

Chapter 1 Overview

This chapter reviews the most important things you need to know to start learning calculus. It also introduces the use of a graphing utility as a tool to investigate mathematical ideas, to support analytic work, and to solve problems with numerical and graphical methods. The emphasis is on functions and graphs, the main building blocks of calculus.

Functions and parametric equations are the major tools for describing the real world in mathematical terms, from temperature variations to planetary motions, from brain waves to business cycles, and from heartbeat patterns to population growth. Many functions have particular importance because of the behavior they describe. Trigonometric functions describe cyclic, repetitive activity; exponential, logarithmic, and logistic functions describe growth and decay; and polynomial functions can approximate these and most other functions.

1.1

Lines

What you'll learn about

- Increments
- Slope of a Line
- Parallel and Perpendicular Lines
- Equations of Lines
- Applications

... and why

Linear equations are used extensively in business and economic applications.

Increments

One reason calculus has proved to be so useful is that it is the right mathematics for relating the rate of change of a quantity to the graph of the quantity. Explaining that relationship is one goal of this book. It all begins with the slopes of lines.

When a particle in the plane moves from one point to another, the net changes or *increments* in its coordinates are found by subtracting the coordinates of its starting point from the coordinates of its stopping point.

DEFINITION Increments

If a particle moves from the point (x_1, y_1) to the point (x_2, y_2) , the **increments** in its coordinates are

$$\Delta x = x_2 - x_1 \quad \text{and} \quad \Delta y = y_2 - y_1.$$

The symbols Δx and Δy are read “delta x ” and “delta y .” The letter Δ is a Greek capital d for “difference.” Neither Δx nor Δy denotes multiplication; Δx is not “delta times x ” nor is Δy “delta times y .”

Increments can be positive, negative, or zero, as shown in Example 1.

EXAMPLE 1 Finding Increments

The coordinate increments from $(4, -3)$ to $(2, 5)$ are

$$\Delta x = 2 - 4 = -2, \quad \Delta y = 5 - (-3) = 8.$$

From $(5, 6)$ to $(5, 1)$, the increments are

$$\Delta x = 5 - 5 = 0, \quad \Delta y = 1 - 6 = -5. \quad \text{Now try Exercise 1.}$$

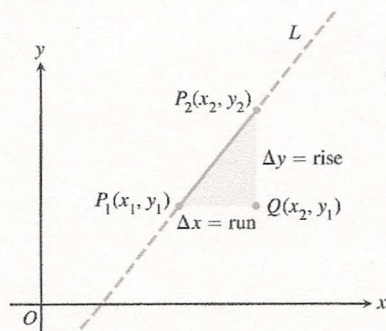


Figure 1.1 The slope of line L is

$$m = \frac{\text{rise}}{\text{run}} = \frac{\Delta y}{\Delta x}.$$

Slope of a Line

Each nonvertical line has a *slope*, which we can calculate from increments in coordinates.

Let L be a nonvertical line in the plane and $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$ two points on L (Figure 1.1). We call $\Delta y = y_2 - y_1$ the **rise** from P_1 to P_2 and $\Delta x = x_2 - x_1$ the **run** from

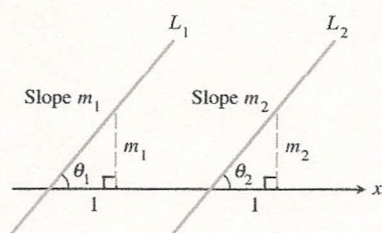


Figure 1.2 If $L_1 \parallel L_2$, then $\theta_1 = \theta_2$ and $m_1 = m_2$. Conversely, if $m_1 = m_2$, then $\theta_1 = \theta_2$ and $L_1 \parallel L_2$.

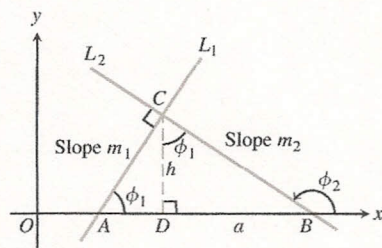


Figure 1.3 $\triangle ADC$ is similar to $\triangle CDB$. Hence ϕ_1 is also the upper angle in $\triangle CDB$, where $\tan \phi_1 = a/h$.

