107° is also an acceptable answer.

Section A7 Exercises

For problems 1–4:

- Part I: Add \vec{a} to \vec{b} and find the resultant vector, \vec{r} , as the sum of horizontal and vertical components. Round to the nearest thousandth.
- Part II: Express your answer as a magnitude and direction.

1. $\vec{a} = 21$ units at $\theta = 70^\circ$
 $\vec{b} = 40$ units at $\theta = 120^\circ$

2. $\vec{a} = 12$ units at $\theta = 160^\circ$
 $\vec{b} = 8$ units at $\theta = 310^\circ$

3. $\vec{a} = 15.7$ units at $\theta = 113^\circ$
 $\vec{b} = 854.2$ units at $\theta = 21^\circ$

4. $\vec{a} = 9.6$ units at $\theta = 199^\circ$
 $\vec{b} = 18$ units at $\theta = 12^\circ$

- A plane flies at 450 mph on a bearing of 215° . The wind speed is 70 mph, and is blowing on a bearing of 80° . Find the plane's resultant velocity.
- A cruise ship sails at 24 knots (knots = nautical miles per hour) on a bearing of 180° . The current is flowing at 4 knots on a bearing of 135° . Find the cruise ship's resultant velocity.

Section A8—LAW OF COSINES

LEARNING OUTCOME:

Use the Law of Cosines to solve an oblique triangle.

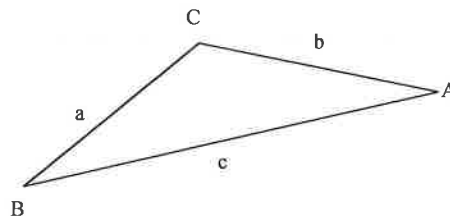
Recall that a vector is a directed line segment with two components: **magnitude** and **direction**. The magnitude of a vector is also known as its length, while the direction of a vector is an indication of the angle of orientation of the vector if it is in standard position.

In the real world, vectors are typically not in standard position, nor are they typically sketched on a coordinate plane. Under these conditions, it may be more challenging to add two vectors together. We need a new tool, called the **Law of Cosines**. The Law of Cosines may be used to solve any oblique triangle, unlike SOHCAHTOA, which can only be used for right triangles.

The Law of Cosines: In any $\triangle ABC$,

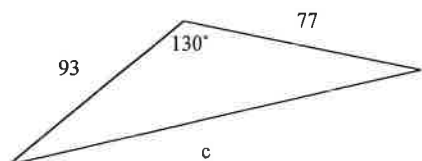
$$c^2 = a^2 + b^2 - 2ab\cos C$$

Angles are indicated with capital letters, while the side lengths opposite those angles are indicated with matching lower case letters. The Law of Cosines can be used to solve for either *sides* or *angles*.



Example 1

Solve for c .

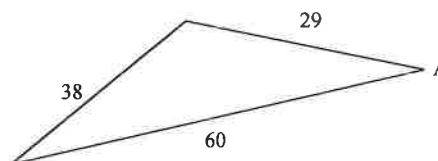


Solution:

$$\begin{aligned}c^2 &= 93^2 + 77^2 - 2(93)(77)\cos 130^\circ \\c &= \sqrt{93^2 + 77^2 - 2(93)(77)\cos 130^\circ} \\c &\approx 154.221\end{aligned}$$

Example 2

Solve for $m\angle A$.

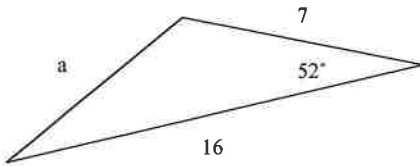


Solution:

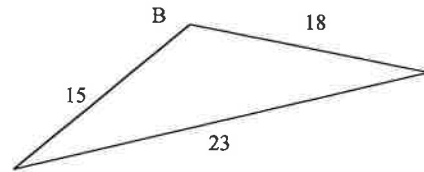
$$\begin{aligned}38^2 &= 29^2 + 60^2 - 2(29)(60)\cos A \\ \cos A &= \frac{38^2 - 29^2 - 60^2}{-2(29)(60)} \\ m\angle A &= \cos^{-1}\left(\frac{38^2 - 29^2 - 60^2}{-2(29)(60)}\right) \\ m\angle A &\approx 30.548^\circ\end{aligned}$$

Guided Practice. Solve as indicated:

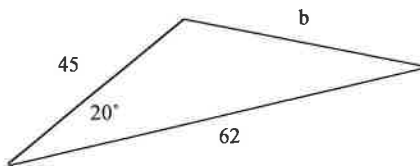
Solve for a .



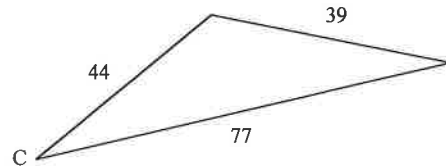
Solve for $m\angle B$.



Solve for b .



Solve for $m\angle C$.



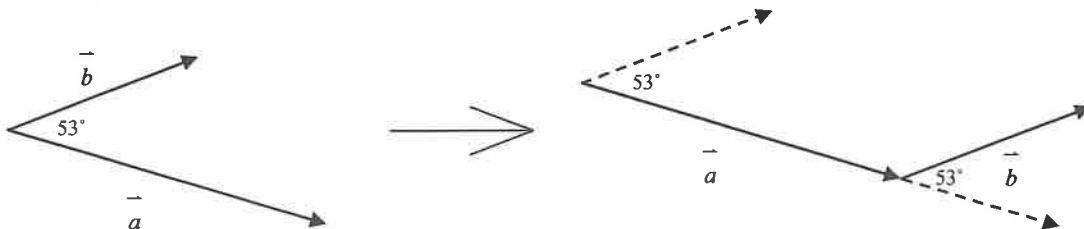
This solution technique may be applied to vectors:

Example 3

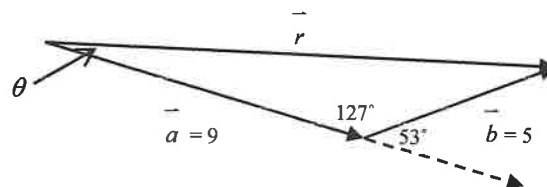
Vector \vec{a} has a magnitude of 9 and vector \vec{b} has a magnitude of 5. The angle between the tails of the vectors is 53° . Find the magnitude of the resultant vector \vec{r} and the angle the tail of \vec{r} makes with the tail of \vec{a} .

Solution:

In order to add vectors, they must be placed head to tail. To accomplish this, a vector parallel to \vec{b} will be placed at the head of \vec{a} , as shown. The resultant vector \vec{r} [also known as $(\vec{a} + \vec{b})$] will go from the tail of \vec{a} to the head of the translated \vec{b} .



Use the new diagram (below) and solve for the length of \vec{r} using the Law of Cosines. Note the location of both \vec{r} and θ .



$$\vec{r}^2 = 9^2 + 5^2 - 2(9)(5)\cos 127^\circ$$

$$\vec{r} = \sqrt{9^2 + 5^2 - 2(9)(5)\cos 127^\circ}$$

$$\vec{r} \approx 12.656$$

The angle that \vec{a} makes with \vec{r} (when they are considered tail-to-tail) can also be found using the Law of Cosines. Use the stored value (from your calculator) of \vec{r} in your calculation rather than the rounded value.

$$5^2 = 9^2 + 12.656^2 - 2(9)(12.656)\cos \theta$$

$$\cos \theta = \frac{5^2 - 9^2 - 12.656^2}{-2(9)(12.656)}$$

$$\theta = \cos^{-1}\left(\frac{5^2 - 9^2 - 12.656^2}{-2(9)(12.656)}\right)$$

$$\theta \approx 18.393^\circ$$

Section A8 Exercises

1. In $\triangle PRQ$, $PR = 60$, $RQ = 80$, and $m\angle R = 47^\circ$. Find PQ .
2. In $\triangle WXY$, $WX = 22$, $XY = 41$, and $m\angle X = 112^\circ$. Find WY .
3. Find the measures of all angles in $\triangle ABC$ if $AB = 6$, $BC = 12$, and $AC = 8$.
4. Solve for the measure of the smallest angle in a triangle whose side lengths are 7, 18, and 22.

Given vectors \vec{a} and \vec{b} and the angle between the vectors' tails, find $(\vec{a} + \vec{b})$ and the angle \vec{r} makes with \vec{a} .

5. $\vec{a} = 14$, $\vec{b} = 22$, angle between the tails of \vec{a} and $\vec{b} = 119^\circ$
6. $\vec{a} = 10$, $\vec{b} = 30$, angle between the tails of \vec{a} and $\vec{b} = 122^\circ$
7. $\vec{a} = 7$, $\vec{b} = 11$, angle between the tails of \vec{a} and $\vec{b} = 73^\circ$
8. $\vec{a} = 19$, $\vec{b} = 28$, angle between the tails of \vec{a} and $\vec{b} = 12^\circ$

Section A9—LAW OF SINES

The Law of Sines serves as the oblique version of the SOH part of SOHCAHTOA. It relates the angles to the sides in a triangle. SOH is the specific case of the Law of Sines when the angle = 90° .

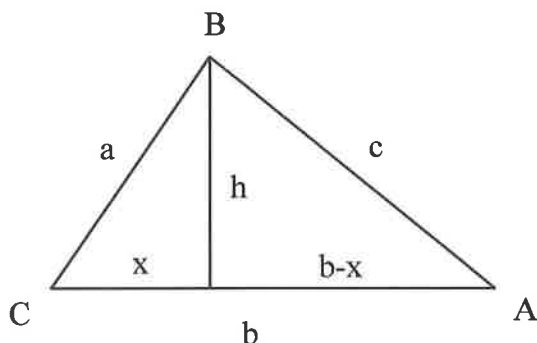
Law of Sines: In any $\triangle ABC$,

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

or

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

Proof of the Law of Sines, where $h = a \sin C$.



Since the area of a triangle is $\text{Area} = \frac{1}{2}bh$, in this case

$$\text{Area} = \frac{1}{2}ab \sin C$$

But we could have drawn the altitude from A or B, which would have yielded $\text{Area} = \frac{1}{2}bc \sin A$ and

$\text{Area} = \frac{1}{2}ac \sin B$ respectively. Since all three must give the same area, then

$$\text{Dividing by } \frac{1}{2}abc, \text{ we get } \frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}.$$

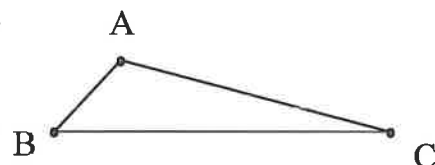
LEARNING OUTCOME

Use the Law of Sines to find missing sides in an oblique triangle.

The best time to use the Law of Sines is when given information about two angles and a side.

Example 1: In $\triangle ABC$, $a = 6$, $m\angle B = 50^\circ$ and $m\angle C = 13^\circ$. Find b and c .

Solution:



Given two angles, we know the third ($m\angle A = 117^\circ$) because the three angles of a triangle add to 180° .

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\frac{6}{\sin 117^\circ} = \frac{b}{\sin 50^\circ}$$

and

$$\frac{6}{\sin 117^\circ} = \frac{c}{\sin 13^\circ}$$

$$b = 5.159$$

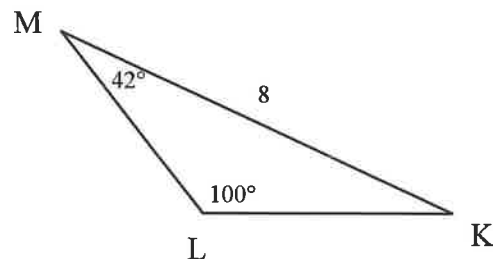
$$c = 1.515$$

Example 2: In $\triangle MLK$, $l = 8$, $m\angle M = 42^\circ$ and $m\angle L = 100^\circ$. Find m and k .

Solution:

$$\frac{8}{\sin 100^\circ} = \frac{m}{\sin 42^\circ}$$

$$m = 5.436$$



Because the three angles of a triangle have a sum of 180° , $m\angle K = 38^\circ$.

$$\frac{8}{\sin 100^\circ} = \frac{k}{\sin 38^\circ}$$

$$k = 5.001$$

Example 3: Find the areas of $\triangle ABC$ and $\triangle MLK$ from Examples 1 and 2.

Solution:

$$\triangle ABC: \text{Area} = \frac{1}{2}ab \sin C = \frac{1}{2}(6)(5.159)\sin 13^\circ = 3.482$$

$$\triangle MLK: \text{Area} = \frac{1}{2}(lm) \sin K = \frac{1}{2}(8)(5.436)\sin 38^\circ = 13.387$$

Section A9 Exercises

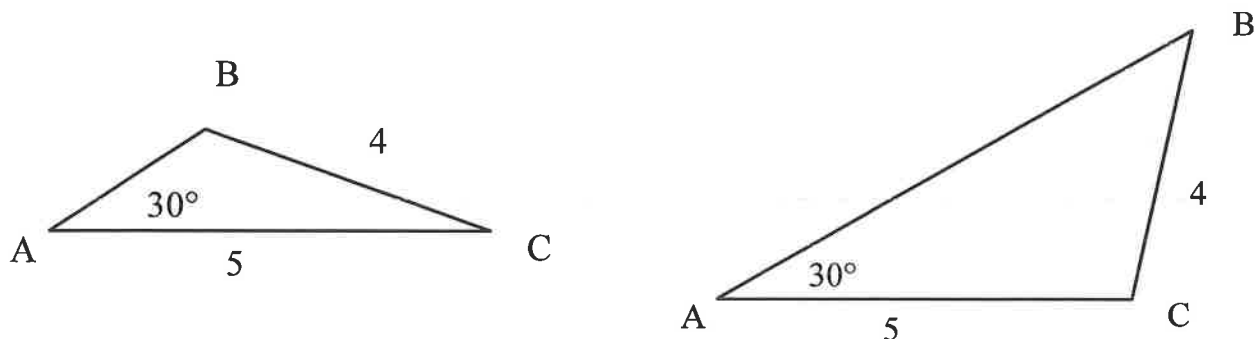
Find the missing sides and the areas of these triangles.

