

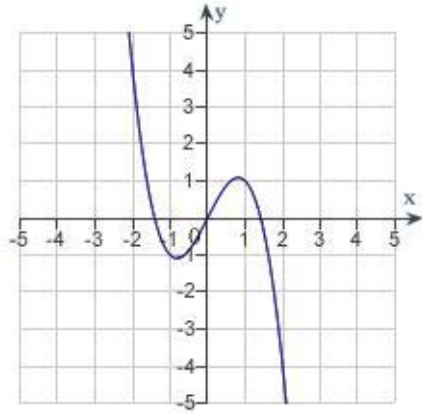
### 1.1 Graphs and Models

#### Multiple Choice

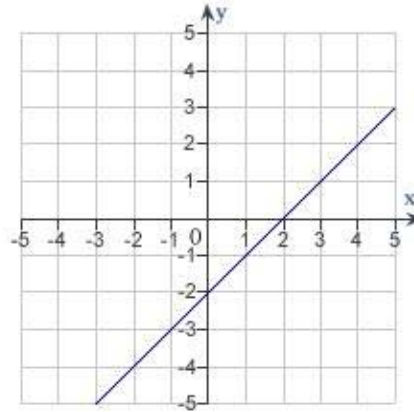
Identify the choice that best completes the statement or answers the question.

\_\_\_\_ 1. Which of the following is the correct graph of  $y = 2 - x$ ?

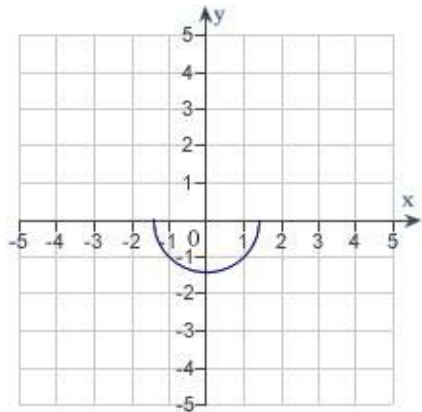
a.



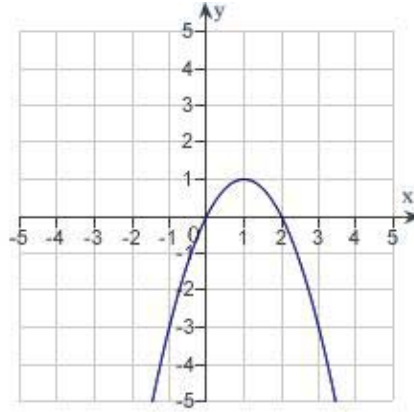
d.



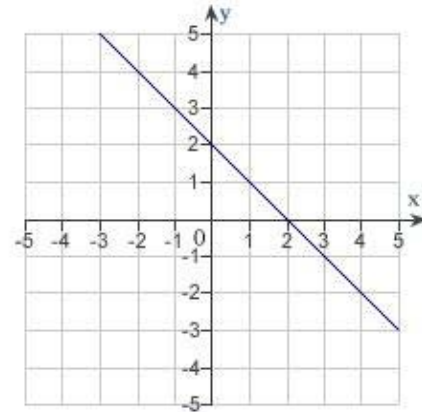
b.



e.

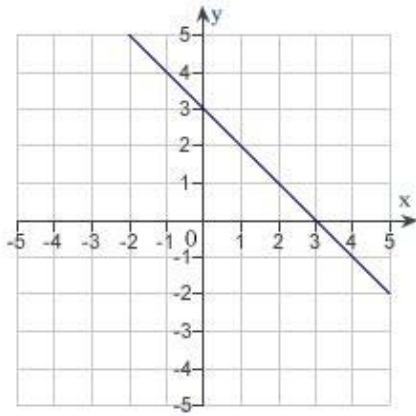


c.

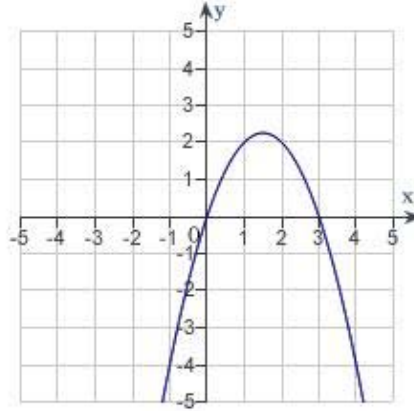


2. Which of the following is the correct graph of  $y = -\sqrt{3 - x^2}$  ?

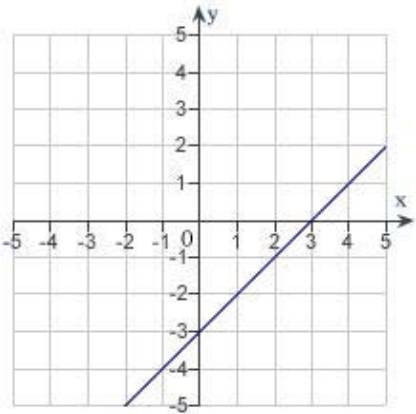
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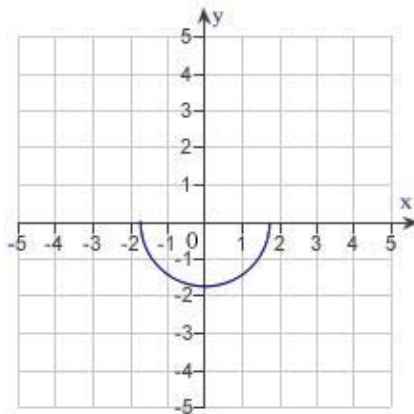
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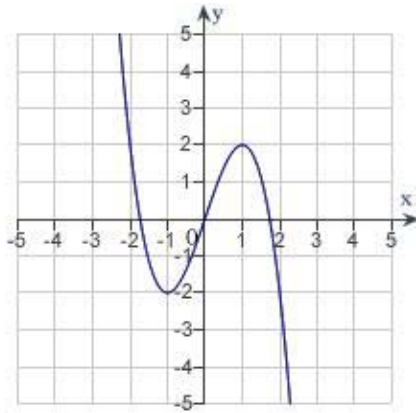
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e.

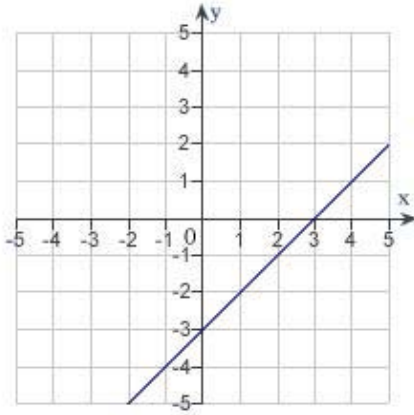


c.

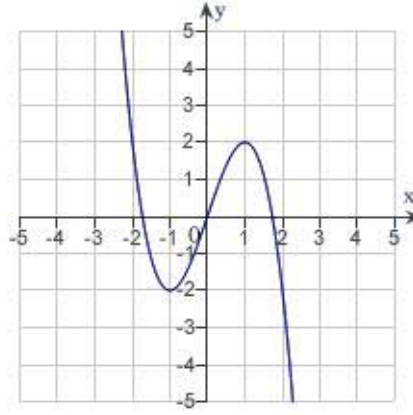


3. Which of the following is the correct graph of  $y = 3x - x^2$ ?

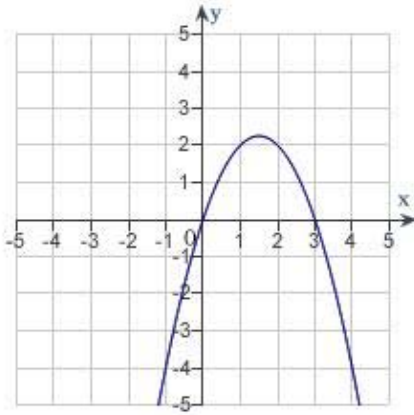
a.



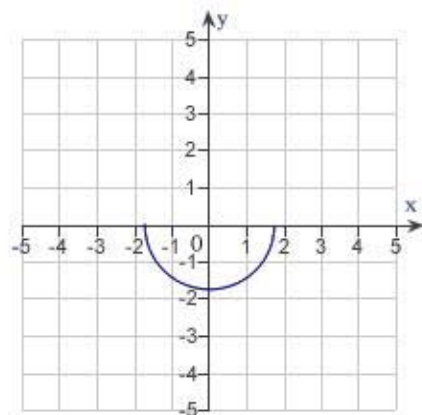
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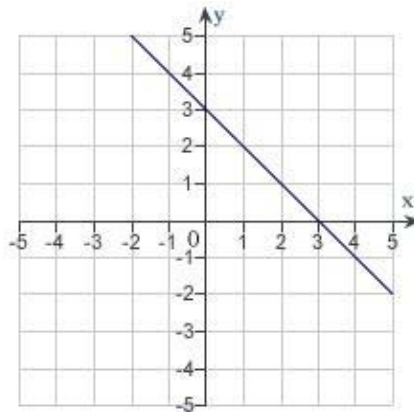
b.



e.

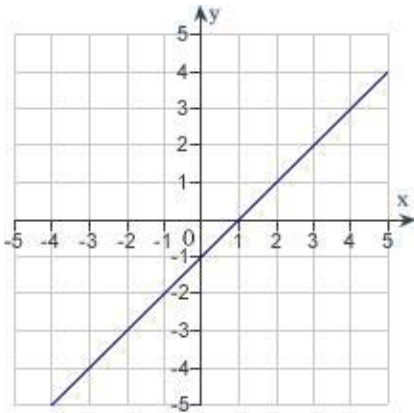


c.

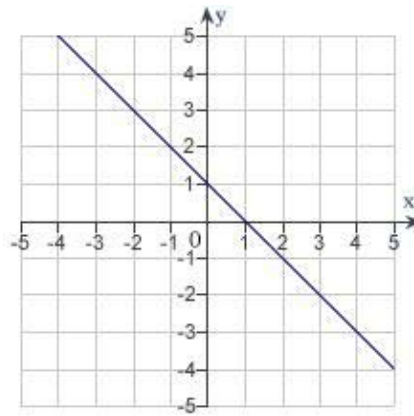


4. Which of the following is the correct graph of  $y = x - x^3$ ?

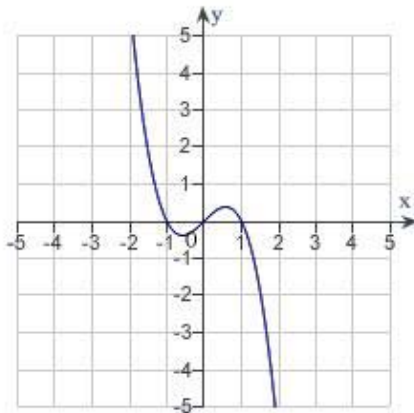
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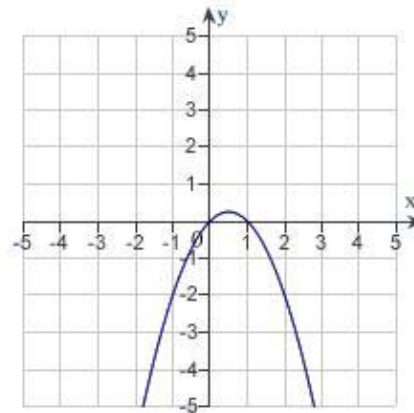
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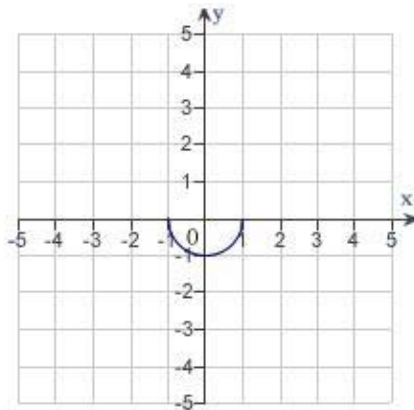
b.



e.



c.



\_\_\_\_\_ 5. Find all intercepts:

$$y = x^2 - x - 12$$

- $x$ -intercepts: (4,0), (-3,0);  $y$ -intercepts: (0, 4), (0, 3)
- $x$ -intercept: (12, 0);  $y$ -intercepts: (0, 4), (0, 3)
- $x$ -intercepts: (4, 0), (-3,0);  $y$ -intercept: (0, -12)
- $x$ -intercepts: (4, 0), (-3,0);  $y$ -intercepts: (0, -12), (0, 12)
- $x$ -intercept: (-3, 0);  $y$ -intercept: (0, -12)

\_\_\_\_\_ 6. Find all intercepts:

$$y = 64x - x^3$$

- $x$ -intercepts: (-8, 0), (8, 0); no  $y$ -intercept
- $x$ -intercept: (0, 0);  $y$ -intercepts: (0, 0), (0, -8), (0, 8)
- $x$ -intercepts: (0, 0), (-8, 0), (8, 0);  $y$ -intercept: (0, 0)
- $x$ -intercepts: (0, 0), (-8, 0), (8, 0); no  $y$ -intercept
- $x$ -intercepts: (-8, 0), 8;  $y$ -intercept: (0, 0)

\_\_\_\_\_ 7. Find all intercepts:

$$y = (x + 5)\sqrt{4 - x^2}$$

- $x$ -intercepts: (-5, 0), (-2, 0), (2, 0);  $y$ -intercepts: (0, 0), (0, 10)
- $x$ -intercepts: (-5, 0), (2, 0);  $y$ -intercept: (0, 10)
- $x$ -intercepts: (-5, 0), (2, 0);  $y$ -intercept: (0, -10)
- $x$ -intercepts: (-5, 0), (-2, 0), (2, 0);  $y$ -intercept: (0, 10)
- $x$ -intercepts: (-5, 0), (-2, 0), (2, 0);  $y$ -intercept: (0, -10)

\_\_\_\_\_ 8. Test for symmetry with respect to each axis and to the origin.

$$x^2y^2 = 8$$

- symmetric with respect to the origin
- symmetric with respect to the  $x$ -axis
- symmetric with respect to the  $y$ -axis
- no symmetry
- A, B, and C

\_\_\_\_\_ 9. Test for symmetry with respect to each axis and to the origin.

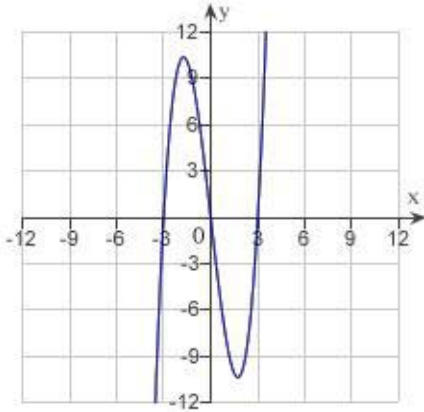
$$y = \frac{x^2 + 2}{x}$$

- symmetric with respect to the origin
- symmetric with respect to the  $y$ -axis
- symmetric with respect to the  $x$ -axis
- both B and C
- no symmetry

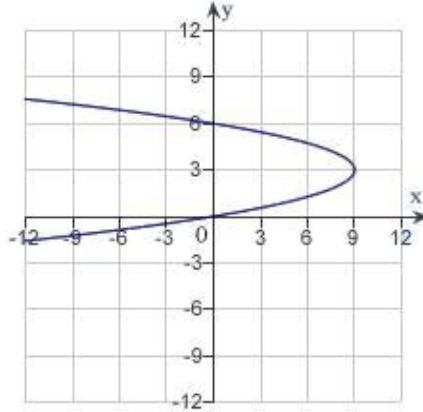
10. Sketch the graph of the equation:

$$x = y^3 - 9y$$

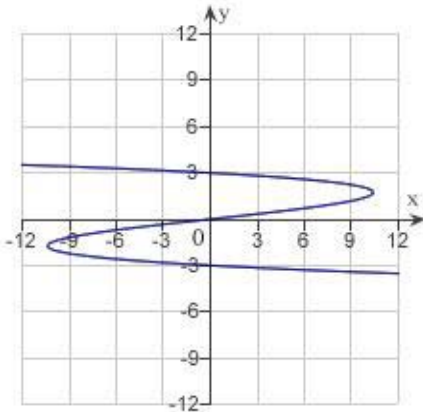
a.



d.

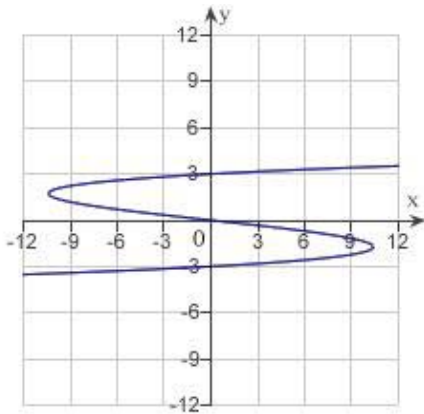


b.



e. none of the above

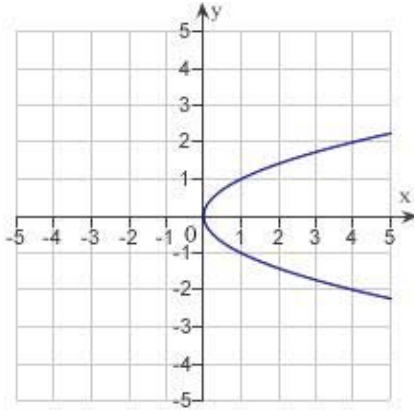
c.



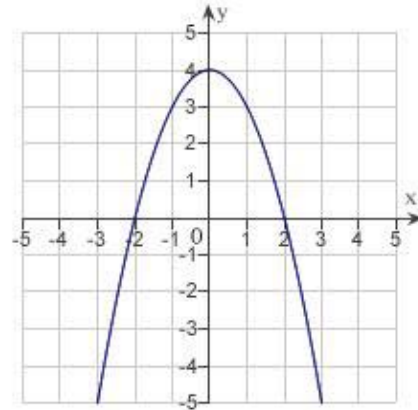
11. Sketch the graph of the equation:

$$x = 4 - y^2$$

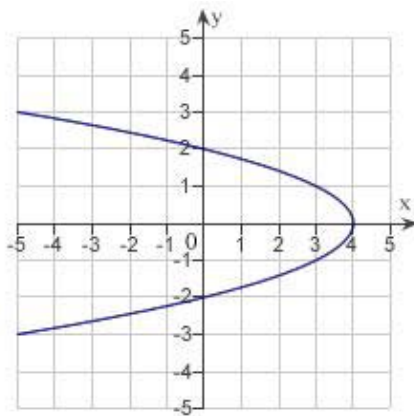
a.



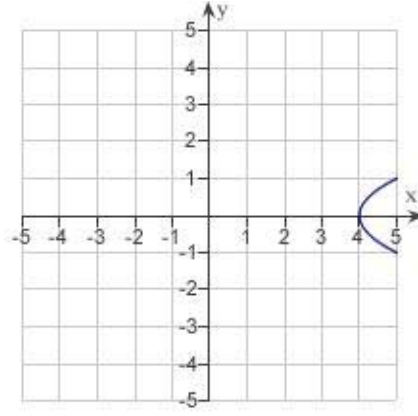
d.



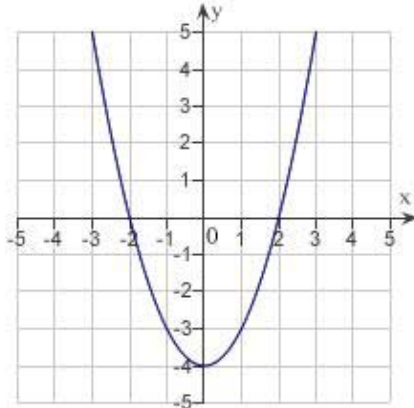
b.



e.



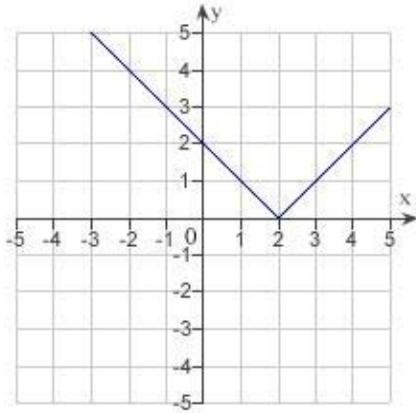
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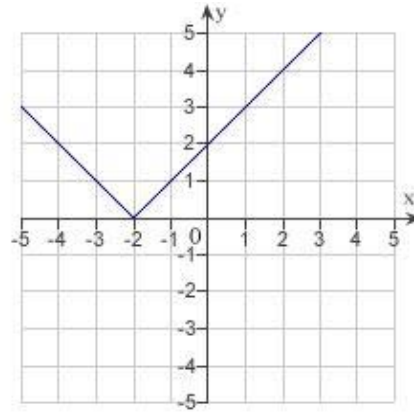
\_\_\_\_\_ 12. Sketch the graph of the equation:

$$y = |x + 2|$$

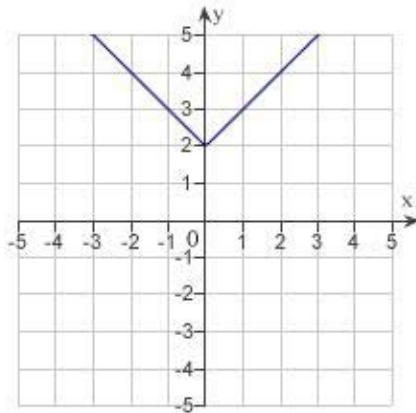
a.



d.

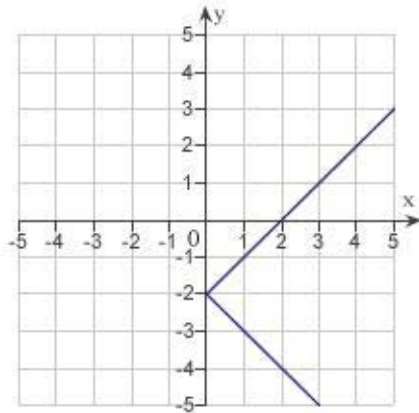


b.



e. none of the above

c.