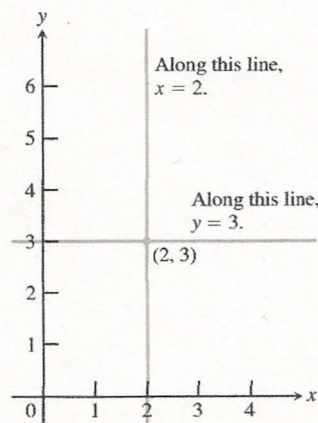


Figure 1.4 The standard equations for the vertical and horizontal lines through the point $(2, 3)$ are $x = 2$ and $y = 3$. (Example 2)

P_1 to P_2 . Since L is not vertical, $\Delta x \neq 0$ and we define the slope of L to be the amount of rise per unit of run. It is conventional to denote the slope by the letter m .

DEFINITION Slope

Let $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$ be points on a nonvertical line, L . The **slope** of L is

$$m = \frac{\text{rise}}{\text{run}} = \frac{\Delta y}{\Delta x} = \frac{y_2 - y_1}{x_2 - x_1}.$$

A line that goes uphill as x increases has a positive slope. A line that goes downhill as x increases has a negative slope. A horizontal line has slope zero since all of its points have the same y -coordinate, making $\Delta y = 0$. For vertical lines, $\Delta x = 0$ and the ratio $\Delta y/\Delta x$ is undefined. We express this by saying that vertical lines *have no slope*.

Parallel and Perpendicular Lines

Parallel lines form equal angles with the x -axis (Figure 1.2). Hence, nonvertical parallel lines have the same slope. Conversely, lines with equal slopes form equal angles with the x -axis and are therefore parallel.

If two nonvertical lines L_1 and L_2 are perpendicular, their slopes m_1 and m_2 satisfy $m_1 m_2 = -1$, so each slope is the *negative reciprocal* of the other:

$$m_1 = -\frac{1}{m_2}, \quad m_2 = -\frac{1}{m_1}.$$

The argument goes like this: In the notation of Figure 1.3, $m_1 = \tan \phi_1 = a/h$, while $m_2 = \tan \phi_2 = -h/a$. Hence, $m_1 m_2 = (a/h)(-h/a) = -1$.

Equations of Lines

The vertical line through the point (a, b) has equation $x = a$ since every x -coordinate on the line has the value a . Similarly, the horizontal line through (a, b) has equation $y = b$.

EXAMPLE 2 Finding Equations of Vertical and Horizontal Lines

The vertical and horizontal lines through the point $(2, 3)$ have equations $x = 2$ and $y = 3$, respectively (Figure 1.4).

Now try Exercise 9.

We can write an equation for any nonvertical line L if we know its slope m and the coordinates of one point $P_1(x_1, y_1)$ on it. If $P(x, y)$ is any other point on L , then

$$\frac{y - y_1}{x - x_1} = m,$$

so that

$$y - y_1 = m(x - x_1) \quad \text{or} \quad y = m(x - x_1) + y_1.$$

DEFINITION Point-Slope Equation

The equation

$$y = m(x - x_1) + y_1$$

is the **point-slope equation** of the line through the point (x_1, y_1) with slope m .

EXAMPLE 3 Using the Point-Slope Equation

Write the point-slope equation for the line through the point $(2, 3)$ with slope $-3/2$.

SOLUTION

We substitute $x_1 = 2$, $y_1 = 3$, and $m = -3/2$ into the point-slope equation and obtain

$$y = -\frac{3}{2}(x - 2) + 3 \quad \text{or} \quad y = -\frac{3}{2}x + 6.$$

Now try Exercise 13.

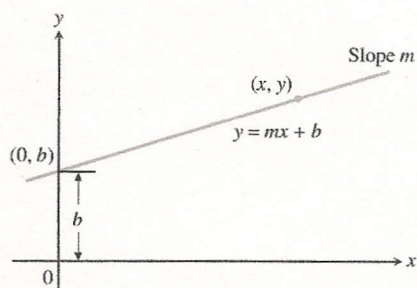


Figure 1.5 A line with slope m and y -intercept b .

The y -coordinate of the point where a nonvertical line intersects the y -axis is the **y -intercept** of the line. Similarly, the x -coordinate of the point where a nonhorizontal line intersects the x -axis is the **x -intercept** of the line. A line with slope m and y -intercept b passes through $(0, b)$ (Figure 1.5), so

$$y = m(x - 0) + b, \quad \text{or, more simply,} \quad y = mx + b.$$

DEFINITION Slope-Intercept Equation

The equation

$$y = mx + b$$

is the **slope-intercept equation** of the line with slope m and y -intercept b .