1. In $\triangle ABC$, $m\angle C = 35^\circ$, $m\angle A = 46^\circ$, and $b = 7$
2. In $\triangle DEF$, $m\angle D = 35^\circ$, $m\angle E = 47^\circ$, and $f = 8$
3. In $\triangle MLK$, $m\angle K = 63^\circ$, $m = 5$ and $m\angle L = 61^\circ$
4. In $\triangle PDQ$, $m\angle P = 114^\circ$, $m\angle D = 17^\circ$, and $q = 45$
5. In $\triangle BFC$, $m\angle B = 135^\circ$, $c = 6$ and $m\angle C = 29^\circ$
6. In $\triangle RCQ$, $m\angle R = 33^\circ$, $m\angle Q = 57^\circ$, and $q = 11$.

Section A10—AMBIGUOUS TRIANGLES

SSA--The Ambiguous Case

In Geometry, there is no SSA congruence theorem, because there might be two different ways to draw a figure with two given sides and a given non-included angle. Consider $\triangle ABC$ where $a = 4$, $b = 5$ and $m\angle A = 30^\circ$. Both these pictures fit the criteria. This is an “ambiguous” situation because it can be understood in two different ways. If solving for c , there would be two answers. There are even two ways to solve for c .



LEARNING OUTCOME

Use a variety of techniques to analyze ambiguous oblique triangles and find all possible solutions.

Example 1: In $\triangle ABC$, $a = 4$, $b = 5$ and $m\angle A = 30^\circ$. Find c .

Solution:

Use the Law of Cosines; be sure the given angle and side are in the correct positions in the equation.

$$\begin{aligned} a^2 + b^2 - 2ab \cos C &= c^2 \\ 5^2 + c^2 - 2(5)(c) \cos 30^\circ &= 4^2 \\ c^2 - 8.660c + 9 &= 0 \end{aligned}$$

Use the Quadratic Formula to find c .

$$c = \frac{8.660 \pm \sqrt{8.660^2 - 4(1)(9)}}{2}$$

$$c = 7.453 \text{ or } 1.208$$

Example 1 again: In $\triangle ABC$, $a = 4$, $b = 5$ and $m\angle A = 30^\circ$. Find c .

Use the Law of Sines to find the other angles. Here, the ambiguity arises from the fact that there are two angles that have any given sine value: an acute angle and an obtuse angle. The second angle—which the calculator does not give you directly—is the supplement of the first angle.

$$\begin{aligned}\frac{\sin B}{5} &= \frac{\sin 30^\circ}{4} \\ \sin B &= \frac{5 \sin 30^\circ}{4} = 0.625 \\ m\angle B &= \sin^{-1}.625 = \left\{ \begin{array}{l} 38.682^\circ \\ 141.318^\circ \end{array} \right\}\end{aligned}$$

The two answers for $m\angle B$ yield two answers for $m\angle C$, based on triangle sum.

$$\begin{aligned}m\angle C &= \left\{ \begin{array}{l} 111.318^\circ \\ 8.682^\circ \end{array} \right\} \\ \frac{4}{\sin 30^\circ} &= \frac{c}{\sin 111.318^\circ} & \frac{4}{\sin 30^\circ} &= \frac{c}{\sin 8.682^\circ} \\ c &= 7.453 & c &= 1.208\end{aligned}$$

If that is not ambiguous enough, the SSA situation is still more so. There might not be two triangles. There might only be one—or even none.

Example 2: In $\triangle ELP$, $e = 4$, $l = 5$ and $m\angle L = 34^\circ$. Find p .

Solution:

$$\begin{aligned}\frac{\sin E}{4} &= \frac{\sin 34^\circ}{5} \\ \sin E &= \frac{4 \sin 34^\circ}{5} = 0.447 \\ m\angle E &= \sin^{-1}.447 = \left\{ \begin{array}{l} 26.574^\circ \\ 153.426^\circ \end{array} \right\}\end{aligned}$$

If $m\angle E = 26.574^\circ$, then $m\angle P = 119.426^\circ$. But if $m\angle E = 153.426^\circ$, $m\angle P$ would have to be negative to get a sum of 180° in the triangle. Therefore,

$$\begin{aligned}m\angle P &= 119.426^\circ \\ \frac{5}{\sin 34^\circ} &= \frac{p}{\sin 119.426^\circ} \\ p &= 7.788\end{aligned}$$

If the Law of Cosines had been used, one of the sides would have been negative.

Example 3: In $\triangle BTW$, $b = 2$, $t = 5$ and $m\angle B = 63^\circ$. Find w .

Solution:

$$\frac{\sin T}{5} = \frac{\sin 63^\circ}{2}$$

$$\sin T = \frac{5 \sin 63^\circ}{2} = 2.228$$

$$m\angle T = \sin^{-1} 2.228 = \text{error}$$

There is no such triangle because side b is too short to reach side w with the given $m\angle B$.

Section A10 Exercises

Find all possible missing side lengths and angle measures in the given triangles.

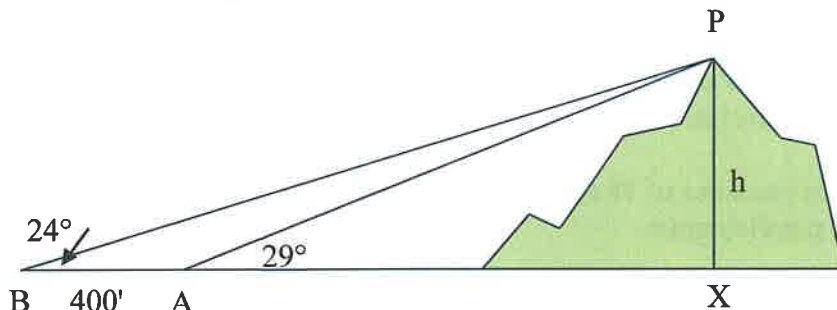
1. In $\triangle KRL$, $k = 8$, $r = 15$ and $m\angle K = 31^\circ$
2. In $\triangle DEF$, $m\angle D = 35^\circ$, $d = 11$ and $f = 8$
3. In $\triangle MLK$, $m\angle K = 163^\circ$, $m = 5$ and $k = 8$
4. In $\triangle PDQ$, $m\angle P = 64^\circ$, $d = 17$ and $p = 6$
5. In $\triangle BFC$, $m\angle B = 35^\circ$, $c = 6$ and $b = 5$
6. In $\triangle RCQ$, $m\angle R = 30^\circ$, $r = 5$ and $q = 10$
7. In $\triangle JAI$, $j = 9$, $a = 17$ and $i = 11$
8. In $\triangle KRL$, $k = 8$, $r = 15$ and $m\angle L = 76^\circ$

Section A11—MODELING WITH TRIANGLES

LEARNING OUTCOME

Solve mathematical problems involving triangles.

Example 1: Finding the height of a mountain is not as easy as finding the height of a building because you cannot directly measure the distance to a spot directly below the peak. Instead, measure the angle to the peak from two different positions. At point A, the angle to the peak is 29° . At point B, which is 400' further away, the angle of elevation is 24° . How tall is the mountain?



Solution:

$\triangle APX$ is a right triangle. If we knew AX or AP , we could use SOHCAHTOA to find PX (the height h). AP is a side in $\triangle ABP$; since we have two angles in that triangle, we use the Law of Sines to find AP .

$m\angle XAP = 29^\circ$, therefore $m\angle BAP = 151^\circ$.
 $m\angle B = 24^\circ$, so $m\angle BPA = 5^\circ$.

By the Law of Sines,

$$\frac{AP}{\sin 151^\circ} = \frac{400}{\sin 5^\circ}$$
$$AP = \frac{400 \sin 151^\circ}{\sin 5^\circ} = 2225.027'$$

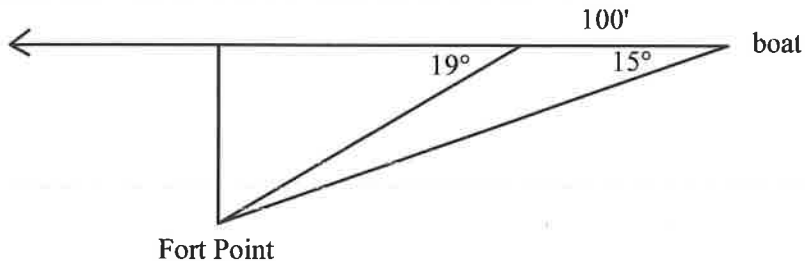
And

$$\sin 24^\circ = \frac{h}{2225.027}$$

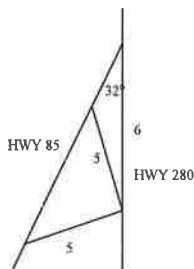
$$h = 2225.027 \sin 24^\circ = 905'$$

Section A11 Exercises

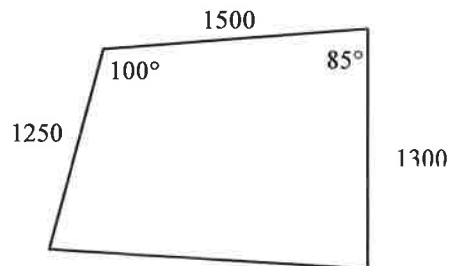
1. A boat is sailing west toward the Golden Gate Bridge. At one time, the angle measured from due west to Fort Point is 15° . After sailing 100 feet, the angle is 19° ; then the boat continues sailing along its path. How close will the boat come to Fort Point?



2. Triangulation--often used in artillery practice—is a process that determines someone's (or something's) position by taking two sightings from positions that are a known distance apart. If sights that are 200 yards apart determine the target is at 53° and 48° , how far from each sighting position is the target?
3. A parallelogram has sides of 18 and 26, and an angle of 39° . Find the length of the longer diagonal and the area of the parallelogram.
4. If you participate in any of the marches from Justin Herman Plaza to City Hall, you walk 1.5 miles along Market street, then a quarter mile on Grove. Grove meets Market at angle of 140° . How far, in a straight line, is your starting point from the end?
5. A swimmer sees two alligators. He tells you that the distance to one alligator is 30', the distance between the alligators is 20' and the angle where the swimmer is measures 58° .
 - a. Show that he is wrong about the measure of the angle.
 - b. Find the two possible distances between the swimmer and the second alligator using the correct angle, 28° .
6. A surveyor measures three sides of a triangular field and finds them to be 102', 176' and 247'. What is the area of the field?
7. A trucker on HWY 280 has a CB radio with a range of 5 miles. HWY 280 intersects HWY 85 at a 32° angle. When the trucker is 6 miles south of the intersection, between what two distances from the intersection can another trucker on HWY 85 receive the signal?



Problem 7



Problem 8

8. The surface of the Sunset Reservoir at 24th Ave. and Quintara St. is a quadrilateral with sides 1500', 1250', and 1300' and angles 100° and 85° . Find the other sides and angles and the surface area of the Reservoir.

Unit B:

Selected Topics

Section B1—REVIEW OF LOGARITHMIC AND EXPONENTIAL EQUATIONS

LEARNING OUTCOME

Simplify and solve equations involving exponential and/or logarithmic functions.

Vocabulary

Logarithmic Function – $y = \log_a x$ if and only if $a^y = x$ for $a > 0$ and $a \neq 1$

Common Log – base 10

Natural Log – base e

e – an irrational number, whose value is approximately 2.71828...(can you find e on your calculator?)

Any logarithmic equation can be written using either “exponential form,” or “logarithmic form,” based on the definition of a logarithmic function shown above.

Common Log:	Natural Log:
$\log_{10} N = k$ or just $\log N = k$	$\ln_e N = k$ or just $\ln N = k$
In Exponential Form, $10^k = N$	In Exponential Form, $e^k = N$

There are three parts to any logarithmic or exponential equation: the base, the exponent, and the argument. In general,

$$\log_{\text{base}} \text{argument} = \text{exponent, or } \text{base}^{\text{exponent}} = \text{argument}$$

Guided Practice. Complete each of the following examples.

Example 1: Write the equation in exponential form.

$$\log_3 81 = 4$$

Example 2: Write each in logarithmic form.

(a) $5^3 = 125$

(b) $9^{3/2} = 27$

(c) $16^{-3/4} = \frac{1}{8}$

There are 3 types of exponential equations. The variable can be either in the base, the exponent or the argument of the equation, like these:

$$x^3 = 125$$

$$9^x = 27$$

$$16^{-\frac{3}{4}} = x$$

Solving equations of these types relies on the definition of a logarithm (listed at the top of the previous page). To solve an equation with a log in it, “exponentiate” both sides of the equation. Think of this as translating the equation to the more useful exponential form before you solve it.

Example 3: Solve for x algebraically.

$$(a) \log_5 625 = x$$

$$(b) \log_2 \frac{1}{8} = x$$

$$(c) \log_x 4 = \frac{1}{8}$$

$$(d) \log_{\frac{1}{3}} x = \sqrt[3]{81}$$

$$(e) \log_3 (x+1) = 2$$

$$(f) \log_x 4 = -2$$

For more complicated equations or translations, use the rules for logs and exponents (as follows). Note the similarities.

<i>LAWS OF EXPONENTS</i>	<i>LAWS OF LOGS</i>
Products: $a^p \cdot a^q = a^{p+q}$	Products: $\log_a MN = \log_a M + \log_a N$
Quotients: $\frac{a^p}{a^q} = a^{p-q}$	Quotients: $\log_a \frac{M}{N} = \log_a M - \log_a N$
Power of a Power: $(a^p)^q = a^{pq}$	Power of a Power: $\log_a M^n = n \log_a M$

Example 4: Use the Laws of Logs to expand the log.

$$\log \left(\frac{x^{\frac{1}{2}} y^3}{w^0 z^{\frac{4}{5}}} \right)$$

Example 5: Use the Laws of Logs to express as a single logarithm of a single argument.

(a) $\frac{1}{3} \log_4 64 - 4 \log_4 2$

(b) $1 - 3 \log_5 x$

Example 6: Solve for x .

(a) $2 \log_3 6 + \log_3 4 = x$

(b) $\ln(2x+1) - \ln(x-3) = 2 \ln 3$

Example 7: Solve for x .

(a) $\log_2(x^2 - 9) = 4$

(b) $\log_a(3x + 5) + \log_a(x - 5) = \log_a 7$

(c) $\frac{1}{2} \log_5(x + 6) - \log_5 x = 0$

(d) $2 \log_3 x - \log_3(x - 2) = 2$

These problems can also be solved by graphing calculator. Your calculator is programmed in Base 10 or Base e mode ONLY! We have to use the following rule to change the base to Base 10 or Base e .

