

# **Test Bank**

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## **Calculus**

**TENTH EDITION**

**Ron Larson**

**Bruce Edwards**



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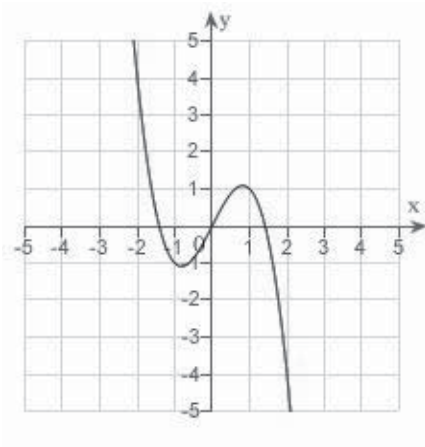
## P.1 Graphs and Models

### Multiple Choice

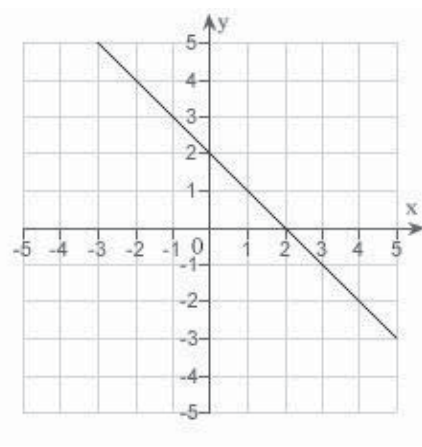
Identify the choice that best completes the statement or answers the question.

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

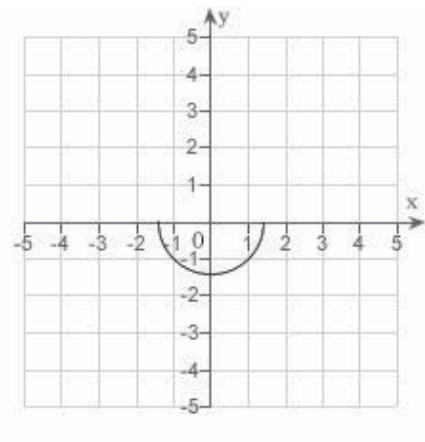
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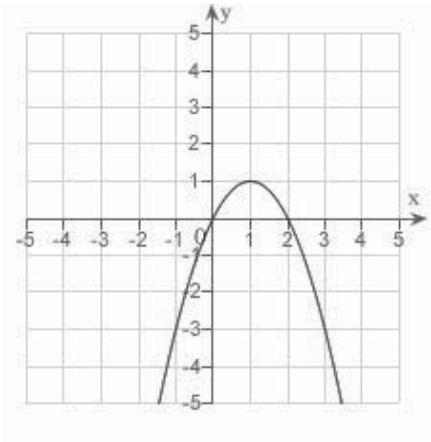
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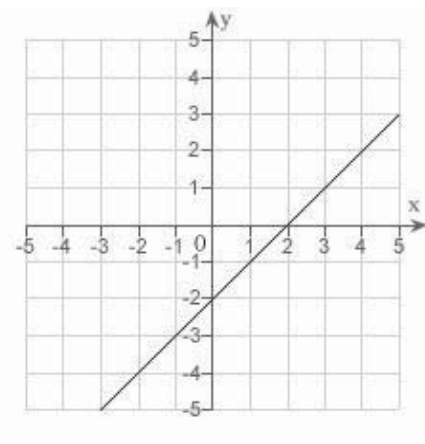
b.



e.



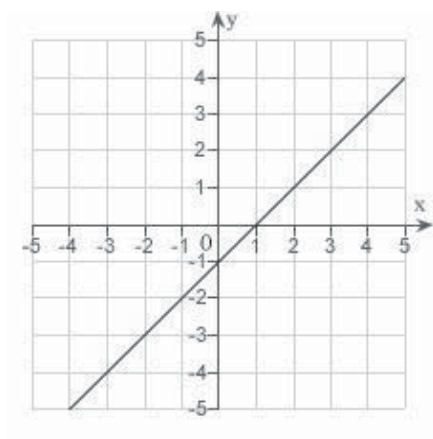
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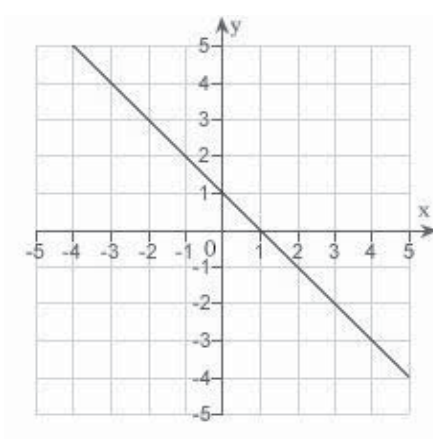
## 2 Chapter P: Preparation for Calculus

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

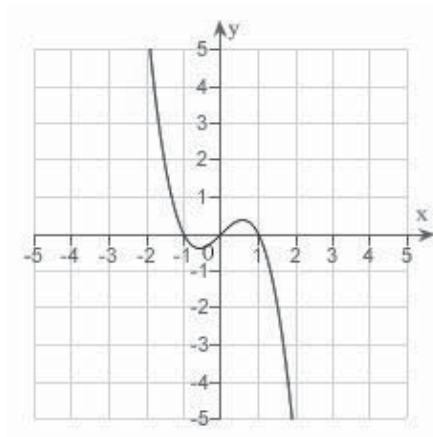
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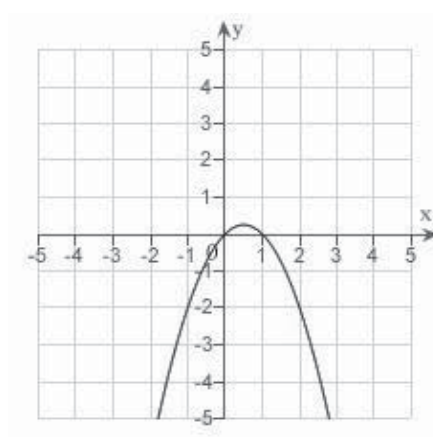
d.



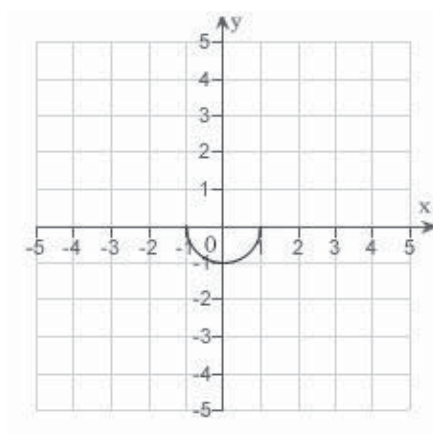
b.



e.



c.



\_\_\_\_\_ 3. Find all intercepts:

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

- a.  $x$ -intercepts: (4,0), (-3,0);  $y$ -intercepts: (0, 4), (0, 3)
- b.  $x$ -intercept: (12, 0);  $y$ -intercepts: (0, 4), (0, 3)
- c.  $x$ -intercepts: (4, 0), (-3,0);  $y$ -intercept: (0, -12)
- d.  $x$ -intercepts: (4, 0), (-3,0);  $y$ -intercepts: (0, -12), (0, 12)
- e.  $x$ -intercept: (-3, 0);  $y$ -intercept: (0, -12)

\_\_\_\_\_ 4. Find all intercepts:

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

- a.  $x$ -intercepts: (-5, 0), (-2, 0), (2, 0);  $y$ -intercepts: (0, 0), (0, 10)
- b.  $x$ -intercepts: (-5, 0), (2, 0);  $y$ -intercept: (0, 10)
- c.  $x$ -intercepts: (-5, 0), (2, 0);  $y$ -intercept: (0, -10)
- d.  $x$ -intercepts: (-5, 0), (-2, 0), (2, 0);  $y$ -intercept: (0, 10)
- e.  $x$ -intercepts: (-5, 0), (-2, 0), (2, 0);  $y$ -intercept: (0, -10)

\_\_\_\_\_ 5. Test for symmetry with respect to each axis and to the origin.

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

- a. symmetric with respect to the origin
- b. symmetric with respect to the  $x$ -axis
- c. symmetric with respect to the  $y$ -axis
- d. no symmetry
- e. A, B, and C

\_\_\_\_\_ 6. Test for symmetry with respect to each axis and to the origin.

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

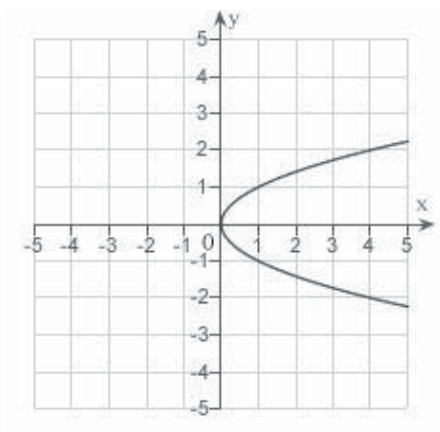
- a. symmetric with respect to the origin
- b. symmetric with respect to the  $y$ -axis
- c. symmetric with respect to the  $x$ -axis
- d. both B and C
- e. no symmetry

4 Chapter P: Preparation for Calculus

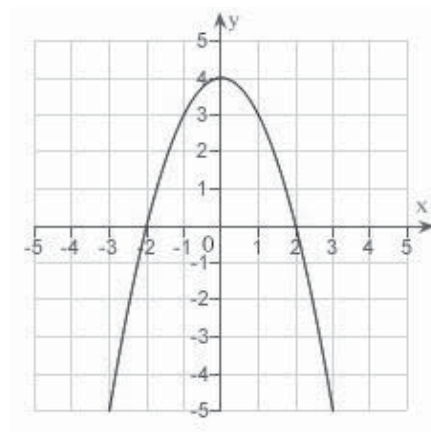
\_\_\_\_ 7. Sketch the graph of the equation:

$$x = 4 - y^2$$

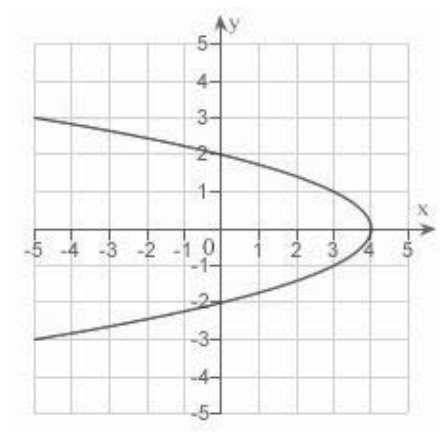
a.



