

A vertical splash of water on the left side of the page, with droplets and bubbles, set against a light green background.

Precalculus

Concepts Through Functions

A Unit Circle Approach to Trigonometry

3

Sullivan
Sullivan

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Concepts Through Functions

A Unit Circle Approach To Trigonometry

Third Edition

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Chicago State University

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Maeve, Sean, and Nolan (Sullivan)

Kaleigh, Billy, and Timmy (O'Hara)

The Next Generation



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Contents

To the Student	xv
Three Distinct Series	xvi
Preface to the Instructor	xvii
Prepare for Class “Read the Book”	xxi
Practice “Work the Problems”	xxii
Review “Study for Quizzes and Tests”	xxiii
Resources for Success	xxiv
Applications Index	xxvi

F Foundations: A Prelude to Functions 1

F.1 The Distance and Midpoint Formulas	2
Use the Distance Formula • Use the Midpoint Formula	
F.2 Graphs of Equations in Two Variables; Intercepts; Symmetry	9
Graph Equations by Plotting Points • Find Intercepts from a Graph • Find Intercepts from an Equation • Test an Equation for Symmetry • Know How to Graph Key Equations	
F.3 Lines	19
Calculate and Interpret the Slope of a Line • Graph Lines Given a Point and the Slope • Find the Equation of a Vertical Line • Use the Point-Slope Form of a Line; Identify Horizontal Lines • Find the Equation of a Line Given Two Points • Write the Equation of a Line in Slope-Intercept Form • Identify the Slope and y -Intercept of a Line from Its Equation • Graph Lines Written in General Form Using Intercepts • Find Equations of Parallel Lines • Find Equations of Perpendicular Lines	
F.4 Circles	34
Write the Standard Form of the Equation of a Circle • Graph a Circle • Work with the General Form of the Equation of a Circle	
Chapter Project	41

1 Functions and Their Graphs 42

1.1 Functions	43
Determine Whether a Relation Represents a Function • Find the Value of a Function • Find the Domain of a Function Defined by an Equation • Form the Sum, Difference, Product, and Quotient of Two Functions	
1.2 The Graph of a Function	56
Identify the Graph of a Function • Obtain Information from or about the Graph of a Function	
1.3 Properties of Functions	66
Determine Even and Odd Functions from a Graph • Identify Even and Odd Functions from the Equation • Use a Graph to Determine Where a Function is Increasing, Decreasing, or Constant • Use a Graph to Locate Local Maxima and Local Minima • Use a Graph to Locate the Absolute Maximum and the Absolute Minimum • Use a Graphing Utility to Approximate Local Maxima and Local Minima and to Determine Where a Function is Increasing or Decreasing • Find the Average Rate of Change of a Function	

1.4	Library of Functions; Piecewise-defined Functions	78
	Graph the Functions Listed in the Library of Functions • Graph Piecewise-defined Functions	
1.5	Graphing Techniques: Transformations	89
	Graph Functions Using Vertical and Horizontal Shifts • Graph Functions Using Compressions and Stretches • Graph Functions Using Reflections about the x -Axis and the y -Axis	
1.6	Mathematical Models: Building Functions	101
	Build and Analyze Functions	
1.7	Building Mathematical Models Using Variation	106
	Construct a Model Using Direct Variation • Construct a Model Using Inverse Variation • Construct a Model Using Joint or Combined Variation	
	Chapter Review	111
	Chapter Test	115
	Chapter Projects	116

2 **Linear and Quadratic Functions** **118**

2.1	Properties of Linear Functions and Linear Models	119
	Graph Linear Functions • Use Average Rate of Change to Identify Linear Functions • Determine Whether a Linear Function Is Increasing, Decreasing, or Constant • Find the Zero of a Linear Function • Build Linear Models from Verbal Descriptions	
2.2	Building Linear Models from Data	130
	Draw and Interpret Scatter Diagrams • Distinguish between Linear and Nonlinear Relations • Use a Graphing Utility to Find the Line of Best Fit	
2.3	Quadratic Functions and Their Zeros	137
	Find the Zeros of a Quadratic Function by Factoring • Find the Zeros of a Quadratic Function Using the Square-Root Method • Find the Zeros of a Quadratic Function by Completing the Square • Find the Zeros of a Quadratic Function Using the Quadratic Formula • Find the Point of Intersection of Two Functions • Solve Equations That Are Quadratic in Form	
2.4	Properties of Quadratic Functions	148
	Graph a Quadratic Function Using Transformations • Identify the Vertex and Axis of Symmetry of a Quadratic Function • Graph a Quadratic Function Using Its Vertex, Axis, and Intercepts • Find a Quadratic Function Given Its Vertex and One Other Point • Find the Maximum or Minimum Value of a Quadratic Function	
2.5	Inequalities Involving Quadratic Functions	160
	Solve Inequalities Involving a Quadratic Function	
2.6	Building Quadratic Models from Verbal Descriptions and from Data	164
	Build Quadratic Models from Verbal Descriptions • Build Quadratic Models from Data	
2.7	Complex Zeros of a Quadratic Function	175
	Find the Complex Zeros of a Quadratic Function	
2.8	Equations and Inequalities Involving the Absolute Value Function	178
	Solve Absolute Value Equations • Solve Absolute Value Inequalities	
	Chapter Review	184
	Chapter Test	187

