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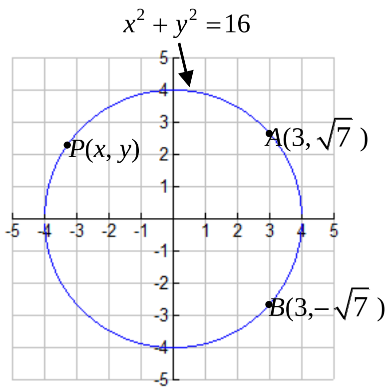
Introduction to Functions

Relations and Functions

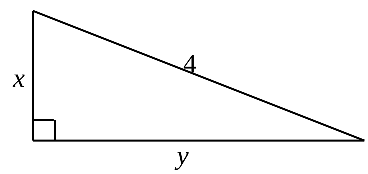
Equations are often used to express mathematical ***relationships*** between two or more variables.

e.g. $x^2 + y^2 = 16$

- The equation $x^2 + y^2 = 16$ expresses a ***relationship*** between *x* and *y*.
- The equation $x^2 + y^2 = 16$ can describe the set of points *P*(*x*, *y*) lying on a circle of radius 4 with centre (0, 0).
- The equation $x^2 + y^2 = 16$ can also describe ***every right triangle*** with a ***hypotenuse*** of length 4. In this case, the values of *x* and *y* must be restricted to positive numbers, that is, $x > 0$ and $y > 0$.
- By solving $x^2 + y^2 = 16$ for *y*, we obtain two "answers," $y = \sqrt{16 - x^2}$ (the equation of the ***upper*** half of the circle) and $y = -\sqrt{16 - x^2}$ (the equation of the ***lower*** half of the circle). As we can see from the graph and the accompanying table of values, ***for any given value of x***, where $-4 < x < 4$, there are ***two possible values*** of *y*.



x	sqrt(16-x^2)	-sqrt(16-x^2)
-4.5	undef	undef
-4	0	0
-3.5	1.93649	-1.93649
-3	2.64575	-2.64575
-2.5	3.1225	-3.1225
-2	3.4641	-3.4641
-1.5	3.7081	-3.7081
-1	3.87298	-3.87298
-0.5	3.96863	-3.96863
0	4	-4
0.5	3.96863	-3.96863
1	3.87298	-3.87298
1.5	3.7081	-3.7081
2	3.4641	-3.4641
2.5	3.1225	-3.1225
3	2.64575	-2.64575
3.5	1.93649	-1.93649
4	0	0
4.5	undef	undef



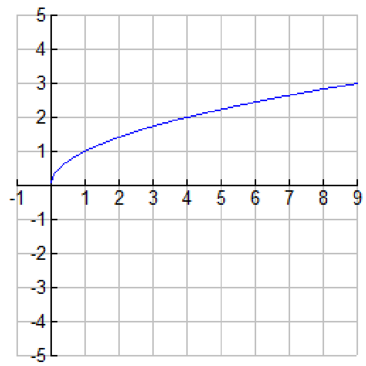
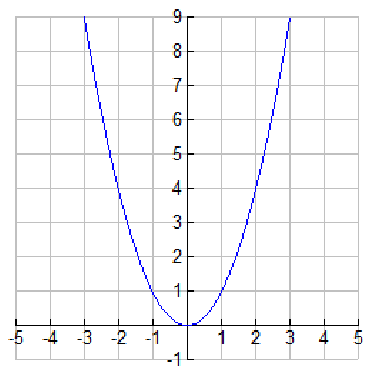
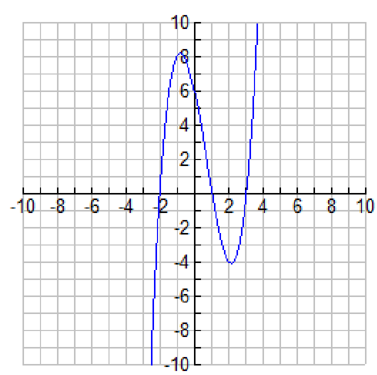
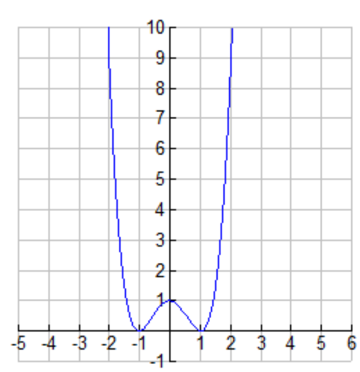
- Any ***correspondence between two unknowns*** is called a ***RELATION***. A correspondence between two unknowns can often be expressed using an equation. However, there are certain correspondences for which this is not possible.
- If ***for each possible value of x*** there is ***one and only one corresponding value of y***, a relation is called a ***FUNCTION***.
- You have become accustomed to the convention of writing "*x*" for the ***independent variable*** and "*y*" for the ***dependent variable***. To indicate that a relation is a function, we use the notation "$f(x)$" instead of "*y*" to denote the value of the ***dependent variable***. This is called ***function notation***.
- This notation also helps to remind us that the ***value of y depends on the value of x***.
- Traditionally, the letter "*f*" is used to denote functions because the word "function" begins with the letter "*f*." This does not disqualify other letters! Functions can equally well be given other names such as *g*, *h* and *q*.
- The equation $x^2 + y^2 = 16$ ***does NOT define a function*** because for all values of *x* such that $-4 < x < 4$, there are ***two*** distinct values of *y*.

Example

Equation	***How to Read It***	***Meaning***	***Evaluate Function at x=2***	***How to Read It***	***Meaning***
$f(x) = x^2$	"*f* of *x* equals *x* squared"	"The value of the dependent variable $f(x)$ is obtained by squaring the value of the independent variable *x*."	$f(2) = 2^2 = 4$	"*f* at 2 equals 4"	"The point (2, 4) lies on the graph of *f*." "When the input to the function is 2, the output is 4."

- Note that "*f*" is the ***name*** of the function and "$f(x)$" is the "*y*-value." Note also that "*f* of *x*" is a short form for "***f* is a function of *x***," which means that the function's value **depends on *x***.

Examples of Functions

Equation of Function written without Function Notation	Equation of Function written with Function Notation	Graph	Examples
$y=\sqrt{x}$	$f(x)=\sqrt{x}$		$f(4)=\sqrt{4}=2$ $\therefore(4, 2)$ lies on the graph of f $f(25)=\sqrt{25}=5$ $\therefore(25, 5)$ lies on the graph of f $f(2)=\sqrt{2}\doteq 1.414$ $\therefore(2, \sqrt{2})$ lies on the graph of f $f(-1)=\sqrt{-1}$, which is undefined in the set of real numbers
$y=x^2$	$g(x)=x^2$		$g(1)=1^2=1$ $\therefore(1, 1)$ lies on the graph of g $g(2)=2^2=4$ $\therefore(2, 4)$ lies on the graph of g $g(5)=5^2=25$ $\therefore(5, 25)$ lies on the graph of g $g(-3)=(-3)^2=9$ $\therefore(-3, 9)$ lies on the graph of g
$y=x^3-2x^2-5x+6$	$h(x)=x^3-2x^2-5x+6$		$h(1)=1^3-2(1)^2-5(1)+6=0$ $\therefore(1, 0)$ lies on the graph of h $h(2)=2^3-2(2)^2-5(2)+6=-4$ $\therefore(2, -4)$ lies on the graph of h $h(5)=5^3-2(5)^2-5(5)+6=56$ $\therefore(5, 56)$ lies on the graph of h $h(-1)=(-1)^3-2(-1)^2-5(-1)+6=8$ $\therefore(-1, 8)$ lies on the graph of h
$y=x^4-2x^2+1$	$p(x)=x^4-2x^2+1$		$p(1)=1^4-2(1)^2+1=0$ $\therefore(1, 0)$ lies on the graph of p $p(2)=2^4-2(2)^2+1=9$ $\therefore(2, 9)$ lies on the graph of p $p(0)=0^4-2(0)^2+1=1$ $\therefore(0, 1)$ lies on the graph of h $p(-2)=(-2)^4-2(-2)^2+1=9$ $\therefore(-2, 9)$ lies on the graph of p