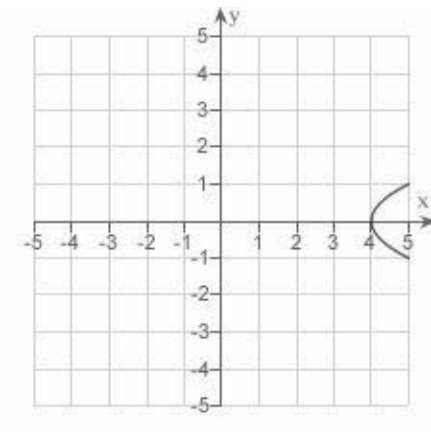
d.



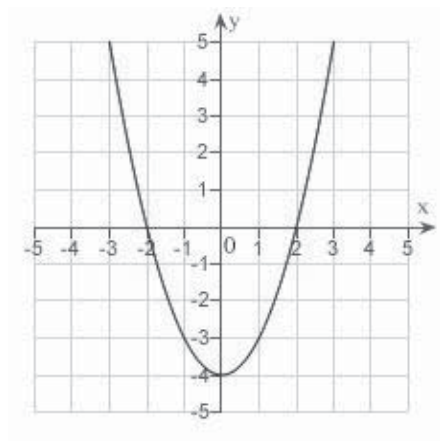
b.



e.



c.

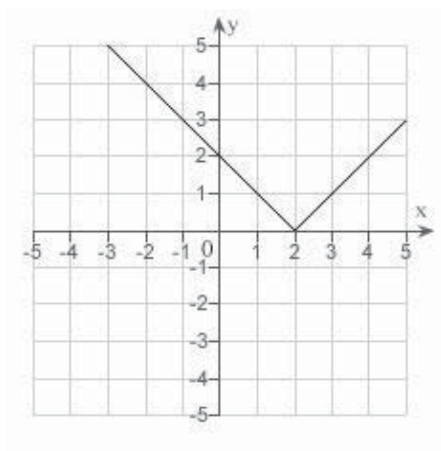




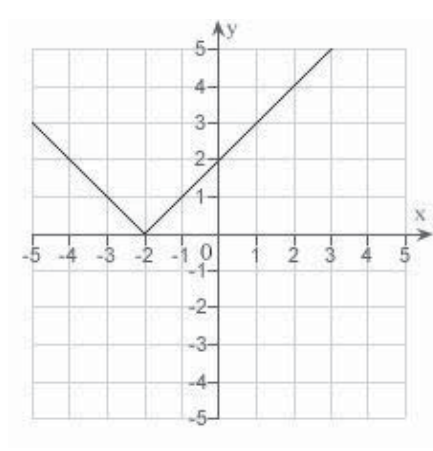
8. Sketch the graph of the equation:

$$y = |x + 2|$$

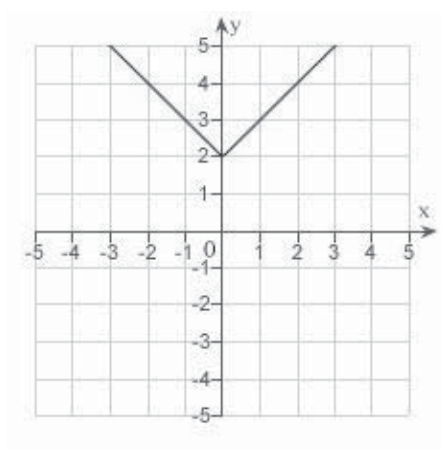
a.



d.

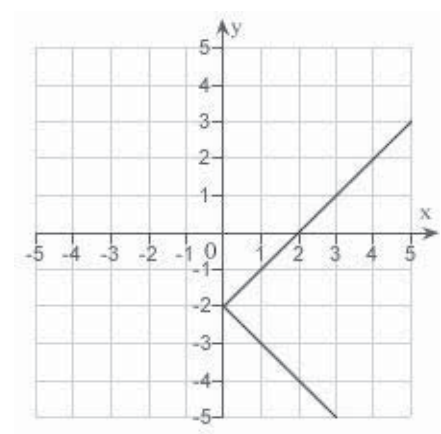


b.



e. none of the above

c.



\_\_\_\_ 9. Find the points of intersection of the graphs of the equations:

$$x = y^2 - 3$$

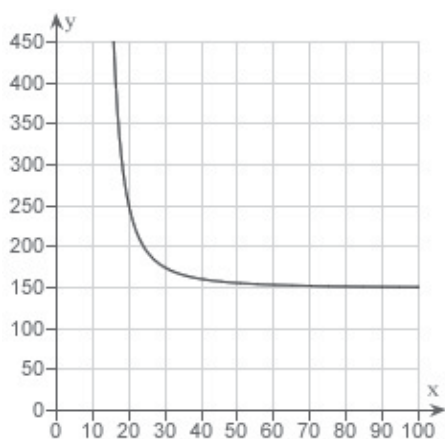
$$y = x + 1$$

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

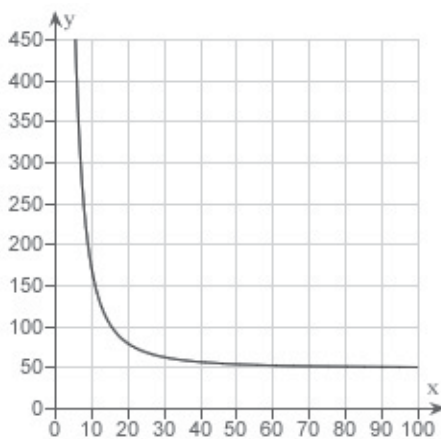
\_\_\_\_ 10. The resistance  $y$  in ohms of 1000 feet of solid metal wire at  $77^\circ F$  can be approximated by the model  $y = \frac{10,000}{x^2} - 0.57$ ,  $5 \leq x \leq 100$ , where  $x$  is the diameter of the wire in

mils (0.001 in). Use a graphing utility to graph the model  $y = \frac{10,000}{x^2} - 0.57$ ,  $5 \leq x \leq 100$ .

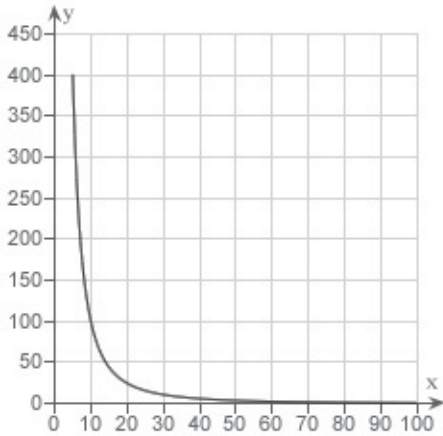
a.



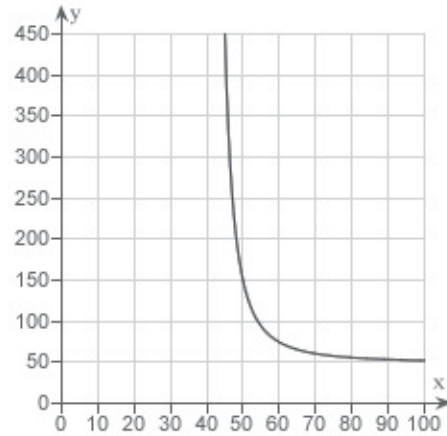
d.



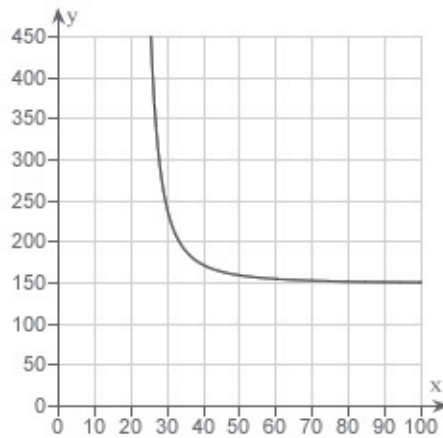
b.



e.



c.



\_\_\_\_ 11. The resistance  $y$  in ohms of 1000 feet of solid metal wire at  $77^{\circ}\text{F}$  can be approximated by the model  $y = \frac{12,000}{x^2} - 0.46$ ,  $5 \leq x \leq 100$ , 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  $-0.46$ .