\_\_\_\_ 13. Find the points of intersection of the graphs of the equations:

$$x = y^2 - 3$$

$$y = x + 1$$

- a.  $(-2, 1), (-1, 2)$
- b.  $(-2, 0), (1, 2)$
- c.  $(-2, -1), (1, 2)$
- d.  $(2, -1), (-1, 2)$
- e.  $(-2, -3), (-1, 2)$

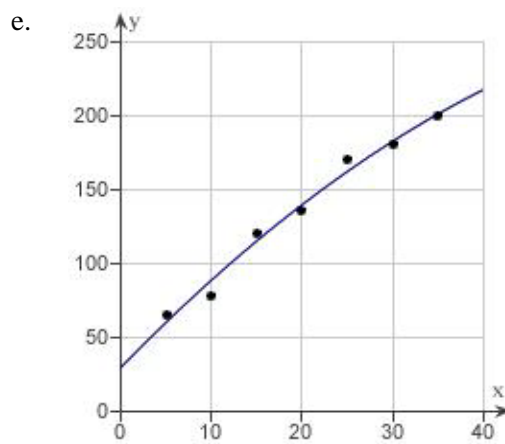
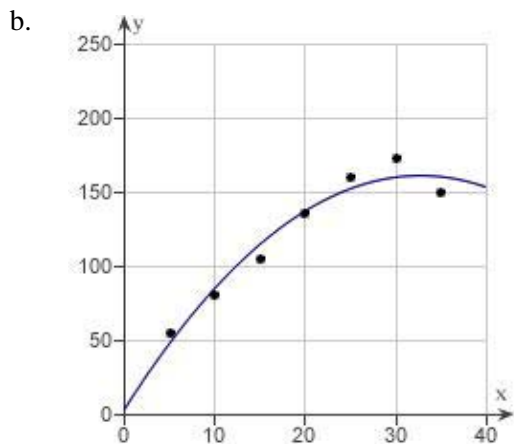
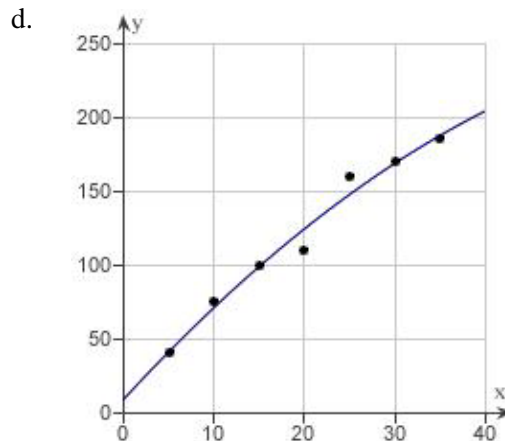
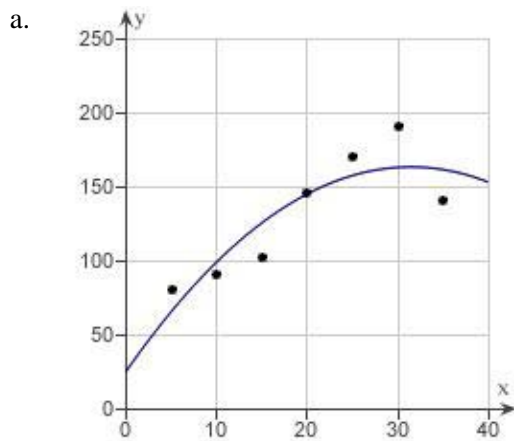
\_\_\_\_ 14. The table given below shows the Consumer Price Index (CPI) for selected years. Use the regression capabilities of a graphing utility to find a mathematical model of the form  $y = at^2 + bt + c$  for the data. In the model,  $y$  represents the CPI and  $t$  represents the year, with  $t = 5$  corresponding to 1975. Round all numerical values in your answer to three decimal places.

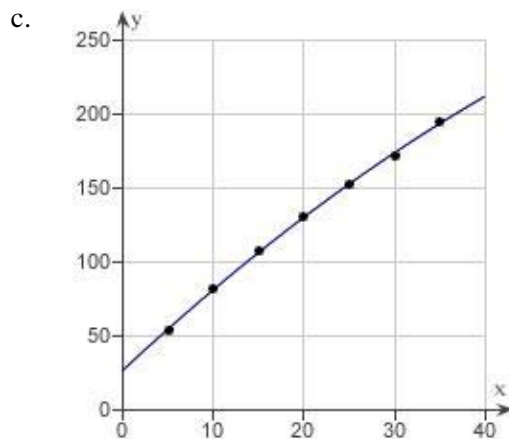
ear	975	980	985	990	995	000	005
PI	7.8	0.6	03.6	30.7	52.4	70.5	92.5

- a.  $y = -0.019t^2 + 5.268t + 30.871$
- b.  $y = -0.019t^2 - 5.957t + 30.871$
- c.  $y = -0.016t^2 - 5.957t - 30.871$
- d.  $y = -0.019t^2 + 5.957t + 40.871$
- e.  $y = -0.016t^2 + 5.268t + 40.871$

15. The table given below shows the Consumer Price Index (CPI) for selected years. Use a graphing utility to plot the data and graph the model  $y = -0.1476t^2 + 9.6462t + 3.8286$ .

ear	975	980	985	990	995	000	005
PI	5.5	0.6	05.5	35.5	60.5	72.5	50.5





\_\_\_\_\_ 16. The table given below shows the Consumer Price Index (CPI) for selected years. The mathematical model for the data given below is  $y = -0.031t^2 + 5.887t + 24.429$ , where  $y$  represents the CPI and  $t$  represents the year, with  $t = 5$  corresponding to 1975. Use the model to predict the CPI for the year 2010. Round your answer to the nearest integer.

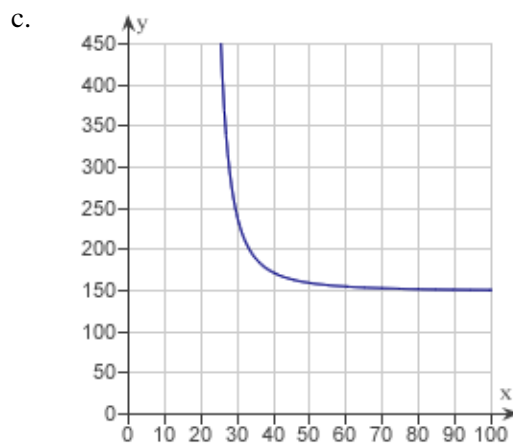
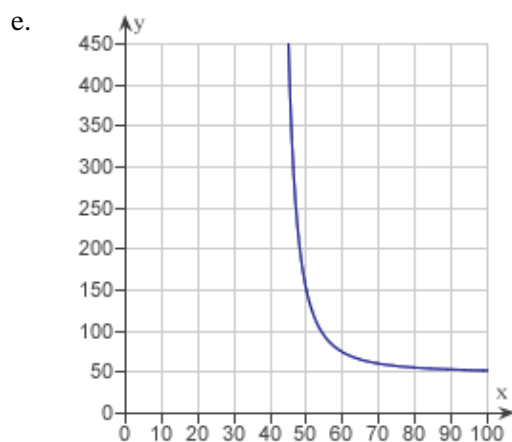
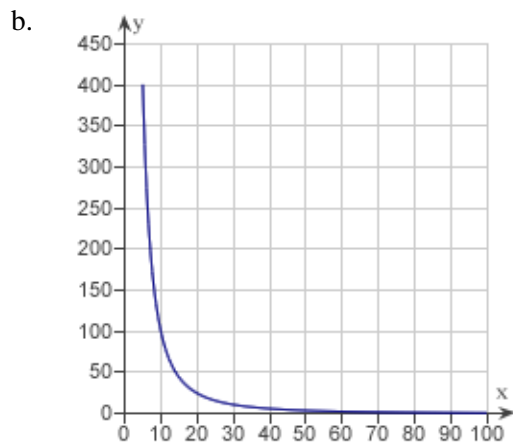
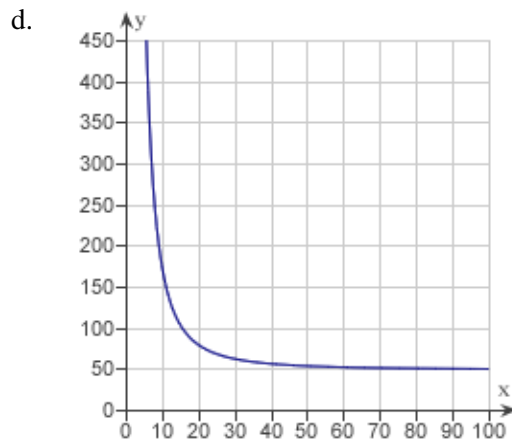
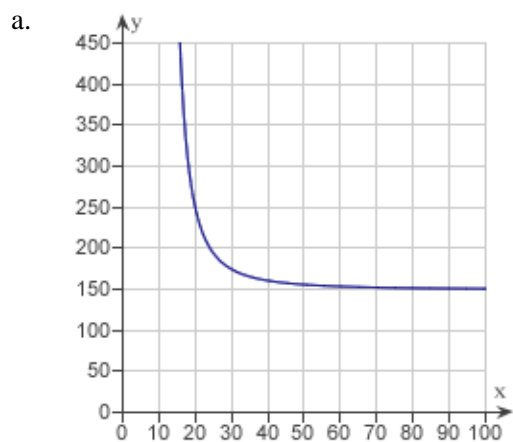
ear	975	980	985	990	995	000	005
PI	2.8	0	06.6	30.7	52.4	71.2	94.3

- $y = 211$
- $y = 209$
- $y = 192$
- $y = 173$
- $y = 210$

\_\_\_\_\_ 17. Find the sales necessary to break even ( $R = C$ ) if the cost  $C$  of producing  $x$  units is  $C = 5.3\sqrt{x} + 40,000$  and the revenue  $R$  for selling  $x$  units is  $R = 3.3x$ . Round your answer to the nearest integer.

- $x \approx 6,244$  units
- $x \approx 12,334$  units
- $x \approx 12,305$  units
- $x \approx 12,299$  units
- $x \approx 6,239$  units

18. The resistance  $y$  in ohms of 1000 feet of solid metal wire at  $77^{\circ}\text{F}$  can be approximated by the model  $y = \frac{10,000}{x^2} - 0.57$ ,  $5 \leq x \leq 100$ , where  $x$  is the diameter of the wire in mils (0.001 in). Use a graphing utility to graph the model  $y = \frac{10,000}{x^2} - 0.57$ ,  $5 \leq x \leq 100$ .



\_\_\_\_\_ 19. The resistance  $y$  in ohms of 1000 feet of solid metal wire at  $77^{\circ}\text{F}$  can be approximated by the model  $y = \frac{12,750}{x^2} - 0.37$ ,  $5 \leq x \leq 100$ , where  $x$  is the diameter of the wire in mils (0.001 in). If the diameter of the wire is doubled, the resistance is changed by approximately what factor? In determining your answer, you can ignore the constant  $-0.37$ .

- a. 3
- b.  $\frac{1}{2}$
- c. 4
- d.  $\frac{1}{4}$
- e.  $\frac{1}{3}$

**1.1 Graphs and Models****Answer Section**

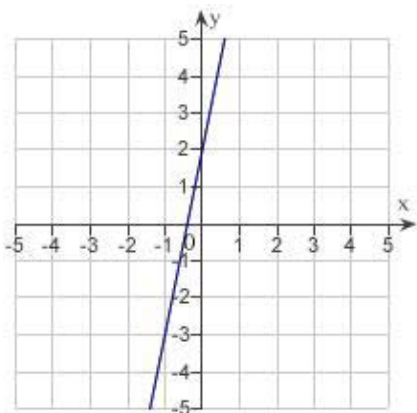
1.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Identify the graph of a linear equation					MSC:	Skill	
2.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Identify the graph of a semicircle					MSC:	Skill	
3.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Identify the graph of a quadratic equation					MSC:	Skill	
4.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Identify the graph of a cubic equation					MSC:	Skill	
5.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Calculate the intercepts of an equation					MSC:	Skill	
6.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Calculate the intercepts of an equation					MSC:	Skill	
7.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Calculate the intercepts of an equation					MSC:	Skill	
8.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Identify the type of symmetry of the graph of an equation					MSC:	Skill	
9.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Identify the type of symmetry of the graph of an equation					MSC:	Skill	
10.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 1.1	
	OBJ:	Graph a cubic equation in $y$					MSC:	Skill	
11.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Graph a quadratic equation in $y$					MSC:	Skill	
12.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 1.1	
	OBJ:	Graph an absolute value equation					MSC:	Skill	
13.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 1.1	
	OBJ:	Calculate the points of intersection of the graphs of equations					MSC:	Skill	
14.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Write a quadratic model for data using the regression capabilities of a graphing utility					MSC:	Application	
15.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Plot a quadratic model for data using the regression capabilities of a graphing utility					MSC:	Application	
16.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.1	
	OBJ:	Evaluate a quadratic model in applications					MSC:	Application	
17.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 1.1	
	OBJ:	Solve for the break-even point in applications					MSC:	Application	
18.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.1	
	OBJ:	Plot a rational model using the capabilities of a graphing utility					MSC:	Application	
19.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 1.1	
	OBJ:	Interpret a rational model					MSC:	Application	

## 1.2 Linear Models and Rates of Change

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

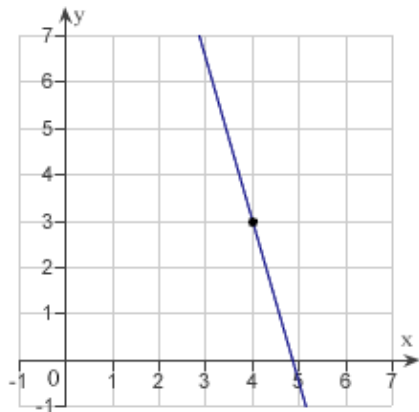
- \_\_\_ 1. Estimate the slope of the line from the graph.



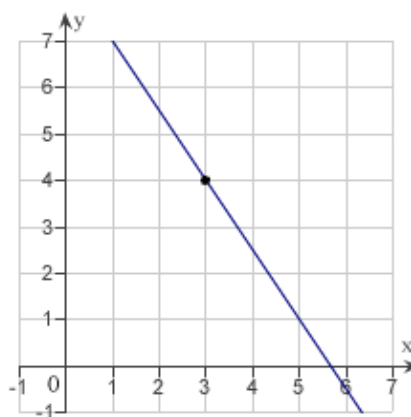
- a.  $-\frac{1}{5}$
- b. 5
- c. 2
- d.  $-\frac{1}{2}$
- e.  $\frac{1}{5}$

- \_\_\_ 2. Sketch the line passing through the point  $(3, 4)$  with the slope  $-\frac{3}{2}$ .

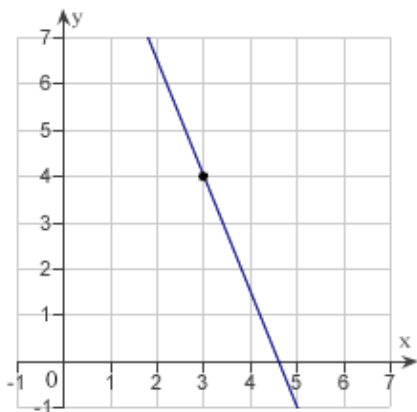
a.



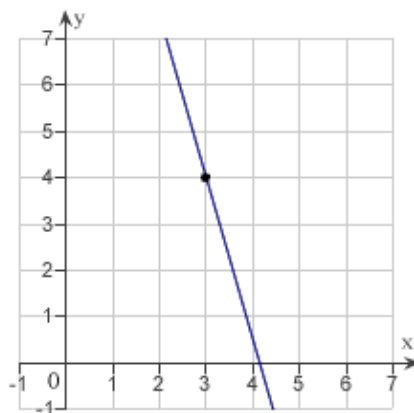
d.



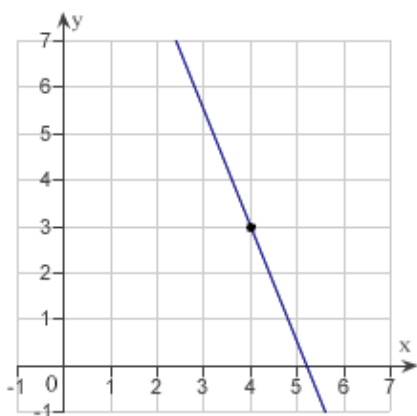
b.



e.



c.



\_\_\_\_ 3. Find the slope of the line passing through the pair of points.

$$(-3, -6), (0, -11)$$

- a.  $\frac{3}{5}$
- b.  $-\frac{5}{3}$
- c.  $\frac{5}{3}$
- d. 0
- e.  $-\frac{3}{5}$



\_\_\_\_\_ 4. Find the slope of the line passing through the points  $\left(-\frac{1}{8}, \frac{8}{3}\right)$  and  $\left(-\frac{3}{16}, \frac{1}{24}\right)$ .

- a. 63
- b. -21
- c. 42
- d. 21
- e. -42

\_\_\_\_\_ 5. If a line has slope  $m = -4$  and passes through the point  $(4, 8)$ , through which of the following points does the line also pass?

- a.  $(1, 20)$
- b.  $(1, 12)$
- c.  $(1, 0)$
- d.  $(8, -16)$
- e.  $(8, -24)$

\_\_\_\_\_ 6. A moving conveyor is built to rise 5 meters for every 7 meters of horizontal change. Find the slope of the conveyor.

- a. 0
- b.  $\frac{5}{7}$
- c.  $\frac{7}{5}$
- d.  $-\frac{7}{5}$
- e.  $-\frac{5}{7}$

\_\_\_\_\_ 7. A moving conveyor is built to rise 1 meter for every 5 meters of horizontal change. Suppose the conveyor runs between two floors in a factory. Find the length of the conveyor if the vertical distance between floors is 10 meters. Round your answer to the nearest meter.

- a. 61 meters
- b. 39 meters
- c. 51 meters
- d. 50 meters
- e. 41 meters

\_\_\_\_\_ 8. Find the slope of the line  $x + 3y = 15$ .

- a.  $\frac{1}{3}$
- b.  $-\frac{1}{5}$
- c.  $\frac{1}{5}$
- d.  $-\frac{1}{15}$
- e.  $-\frac{1}{3}$

\_\_\_\_\_ 9. Find the y-intercept of the line  $x + 4y = 8$ .

- a. (0, 2)
- b. (0, 4)
- c. (0, 8)
- d. (4, 0)
- e. (2, 0)

\_\_\_\_\_ 10. Find an equation of the line that passes through the point (7, 2) and has the slope  $m$  that is undefined.

- a.  $y = 7$
- b.  $x = 7$
- c.  $y = 2$
- d.  $x = 2$
- e.  $y = 7x$

\_\_\_\_\_ 11. Find an equation of the line that passes through the point (-11, -9) and has the slope  $m = \frac{9}{2}$ .

- a.  $y = \frac{9}{2}x - \frac{81}{2}$
- b.  $y = \frac{9}{2}x + \frac{81}{2}$
- c.  $y = \frac{9}{2}x + 162$
- d.  $y = \frac{9}{2}x$
- e.  $y = -\frac{9}{2}x$

\_\_\_\_\_ 12. Find an equation of the line that passes through the points  $(18, -7)$  and  $(-18, 23)$ .

a.  $y = -\frac{5}{6}x - 8$

b.  $y = \frac{5}{6}x - 8$

c.  $y = \frac{5}{6}x + 8$

d.  $y = -\frac{5}{6}x + 8$

e.  $y = -\frac{5}{6}x$

\_\_\_\_\_ 13. Find an equation of the line that passes through the points  $\left(-\frac{8}{11}, -\frac{70}{11}\right)$  and

$\left(\frac{3}{2}, -\frac{21}{4}\right)$ .

a.  $y = \frac{1}{2}x$

b.  $y = \frac{1}{2}x + 6$

c.  $y = \frac{1}{2}x + 12$

d.  $y = \frac{1}{2}x - 12$

e.  $y = \frac{1}{2}x - 6$

\_\_\_\_\_ 14. Use the result, “the line with intercepts  $(a, 0)$  and  $(0, b)$  has the equation

$\frac{x}{a} + \frac{y}{b} = 1, a \neq 0, b \neq 0$ ”, to write an equation of the line with  $x$ -intercept:  $(8, 0)$  and  $y$ -

intercept:  $(0, 7)$ .

a.  $8x - 7y - 8 = 0$

b.  $7x - 8y + 7 = 0$

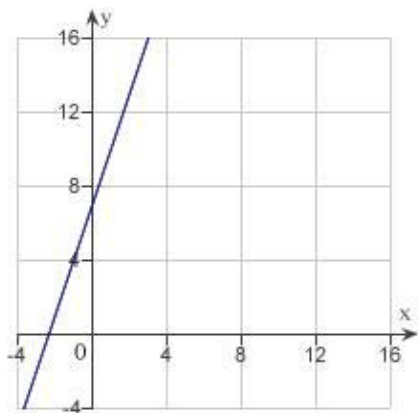
c.  $8x + 7y + 8 = 0$

d.  $7x + 8y + 56 = 0$

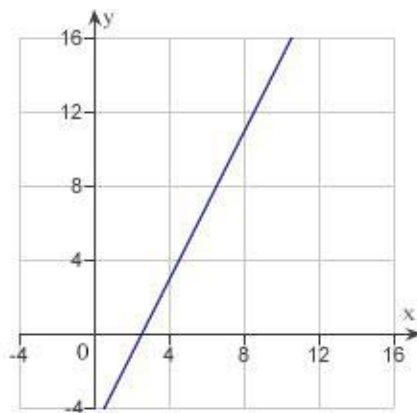
e.  $7x + 8y - 56 = 0$

15. Sketch a graph of the equation  $y - 8 = 2(x + 4)$ .

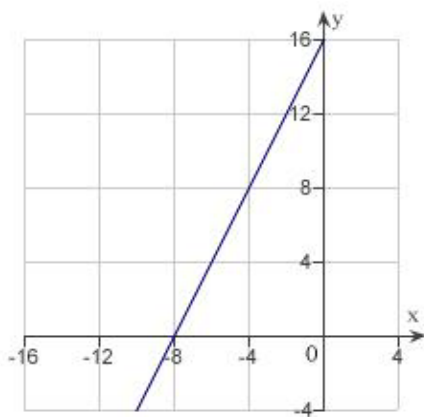
a.



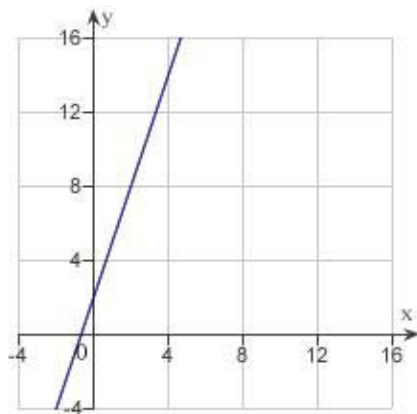
d.



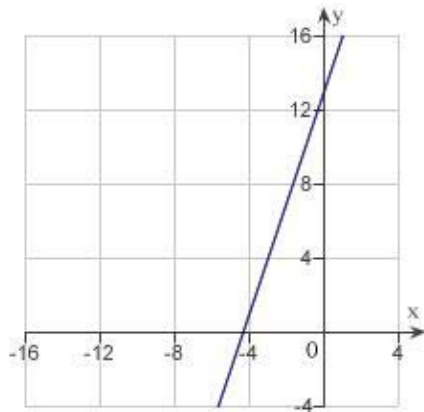
b.



e.



c.



\_\_\_\_\_ 16. Write an equation of the line that passes through the given point and is perpendicular to the given line.

Point	Line
$(-1, -7)$	$x = 6$

- a.  $y = 7$
- b.  $y = -7$
- c.  $y = -1$
- d.  $x = -1$
- e.  $x = 1$

\_\_\_\_\_ 17. Write an equation of the line that passes through the given point and is parallel to the given line.

Point	Line
$(3, -4)$	$-2x - 5y = 9$

- a.  $-2x - 5y = 14$
- b.  $-2x - 5y = 23$
- c.  $2x - 5y = 14$
- d.  $-2x + 5y = -26$
- e.  $2x - 5y = 23$

\_\_\_\_\_ 18. Write an equation of the line that passes through the point  $(-6, 4)$  and is perpendicular to the line  $x + y = 5$ .