Function-Notation Practice

1. Evaluate the following expressions given the functions below:

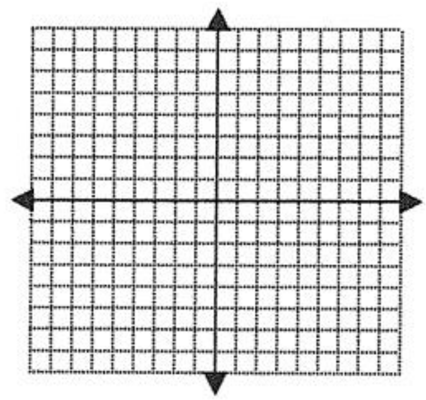
$\mathbf{g(x) = -3x + 1}$ $\quad$ $\mathbf{f(x) = x^2 + 7}$ $\quad$ $h(x) = \dfrac{12}{x}$ $\quad$ $j(x) = 2x + 9$

a. $g(10) =$ $\quad$ **b.** $f(3) =$ $\quad$ **c.** $h(-2) =$

d. $j(7) =$ $\quad$ **e.** $h(a) =$ $\quad$ **f.** $j(1/4) =$

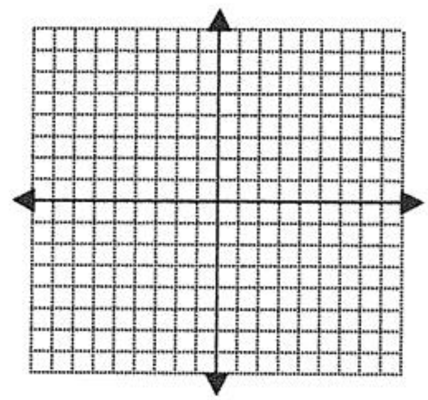
2. Given $f(x) = 3 - 4x$. Fill in the table and then sketch a graph.

x	$f(x)$
-6	
-3	
0	
1	
	-5



3. Given $f(x) = \sqrt{x+1}$. Fill in the table and then sketch a graph.

x	$f(x)$
3	
0	
-10	
2	
	6



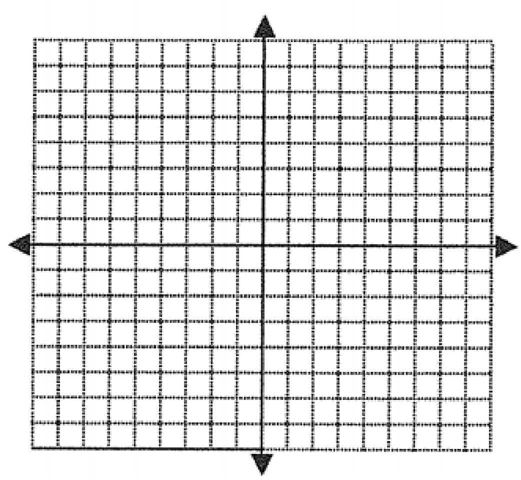
4. Translate the following statements into coordinate points, then plot them!

a. $f(-1) = 1$

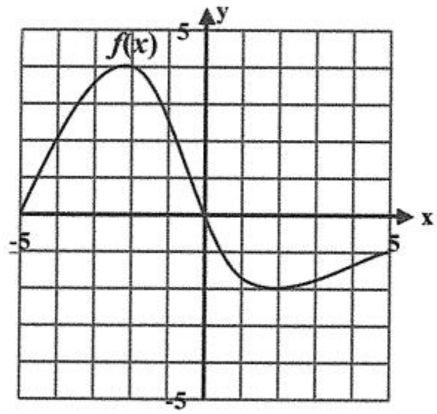
b. $f(2) = 7$

c. $f(1) = -1$

d. $f(3) = 0$



5. Given this graph of the function f(x):



Find:

a. $f(-4) =$ **b.** $f(0) =$ **c.** $f(3) =$ **d.** $f(-5) =$

e. x when $f(x) = 2$ **f.** x when $f(x) = 0$

6. Find an equation of a linear function given $h(1) = 6$ and $h(4) = -3$.
(NOTE: Same as write the equation of the line given two points!)

APPLICATION

7. Swine flu is attacking Tigerville. The function below determines how many people have swine where t = time in days and S = the number of people in thousands.

$$S(t) = 9t - 4$$

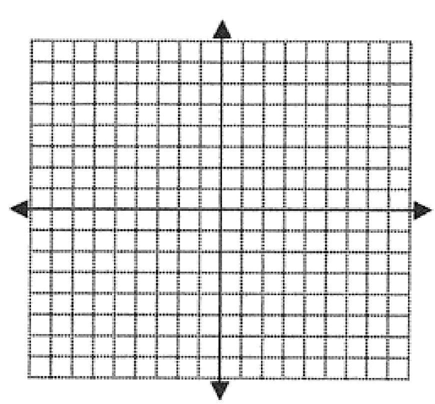
a. Find $S(4)$.

b. What does $S(4)$ mean?

c. Find t when $S(t) = 23$.

d. What does $S(t) = 23$ mean?

e. Graph the function.



Answers

Use Desmos or any other graphing tool to check the graphs.

1. a. −29, b. 16, c. −6, d. 23, e. $\frac{12}{a}$, f. $\frac{19}{2}$

2. $f(x)$ values: 27, 15, 3, −1, x: 2

3. $f(x)$ values: 2, 1, undefined, $\sqrt{3}$, x: 35

4. $(-1,1)$, $(2,7)$, $(1,-1)$, $(3,0)$

5. a. 2, b. 0, c. approximately −1.8, d. 0, e. −4 and approximately −0.8, f. 0

6. $y=-3x+9$

7. a. 32,
b. The number of thousands of people who have contracted swine flu after 4 days (30000 people),
c. 3,
d. After how many days would 23000 people have contracted swine flu? (after 3 days)

Homework

Precalculus (Ron Larson)

pp. 44 – 48: #21-42, 65, 74, 75

A Function as a Set of Ordered Pairs

- ***Ordered Pair***

  Two numbers written in the form (x, y) form an ***ordered pair***. As the name implies, ***order is important***.

- ***Set***

  A ***set*** is a group or collection of numbers, variables, geometric figures or just about anything else. Sets are written using ***set braces*** "{}." For example, {1, 2, 3} is the set containing the elements 1, 2 and 3. Note that ***order does not matter*** in a set. The sets $\{a, b, c\}$ and $\{c, a, b\}$ are the same set. Repetition does not matter either, so $\{a, b\}$ and $\{a, a, b, b, b\}$ are the same set.