- a.  $\frac{1}{2}$
- b.  $\frac{1}{5}$
- c. 4
- d. 5
- e.  $\frac{1}{4}$

\_\_\_\_\_ 12. Test for symmetry with respect to each axis and to the origin.

$$y = x^2 - 8$$

- a. symmetric with respect to the origin
- b. symmetric with respect to the  $y$ -axis
- c. symmetric with respect to the  $x$ -axis
- d. both B and C
- e. no symmetry

\_\_\_\_\_ 13. Test for symmetry with respect to each axis and to the origin.

$$|y| - x = 6$$

- a. symmetric with respect to the origin
- b. symmetric with respect to the  $x$ -axis
- c. symmetric with respect to the  $y$ -axis
- d. no symmetry
- e. A, B, and C

\_\_\_\_\_ 14. Find all intercepts:

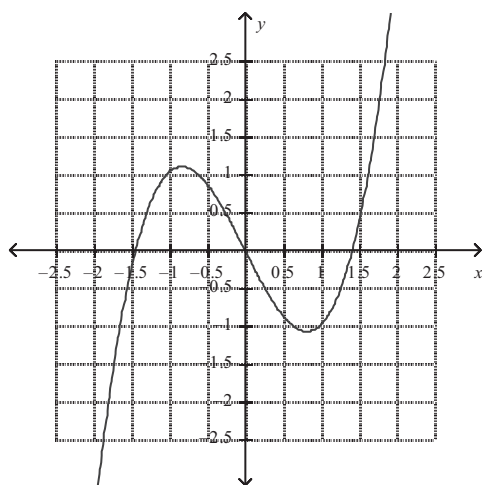
$$y^2 = x^3 - 25x$$

- a.  $x$ -intercepts: (0,0), (5,0), (-5,0);  $y$ -intercept: (0, -25)
- b.  $x$ -intercepts: (0,0), (5,0);  $y$ -intercept: (0, 0)
- c.  $x$ -intercepts: (0,0), (5,0), (-5,0);  $y$ -intercept: (0, 0)
- d.  $x$ -intercepts: (0,0), (5,0);  $y$ -intercept: (0, 5)
- e.  $x$ -intercepts: (0,0), (5,0), (25,0);  $y$ -intercept: (0, 0)

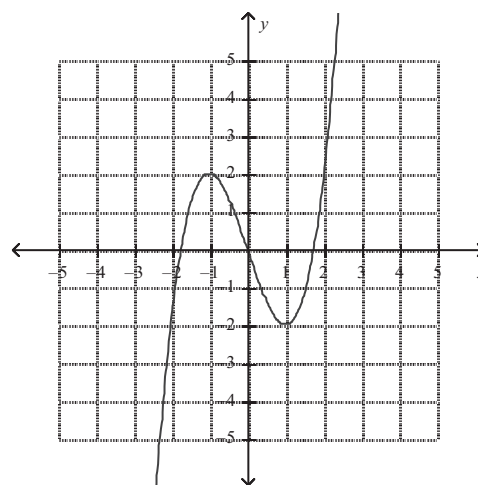
15. Sketch the graph of the equation:

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

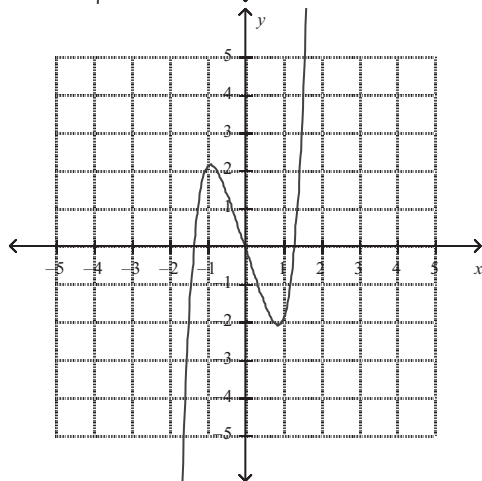
a.



d.

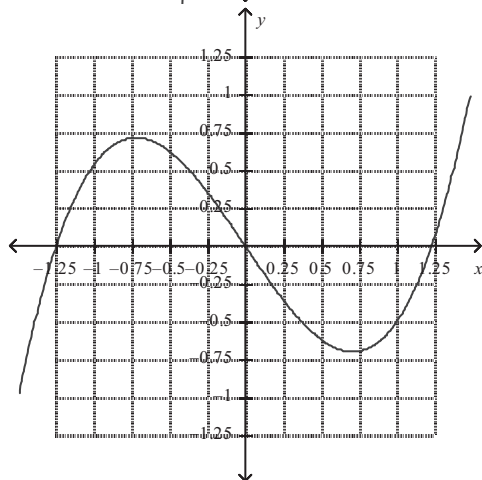


b.



e. none of the above

c.



## P.1 Graphs and Models

### Answer Section

#### MULTIPLE CHOICE

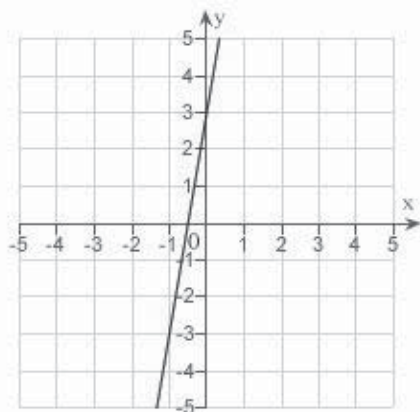
|      |  |   |      |   |      |      |      |                  |
|------|--|---|------|---|------|------|------|------------------|
| 1.   | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Identify the graph of a semicircle                                 |   |      |   |      |      |      | MSC: Skill       |
| 2.   | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Identify the graph of a cubic equation                             |   |      |   |      |      |      | MSC: Skill       |
| 3.   | ANS:   | C | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Calculate the intercepts of an equation                            |   |      |   |      |      |      | MSC: Skill       |
| 4.   | ANS:   | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Calculate the intercepts of an equation                            |   |      |   |      |      |      | MSC: Skill       |
| 5.   | ANS:   | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Identify the type of symmetry of the graph of an equation          |   |      |   |      |      |      | MSC: Skill       |
| 6.   | ANS:   | A | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Identify the type of symmetry of the graph of an equation          |   |      |   |      |      |      | MSC: Skill       |
| 7.   | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Graph a quadratic equation in $y$                                  |   |      |   |      |      |      | MSC: Skill       |
| 8.   | ANS:   | D | PTS: | 1 | DIF: | Med  | REF: | Section 0.1      |
| OBJ: | Graph an absolute value equation                                   |   |      |   |      |      |      | MSC: Skill       |
| 9.   | ANS:   | C | PTS: | 1 | DIF: | Med  | REF: | Section 0.1      |
| OBJ: | Calculate the points of intersection of the graphs of equations    |   |      |   |      |      |      | MSC: Skill       |
| 10.  | ANS:   | B | PTS: | 1 | DIF: | Med  | REF: | Section 0.1      |
| OBJ: | Plot a rational model using the capabilities of a graphing utility |   |      |   |      |      |      | MSC: Application |
| 11.  | ANS:   | E | PTS: | 1 | DIF: | Med  | REF: | Section 0.1      |
| OBJ: | Interpret a rational model   |   |      |   |      |      |      | MSC: Application |
| 12.  | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Identify the type of symmetry of the graph of an equation          |   |      |   |      |      |      | MSC: Skill       |
| 13.  | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Identify the type of symmetry of the graph of an equation          |   |      |   |      |      |      | MSC: Skill       |
| 14.  | ANS:   | C | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Calculate the intercepts of an equation                            |   |      |   |      |      |      | MSC: Skill       |
| 15.  | ANS:   | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.1      |
| OBJ: | Graph an equation in $y$   |   |      |   |      |      |      | MSC: Skill       |

## P.2 Linear Models and Rates of Change

### Multiple Choice

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

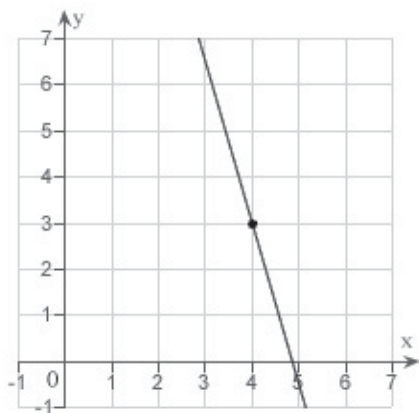
- \_\_\_\_ 1. Estimate the slope of the line from the graph.



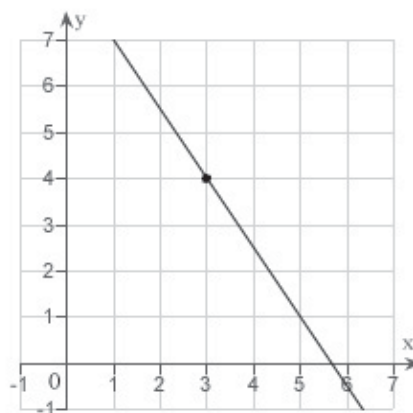
- a. 3
- b.  $-\frac{1}{3}$
- c.  $-\frac{1}{6}$
- d.  $\frac{1}{6}$
- e. 6

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

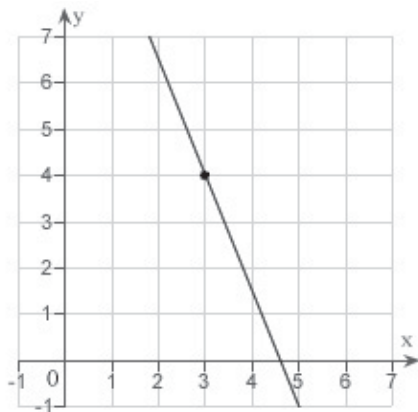
a.



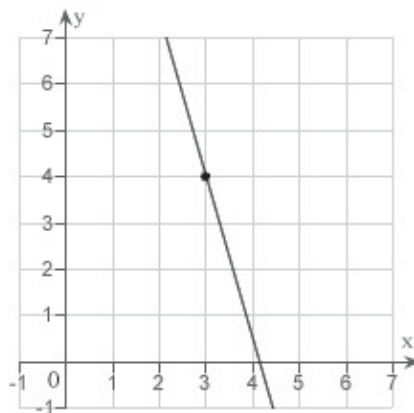
d.



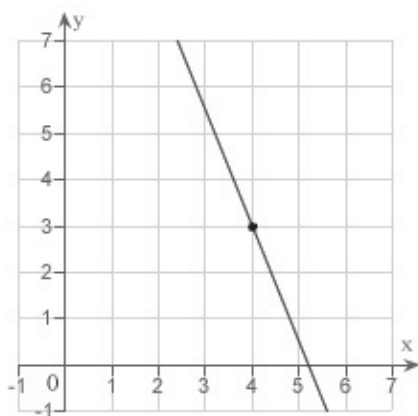
b.