Change of Base Rules:

$$\log_a x = \frac{\log_{10} x}{\log_{10} a} \quad \text{or} \quad = \frac{\ln x}{\ln a}$$
$$a^x = e^{x \cdot \ln a}$$

Example 8: Use your calculator to solve for x

(a) $\frac{4^{2-x}}{3} = 7$

(b) $10^{(x^2-1)} = 1000$

(c) $3^{(x-1)} = 7^{(x+2)}$

Section B1 Exercises

Simplify these logarithmic expressions to a single log of a single argument.

1. $\frac{1}{3} \ln 27 + 2 \ln 2$

2. $\frac{1}{3}(\log 52 + 2 \log 4 - \log 13)$

3. $\frac{1}{2} \log_5 16 - 2 \log_5 10$

Expand these expressions to the sum or difference of logarithms.

4. $\log \left(\frac{x^2 w^{\frac{1}{3}}}{y^{\frac{1}{2}} z^{-3}} \right)$

5. $\log \left(\frac{x^3 w^{\frac{2}{3}} y^{\frac{2}{5}}}{z^4} \right)$

6. $\log \left(\frac{x^{\frac{1}{3}} y^4}{w^{-3} z^{\frac{2}{5}}} \right)$

Solve for x .

7. $\log_{\sqrt{3}} \left(\frac{1}{9} \right) = x$

8. $\log_3 \left(\frac{1}{729} \right) = x$

9. $\log_4 (x-1) + \log_4 (3x+1) = 3$

10. $\log_6 x + \log_6 (x+5) = 2$

11. $\frac{1}{2} \log_7 x = \log_7 20 - 2(\log_7 2 + \log_7 5)$

12. $\log_{12} (x^2 + 1) - \log_{12} (x-1) = 3$

13. $17(10^x) = 51$

14. $25^{(x^2-1)} = 125^{(x-1)}$

15. $2^{(3x-1)} = 8^{(1-x)}$

16. $7^{(x^2-1)} = 5^{(x+2)}$

Section B2—MODELING WITH LOGARITHMIC AND EXPONENTIAL FUNCTIONS

LEARNING OUTCOME

Solve real-world problems involving Exponential and Logarithmic operations.

TYPE I: GROWTH & DECAY

Population Doubling Growth

$$y = A(2)^{\frac{t}{k}}$$

Radioactive Half-Life

$$y = A\left(\frac{1}{2}\right)^{\frac{t}{k}}$$

y = ending amount, A = initial amount, t = duration of time,
 k = half-life or doubling time

Example 1: **BACTERIA POPULATION PROBLEM** If there are 100 bacteria in a petri dish and the number of bacteria doubles every 10 minutes, how long will it take for there to be a million bacteria?

Example 2: **HALF LIFE PROBLEM** Radium has a half-life of 1690 years. How much of a 75 g sample will be left in 400 years?

TYPE II: FINANCES (COMPOUND INTEREST)

Vocabulary:

Simple Interest – interest earned on principal

Compound Interest – interest calculated on the initial principal and also on the accumulated interest of previous periods of a deposit

Annuity – a fixed sum of money saved or paid each period on a continuing basis

Simple Interest

$$\text{Interest} = \text{Principal} \cdot \text{Rate} \cdot \text{Time} \quad (\text{or } I = PRT)$$

Example 3: ***SIMPLE INTEREST*** How much do you pay if you borrow \$100 for six months at 10%?

This does not account for the interest accrued on the interest, also known as Compound Interest.

Compound Interest

$$S = P \left(1 + \frac{r}{n} \right)^{nt}$$

S is the total money accrued, P is the principal, r is the annual percentage rate (APR),
 n is the number of compounding periods per year, t is time in years.

Example 4: ***SAVINGS*** How much money would you have to invest today at 6.5% APR—compounded monthly—to have \$5,000 in ten years?

Example 5: ***SAVINGS*** How long will it take a \$100 deposit to grow to \$500 if it earns at 10% APR compounded daily?

TYPE III: FINANCES (SAVINGS AND LOAN ANNUITIES)

An annuity is an account where you pay a specific amount periodically (monthly, weekly, etc.) instead of just one principal payment as you do with Compound Interest accounts. Annuities take two forms: savings and loans.

$$\text{Savings: } S = P \cdot \frac{\left(1 + \frac{r}{n}\right)^{nt} - 1}{\left(\frac{r}{n}\right)} \qquad \text{Loans: } L = P \cdot \frac{1 - \left(1 + \frac{r}{n}\right)^{-nt}}{\left(\frac{r}{n}\right)}$$

S is the amount saved, L is the amount owed, P is the periodic payment amount, r is the annual percentage rate (APR), n is the number of payments per year, t is the time in years.

Example 6: **LOAN** You want to buy a \$15,000 car. You can borrow the money at 4.9% APR for five years. What will the monthly payments be?

Example 7: **SAVINGS ANNUITY.** Suppose you want to buy a house on ten years and you can save \$100 a month for the down payment. Suppose you find a mutual fund that will earn 20% APR. How much money will you have for the down payment in ten years?

Section B2 Exercises

- The number of bacteria in a culture is modeled by the function $n(t) = 500e^{0.45t}$, with t in hours.
 - What is the initial number of bacteria?
 - How many bacteria are in the culture after three hours?
 - How long will it take the number of bacteria in the culture to reach 10,000?
- The mass $m(t)$ remaining after t days from a 40g sample of thorium-234 is given by $m(t) = 40e^{-0.0277t}$.
 - How much of the sample will remain after 60 days?
 - After how long will only 10g of the sample remain?
 - Physicists express the rate of decay of radioactive isotopes in terms of *half-life*, the time required for half the mass to decay. What is the half-life of thorium-234?
- If the number of bacteria in a petri dish doubles every 30 minutes, how long will it take for the number to triple?
- If a town's population doubles every ten years and is 20,000 this year, how long will it take the population to reach 100,000?
- If a town's population decreases exponentially and drops from 50,000 to 44,000 between 1995 and 2005, what will the population be in 2020?
- If 30% of a radioactive substance disappears in 15 years, what is the half-life of the substance?
- How much money would you have to invest today at 6.5% APR to have \$10,000 in ten years?
- How long will it take a \$1,100 investment to grow to \$10,000 if invested today at 10% APR?
- Is it better to invest \$300 for 10 years at 3.6% compounded monthly or at 4.1% compounded quarterly?
- Suppose you want to buy a house in ten years and can save \$200 a month for the down payment. You've found a mutual fund that will earn 14% APR. How much will you have in ten years?
- Suppose you want to buy a house in ten years and will need \$60,000 for the down payment. There is a mutual fund that will earn 13% APR. What will be the monthly investment?
- Suppose you take a \$240,000 house loan at 7% APR for 30 years. What are the monthly payments and how much will you actually pay the bank over the life of the loan?
- Suppose you want to buy a \$40,000 car. You can borrow the money at 2.9% APR for five years. What will the monthly payments be?
- Suppose you can afford a \$250 monthly payments for a car and will borrow the money at 3.9% APR for five years. What is the maximum purchase price of the car?
- Suppose you buy a \$400,000 condo, making a down payment equal to 20% of the purchase price and taking out a loan for the rest. If the loan is at 4% fixed APR compounded monthly for 30 years, find the loan amount, the amount of each monthly payment, and the **total** amount paid for the condo over the course of the loan.

Section B3—CONIC SECTIONS OVERVIEW

Vocabulary:

Conic Section – a figure formed by the intersection of a plane and a double-napped cone (this means there are two cones “nose to nose”). The angle of the plane determines whether the conic section is a circle, ellipse, parabola, or hyperbola

Traits – the characteristics of the graph of a function

Domain – the set of all x -values that may be used in a function.

Range – the set of all y -values that correspond to the x -values in the function's domain

The Conics share a common standard equation, namely,

$$Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0.$$

Conics that have a Bxy term are beyond the scope of this course. Assuming the conic is non-degenerate, identify its shape by looking at A and C in the standard equation as follows:

Circle	$A = C$
Parabola	$A = 0$ or $C = 0$
Ellipse	A and C have the same sign, but $A \neq C$
Hyperbola	A and C have different signs

Additionally, each conic has a general (graphing) form that makes its traits more apparent.

Circle	$(x-h)^2 + (y-k)^2 = r^2$
--------	---------------------------

Parabola	$(x-h)^2 = 4c(y-k)$ or $(y-k)^2 = 4c(x-h)$
----------	--

Ellipse	$\frac{(x-h)^2}{r_x^2} + \frac{(y-k)^2}{r_y^2} = 1$
---------	---

Hyperbola	$\frac{(x-h)^2}{r_x^2} - \frac{(y-k)^2}{r_y^2} = 1$ or $-\frac{(x-h)^2}{r_x^2} + \frac{(y-k)^2}{r_y^2} = 1$
-----------	---

Each conic will be explored separately; the meanings of r_x , r_y , c , h , k , and r will be considered in future lessons.

The main point is that, **while the shape can be determined from the Standard Form, the General (Graphing) Form is required to identify traits and to sketch.**

LEARNING OUTCOMES

Identify a conic from an equation in standard form.

Complete the square to change from standard to general form of a conic.

Find the domain and range of a conic.

Example 1: Identify $x^2 + y^2 + 4x - 8y = 0$ and find the general form

Solution: $A = C$, so this conic is a circle. Complete the square to convert an equation from standard to general form.

$$x^2 + y^2 + 4x - 8y = 0$$

$$x^2 + 4x + \underline{\hspace{1cm}} + y^2 - 8y + \underline{\hspace{1cm}} = 0 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$x^2 + 4x + 4 + y^2 - 8y + 16 = 0 + 4 + 16$$

$$(x + 2)^2 + (y - 4)^2 = 20$$

Example 2: Identify $x^2 - 4x - 8y = 0$ and find the general form

Solution: There is only one square, so this conic is a parabola

$$x^2 - 4x - 8y = 0$$

$$x^2 - 4x + \underline{\hspace{1cm}} = 8y + \underline{\hspace{1cm}}$$

$$x^2 - 4x + 4 = 8y + 4$$

$$(x - 2)^2 = 8\left(y + \frac{1}{2}\right)$$

Example 3: Identify $x^2 + 3y^2 + 4x - 12y - 2 = 0$ and find the general form

Solution: $A \neq C$, but both are positive, so this conic is an ellipse. Factor out the 3 before completing the square in y .

$$x^2 + 3y^2 + 4x - 12y - 2 = 0$$

$$x^2 + 4x + 3y^2 - 12y = 2$$

$$(x^2 + 4x + \underline{\hspace{1cm}}) + 3(y^2 - 4y + \underline{\hspace{1cm}}) = 2 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$(x^2 + 4x + 4) + 3(y^2 - 4y + 4) = 2 + 4 + 12$$

$$(x + 2)^2 + 3(y - 2)^2 = 18$$

$$\frac{(x + 2)^2}{18} + \frac{(y - 2)^2}{6} = 1$$

Example 4: Identify $x^2 - 3y^2 + 4x - 12y - 2 = 0$ and find the general form

Solution: A and C have different signs ($C = -3$), so this is an hyperbola.

$$x^2 - 3y^2 + 4x - 12y - 2 = 0$$

$$x^2 + 4x - 3y^2 - 12y = 2$$

$$(x^2 + 4x + \underline{\quad}) - 3(y^2 + 4y + \underline{\quad}) = 2 + \underline{\quad} - \underline{\quad}$$

$$(x^2 + 4x + 4) - 3(y^2 + 4y + 4) = 2 + 4 - 12$$

$$(x+2)^2 - 3(y+2)^2 = -6$$

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

In this course, the conics are classified in terms of their geometric traits (center, radius, foci, etc.). Another way to look at conic sections is as a pair of irrational functions: this is the more common way to graph relations such as the conics in your calculator. These functions are found by isolating y and using $\pm\sqrt{\quad}$, instead of just the positive radical. To find domain and range, look at the graph of the conic. In order to do that, isolate y .

Example 5: Find the domain and range of $4x^2 + 9y^2 - 8x - 32 = 0$

Solution:

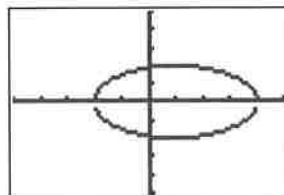
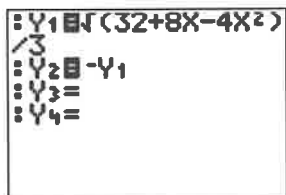
$$4x^2 + 9y^2 - 8x - 32 = 0$$

$$9y^2 = 32 + 8x - 4x^2$$

$$y^2 = \frac{32 + 8x - 4x^2}{9}$$

$$y = \pm \frac{\sqrt{32 + 8x - 4x^2}}{3}$$

Analysis of the graph shows that the domain is about -2 to 4 and the range is about -2 to 2 . Use the *TRACE* key to verify:



Recall that mathematicians typically use interval notation, rather than inequality statements, to express domain and range, so domain is written as $x: x \in [-2, 4]$ and range is written as $y: y \in [-2, 2]$.

Review of Interval Notation:

Closed interval:	$x : x \in [a, b]$ means $a \leq x \leq b$
Open interval:	$x : x \in (a, b)$ means $a < x < b$
Half-open interval:	$x : x \in [a, b)$ means $a \leq x < b$
or	$x : x \in (a, b]$ means $a < x \leq b$

Section B3 Exercises

For each of the following standard form equations:

- Identify each conic;
- convert to general (graphing) form;
- isolate y ;
- graph on the calculator;
- state domain and range using interval notation.