  The main idea of a set is to group objects that have common properties. For example, the symbol "$\mathbb{Q}$" represents the set of ***rational numbers***, the set of all ***fractions***, including negative fractions and zero. Alternatively, we can think of a ***rational number*** as a ***ratio*** of two integers. That is, all rational numbers share the common property that they can be written in the form $\frac{a}{b}$, where a and b are both integers and $b \neq 0$. Formally, this is written $\mathbb{Q} = \left\{ \frac{a}{b} : a \in \mathbb{Z}, b \in \mathbb{Z}, b \neq 0 \right\}$.

  Note that the symbol $\mathbb{Z}$ ***denotes the set of integers*** and the symbol "$\in$" means "is an element of."

- ***Relation***

  A ***relation*** is any set of ***ordered pairs***. For example, the set $\{(2,0),(2,1),(2,2),(2,3),(2,4),(2,5),\ldots\}$ is a relation. In this relation, the number "2" is associated with every non-negative integer. This relation can be expressed more precisely as follows: $\{(x,y): x=2, y\in\mathbb{Z}, y\geq 0\}$. This is read as, "the set of all ordered pairs (x, y) such that x is equal to 2 and y is any non-negative integer."

- ***Function***

  A ***function*** is a ***relation*** in which for every "x-value," there is one and only one corresponding "y-value." The relation given above is ***not*** a function because for the "x-value" 2, there are an infinite number of corresponding "y-values." However, the relation $\{(0,2),(1,2),(2,2),(3,2),(4,2),(5,2),\ldots\}$ = $\{(x,y): x\in\mathbb{Z}, x\geq 0, y=2\}$ ***is*** a function because there is only one possible "y-value" for each "x-value." Formally, this idea is expressed as follows:

  Suppose that R represents a ***relation***, that is, a set of ordered pairs. If $b = c$ whenever $(a,b)\in R$ and $(a,c)\in R$ (i.e. b must equal c if (a,b) and (a,c) are both in R) then R is called a ***function***.

Exercise

Which of the following relations are functions? Explain.

(a) $\{(0,2),(1,2),(2,2),(0,3)\}$

(b) $\{(0,2),(1,2),(2,2),(5,3)\}$

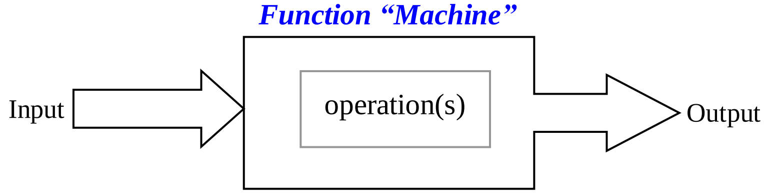
(c) $\{(x,y): x\in\mathbb{R}, y=x^2\}$

(d) $\{(x,y): x\in\mathbb{R}, y\in\mathbb{R}, x^2+y^2=169\}$

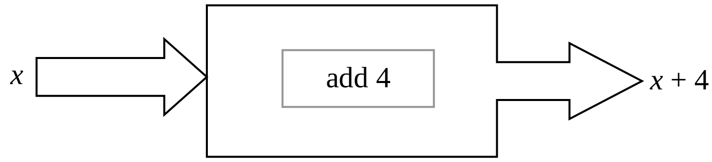
A Function as a Mathematical Model of a Simple Machine

Sets of ordered pairs allow us to give very precise mathematical definitions of relations and functions. However, being a quite ***abstract*** concept, the notion of a set may be somewhat difficult to understand. You can also think of a function as a machine that accepts an ***input*** and then produces a ***single output***. ***There is one and only one "output" for every "input."***

Function "Machine"

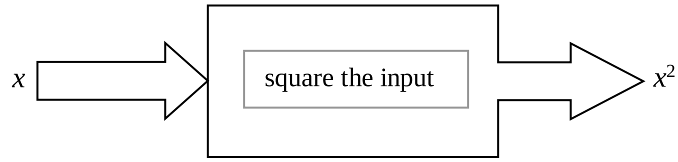


For example, consider the function "machine" that adds 4 to the input to produce the output.



Exercise

Consider the function "machine" that takes an input x and outputs x^2.



What is the output if the input is: 4 _______, 0 ________ –4 _______ ?

Is it possible for a specific input to have more than one output? Explain. ______________________________________

____

____

What is the input if the output is 9? ______

Is it possible for a specific output to have more than one input in this case? Explain. ____________________________

____

____

The following ordered pairs show the inputs and outputs of a function machine. What is the operation?

(a) (10, 5), (3, –2), (–1, –6) operation: _____________

(b) (10, 32), (–10, –28), (–3, –7), (1, 5), (0, 2) operation: _____________

Mapping Diagrams

In addition to function machines, functions can be represented using ***mapping diagrams***, ***tables of values***, ***graphs*** and ***equations***. You may not know it but you already have a great deal of experience with functions from previous math courses.

A mapping diagram uses arrows to map each element of the input to its corresponding output value. Remember that a function has only one output for each input.

Can a function have more than one input for a particular output? Explain. ____________________________________

____

____

Domain and Range

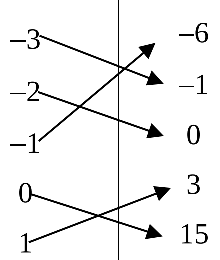
The set of all possible input values of a function is referred to as the ***domain***. That is, if D represents the domain of a function f, then $D = \{x : (x, y) \in f\}$.

The set of all possible output values of a function is referred to as the ***range***. That is, if R represents the range of a function f, then $R = \{y : (x, y) \in f\}$.

Exercise 1

In the table, the relations are shown using a mapping diagram. The domain (or inputs) on the left have arrows pointing to the range (or output) on the right. Explain whether the relation is a function or not and justify your answer. The first one is done for you.

<table>
<tr><th colspan="2">Relation as a Mapping Diagram</th><th>Is it a function? Why or why not?</th><th>Set of ordered pairs</th></tr>
<tr><td>Domain</td><td>Range</td><td rowspan="2">Since every element of the domain has only one corresponding element in the range, this relation is a function.

This function has a one-to-one mapping.</td><td rowspan="2">{(–3, –1), (–2,0), (–1, –6), (0, 15), (1, 3)}</td></tr>
<tr><td colspan="2">
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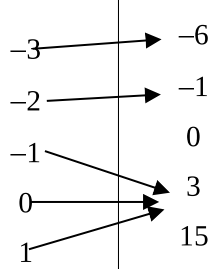
<tr><td colspan="2">
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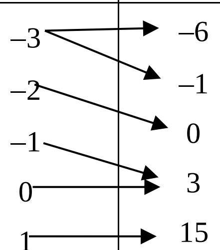
<tr><td colspan="2">
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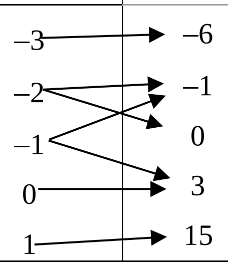
<tr><td colspan="2">
</td><td></td><td></td></tr>
</table>

A ***one-to-one mapping*** is explained above. Which relation above has

a ***many-to-one mapping***? ________________________

a ***one-to-many mapping***? ________________________

a ***many-to-many mapping***? ______________________

Exercise 2

Use the Internet to find definitions of the following terms:

one-to-one mapping, one-to-many mapping, many-to-many mapping, surjection, injection, bijection

Numerical Perspective – Tables of Values

Consider the following relations expressed in table form.

(a) Which relations are functions? Justify your answers.
(b) Draw a mapping diagram for each relation.
(c) Write the set of ordered pairs for each relation.