- a.  $x - y + 10 = 0$
- b.  $x - y + 2 = 0$
- c.  $x + y - 2 = 0$
- d.  $x + y + 10 = 0$
- e.  $x + y - 5 = 0$

\_\_\_\_\_ 19. Write an equation of the line that passes through the point  $\left(\frac{5}{4}, \frac{5}{8}\right)$  and is parallel to the line  $7x - 3y = 0$ .

- a.  $56x - 24y - 55 = 0$
- b.  $56x + 12y - 55 = 0$
- c.  $56x - 8y + 55 = 0$
- d.  $56x + 6y + 55 = 0$
- e.  $56x + 4y - 55 = 0$

\_\_\_\_ 20. Suppose that the dollar value of a product in 2008 is \$174 and the rate at which the value of the product is expected to increase per year during the next 5 years is \$7.50. Write a linear equation that gives the dollar value  $V$  of the product in terms of the year  $t$ . (Let  $t = 0$  represent 2000.) Round the numerical values in your answer to one decimal place, where applicable.

- a.  $V = 7.5t - 159$
- b.  $V = -7.5t - 114$
- c.  $V = -7.5t + 174$
- d.  $V = 7.5t + 114$
- e.  $V = 7.5t - 144$

\_\_\_\_ 21. Find an equation of the line through the points of intersection of  $y = x^2$  and  $y = 6x - x^2$ .

- a.  $y = x - 6$
- b.  $y = 6x$
- c.  $y = -6x$
- d.  $y = 3x$
- e.  $y = x + 3$

\_\_\_\_ 22. A company reimburses its sales representatives \$175 per day for lodging and meals plus 45¢ per mile driven. Write a linear equation giving the daily cost  $C$  to the company in terms of  $x$ , the number of miles driven. Round the numerical values in your answer to two decimal places, where applicable.

- a.  $C = -1.75x + 45$
- b.  $C = 0.45x + 175$
- c.  $C = -0.45x - 175$
- d.  $C = 0.45x - 175$
- e.  $C = 1.75x - 45$

\_\_\_\_ 23. A company reimburses its sales representatives \$160 per day for lodging and meals plus 42¢ per mile driven. How much does it cost the company if a sales representative drives 135 miles on a given day? Round your answer to the nearest cent.

- a. 227.20
- b. 216.70
- c. 136.35
- d. 161.35
- e. 191.70

\_\_\_\_ 24. A real estate office handles an apartment complex with 50 units. When the rent is \$800 per month, all 50 units are occupied. However, when the rent is \$845, the average number of occupied units drops to 47. Assume that the relationship between the monthly rent  $p$  and the demand  $x$  is linear. Write a linear equation giving the demand  $x$  in terms of the rent  $p$ .

a.  $x = \frac{1}{15} (1595 - p)$

b.  $x = \frac{1}{15} (1505 + p)$

c.  $x = \frac{1}{45} (1550 + p)$

d.  $x = \frac{1}{15} (1550 - p)$

e.  $x = \frac{1}{45} (1595 - p)$

\_\_\_\_ 25. A real estate office handles an apartment complex with 50 units. When the rent is \$600 per month, all 50 units are occupied. However, when the rent is \$645, the average number of occupied units drops to 47. Assume that the relationship between the monthly rent  $p$  and the demand  $x$  is linear. Predict the number of units occupied if the rent is raised to \$660.

a. 43 units

b. 54 units

c. 57 units

d. 49 units

e. 46 units

\_\_\_\_ 26. Find the distance between the point  $(-4, 7)$  and line  $x - y - 2 = 0$  using the formula,

$$\text{Distance} = \frac{|Ax_1 + By_1 + C|}{\sqrt{A^2 + B^2}}$$

for the distance between the point  $(x_1, y_1)$  and the line

$$Ax + By + C = 0.$$

a.  $\frac{11\sqrt{2}}{2}$

b.  $\frac{4\sqrt{3}}{3}$

c.  $\frac{13\sqrt{2}}{2}$

d.  $\frac{9\sqrt{2}}{2}$

e.  $\frac{6\sqrt{3}}{3}$

## 1.2 Linear Models and Rates of Change

### Answer Section

- |     |         |                                                                                                        |      |   |      |      |      |             |             |
|-----|---------|--------------------------------------------------------------------------------------------------------|------|---|------|------|------|-------------|-------------|
| 1.  | ANS:    | B                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Estimate the slope of a line from its graph                                                            |      |   |      |      |      | MSC:        | Skill       |
| 2.  | ANS:    | D                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Sketch the line passing through a point with specified slope                                           |      |   |      |      |      | MSC:        | Skill       |
| 3.  | ANS:    | B                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Calculate the slope of a line passing through two points                                               |      |   |      |      |      | MSC:        | Skill       |
| 4.  | ANS:    | C                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Calculate the slope of a line passing through two points                                               |      |   |      |      |      | MSC:        | Skill       |
| 5.  | ANS:    | A                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Identify a point on a line with specified properties                                                   |      |   |      |      |      | MSC:        | Skill       |
| 6.  | ANS:    | B                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Calculate slopes in applications                                                                       |      |   |      |      |      | MSC:        | Application |
| 7.  | ANS:    | C                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Calculate slopes in applications                                                                       |      |   |      |      |      | MSC:        | Application |
| 8.  | ANS:    | E                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Manipulate a linear equation to determine its slope                                                    |      |   |      |      |      | MSC:        | Skill       |
| 9.  | ANS:    | A                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Manipulate a linear equation to determine its y-intercept                                              |      |   |      |      |      | MSC:        | Skill       |
| 10. | ANS:    | B                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given a point on the line and its slope                                    |      |   |      |      |      | MSC:        | Skill       |
| 11. | ANS:    | B                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given a point on the line and its slope                                    |      |   |      |      |      | MSC:        | Skill       |
| 12. | ANS:    | D                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given two points on the line                                               |      |   |      |      |      | MSC:        | Skill       |
| 13. | ANS:    | E                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given two points on the line                                               |      |   |      |      |      | MSC:        | Skill       |
| 14. | ANS:    | E                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given its x- and y-intercepts                                              |      |   |      |      |      | MSC:        | Skill       |
| 15. | ANS:    | B                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Sketch the graph of a linear equation                                                                  |      |   |      |      |      | MSC:        | Skill       |
| 16. | ANS:    | C                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given a point on the line and a line to which it is parallel/perpendicular |      |   |      |      |      | MSC:        | Skill       |
| 17. | ANS:    | A                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given a point on the line and a line to which it is parallel/perpendicular |      |   |      |      |      | MSC:        | Skill       |
| 18. | ANS:    | A                                                                                                      | PTS: | 1 | DIF: | Med  | REF: | Section     |             |
|     | 1.2OBJ: | Write an equation of a line given a point on the line and a line to which it is perpendicular          |      |   |      |      |      | MSC:        | Skill       |
| 19. | ANS:    | A                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Write an equation of a line given a point on the line and a line to which it is parallel               |      |   |      |      |      | MSC:        | Skill       |
| 20. | ANS:    | D                                                                                                      | PTS: | 1 | DIF: | Easy | REF: | Section 1.2 |             |
|     | OBJ:    | Write linear equations in applications                                                                 |      |   |      |      |      | MSC:        | Application |



21. ANS: D                   PTS: 1                   DIF: Med                   REF: Section 1.2  
OBJ: Write an equation of a line through the points of intersection of quadratic equations  
MSC: Skill
22. ANS: B                   PTS: 1                   DIF: Easy                   REF: Section 1.2  
OBJ: Write linear equations in applications  
MSC: Application
23. ANS: B                   PTS: 1                   DIF: Easy                   REF: Section 1.2  
OBJ: Evaluate linear equations in applications  
MSC: Application
24. ANS: D                   PTS: 1                   DIF: Med                   REF: Section 1.2  
OBJ: Write linear equations in applications  
MSC: Application
25. ANS: E                   PTS: 1                   DIF: Easy                   REF: Section 1.2  
OBJ: Evaluate linear equations in applications  
MSC: Application
26. ANS: C                   PTS: 1                   DIF: Med                   REF: Section 1.2  
OBJ: Calculate the distance between a point and a line  
MSC: Skill

### 1.3 Functions and Their Graphs

#### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_\_\_ 1. Evaluate (if possible) the function  $f(x) = -6x - 5$  at  $x = -2$ . Simplify the result.

- a.  $-7$
- b.  $17$
- c.  $3$
- d.  $7$
- e. undefined

\_\_\_\_\_ 2. Evaluate (if possible) the function  $f(x) = \sqrt{x-5}$  at  $x = 9$ . Simplify the result.

- a.  $3$
- b.  $2$
- c.  $-2$
- d.  $4$
- e. undefined

\_\_\_\_\_ 3. Evaluate (if possible) the function  $g(x) = x^2(x+2)$  at  $x = t-6$ . Simplify the result.

- a.  $t^3 - 4t^2 + 12t - 144$
- b.  $t^3 - 4t^2 + 84t - 144$
- c.  $t^3 - 16t^2 + 84t - 144$
- d.  $t^3 - 16t^2 + 12t - 144$
- e. none of the above

\_\_\_\_\_ 4. Let  $f(x) = 14x + 8$ . Then simplify the expression  $\frac{f(x) - f(9)}{x - 9}$ .

- a.  $15$
- b.  $14$
- c.  $19$
- d.  $11$
- e. undefined

\_\_\_\_ 5. Let  $g(x) = \frac{1}{\sqrt{x+15}}$ . Evaluate the expression  $\frac{g(x) - g(-11)}{x+11}$  and then simplify the result.

$$g(x) = \frac{1}{\sqrt{x+15}}, \frac{g(x) - g(-11)}{x+11}$$

a.  $\frac{2\sqrt{x+15} - x - 15}{2(x+11)(x+15)}$

b.  $\frac{2\sqrt{x+15} + x - 15}{2(x-11)(x+15)}$

c.  $\frac{2\sqrt{x+15} + x - 15}{2(x+11)(x+15)}$

d.  $\frac{2\sqrt{x+15} - x - 15}{2(x-11)(x+15)}$

e. undefined

\_\_\_\_ 6. Find the domain and range of the function  $f(x) = x^2 - 6$ .

a. domain:  $[-6, \infty)$   
range:  $[-6, \infty)$

b. domain:  $[-6, \infty)$   
range:  $(-6, \infty)$

c. domain:  $(-\infty, \infty)$   
range:  $(-6, \infty)$

d. domain:  $(-\infty, \infty)$   
range:  $[6, \infty)$

e. domain:  $(-\infty, \infty)$   
range:  $[-6, \infty)$

\_\_\_\_ 7. Find the domain and range of the function  $g(t) = \sqrt{t-10}$ .

a. domain:  $[10, \infty)$   
range:  $(0, \infty)$

b. domain:  $(10, \infty)$   
range:  $[0, \infty)$

c. domain:  $[10, \infty)$   
range:  $(-\infty, \infty)$

d. domain:  $[0, \infty)$   
range:  $[10, \infty)$

e. none of the above

\_\_\_\_\_ 8. Find the domain and range of the function  $h(x) = \frac{11}{x+6}$ .

- a. domain:  $(-\infty, -6) \cup (-6, \infty)$   
range:  $(-\infty, \infty)$
- b. domain:  $(-\infty, -6) \cup (-6, \infty)$   
range:  $(-\infty, 0) \cup (0, \infty)$
- c. domain:  $(-\infty, -6] \cup [-6, \infty)$   
range:  $(-\infty, 0) \cup (0, \infty)$
- d. domain:  $(-\infty, -6)$   
range:  $(0, \infty)$
- e. domain:  $(-6, \infty)$   
range:  $(0, \infty)$

\_\_\_\_\_ 9. Evaluate the function  $f(x) = \begin{cases} 2x+1, & x < 0 \\ 2x+2, & x \geq 0 \end{cases}$  at  $f(5)$ .

- a.  $f(5) = 6$
- b.  $f(5) = 5$
- c.  $f(5) = 13$
- d.  $f(5) = 11$
- e.  $f(5) = 12$

\_\_\_\_\_ 10. Determine the domain and range of the function  $f(x) = \begin{cases} 3x+2, & x < 0 \\ 3x+6, & x \geq 0 \end{cases}$ .

- a. domain:  $(-\infty, 2)$   
range:  $(-\infty, 2) \cap [6, \infty)$
- b. domain:  $(-\infty, \infty)$   
range:  $(-\infty, 2) \cup [6, \infty)$
- c. domain:  $(-\infty, \infty)$   
range:  $(-\infty, 2) \cup (\infty, 6]$
- d. domain:  $(-\infty, \infty)$   
range:  $(\infty, 2) \cup (6, -\infty)$
- e. domain:  $(-\infty, 3)$   
range:  $(-\infty, 2) \cap [6, \infty)$

\_\_\_\_\_ 11. Determine whether  $y$  is a function of  $x$ .

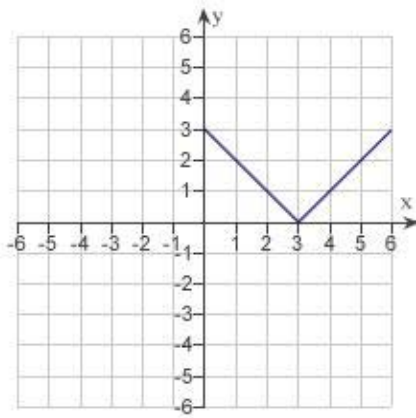
$$y - 5x^2 = 6$$

- a. no
- b. yes

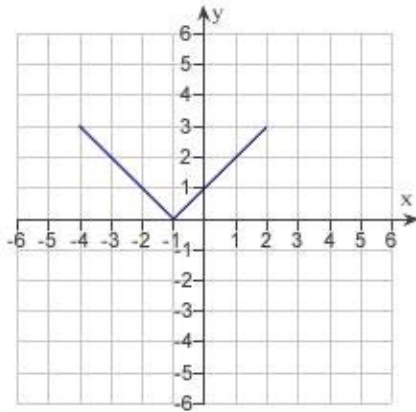
\_\_\_\_\_ 12. Determine whether  $y$  is a function of  $x$ .  
 $xy - x^2 = 3y + x$

- a. no
- b. Yes

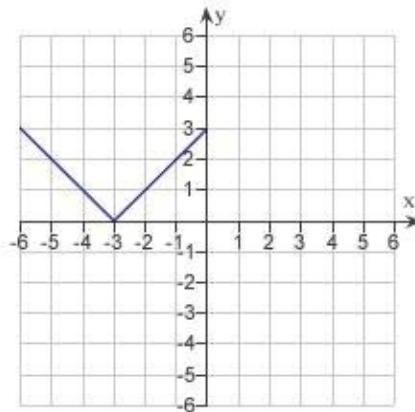
\_\_\_\_\_ 13. Use the graph of  $y = f(x)$  given below to find the graph of the function  $y = f(x + 5)$ .



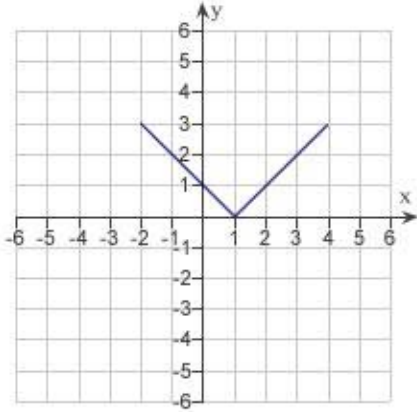
a.



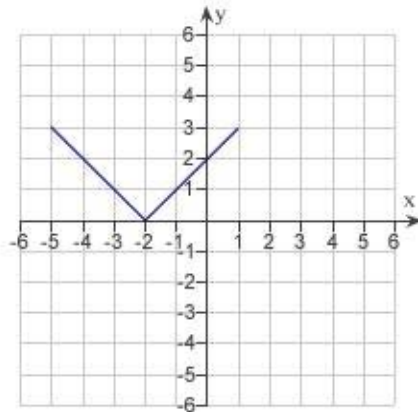
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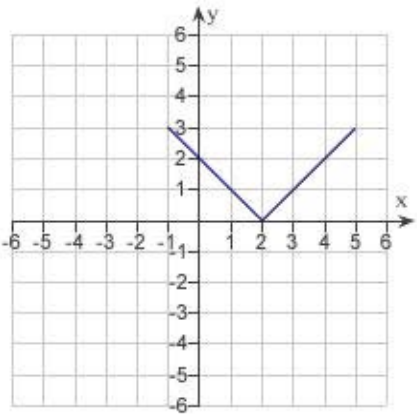
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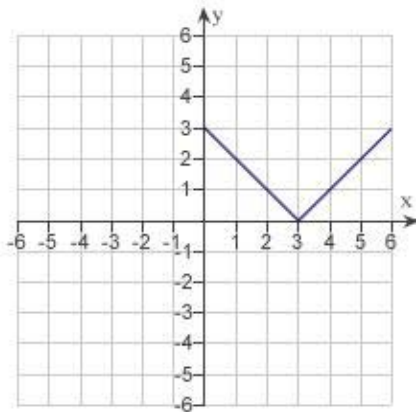
e.



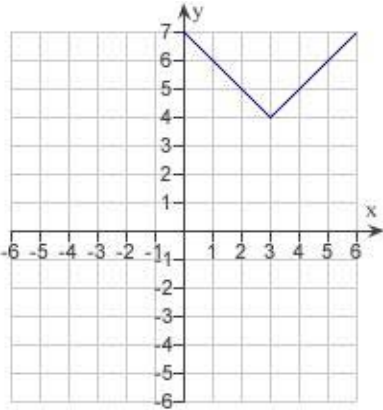
c.



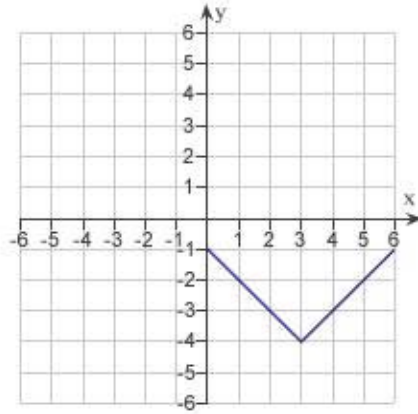
14. Use the graph of  $y = f(x)$  given below to find the graph of the function  $y = f(x) + 4$ .



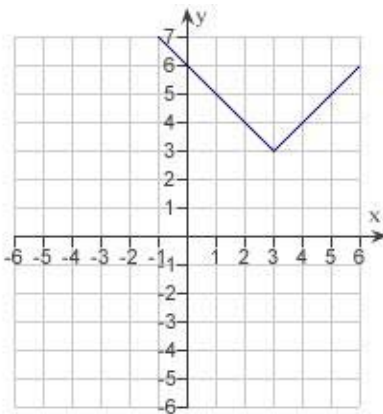
a.



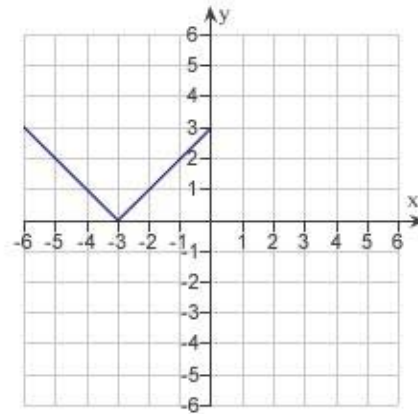
d.



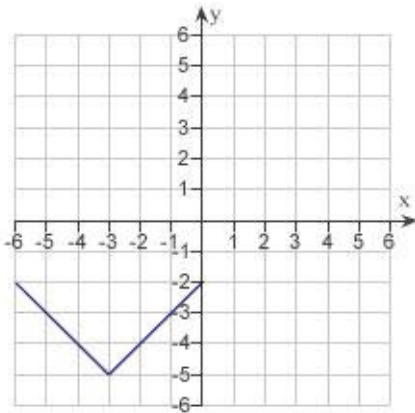
b.



e.



c.



\_\_\_\_ 15. Specify a sequence of transformations for the function  $h(x) = \sin\left(x + \frac{\pi}{3}\right) + 7$  that will yield the graph of  $h$  from the graph of the function  $f(x) = \sin x$ .

- The function  $h(x) = \sin\left(x + \frac{\pi}{3}\right) + 7$  is a horizontal shift  $\frac{\pi}{3}$  units to the right, followed by a vertical shift 7 units downwards.
- The function  $h(x) = \sin\left(x + \frac{\pi}{3}\right) + 7$  is a horizontal shift  $\frac{\pi}{3}$  units to the left, followed by a vertical shift 7 units upwards.
- The function  $h(x) = \sin\left(x + \frac{\pi}{3}\right) + 7$  is a horizontal shift  $\frac{\pi}{3}$  units to the left, followed by a horizontal shift 7 units to the right.
- The function  $h(x) = \sin\left(x + \frac{\pi}{3}\right) + 7$  is a vertical shift  $\frac{\pi}{3}$  units downwards, followed by a horizontal shift 7 units to the right.
- The function  $h(x) = \sin\left(x + \frac{\pi}{3}\right) + 7$  is a vertical shift  $\frac{\pi}{3}$  units upwards, followed by a horizontal shift 7 units to the left.

\_\_\_\_ 16. Given  $f(x) = \cos x$  and  $g(x) = \frac{\pi}{2}x$ , evaluate  $f(g(2))$ .

- 0
- $\frac{1}{2}$
- $\frac{\pi}{2} \sin(2)$
- 1
- $\frac{\pi}{2} \cos(2)$

\_\_\_\_ 17. Determine whether the function is even, odd, or neither.

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

- odd
- even
- neither



\_\_\_\_\_ 18. Determine whether the function is even, odd, or neither.

$$f(x) = x \sin 2x$$

- a. even
- b. odd
- c. neither

\_\_\_\_\_ 19. Find the coordinates of a second point on the graph of a function  $f$  if the given point

$\left(-\frac{6}{5}, 8\right)$  is on the graph and the function is even.

- a.  $\left(8, -\frac{6}{5}\right)$
- b.  $\left(-8, -\frac{6}{5}\right)$
- c.  $\left(-\frac{6}{5}, -8\right)$
- d.  $\left(\frac{6}{5}, -8\right)$
- e.  $\left(\frac{6}{5}, 8\right)$

\_\_\_\_\_ 20. Find the coordinates of a second point on the graph of a function  $f$  if the given point

$\left(-\frac{9}{8}, 5\right)$  is on the graph and the function is odd.