1. $x^2 + y^2 + 6x - 14y + 54 = 0$

2. $2x^2 + 2y^2 - 10x + 2y - 5 = 0$

3. $x^2 + 10x - 20y + 25 = 0$

4. $y^2 + 4x + 16y + 4 = 0$

5. $x^2 + 25y^2 + 6x - 100y + 9 = 0$

6. $9x^2 + 4y^2 + 36x - 8y + 4 = 0$

7. $x^2 - y^2 - 6y - 3 = 0$

8. $12x^2 - 4y^2 + 72x + 16y + 44 = 0$

Section B4—CONICS II: THE PARABOLA

Vocabulary:

Parabola – the set of all coplanar points equidistant from a fixed point and a fixed line

Focus – the fixed point referred to in the parabola definition

Directrix – the fixed line referred to in the parabola definition

Latus Rectum – a segment parallel to the directrix and through the focus with endpoints on the parabola

Eccentricity – a ratio: the distance from any point on the curve to the focus TO the distance from that point to the directrix

As stated in the overview, the general equation of a parabola is:

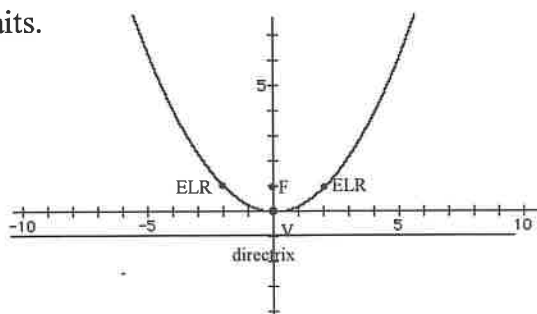
$$(x - h)^2 = 4c(y - k) \text{ or } (y - k)^2 = 4c(x - h)$$

A parabola has the following traits:

1. Vertex = (h, k)
2. The direction it opens: The curve opens in the direction of the axis of the linear variable and the sign of $4c$. For example, $(y - 2)^2 = -5(x - 3)$ would open left because the x is linear and the negative part of the x -axis is left.
3. Focus: c units from the vertex, in the direction it opens
4. Directrix: The line c units from the vertex, away from the direction it opens. It is $y = k - c$ or $x = h - c$, depending on which is the linear variable.
5. Endpoints of the Latus Rectum (ELRs): coordinate points $2c$ units from the focus on the parabola.
6. The Axis of Symmetry: The line through the vertex and focus.
7. Eccentricity: $e = 1$ for all parabolas.

REMEMBER: The key to the traits is the variable that doesn't have the square.

This sketch illustrates most of the parabola's traits.



LEARNING OUTCOMES

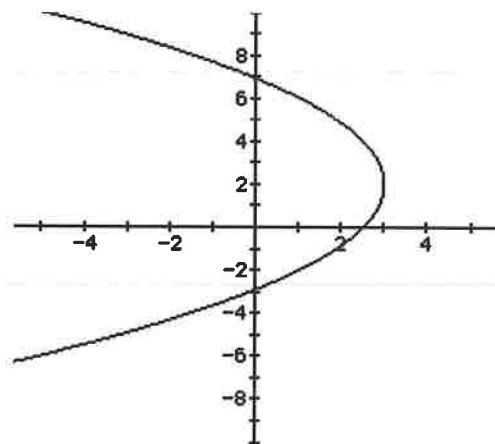
Find all the traits and sketch a parabolic curve.

Find the equation of a parabola from its traits.

Example 1: Find the traits and sketch $(y-2)^2 = -8(x-3)$

Solution:

- (1) Vertex = (3, 2)
- (2) It opens left ($-x$).
- (3) Focus: (1, 2), because $c = 2$
- (4) Directrix: $x = 5$ (note that the directrix is expressed in the form of a linear equation)
- (5) ELRs: (1, 6) and (1, -2)
- (6) Axis of Symmetry: $y = 2$
- (7) $e = 1$.



Example 2: Find the traits and sketch $x^2 + 2x - 4y + 9 = 0$

Solution: Convert the equation to general form first:

$$x^2 + 2x - 4y + 9 = 0$$

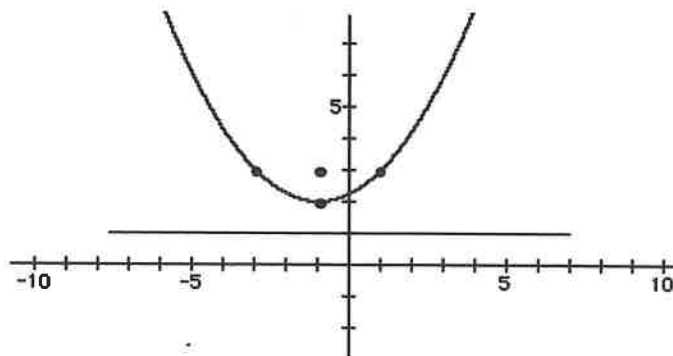
$$x^2 + 2x + \underline{\quad} = 4y - 9 + \underline{\quad}$$

$$x^2 + 2x + 1 = 4y - 9 + 1$$

$$(x+1)^2 = 4y - 8$$

$$(x+1)^2 = 4(y-2)$$

- (1) Vertex = (-1, 2)
- (2) It opens up ($+y$).
- (3) Focus: (-1, 3), because $c = 1$
- (4) Directrix: $y = -2$
- (5) ELRs: (-3, 3) and (1, 3)
- (6) Axis of Symmetry: $x = -1$
- (7) $e = 1$.



Example 3: Find the equation of the parabola with vertex $(-3, 6)$ and directrix $y = 9$.

Solution:

The directrix is " $y = 9$ ", so the y is the linear variable. The vertex is 3 units from the directrix, so $|c| = 3$. The vertex is below the line, so the parabola opens down and therefore c must be -3 .

$$(x + 3)^2 = -12(y - 6)$$

Section B4 Exercises.

State the traits and sketch.

1. $(x - 1)^2 = 8(y - 2)$
2. $x^2 = -8(y - 2)$
3. $(y + 1)^2 = -4(x - 3)$
4. $(x - 4)^2 = 16y$
5. $x^2 + 4y + 4 = 0$
6. $y^2 - 12x - 4y - 44 = 0$
7. $x^2 + 2x + 12y + 37 = 0$
8. $y^2 - 4x + 8y - 28 = 0$

Find the equation of the parabola with these traits.

9. Vertex $(-1, 2)$ and Focus $(-1, 7)$
10. Vertex $(0, -2)$ and directrix $x = -3$
11. Focus $(0, 0)$ and directrix $y = 4$
12. Vertex $(2, 1)$, opens up, and LR length 8
13. Focus $(1, 5)$, ELR $(1, 0)$, and opens right
14. ELRs $(-1, 0)$ and $(-1, 30)$ and directrix $x = 14$

Section B5—CONICS III: THE ELLIPSE

Vocabulary:

Ellipse – (1) the set of all coplanar points the sum of whose distances to two fixed points is a constant (the “two focus property”)

(2) the set of all coplanar points the ratio of whose distances to a fixed point and a fixed line is a constant e , where $0 < e < 1$ (the “focus – directrix property”)

Major Axis – the segment through the center and foci of the ellipse

Minor Axis – the segment perpendicular to the major axis at the center

r_x – distance from the center to the ellipse in the horizontal (x) direction; sometimes called the “ x -radius”

r_y – distance from the center to the ellipse in the vertical (y) direction; sometimes called the “ y -radius”

Focal Radius (c) – distance from the center to the focus

Vertices – endpoints of the major axis

Intercepts – endpoints of the minor axis

Extent – domain of an ellipse

The general equation of an ellipse is:

$$\frac{(x-h)^2}{r_x^2} + \frac{(y-k)^2}{r_y^2} = 1$$

Where $a = r_x$ or r_y , whichever is larger,

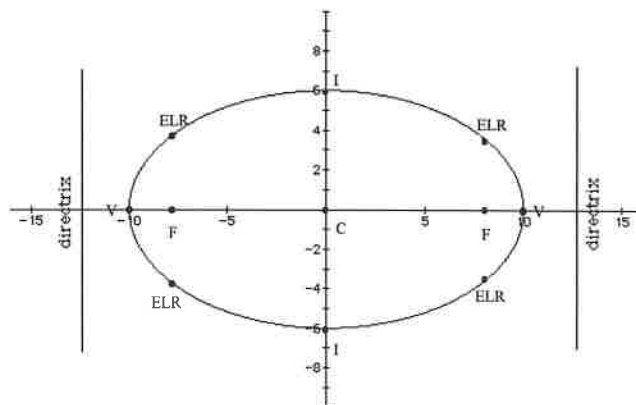
$b = r_x$ or r_y , whichever is smaller,

and $a^2 - b^2 = c^2$

An ellipse has the following traits:

1. Center: (h, k)
2. Vertices: a from center on the major axis (indicated by the variable with the larger denominator).
3. Intercepts: b from center on the minor axis
4. Foci: c from center on the major axis
5. ELRs: $\frac{b^2}{a}$ from the foci
6. Directrices: $\frac{a^2}{c}$ from the center and parallel to the minor axis
7. Eccentricity: $\frac{c}{a}$; for an ellipse, $0 < e < 1$

The key to the traits is the variable with the larger denominator.



LEARNING OUTCOMES

Find all the traits and sketch an ellipse.

Find the equation of an ellipse from its traits.

Example 1: Find the traits and sketch $\frac{x^2}{9} + \frac{y^2}{25} = 1$

Solution:

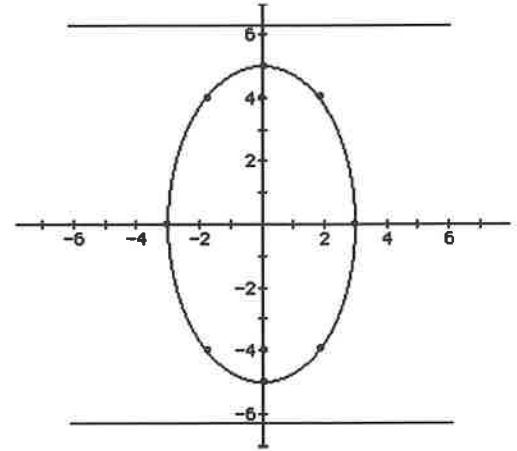
- (1) Center: $(0, 0)$
- (2) Vertices: $(0, 5)$ and $(0, -5)$
- (3) Intercepts: $(3, 0)$ and $(-3, 0)$
- (4) Foci: $(0, 4)$ and $(0, -4)$.

$$\text{Reasoning: } a^2 - b^2 = c^2 \rightarrow 25 - 9 = 16 \rightarrow c = \pm 4$$

- (5) ELRs: $\left(\frac{9}{5}, 4\right), \left(-\frac{9}{5}, 4\right), \left(\frac{9}{5}, -4\right), \left(-\frac{9}{5}, -4\right)$

- (6) Directrices: $y = \pm \frac{25}{4}$

- (7) Eccentricity: $e = \frac{4}{5}$



Example 2: List the traits and sketch $x^2 + 4y^2 - 4x + 8y - 8 = 0$

$$\text{Solution: } x^2 + 4y^2 - 4x + 8y - 8 = 0$$

$$x^2 - 4x + 4y^2 + 8y = 8$$

$$(x^2 - 4x + \underline{\quad}) + 4(y^2 + 2y + \underline{\quad}) = 8 + \underline{\quad} + \underline{\quad}$$

$$(x^2 - 4x + 4) + 4(y^2 + 2y + 1) = 8 + 4 + 4$$

$$(x - 2)^2 + 4(y + 1)^2 = 16$$

$$\frac{(x - 2)^2}{16} + \frac{(y + 1)^2}{4} = 1$$

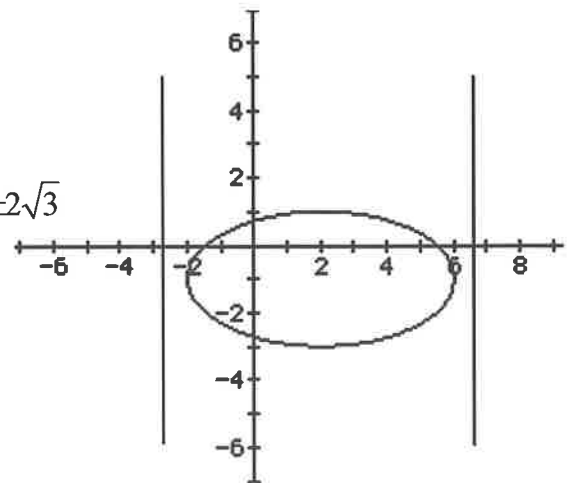
- (1) Center: $(2, -1)$
- (2) Vertices: $(6, -1)$ and $(-2, -1)$
- (3) Intercepts: $(2, 1)$ and $(2, -3)$
- (4) Foci: $(2 \pm 2\sqrt{3}, -1)$

$$\text{Reasoning: } a^2 - b^2 = c^2 \rightarrow 16 - 4 = 12 \rightarrow c = \pm 2\sqrt{3}$$

- (5) ELRs: $(2 \pm 2\sqrt{3}, 0)$ and $(2 \pm 2\sqrt{3}, -2)$

- (6) Directrices: $x = 2 \pm \frac{16}{2\sqrt{3}}$ or $x = 2 \pm \frac{8}{\sqrt{3}}$

- (7) Eccentricity: $e = \frac{\sqrt{3}}{2}$



Example 3: Find the equation of the ellipse with intercepts $(4, -1)$ and $(0, -1)$ and vertices $(2, -5)$ and $(2, 3)$.

Solution:

The center must be halfway between the vertices, so the center is $(2, -1)$. We can see that the distance from the center to the intercepts is 2, so $b = 2$ and the distance from the center to the vertices is 4, so $a = 4$. The vertices are aligned vertically from one another, so the major axis is the y -axis. Therefore,

$$\frac{(x-2)^2}{4} + \frac{(y+1)^2}{16} = 1$$

Example 4: Find the equation of the ellipse with Foci $(20, 0)$ and $(0, 0)$ and $e = \frac{5}{13}$.

Solution:

Because of the foci, the center is $(10, 0)$, and the x axis is the major axis. $e = \frac{5}{13} = \frac{c}{a}$, but the foci show that $c = 10$. So $a = 26$, and by $a^2 - b^2 = c^2$, $b = 24$. Therefore,

$$\frac{(x-10)^2}{26^2} + \frac{y^2}{24^2} = 1$$

or, $\frac{(x-10)^2}{676} + \frac{y^2}{576} = 1$

Section B5 Exercises

List the traits and sketch.