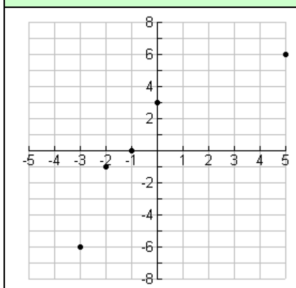
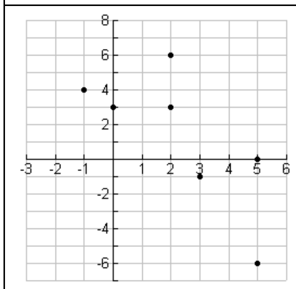
Relation as a Table of Values	***Is it a function? Why or why not?***	***Mapping Diagram***	***Set of Ordered Pairs***
x | *y* –3 | 9 –1 | 1 1 | 1 3 | 9			
x | *y* –5 | –125 –1 | –1 –1 | 5 0 | 10 5 | –125			

Geometric Perspective – Graphs of Functions

Discrete Relations

A ***discrete relation*** either has a ***finite number*** of ordered pairs ***OR*** the ordered pairs can be ***numbered*** using integers. Graphs of discrete relations consist of either a ***finite*** or an ***infinite*** number of "disconnected" points, much like a "connect-the-dots" picture ***before*** the dots are connected.

Examine the following graphs of ***discrete relations*** and then complete the table. ***DO NOT CONNECT THE DOTS!***

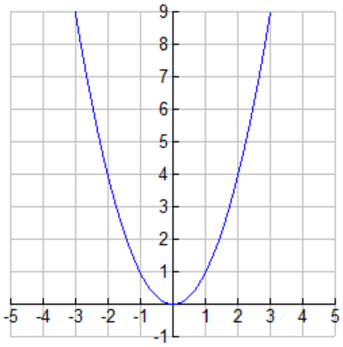
Relation in Graphical Form	***Is it a function? Why or why not?***	***Table of Values***	***Mapping Diagram***	***Set of Ordered Pairs***
				
				

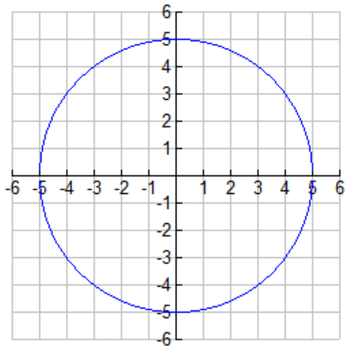
Definition of "Discrete" (from www.dictionary.com)

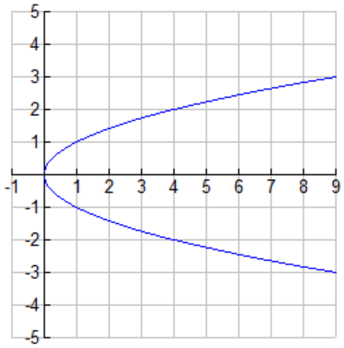
1. apart or detached from others; separate; distinct: *six discrete parts.*
2. consisting of or characterized by distinct or individual parts; discontinuous.
3. ***Mathematics.***
   a. (of a topology or topological space) having the property that every subset is an open set.
   b. defined only for an isolated set of points: *a discrete variable.*
   c. using only arithmetic and algebra; not involving calculus: *discrete methods.*

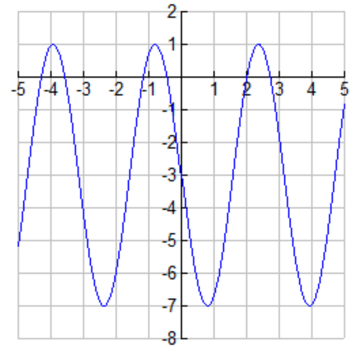
Continuous Relations

Unlike the graphs on the previous page, the following graphs ***do not represent discrete relations***. They are called ***continuous relations*** because their graphs do not consist of disconnected points. (You need to study calculus to learn a more precise definition of continuity. For now, it suffices to think of continuous relations as those whose graphs are "unbroken.")









Examine the graphs and decide whether they represent functions.

Summary – Vertical Line Test

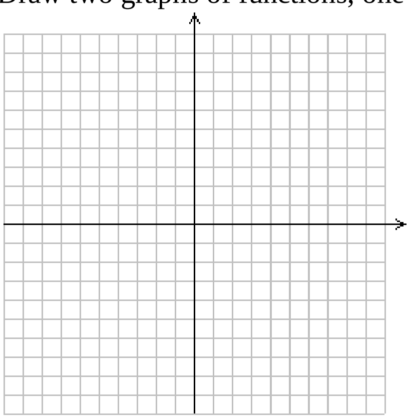
When you look at a graph, how can you decide whether it represents a function?

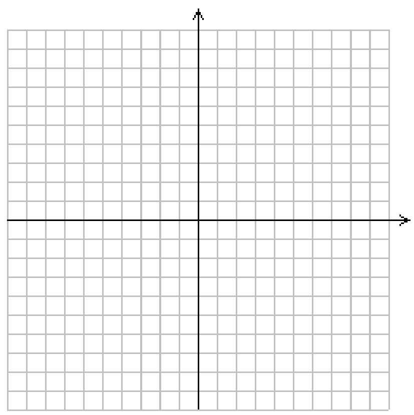
____

____

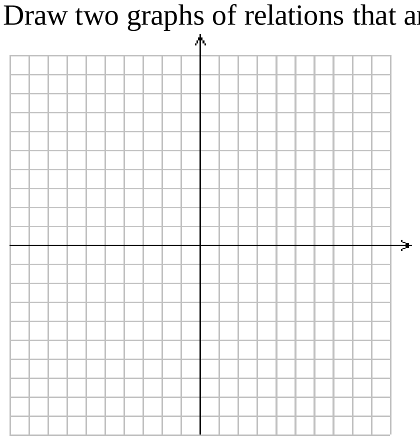
Exercise

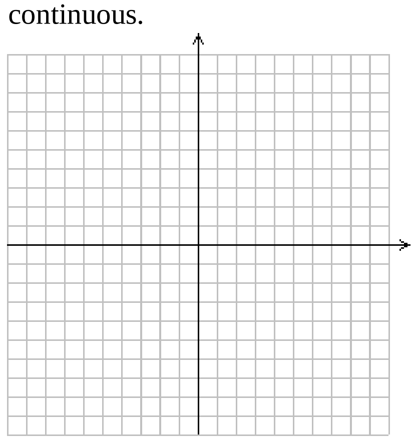
Draw two graphs of functions, one that is discrete and one that is continuous.





Draw two graphs of relations that are ***NOT*** functions, one that is discrete and one that is continuous.





Algebraic Perspective – Equations of Relations

The perspectives given above help us to understand the properties of relations and functions. However, when it comes time to computing with relations and functions, then equations become an indispensable tool!