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

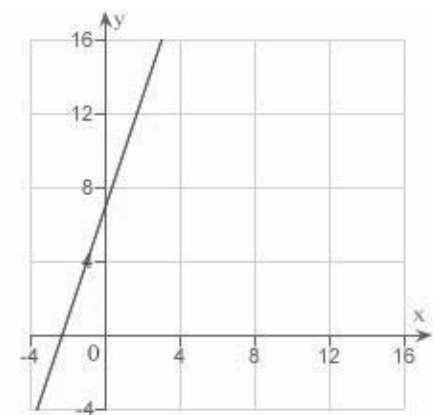
- a.  $y = \frac{1}{2}x$
- b.  $y = \frac{1}{2}x + 6$
- c.  $y = \frac{1}{2}x + 12$
- d.  $y = \frac{1}{2}x - 12$
- e.  $y = \frac{1}{2}x - 6$

\_\_\_\_\_ 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:  $(0, 7)$ .

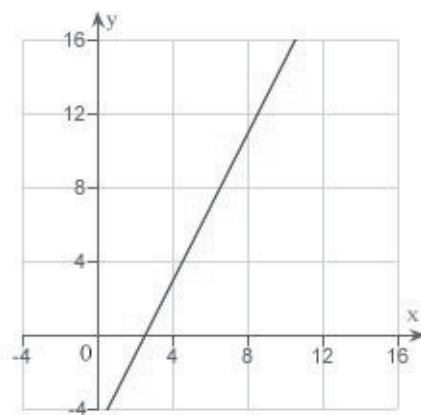
- a.  $8x - 7y - 8 = 0$
- b.  $7x - 8y + 7 = 0$
- c.  $8x + 7y + 8 = 0$
- d.  $7x + 8y + 56 = 0$
- e.  $7x + 8y - 56 = 0$

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

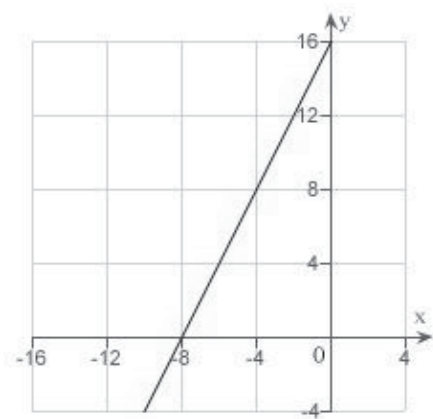
a.



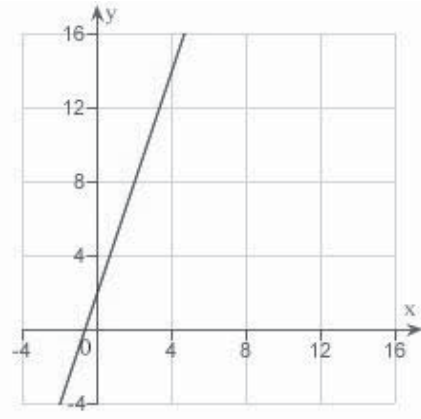
d.



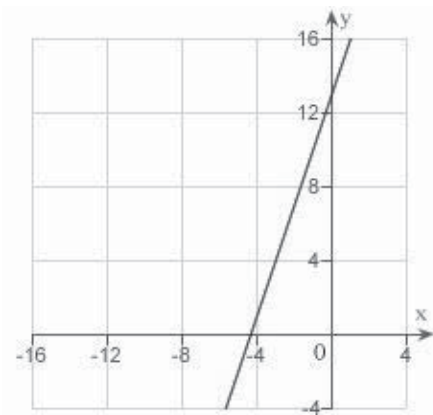
b.



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

21. 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

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

$$\text{Distance} = \frac{|Ax_1 + By_1 + C|}{\sqrt{A^2 + B^2}} \text{ for the distance between the point } (x_1, y_1) \text{ and the line}$$

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

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

\_\_\_\_ 23. 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.  $V = 7.5t - 144$

\_\_\_\_ 24. 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.  $C = 1.75x - 45$

\_\_\_\_ 25. 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

## P.2 Linear Models and Rates of Change

### Answer Section

#### MULTIPLE CHOICE

1.   ANS:       E     PTS:       1     DIF:       Easy   REF:   Section 0.2  
OBJ: Estimate the slope of a line from its graph                   MSC: Skill
2.   ANS:       D     PTS:       1     DIF:       Easy   REF:   Section 0.2  
OBJ: Sketch the line passing through a point with specified slope                   MSC: Skill
3.   ANS:       B     PTS:       1     DIF:       Easy   REF:   Section 0.2  
OBJ: Calculate the slope of a line passing through two points                   MSC: Skill
4.   ANS:       C     PTS:       1     DIF:       Med   REF:   Section 0.2  
OBJ: Calculate the slope of a line passing through two points                   MSC: Skill
5.   ANS:       A     PTS:       1     DIF:       Med   REF:   Section 0.2  
OBJ: Identify a point on a line with specified properties                   MSC: Skill
6.   ANS:       B     PTS:       1     DIF:       Easy   REF:   Section 0.2  
MSC: Application
7.   ANS:       C     PTS:       1     DIF:       Med   REF:   Section 0.2  
OBJ: Calculate slopes in applications                   MSC: Application
8.   ANS:       E     PTS:       1     DIF:       Med   REF:   Section 0.2  
OBJ: Manipulate a linear equation to determine its slope                   MSC: Skill
9.   ANS:       A     PTS:       1     DIF:       Med   REF:   Section 0.2  
OBJ: Manipulate a linear equation to determine its y-intercept                   MSC: Skill
10.   ANS:       B     PTS:       1     DIF:       Easy   REF:   Section 0.2  
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 0.2  
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 0.2  
OBJ: Write an equation of a line given two points on the line                   MSC: Skill
13.   ANS:       E     PTS:       1     DIF:       Med   REF:   Section 0.2  
OBJ: Write an equation of a line given two points on the line                   MSC: Skill
14.   ANS:       E     PTS:       1     DIF:       Easy   REF:   Section 0.2  
OBJ: Write an equation of a line given its x- and y-intercepts                   MSC: Skill
15.   ANS:       B     PTS:       1     DIF:       Med   REF:   Section 0.2  
OBJ: Sketch the graph of a linear equation                   MSC: Skill
16.   ANS:       C     PTS:       1     DIF:       Med   REF:   Section 0.2  
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 0.2  
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 0.2  
OBJ: 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 0.2  
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: | Med  | REF: | Section 0.2      |
| OBJ: | Write linear equations in applications            |   |      |   |      |      |      | MSC: Application |
| 21.  | ANS:  | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.2      |
| OBJ: | Evaluate linear equations in applications         |   |      |   |      |      |      | MSC: Application |
| 22.  | ANS:  | C | PTS: | 1 | DIF: | Med  | REF: | Section 0.2      |
| OBJ: | Calculate the distance between a point and a line |   |      |   |      |      |      | MSC: Skill       |
| 23.  | ANS:  | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.2      |
| OBJ: | Write linear equations in applications            |   |      |   |      |      |      | MSC: Application |
| 24.  | ANS:  | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.2      |
| OBJ: | Write linear equations in applications            |   |      |   |      |      |      | MSC: Application |
| 25.  | ANS:  | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.2      |
| OBJ: | Evaluate linear equations in applications         |   |      |   |      |      |      | MSC: Application |

## P.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.

- 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  $x$ .

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

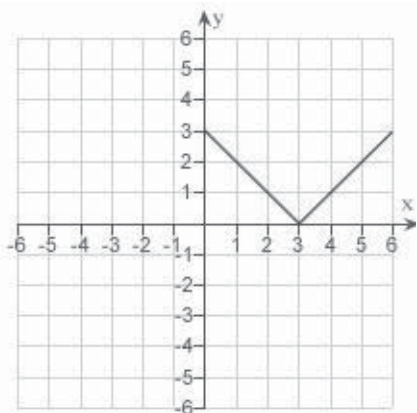
- a. no
- b. yes

\_\_\_\_ 12. Determine whether  $y$  is a function of  $x$ .

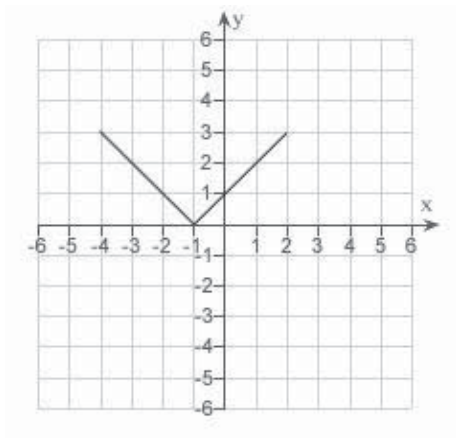
$$xy - x^2 = 3y + x$$

- a. no
- b. yes

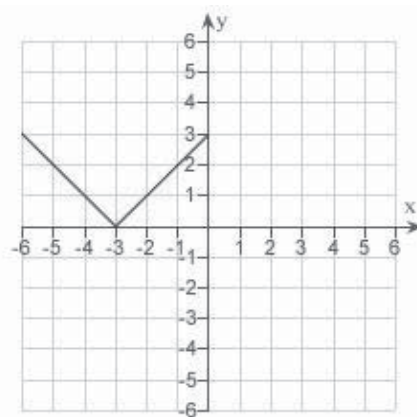
\_\_\_\_ 13. Use the graph of  $y = f(x)$  given below to find the graph of the function  $y = f(x + 5)$ .