	Cumulative Review	188
	Chapter Projects	189
3	Polynomial and Rational Functions	191
3.1	Polynomial Functions and Models Identify Polynomial Functions and Their Degree • Graph Polynomial Functions Using Transformations • Identify the Real Zeros of a Polynomial Function and Their Multiplicity • Analyze the Graph of a Polynomial Function • Build Real-World Models from Data	192
3.2	The Real Zeros of a Polynomial Function Use the Remainder and Factor Theorems • Use Descartes' Rule of Signs to Determine the Number of Positive and the Number of Negative Real Zeros of a Polynomial Function • Use the Rational Zeros Theorem to List the Potential Rational Zeros of a Polynomial Function • Find the Real Zeros of a Polynomial Function • Solve Polynomial Equations • Use the Theorem for Bounds on Zeros • Use the Intermediate Value Theorem	212
3.3	Complex Zeros; Fundamental Theorem of Algebra Use the Conjugate Pairs Theorem • Find a Polynomial Function with Specified Zeros • Find the Complex Zeros of a Polynomial Function	226
3.4	Properties of Rational Functions Find the Domain of a Rational Function • Find the Vertical Asymptotes of a Rational Function • Find the Horizontal or Oblique Asymptote of a Rational Function	232
3.5	The Graph of a Rational Function Analyze the Graph of a Rational Function • Solve Applied Problems Involving Rational Functions	243
3.6	Polynomial and Rational Inequalities Solve Polynomial Inequalities • Solve Rational Inequalities	258
	Chapter Review	266
	Chapter Test	270
	Cumulative Review	270
	Chapter Projects	271
4	Exponential and Logarithmic Functions	273
4.1	Composite Functions Form a Composite Function • Find the Domain of a Composite Function	274
4.2	One-to-One Functions; Inverse Functions Determine Whether a Function Is One-to-One • Determine the Inverse of a Function Defined by a Map or a Set of Ordered Pairs • Obtain the Graph of the Inverse Function from the Graph of the Function • Find the Inverse of a Function Defined by an Equation	282
4.3	Exponential Functions Evaluate Exponential Functions • Graph Exponential Functions • Define the Number e • Solve Exponential Equations	294
4.4	Logarithmic Functions Change Exponential Statements to Logarithmic Statements and Logarithmic Statements to Exponential Statements • Evaluate Logarithmic Expressions • Determine the Domain of a Logarithmic Function • Graph Logarithmic Functions • Solve Logarithmic Equations	311

4.5	Properties of Logarithms	324
	Work with Properties of Logarithms • Write a Logarithmic Expression as a Sum or Difference of Logarithms • Write a Logarithmic Expression as a Single Logarithm • Evaluate a Logarithm Whose Base Is Neither 10 Nor e • Graph a Logarithmic Function Whose Base Is Neither 10 Nor e	
4.6	Logarithmic and Exponential Equations	333
	Solve Logarithmic Equations • Solve Exponential Equations • Solve Logarithmic and Exponential Equations Using a Graphing Utility	
4.7	Financial Models	339
	Determine the Future Value of a Lump Sum of Money • Calculate Effective Rates of Return • Determine the Present Value of a Lump Sum of Money • Determine the Rate of Interest or the Time Required to Double a Lump Sum of Money	
4.8	Exponential Growth and Decay Models; Newton's Law; Logistic Growth and Decay Models	349
	Find Equations of Populations That Obey the Law of Uninhibited Growth • Find Equations of Populations That Obey the Law of Decay • Use Newton's Law of Cooling • Use Logistic Models	
4.9	Building Exponential, Logarithmic, and Logistic Models from Data	359
	Build an Exponential Model from Data • Build a Logarithmic Model from Data • Build a Logistic Model from Data	
	Chapter Review	367
	Chapter Test	372
	Cumulative Review	373
	Chapter Projects	374

5 Trigonometric Functions 375

5.1	Angles and Their Measures	376
	Convert between Degrees and Degrees, Minutes, Seconds Measures for Angles • Find the Length and Area of a Circle • Convert from Degrees to Radians and from Radians to Degrees • Find the Area of a Sector of a Circle • Find the Linear Speed of an Object Traveling in Circular Motion	
5.2	Trigonometric Functions: Unit Circle Approach	390
	Find the Exact Values of the Trigonometric Functions Using a Point on the Unit Circle • Find the Exact Values of the Trigonometric Functions of Quadrantal Angles • Find the Exact Values of the Trigonometric Functions of $\pi/4$, $\pi/2$ • Find the Exact Values of the Trigonometric Functions of $\pi/6$, $\pi/3$ and $\pi/4$, $\pi/3$ • Find the Exact Values of the Trigonometric Functions for Integer Multiples of $\pi/6$, $\pi/3$, $\pi/4$, and $\pi/3$, $\pi/6$ • Use a Calculator to Approximate the Value of a Trigonometric Function • Use a Circle of Radius r to Evaluate the Trigonometric Functions	
5.3	Properties of the Trigonometric Functions	407
	Determine the Domain and the Range of the Trigonometric Functions • Determine the Period of the Trigonometric Functions • Determine the Signs of the Trigonometric Functions in a Given Quadrant • Find the Values of the Trigonometric Functions Using Fundamental Identities • Find the Exact Values of the Trigonometric Functions of an Angle Given One of the Functions and the Quadrant of the Angle • Use Even-Odd Properties to Find the Exact Values of the Trigonometric Functions	
5.4	Graphs of the Sine and Cosine Functions	420
	Graph Functions of the Form $y = A \sin(\omega x)$ Using Transformations • Graph Functions of the Form $y = A \cos(\omega x)$ Using Transformations	