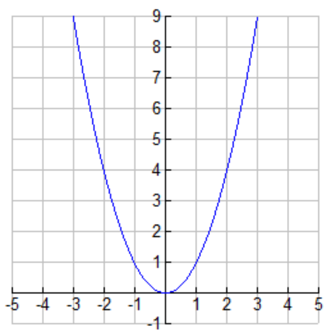
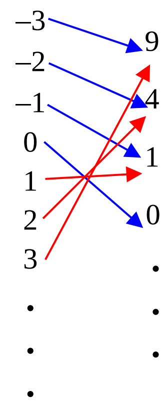
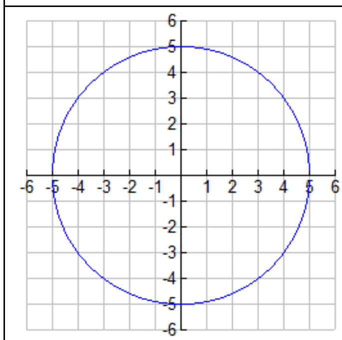
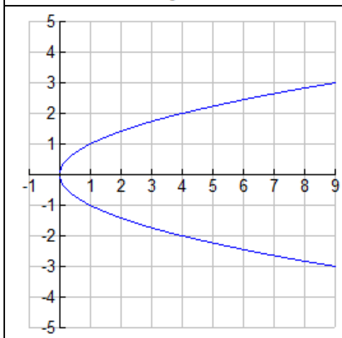
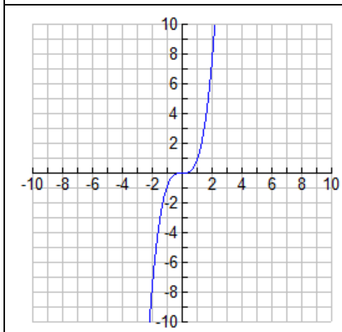
For each of the following (the first is done for you)

(a) determine whether it is a function.

(b) state an equation that describes the relation.

(c) complete a table of values and a mapping diagram for each relation. Note that the given relations are all ***continuous***, which means that it is impossible to create a complete table of values or mapping diagram. (Why?)

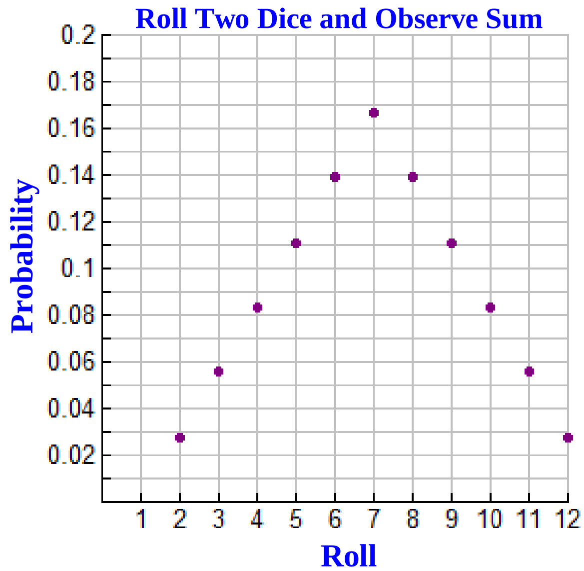
(d) state the domain and range and the type of mapping.

Relation in Graphical Form	***Is it a function? Explain.***	***Equation***	***Table of Values***	***Mapping Diagram***	***Domain and Range (D & R)***	***Type of Mapping***
	This is a function because any vertical line will intersect at only a single point.	$f(x)=x^2$	x | $f(x)$ –2 | 4 –1 | 1 0 | 0 1 | 1 2 | 4 • | • • | • • | •		The domain is the set of all real numbers, that is, $D=\mathbb{R}$. The range is the set of all real numbers greater than or equal to zero, that is, $R=\{y\in\mathbb{R}:y\geq 0\}$	many-to-one
						
						
						

Examples of Discrete and Continuous Relations

(a) *Discrete Function with a Finite Number of Ordered Pairs – Roll Two Dice and Observe the Sum*

Consider rolling two dice and observing the sum. Clearly, there are only eleven possible outcomes, the whole values from 2 to 12 inclusive. It's also clear that some outcomes are more likely than others. If you have played board games that involve dice rolling, you surely have noticed that rolls like "2" and "12" occur infrequently while "7" occurs much more often. The reason for this is that there is only ***one way*** of obtaining "2," for example, but there are ***six ways*** of obtaining "7." By working out all the possibilities, we obtain the probability of each outcome as shown in the table at the right.

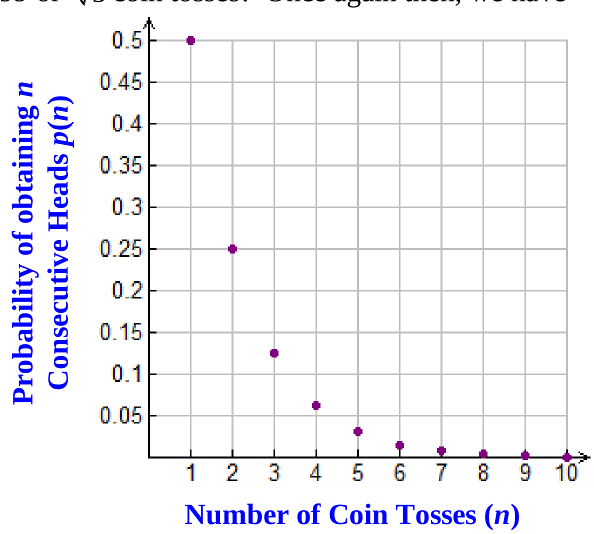


Possible Outcomes	Probability
2	$\frac{1}{36} \doteq 0.02778$
3	$\frac{2}{36} \doteq 0.05556$
4	$\frac{3}{36} \doteq 0.08333$
5	$\frac{4}{36} \doteq 0.11111$
6	$\frac{5}{36} \doteq 0.13889$
7	$\frac{6}{36} \doteq 0.16667$
8	$\frac{5}{36} \doteq 0.13889$
9	$\frac{4}{36} \doteq 0.11111$
10	$\frac{3}{36} \doteq 0.08333$
11	$\frac{2}{36} \doteq 0.05556$
12	$\frac{1}{36} \doteq 0.02778$

The main point to remember here is that that we have a ***discrete function***. In this case, there are only a finite number of ordered pairs in this function. Furthermore, they are "disconnected" from each other, as the graph clearly shows. This disconnectedness is a natural consequence of the physical nature of rolling a pair of dice. It is possible to roll a "2" or a "3" but it is ***not possible*** to roll 3.141592654 or any number that is not a whole number between 2 and 12 inclusive!

(b) *Discrete Function with an Infinite Number of Points – Probability of "n" Consecutive "Heads" in "n" Coin Tosses*

Once again, it makes no sense to "connect the dots" in this case. The number of coin tosses ***must be a positive whole number***. It is difficult to imagine how one could make 3.75, 4.99 or $\sqrt{5}$ coin tosses! Once again then, we have a discrete function. The difference in this case is that there are an infinite number of possibilities. There is no limit to the number of coin tosses that one can make. Moreover, there is no bound on the number of consecutive heads that can be obtained. Although it is extremely unlikely to obtain a very large number of consecutive heads, it is ***not*** impossible!



Number of Tosses (n)	Probability of Obtaining n Consecutive Heads
1	$\frac{1}{2} = 0.5 = 50\%$
2	$\frac{1}{4} = 0.25 = 25\%$
3	$\frac{1}{8} = 0.125 = 12.5\%$
4	$\frac{1}{16} = 0.0625 = 6.25\%$
5	$\frac{1}{32} = 0.03125 = 3.125\%$
• • •	The number of ordered pairs is infinite in this case because (at least in principle) any whole number of consecutive heads is possible.