- a.  $\left(-5, -\frac{9}{8}\right)$
- b.  $\left(\frac{9}{8}, -5\right)$
- c.  $\left(-5, \frac{9}{8}\right)$
- d.  $\left(-\frac{9}{8}, -5\right)$
- e.  $\left(\frac{9}{8}, 5\right)$

\_\_\_\_\_ 21. The horsepower  $H$  required to overcome wind drag on a certain automobile is approximated by  $H(x) = 0.002x^2 + 0.005x - 0.027$ ,  $10 \leq x \leq 100$  where  $x$  is the speed of the car in miles per hour. Find  $H\left(\frac{x}{1.1}\right)$ . Round the numerical values in your answer to five decimal places.

a.  $H\left(\frac{x}{1.1}\right) = 0.00150x^2 + 0.00455x - 0.02700$

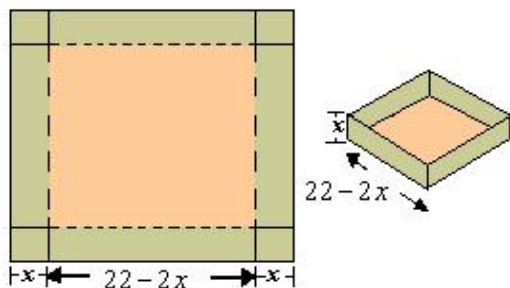
b.  $H\left(\frac{x}{1.1}\right) = 0.00150x^2 + 0.00165x - 0.00455$

c.  $H\left(\frac{x}{1.1}\right) = 0.00165x^2 + 0.00150x - 0.02700$

d.  $H\left(\frac{x}{1.1}\right) = 0.00165x^2 + 0.00455x - 0.02700$

e.  $H\left(\frac{x}{1.1}\right) = 0.00455x^2 + 0.00165x - 0.02700$

\_\_\_\_\_ 22. An open box of maximum volume is to be made from a square piece of material 22 centimeters on a side by cutting equal squares from the corners and turning up the sides (see figure). Write the volume  $V$  as a function of  $x$ , the length of the corner squares.



a.  $V = x(22 - 2x)^2$

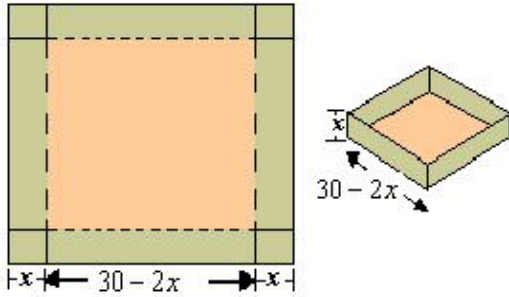
b.  $V = x + (22 - x)^2$

c.  $V = x^2 + (22 - 2x)$

d.  $V = x^2(22 - 2x)$

e.  $V = x(22 - 2x)$

\_\_\_\_ 23. An open box of maximum volume is to be made from a square piece of material 30 centimeters on a side by cutting equal squares from the corners and turning up the sides(see figure). What is the domain of the function  $V = x(30 - 2x)^2$ .



- a. domain:  $0 < x < \infty$
- b. domain: 30
- c. domain:  $0 < x < 15$
- d. domain:  $0 < x < 30$
- e. domain: 15

### 1.3 Functions and Their Graphs

#### Answer Section

1.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Evaluate a function and simplify						MSC:	Skill
2.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Evaluate a function and simplify						MSC:	Skill
3.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Evaluate a function and simplify						MSC:	Skill
4.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.3	
	OBJ:	Simplify a difference quotient						MSC:	Skill
5.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.3	
	OBJ:	Simplify a difference quotient						MSC:	Skill
6.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify the domain and range of a function						MSC:	Skill
7.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify the domain and range of a function						MSC:	Skill
8.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify the domain and range of a function						MSC:	Skill
9.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Evaluate a piecewise function						MSC:	Skill
10.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify the domain and range of a function						MSC:	Skill
11.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify equations that are functions						MSC:	Skill
12.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify equations that are functions						MSC:	Skill
13.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Graph transformations of functions						MSC:	Skill
14.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.3	
	OBJ:	Graph transformations of functions						MSC:	Skill
15.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.3	
	OBJ:	Describe a transformation of an equation						MSC:	Skill
16.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Evaluate composite functions						MSC:	Skill
17.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify the type of symmetry of the graph of a function						MSC:	Skill
18.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify the type of symmetry of the graph of a function						MSC:	Skill
19.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify points on a graph using symmetry						MSC:	Skill
20.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.3	
	OBJ:	Identify points on a graph using symmetry						MSC:	Skill
21.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 1.3	
	OBJ:	Apply composite functions						MSC:	Application
22.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.3	
	OBJ:	Create functions in applications						MSC:	Application

23. ANS: C                    PTS: 1                    DIF: Med  
OBJ: Identify domains in applications

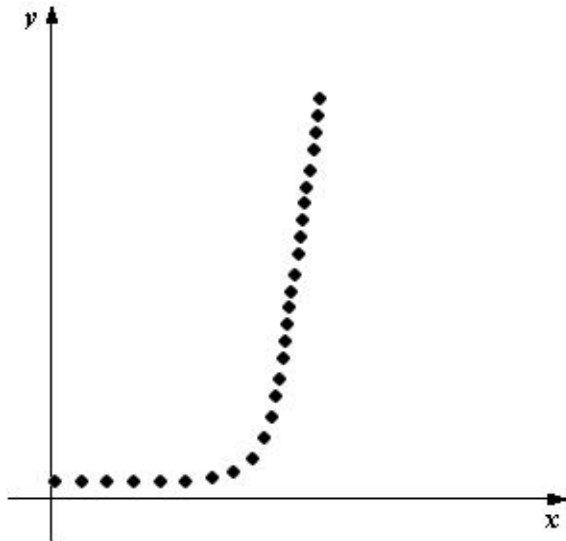
REF: Section 1.3  
MSC: Application

### 1.4 Fitting Models to Data

#### Multiple Choice

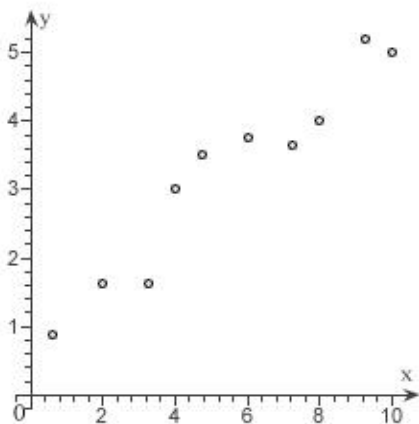
Identify the choice that best completes the statement or answers the question.

- \_\_\_\_\_ 1. Determine which type of function would be most appropriate to fit the given data.



- a. exponential
- b. linear
- c. quadratic
- d. no relationship
- e. trigonometric

- \_\_\_\_\_ 2. Which function below would be most appropriate model for the given data?



- no apparent relationship between  $x$  and  $y$
- trigonometric
- quadratic
- linear

\_\_\_\_\_ 3. The following ordered pairs represent temperatures in degrees Fahrenheit taken each hour from 1:00 pm until 5:00 pm. Let  $T$  be temperature, and let  $t$  be time, where  $t = 1$  corresponds to 1:00 pm,  $t = 2$  corresponds to 2:00 pm, and so on. Plot the data. Visually find a linear model for the data and find its equation. From the visual linear model that you created, determine which of the models that follow appears to best approximate the data.

(1:00 pm ,  $67.4^\circ$ ), (2:00 pm ,  $71.6^\circ$ ), (3:00 pm ,  $73.4^\circ$ ), (4:00 pm ,  $77.6^\circ$ ), (5:00 pm ,  $79.4^\circ$ )

- $T = 2t + 60$
- $T = -2t + 70$
- $T = -4t + 60$
- $T = 4t + 70$
- $T = 3t + 65$

\_\_\_\_\_ 4. Each ordered pair gives the exposure index  $x$  of a carcinogenic substance and the cancer mortality  $y$  per 100,000 people in the population. Use the model  $y = 9.2x + 108.4$  to approximate  $y$  if  $x = 7$ . Round your answer to one decimal place.

(3.50, 150.1), (3.58, 133.1), (4.42, 132.9), (2.26, 116.7), (2.36, 140.7), (4.85, 165.5),  
(12.65, 210.7), (7.42, 181.0), (9.35, 213.4)

- 168.2
- 163.6
- 182.0
- 172.8
- 177.4

\_\_\_\_\_ 5. Hooke's Law states that the force  $F$  required to compress or stretch a spring (within its elastic limits) is proportional to the distance  $d$  that the spring is compressed or stretched from its original length. That is,  $F = kd$  where  $k$  is a measure of the stiffness of the spring and is called the spring constant. The table shows the elongation  $d$  in centimeters of a spring when a force of  $F$  newtons is applied. Use the regression capabilities of a graphing utility to find a linear model for the data. Round the numerical values in your answer to three decimal places.

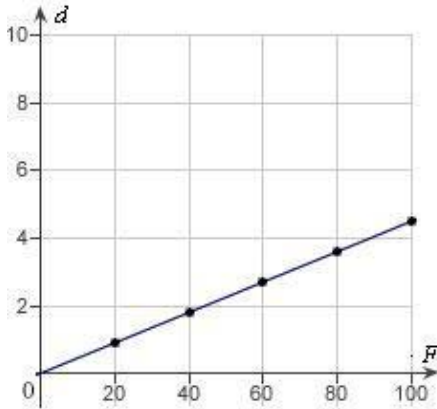
$F$	20	40	60	80	100
$d$	1.9	3.8	5.7	7.6	9.5

- $d = 0.675F$
- $d = 0.118F$
- $d = 0.112F$
- $d = 0.095F$
- $d = 0.905F$

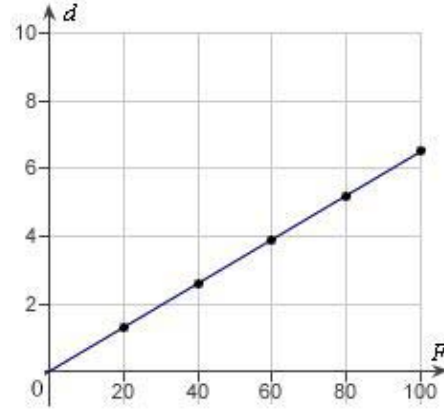
6. Hooke's Law states that the force  $F$  required to compress or stretch a spring (within its elastic limits) is proportional to the distance  $d$  that the spring is compressed or stretched from its original length. That is,  $F = kd$  where  $k$  is a measure of the stiffness of the spring and is called the spring constant. The table shows the elongation  $d$  in centimeters of a spring when a force of  $F$  newtons is applied. Use a graphing utility to plot the data and graph the linear model.

$F$	20	40	60	80	100
$d$	1.3	2.6	3.9	5.2	6.5

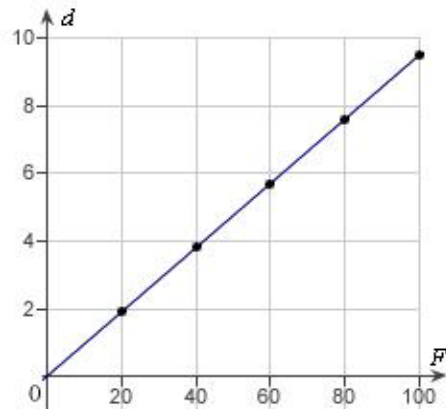
a.



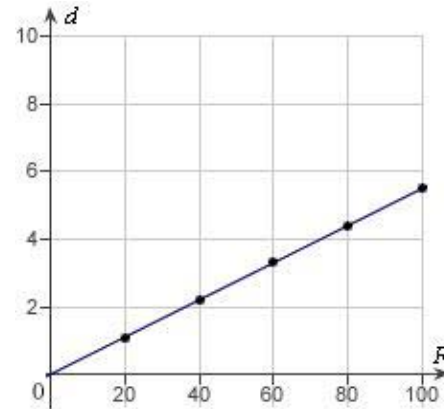
d.



b.

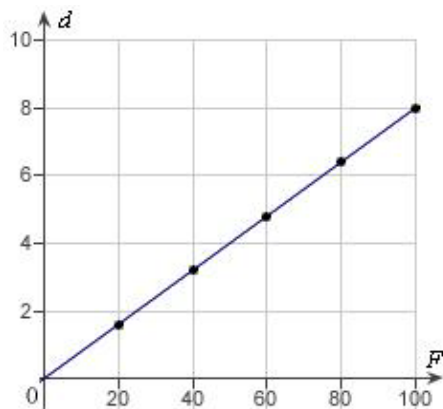


e.





c.



7. Hooke's Law states that the force  $F$  required to compress or stretch a spring (within its elastic limits) is proportional to the distance  $d$  that the spring is compressed or stretched from its original length. That is,  $F = kd$  where  $k$  is a measure of the stiffness of the spring and is called the spring constant. The table shows the elongation  $d$  in centimeters of a spring when a force of  $F$  newtons is applied. Use the model  $d = 0.085F$  to estimate the elongation of the spring when a force of 55 newtons is applied. Round your answer to two decimal places.

$F$	20	40	60	80	100
$d$	1.7	3.4	5.1	6.8	8.5

- 8.08 cm
- 6.38 cm
- 4.68 cm
- 2.98 cm
- 9.78 cm

8. In an experiment, students measured the speed  $s$  (in meters per second) of a falling object  $t$  seconds after it was released. The results are shown in the table below. Use the regression capabilities of a graphing utility to find a linear model for the data. Round all numerical values in your answer to one decimal place.

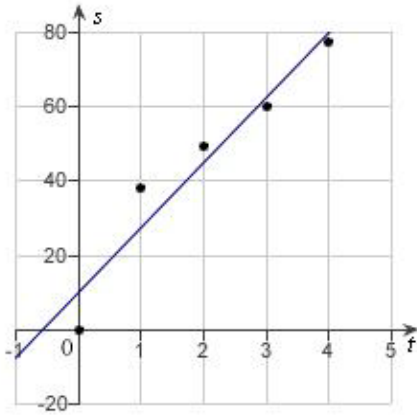
$t$	0	1	2	3	4
$s$	0	13.0	21.4	31.2	41.4

- $s = 10.1t + 1.2$
- $s = 3.0t - 1.2$
- $s = 1.2t + 10.1$
- $s = 10.1t + 3.0$
- $s = 1.2t - 3.0$

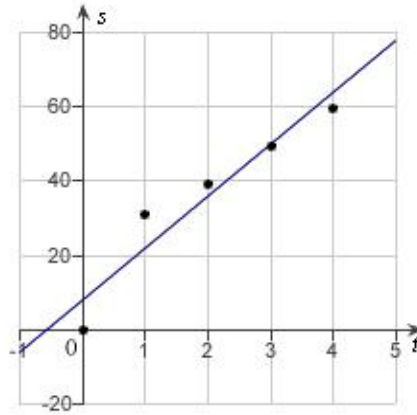
9. In an experiment, students measured the speed  $s$  (in meters per second) of a falling object  $t$  seconds after it was released. The results are shown in the table below. Use the regression capabilities of a graphing utility to find a linear model for the data. Round all numerical values in your answer to one decimal place.

$t$	0	1	2	3	4
$s$	0	40	48.4	58.2	68.4

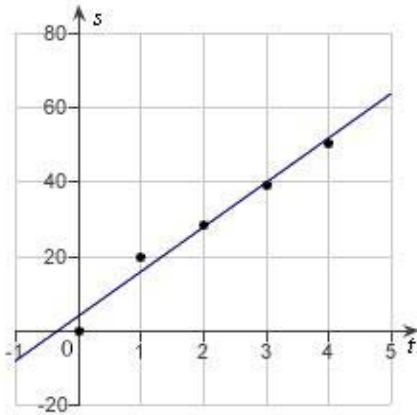
a.



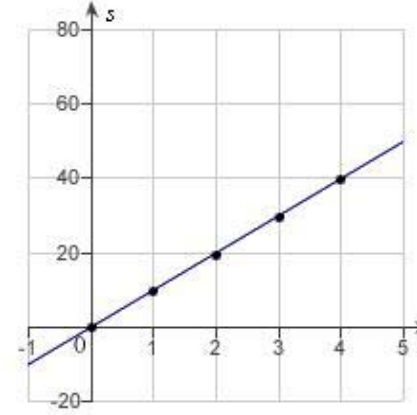
d.



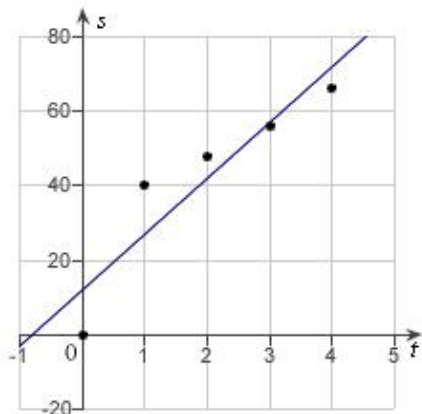
b.



e.



c.



\_\_\_\_ 10. In an experiment, students measured the speed  $s$  (in meters per second) of a falling object  $t$  seconds after it was released. The results are shown in the table below. Use the model  $s = 11.9t + 4.8$  to estimate the speed of the object after 1.5 seconds. Round your answer to two decimal places.

$t$	0	1	2	3	4
$s$	0	22.0	30.4	40.2	50.4

- 21.05 meters/second
- 20.95 meters/second
- 24.25 meters/second
- 23.55 meters/second
- 22.65 meters/second

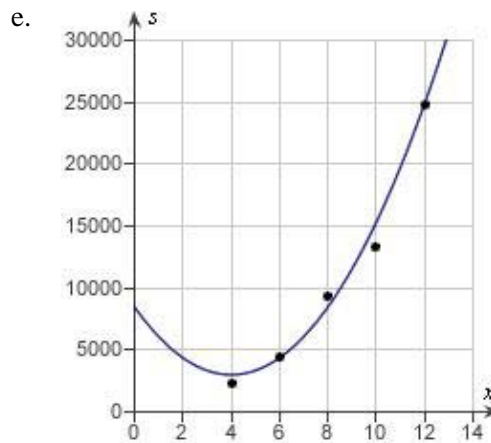
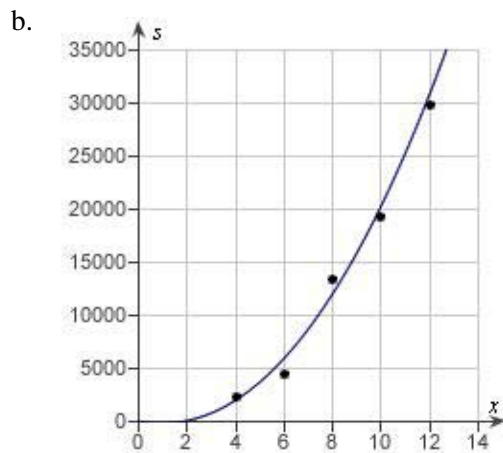
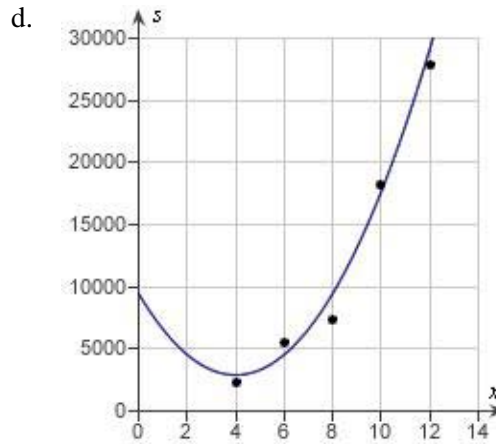
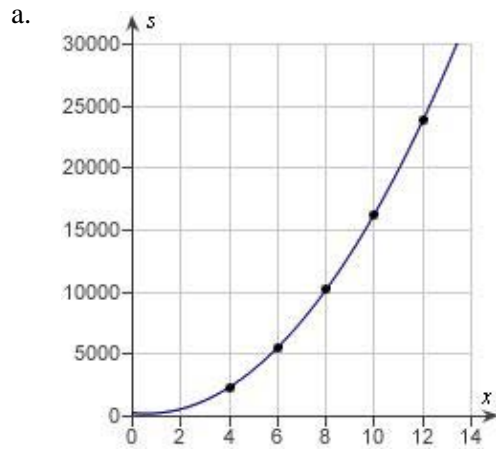
\_\_\_\_ 11. Students in a lab measured the breaking strength  $S$  (in pounds) of wood 2 inches thick,  $x$  inches high, and 12 inches long. The results are shown in the table below. Use the regression capabilities of a graphing utility to fit a quadratic model to the data. Round the numerical values in your answer to two decimal places, where applicable.

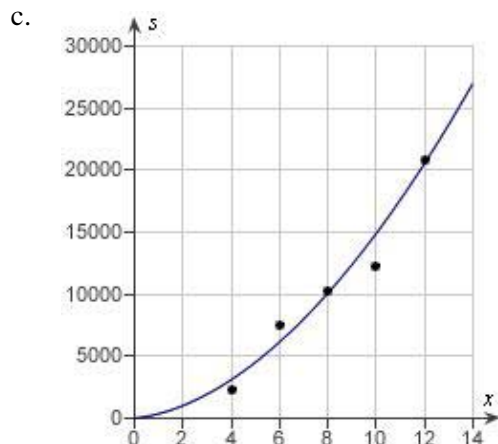
$x$	4	6	8	10	12
$S$	2422	5512	10,362	16,302	23,912

- $S = 170.89x^2 - 209.79x + 324$
- $S = 180.89x^2 - 205.79x + 324$
- $S = 190.89x^2 + 201.79x + 331$
- $S = 170.89x^2 - 209.79x + 327$
- $S = 180.89x^2 + 203.79x - 331$

12. Students in a lab measured the breaking strength  $S$  (in pounds) of wood 2 inches thick,  $x$  inches high, and 12 inches long. The results are shown in the table below. Use a graphing utility to plot the data and graph the quadratic model.

$x$	4	6	8	10	12
$S$	2370	4460	13,310	19,250	29,860





\_\_\_\_ 13. Students in a lab measured the breaking strength  $S$  (in pounds) of wood 2 inches thick,  $x$  inches high, and 12 inches long. The results are shown in the table below. Use the model  $S = 180.89x^2 - 205.79x + 284$  to approximate the breaking strength when  $x = 2$ . Round your answer to two decimal places.