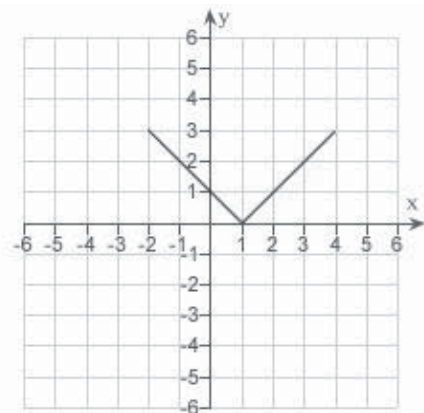
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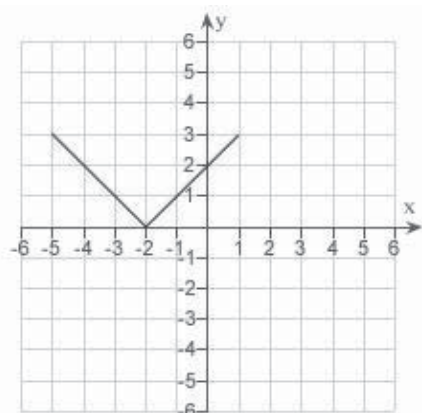
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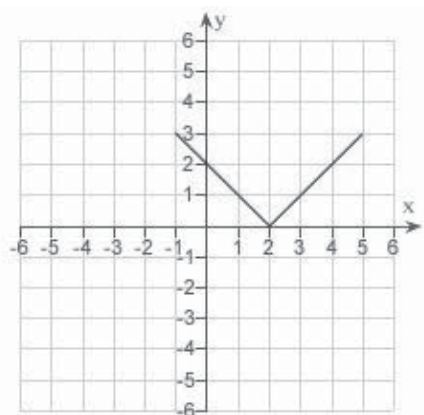
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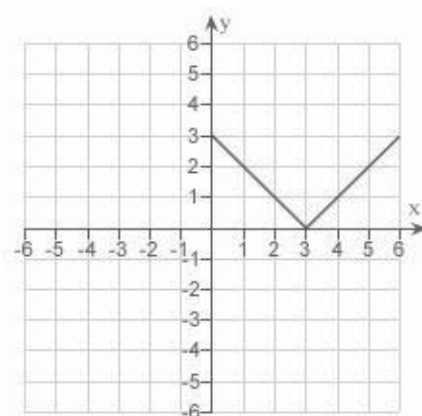
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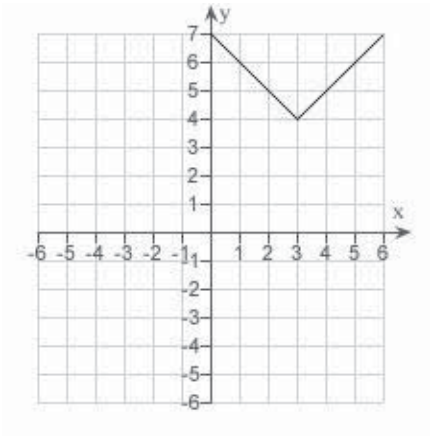
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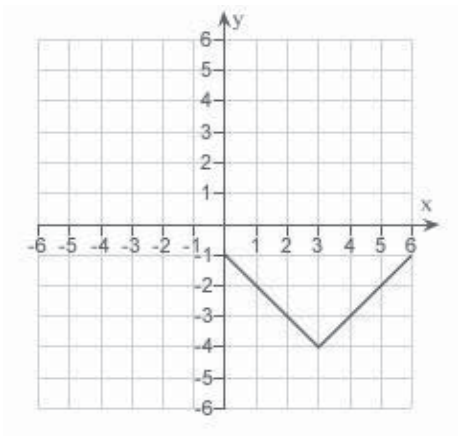
14. Use the graph of  $y = f(x)$  given below to find the graph of the function  $y = f(x) + 4$ .



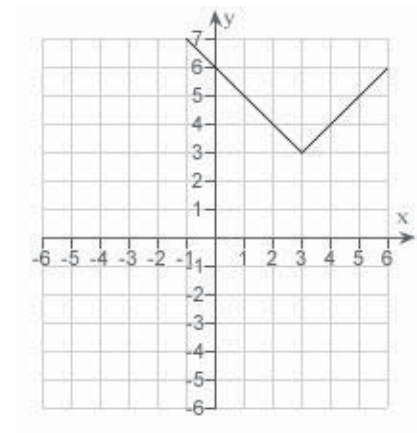
a.



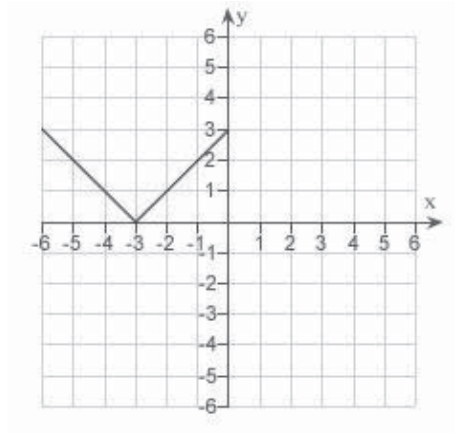
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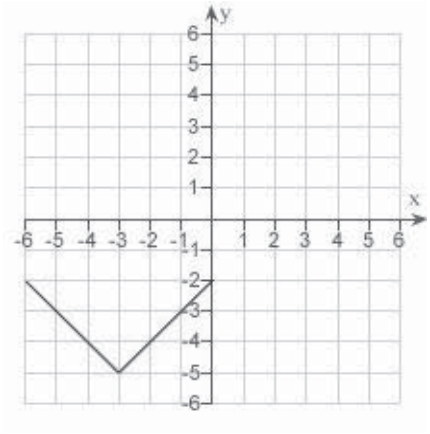
b.



e.



c.



\_\_\_\_\_ 15. Given  $f(x) = \cos x$  and  $g(x) = \frac{\pi}{2}x$ , evaluate  $f(g(2))$ .

- a. 0
- b.  $\frac{1}{2}$
- c.  $\frac{\pi}{2} \sin(2)$
- d. -1
- e.  $\frac{\pi}{2} \cos(2)$

\_\_\_\_\_ 16. Determine whether the function is even, odd, or neither.

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

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

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

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

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

\_\_\_\_\_ 18. 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.  $\left(\frac{6}{5}, 8\right)$



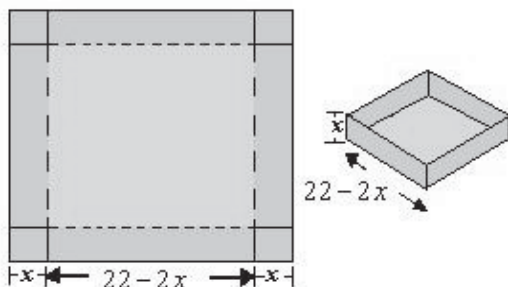
19. Find the coordinates of a second point on the graph of a function  $f$  if the given point  $\left(-\frac{9}{8}, 5\right)$  is on the graph and the function is odd.

- 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.  $\left(\frac{9}{8}, 5\right)$

20. 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.

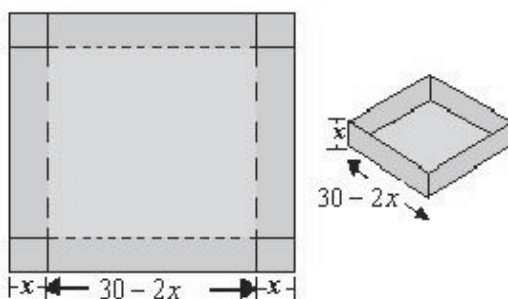
- a.  $H\left(\frac{x}{1.1}\right) = 0.00150x^2 + 0.00455x - 0.02700$
- b.  $H\left(\frac{x}{1.1}\right) = 0.00150x^2 + 0.00165x - 0.00455$
- c.  $H\left(\frac{x}{1.1}\right) = 0.00165x^2 + 0.00150x - 0.02700$
- d.  $H\left(\frac{x}{1.1}\right) = 0.00165x^2 + 0.00455x - 0.02700$
- e.  $H\left(\frac{x}{1.1}\right) = 0.00455x^2 + 0.00165x - 0.02700$