• Determine the Amplitude and Period of Sinusoidal Functions • Graph Sinusoidal Functions Using Key Points • Find an Equation for a Sinusoidal Graph

5.5	Graphs of the Tangent, Cotangent, Cosecant, and Secant Functions	435
	Graph Functions of the Form $y = A \tan(\omega x) + B$ and $y = A \cot(\omega x) + B$ • Graph Functions of the Form $y = A \csc(\omega x) + B$ and $y = A \sec(\omega x) + B$	
5.6	Phase Shift; Sinusoidal Curve Fitting	443
	Graph Sinusoidal Functions of the Form $y = A \sin(\omega x - \phi) + B$ • Build Sinusoidal Models from Data	
	Chapter Review	454
	Chapter Test	460
	Cumulative Review	460
	Chapter Projects	461

6 Analytic Trigonometry **463**

6.1	The Inverse Sine, Cosine, and Tangent Functions	464
	Find the Exact Value of an Inverse Sine Function • Find an Approximate Value of an Inverse Sine Function • Use Properties of Inverse Functions to Find Exact Values of Certain Composite Functions • Find the Inverse Function of a Trigonometric Function • Solve Equations Involving Inverse Trigonometric Functions	
6.2	The Inverse Trigonometric Functions (Continued)	476
	Find the Exact Value of Expressions Involving the Inverse Sine, Cosine, and Tangent Functions • Define the Inverse Secant, Cosecant, and Cotangent Functions • Use a Calculator to Evaluate $\sec^{-1} x$, $\csc^{-1} x$, and $\cot^{-1} x$ • Write a Trigonometric Expression as an Algebraic Expression	
6.3	Trigonometric Equations	482
	Solve Equations Involving a Single Trigonometric Function • Solve Trigonometric Equations Using a Calculator • Solve Trigonometric Equations Quadratic in Form • Solve Trigonometric Equations Using Fundamental Identities • Solve Trigonometric Equations Using a Graphing Utility	
6.4	Trigonometric Identities	491
	Use Algebra to Simplify Trigonometric Expressions • Establish Identities	
6.5	Sum and Difference Formulas	499
	Use Sum and Difference Formulas to Find Exact Values • Use Sum and Difference Formulas to Establish Identities • Use Sum and Difference Formulas Involving Inverse Trigonometric Functions • Solve Trigonometric Equations Linear in Sine and Cosine	
6.6	Double-angle and Half-angle Formulas	511
	Use Double-angle Formulas to Find Exact Values • Use Double-angle Formulas to Establish Identities • Use Half-angle Formulas to Find Exact Values	
6.7	Product-to-Sum and Sum-to-Product Formulas	521
	Express Products as Sums • Express Sums as Products	
	Chapter Review	525
	Chapter Test	529
	Cumulative Review	529
	Chapter Projects	530

7	Applications of Trigonometric Functions	531
7.1	Right Triangle Trigonometry; Applications Find the Value of Trigonometric Functions of Acute Angles Using Right Triangles • Use the Complementary Angle Theorem • Solve Right Triangles • Solve Applied Problems	532
7.2	The Law of Sines Solve SAA or ASA Triangles • Solve SSA Triangles • Solve Applied Problems	544
7.3	The Law of Cosines Solve SAS Triangles • Solve SSS Triangles • Solve Applied Problems	555
7.4	Area of a Triangle Find the Area of SAS Triangles • Find the Area of SSS Triangles	561
7.5	Simple Harmonic Motion; Damped Motion; Combining Waves Build a Model for an Object in Simple Harmonic Motion • Analyze Simple Harmonic Motion • Analyze an Object in Damped Motion • Graph the Sum of Two Functions	568
	Chapter Review	577
	Chapter Test	580
	Cumulative Review	581
	Chapter Projects	581
8	Polar Coordinates; Vectors	583
8.1	Polar Coordinates Plot Points Using Polar Coordinates • Convert from Polar Coordinates to Rectangular Coordinates • Convert from Rectangular Coordinates to Polar Coordinates • Transform Equations between Polar and Rectangular Forms	584
8.2	Polar Equations and Graphs Identify and Graph Polar Equations by Converting to Rectangular Equations • Test Polar Equations for Symmetry • Graph Polar Equations by Plotting Points	593
8.3	The Complex Plane; De Moivre's Theorem Plot Points in the Complex Plane • Convert to Complex Number between Rectangular Form and Polar Form • Find Products and Quotients of Complex Numbers in Polar Form • Use De Moivre's Theorem • Find Complex Roots	608
8.4	Vectors Graph Vectors • Find a Position Vector • Add and Subtract Vectors Algebraically • Find a Scalar Multiple and the Magnitude of a Vector • Find a Unit Vector • Find a Vector from Its Direction and Magnitude • Model with Vectors	616
8.5	The Dot Product Find the Dot Product of Two Vectors • Find the Angle between Two Vectors • Determine Whether Two Vectors Are Parallel • Determine Whether Two Vectors Are Orthogonal • Decompose a Vector into Two Orthogonal Vectors • Continue Work	630
8.6	Vectors in Space Find the Distance between Two Points in Space • Find Position Vectors in Space • Perform Operations on Vectors • Find the Dot Product • Find the Angle between Two Vectors • Find the Direction Angles of a Vector	638