EXAMPLE 4 Writing the Slope-Intercept Equation

Write the slope-intercept equation for the line through $(-2, -1)$ and $(3, 4)$.

SOLUTION

The line's slope is

$$m = \frac{4 - (-1)}{3 - (-2)} = \frac{5}{5} = 1.$$

We can use this slope with either of the two given points in the point-slope equation. For $(x_1, y_1) = (-2, -1)$, we obtain

$$y = 1 \cdot (x - (-2)) + (-1)$$

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

$$y = x + 1.$$

Now try Exercise 17.

If A and B are not both zero, the graph of the equation $Ax + By = C$ is a line. Every line has an equation in this form, even lines with undefined slopes.

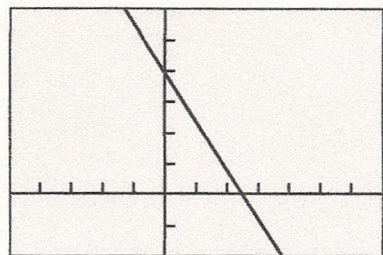
DEFINITION General Linear Equation

The equation

$$Ax + By = C \quad (A \text{ and } B \text{ not both } 0)$$

is a **general linear equation** in x and y .

$$y = -\frac{8}{5}x + 4$$



$[-5, 7]$ by $[-2, 6]$

Figure 1.6 The line $8x + 5y = 20$. (Example 5)

Although the general linear form helps in the quick identification of lines, the slope-intercept form is the one to enter into a calculator for graphing.

EXAMPLE 5 Analyzing and Graphing a General Linear Equation

Find the slope and y -intercept of the line $8x + 5y = 20$. Graph the line.

SOLUTION

Solve the equation for y to put the equation in slope-intercept form:

$$8x + 5y = 20$$

$$5y = -8x + 20$$

$$y = -\frac{8}{5}x + 4$$

This form reveals the slope ($m = -8/5$) and y -intercept ($b = 4$), and puts the equation in a form suitable for graphing (Figure 1.6).

Now try Exercise 27.

EXAMPLE 6 Writing Equations for Lines

Write an equation for the line through the point $(-1, 2)$ that is (a) parallel, and (b) perpendicular to the line $L: y = 3x - 4$.

SOLUTION

The line $L, y = 3x - 4$, has slope 3.

(a) The line $y = 3(x + 1) + 2$, or $y = 3x + 5$, passes through the point $(-1, 2)$, and is parallel to L because it has slope 3.

(b) The line $y = (-1/3)(x + 1) + 2$, or $y = (-1/3)x + 5/3$, passes through the point $(-1, 2)$, and is perpendicular to L because it has slope $-1/3$.

Now try Exercise 31.

EXAMPLE 7 Determining a Function

The following table gives values for the linear function $f(x) = mx + b$. Determine m and b .

x	$f(x)$
-1	14/3
1	-4/3
2	-13/3

SOLUTION

The graph of f is a line. From the table we know that the following points are on the line: $(-1, 14/3)$, $(1, -4/3)$, $(2, -13/3)$.

Using the first two points, the slope m is

$$m = \frac{-4/3 - (14/3)}{1 - (-1)} = \frac{-6}{2} = -3.$$

So $f(x) = -3x + b$. Because $f(-1) = 14/3$, we have

$$f(-1) = -3(-1) + b$$

$$14/3 = 3 + b$$

$$b = 5/3.$$

continued

Thus, $m = -3$, $b = 5/3$, and $f(x) = -3x + 5/3$.

We can use either of the other two points determined by the table to check our work.

Now try Exercise 35.

Applications

Many important variables are related by linear equations. For example, the relationship between Fahrenheit temperature and Celsius temperature is linear, a fact we use to advantage in the next example.

EXAMPLE 8 Temperature Conversion

Find the relationship between Fahrenheit and Celsius temperature. Then find the Celsius equivalent of 90°F and the Fahrenheit equivalent of -5°C .