1. $\frac{x^2}{25} + \frac{y^2}{16} = 1$

2. $\frac{(x+2)^2}{9} + \frac{(y+1)^2}{25} = 1$

3. $\frac{(x-1)^2}{289} + \frac{(y-1)^2}{64} = 1$

4. $\frac{x^2}{169} + \frac{y^2}{144} = 1$

5. $9x^2 + 4y^2 - 72x - 24y + 144 = 0$

6. $x^2 + 4y^2 - 16 = 0$

7. $3x^2 + 2y^2 - 12 = 0$

8. $16x^2 + 25y^2 + 160x + 200y + 400 = 0$

Find the equations of the ellipse with these traits.

9. Vertices $(-1, 2)$ and $(-1, 12)$ and Focus $(-1, 10)$

10. Vertices $(0, -2)$ and $(6, -2)$ and Intercept $(3, 0)$

11. Center $(0, 0)$ and directrix $x = \frac{25}{4}$

12. Foci $(2, 0)$ and $(8, 0)$ and LR length $\frac{32}{5}$

13. Foci $(1, 5)$ and $(1, -7)$ and $e = \frac{3}{5}$

Section B6—GRAPHING POLYNOMIAL FUNCTIONS USING THE CALCULATOR

Vocabulary:

Degree – the maximum number of factors that appear as variables in any one term. May be expressed as a number (3, 4) or a word (cubic, quartic).

Zeros* (*x*-intercepts) – the points where the curve crosses the *x*-axis

Domain – the set of all *x*-values that may be used in a function.

Range – the set of all *y*-values that correspond to the *x*-values in the function's domain

Extreme Points – high and low points on the curve

Maximum Point – the high point (plural: *maxima*)

Minimum Point – the low point (plural: *minima*)

Relative vs. Absolute Extreme Points – relative refers to points at all the crests and troughs of the curve; absolute refers to the highest or lowest points for the entire function

*In most math texts, “zero” or “*x*-intercept” only means the *x*-coordinate, but the calculator shows both coordinates. To be consistent in the context of graphing, use the above definition.

LEARNING OUTCOME:

Use a graphing calculator to find the traits and sketch an accurate graph of a polynomial function

Example 1: List all traits and sketch $f(x) = x^2 + 2x - 5$

Solution:

degree: the x^2 term defines this function as degree 2 (quadratic)

zeros: $x^2 + 2x - 5 = 0$

$$x = \frac{-2 \pm \sqrt{(2)^2 - 4(1)(-5)}}{2(1)}$$

 $x = 1.449$ or -3.449
 Zeros are $(1.449, 0)$ and $(-3.449, 0)$

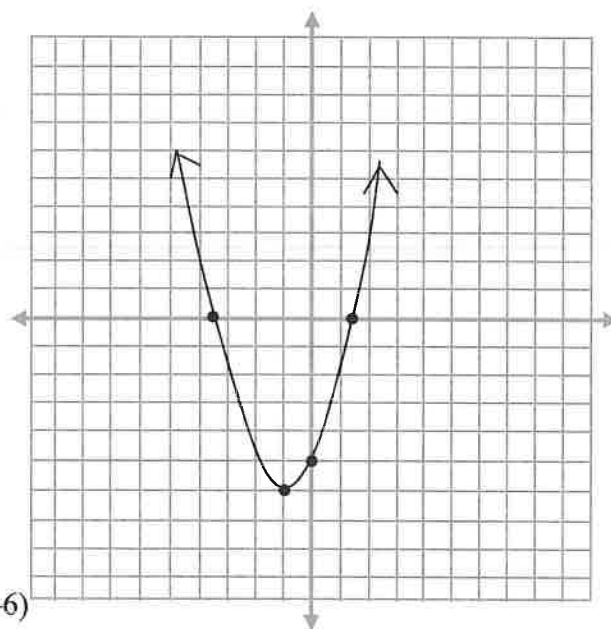
y-intercept: $(0, -5)$

minima (type): absolute minimum at $(-1, -6)$

maxima (type): none

domain: $x : x \in (-\infty, \infty)$

range: $y : y \in [-6, \infty)$



NOTE: Window is $x : x \in [-10, 10]$ and $y : y \in [-10, 10]$; note that points are **plotted**.

Example 2: List all traits and sketch $f(x) = -x^4 + x^3 + 2x^2$

Solution: use a graphing window of $x : x \in [-10, 10]$ and $y : y \in [-10, 10]$. Be sure all *points* are PLOTTED on the sketch.

degree: the x^4 term defines this function as degree 4 (quartic)

zeros: $-x^4 + x^3 + 2x^2 = 0$
 $-x^2(x^2 - x - 2) = 0$
 $-x^2(x - 2)(x + 1) = 0$
 $x = 0, 2, \text{ or } -1$
Zeros are $(0, 0)$, $(2, 0)$ and $(-1, 0)$

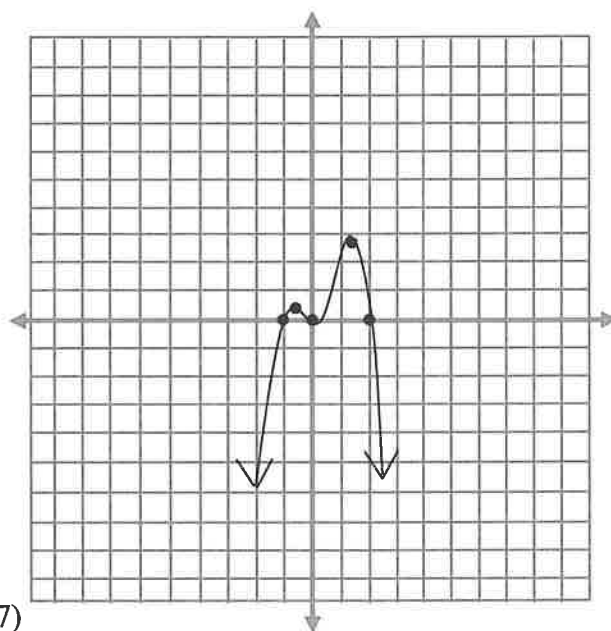
y-intercept: $(0, 0)$

minima (type): relative minimum at $(0, 0)$

maxima (type): relative maximum at $(-0.693, 0.397)$
absolute maximum at $(1.443, 2.833)$



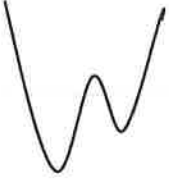

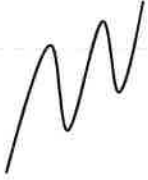
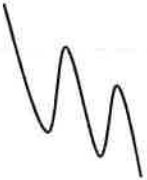
domain: $x : x \in (-\infty, \infty)$

range: $y : y \in (-\infty, 2.833]$



There are times when a graphing window of $x : x \in [-10, 10]$ and $y : y \in [-10, 10]$ is not sufficient to show all traits. In these cases, it is helpful to know the general shapes of polynomial graphs: what the graph is *supposed* to look like. Here are several examples (not to scale; arrows omitted for clarity).

Function Type	Degree	General Equation	Parent Sketch (Positive Leading Coefficient)	Parent Sketch (Negative Leading Coefficient)
Linear	1	$y = mx + b$		
Quadratic	2	$y = ax^2 + bx + c$		

Cubic	3	$y = a_3x^3 + a_2x^2 + a_1x + a_0$		
Quartic	4	$y = a_4x^4 + \dots + a_0$		
Quintic	5	$y = a_5x^5 + \dots + a_0$		

Example 3: List all traits and sketch $f(x) = x^3 - 9x^2 - x + 9$

Solution: a graphing window of $x: x \in [-10, 10]$ and $y: y \in [-10, 10]$ does not show all traits. Use trial-and-error to adjust the WINDOW. Scale the axes for the sketch **after** finding all traits.

degree: the x^3 term defines this function as degree 3 (cubic).

zeros: $x^3 - 9x^2 - x + 9 = 0$
 $x^2(x - 9) - 1(x - 9) = 0$
 $(x - 9)(x^2 - 1) = 0$
 $(x - 9)(x + 1)(x - 1) = 0$
 $x = 9, -1, \text{ or } 1$
Zeros are $(9, 0)$, $(-1, 0)$ and $(1, 0)$

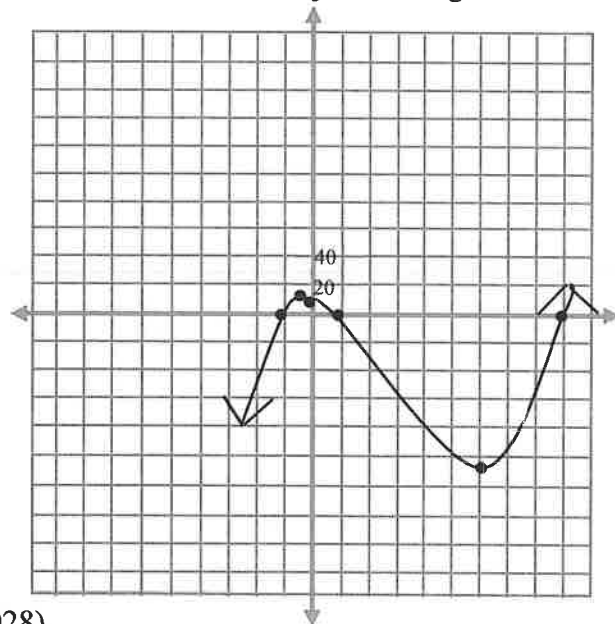
y-intercept: $(0, 9)$

minima (type): relative minimum at $(6.055, -105.028)$

maxima (type): relative maximum at $(-0.055, 9.028)$

domain: $x: x \in (-\infty, \infty)$

range: $y: y \in (-\infty, \infty)$



Scale: $x: x \in [-10, 10]$ and
 $y: y \in [-200, 200]$

Section B6 Exercises

For each polynomial function, fill in the blanks to describe the degree, state the x -intercepts to the nearest thousandth, the y -intercepts to the nearest thousandth, the minima and maxima (specify either relative or absolute for each) to the nearest thousandth, and the domain and range using interval notation. Then sketch each function using the coordinate planes that have been provided. Be neat!!

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

degree:

x -intercept(s):

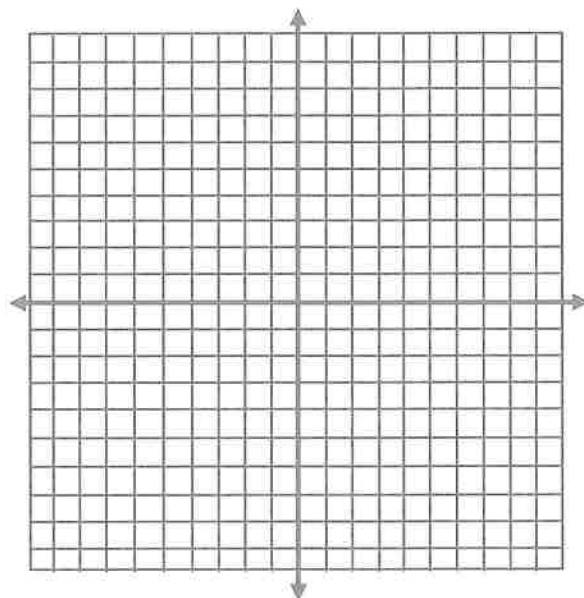
y -intercept:

minima (type):

maxima (type):

domain:

range:



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

degree:

x -intercept(s):

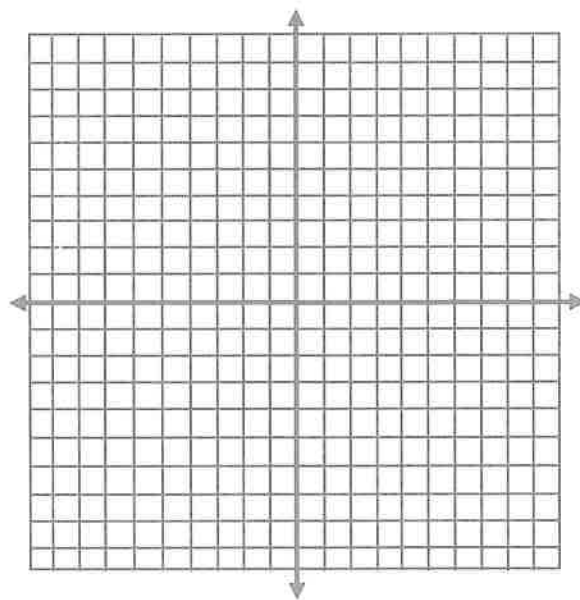
y -intercept:

minima (type):

maxima (type):

domain:

range:



3. $f(x) = x^5 - 4x^3 + 4x - 1$

degree:

x-intercept(s):

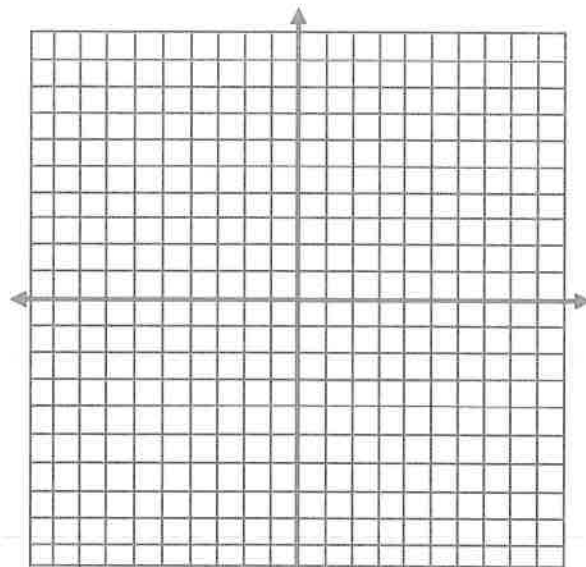
y-intercept:

minima (type):

maxima (type):

domain:

range:



4. $f(x) = x^3 + 11x^2 + 35x + 32$

degree:

x-intercept(s):