8.7	The Cross Product	647
	Find the Cross Product of Two Vectors • Know Algebraic Properties of the Cross Product • Know Geometric Properties of the Cross Product • Find a Vector Orthogonal to Two Given Vectors • Find the Area of a Parallelogram	
	Chapter Review	653
	Chapter Test	656
	Cumulative Review	657
	Chapter Projects	657
9	Analytic Geometry	659
9.1	Conics	660
	Know the Names of the Conics	
9.2	The Parabola	661
	Analyze Parabolas with Vertex at the Origin • Analyze Parabolas with Vertex at (h, k) • Solve Applied Problems Involving Parabolas	
9.3	The Ellipse	669
	Analyze Ellipses with Center at the Origin • Analyze Ellipses with Center at (h, k) • Solve Applied Problems Involving Ellipses	
9.4	The Hyperbola	679
	Analyze Hyperbolas with Center at the Origin • Find Asymptotes of Hyperbola • Analyze Hyperbolas with Center at (h, k) • Solve Applied Problems Involving Hyperbolas	
9.5	Rotation of Axes; General Form of a Conic	692
	Identify a Conic • Use a Rotation of Axes to Transform Equations • Analyze an Equation Using Rotation of Axes • Identify Conics without a Rotation of Axes	
9.6	Polar Equations of Conics	699
	Analyze and Graph Polar Equations of Conics • Convert the Polar Equation of a Conic to a Rectangular Equation	
9.7	Plane Curves and Parametric Equations	705
	Graph Parametric Equations • Find a Rectangular Equation for a Curve Defined Parametrically • Use Time as a Parameter in Parametric Equations • Find Parametric Equations for Curves Defined by Rectangular Equations	
	Chapter Review	717
	Chapter Test	720
	Cumulative Review	720
	Chapter Projects	721
10	Systems of Equations and Inequalities	722
10.1	Systems of Linear Equations: Substitution and Elimination	723
	Solve Systems of Equations by Substitution • Solve Systems of Equations by Elimination • Identify Inconsistent Systems of Equations Containing Two Variables • Express the Solution of a System of Dependent Equations Containing Two Variables • Solve Systems of Three Equations Containing Three Variables • Identify Inconsistent Systems of Equations Containing Three Variables • Express the Solution of a System of Dependent Equations Containing Three Variables	

10.2 Systems of Linear Equations: Matrices	738
Write the Augmented Matrix of a System of Linear Equations • Write the System of Equations from the Augmented Matrix • Perform Row Operations on a Matrix • Solve a System of Linear Equations Using Matrices	
10.3 Systems of Linear Equations: Determinants	752
Evaluate 2 by 2 Determinants • Use Cramer's Rule to Solve a System of Two Equations Containing Two Variables • Evaluate 3 by 3 Determinants • Use Cramer's Rule to Solve a System of Three Equations Containing Three Variables • Know Properties of Determinants	
10.4 Matrix Algebra	762
Find the Sum and Difference of Two Matrices • Find Scalar Multiples of a Matrix • Find the Product of Two Matrices • Find the Inverse of a Matrix • Solve a System of Linear Equations Using an Inverse Matrix	
10.5 Partial Fraction Decomposition	781
Decompose P/Q , Where Q Has Only Nonrepeated Linear Factors • Decompose P/Q , Where Q Has Repeated Linear Factors • Decompose P/Q , Where Q Has a Nonrepeated Irreducible Quadratic Factor • Decompose P/Q , Where Q Has a Repeated Irreducible Quadratic Factor	
10.6 Systems of Nonlinear Equations	789
Solve a System of Nonlinear Equations Using Substitution • Solve a System of Nonlinear Equations Using Elimination	
10.7 Systems of Inequalities	798
Graph an Inequality • Graph a System of Inequalities	
10.8 Linear Programming	806
Set up a Linear Programming Problem • Solve a Linear Programming Problem	
Chapter Review	813
Chapter Test	816
Cumulative Review	817
Chapter Projects	818
11 Sequences; Induction; the Binomial Theorem	819
11.1 Sequences	820
Write the First Several Terms of a Sequence • Write the Terms of a Sequence Defined by a Recursive Formula • Use Summation Notation • Find the Sum of a Sequence	
11.2 Arithmetic Sequences	830
Determine Whether a Sequence Is Arithmetic • Find a Formula for an Arithmetic Sequence • Find the Sum of an Arithmetic Sequence	
11.3 Geometric Sequences; Geometric Series	836
Determine Whether a Sequence Is Geometric • Find a Formula for a Geometric Sequence • Find the Sum of a Geometric Sequence • Determine Whether a Geometric Series Converges or Diverges • Solve Annuity Problems	
11.4 Mathematical Induction	847
Prove Statements Using Mathematical Induction	
11.5 The Binomial Theorem	851
Evaluate $\binom{n}{r}$ • Use the Binomial Theorem	
Chapter Review	858
Chapter Test	860
Cumulative Review	860
Chapter Projects	861