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

22. 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

## P.3 Functions and Their Graphs

### Answer Section

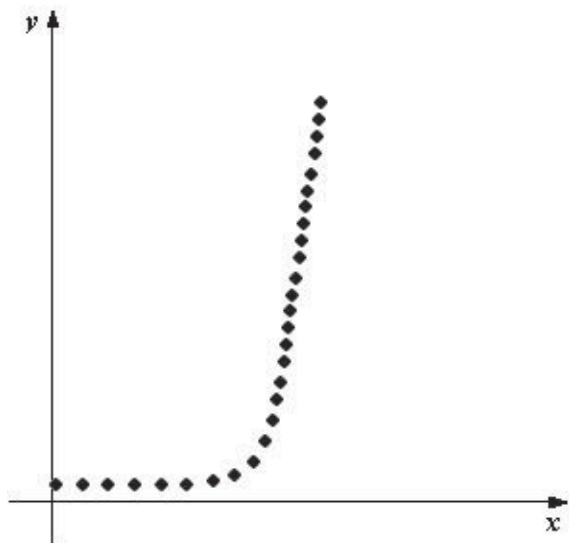
|      |  |   |      |   |      |      |      |                  |
|------|--|---|------|---|------|------|------|------------------|
| 1.   | ANS:   | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Evaluate a function and simplify                         |   |      |   |      |      |      | MSC: Skill       |
| 2.   | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Evaluate a function and simplify                         |   |      |   |      |      |      | MSC: Skill       |
| 3.   | ANS:   | C | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Evaluate a function and simplify                         |   |      |   |      |      |      | MSC: Skill       |
| 4.   | ANS:   | B | PTS: | 1 | DIF: | Med  | REF: | Section 0.3      |
| OBJ: | Simplify a difference quotient                           |   |      |   |      |      |      | MSC: Skill       |
| 5.   | ANS:   | A | PTS: | 1 | DIF: | Med  | REF: | Section 0.3      |
| OBJ: | Simplify a difference quotient                           |   |      |   |      |      |      | MSC: Skill       |
| 6.   | ANS:   | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify the domain and range of a function              |   |      |   |      |      |      | MSC: Skill       |
| 7.   | ANS:   | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify the domain and range of a function              |   |      |   |      |      |      | MSC: Skill       |
| 8.   | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify the domain and range of a function              |   |      |   |      |      |      | MSC: Skill       |
| 9.   | ANS:   | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Evaluate a piecewise function                            |   |      |   |      |      |      | MSC: Skill       |
| 10.  | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify the domain and range of a function              |   |      |   |      |      |      | MSC: Skill       |
| 11.  | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify equations that are functions                    |   |      |   |      |      |      | MSC: Skill       |
| 12.  | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify equations that are functions                    |   |      |   |      |      |      | MSC: Skill       |
| 13.  | ANS:   | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Graph transformations of functions                       |   |      |   |      |      |      | MSC: Skill       |
| 14.  | ANS:   | A | PTS: | 1 | DIF: | Med  | REF: | Section 0.3      |
| OBJ: | Graph transformations of functions                       |   |      |   |      |      |      | MSC: Skill       |
| 15.  | ANS:   | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Evaluate composite functions                             |   |      |   |      |      |      | MSC: Skill       |
| 16.  | ANS:   | C | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify the type of symmetry of the graph of a function |   |      |   |      |      |      | MSC: Skill       |
| 17.  | ANS:   | A | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify the type of symmetry of the graph of a function |   |      |   |      |      |      | MSC: Skill       |
| 18.  | ANS:   | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify points on a graph using symmetry                |   |      |   |      |      |      | MSC: Skill       |
| 19.  | ANS:   | B | PTS: | 1 | DIF: | Easy | REF: | Section 0.3      |
| OBJ: | Identify points on a graph using symmetry                |   |      |   |      |      |      | MSC: Skill       |
| 20.  | ANS:   | D | PTS: | 1 | DIF: | Med  | REF: | Section 0.3      |
| OBJ: | Apply composite functions                                |   |      |   |      |      |      | MSC: Application |
| 21.  | ANS:   | A | PTS: | 1 | DIF: | Med  | REF: | Section 0.3      |
| OBJ: | Create functions in applications                         |   |      |   |      |      |      | MSC: Application |
| 22.  | ANS:   | C | PTS: | 1 | DIF: | Med  | REF: | Section 0.3      |
| OBJ: | Identify domains in applications                         |   |      |   |      |      |      | MSC: Application |

## P.4 Fitting Models to Data

### Multiple Choice

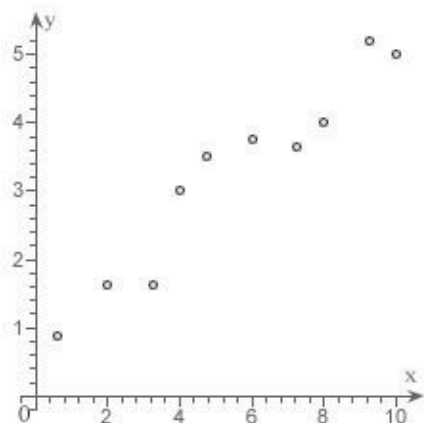
Identify the choice that best completes the statement or answers the question.

- \_\_\_\_ 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?



- a. no apparent relationship between  $x$  and  $y$
- b. trigonometric
- c. quadratic
- d. linear

- \_\_\_\_\_ 3. 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.

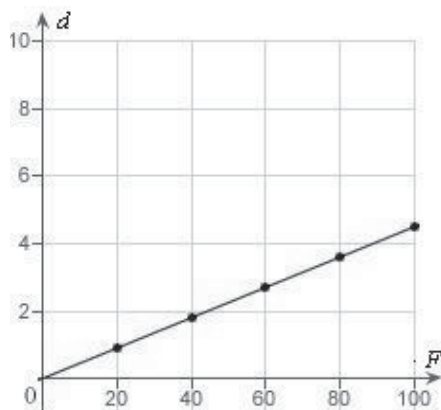
|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| $F$ | 20  | 40  | 60  | 80  | 100 |
| $d$ | 1.9 | 3.8 | 5.7 | 7.6 | 9.5 |

- a.  $d = 0.675F$
- b.  $d = 0.118F$
- c.  $d = 0.112F$
- d.  $d = 0.095F$
- e.  $d = 0.905F$

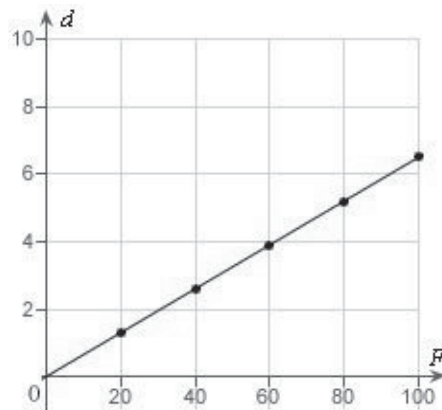
4. Hooke's Law states that the force  $F$  required to compress or stretch a spring (within its elastic limits) is proportional to the distance  $d$  that the spring is compressed or stretched from its original length. That is,  $F = kd$  where  $k$  is a measure of the stiffness of the spring and is 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 |

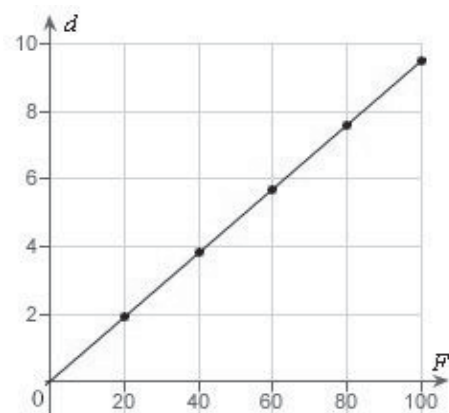
a.



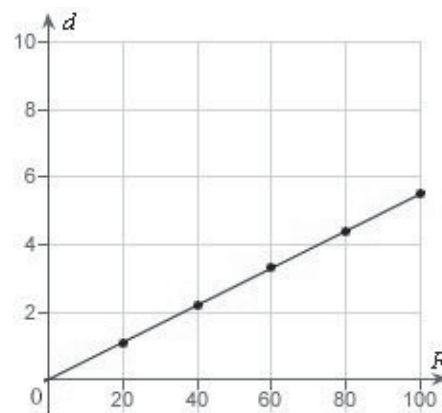
d.



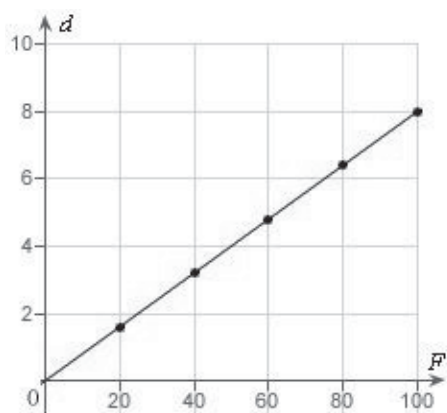
b.



e.



c.



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 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 |

- a. 8.08 cm
- b. 6.38 cm
- c. 4.68 cm
- d. 2.98 cm
- e. 9.78 cm

6. 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.

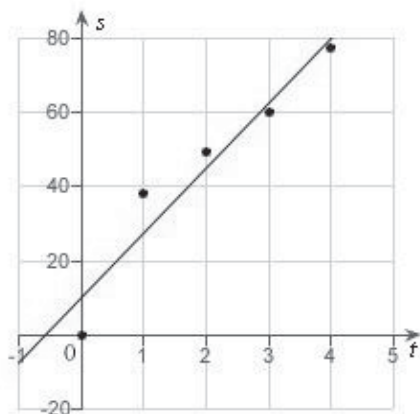
|     |   |      |      |      |      |
|-----|---|------|------|------|------|
| $t$ | 0 | 1    | 2    | 3    | 4    |
| $s$ | 0 | 13.0 | 21.4 | 31.2 | 41.4 |

- a.  $s = 10.1t + 1.2$
- b.  $s = 3.0t - 1.2$
- c.  $s = 1.2t + 10.1$
- d.  $s = 10.1t + 3.0$
- e.  $s = 1.2t - 3.0$

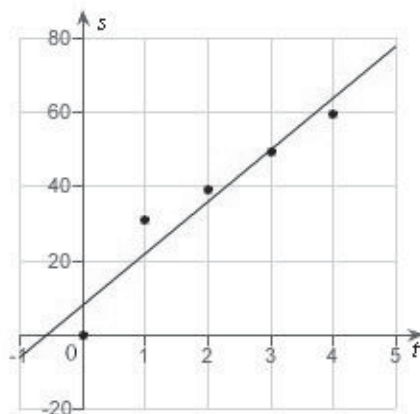
7. In an experiment, students measured the speed  $s$  (in meters per second) of a falling object  $t$  seconds after it was released. The results are shown in the table below. Use the regression capabilities of a graphing utility to find a linear model for the data. Round all numerical values in your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

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

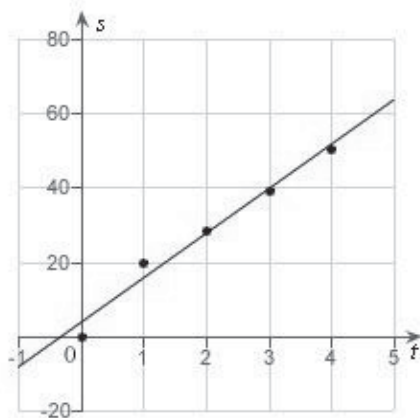
a.