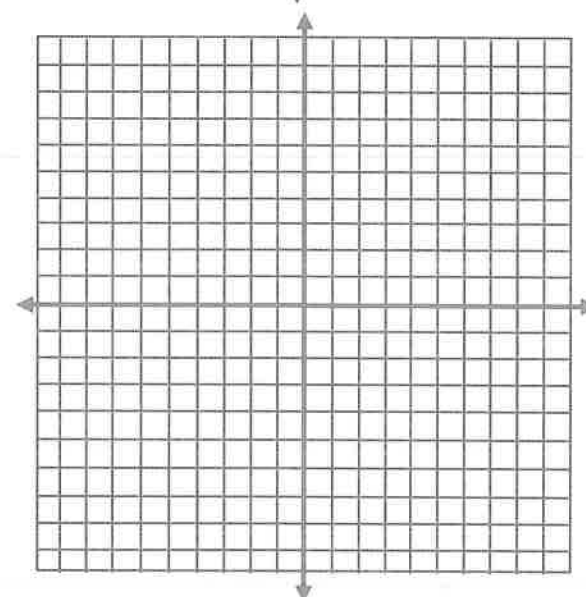
y-intercept:

minima (type):

maxima (type):

domain:

range:



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

degree:

x-intercept(s):

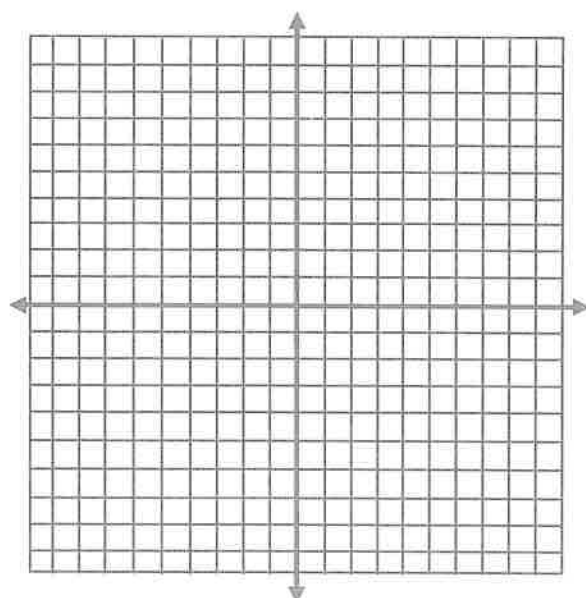
y-intercept:

minima (type):

maxima (type):

domain:

range:



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

degree:

x -intercept(s):

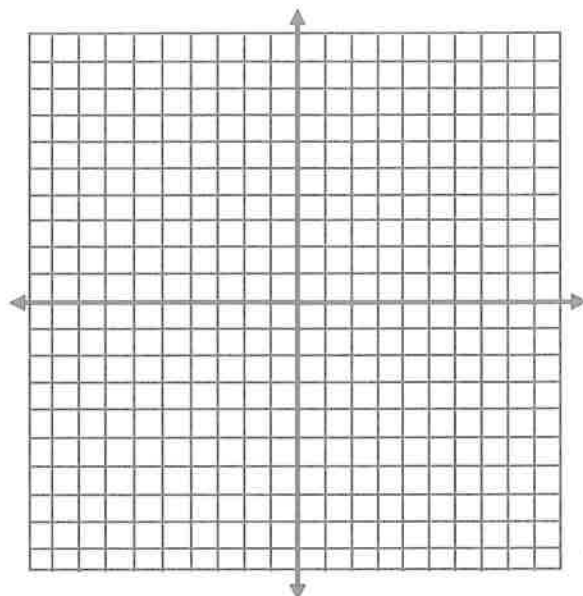
y -intercept:

minima (type):

maxima (type):

domain:

range:



7. $f(x) = 16x^4 - 64x^3 + 48x^2$

degree:

x -intercept(s):

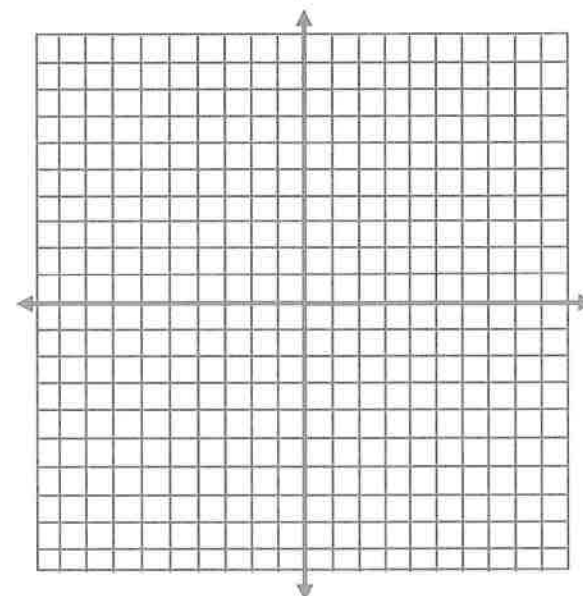
y -intercept:

minima (type):

maxima (type):

domain:

range:



8. $f(x) = x^3 - 2x^2 - 9x + 18$

degree:

x -intercept(s):

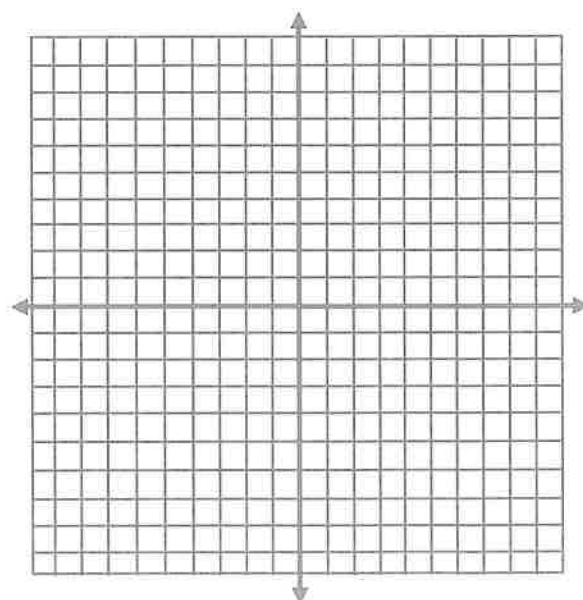
y -intercept:

minima (type):

maxima (type):

domain:

range:



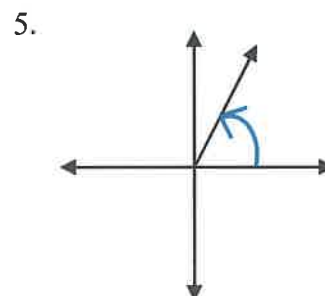
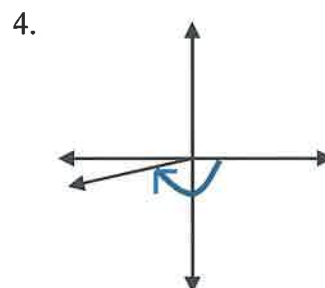
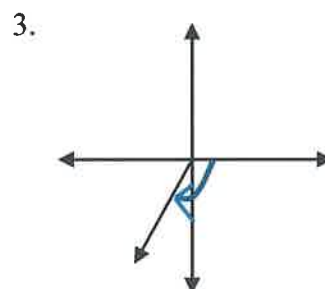
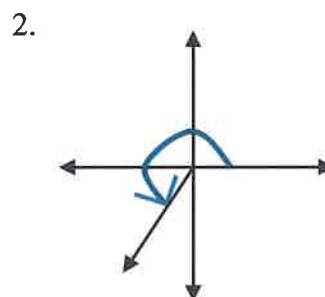
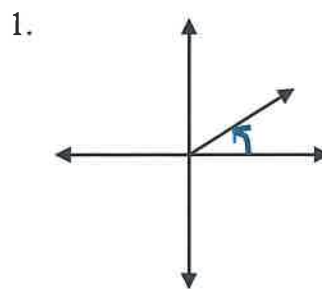
Appendix

ANSWERS TO EXERCISES

Section A1

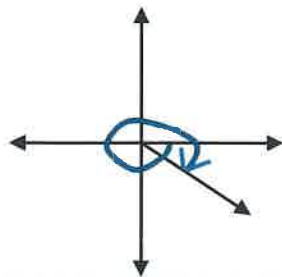
1. $\frac{\pi}{6}$
2. $\frac{\pi}{12}$
3. $\frac{5\pi}{9}$
4. $\frac{10\pi}{9}$
5. $\frac{5\pi}{12}$
6. $\frac{7\pi}{12}$
7. $\frac{2\pi}{3}$
8. $\frac{4\pi}{3}$
9. $-\frac{16\pi}{9}$
10. $-\frac{25\pi}{18}$
11. $-\frac{17\pi}{36}$
12. $-\frac{35\pi}{36}$
13. $\left(\frac{180}{\pi}\right)^\circ$
14. $\left(\frac{360}{\pi}\right)^\circ$
15. 1440°
16. -2160°
17. 135°
18. -495°
19. $\frac{20\pi}{3}$ cm
20. 10.5 feet

Section A2

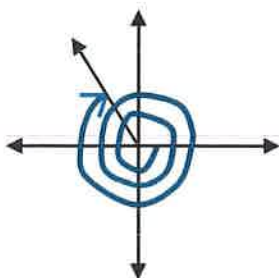


Section A2 (continued)

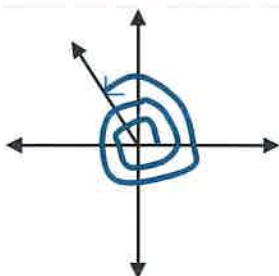
6.



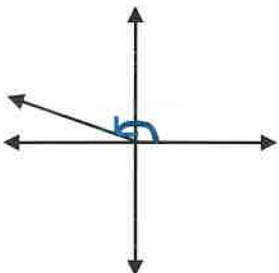
7.



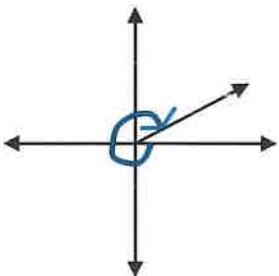
8.



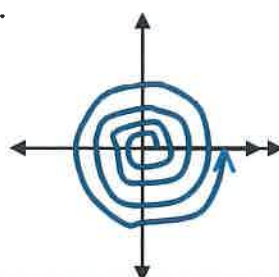
9.



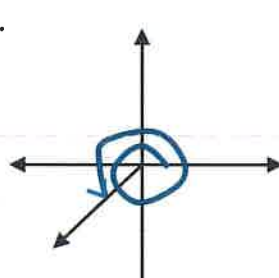
10.



11.



12.



13. 45°

14. 80°

15. 60°

16. $\frac{\pi}{6}$

17. $\frac{\pi}{3}$

18. $\frac{\pi}{4}$

Section A3

1. See Unit Circle

2. See Table

3. $\frac{1}{2}$

4. 1

5. $-\frac{8}{3}$

6. 1

7. 1

8. 1

9. 0

10. $2\sqrt{2}$

Section A4

$$1. \sin \alpha = \frac{4}{5}$$

$$\cos \alpha = \frac{3}{5}$$

$$\tan \alpha = \frac{4}{3}$$

$$\csc \alpha = \frac{5}{4}$$

$$\sec \alpha = \frac{5}{3}$$

$$\cot \alpha = \frac{3}{4}$$

$$2. \sin \alpha = -\frac{4}{\sqrt{17}}$$

$$\cos \alpha = -\frac{1}{\sqrt{17}}$$

$$\tan \alpha = 4$$

$$\csc \alpha = -\frac{\sqrt{17}}{4}$$

$$\sec \alpha = -\sqrt{17}$$

$$\cot \alpha = \frac{1}{4}$$

$$3. \sin \alpha = -\frac{3}{\sqrt{13}}$$

$$\cos \alpha = \frac{2}{\sqrt{13}}$$

$$\tan \alpha = -\frac{3}{2}$$

$$\csc \alpha = -\frac{\sqrt{13}}{3}$$

$$\sec \alpha = \frac{\sqrt{13}}{2}$$

$$\cot \alpha = -\frac{2}{3}$$

$$4. \sin \alpha = \frac{1}{\sqrt{2}}$$

$$\cos \alpha = -\frac{1}{\sqrt{2}}$$

$$\tan \alpha = -1$$

$$\csc \alpha = \sqrt{2}$$

$$\sec \alpha = -\sqrt{2}$$

$$\cot \alpha = -1$$

$$5. \cos A = \frac{\sqrt{5}}{3}$$

$$\tan A = \frac{2}{\sqrt{5}}$$

$$\csc A = \frac{3}{2}$$

$$\sec A = \frac{3}{\sqrt{5}}$$

$$\cot A = \frac{\sqrt{5}}{2}$$

$$6. \sin C = -\frac{\sqrt{65}}{9}$$

$$\tan C = \frac{\sqrt{65}}{4}$$

$$\csc C = -\frac{9}{\sqrt{65}}$$

$$\sec C = -\frac{9}{4}$$

$$\cot C = \frac{4}{\sqrt{65}}$$

$$7. \sin B = -\frac{25}{\sqrt{1201}}$$

$$\cos B = -\frac{24}{\sqrt{1201}}$$

$$\csc B = -\frac{\sqrt{1201}}{25}$$

$$\sec B = -\frac{\sqrt{1201}}{24}$$

$$\cot B = \frac{24}{25}$$

Section A4 (continued)

$$8. \sin \phi = -\frac{5}{6}$$

$$\cos \phi = \frac{\sqrt{11}}{6}$$

$$\tan \phi = -\frac{5}{\sqrt{11}}$$

$$\sec \phi = \frac{6}{\sqrt{11}}$$

$$\cot \phi = -\frac{\sqrt{11}}{5}$$

$$9. \sin \phi = \frac{2\sqrt{7}}{\sqrt{37}}$$

$$\cos \phi = -\frac{3}{\sqrt{37}}$$

$$\tan \phi = -\frac{2\sqrt{7}}{3}$$

$$\csc \phi = \frac{\sqrt{37}}{2\sqrt{7}}$$

$$\cot \phi = -\frac{3}{2\sqrt{7}}$$

$$10. \sin \omega = \frac{60}{61}$$

$$\cos \omega = -\frac{11}{61}$$

$$\tan \omega = -\frac{60}{11}$$

$$\csc \omega = \frac{61}{60}$$

$$\sec \omega = -\frac{61}{11}$$

$$11. 0.242$$

$$12. 0.284$$

$$13. -0.839$$

$$14. 0.138$$

$$15. 1.041$$

$$16. 3.864$$

$$17. \begin{cases} 40.693^\circ \pm 360^\circ n \\ 139.307^\circ \pm 360^\circ n \end{cases}$$

$$18. \begin{cases} 121.399^\circ \pm 360^\circ n \\ -121.399^\circ \pm 360^\circ n \end{cases}$$

$$19. \{55.072^\circ \pm 180^\circ n\}$$

$$20. \{-56.896^\circ \pm 180^\circ n\}$$

$$21. \begin{cases} 55.842^\circ \pm 360^\circ n \\ -55.842^\circ \pm 360^\circ n \end{cases}$$

$$22. \text{DNE}$$

$$23. \text{DNE}$$

$$24. \begin{cases} 1.672 \pm 2\pi n \\ -1.672 \pm 2\pi n \end{cases}$$

$$25. \{1.347 \pm \pi n\}$$

$$26. \{-1.368 \pm \pi n\}$$

$$27. \begin{cases} 1.182 \pm 2\pi n \\ -1.182 \pm 2\pi n \end{cases}$$

$$28. \begin{cases} 1.024 \pm 2\pi n \\ 2.118 \pm 2\pi n \end{cases}$$

Section A5

Note: Complete solutions are not provided here, as multiple approaches yield the desired result. A hint has been provided to assist in beginning each proof.