$x$	4	6	8	10	12
$S$	2382	5472	10,322	16,262	23,872

- 595.98 pounds
- 390.19 pounds
- 957.76 pounds
- 801.77 pounds
- 751.97 pounds

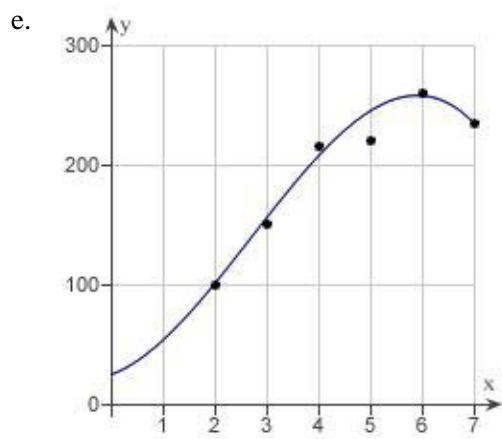
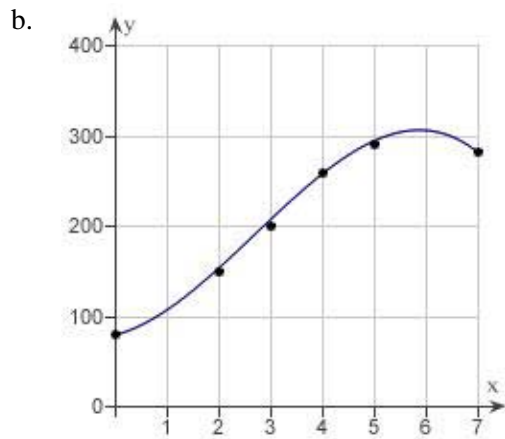
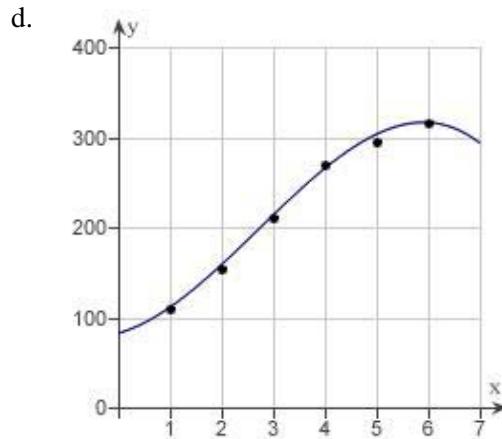
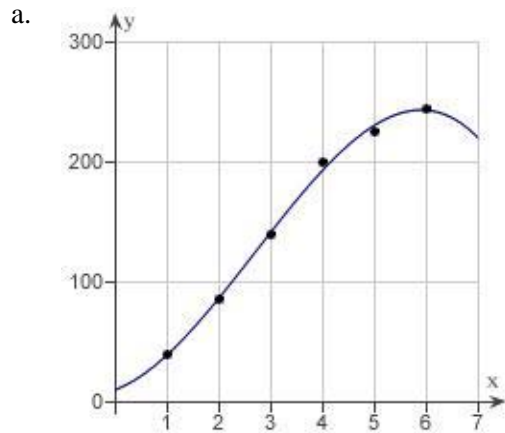
\_\_\_\_ 14. A V8 car engine is coupled to a dynamometer and the horsepower  $y$  is measured at different engine speeds  $x$  (in thousands of revolutions per minute). The results are shown in the table below. Use the regression capabilities of a graphing utility to find a cubic model for the data. Round the numerical values in your answer to three decimal places, where applicable.

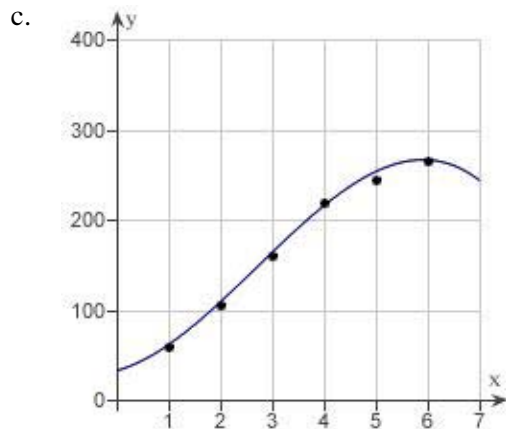
$x$	1	2	3	4	5	6
$y$	64	109	164	224	249	269

- $y = -1.608x^3 - 14.583x^2 + 13.389x - 37$
- $y = -1.706x^3 - 14.583x^2 - 16.389x + 34$
- $y = 1.806x^3 + 11.583x^2 + 16.389x - 41$
- $y = -1.806x^3 + 14.583x^2 + 16.389x + 34$
- $y = 1.608x^3 + 11.583x^2 - 19.389x + 41$

15. A V8 car engine is coupled to a dynamometer and the horsepower  $y$  is measured at different engine speeds  $x$  (in thousands of revolutions per minute). The results are shown in the table below. Use a graphing utility to plot the data and graph the cubic model.

$x$	1	2	3	4	5	6
$y$	110	155	210	270	295	315





16. A V8 car engine is coupled to a dynamometer and the horsepower  $y$  is measured at different engine speeds  $x$  (in thousands of revolutions per minute). The results are shown in the table below. Use the model  $y = -1.806x^3 + 14.58x^2 + 16.4x + 30$  to approximate the horsepower when the engine is running at 5500 revolutions per minute. Round your answer to two decimal places.

$x$	1	2	3	4	5	6
$y$	60	105	160	220	245	265

- 260.77 hp
- 262.73 hp
- 262.36 hp
- 261.38 hp
- 261.91 hp

**1.4 Fitting Models to Data****Answer Section**

- |     |      |                                                                                          |      |   |      |      |      |             |             |
|-----|------|------------------------------------------------------------------------------------------|------|---|------|------|------|-------------|-------------|
| 1.  | ANS: | A                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Identify the most appropriate function for a scatter plot                                |      |   |      |      |      | MSC:        | Skill       |
| 2.  | ANS: | D                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Identify the most appropriate function for a scatter plot                                |      |   |      |      |      | MSC:        | Skill       |
| 3.  | ANS: | E                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Identify the best linear model for given data                                            |      |   |      |      |      | MSC:        | Application |
| 4.  | ANS: | D                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Evaluate linear models in applications                                                   |      |   |      |      |      | MSC:        | Application |
| 5.  | ANS: | D                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Write a linear model for data using the regression capabilities of a graphing utility    |      |   |      |      |      | MSC:        | Application |
| 6.  | ANS: | D                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Plot data points and the graph of a linear model                                         |      |   |      |      |      | MSC:        | Application |
| 7.  | ANS: | C                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Evaluate linear models in applications                                                   |      |   |      |      |      | MSC:        | Application |
| 8.  | ANS: | A                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Write a linear model for data using the regression capabilities of a graphing utility    |      |   |      |      |      | MSC:        | Application |
| 9.  | ANS: | C                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Plot data points and the graph of a linear model                                         |      |   |      |      |      | MSC:        | Application |
| 10. | ANS: | E                                                                                        | PTS: | 1 | DIF: | Easy | REF: | Section 1.4 |             |
|     | OBJ: | Evaluate linear models in applications                                                   |      |   |      |      |      | MSC:        | Application |
| 11. | ANS: | B                                                                                        | PTS: | 1 | DIF: | Med  | REF: | Section 1.4 |             |
|     | OBJ: | Write a quadratic model for data using the regression capabilities of a graphing utility |      |   |      |      |      | MSC:        | Application |
| 12. | ANS: | B                                                                                        | PTS: | 1 | DIF: | Med  | REF: | Section 1.4 |             |
|     | OBJ: | Plot data points and the graph of a quadratic model                                      |      |   |      |      |      | MSC:        | Application |
| 13. | ANS: | A                                                                                        | PTS: | 1 | DIF: | Med  | REF: | Section 1.4 |             |
|     | OBJ: | Evaluate quadratic models in applications                                                |      |   |      |      |      | MSC:        | Application |
| 14. | ANS: | D                                                                                        | PTS: | 1 | DIF: | Med  | REF: | Section 1.4 |             |
|     | OBJ: | Evaluate cubic models in applications                                                    |      |   |      |      |      | MSC:        | Application |
| 15. | ANS: | D                                                                                        | PTS: | 1 | DIF: | Med  | REF: | Section 1.4 |             |
|     | OBJ: | Plot data points and the graph of a cubic model                                          |      |   |      |      |      | MSC:        | Application |
| 16. | ANS: | A                                                                                        | PTS: | 1 | DIF: | Med  | REF: | Section 1.4 |             |
|     | OBJ: | Write a cubic model for data using the regression capabilities of a graphing utility     |      |   |      |      |      | MSC:        | Application |

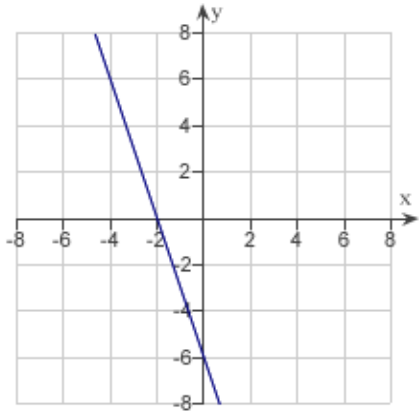


### 1.5 Inverse Functions

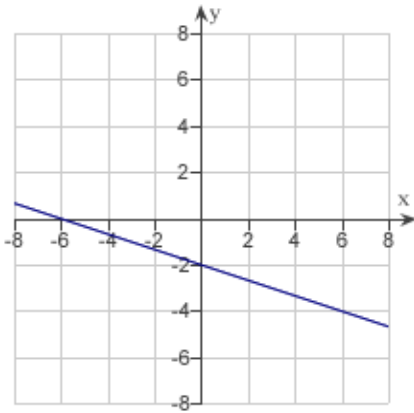
#### Multiple Choice

Identify the choice that best completes the statement or answers the question.

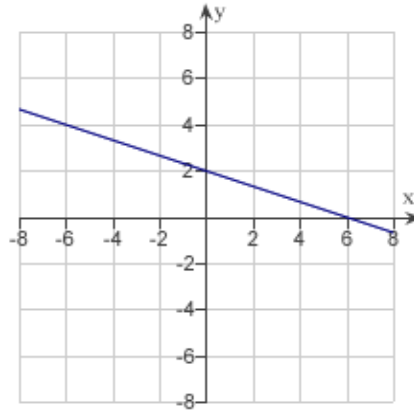
- \_\_\_\_ 1. Match the graph of the function given below with the graph of its inverse function.



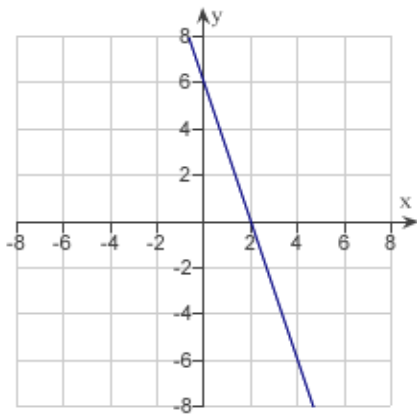
a.



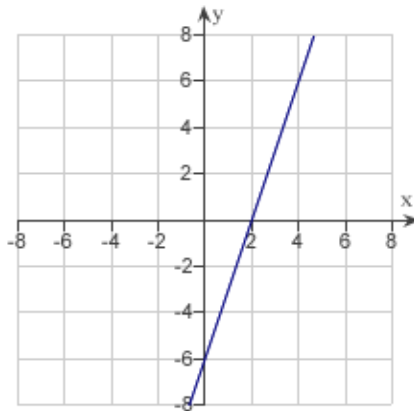
d.



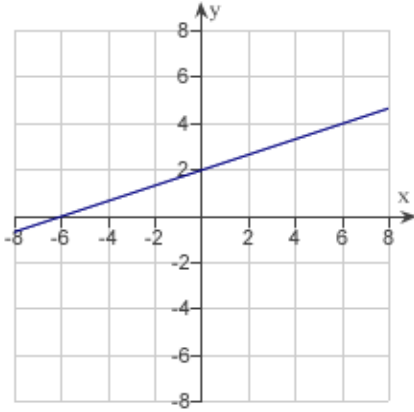
b.



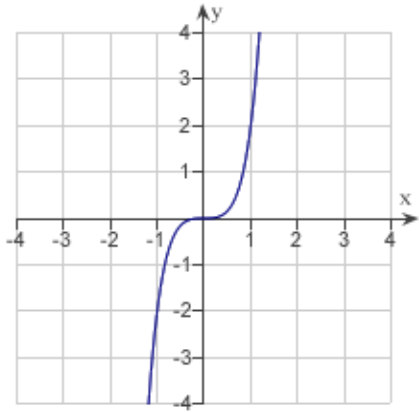
e.



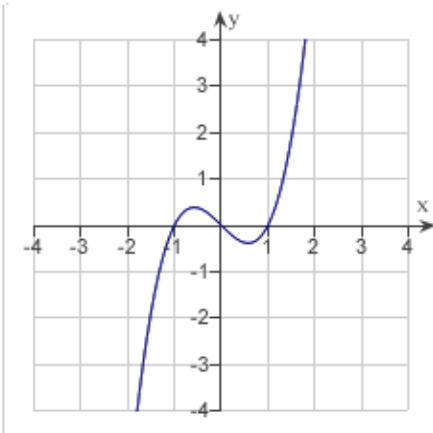
c.



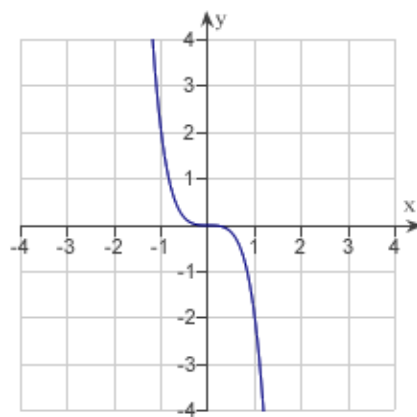
2. Match the graph of the function given below with the graph of its inverse function.



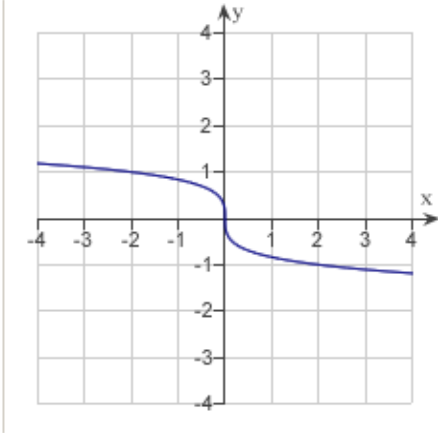
a.



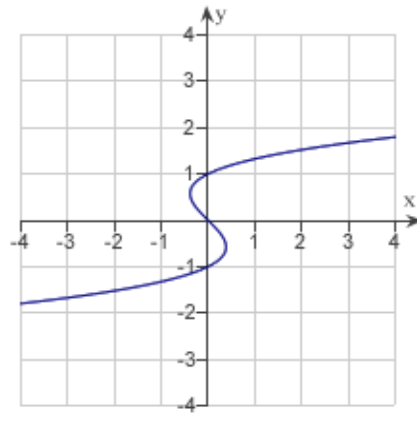
d.



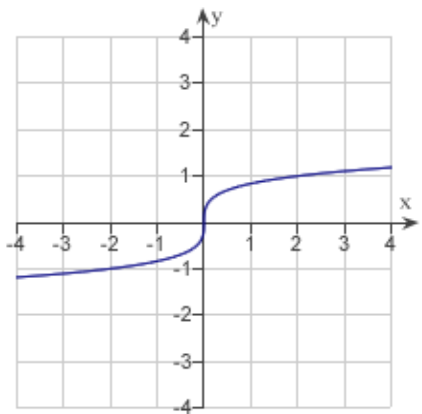
b.



e.



c.



\_\_\_ 3. Use the Horizontal Line Test to determine whether the following statement is true or false.

The function  $f(x) = \frac{3}{19}x + 3$  is one-to-one on its entire domain and therefore has an inverse function.

- a. false
- b. true

\_\_\_ 4. Use the Horizontal Line Test to determine whether the following statement is true or false.

The function  $f(x) = 14(x - 15) + 15$  is one-to-one on its entire domain and therefore has an inverse function.

- a. true
- b. false

\_\_\_\_\_ 5. True or False: The function  $f(x) = \frac{1}{s-38} - 2$  is one-to-one on its entire domain.

- a. false
- b. true

\_\_\_\_\_ 6. True or False: The function  $f(x) = |x+10| - |x-10|$  is one-to-one on the domain  $-10 \leq x \leq 10$ .

- a. false
- b. true

\_\_\_\_\_ 7. Find  $f^{-1}(x)$  if  $f(x) = 12x - 10$ .

- a.  $f^{-1}(x) = \ln(12x + 10)$
- b.  $f^{-1}(x) = \frac{1}{12x - 10}$
- c.  $f^{-1}(x) = \frac{1}{12}x + \frac{1}{10}$
- d.  $f^{-1}(x) = 10x - 12$
- e.  $f^{-1}(x) = \frac{1}{12}x + \frac{5}{6}$

\_\_\_\_\_ 8. Find  $f^{-1}(x)$  if  $f(x) = x^7$ .

- a.  $f^{-1}(x) = \frac{1}{7}x^{-7}$
- b.  $f^{-1}(x) = x^{\frac{1}{7}}$
- c.  $f^{-1}(x) = \frac{1}{8}x^8$
- d.  $f^{-1}(x) = x^{-7}$
- e.  $f^{-1}(x) = 7x^6$

\_\_\_ 9. Find  $f^{-1}(x)$  if  $f(x) = x^3 - 4$ .

- a.  $f^{-1}(x) = x^{\frac{1}{3}} + \frac{1}{4}$   
 b.  $f^{-1}(x) = \frac{1}{3}(x+4)^{-\frac{2}{3}}$   
 c.  $f^{-1}(x) = x^{\frac{1}{3}} + 4^{\frac{1}{3}}$   
 d.  $f^{-1}(x) = (x+4)^{\frac{1}{3}}$   
 e.  $f^{-1}(x) = \frac{1}{x^3 - 4}$

\_\_\_ 10. Find  $f^{-1}(x)$  if  $f(x) = 6x^2, x \geq 0$ .

- a.  $f^{-1}(x) = \sqrt{\frac{1}{6x}}$   
 b.  $f^{-1}(x) = \frac{1}{6x^2}$   
 c.  $f^{-1}(x) = \sqrt{\frac{6}{x}}$   
 d.  $f^{-1}(x) = \frac{1}{6\sqrt{x}}$   
 e.  $f^{-1}(x) = \sqrt{\frac{x}{6}}$

\_\_\_ 11. Find  $f^{-1}(x)$  if  $f(x) = \sqrt{13-x^2}, 0 \leq x \leq \sqrt{13}$ .

- a.  $f^{-1}(x) = x + \sqrt{13}, 0 \leq x \leq \sqrt{13}$   
 b.  $f^{-1}(x) = (13-x^2)^2, 0 \leq x \leq \sqrt{13}$   
 c.  $f^{-1}(x) = \sqrt{13-x^2}, 0 \leq x \leq \sqrt{13}$   
 d.  $f^{-1}(x) = \sqrt{x^2-13}, 0 \leq x \leq \sqrt{13}$   
 e.  $f^{-1}(x) = \frac{1}{\sqrt{13-x^2}}, 0 \leq x \leq \sqrt{13}$

\_\_\_\_ 12. Find  $f^{-1}(x)$  if  $f(x) = 3\sqrt[5]{8x-9}$ .

a.  $f^{-1}(x) = \frac{1}{3}(8x-9)^5$

b.  $f^{-1}(x) = \frac{1}{3}\left(\left(\frac{x}{3}\right)^5 + 9\right)$

c.  $f^{-1}(x) = \frac{1}{8}\left(\left(\frac{x}{3}\right)^5 - 9\right)$

d.  $f^{-1}(x) = \frac{1}{8}\left(\left(\frac{x}{3}\right)^5 + 9\right)$

e.  $f^{-1}(x)$  does not exist

\_\_\_\_ 13. Find  $f^{-1}(x)$  if  $f(x) = x^{\frac{7}{17}}$ .

a.  $f^{-1}(x) = \frac{17}{7}x^{\frac{7}{17}}$

b.  $f^{-1}(x) = x^{-\frac{7}{17}}$

c.  $f^{-1}(x) = x^{119}$

d.  $f^{-1}(x) = x^{\frac{17}{7}}$

e.  $f^{-1}(x) = x^{\frac{17}{7}}$

\_\_\_\_ 14. You need 50 pounds of two commodities costing \$1.80 and \$2.40 per pound. Find the inverse function of the cost function  $y = 1.80x + 2.40(50 - x)$ .

a.  $y = \frac{5}{3}(240 - x)$

b.  $y = \frac{10}{3}(-120 + x)$

c.  $y = \frac{5}{3}(-240 - x)$

d.  $y = \frac{5}{3}(120 - x)$

e.  $y = \frac{10}{3}(120 + x)$

\_\_\_\_\_ 15. You need 50 pounds of two commodities costing \$1.60 and \$1.95 per pound. Determine the number of pounds of the less expensive commodity purchased if the total cost  $y = 1.60x + 1.95(50 - x)$  is \$94.

- a. 10 pounds
- b. 17 pounds
- c. 7 pounds
- d. 5 pounds
- e. 13 pounds

\_\_\_\_\_ 16. Use the functions  $f(x) = x + 2$  and  $g(x) = 4x - 7$  to find the function  $(g^{-1} \circ f^{-1})(x)$ .

- a.  $\frac{x-5}{7}$
- b.  $4x+5$
- c.  $4x-1$
- d.  $\frac{x+5}{4}$
- e.  $\frac{x-1}{4}$

\_\_\_\_\_ 17. Use the functions  $f(x) = x + 2$  and  $g(x) = 4x - 3$  to find the function  $(f \circ g)^{-1}(x)$ .

- a.  $4x-5$
- b.  $\frac{x-5}{4}$
- c.  $\frac{x+1}{4}$
- d.  $\frac{x-1}{3}$
- e.  $4x+1$

\_\_\_\_\_ 18. Evaluate the expression  $\arcsin\left(\frac{1}{2}\right)$  without using a calculator.

- a. 0
- b.  $\frac{3\pi}{2}$
- c.  $\frac{7\pi}{2}$
- d.  $\frac{\pi}{6}$
- e.  $\frac{4\pi}{5}$

\_\_\_\_ 19. Evaluate the expression  $\arccos\left(\frac{\sqrt{2}}{2}\right)$  without using a calculator.

a.  $\frac{5\pi}{4}$

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

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

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

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

\_\_\_\_ 20. Evaluate the expression  $\cos\left(\arcsin\frac{3}{5}\right)$  without using a calculator.

a.  $\frac{3}{5}$

b.  $\frac{4}{5}$

c. 3

d. 5

e. 4

\_\_\_\_ 21. Write the following expression in algebraic form.

$$\sin(\arccos(2x))$$

a.  $\sqrt{1-4x^2}$

b.  $1-2x^2$

c.  $1+2x^2$

d.  $1+4x^2$

e.  $\sqrt{1-2x^2}$

\_\_\_\_ 22. Write the following expression in algebraic form.

$$\cos\left(\arcsin\left(2x^2\right)\right)$$

a.  $\sqrt{1-4x^4}$

b.  $1+4x^4$

c.  $\sqrt{1-2x^2}$

d.  $1+2x^2$

e.  $1+2x^4$



\_\_\_\_ 23. Write the following expression in algebraic form.

$$\tan\left(\operatorname{arcsec}\left(\frac{x}{8}\right)\right)$$

- a.  $x^2 - 64$
- b.  $\frac{\sqrt{x^2 - 64}}{8}$
- c.  $1 + 64x^2$
- d.  $\sqrt{x^2 - 8}$
- e.  $1 + 8x^2$

\_\_\_\_ 24. Solve the following equation for  $x$ .

$$\arcsin(7x - \pi) = \frac{1}{10}$$

- a.  $x = \frac{\pi + \sin\left(\frac{1}{10}\right)}{7}$
- b.  $x = \frac{\cos\left(\pi + \frac{1}{10}\right)}{7}$
- c.  $x = \frac{\csc\left(\pi + \frac{1}{10}\right)}{7}$
- d.  $x = \frac{\pi + \csc\left(\frac{1}{10}\right)}{7}$
- e.  $x = \frac{\sin\left(\pi + \frac{1}{10}\right)}{7}$

\_\_\_\_ 25. Solve the following equation for  $x$ .

$$\arccos(10x - \pi) = \frac{1}{2}$$

a. 
$$x = \frac{\sin\left(\pi + \frac{1}{2}\right)}{10}$$

b. 
$$x = \frac{\pi + \sec\left(\frac{1}{2}\right)}{10}$$

c. 
$$x = \frac{\sec\left(\pi + \frac{1}{2}\right)}{10}$$

d. 
$$x = \frac{\cos\left(\pi + \frac{1}{2}\right)}{10}$$

e. 
$$x = \frac{\pi + \cos\left(\frac{1}{2}\right)}{10}$$

## 1.5 Inverse Functions

### Answer Section

1.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Identify the graph of the inverse of a function					MSC:	Skill
2.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Identify the graph of the inverse of a function					MSC:	Skill
3.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Recognize invertible functions					MSC:	Application
4.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Recognize invertible functions					MSC:	Application
5.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Recognize invertible functions					MSC:	Application
6.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Recognize invertible functions					MSC:	Application
7.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Construct the inverse of a function					MSC:	Skill
8.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Construct the inverse of a function					MSC:	Skill
9.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Construct the inverse of a function					MSC:	Skill
10.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Construct the inverse of a function					MSC:	Skill
11.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Construct the inverse of a function					MSC:	Skill
12.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Construct the inverse of a function					MSC:	Skill
13.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Construct the inverse of a function					MSC:	Skill
14.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Construct the inverse of a function in applications					MSC:	Application
15.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Solve a linear equation in applications					MSC:	Application
16.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Construct the inverse of a composition of functions					MSC:	Skill
17.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Construct the inverse of a composition of functions					MSC:	Skill
18.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Evaluate an inverse trigonometric expression					MSC:	Skill
19.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 1.5
	OBJ:	Evaluate an inverse trigonometric expression					MSC:	Skill
20.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Evaluate an expression involving an inverse trigonometric expression					MSC:	Skill
21.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Convert an inverse trigonometric expression to an algebraic expression					MSC:	Skill
22.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Convert an inverse trigonometric expression to an algebraic expression					MSC:	Skill

23.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Convert an inverse trigonometric expression to an algebraic expression				MSC:	Skill	
24.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Solve an inverse trigonometric equation				MSC:	Skill	
25.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 1.5
	OBJ:	Solve an inverse trigonometric equation				MSC:	Skill	

## 1.6 Exponential and Logarithmic Functions

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_ 1. What is the domain of the function  $f(x) = 6 \ln(4x)$ ?