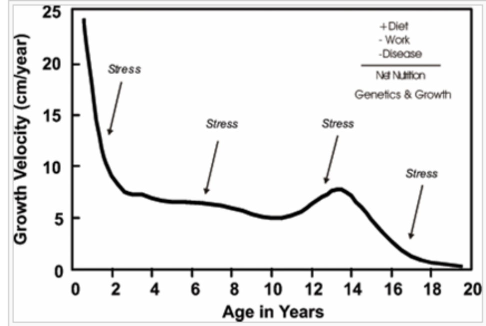
We can take this example one step further and write an equation. Let $p(n)$ represent the probability of obtaining n consecutive heads when a coin is tossed n times. Then,

$$p(n) = \left(\frac{1}{2}\right)^n = \frac{1}{2^n} = 2^{-n},\ n \in \mathbb{N}.$$

Note that "$n \in \mathbb{N}$" means that n is an element of the set of ***natural numbers***, that is, n is a positive whole number.

(c) *Continuous Function*

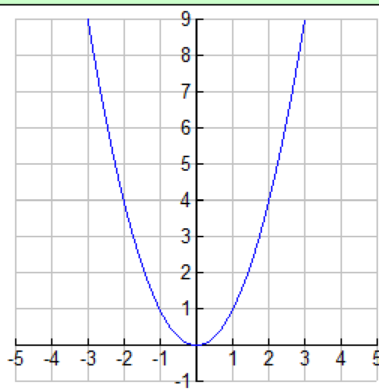
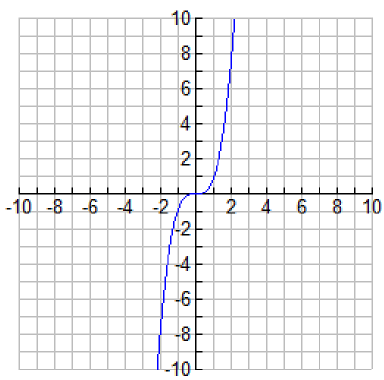
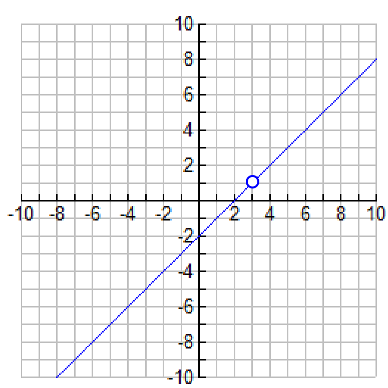
Now consider the ***growth rate*** of humans. At the right is a graph that shows an example of ***growth velocity*** (in cm/year) ***versus age*** (in years). Notice that this function is quite different from the discrete examples in (a) and (b). Unlike the roll of a pair of dice or the number of coin tosses, it is not possible to use whole numbers exclusively to define a person's age or growth rate. Both quantities vary continuously over a certain range of values. Hence, the graph of a continuous function will not consist of a series of distinct, disconnected points. All the points "fuse" together to form an unbroken curve.



An example of human growth velocity under optimal conditions (Courtesy: Richard Steckel)

Determining Domain and Range given an Equation of a Function

Complete the following table. The first three rows are done for you.

Equation of Function	***Graph***	***Domain and Range***	***Explanation***
$f(x) = x^2$		$D = \mathbb{R}$ $R = \{y \in R : y \geq 0\}$	The domain consists of all real numbers because any real number can be squared. Since the square of any real number must be non-negative, the range consists of all real numbers greater than or equal to zero.
$g(x) = x^3$		$D = \mathbb{R}$ $R = \mathbb{R}$	The domain consists of all real numbers because any real number can be cubed. The range also consists of all real numbers because the cube of a positive real number is positive, the cube of a negative real number is negative and the cube of zero is zero.
$h(x) = \dfrac{x^2 - 5x + 6}{x - 3}$		$D = \{x \in \mathbb{R} : x \neq 3\}$ $R = \{y \in \mathbb{R} : y \neq 1\}$	The function *h* is defined for any value of *x* except for 3. If *x* = 3, the denominator of the expression is zero. Since division by zero is undefined, $x \neq 3$. By noting that $\dfrac{x^2 - 5x + 6}{x - 3} = \dfrac{(x-2)(x-3)}{x-3} = x - 2$, we see that if *x* could equal 3, *y* would equal 1. Therefore, *y* can take on any real value except for 1. Note the open circle on the graph of *h*. This indicates that the ordered pair $(3,1)$ is ***not*** part of the graph. That is, it is ***not included*** in the set of ordered pairs making up the function.

Continued on next page…

Equation of Function	***Graph***	***Domain and Range***	***Explanation***
$f(x)=x^2+6$			
$g(x)=x^3-2$			
$h(x)=\dfrac{6x^2-x-15}{2x+3}$			
$p(u)=\dfrac{2u-1}{10u^2-7u+1}$			
$f(u)=2\sqrt{u-10}+3$			

Homework

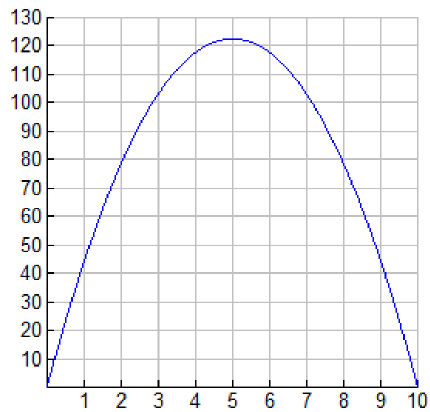
Precalculus (Ron Larson)

Read pp. 35 – 43

Do pp. 44 – 48: #1-20, 45, 47, 48, 49 – 64, 67, 69, 70, 73, 85 – 88

Real-World Perspective – Applying Functions to a Real-World Situation

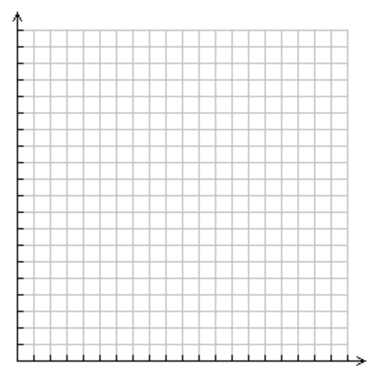
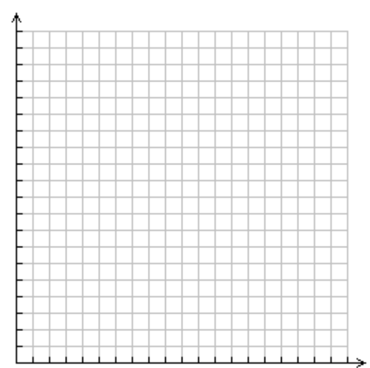
A cannonball is fired vertically into the air with an initial speed of 49 m/s. Its height above the ground in metres, at a time t seconds after it is fired, is given by the function h defined by $h(t)=49t-4.9t^2$. Because this function is used to ***model a physical situation***, we must keep in mind that not all values of t make sense. For example, it is nonsensical to consider negative values of t because the timing begins at t=0 when the cannonball is fired. Similarly, there is no point in considering values of t greater than the time that it takes to fall back to the earth. This is summarized in the table given below.