- Convert to sine and cosine
- Separate the fraction; convert to sine and cosine
- Factor; Pythagorean identity
- Multiply; Pythagorean identities
- Multiply
- Multiply
- Separate the fraction
- Separate the fraction
- Multiply
- Distribute; convert to sine and cosine
- Common denominator
- Common denominator
- Separate the fraction
- Convert to sine and cosine
- Common denominator
- Factor sum of cubes
- Factor sum of cubes
- Pythagorean identity; factor
- Common denominator
- Factor difference of cubes; Pythagorean identity

Section A6

- $\theta = \left\{ \begin{array}{l} \frac{\pi}{3} \pm 2\pi n \\ -\frac{\pi}{3} \pm 2\pi n \end{array} \right\}$
- DNE
- $\theta = \left\{ -\frac{11\pi}{24} \pm \frac{\pi}{2}n \right\}$
- $\theta = \left\{ \begin{array}{l} 0 \pm 8\pi n \\ \frac{4\pi}{3} \pm 8\pi n \end{array} \right\}$
- $\theta = \left\{ \frac{\pi}{6} \pm \pi n \right\}$
- $\theta = \left\{ \begin{array}{l} -\frac{\pi}{2} \pm 2\pi n \\ \frac{\pi}{6} \pm 2\pi n \end{array} \right\}$
- $x = \left\{ \frac{3\pi}{4}, \frac{7\pi}{4} \right\}$
- $x = \left\{ \frac{7\pi}{4} \right\}$
- $x = \left\{ \frac{2\pi}{3}, \frac{7\pi}{6}, \frac{5\pi}{3} \right\}$
- $x = \left\{ \frac{4\pi}{3}, \frac{5\pi}{3} \right\}$
- $x = \left\{ \frac{\pi}{4}, \frac{7\pi}{4} \right\}$
- $x = \left\{ \frac{2\pi}{9}, \frac{4\pi}{9}, \frac{8\pi}{9}, \frac{10\pi}{9}, \frac{14\pi}{9}, \frac{16\pi}{9} \right\}$

Section A7

- $-12.818\vec{i} + 54.375\vec{j}$
55.865 units at 103.264°
- $-6.134\vec{i} - 2.024\vec{j}$
6.459 units at -161.738°
- $791.330\vec{i} + 320.570\vec{j}$
853.796 units at 22.053°
- $8.530\vec{i} + 0.617\vec{j}$
8.552 units at 4.137°

- 403.550 mph at -152.045°
- 26.977 knots at 173.982°

Section A8

- 58.761
- 53.299
- $26.384^\circ, 36.336^\circ, 117.280^\circ$
- 16.598°
- $\vec{r} = 19.528; \theta = 80.169^\circ$
- $\vec{r} = 26.116; \theta = 103.051^\circ$
- $\vec{r} = 14.664; \theta = 45.838^\circ$
- $\vec{r} = 46.751; \theta = 7.153^\circ$

Section A9

- $a = 5.098, c = 4.065, A = 10.235 \text{ units}^2$
- $d = 4.634, e = 5.908, A = 13.556 \text{ units}^2$
- $k = 5.374, l = 5.275, A = 11.750 \text{ units}^2$
- $d = 17.433, p = 54.471, A = 358.328 \text{ units}^2$
- $b = 8.751, f = 3.411, A = 7.236 \text{ units}^2$
- $c = 13.116, r = 7.143, A = 39.289 \text{ units}^2$

Section A10

- $m\angle R = 74.949^\circ, m\angle L = 74.051^\circ, l = 14.935$
OR
 $m\angle R = 105.051^\circ, m\angle L = 43.949^\circ, l = 10.78$
- $m\angle F = 24.655^\circ, m\angle E = 120.345^\circ, e = 16.550$
- $m\angle M = 10.529^\circ, m\angle L = 6.471^\circ, l = 3.084$
- No such triangle
- $m\angle C = 43.495^\circ, m\angle F = 101.505^\circ, f = 8.542$
OR
 $m\angle C = 136.505^\circ, m\angle F = 8.495^\circ, f = 1.288$
- $m\angle C = 60^\circ, m\angle Q = 90^\circ, c = 5\sqrt{3}$
- $m\angle I = 35.538^\circ, m\angle A = 116.065^\circ, m\angle J = 28.397^\circ$
- $m\angle R = 73.283^\circ, m\angle K = 30.717^\circ, l = 15.197$

Section A11

- 120.796 feet
- 151.411 yards and 162.717 yards
- 41.562; $A = 294.522 \text{ units}^2$
- 1.699 miles
- $\sin^{-1}(1.272) = \text{DNE}$; 40.688 feet, 12.288 feet
- 7515.815 feet^2
- 1.229 miles and 8.947 miles
- 1605.036 feet, 92.713° , 82.287° , 1965361.327 square feet

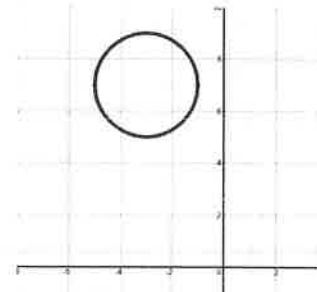
- (a) 7.590 grams
(b) 50.047 days
(c) 25.023 days
- 47.549 minutes
- 23.219 years
- 36322 people
- 29.150 years
- \$5,229.62
- 22.165 years
- 4.1% compounded quarterly
- \$51,813.78
- \$245.86
- \$1,596.73; \$574,821.36
- \$716.97
- \$13,608.09
- \$320,000.; \$1,527.73; \$629,982.42

Section B1

- $\ln 12$
- $\log 4$
- $\log_5\left(\frac{1}{25}\right)$, which is -2 .
- $2 \log x - \frac{1}{3} \log w - \frac{1}{2} \log y + 3 \log z$
- $3 \log x - \frac{2}{3} \log w + \frac{2}{5} \log y - 4 \log z$
- $-\frac{1}{3} \log x + 4 \log y + 3 \log w - \frac{2}{5} \log z$
- -4
- -6
- 5
- 4
- $\frac{1}{25}$
- 1726.999 or 1.001
- 0.477
- 1 or $\frac{1}{2}$
- $\frac{2}{3}$
- 2.094 or -1.267

Section B3

- (a) Circle
(b) $(x+3)^2 + (y-7)^2 = 4$
(c) $y = 7 \pm \sqrt{4 - (x+3)^2}$
(d)



(e) $x \in [-5, -1]; y \in [5, 9]$

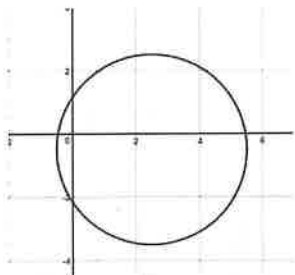
- (a) Circle
(b) $\left(x - \frac{5}{2}\right)^2 + \left(y + \frac{1}{2}\right)^2 = 9$
(c) $y = -\frac{1}{2} \pm \sqrt{9 - \left(x - \frac{5}{2}\right)^2}$

Section B2

- (a) 500
(b) 1928
(c) 6.657 hours

Section B3 (continued)

(d)



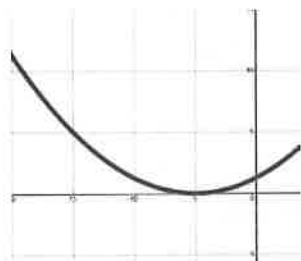
(e) $x \in \left[-\frac{1}{2}, \frac{11}{2}\right]; y \in \left[-\frac{7}{2}, \frac{5}{2}\right]$

3. (a) Parabola

(b) $(x+5)^2 = 20y$

(c) $y = \frac{(x+5)^2}{20}$

(d)



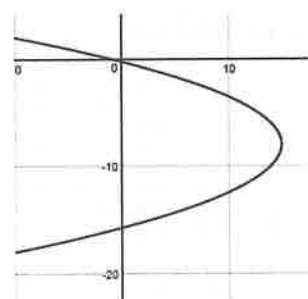
(e) $x \in (-\infty, \infty); y \in [0, \infty)$

4. (a) Parabola

(b) $(y+8)^2 = -4(x-15)$

(c) $y = -8 \pm \sqrt{-4(x-15)}$

(d)



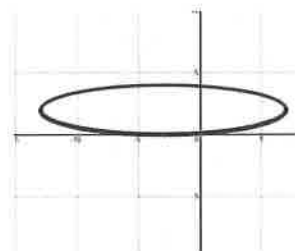
(e) $x \in (-\infty, 15]; y \in (-\infty, \infty)$

5. (a) Ellipse

(b) $\frac{(x+3)^2}{100} + \frac{(y-2)^2}{4} = 1$

(c) $y = 2 \pm \sqrt{\frac{100 - (x+3)^2}{25}}$

(d)



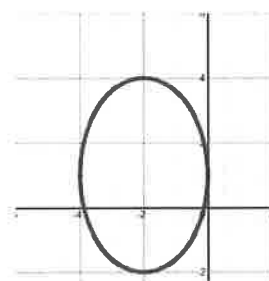
(e) $x \in [-13, 7]; y \in [0, 4]$

6. (a) Ellipse

(b) $\frac{(x+2)^2}{4} + \frac{(y-1)^2}{9} = 1$

(c) $y = 1 \pm \sqrt{\frac{36 - 9(x+2)^2}{4}}$

(d)



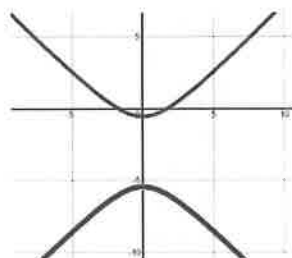
(e) $x \in [-4, 0]; y \in [-2, 4]$

7. (a) Hyperbola

(b) $-\frac{x^2}{6} + \frac{(y+3)^2}{6} = 1$

(c) $y = -3 \pm \sqrt{6+x^2}$

(d)



(e) $x \in (-\infty, \infty); y \in (-\infty, -5.449] \cup [-0.551, \infty)$

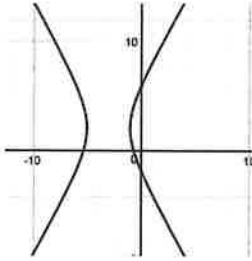
Section B3 (continued)

8. (a) Hyperbola

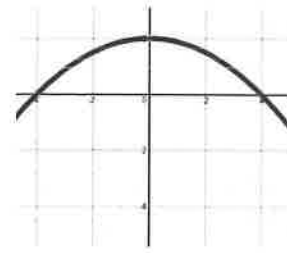
(b) $\frac{(x+3)^2}{4} - \frac{(y-2)^2}{12} = 1$

(c) $y = 2 \pm \sqrt{-12 + 3(x+3)^2}$

(d)



(e) $x \in (-\infty, -5] \cup [-1, \infty); y \in (-\infty, \infty)$



3. (1) Vertex: $(3, -1)$

(2) opens left

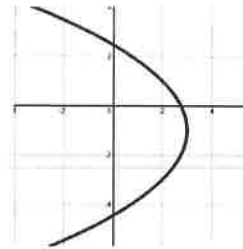
(3) Focus: $(2, -1)$

(4) directrix: $x = 0$

(5) ELRs: $(2, 1), (2, -3)$

(6) Axis of Symmetry: $y = -1$

(7) $e = 1$



Section B4

1. (1) Vertex: $(1, 2)$

(2) opens up

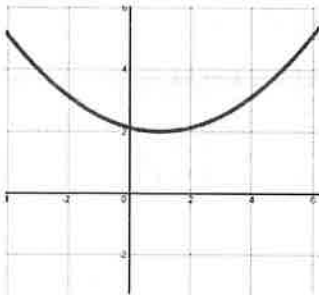
(3) Focus: $(1, 4)$

(4) directrix: $y = 0$

(5) ELRs: $(-3, 4), (5, 4)$

(6) Axis of Symmetry: $x = 1$

(7) $e = 1$



4. (1) Vertex: $(4, 0)$

(2) opens up

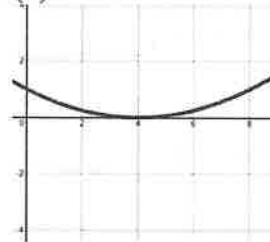
(3) Focus: $(4, 4)$

(4) directrix: $y = -4$

(5) ELRs: $(12, 4), (-4, 4)$

(6) Axis of Symmetry: $x = 4$

(7) $e = 1$



2. (1) Vertex: $(0, 2)$

(2) opens down

(3) Focus: $(0, 0)$

(4) directrix: $y = 4$

(5) ELRs: $(4, 0), (-4, 0)$

(6) Axis of Symmetry: $x = 0$

(7) $e = 1$

5. (1) Vertex: $(0, -1)$

(2) opens down

(3) Focus: $(0, -2)$

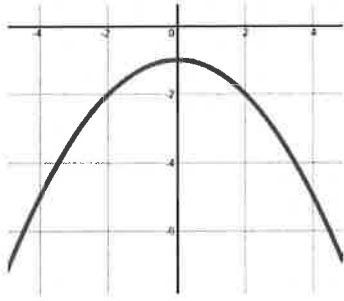
(4) directrix: $y = 0$

(5) ELRs: $(2, -2), (-2, -2)$

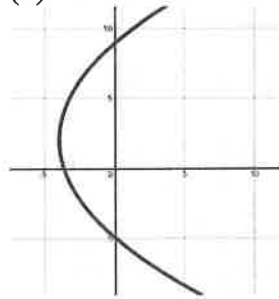
(6) Axis of Symmetry: $x = 0$

(7) $e = 1$

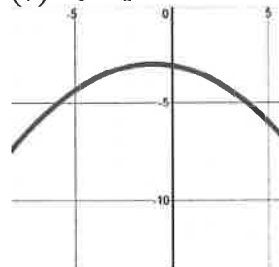
Section B4 (continued)