12	Counting and Probability	862
12.1	Counting Find All the Subsets of a Set • Count the Number of Elements in a Set • Solve Counting Problems Using the Multiplication Principle	863
12.2	Permutations and Combinations Solve Counting Problems Using Permutations Involving n Distinct Objects • Solve Counting Problems Using Combinations • Solve Counting Problems Using Permutations Involving n Nondistinct Objects	868
12.3	Probability Construct Probability Models • Compute Probabilities of Equally Likely Outcomes • Find Probabilities of the Union of Two Events • Use the Complement Rule to Find Probabilities	877
	Chapter Review	887
	Chapter Test	889
	Cumulative Review	890
	Chapter Projects	890
13	A Preview of Calculus: The Limit, Derivative, and Integral of a Function	891
13.1	Finding Limits Using Tables and Graphs Find a Limit Using a Table • Find a Limit Using a Graph	892
13.2	Algebra Techniques for Finding Limits Find the Limit of a Sum, a Difference, and a Product • Find the Limit of a Polynomial • Find the Limit of a Power or a Root • Find the Limit of a Quotient • Find the Limit of an Average Rate of Change	897
13.3	One-sided Limits; Continuous Functions Find the One-sided Limits of a Function • Determine Whether a Function Is Continuous	904
13.4	The Tangent Problem; The Derivative Find an Equation of the Tangent Line to Graph a Function • Find the Derivative of a Function • Find Instantaneous Rates of Change • Find the Instantaneous Speed of a Particle	911
13.5	The Area Problem; The Integral Approximate the Area Under the Graph of a Function • Approximate Integrals Using a Computer Utility	918
	Chapter Review	924
	Chapter Test	927
	Chapter Projects	928
A	Review	A1
A.1	Algebra Essentials Work with Sets • Graph Inequalities • Find Distance on the Real Number Line • Evaluate Algebraic Expressions • Determine the Domain of a Variable • Use the Laws of Exponents • Evaluate Square Roots • Use a Calculator to Evaluate Exponents	A1
A.2	Geometry Essentials Use the Pythagorean Theorem and Its Converse • Know Geometry Formulas • Understand Congruent Triangles and Similar Triangles	A13

A.3	Polynomials	A22
	Recognize Monomials • Recognize Polynomials • Add and Subtract Polynomials • Multiply Polynomials • Know Formulas for Special Products • Divide Polynomials Using Long Division • Work with Polynomials in Two Variables	
A.4	Factoring Polynomials	A32
	Factoring the Difference of Two Squares and the Sum and Difference of Two Cubes • Factor Perfect Squares • Factor a Second-Degree Polynomial: $ax^2 + Bx + C$ • Factor by Grouping • Factor a Second-Degree Polynomial: $Ax^2 + Bx + C, A \neq 1$ • Complete the Square	
A.5	Synthetic Division	A41
	Divide Polynomials Using Synthetic Division	
A.6	Rational Expressions	A45
	Reduce a Rational Expression to Lowest Terms • Multiply and Divide Rational Expressions • Add and Subtract Rational Expressions • Use the Least Common Multiple Method • Simplify Complex Rational Expressions	
A.7	<i>n</i>th Roots; Rational Exponents	A55
	Work with <i>n</i> th Roots • Simplify Radicals • Rationalize Denominators • Simplify Expressions with Rational Exponents	
A.8	Solving Equations	A63
	Solve Linear Equations • Solve Rational Equations • Solve Equations by Factoring • Solve Radical Equations	
A.9	Problem Solving: Interest, Mixture, Uniform Motion, Constant Rate Job Applications	A72
	Translate Verbal Descriptions into Mathematical Expressions • Solve Interest Problems • Solve Mixture Problems • Solve Uniform Motion Problems • Solve Constant Rate Job Problems	
A.10	Interval Notation; Solving Inequalities	A81
	Use Interval Notation • Use Properties of Inequalities • Solve Inequalities • Solve Combined Inequalities	
A.11	Complex Numbers	A89
	Add, Subtract, Multiply, and Divide Complex Numbers	

B	Graphing Utilities	B1
B.1	The Viewing Rectangle	B1
B.2	Using a Graphing Utility to Graph Equations	B3
B.3	Using a Graphing Utility to Locate Intercepts and Check for Symmetry	B5
B.4	Using a Graphing Utility to Solve Equations	B6
B.5	Square Screens	B8
B.6	Using a Graphing Utility to Graph Inequalities	B9
B.7	Using a Graphing Utility to Solve Systems of Linear Equations	B9
B.8	Using a Graphing Utility to Graph a Polar Equation	B11
B.9	Using a Graphing Utility to Graph Parametric Equations	B11
	Answers	AN1
	Photo Credits	C1
	Index	I1

To the Student

As you begin, you may feel anxious about the number of theorems, definitions, procedures, and equations. You may wonder if you can learn it all in time. Don't worry, your concerns are normal. This textbook was written with you in mind. If you attend class, work hard, and read and study this book, you will build the knowledge and skills you need to be successful. Here's how you can use the book to your benefit.

Read Carefully

When you get busy, it's easy to skip reading and go right to the problems. Don't . . . the book has a large number of examples and clear explanations to help you break down the mathematics into easy-to-understand steps. Reading will provide you with a clearer understanding, beyond simple memorization. Read before class (not after) so you can ask questions about anything you didn't understand. You'll be amazed at how much more you'll get out of class if you do this.

Use the Features

We use many different methods in the classroom to communicate. Those methods, when incorporated into the book, are called "features." The features serve many purposes, from providing timely review of material you learned before (just when you need it), to providing organized review sessions to help you prepare for quizzes and tests. Take advantage of the features and you will master the material.