- a.  $(0, \infty)$
- b.  $\left(\frac{1}{4}, \infty\right)$
- c.  $(0, 1)$
- d.  $(1, \infty)$
- e.  $(e, \infty)$

\_\_\_ 2. What is the domain of the function  $f(x) = 4 + \ln(x - 6)$ ?

- a.  $(1, \infty)$
- b.  $(6, \infty)$
- c.  $(0, \infty)$
- d.  $(0, 6)$
- e.  $(1, 6)$

\_\_\_ 3. Write the following expression as a logarithm of a single quantity.

$$\ln x - 4 \ln(x^2 + 1)$$

- a.  $\ln \left( \frac{x}{(x^2 + 1)^{-4}} \right)$
- b.  $\ln \left( x - 4(x^2 + 1) \right)$
- c.  $\ln \left( \frac{x}{4(x^2 + 1)} \right)$
- d.  $\ln \left( \frac{-4x}{x^2 + 1} \right)$
- e.  $\ln \left( \frac{x}{(x^2 + 1)^4} \right)$

\_\_\_ 4. Write the following expression as a logarithm of a single quantity.

$$13 \ln x - 12 \ln(x^2 + 16)$$

a.  $\ln(13x - 12(x^2 + 16))$

b.  $\ln\left(\frac{x^{13}}{(x^2 + 16)^{12}}\right)$

c.  $\ln(x^{13}(x^2 + 16)^{12})$

d.  $\ln(x^{13} - (x^2 + 16)^{12})$

e.  $\ln\left(\frac{x^{13}}{12(x^2 + 16)}\right)$

\_\_\_ 5. Solve the following equation for  $x$ .

$$e^{\ln(13x)} = 3$$

a.  $x = \frac{\ln(3)}{\ln(13)}$

b.  $x = \frac{3}{13}$

c.  $x = 39$

d.  $x = \frac{3}{\ln(13)}$

e.  $x = \frac{3}{e \ln(13)}$

\_\_\_\_ 6. Solve the following equation for  $x$ .

$$\ln(x-5)^5 = 3$$

- a.  $x = 8$
- b.  $x = e^{\frac{5\sqrt{3}}{5}} + 5$
- c.  $x = \frac{3}{\ln(5)^5}$
- d.  $x = e^{\frac{3}{5}} + 5$
- e. no solution

\_\_\_\_ 7. Solve the following equation for  $x$ .

$$\ln x^{-10} = 6$$

- a.  $x = \sqrt[10]{\ln(6)}$
- b.  $x = \frac{6}{\ln(10)}$
- c.  $x = \sqrt[10]{e^{-6}}$
- d.  $x = \sqrt[10]{e^6}$
- e.  $x = \ln(10)\ln(6)$

\_\_\_\_ 8. Solve the following equation for  $x$ .

$$-5 + 7e^{3x} = 10$$

- a.  $x = \frac{1}{3} \ln \frac{15}{7}$
- b.  $x = -\frac{1}{3} \ln \frac{15}{7}$
- c.  $x = \frac{15}{7e^3}$
- d.  $x = -\frac{1}{3} \ln \frac{50}{7}$
- e.  $x = \frac{1}{3} \ln \frac{50}{7}$

## 1.6 Exponential and Logarithmic Functions

### Answer Section

1.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 1.6
	OBJ:	Identify the domain of a logarithmic function					MSC:	Skill
2.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.6
	OBJ:	Identify the domain of a logarithmic function					MSC:	Skill
3.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 1.6
	OBJ:	Write a logarithmic expression as a single quantity					MSC:	Skill
4.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 1.6
	OBJ:	Write a logarithmic expression as a single quantity					MSC:	Skill
5.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 1.6
	OBJ:	Solve an exponential equation					MSC:	Skill
6.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 1.6
	OBJ:	Solve a logarithmic equation					MSC:	Skill
7.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 1.6
	OBJ:	Solve a logarithmic equation					MSC:	Skill
8.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 1.6
	OBJ:	Solve an exponential equation					MSC:	Skill



## 2.1 A Preview of Calculus

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_\_\_ 1. Decide whether the following problem can be solved using precalculus, or whether calculus is required. If the problem can be solved using precalculus, solve it. If the problem seems to require calculus, use a graphical or numerical approach to estimate the solution.

Find the distance traveled in 16 seconds by an object traveling at a constant velocity of 20 feet per second.

- a. calculus, 320 ft
- b. calculus, 340 ft
- c. precalculus, 320 ft
- d. calculus, 640 ft
- e. precalculus, 640 ft

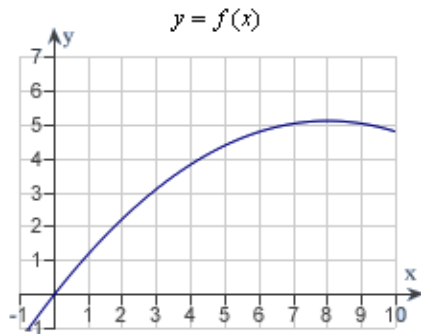
\_\_\_\_\_ 2. Decide whether the following problem can be solved using precalculus, or whether calculus is required. If the problem can be solved using precalculus, solve it. If the problem seems to require calculus, use a graphical or numerical approach to estimate the solution.

Find the distance traveled in 20 seconds by an object moving with a velocity of  $v(t) = 8 + 6 \cos t$  feet per second.

- a. calculus, 162.4485 ft
- b. precalculus, 163.7985 ft
- c. calculus, 165.4777 ft
- d. precalculus, 165.4777 ft
- e. precalculus, 162.4485 ft

\_\_\_\_\_ 3. Decide whether the following problem can be solved using precalculus, or whether calculus is required. If the problem can be solved using precalculus, solve it. If the problem seems to require calculus, use a graphical or numerical approach to estimate the solution.

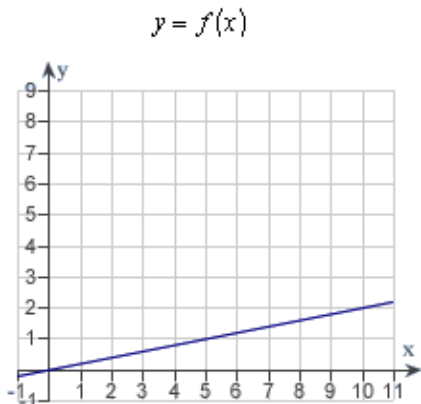
A cyclist is riding on a path whose elevation is modeled by the function  $f(x) = 0.08(16x - x^2)$  where  $x$  and  $f(x)$  are measured in miles. Find the rate of change of elevation when  $x = 4$ .



- a. precalculus, 0.08
- b. calculus, 0.2
- c. calculus, 0.64
- d. calculus, 0.08
- e. precalculus, 0.2

\_\_\_\_\_ 4. Decide whether the following problem can be solved using precalculus, or whether calculus is required. If the problem can be solved using precalculus, solve it. If the problem seems to require calculus, use a graphical or numerical approach to estimate the solution.

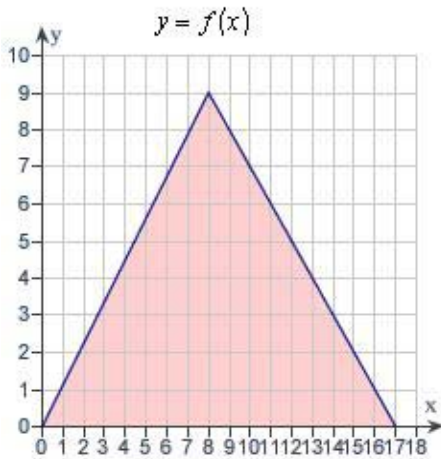
A cyclist is riding on a path whose elevation is modeled by the function  $f(x) = 0.2x$  where  $x$  and  $f(x)$  are measured in miles. Find the rate of change of elevation when  $x = 5$ .



- a. calculus, 2
- b. precalculus, 0.2
- c. calculus, 0.2
- d. precalculus, 2
- e. precalculus, 0.45

\_\_\_\_ 5. Decide whether the following problem can be solved using precalculus, or whether calculus is required. If the problem can be solved using precalculus, solve it. If the problem seems to require calculus, use a graphical or numerical approach to estimate the solution.

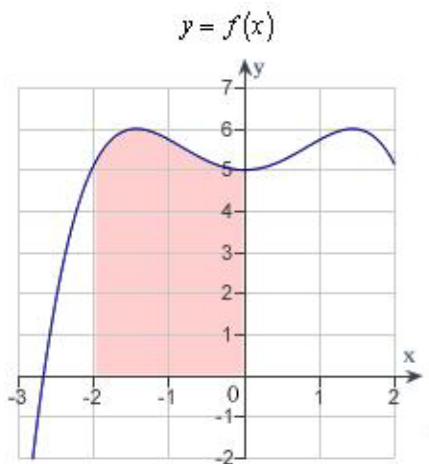
Find the area of the shaded region bounded by the triangle with vertices  $(0,0)$ ,  $(8,9)$ ,  $(17,0)$ .



- a. precalculus , 153
- b. calculus , 229.5
- c. precalculus , 76.5
- d. precalculus , 229.5
- e. calculus , 153

6. Decide whether the following problem can be solved using precalculus, or whether calculus is required. If the problem can be solved using precalculus, solve it. If the problem seems to require calculus, use a graphical or numerical approach to estimate the solution.

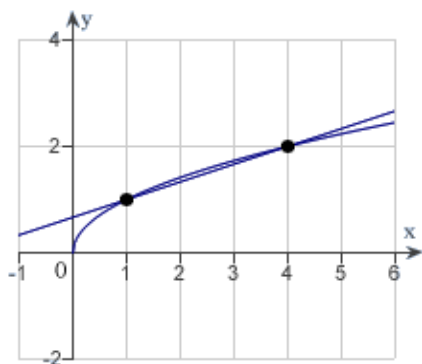
Find the area of the shaded region.



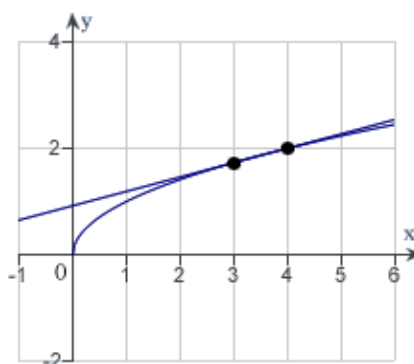
- a. calculus , 11
- b. precalculus , 11
- c. precalculus , 13
- d. calculus , 16
- e. precalculus , 16

7. Consider the function  $f(x) = \sqrt{x}$  and the point  $P(4, 2)$  on the graph of  $f$ . Graph  $f$  and the secant line passing through  $P(4, 2)$  and  $Q(x, f(x))$  for  $x = 3$ .

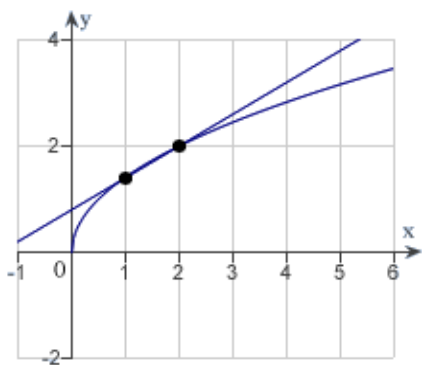
a.



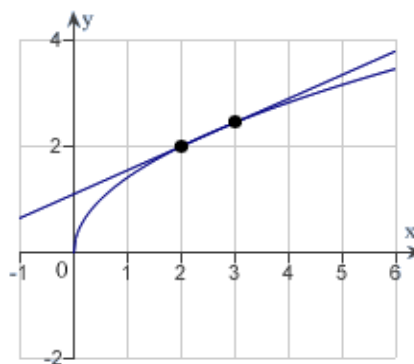
d.



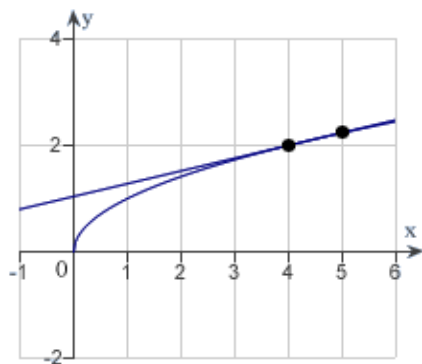
b.



e.



c.



8. Consider the function  $f(x) = \sqrt{x}$  and the point  $P(81, 9)$  on the graph of  $f$ . Find the slope of the secant line passing through  $P(81, 9)$  and  $Q(x, f(x))$  for  $x = 1$ . Round your answer to four decimal places.

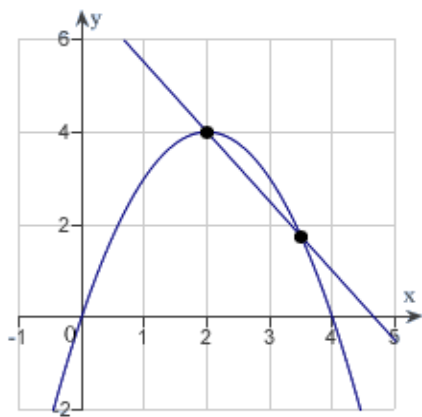
- a.  $m=0.1000$
- b.  $m=0.0122$
- c.  $m=0.0122$
- d.  $m=0.3133$
- e.  $m=0.1000$

9. Consider the function  $f(x) = \sqrt{x}$  and the point  $P(9, 3)$  on the graph of  $f$ . Estimate the slope  $m$  of the tangent line of  $f$  at  $P(9, 3)$ . Round your answer to four decimal places.

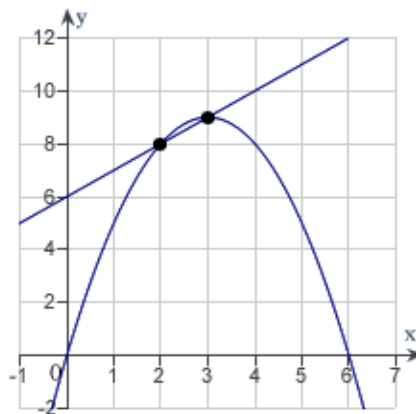
- a.  $m=0.1667$
- b.  $m=0.0832$
- c.  $m=0.3800$
- d.  $m=0.0556$
- e.  $m=0.0833$

10. Consider the function  $f(x) = 6x - x^2$  and the point  $P(2, 8)$  on the graph of  $f$ . Graph  $f$  and the secant line passing through  $P(2, 8)$  and  $Q(x, f(x))$  for  $x = 3$ .

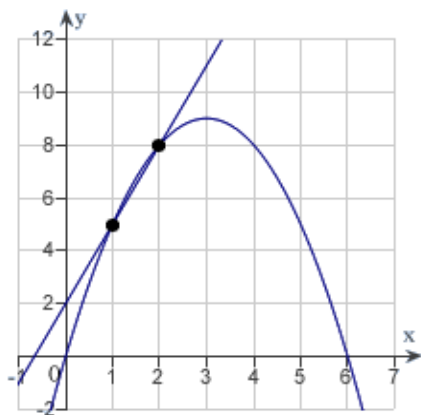
a.



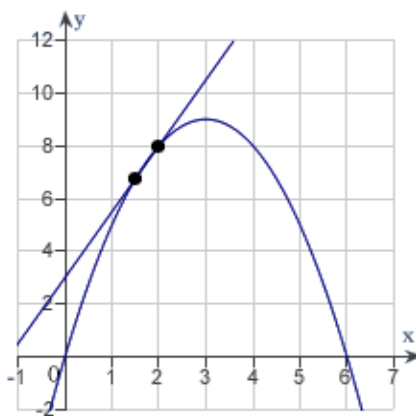
d.



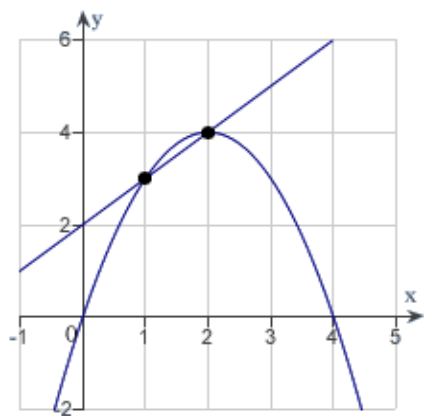
b.



e.



c.



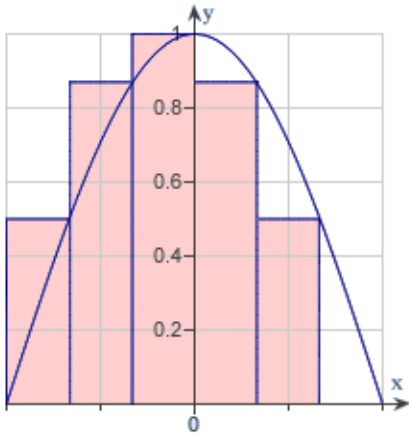
\_\_\_\_ 11. Consider the function  $f(x) = 11x - x^2$  and the point  $P(4, 28)$  on the graph of  $f$ . Find the slope of the secant line passing through  $P(4, 28)$  and  $Q(x, f(x))$  for  $x = 5$ . Round your answer to one decimal place.

- a. 3.5
- b. 2.0
- c. 3.0
- d. 4.5
- e. 9.0

\_\_\_\_ 12. Consider the function  $f(x) = 8x - x^2$  and the point  $P(3, 15)$  on the graph of  $f$ . Estimate the slope of the tangent line of  $f$  at  $P(3, 15)$ .

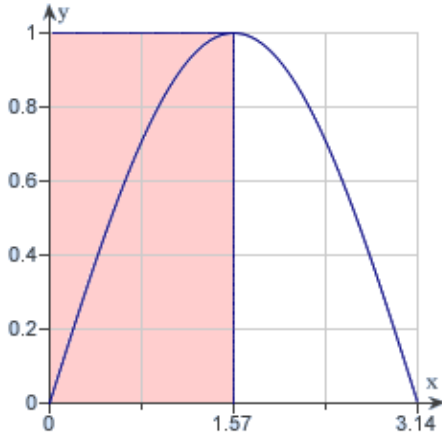
- a. 10
- b. 3
- c. 8
- d. 2
- e. 9

\_\_\_\_ 13. Use the rectangles in the following graph to approximate the area of the region bounded by  $y = \cos x$ ,  $y = 0$ ,  $x = -\frac{\pi}{2}$ , and  $x = \frac{\pi}{2}$ .



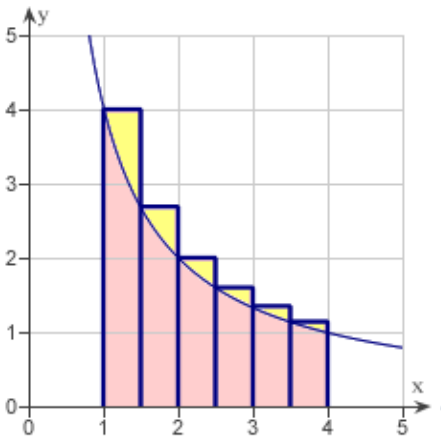
- a. 3.9082
- b. 2.6055
- c. 1.9541
- d. 1.4656
- e. 0.9770

\_\_\_\_ 14. Use the rectangles in the following graph to approximate the area of the region bounded by  $y = \sin x$ ,  $y = 0$ ,  $x = 0$ , and  $x = \pi$ .



- a. 0.7850
- b. 1.5700
- c. 3.1400
- d. 1.1775
- e. 1.0519

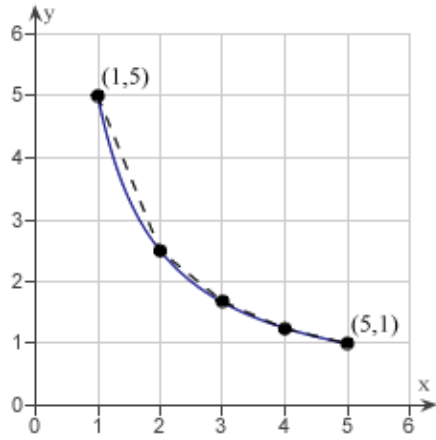
\_\_\_\_ 15. Use the rectangles in the graph given below to approximate the area of the region bounded by  $y = 4/x$ ,  $y = 0$ ,  $x = 1$ , and  $x = 4$ . Round your answer to three decimal places.



- a. 2.481 units<sup>2</sup>
- b. 6.371 units<sup>2</sup>
- c. 3.585 units<sup>2</sup>
- d. 6.872 units<sup>2</sup>
- e. 6.903 units<sup>2</sup>



- \_\_\_\_ 16. Consider the length of the graph of  $f(x) = 5/x$  from  $(1, 5)$  to  $(5, 1)$ . Approximate the length of the curve by finding the sum of the lengths of four line segments, as shown in following figure. Round your answer to two decimal places.