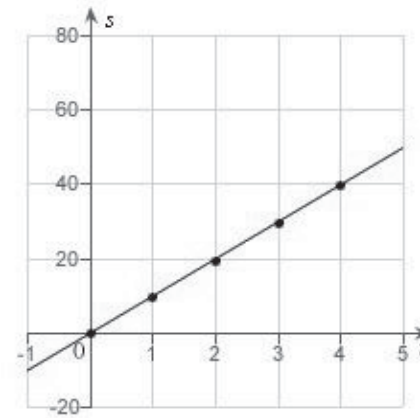
d.



b.

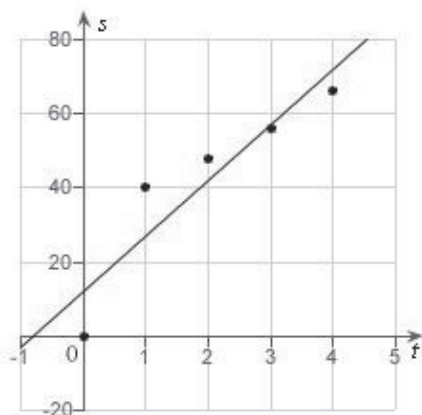


e.





c.



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 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

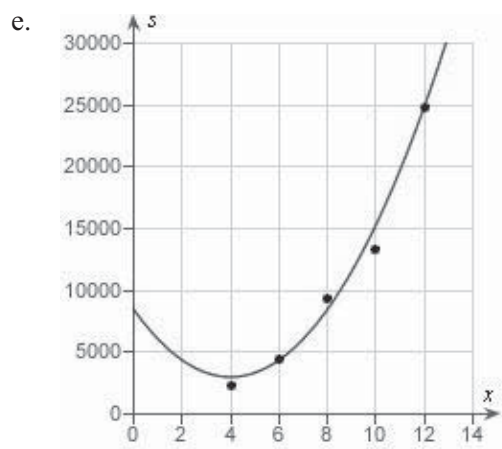
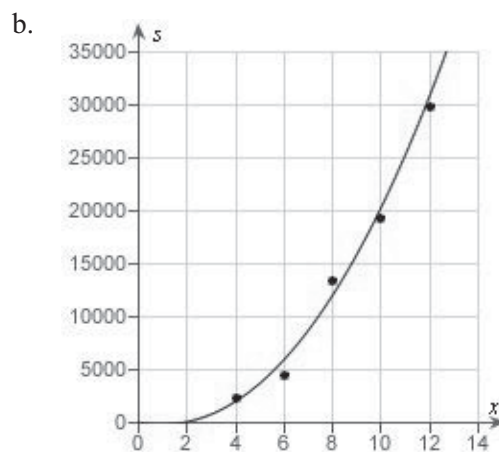
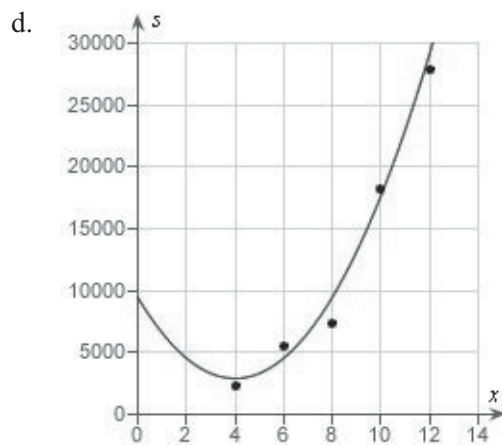
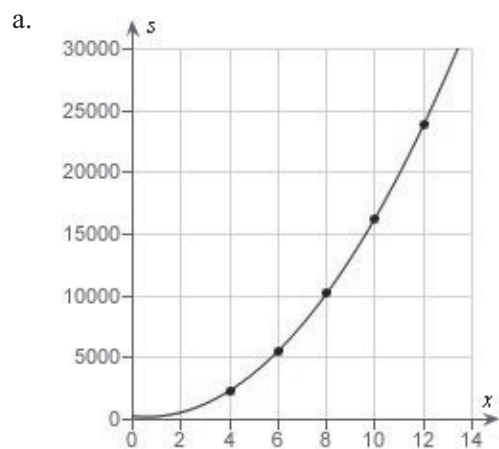
9. Students in a lab measured the breaking strength  $S$  (in pounds) of wood 2 inches thick,  $x$  inches high, and 12 inches long. The results are shown in the table below. Use the regression capabilities of a graphing utility to fit a quadratic model to the data. Round the numerical values in your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

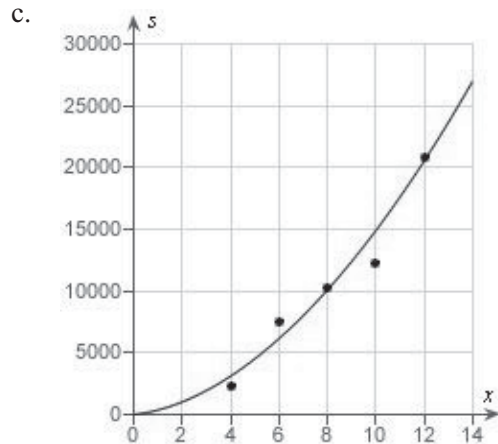
|     |      |      |        |        |        |
|-----|------|------|--------|--------|--------|
| $x$ | 4    | 6    | 8      | 10     | 12     |
| $S$ | 2422 | 5512 | 10,362 | 16,302 | 23,912 |

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

10. 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 |





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 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

12. 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.

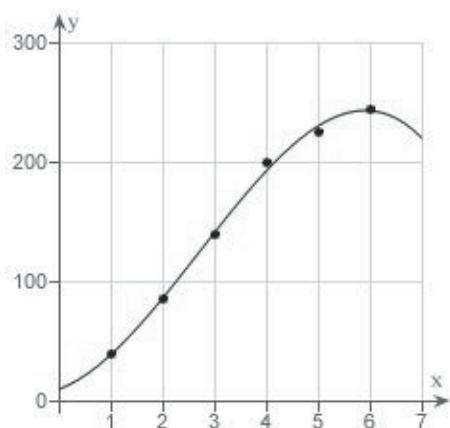
| $x$ | 1  | 2   | 3   | 4   | 5   | 6   |
|-----|----|-----|-----|-----|-----|-----|
| $y$ | 64 | 109 | 164 | 224 | 249 | 269 |

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

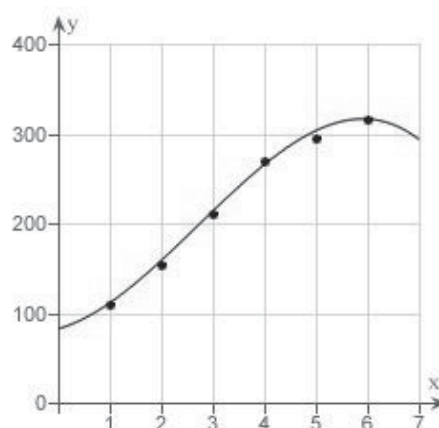
13. A V8 car engine is coupled to a dynamometer and the horsepower  $y$  is measured at different engine speeds  $x$  (in thousands of revolutions per minute). The results are shown in the table below. Use a graphing utility to plot the data and graph the cubic model.

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

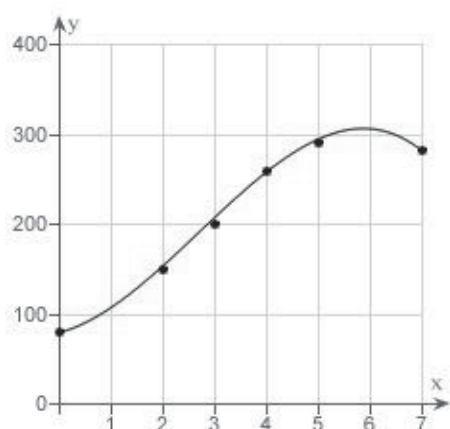
a.



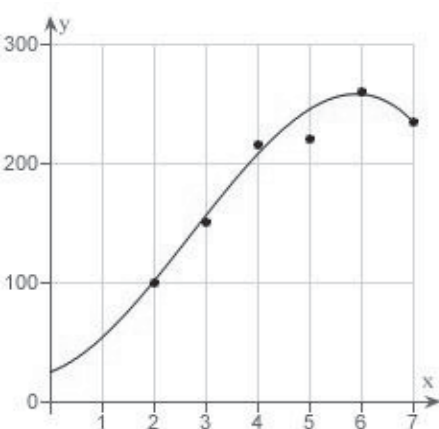
d.



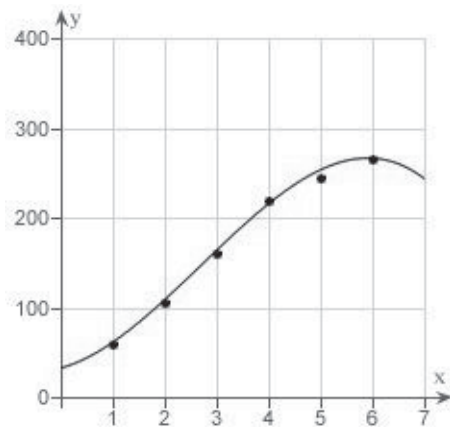
b.



e.



c.