To make this easier, we've provided a brief guide to getting the most from this book. Refer to the "Prepare for Class," "Practice," and "Review" on pages xxi–xxiii. Spend fifteen minutes reviewing the guide and familiarizing yourself with the features by flipping to the page numbers provided. Then, as you read, use them. This is the best way to make the most of your textbook.

Please do not hesitate to contact us, through Pearson Education, with any questions, suggestions, or comments that would improve this text. We look forward to hearing from you, and good luck with all of your studies.

Best Wishes!

Michael Sullivan

Michael Sullivan, III

Three Distinct Series

Students have different goals, learning styles, and levels of preparation. Instructors have different teaching philosophies, styles, and techniques. Rather than write one series to fit all, the Sullivans have written three distinct series. All share the same goal—to develop a high level of mathematical understanding and an appreciation for the way mathematics can describe the world around us. The manner of reaching that goal, however, differs from series to series.

Concepts through Functions Series, Third Edition

This series differs from the others, utilizing a functions approach that serves as the organizing principle tying concepts together. Functions are introduced early in various formats. This approach supports the Rule of Four, which states that functions are represented symbolically, numerically, graphically, and verbally. Each chapter introduces a new type of function and then develops all concepts pertaining to that particular function. The solutions of equations and inequalities, instead of being developed as stand-alone topics, are developed in the context of the underlying functions. Graphing utility coverage is optional and can be included or excluded at the discretion of the instructor: *College Algebra*; *Precalculus, with a Unit Circle Approach to Trigonometry*; *Precalculus, with a Right Triangle Approach to Trigonometry*.

Contemporary Series, Ninth Edition

The Contemporary Series is the most traditional in approach yet modern in its treatment of precalculus mathematics. Graphing utility coverage is optional and can be included or excluded at the discretion of the instructor: *College Algebra*, *Algebra & Trigonometry*, *Trigonometry*, *Precalculus*.

Enhanced with Graphing Utilities Series, Sixth Edition

This series provides a thorough integration of graphing utilities into topics, allowing students to explore mathematical concepts and foreshadow ideas usually studied in later courses. Using technology, the approach to solving certain problems differs from the Concepts or Contemporary Series, while the emphasis on understanding concepts and building strong skills does not: *College Algebra*, *Algebra & Trigonometry*, *Precalculus*.

Preface to the Instructor

As professors at both an urban university and a community college, Michael Sullivan and Michael Sullivan, III, are aware of the varied needs of Precalculus students, ranging from those who have little mathematical background and a fear of mathematics courses, to those having a strong mathematical education and a high level of motivation. For some of your students, this will be their last course in mathematics, whereas others will further their mathematical education. This text is written for both groups.

As a teacher, and as an author of precalculus, engineering calculus, finite mathematics, and business calculus texts, Michael Sullivan understands what students must know if they are to be focused and successful in upper-level math courses. However, as a father of four, he also understands the realities of college life. As an author of a developmental mathematics series, Michael's co-author and son, Michael Sullivan, III, understands the trepidations and skills students bring to the Precalculus course. Michael, III also believes in the value of technology as a tool for learning that enhances understanding without sacrificing math skills. Together, both authors have taken great pains to ensure that the text contains solid, student-friendly examples and problems, as well as a clear and seamless writing style.

A tremendous benefit of authoring a successful series is the broad-based feedback we receive from teachers and students. We are sincerely grateful for their support. Virtually every change in this edition is the result of their thoughtful comments and suggestions. We are sincerely grateful for this support and hope that we have been able to take these ideas and, building upon a successful first edition, make this series an even better tool for learning and teaching. We continue to encourage you to share with us your experiences teaching from this text.

About This Book

This book utilizes a functions approach to Precalculus. Functions are introduced early (Chapter 1) in various formats: maps, tables, sets of ordered pairs, equations, and graphs. Our approach to functions illustrates the symbolic, numeric, graphic, and verbal representations of functions. This allows students to make connections between the visual representation of a function and its algebraic representation.

It is our belief that students need to “hit the ground running” so that they do not become complacent in their studies. After all, it is highly likely that students have been exposed to solving equations and inequalities prior to entering this class. By spending precious time reviewing these concepts, students are likely to think of the course as a rehash of material learned in other courses and say to themselves, “I know this material, so I don't have to study.” This may result in the students developing poor study habits for

this course. By introducing functions early in the course, students are less likely to develop bad habits.

Another advantage of the early introduction of functions is that the discussion of equations and inequalities can focus around the concept of a function. For example, rather than asking students to solve an equation such as $2x^2 + 5x + 2 = 0$, we ask students to find the zeros of $f(x) = 2x^2 + 5x + 2$ or solve $f(x) = 0$ when $f(x) = 2x^2 + 5x + 2$. While the technique used to solve this type of problem is the same, the fact that the problem looks different to the student means the student is less apt to say, “Oh, I already have seen this problem before, and I know how to solve it.” In addition, in Calculus students are going to be asked to solve equations such as $f'(x) = 0$, so solving $f(x) = 0$ is a logical prerequisite skill to practice in Precalculus. Another advantage to solving equations through the eyes of a function is that the properties of functions can be included in the solution. For example, the linear function $f(x) = 2x - 3$ has one real zero because the function f is increasing on its domain.