- a. 6.11
- b. 8.12
- c. 5.66
- d. 8.49
- e. 7.11

**2.1 A Preview of Calculus****Answer Section**

1.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Recognize problems requiring precalculus and find the solution					MSC:	Skill
2.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Recognize problems requiring calculus and estimate solutions					MSC:	Skill
3.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Recognize problems requiring calculus and estimate solutions					MSC:	Skill
4.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Recognize problems requiring precalculus and find the solution					MSC:	Skill
5.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Recognize problems requiring precalculus and find the solution					MSC:	Skill
6.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Recognize problems requiring calculus and estimate solution					MSC:	Skill
7.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Graph a function and the secant line passing through given points					MSC:	Skill
8.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Calculate the slope of a secant line passing through given points					MSC:	Skill
9.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the slope of a tangent line					MSC:	Skill
10.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Graph a function and the secant line passing through given points					MSC:	Skill
11.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Calculate the slope of a secant line passing through given points					MSC:	Skill
12.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Calculate the slope of secant line passing through the given points					MSC:	Skill
13.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the area of a region using rectangles					MSC:	Skill
14.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the area of a region using rectangles					MSC:	Skill
15.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the area of a region using rectangles					MSC:	Skill
16.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the length of the curve using a piecewise linear function					MSC:	Skill

## 2.2 Finding Limits Graphically and Numerically

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_\_\_ 1. Complete the table and use the result to estimate the limit.

$$\lim_{x \rightarrow 3} \frac{x-3}{x^2-16x+39}$$

$x$	2.9	2.99	2.999	3.001	3.01	3.1
$f(x)$						

- a. 0.525000
- b. 0.275000
- c. -0.100000
- d. 0.400000
- e. -0.475000

\_\_\_\_\_ 2. Complete the table and use the result to estimate the limit.

$$\lim_{x \rightarrow 7} \frac{\frac{1}{x-3} - \frac{1}{4}}{x-7}$$

$x$	6.9	6.99	6.999	7.001	7.01	7.1
$f(x)$						

- a. -0.062500
- b. 0.067500
- c. -0.192500
- d. 0.047500
- e. -0.172500

\_\_\_\_ 3. Complete the table and use the result to estimate the limit.

$$\lim_{x \rightarrow -10} \frac{\sqrt{-6x - 54} - \sqrt{6}}{x + 10}$$

$x$	-10.1	-10.01	-10.001	-9.999	-9.99	-9.9
$f(x)$						

- a. 0.974745
- b. -1.099745
- c. -1.224745
- d. 1.058078
- e. 1.224745

\_\_\_\_ 4. Complete the table and use the result to estimate the limit.

$$\lim_{x \rightarrow 0} \frac{\sin^3 x}{x^3}$$

$x$	-0.1	-0.01	-0.001	0.001	0.01	0.1
$f(x)$						

- a. -0.5
- b. 0
- c. 1
- d. 0.5
- e. -1

\_\_\_\_ 5. Complete the table and use the result to estimate the limit.

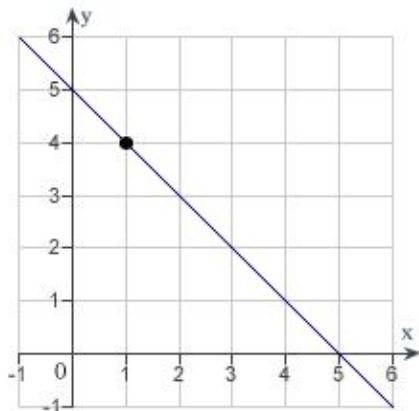
$$\lim_{x \rightarrow 0} \frac{\cos(3x) - 1}{3x}$$

$x$	-0.1	-0.01	-0.001	0.001	0.01	0.1
$f(x)$						

- a. -1
- b. -0.5
- c. 0
- d. 0.5
- e. 1

\_\_\_\_\_ 6. Determine the following limit. (Hint: Use the graph to calculate the limit.)

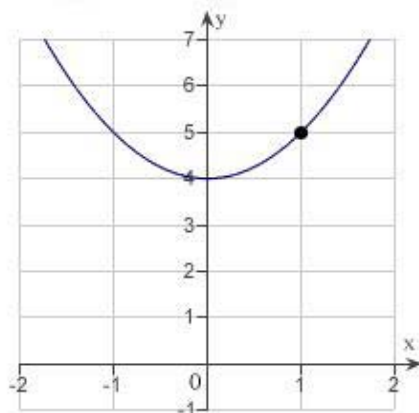
$$\lim_{x \rightarrow 1} (5 - x)$$



- a. 6
- b. 1
- c. 5
- d. 4
- e. does not exist

\_\_\_\_\_ 7. Determine the following limit. (Hint: Use the graph to calculate the limit.)

$$\lim_{x \rightarrow 1} (x^2 + 4)$$

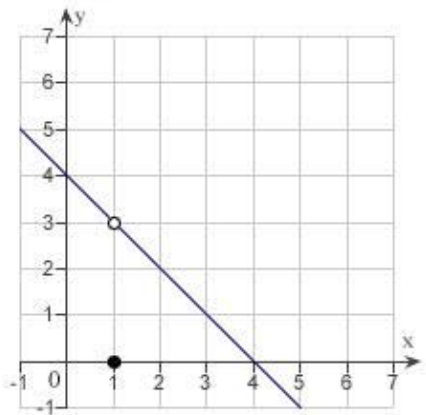


- a. 5
- b. 1
- c. 0
- d. 4
- e. does not exist

8. Let  $f(x) = \begin{cases} 4 - x, & x \neq 1 \\ 0, & x = 1 \end{cases}$ .

Determine the following limit. (Hint: Use the graph to calculate the limit.)

$$\lim_{x \rightarrow 1} f(x)$$

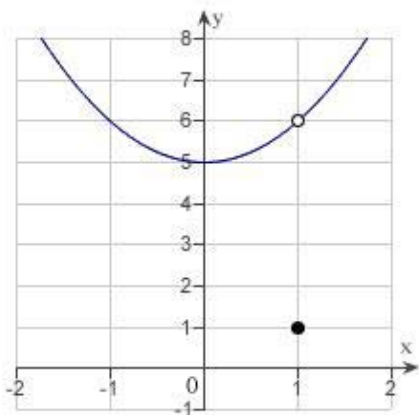


- a. 5
- b. 4
- c. 3
- d. 0
- e. does not exist

9. Let  $f(x) = \begin{cases} x^2 + 5, & x \neq 1 \\ 1, & x = 1 \end{cases}$ .

Determine the following limit. (Hint: Use the graph to calculate the limit.)

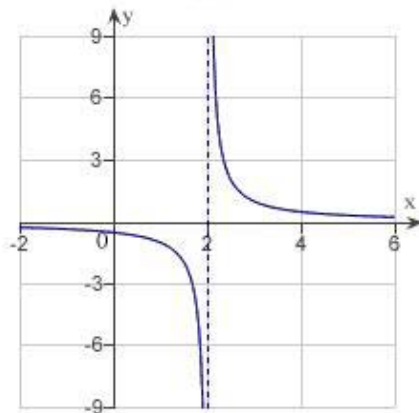
$$\lim_{x \rightarrow 1} f(x)$$



- a. 6
- b. 25
- c. 1
- d. 5
- e. does not exist.

10. Determine the following limit. (Hint: Use the graph to calculate the limit.)

$$\lim_{x \rightarrow 2} \frac{1}{x-2}$$



- a.  $-2$
- b.  $0$
- c.  $-4$
- d.  $2$
- e. does not exist

\_\_\_\_\_ 11. A ring has a inner circumference of 10 centimeters. What is the radius of the ring? Round your answer to four decimal places.

- a. 0.7958 centimeter
- b. 3.1831 centimeters
- c. 1.5915 centimeters
- d. 1.7841 centimeters
- e. 10.1321 centimeters

\_\_\_\_\_ 12. A ring has a inner circumference of 9 centimeters. If the ring's inner circumference can vary between 8 centimeters and 10 centimeters how can the radius vary? Round your answer to five decimal places.

- a. Radius can vary between 6.48456 centimeters and 10.13212 centimeters.
- b. Radius can vary between 1.59577 centimeters and 1.78412 centimeters.
- c. Radius can vary between 1.27324 centimeters and 1.59155 centimeters.
- d. Radius can vary between 2.54648 centimeters and 3.18310 centimeters.
- e. Radius can vary between 0.43239 centimeter and 2.43239 centimeters.

\_\_\_\_\_ 13. A sphere has a volume of 4.76 cubic inches. What is the radius of the sphere? Round your answer to four decimal places.

- a. 1.0435 inches
- b. 1.6565 inches
- c. 1.0660 inches
- d. 2.1320 inches
- e. 1.9335 inches

\_\_\_\_\_ 14. A sphere has a volume of 5.2 cubic inches. If the sphere's volume can vary between 4.4 cubic inches and 6.1 cubic inches , how can the radius vary? Round your answer to five decimal places.

- a. Radius can vary between 1.01653 inches and 1.13348 inches.
- b. Radius can vary between 1.61365 inches and 1.79929 inches.
- c. Radius can vary between 0.27474 inch and 1.97474 inches.
- d. Radius can vary between 1.85897 inches and 2.18882 inches.
- e. Radius can vary between 1.02490 inches and 1.20676 inches.



## 2.2 Finding Limits Graphically and Numerically

### Answer Section

1.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate a limit from a table of values					MSC:	Skill
2.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate a limit from a table of values					MSC:	Skill
3.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate a limit from a table of values					MSC:	Skill
4.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate a limit from a table of values					MSC:	Skill
5.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate a limit from a table of values					MSC:	Skill
6.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Estimate the limit of a function from its graph					MSC:	Skill
7.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the limit of a function from its graph					MSC:	Skill
8.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the limit of a function from its graph					MSC:	Skill
9.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the limit of a function from its graph					MSC:	Skill
10.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Estimate the limit of a function from its graph					MSC:	Skill
11.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Solve a linear equation in applications					MSC:	Application
12.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Solve a linear equation in applications					MSC:	Application
13.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 2.1
	OBJ:	Solve a cubic equation in applications					MSC:	Application
14.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.1
	OBJ:	Solve a linear equation in applications					MSC:	Application

## 2.3 Evaluating Limits Analytically

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_\_\_ 1. Find the limit.

$$\lim_{x \rightarrow -4} 9x^2 + 36x$$

- a. 108
- b. -108
- c. 288
- d. -288
- e. 0

\_\_\_\_\_ 2. Find the limit.

$$\lim_{x \rightarrow 6} \frac{x}{x^2 + 8}$$

- a.  $\frac{1}{14}$
- b.  $\frac{1}{10}$
- c.  $\frac{3}{22}$
- d.  $\frac{3}{7}$
- e.  $\frac{3}{10}$

\_\_\_\_\_ 3. Find the limit.

$$\lim_{x \rightarrow 4} \frac{\sqrt{x+5}}{x-1}$$

- a. 3
- b. -1
- c. -3
- d. 1
- e. 9

\_\_\_\_\_ 4. Find the limit.

$$\lim_{x \rightarrow \frac{3\pi}{4}} \sin x$$

- a.  $\frac{\sqrt{3}}{2}$
- b.  $-\frac{\sqrt{2}}{2}$
- c.  $-\frac{1}{2}$
- d.  $\frac{\sqrt{2}}{2}$
- e. does not exist

\_\_\_\_\_ 5. Find the limit.

$$\lim_{x \rightarrow 2} \cos \frac{\pi x}{3}$$

- a.  $\frac{1}{2}$
- b.  $-\frac{1}{2}$
- c.  $-\frac{\sqrt{3}}{2}$
- d.  $\frac{\sqrt{3}}{2}$
- e. 0

\_\_\_\_\_ 6. Find the limit.

$$\lim_{x \rightarrow 5} \cos \left( \frac{\pi x}{6} \right)$$

- a.  $-\frac{1}{2}$
- b. 0
- c.  $\frac{1}{2}$
- d.  $-\frac{\sqrt{3}}{2}$
- e.  $\frac{\sqrt{3}}{2}$

\_\_\_\_\_ 7. Find the limit.

$$\lim_{x \rightarrow \pi} \tan\left(\frac{x}{3}\right)$$

- a.  $\frac{-1}{\sqrt{3}}$
- b.  $\sqrt{3}$
- c.  $-\sqrt{3}$
- d.  $\frac{1}{\sqrt{3}}$
- e. does not exist

\_\_\_\_\_ 8. Let  $f(x) = -x^2 - 5$  and  $g(x) = 2x$ . Find the limit.

$$\lim_{x \rightarrow -2} g(f(x))$$

- a. -18
- b. 25
- c. 21
- d. 8
- e. 9

\_\_\_\_\_ 9. Let  $f(x) = 4x - 2$  and  $g(x) = x^3$ . Find the limit.

$$\lim_{x \rightarrow 1} g(f(x))$$

- a. 2
- b. 1
- c. 8
- d. -8
- e. -4

\_\_\_\_\_ 10. Let  $f(x) = 3 + 2x^2$  and  $g(x) = \sqrt{x + 3}$ . Find the limit.

$$\lim_{x \rightarrow 2} g(f(x))$$

- a.  $\sqrt{6}$
- b.  $\sqrt{14}$
- c.  $\sqrt{11}$
- d.  $\sqrt{10}$
- e.  $\sqrt{2}$

\_\_\_\_ 11. Let  $f(x) = x^2 - x - 5$  and  $g(x) = \sqrt[3]{x+14}$ . Find the limits.

$$\lim_{x \rightarrow 3} g(f(x))$$

- a.  $-\sqrt[3]{1}$
- b.  $\sqrt[3]{29}$
- c.  $-\sqrt[3]{15}$
- d.  $\sqrt[3]{15}$
- e.  $\sqrt[3]{1}$

\_\_\_\_ 12. Suppose that  $\lim_{x \rightarrow c} f(x) = -13$  and  $\lim_{x \rightarrow c} g(x) = -10$ . Find the following limit.

$$\lim_{x \rightarrow c} [f(x) + g(x)]$$

- a. 0
- b. -10
- c. -3
- d. -23
- e. 130

\_\_\_\_ 13. Suppose that  $\lim_{x \rightarrow c} f(x) = -15$  and  $\lim_{x \rightarrow c} g(x) = -10$ . Find the following limit.

$$\lim_{x \rightarrow c} [f(x)g(x)]$$

- a. 10
- b. -5
- c. -25
- d. -15
- e. 150

\_\_\_\_ 14. Suppose that  $\lim_{x \rightarrow c} f(x) = 7$  and  $\lim_{x \rightarrow c} g(x) = 3$ . Find the following limit.

$$\lim_{x \rightarrow c} \frac{f(x)}{g(x)}$$

- a. 21
- b.  $\frac{3}{7}$
- c. -21
- d.  $\frac{7}{3}$
- e. does not exist

\_\_\_\_\_ 15. Suppose that  $\lim_{x \rightarrow c} f(x) = -11$  and  $\lim_{x \rightarrow c} g(x) = -3$ . Find the following limit.

$$\lim_{x \rightarrow c} [f(x) - g(x)]$$

- a. -11
- b. -8
- c. 33
- d. -14
- e. 0

\_\_\_\_\_ 16. Suppose that  $\lim_{x \rightarrow c} f(x) = 5$ . Find the following limit.

$$\lim_{x \rightarrow c} [f(x)^3]$$

- a. 2
- b. 125
- c. 8
- d. 0
- e. 15

\_\_\_\_\_ 17. Suppose that  $\lim_{x \rightarrow c} f(x) = -5$ . Find the following limit.

$$\lim_{x \rightarrow c} 3f(x)$$

- a. -5
- b. 15
- c. -15
- d.  $3c$
- e. 3

\_\_\_\_\_ 18. Find the following limit (if it exists). Write a simpler function that agrees with the given function at all but one point.

$$\lim_{x \rightarrow -4} \frac{8x^2 + 40x + 32}{x + 4}$$

- a. 40
- b. -24
- c. 24
- d. -40
- e. does not exist

\_\_\_\_ 19. Find the limit (if it exists).

$$\lim_{x \rightarrow -8} \frac{x+8}{x^2-64}$$

- a.  $-\frac{1}{16}$
- b.  $-\frac{1}{32}$
- c.  $-32$
- d.  $-8$
- e.  $\frac{1}{16}$

\_\_\_\_ 20. Find the limit (if it exists).

$$\lim_{x \rightarrow 5} \frac{\sqrt{x+4} - 3}{x-5}$$

- a. 6
- b. 1
- c. 0
- d.  $\frac{1}{6}$
- e. Limit does not exist.

\_\_\_\_ 21. Find the limit (if it exists).

$$\lim_{\Delta x \rightarrow 0} \frac{(x+\Delta x)^2 - 9(x+\Delta x) + 2 - (x^2 - 9x + 2)}{\Delta x}$$

- a.  $\frac{1}{3}x^3 - \frac{9}{2}x^2 + 2x$
- b.  $2x - 9$
- c.  $x^3 - 9x^2 + 2x$
- d.  $x^2 - 9x + 2$
- e. does not exist

\_\_\_\_\_ 22. Determine the limit (if it exists).

$$\lim_{x \rightarrow 0} \frac{12(1 - \cos x)}{x^2}$$

- a. 6
- b. 48
- c. 10
- d. 24
- e. does not exist

\_\_\_\_\_ 23. Determine the limit (if it exists).

$$\lim_{x \rightarrow 0} \frac{\sin x(1 - \cos x)}{2x^8}$$

- a. 8
- b. 1
- c. 0
- d. 2
- e. does not exist

\_\_\_\_\_ 24. Determine the limit (if it exists).

$$\lim_{x \rightarrow 0} \frac{\sin^4 x}{x^3}$$

- a. 1
- b. 0
- c. 2
- d.  $\infty$
- e. does not exist

\_\_\_\_\_ 25. Find  $\lim_{\Delta x \rightarrow 0} \frac{f(x + \Delta x) - f(x)}{\Delta x}$  where  $f(x) = 4x - 3$ .

- a. 1
- b. 4
- c. -3
- d. 0
- e. Limit does not exist.



## 2.3 Evaluating Limits Analytically

### Answer Section

1.	ANS:	E	PTS:	1	DIF:	Easy	REF:	Section 2.3
	OBJ:	Evaluate a limit using properties of limits					MSC:	Skill
2.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 2.3
	OBJ:	Evaluate a limit using properties of limits					MSC:	Skill
3.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate a limit using properties of limits					MSC:	Skill
4.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate a limit using properties of limits					MSC:	Skill
5.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 2.3
	OBJ:	Evaluate a limit using properties of limits					MSC:	Skill
6.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate a limit using properties of limits					MSC:	Skill
7.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of the function					MSC:	Skill
8.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of composite functions					MSC:	Skill
9.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of composite functions					MSC:	Skill
10.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of composite functions					MSC:	Skill
11.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of composite functions					MSC:	Skill
12.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function using properties of limits					MSC:	Skill
13.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function using properties of limits					MSC:	Skill
14.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function using properties of limits					MSC:	Skill
15.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function using properties of limits					MSC:	Skill
16.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function using properties of limits					MSC:	Skill
17.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function using properties of limits					MSC:	Skill
18.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of the function and simplify it to an identical function except at the discontinuity point					MSC:	Skill
19.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function analytically					MSC:	Skill
20.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function analytically					MSC:	Skill
21.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function analytically					MSC:	Skill
22.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function analytically					MSC:	Skill

23.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function analytically					MSC:	Skill
24.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a function analytically					MSC:	Skill
25.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.3
	OBJ:	Evaluate the limit of a difference quotient					MSC:	Skill

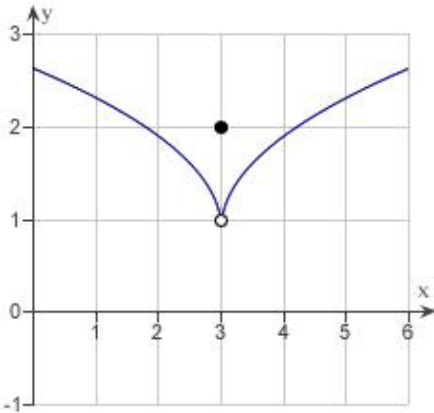
## 2.4 Continuity and One-Sided Limits

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_\_\_ 1. Use the graph as shown to determine the following limits, and discuss the continuity of the function at  $x = 3$ .

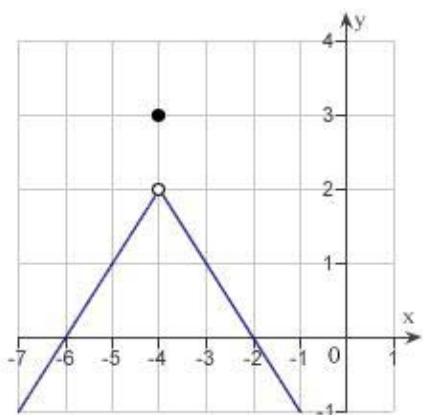
- (i)  $\lim_{x \rightarrow 3^+} f(x)$     (ii)  $\lim_{x \rightarrow 3^-} f(x)$     (iii)  $\lim_{x \rightarrow 3} f(x)$



- a. 1, 1, 1, not continuous
- b. 2, 2, 2, continuous
- c. 4, 4, 4, not continuous
- d. 2, 2, 2, not continuous
- e. 1, 1, 1, continuous

\_\_\_\_ 2. Use the graph as shown to determine the following limits, and discuss the continuity of the function at  $x = -4$ .

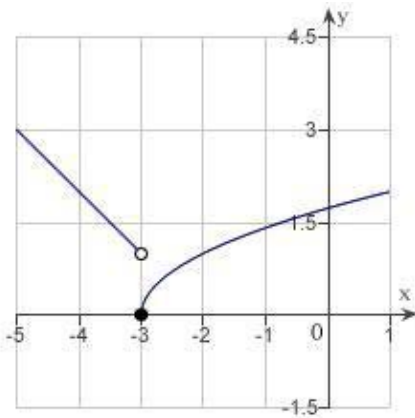
- (i)  $\lim_{x \rightarrow -4^+} f(x)$  (ii)  $\lim_{x \rightarrow -4^-} f(x)$  (iii)  $\lim_{x \rightarrow -4} f(x)$



- a. 3, 3, 3, continuous  
 b. 2, 2, 2, not continuous  
 c. 3, 3, 3, not continuous  
 d. -4, -4, -4, continuous  
 e. 2, 2, 2, continuous

\_\_\_\_ 3. Use the graph to determine the following limits, and discuss the continuity of the function at  $x = -3$ .

- (i)  $\lim_{x \rightarrow -3^+} f(x)$     (ii)  $\lim_{x \rightarrow -3^-} f(x)$     (iii)  $\lim_{x \rightarrow -3} f(x)$



- a. 1, -1, does not exist, not continuous  
 b. 1, 0, does not exist, not continuous  
 c. 0, 1, does not exist, not continuous  
 d. -3, 0, does not exist, not continuous  
 e. 0, 1, 0, continuous

\_\_\_\_ 4. Find the limit (if it exists).

$$\lim_{x \rightarrow 11^+} \frac{11 - x}{x^2 - 121}$$

- a.  $\frac{1}{22}$   
 b. 0  
 c. Limit does not exist.  
 d.  $-\frac{1}{22}$   
 e.  $\frac{1}{242}$

\_\_\_\_ 5. Find the limit (if it exists).

$$\lim_{x \rightarrow 36^-} \frac{\sqrt{x} - 6}{x - 36}$$

- a. 0
- b.  $-\frac{1}{12}$
- c.  $\frac{1}{72}$
- d.  $\frac{1}{12}$
- e. Limit does not exist.