SOLUTION

Because the relationship between the two temperature scales is linear, it has the form $F = mC + b$. The freezing point of water is $F = 32^\circ$ or $C = 0^\circ$, while the boiling point is $F = 212^\circ$ or $C = 100^\circ$. Thus,

$$32 = m \cdot 0 + b \quad \text{and} \quad 212 = m \cdot 100 + b,$$

so $b = 32$ and $m = (212 - 32)/100 = 9/5$. Therefore,

$$F = \frac{9}{5}C + 32, \quad \text{or} \quad C = \frac{5}{9}(F - 32).$$

These relationships let us find equivalent temperatures. The Celsius equivalent of 90°F is

$$C = \frac{5}{9}(90 - 32) \approx 32.2^\circ.$$

The Fahrenheit equivalent of -5°C is

$$F = \frac{9}{5}(-5) + 32 = 23^\circ.$$

Now try Exercise 43.

Some graphing utilities have a feature that enables them to approximate the relationship between variables with a linear equation. We use this feature in Example 9.

Table 1.1 World Population

Year	Population (millions)
1980	4454
1985	4853
1990	5285
1995	5696
2003	6305
2004	6378
2005	6450

Source: U.S. Bureau of the Census, *Statistical Abstract of the United States, 2004–2005*.

It can be difficult to see patterns or trends in lists of paired numbers. For this reason, we sometimes begin by plotting the pairs (such a plot is called a **scatter plot**) to see whether the corresponding points lie close to a curve of some kind. If they do, and if we can find an equation $y = f(x)$ for the curve, then we have a formula that

1. summarizes the data with a simple expression, and
2. lets us predict values of y for other values of x .

The process of finding a curve to fit data is called **regression analysis** and the curve is called a **regression curve**.

There are many useful types of regression curves—power, exponential, logarithmic, sinusoidal, and so on. In the next example, we use the calculator's linear regression feature to fit the data in Table 1.1 with a line.

EXAMPLE 9 Regression Analysis—Predicting World Population

Starting with the data in Table 1.1, build a linear model for the growth of the world population. Use the model to predict the world population in the year 2010, and compare this prediction with the Statistical Abstract prediction of 6812 million.

continued

Why Not Round the Decimals in Equation 1 Even More?

If we do, our final calculation will be way off. Using $y = 80x - 153,849$, for instance, gives $y = 6951$ when $x = 2010$, as compared to $y = 6865$, an increase of 86 million. The rule is: *Retain all decimal places while working a problem. Round only at the end.* We rounded the coefficients in Equation 1 enough to make it readable, but not enough to hurt the outcome. However, we knew how much we could safely round *only from first having done the entire calculation with numbers unrounded.*

Rounding Rule

Round your answer as appropriate, but do not round the numbers in the calculations that lead to it.

SOLUTION

Model Upon entering the data into the grapher, we find the regression equation to be approximately

$$y = 79.957x - 153848.716, \quad (1)$$

where x represents the year and y the population *in millions*.

Figure 1.7a shows the scatter plot for Table 1.1 together with a graph of the regression line just found. You can see how well the line fits the data.

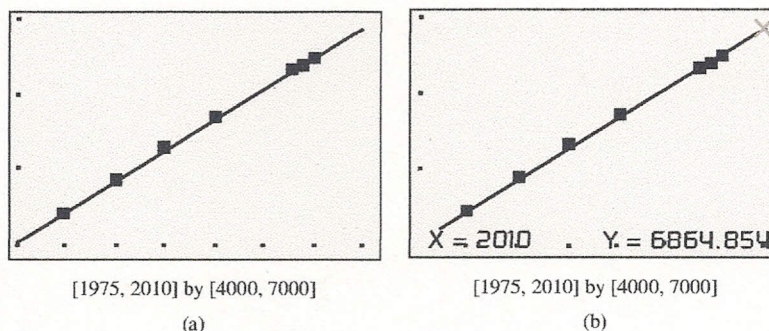


Figure 1.7 (Example 9)

Solve Graphically Our goal is to predict the population in the year 2010. Reading from the graph in Figure 1.7b, we conclude that when x is 2010, y is approximately 6865.

Confirm Algebraically Evaluating Equation 1 for $x = 2010$ gives

$$\begin{aligned} y &= 79.957(2010) - 153848.716 \\ &\approx 6865. \end{aligned}$$

Interpret The linear regression equation suggests that the world population in the year 2010 will be about 6865 million, or approximately 53 million more than the Statistical Abstract prediction of 6812 million.

Now try Exercise 45.

Regression Analysis

Regression analysis has four steps:

1. Plot the data (scatter plot).
2. Find the regression equation. For a line, it has the form $y = mx + b$.
3. Superimpose the graph of the regression equation on the scatter plot to see the fit.
4. Use the regression equation to predict y -values for particular values of x .