Features in the Third Edition

Rather than provide a list of new features here, that information can be found on pages xxi–xxiii.

This places the new features in their proper context, as building blocks of an overall learning system that has been carefully crafted over the years to help students get the most out of the time they put into studying. Please take the time to review the features listed on pages xxi–xxiii and to discuss them with your students at the beginning of your course. Our experience has been that when students utilize these features, they are more successful in the course.

New to the Third Edition

- **Retain Your Knowledge** This new category of problems in the exercise set are based on the article “To Retain New Learning, Do the Math” published in the *Educati Review* in which author Kevin Washburn suggests that “the more students are required to recall new content or skills, the better their memory will be.” It is frustrating when students cannot recall skills learned earlier in the course. To alleviate this recall problem, we have created “Retain Your Knowledge” problems. These are problems considered to be “final exam material” that students must complete to maintain their skills. All the answers to these problems appear in the back of the book and all are programmed in MyMathLab.
- **Guided Lecture Notes** Ideal for online, emporium/re-design courses, inverted classrooms or traditional lecture classrooms. These lecture notes assist students in taking thorough, organized, and understandable notes as they watch the Author in Action videos by asking students to complete definitions, procedures, and examples based

on the content of the videos and book. In addition, experience suggests that students learn by doing and understanding the why/how of the concept or property. Therefore, many sections will have an exploration activity to motivate student learning. These explorations will introduce the topic and/or connect it somehow to either a real world application or previous section. For example, when teaching about the vertical line test in Section 1.2, after the theorem statement, the notes ask the students to explain why the vertical line test works by using the definition of a function. This helps students process the information at a higher level of understanding.

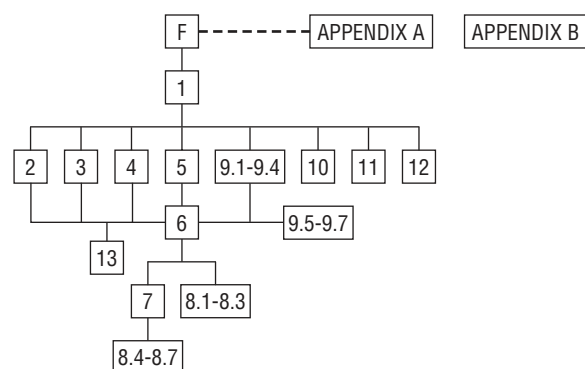
- **Chapter Projects**, which apply the concepts of each chapter to a real-world situation, have been enhanced to give students an up-to-the-minute experience. Many projects are new and Internet-based, requiring the student to research information online in order to solve problems.
- **Author Solves It MathXL Video Clips**—author Michael Sullivan, III solves MathXL exercises typically requested by his students for more explanation or tutoring. These videos are a result of Sullivan’s experiences in the classroom and experiences in teaching online.
- **Exercise Sets** at the end of each section remain classified according to purpose. The “*Are You Prepared?*” exercises have been expanded to better serve the student who needs a just-in-time review of concepts utilized in the section. The *Concepts and Vocabulary* exercises have been updated. These fill-in-the-blank and True/False problems have been written to serve as reading quizzes. *Skill Building* exercises develop the student’s computational skills and are often grouped by objective. *Mixed Practice* exercises have been added where appropriate. These problems offer a comprehensive assessment of the skills learned in the section by asking problems that relate to more than one objective. Sometimes these require information from previous sections so students must utilize skills learned throughout the course. *Applications and Extension* problems have been updated and many new problems involving sourced information and data have been added to bring relevance and timeliness to the exercises. The *Explaining Concepts: Discussion and Writing* exercises have been updated and reworded to stimulate discussion of concepts in online discussion forums. These can also be used to spark classroom discussion. Finally, in the **Annotated Instructor’s Edition**, we have preselected problems that can serve as sample homework assignments. These are indicated by a blue underline, and they are assignable in MyMathLab[®] as part of a “Ready-to-Go” course, if desired.
- The **Chapter Review** now includes answers to all the problems. We have created a separate review worksheet for each chapter to help students review and practice key skills to prepare for exams. The worksheets can be found within MyMathLab[®] or downloaded from the Instructor’s Resource Center.

Changes in the Third Edition

- **CONTENT**
 - **Chapter 2, Section 4** A new objective “Find a quadratic function given its vertex and one point” has been added.
 - **Chapter 2, Section 5** A new example was added to illustrate that quadratic inequalities may have the empty set or all real numbers as a solution.
 - **Chapter 3, Sections 1 and 4** The content related to describing the behavior of the graph of a polynomial or rational function near a zero has been removed.
 - **Chapter 3, Section 4** Content has been added that discusses the role of multiplicity and behavior of the graph of rational function as the graph approaches a vertical asymptote.
- **ORGANIZATION**
 - **Chapter 3, Sections 5 and 6** Section 5, *The Real Zeros of a Polynomial Function* and Section 6, *Complex Zeros, Fundamental Theorem of Algebra* have been moved to Sections 2 and 3, respectively. This was done in response to reviewer requests that “everything involving polynomials” be located sequentially. Skipping the new Sections 2 and 3 and proceeding to Section 4 *Properties of Rational Functions* can be done without loss of continuity.

Using this Book Effectively and Efficiently with Your Syllabus

To meet the varied needs of diverse syllabi, this book contains more content than is likely to be covered in a typical Precalculus course. As the chart illustrates, this book has been organized with flexibility of use in mind. Even within a given chapter, certain sections are optional and can be omitted without loss of continuity. See the detail following the flow chart.