\_\_\_\_ 6. Find the limit (if it exists).

$$\lim_{x \rightarrow 1^-} f(x), \text{ where } f(x) = \begin{cases} x^3 + 10, & x < 1 \\ x + 10, & x \geq 1 \end{cases}$$

- a. Limit does not exist.
- b. 0
- c. 10
- d. 11
- e. 30

\_\_\_\_ 7. Find the limit (if it exists). Note that  $f(x) = \lceil |x| \rceil$  represents the greatest integer function.

$$\lim_{x \rightarrow -6^+} (-3 \lceil |x| \rceil - 8)$$

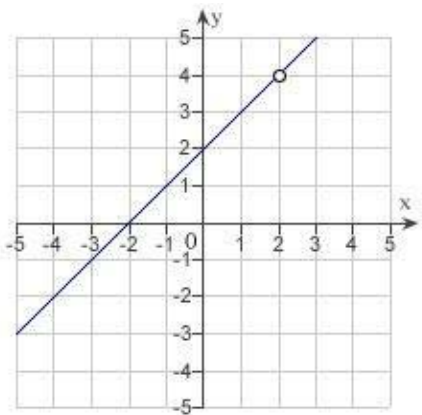
- a. 13
- b. -10
- c. 10
- d. -13
- e. does not exist

\_\_\_\_ 8. Find the limit (if it exists). Note that  $f(x) = \lceil |x| \rceil$  represents the greatest integer function.

$$\lim_{x \rightarrow 5^+} (2x - \lceil |x| \rceil)$$

- a. 6
- b. Limit does not exist.
- c. 5
- d. 0
- e. 4

\_\_\_\_ 9. Discuss the continuity of the function  $f(x) = \frac{x^2 - 4}{x - 2}$ .



- a.  $f(x)$  is discontinuous at  $x = -2$ .
- b.  $f(x)$  is discontinuous at  $x = -2, 2$ .
- c.  $f(x)$  is discontinuous at  $x = 2$ .
- d.  $f(x)$  is continuous for all real  $x$ .
- e.  $f(x)$  is continuous at  $x = 4$ .

\_\_\_\_ 10. Find the  $x$ -values (if any) at which the function  $f(x) = 13x^2 - 15x - 15$  is not continuous. Which of the discontinuities are removable?

- a.  $x = 4$ , removable
- b.  $x = 0$ , removable
- c.  $x = \frac{15}{26}$ , not removable.
- d. continuous everywhere
- e.  $x = \frac{15}{26}$ , removable.

\_\_\_\_ 11. Find the  $x$ -values (if any) at which  $f(x) = \frac{x}{x^2 - 2x}$  is not continuous.

- $f(x)$  is not continuous at  $x = 0$  and  $f(x)$  has a removable discontinuity at  $x = 0$ .
- $f(x)$  is not continuous at  $x = 0, 2$  and both the discontinuities are nonremovable.
- $f(x)$  is not continuous at  $x = 2$  and  $f(x)$  has a removable discontinuity at  $x = 2$ .
- $f(x)$  is not continuous at  $x = 0, 2$  and  $f(x)$  has a removable discontinuity at  $x = 0$ .
- $f(x)$  is continuous for all real  $x$ .

\_\_\_\_ 12. Find the  $x$ -values (if any) at which the function  $f(x) = \frac{x}{x^2 - 100}$  is not continuous.

Which of the discontinuities are removable?

- 10 and -10, removable
- discontinuous everywhere
- continuous everywhere
- 10 and -10, not removable
- 0, removable

\_\_\_\_ 13. Find the  $x$ -values (if any) at which the function  $f(x) = \frac{x+2}{x^2 + 6x + 8}$  is not continuous.

Which of the discontinuities are removable?

- no points of discontinuity
- $x = -2$  (not removable),  $x = -4$  (removable)
- $x = -2$  (removable),  $x = -4$  (not removable)
- no points of continuity
- $x = -2$  (not removable),  $x = -4$  (not removable)

\_\_\_\_ 14. Find the  $x$ -values (if any) at which  $f(x) = \frac{|x-3|}{x-3}$  is not continuous.

- $f(x)$  is not continuous at  $x = 3$  and the discontinuity is nonremovable.
- $f(x)$  is not continuous at  $x = 0$  and the discontinuity is removable.
- $f(x)$  is continuous for all real  $x$ .
- $f(x)$  is not continuous at  $x = 3$  and the discontinuity is removable.
- $f(x)$  is not continuous at  $x = 0, -3$  and  $x = 0$  is a removable discontinuity.



\_\_\_\_ 15. Find the constant  $a$  such that the function

$$f(x) = \begin{cases} -4 \cdot \frac{\sin x}{x}, & x < 0 \\ a + 7x, & x \geq 0 \end{cases}$$

is continuous on the entire real line.

- a. 1
- b. -7
- c. 7
- d. 4
- e. -4

\_\_\_\_ 16. Find the constant  $a$  such that the function

$$f(x) = \begin{cases} 6, & x \leq -5 \\ ax + b, & -5 < x < 1 \\ -6, & x \geq 1 \end{cases}$$

is continuous on the entire real line.

- a.  $a = 2, b = 0$
- b.  $a = 2, b = -4$
- c.  $a = -2, b = -4$
- d.  $a = -2, b = 4$
- e.  $a = 2, b = 4$

\_\_\_\_ 17. Find the value of  $c$  guaranteed by the Intermediate Value Theorem.

$$f(x) = x^2 - 2x + 8, [2, 6], f(c) = 11$$

- a. 0
- b. 3
- c. 5
- d. 1
- e. 4

\_\_\_\_ 18. Find the value of  $c$  guaranteed by the Intermediate Value Theorem.

$$f(x) = \frac{x^2 - 5x}{x - 3}, \left[ \frac{9}{2}, 18 \right], f(c) = 6$$

- a. 11
- b. 2
- c. 1
- d. 9
- e. 10

\_\_\_\_ 19. A long distance phone service charges \$0.35 for the first 10 minutes and \$0.1 for each additional minute or fraction thereof. Use the greatest integer function to write the cost  $C$  of a call in terms of time  $t$  (in minutes).

a. 
$$C = \begin{cases} 0.35 & 0 < t \leq 10 \\ 0.35 + 0.1 \lceil |t - 10| \rceil & t > 10, t \text{ is not an integer} \\ 0.35 + 0.1(t - 9) & t > 10, t \text{ is an integer} \end{cases}$$

b. 
$$C = \begin{cases} 0.35 & 0 < t \leq 10 \\ 0.35 + 0.1(t - 10) & t > 10 \end{cases}$$

c. 
$$C = \begin{cases} 0.35 & 0 < t \leq 10 \\ 0.35 + 0.1 \lceil |t - 9| \rceil & t > 10 \end{cases}$$

d. 
$$C = \begin{cases} 0.35 & 0 < t \leq 10 \\ 0.35 + 0.1 \lceil |t - 10| \rceil & t > 10 \end{cases}$$

e. 
$$C = \begin{cases} 0.35 & 0 < t \leq 10 \\ 0.35 + 0.1 \lceil |t - 9| \rceil & t > 10, t \text{ is not an integer} \\ 0.35 + 0.1(t - 10) & t > 10, t \text{ is an integer} \end{cases}$$

\_\_\_\_ 20. Find all values of  $c$  such that  $f$  is continuous on  $(-\infty, \infty)$ .

$$f(x) = \begin{cases} 4 - x^2, & x \leq c \\ x, & x > c \end{cases}$$

a.  $c = 3$

b.  $c = 0$

c.  $\frac{-1 + \sqrt{17}}{2}$

d.  $\frac{1 + \sqrt{17}}{2}, \frac{1 - \sqrt{17}}{2}$

e.  $\frac{-1 + \sqrt{17}}{2}, \frac{-1 - \sqrt{17}}{2}$

## 2.4 Continuity and One-Sided Limits

### Answer Section

1.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Estimate a limit and points of discontinuity from a graph						MSC:	Skill
2.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Estimate a limit and points of discontinuity from a graph						MSC:	Skill
3.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Estimate a limit and points of discontinuity from a graph						MSC:	Skill
4.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 2.4	
	OBJ:	Evaluate one-sided limits						MSC:	Skill
5.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Evaluate one-sided limits						MSC:	Skill
6.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Evaluate one-sided limits						MSC:	Skill
7.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Evaluate one-sided limits						MSC:	Skill
8.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Evaluate one-sided limits						MSC:	Skill
9.	ANS:	C	PTS:	1	DIF:	Easy	REF:	Section 2.4	
	OBJ:	Identify the discontinuities of a function if any exist						MSC:	Skill
10.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the removable discontinuities of a function						MSC:	Skill
11.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 2.4	
	OBJ:	Identify the removable discontinuities of a function						MSC:	Skill
12.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the removable discontinuities of a function						MSC:	Skill
13.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the removable discontinuities of a function						MSC:	Skill
14.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the removable discontinuities of a function						MSC:	Skill
15.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the value of a parameter to ensure a function is continuous						MSC:	Skill
16.	ANS:	C	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the value of a parameter to ensure a function is continuous						MSC:	Skill
17.	ANS:	B	PTS:	1	DIF:	Easy	REF:	Section 2.4	
	OBJ:	Identify the value of $c$ guaranteed by the Intermediate Value Theorem						MSC:	Skill
18.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the value of $c$ guaranteed by the Intermediate Value Theorem						MSC:	Skill
19.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Create functions in applications						MSC:	Application
20.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.4	
	OBJ:	Identify the value of a parameter to ensure a function is continuous						MSC:	Skill

## 2.5 Infinite Limits

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_\_ 1. Determine whether  $f(x) = \frac{x^{10}}{x^2 - 9}$  approaches  $\infty$  or  $-\infty$  as  $x$  approaches  $-3$  from the left and from the right by completing the tables below.

$x$	$-3.5$	$-3.1$	$-3.01$	$-3.001$
$f(x)$				

$x$	$-2.999$	$-2.99$	$-2.9$	$-2.5$
$f(x)$				

- a.  $\lim_{x \rightarrow -3^-} f(x) = -\infty$ ,  $\lim_{x \rightarrow -3^+} f(x) = \infty$
- b.  $\lim_{x \rightarrow -3^-} f(x) = \infty$ ,  $\lim_{x \rightarrow -3^+} f(x) = -\infty$
- c.  $\lim_{x \rightarrow -3^-} f(x) = \infty$ ,  $\lim_{x \rightarrow -3^+} f(x) = \infty$
- d.  $\lim_{x \rightarrow -3^-} f(x) = -\infty$ ,  $\lim_{x \rightarrow -3^+} f(x) = -\infty$

\_\_\_\_ 2. Find all the vertical asymptotes (if any) of the graph of the function

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

- a.  $x = -3$
- b.  $x = 5$
- c.  $x = 3, -3$
- d.  $x = 3$
- e. no vertical asymptotes

\_\_\_\_ 3. Find the vertical asymptotes (if any) of the function  $f(x) = \frac{x^2 - 4}{x^2 + 3x + 2}$ .

- a.  $x = 2$
- b.  $x = -1$
- c.  $x = 1$
- d.  $x = -2$
- e.  $x = -2$

\_\_\_\_ 4. Find all the vertical asymptotes (if any) of the graph of the function

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

- a.  $x = -1$
- b.  $x = 1$
- c.  $x = 0$
- d.  $x = 1, x = 0$
- e. no vertical asymptotes

\_\_\_\_ 5. Find all the vertical asymptotes (if any) of the graph of the function  $f(x) = \frac{x^3 + 8}{x + 2}$ .

- a.  $x = -2$
- b.  $x = 8$
- c.  $x = 2$
- d.  $x = 2, -2$
- e. no vertical asymptotes

\_\_\_\_ 6. Find all vertical asymptotes (if any) of the function  $f(x) = \frac{x^2 + 4x + 3}{x^3 - 4x^2 - x + 4}$ .

- a.  $x = 4, 1$
- b.  $x = 4, 1, -1$
- c.  $x = -4, -1$
- d.  $x = 1$
- e.  $x = -1$

\_\_\_\_ 7. Find the vertical asymptotes (if any) of the function  $f(x) = \tan(15x)$ .

- a.  $x = \frac{k}{15} \pi$  ( $k = 0, \pm 1, \pm 2, \dots$ )
- b.  $x = \frac{2k+1}{30} \pi$  ( $k = 0, \pm 1, \pm 2, \dots$ )
- c.  $x = \frac{2k}{15} \pi$  ( $k = 0, \pm 1, \pm 2, \dots$ )
- d.  $x = \frac{2k+1}{15} \pi$  ( $k = 0, \pm 1, \pm 2, \dots$ )
- e. no vertical asymptotes

\_\_\_\_\_ 8. Find the limit.

$$\lim_{x \rightarrow 14^+} \frac{x-3}{x-14}$$

- a. 1
- b.  $-\infty$
- c. 0
- d.  $\infty$
- e. -1

\_\_\_\_\_ 9. Find the limit.

$$\lim_{x \rightarrow -10} \frac{x^2 + 10x}{(x^2 + 100)(x + 10)}$$

- a.  $\frac{1}{20}$
- b.  $-\frac{1}{20}$
- c. 20
- d. -10
- e. -20

\_\_\_\_\_ 10. Find the limit.

$$\lim_{x \rightarrow 0^-} \left( x^2 - \frac{1}{x} \right)$$

- a. 1
- b. 0
- c. -1
- d.  $-\infty$
- e.  $\infty$

\_\_\_\_\_ 11. Find the following limit if it exists:  $\lim_{x \rightarrow 3^+} \ln(x-3)$ . Use  $\pm\infty$  when appropriate.

- a.  $\infty$
- b. 3
- c. 1
- d.  $-\infty$
- e. does not exist

\_\_\_\_\_ 12. Find the limit (if it exists).

$$\lim_{x \rightarrow \frac{1}{2}} x \tan \pi x$$

- a.  $-\infty$
- b.  $\frac{1}{2}$
- c. 0
- d.  $\infty$
- e. Limit does not exist

\_\_\_\_\_ 13. Use a graphing utility to graph the function  $f(x) = \frac{x^2 - 2x + 4}{x^3 + 8}$  and determine the one-sided limit  $\lim_{x \rightarrow -2^+} f(x)$ .

- a.  $-\infty$
- b.  $\infty$
- c. 0
- d. 12
- e. 8

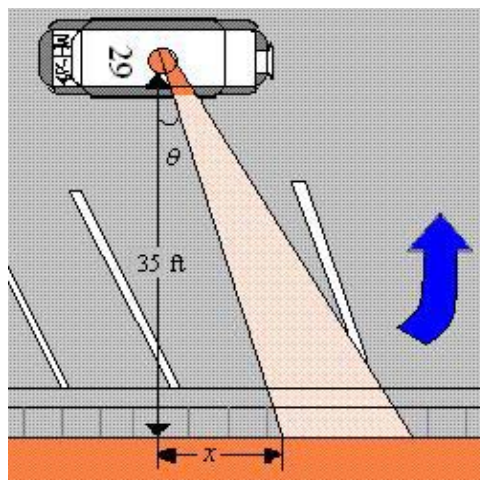
\_\_\_\_\_ 14. Use a graphing utility to graph the function  $f(x) = \csc \frac{\pi x}{2}$  and determine the following one-sided limit.

$$\lim_{x \rightarrow 2^-} f(x)$$

- a.  $-\infty$
- b. 2
- c. -2
- d.  $\infty$
- e. 0

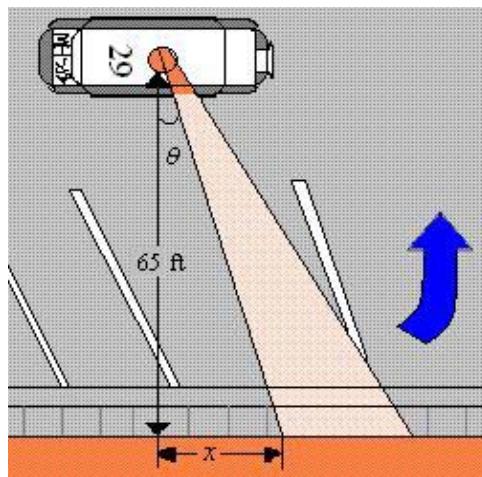


15. A petrol car is parked 35 feet from a long warehouse (see figure). The revolving light on top of the car turns at a rate of  $\frac{1}{2}$  revolution per second. The rate at which the light beam moves along the wall is  $r = 35\pi \sec^2 \theta$  ft/sec. Find the rate  $r$  when  $\theta$  is  $\frac{\pi}{6}$ .



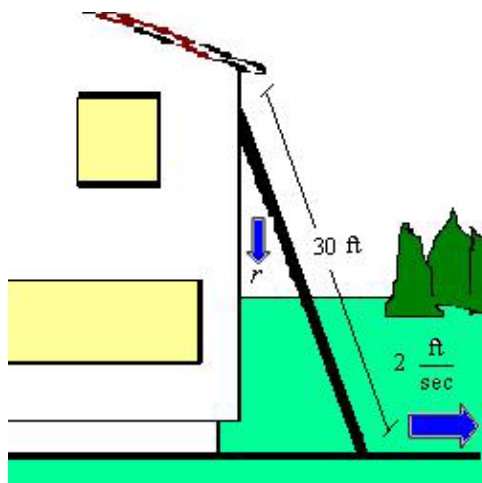
- $r = \frac{140}{3}$  ft/sec
- $r = \frac{70\sqrt{3}\pi}{3}$  ft/sec
- $r = \frac{70\sqrt{3}}{3}$  ft/sec
- $r = \frac{140\pi}{3}$  ft/sec
- $r = \frac{70\pi}{3}$  ft/sec

\_\_\_ 16. A petrol car is parked 65 feet from a long warehouse (see figure). The revolving light on top of the car turns at a rate of  $\frac{1}{2}$  revolution per second. The rate at which the light beam moves along the wall is  $r = 65\pi \sec^2 \theta$  ft/sec. Find the limit of  $r$  as  $\theta \rightarrow (\pi/2)^-$ .



- a.  $\infty$
- b.  $65\pi$
- c. 0
- d. 65
- e.  $-\infty$

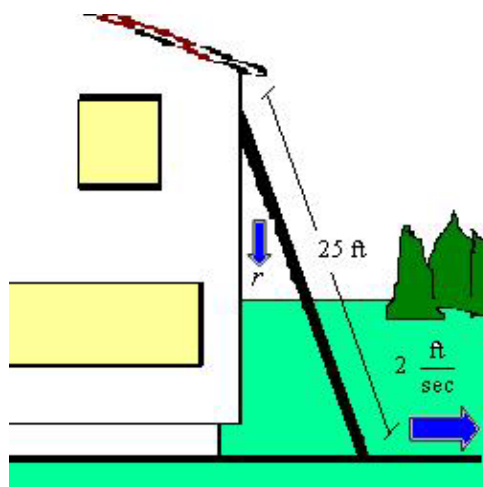
\_\_\_ 17. A 30-foot ladder is leaning against a house (see figure). If the base of the ladder is pulled away from the house at a rate of 2 feet per second, the top will move down the wall at a rate of  $r = \frac{2x}{\sqrt{900 - x^2}}$  ft/sec, where  $x$  is the distance between the base of the ladder and the house. Find the rate  $r$  when  $x$  is 18 feet.



- a.  $r = \frac{3}{2}$  ft/sec  
 b.  $r = \frac{4}{3}$  ft/sec  
 c.  $r = \frac{48}{5}$  ft/sec  
 d.  $r = \frac{2}{3}$  ft/sec  
 e.  $r = \frac{3}{4}$  ft/sec

18. A 25-foot ladder is leaning against a house (see figure). If the base of the ladder is pulled away from the house at a rate of 2 feet per second, the top will move down the wall at a rate of  $r = \frac{2x}{\sqrt{625 - x^2}}$  ft/sec where  $x$  is the distance between the base of the ladder and the house. Find the

limit of  $r$  as  $x \rightarrow 25^-$ .



- a.  $-\infty$   
 b. 50  
 c. 0  
 d.  $\infty$   
 e. 25

## 2.5 Infinite Limits

### Answer Section

1.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Evaluate an infinite limit from a table of values					MSC:	Skill
2.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 2.5
	OBJ:	Identify the vertical asymptotes (if any) of the graph of a function					MSC:	Skill
3.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Identify the vertical asymptotes (if any) of the graph of a function					MSC:	Skill
4.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Identify the vertical asymptotes (if any) of the graph of a function					MSC:	Skill
5.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Identify the vertical asymptotes (if any) of the graph of a function					MSC:	Skill
6.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Identify the vertical asymptotes (if any) of the graph of a function					MSC:	Skill
7.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Identify the vertical asymptotes (if any) of the graph of a function					MSC:	Skill
8.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Evaluate one-sided limits					MSC:	Skill
9.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Evaluate the limit of a function					MSC:	Skill
10.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Evaluate one-sided limits					MSC:	Skill
11.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Evaluate limits involving logarithmic functions					MSC:	Skill
12.	ANS:	E	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Identify a limit that does not exist					MSC:	Skill
13.	ANS:	B	PTS:	1	DIF:	Med	REF:	Section
	2.OBJ:	Estimate one-sided limits from a graph					MSC:	Skill
14.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Estimate one-sided limits from a graph					MSC:	Skill
15.	ANS:	D	PTS:	1	DIF:	Easy	REF:	Section 2.5
	OBJ:	Evaluate functions in applications					MSC:	Application
16.	ANS:	A	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Evaluate limits in applications					MSC:	Application
17.	ANS:	A	PTS:	1	DIF:	Easy	REF:	Section 2.5
	OBJ:	Evaluate functions in applications					MSC:	Application
18.	ANS:	D	PTS:	1	DIF:	Med	REF:	Section 2.5
	OBJ:	Evaluate limits in applications					MSC:	Application

### 3.1 The Derivative and the Tangent Line Problem

#### Multiple Choice

Identify the choice that best completes the statement or answers the question.

\_\_\_\_\_ 1. Find the slope  $m$  of the line tangent to the graph of the function  $f(x) = 2 - 7x$  at the point  $(-1, 9)$ .

- a.  $m = -7$
- b.  $m = -2$
- c.  $m = 2$
- d.  $m = 7$
- e.  $m = -9$

\_\_\_\_\_ 2. Find the slope  $m$  of the line tangent to the graph of the function  $g(x) = 9 - x^2$  at the point  $(4, -7)$ .

- a.  $m = 4$
- b.  $m = 9$
- c.  $m = -8$
- d.  $m = -7$
- e.  $m = -18$

\_\_\_\_\_ 3. Find the derivative of the function  $g(x) = -2$  by the limit process.

- a.  $g'(x) = 2$
- b.  $g'(x) = 2x$
- c.  $g'(x) = -2x$
- d.  $g'(x) = 0$
- e.  $g'(x) = -2$

\_\_\_\_\_ 4. Find the derivative of the function  $h(s) = 7 + \frac{6}{7}s$  by the limit process.

- a.  $h'(s) = 7$
- b.  $h'(s) = 7s + \frac{6}{7}s^2$
- c.  $h'(s) = \frac{6}{7}$
- d.  $h'(s) = \frac{55}{7}$
- e.  $h'(s) = 7s + \frac{6}{7}$