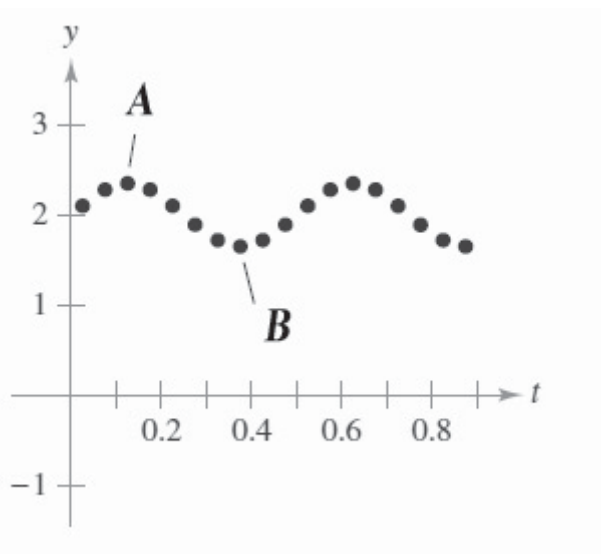


14. A V8 car engine is coupled to a dynamometer and the horsepower  $y$  is measured at different engine speeds  $x$  (in thousands of revolutions per minute). The results are shown in the table below. Use the model  $y = -1.806x^3 + 14.58x^2 + 16.4x + 30$  to approximate the horsepower when the engine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

- a. 260.77 hp
- b. 262.73 hp
- c. 262.36 hp
- d. 261.38 hp
- e. 261.91 hp

15. The motion of an oscillating weight suspended by a spring was measured by a motion detector. The data collected and the approximate maximum (positive and negative) displacements from equilibrium are shown in the figure. The displacement is measured in centimeters, and the time is measured in seconds. Take  $A(0.133, 2.49)$  and  $B(0.343, 1.78)$ . Approximate the amplitude and period of the oscillations.



- a. Amplitude = 0.335. Period = 4.3.
- b. Amplitude = 0.71. Period = 2.1.
- c. Amplitude = 0.355. Period = 4.2.
- d. Amplitude = 4.2. Period = 0.355.
- e. Amplitude = 2.1. Period = 0.71.

## P.4 Fitting Models to Data

### Answer Section

#### MULTIPLE CHOICE

- |      |  |   |      |   |      |      |      |             |
|------|--|---|------|---|------|------|------|-------------|
| 1.   | ANS:   | A | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Identify the most appropriate function for a scatter plot                                |   |      |   |      |      | MSC: | Skill       |
| 2.   | ANS:   | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Identify the most appropriate function for a scatter plot                                |   |      |   |      |      | MSC: | Skill       |
| 3.   | ANS:   | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Write a linear model for data using the regression capabilities of a graphing utility    |   |      |   |      |      |      |             |
| MSC: | Application  |   |      |   |      |      |      |             |
| 4.   | ANS:   | D | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Plot data points and the graph of a linear model   |   |      |   |      |      | MSC: | Application |
| 5.   | ANS:   | C | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Evaluate linear models in applications   |   |      |   |      |      | MSC: | Application |
| 6.   | ANS:   | A | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Write a linear model for data using the regression capabilities of a graphing utility    |   |      |   |      |      |      |             |
| MSC: | Application  |   |      |   |      |      |      |             |
| 7.   | ANS:   | C | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Plot data points and the graph of a linear model   |   |      |   |      |      | MSC: | Application |
| 8.   | ANS:   | E | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Evaluate linear models in applications   |   |      |   |      |      | MSC: | Application |
| 9.   | ANS:   | B | PTS: | 1 | DIF: | Med  | REF: | Section 0.4 |
| OBJ: | Write a quadratic model for data using the regression capabilities of a graphing utility |   |      |   |      |      |      |             |
| MSC: | Application  |   |      |   |      |      |      |             |
| 10.  | ANS:   | B | PTS: | 1 | DIF: | Med  | REF: | Section 0.4 |
| OBJ: | Plot data points and the graph of a quadratic model                                      |   |      |   |      |      | MSC: | Application |
| 11.  | ANS:   | A | PTS: | 1 | DIF: | Med  | REF: | Section 0.4 |
| OBJ: | Evaluate quadratic models in applications  |   |      |   |      |      | MSC: | Application |
| 12.  | ANS:   | D | PTS: | 1 | DIF: | Med  | REF: | Section 0.4 |
| OBJ: | Evaluate cubic models in applications  |   |      |   |      |      | MSC: | Application |
| 13.  | ANS:   | D | PTS: | 1 | DIF: | Med  | REF: | Section 0.4 |
| OBJ: | Plot data points and the graph of a cubic model  |   |      |   |      |      | MSC: | Application |
| 14.  | ANS:   | A | PTS: | 1 | DIF: | Med  | REF: | Section 0.4 |
| OBJ: | Write a cubic model for data using the regression capabilities of a graphing utility     |   |      |   |      |      |      |             |
| MSC: | Application  |   |      |   |      |      |      |             |
| 15.  | ANS:   | C | PTS: | 1 | DIF: | Easy | REF: | Section 0.4 |
| OBJ: | Fit a trigonometric model to a real-life data set.                                       |   |      |   |      |      | MSC: | Application |

## 1.1 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

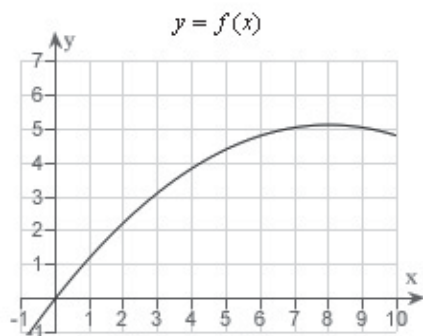
\_\_\_\_\_ 2. Decide whether the following problem can be solved using precalculus, or whether calculus is required. If the problem can be solved using precalculus, solve it. If the problem seems to require calculus, use a graphical or numerical approach to estimate the solution.

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.

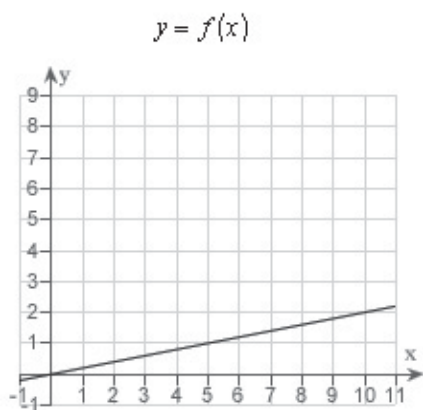
A cyclist is riding on a path whose elevation is modeled by the function  $f(x) = 0.08(16x - x^2)$  where  $x$  and  $f(x)$  are measured in miles. Find the rate of change of elevation when  $x = 4$ .



- 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  $x = 5$ .

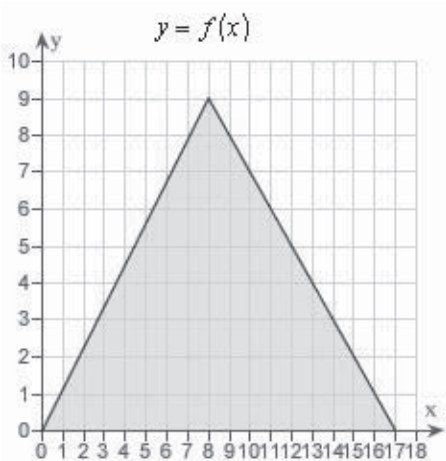


- a. calculus, 2
- b. precalculus, 0.2
- c. calculus, 0.2
- d. precalculus, 2
- e. precalculus, 0.45



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.

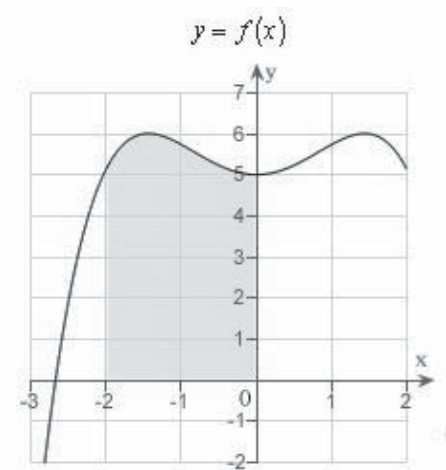
Find the area of the shaded region bounded by the triangle with vertices  $(0,0)$ ,  $(8,9)$ ,  $(17,0)$ .



- 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.

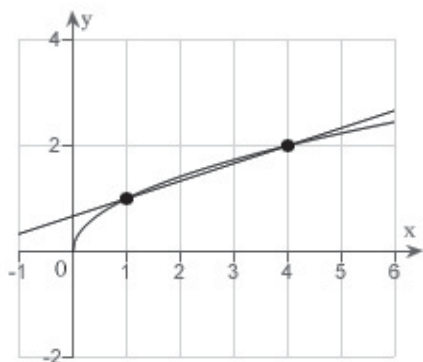


- a. calculus , 11
- b. precalculus , 11
- c. precalculus , 13

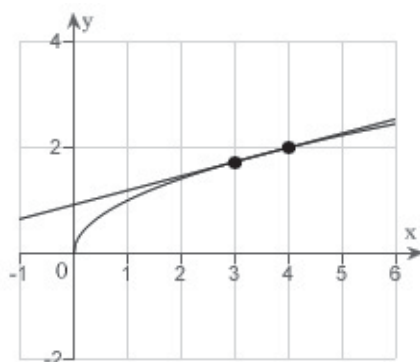
- d. calculus , 16
- e. precalculus , 16

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  $x = 3$ .

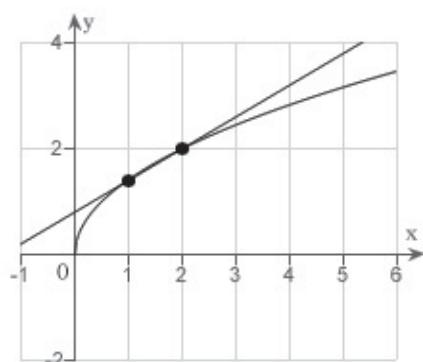
a.



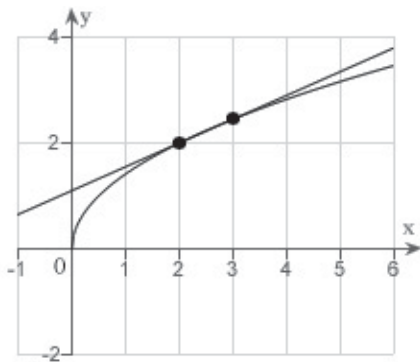
d.



b.



e.



c.