Foundations A Prelude to Functions

Quick coverage of this chapter, which is mainly review material, will enable you to get to Chapter 1, *Functions and Their Graphs*, earlier.

Chapter 1 Functions and Their Graphs

Perhaps the most important chapter. Sections 1.6 and 1.7 are optional.

Chapter 2 Linear and Quadratic Functions

Topic selection depends on your syllabus. Sections 2.2, 2.6, and 2.7 may be omitted without a loss of continuity.

Chapter 3 Polynomial and Rational Functions

Topic selection depends on your syllabus. Section 3.6 is optional.

Chapter 4 Exponential and Logarithmic Functions

Sections 4.1–4.6 follow in sequence. Sections 4.7–4.9 are optional.

Chapter 5 Trigonometric Functions

The sections follow in sequence. Section 5.6 is optional.

Chapter 6 Analytic Trigonometry

Sections 6.2 and 6.7 may be omitted in a brief course.

Chapter 7 Applications of Trigonometric Functions

Sections 7.4 and 7.5 may be omitted in a brief course.

Chapter 8 Polar Coordinates; Vectors

Sections 8.1–8.3 and Sections 8.4–8.7 are independent and may be covered separately.

Chapter 9 Analytic Geometry

Sections 9.1–9.4 follow in sequence. Sections 9.5, 9.6, and 9.7, are independent of each other, but each requires Sections 9.1–9.4.

Chapter 10 Systems of Equations and Inequalities

Sections 10.2–10.7 may be covered in any order. Section 10.8 requires Section 10.7.

Chapter 11 Sequences; Induction; the Binomial Theorem

There are three independent parts: Sections 11.1–11.3, Section 11.4, and Section 11.5.

Chapter 12 Counting and Probability

The sections follow in sequence.

Chapter 13 A Preview of Calculus: The Limit, Derivative, and Integral of a Function

If time permits, coverage of this chapter will provide your students with a beneficial head-start in calculus. The sections follow in sequence.

Gary Amara—South Maine Community College
 Richard Andrews—Florida A&M University
 Jay Araas—Sheridan College
 Jessica Bernards—Portland Community college
 Rebecca Berthiaume—Edison State College
 Susan Bradley—Angelina College
 Michael Brook—University of Delaware
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Appendix A Review

This review material may be covered at the start of a course or used as a just-in-time review. Specific references to this material occur throughout the text to assist in the review process.

Appendix B Graphing Utilities

Reference is made to these sections at the appropriate place in the text.

Acknowledgments

Textbooks are written by authors, but evolve from an idea to final form through the efforts of many people. It was Don Dellen who first suggested this book and series. Don is remembered for his extensive contributions to publishing and mathematics.

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Prepare for Class “Read the Book”

Feature	Description	Benefit	Page
Every Chapter Opener begins with...			
Chapter Opening Article & Project	Each chapter begins with a current article and ends with a related project. The article describes a real situation.	The Article describes a real situation. The Project lets you apply what you learned to solve a related problem.	273, 374
NEW! Internet Based Projects	The projects allow for the integration of spreadsheet technology that students will need to be a productive member of the workforce.	The projects allow the opportunity for students to collaborate and use mathematics to deal with issues that come up in their lives.	273, 374
Every Section begins with...			
Learning Objectives	Each section begins with a list of objectives. Objectives also appear in the text where the objective is covered.	These focus your studying by emphasizing what's most important and where to find it.	294
Sections contain...			
Preparing for this Section	Most sections begin with a list of key concepts to review with page numbers.	Ever forget what you've learned? This feature highlights previously earned material to be used in this section. Review it, and you'll be ready to move forward.	294
Now Work the 'Are You Prepared?' Problems	Problems that assess whether you have the prerequisite knowledge for the upcoming section.	Not sure you need the Preparing for This Section review? Work the 'Are You Prepared?' problems. If you get one wrong, you'll know exactly what you need to review and where to review it!	294, 305
Now Work PROBLEMS	These follow most examples and direct you to a related exercise.	We learn best by doing. You'll solidify your understanding of examples if you try a similar problem right away, to be sure you understand what you've just read.	307, 306
WARNING	Warnings are provided in the text.	These point out common mistakes and help you to avoid them.	328
Exploration and Seeing the Concept	These represent gripping utility activities to refresh a concept or solidify a concept just presented.	You will obtain a deeper and more intuitive understanding of theorems and definition.	200, 315
In Words	These provide alternative descriptions of select definitions and theorems.	Does math ever look foreign to you? This feature translates math into plain English.	311
CALCULUS	These appear next to information essential for the study of calculus.	Pay attention—if you spend extra time now, you'll do better later!	70, 307
SHOWCASE EXAMPLES	These examples provide “how to” instruction by offering a guided, step-by-step approach to solving a problem.	With each step presented on the left and the mathematics displayed on the right, students can immediately see how each step is employed.	204
Model It! Examples and Problems	These are examples and problems that require you to build a mathematical model from either a verbal description or data. The benchmark Model It! problems are marked by purple headings.	It is rare for a problem to come in the form, “Solve the following equation”. Rather, the equation must be developed based on an explanation of the problem. These problems require you to develop models that will allow you to describe the problem mathematically and suggest a solution to the problem.	319, 347

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