Physical Situation	*Algebraic Support*	*Graph*	*Domain and Range*
A cannonball is fired ***vertically*** into the air with an initial speed of 49 m/s. Its height above the ground in metres, at a time t seconds after it is fired, is given by the function h defined by $h(t)=49t-4.9t^2$. **Note** You should interpret $h(t)$ as "the height of the ball at time t."	$h(t)=49t-4.9t^2$ $=-4.9t^2-49t$ $=-4.9(t^2-10t)$ $=-4.9(t^2-10t+5^2-5^2)$ $=-4.9(t-5)^2+4.9(5)^2$ $=-4.9(t-5)^2+122.5$ $49t-4.9t^2=0$ $\therefore 4.9t(10-t)=0$ $\therefore t=0$ or $10-t=0$ $\therefore t=0$ or $t=10$		$D=\{x\in\mathbb{R}:0\le x\le 10\}$ $R=\{y\in\mathbb{R}:0\le y\le 122.5\}$

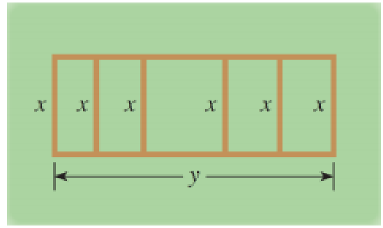
Since the function $h(t)=49t-4.9t^2$ is used to model a physical situation, its domain and range are ***restricted***.

Exercise

Complete the following table.

Physical Situation	*Algebraic Support*	*Graphs*	*Domain and Range*
A baseball is hit from a point 1 m above the ground, at an angle of 37º to the ground and with an initial velocity of 40 m/s. The ***horizontal position*** of the ball is given by the function $x(t)=(40\cos 37°)t$ and the ***vertical position*** of the ball is given by the function $y(t)=-4.9t^2+(40\sin 37°)t+1$. How far did the ball travel? What was the maximum height reached by the ball? ***Note that time is measured in seconds and distance is measured in metres.*** **Note** You should interpret $x(t)$ as "the x-co-ordinate of the ball at time t" and $y(t)$ as "the y-co-ordinate of the ball at time t."		 	

Problems



1. The diagram at the right shows five adjacent pens, each of which is enclosed by a fence. Altogether, 1800 m of fencing was used in the construction of the pens.

(a) Express the total area of the pens as a function of *x*.

(b) What value of *x* maximizes the total area?

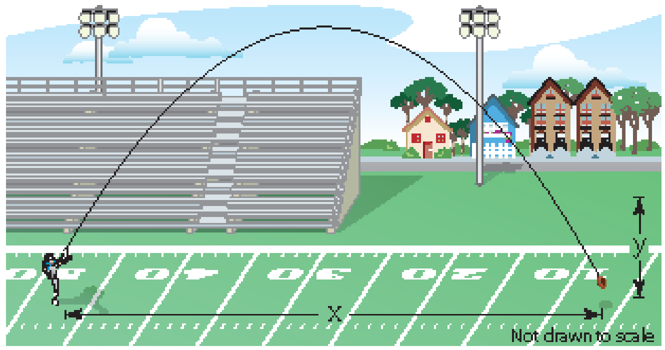
(c) What is the maximum area?

2. A hockey team plays in an arena that has a seating capacity of 15,000 spectators. With the ticket price set at \$14, average attendance at recent games has been 9500. A market survey indicates that for each dollar the ticket price is reduced, the average attendance increases by 1000.

(a) Find an equation that models the revenue as a function of ticket price.

(b) What ticket price would generate no revenue at all?

(c) Find the price that maximizes revenue from ticket sales.



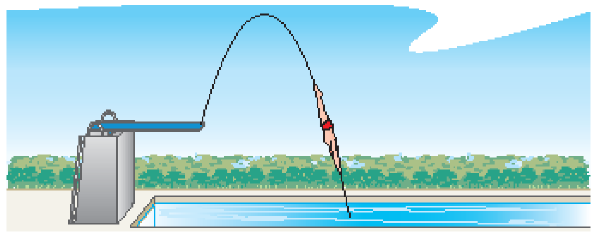
3. The height *y* (in feet) of a punted football is approximated by the function $y(x) = -\frac{16}{2025}x^2 + \frac{9}{5}x + \frac{3}{2}$, where *x* is the horizontal distance (in feet) from the point at which the football is punted.

(a) Use Desmos or any other graphing tool to plot a graph of the path of the football.

(b) How high is the football when it comes into contact with the punter's foot?

(c) What is the maximum height of the football?

(d) How far from the punter does the football strike the ground?



4. The height *y* (in feet) of a diver is approximated by $y(x) = -\frac{4}{9}x^2 + \frac{24}{9}x + 12$, where *x* is the horizontal distance (in feet) from the end of the diving board. What is the maximum height of the diver? Verify your answer using a graphing utility such as Desmos.

5. An indoor physical fitness room consists of a rectangular region with a semicircle on each end. Around the perimeter of the room there is a 200-metre, single-lane running track.

(a) Draw a diagram that illustrates the problem. Let *l* and *w* represent the length and width respectively of the rectangular region of the track.

(b) Write the radius of the semicircular portion of the track as a function of the width of the rectangular region. Also, determine the distance, in terms of *w*, around the ***inside*** edge of the two semicircular parts of the track.

(c) Use the result from (b) to write an equation that relates *l* and *w* to the length of one lap of the track. Solve for *l* in terms of *w*.

(d) Use the result from part (c) to write the area of the physical fitness room as a function of *w*.

(e) Use Desmos or any other graphing utility to determine the dimensions of the fitness room that produce the greatest possible area.

Answers

1. (a) $A(x) = -3x^2 + 900x$ (b) $x = 150$ (c) 67500 m^2 **2.** (a) $R(x) = -1000x^2 + 23500x$ (b) \$23.50 or higher (c) \$11.75

3. (b) 1.5 feet (c) about 104 feet (d) about 228.6 feet from punter **4.** 16 feet

5. (b) $r = \frac{w}{2}$, $d = 2\pi r = \pi w$ (c) $2l + \pi w = 200$, $l = \frac{200 - \pi w}{2}$, (d) $A(w) = \frac{w}{2}(200 - \pi w) + \frac{\pi w^2}{4}$ (e) $w = \frac{200}{\pi}$, $l = 0$

Note: The answer given for 5(e) does indeed maximize the area. However, it is not a reasonable solution because $l = 0$ implies that there is no rectangular region of the track. Therefore, maximizing the area requires that the track be circular!

A Collection of Base (Parent, "Mother") Functions

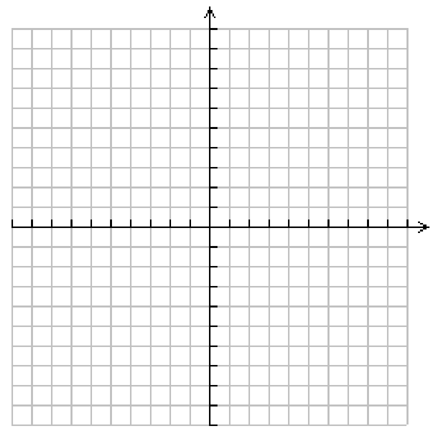
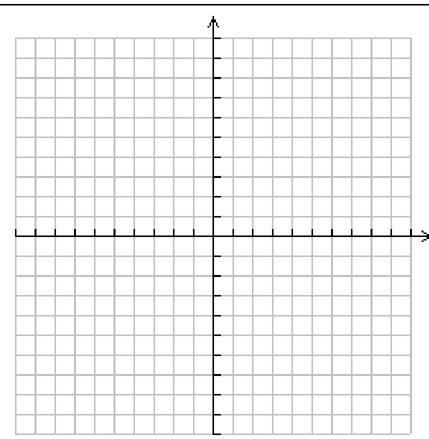
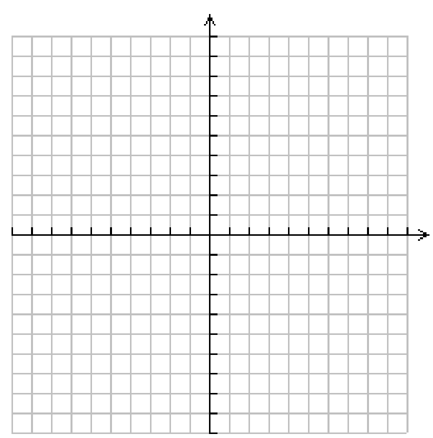
The Base Functions