6. (1) Vertex: $(-4, 2)$
 (2) opens right
 (3) Focus: $(-1, 2)$
 (4) directrix: $x = -7$
 (5) ELRs: $(-1, 8)$, $(-1, -4)$
 (6) Axis of Symmetry: $y = 2$
 (7) $e = 1$

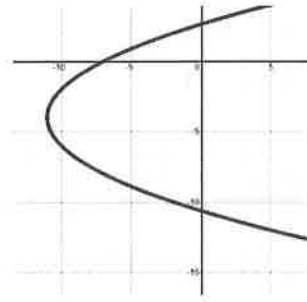


7. (1) Vertex: $(-1, -3)$
 (2) opens down
 (3) Focus: $(-1, -6)$
 (4) directrix: $y = 0$
 (5) ELRs: $(-7, -6)$, $(5, -6)$
 (6) Axis of Symmetry: $x = -1$
 (7) $e = 1$



8. (1) Vertex: $(-11, -4)$
 (2) opens right
 (3) Focus: $(-10, -4)$
 (4) directrix: $x = -12$

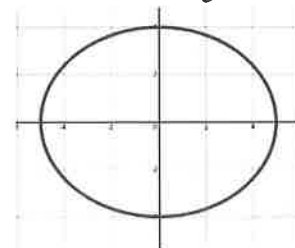
- (5) ELRs: $(-10, -2)$, $(-10, -6)$
 (6) Axis of Symmetry: $y = -4$
 (7) $e = 1$



9. $(x+1)^2 = 20(y-2)$
 10. $(y+2)^2 = -12x$
 11. $x^2 = -8y$
 12. $(x-2)^2 = 8(y-1)$
 13. $(y-5)^2 = 10\left(x + \frac{3}{2}\right)$
 14. $(y-15)^2 = -30\left(x - \frac{13}{2}\right)$

Section B5

1. Center: $(0, 0)$
 Vertices: $(5, 0)$, $(-5, 0)$
 Intercepts: $(0, 4)$, $(0, -4)$
 Foci: $(3, 0)$, $(-3, 0)$
 ELRs:
 $\left(3, \frac{16}{5}\right)$, $\left(3, -\frac{16}{5}\right)$, $\left(-3, \frac{16}{5}\right)$, $\left(-3, -\frac{16}{5}\right)$
 Directrices: $x = \frac{25}{3}$, $x = -\frac{25}{3}$
 Eccentricity: $\frac{3}{5}$



Section B5 (continued)

2. Center: $(-2, -1)$

Vertices: $(-2, 4)$, $(-2, -6)$

Intercepts: $(-5, -1)$, $(1, -1)$

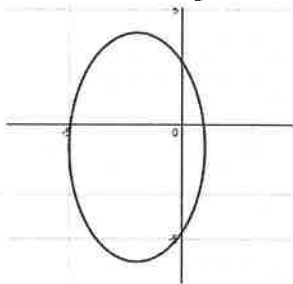
Foci: $(-2, 3)$, $(-2, -5)$

ELRs:

$$\left(-\frac{19}{5}, 3\right), \left(-\frac{1}{5}, 3\right), \left(-\frac{19}{5}, -5\right), \left(-\frac{1}{5}, -5\right)$$

Directrices: $y = \frac{21}{4}$, $y = -\frac{29}{4}$

Eccentricity: $\frac{4}{5}$



3. Center: $(1, 1)$

Vertices: $(18, 1)$, $(-16, 1)$

Intercepts: $(1, 9)$, $(1, -7)$

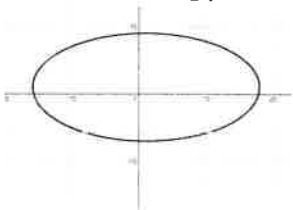
Foci: $(16, 1)$, $(-14, 1)$

ELRs:

$$\left(16, \frac{81}{17}\right), \left(16, -\frac{47}{17}\right), \left(-14, \frac{81}{17}\right), \left(-14, -\frac{47}{17}\right)$$

Directrices: $x = \frac{304}{15}$, $x = -\frac{274}{15}$

Eccentricity: $\frac{15}{17}$



4. Center: $(0, 0)$

Vertices: $(13, 0)$, $(-13, 0)$

Intercepts: $(0, 12)$, $(0, -12)$

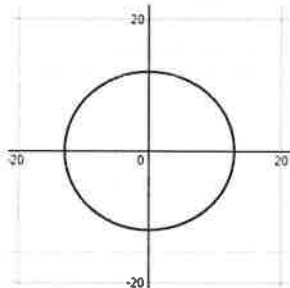
Foci: $(5, 0)$, $(-5, 0)$

ELRs:

$$\left(5, \frac{144}{13}\right), \left(5, -\frac{144}{13}\right), \left(-5, \frac{144}{13}\right), \left(-5, -\frac{144}{13}\right)$$

Directrices: $x = \frac{169}{5}$, $x = -\frac{169}{5}$

Eccentricity: $\frac{5}{13}$



5. Center: $(4, 3)$

Vertices: $(4, 6)$, $(4, 0)$

Intercepts: $(2, 3)$, $(6, 3)$

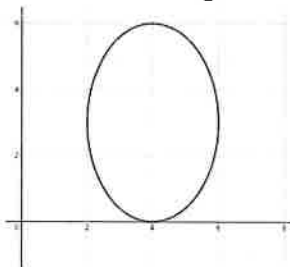
Foci: $(4, 3 + \sqrt{5})$, $(4, 3 - \sqrt{5})$

ELRs: $\left(\frac{16}{3}, 3 + \sqrt{5}\right)$, $\left(\frac{8}{3}, 3 + \sqrt{5}\right)$,

$\left(\frac{16}{3}, 3 - \sqrt{5}\right)$, $\left(\frac{8}{3}, 3 - \sqrt{5}\right)$

Directrices: $y = 3 + \frac{9}{\sqrt{5}}$, $y = 3 - \frac{9}{\sqrt{5}}$

Eccentricity: $\frac{\sqrt{5}}{3}$



6. Center: $(0, 0)$

Vertices: $(4, 0)$, $(-4, 0)$

Intercepts: $(0, 2)$, $(0, -2)$

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

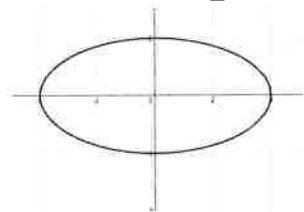
ELRs: $(2\sqrt{3}, 1)$, $(2\sqrt{3}, -1)$,

$(-2\sqrt{3}, 1)$, $(-2\sqrt{3}, -1)$

Section B5 (continued)

Directrices: $x = \frac{8}{\sqrt{3}}, x = -\frac{8}{\sqrt{3}}$

Eccentricity: $\frac{\sqrt{3}}{2}$



7. Center: $(0,0)$

Vertices: $(0, \sqrt{6}), (0, -\sqrt{6})$

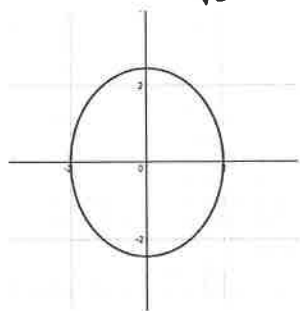
Intercepts: $(2,0), (-2,0)$

Foci: $(0, \sqrt{2}), (0, -\sqrt{2})$

ELRs: $\left(\frac{4}{\sqrt{6}}, \sqrt{2}\right), \left(-\frac{4}{\sqrt{6}}, \sqrt{2}\right),$
 $\left(\frac{4}{\sqrt{6}}, -\sqrt{2}\right), \left(-\frac{4}{\sqrt{6}}, -\sqrt{2}\right)$

Directrices: $y = \frac{6}{\sqrt{2}}, y = -\frac{6}{\sqrt{2}}$

Eccentricity: $\frac{1}{\sqrt{3}}$



8. Center: $(-5, -4)$

Vertices: $(0, -4), (-10, -4)$

Intercepts: $(-5, 0), (-5, -8)$

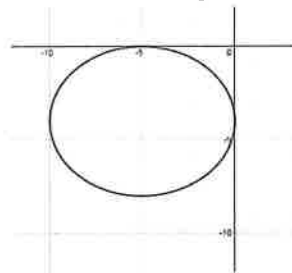
Foci: $(8, -4), (-2, -4)$

ELRs:

$\left(-8, -\frac{4}{5}\right), \left(-8, -\frac{36}{5}\right), \left(-2, -\frac{4}{5}\right), \left(-2, -\frac{36}{5}\right)$

Directrices: $x = \frac{-40}{3}, x = \frac{10}{3}$

Eccentricity: $\frac{3}{5}$



9. $\frac{(x+1)^2}{16} + \frac{(y-7)^2}{25} = 1$

10. $\frac{(x-3)^2}{9} + \frac{(y+2)^2}{4} = 1$

11. $\frac{x^2}{9} + \frac{y^2}{25} = 1$

12. $\frac{(x-5)^2}{25} + \frac{y^2}{16} = 1$

13. $\frac{(x-1)^2}{64} + \frac{(y+1)^2}{100} = 1$

Section B6

1. degree: 4

x -intercept(s): $(1.725, 0), (3.128, 0)$

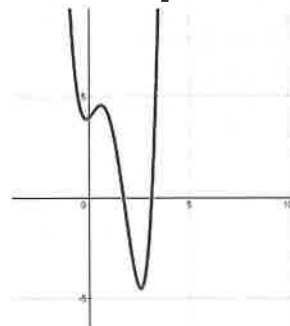
y -intercept: $(0, 4)$

minima: relative at $(-0.164, 3.908)$;
 absolute at $(2.574, -4.494)$

maxima: relative at $(0.591, 4.586)$

domain: $x \in (-\infty, \infty)$

range: $y \in [-4.494, \infty)$



2. degree: 3

x -intercept(s): $(1.206, 0)$

y -intercept: $(0, -2)$

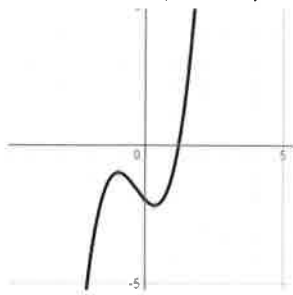
minima: relative at $(0.333, -2.185)$

Section B6 (continued)

maxima: relative at $(-1, -1)$

domain: $x \in (-\infty, \infty)$

range: $y \in (-\infty, \infty)$



3. degree: 5

x -intercept(s): $(0.269, 0), (1, 0), (1.666, 0)$

y -intercept: $(0, -1)$

minima: relatives at $(-0.632, -2.619), (1.414, -1)$

maxima: relatives at $(-1.414, -1), (0.632, 0.619)$

domain: $x \in (-\infty, \infty)$

range: $y \in (-\infty, \infty)$



4. degree: 3

x -intercept(s): $(-6.164, 0), (-3.227, 0), (-1.609, 0)$

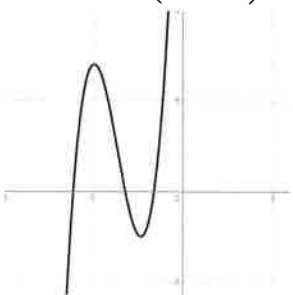
y -intercept: $(0, 32)$

minima: relative at $(-2.333, -2.481)$

maxima: relative at $(-5, 7)$

domain: $x \in (-\infty, \infty)$

range: $y \in (-\infty, \infty)$



5. degree: 5

x -intercept(s): $(-1.585, 0), (-1, 0),$

$(-0.487, 0)$

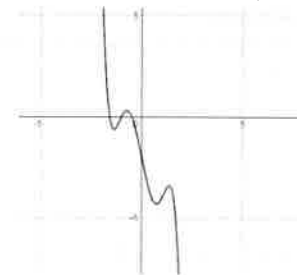
y -intercept: $(0, -2)$

minima: relatives at $(-1.365, -0.609), (0.733, -4.301)$

maxima: relatives at $(-0.733, 0.301), (1.365, -3.391)$

domain: $x \in (-\infty, \infty)$

range: $y \in (-\infty, \infty)$



6. degree: 4

x -intercept(s): $(-1.325, 0), (0, 0)$

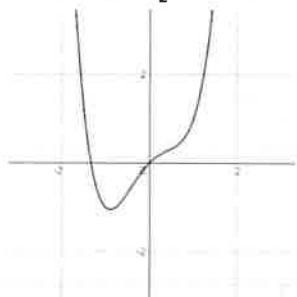
y -intercept: $(0, 0)$

minima: absolute at $(-0.885, -1.054)$

maxima: none

domain: $x \in (-\infty, \infty)$

range: $y \in [-1.054, \infty)$



7. degree: 4

x -intercept(s): $(0, 0), (1, 0), (3, 0)$

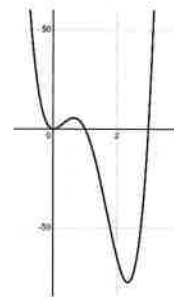
y -intercept: $(0, 0)$

minima: relative at $(0, 0)$, absolute at $(2.366, -77.569)$

maxima: relative at $(0.634, 5.569)$

domain: $x : x \in (-\infty, \infty)$

range: $y : y \in [-77.569, \infty)$



Section B6 (continued)

8. degree: 3

x -intercept(s): $(-3, 0)$, $(2, 0)$, $(3, 0)$

y -intercept: $(0, 18)$

minima: relative at $(2.523, -1.378)$

maxima: relative at $(-1.189, 24.192)$

domain: $x : x \in (-\infty, \infty)$

range: $y : y \in (-\infty, \infty)$