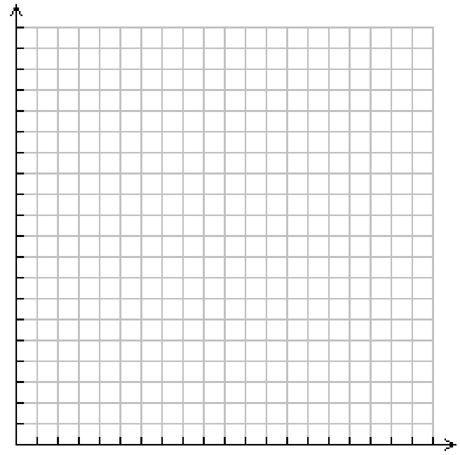
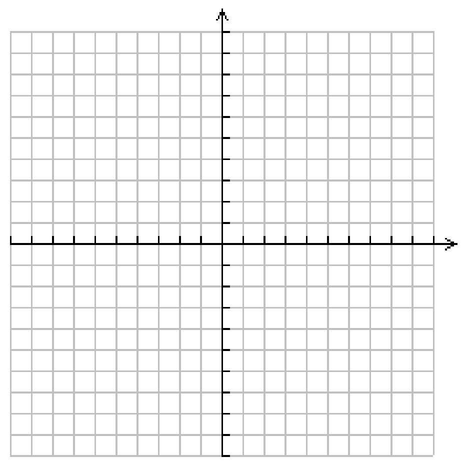
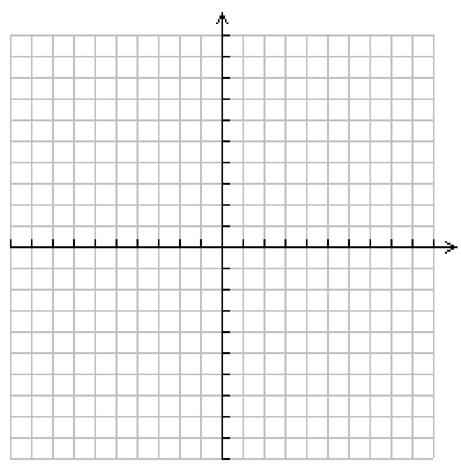
Mathematicians study mathematical objects such as functions to learn about their properties. An important objective of such research is to be able to describe the properties of the objects of study as ***concisely*** as possible. By keeping the basic set of principles as small as possible, this approach greatly simplifies the daunting task of understanding the behaviour of mathematical structures.

Take, for example, the goal of understanding all quadratic functions. Instead of attempting to understand such functions all in one fell swoop, mathematicians divide the process into two simpler steps as shown below.

1. First, understand the ***base function*** $f(x)=x^2$ completely.
2. Then, learn how to ***transform*** the ***base function*** $f(x)=x^2$ into any other quadratic.

Complete the following table to ensure that you understand the base functions of a few common ***families of functions***.

Family of Functions	***Base Function***	***Domain and Range***	***Table of Values***	***Graph***	***Intercepts***
Linear Functions	$f(x)=x$ This function is often called the ***identity function***.		x | $f(x)$ -3 -2 -1 $-\frac{1}{2}$ 0 $\frac{1}{2}$ 1 2 3		
Quadratic Functions	$f(x)=x^2$		x | $f(x)$ -3 -2 -1 $-\frac{1}{2}$ 0 $\frac{1}{2}$ 1 2 3		
Cubic Functions	$f(x)=x^3$		x | $f(x)$ -3 -2 -1 $-\frac{1}{2}$ 0 $\frac{1}{2}$ 1 2 3		

<table>
<tr><th>Family of Functions</th><th>Base Function</th><th>Domain and Range</th><th>Table of Values</th><th>Graph</th><th>Intercepts</th></tr>
<tr><td>Square Root Functions</td><td>$f(x)=\sqrt{x}$</td><td></td><td><table><tr><th>x</th><th>$f(x)$</th></tr><tr><td>–2</td><td></td></tr><tr><td>–1</td><td></td></tr><tr><td>$-\frac{1}{2}$</td><td></td></tr><tr><td>0</td><td></td></tr><tr><td>1</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>9</td><td></td></tr><tr><td>12</td><td></td></tr><tr><td>14</td><td></td></tr><tr><td>16</td><td></td></tr></table></td><td></td><td></td></tr>
<tr><td>Reciprocal Functions</td><td>$f(x)=\frac{1}{x}$</td><td></td><td><table><tr><th>x</th><th>$f(x)$</th></tr><tr><td>–6</td><td></td></tr><tr><td>–4</td><td></td></tr><tr><td>–2</td><td></td></tr><tr><td>–1</td><td></td></tr><tr><td>$-\frac{1}{2}$</td><td></td></tr><tr><td>$-\frac{1}{4}$</td><td></td></tr><tr><td>0</td><td></td></tr><tr><td>$\frac{1}{4}$</td><td></td></tr><tr><td>$\frac{1}{2}$</td><td></td></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>6</td><td></td></tr></table></td><td></td><td></td></tr>
<tr><td>Absolute Value Functions</td><td>$f(x)=|x|$</td><td></td><td><table><tr><th>x</th><th>$f(x)$</th></tr><tr><td>–7</td><td></td></tr><tr><td>–4</td><td></td></tr><tr><td>–3</td><td></td></tr><tr><td>–2</td><td></td></tr><tr><td>–1</td><td></td></tr><tr><td>0</td><td></td></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>7</td><td></td></tr></table></td><td></td><td></td></tr>
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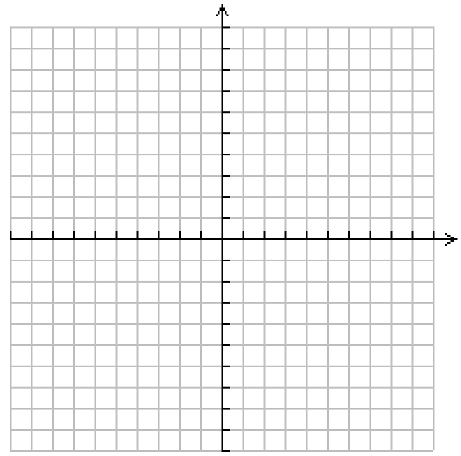
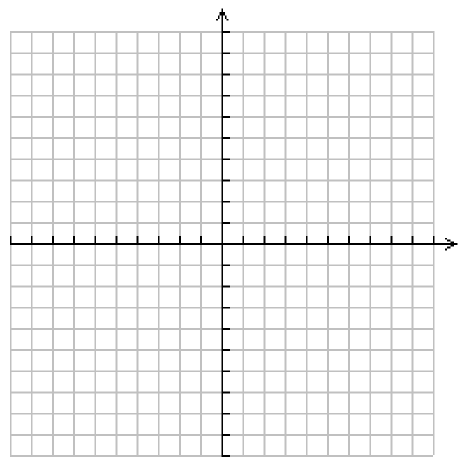
<table>
<tr><th>Family of Functions</th><th>Base Function</th><th>Domain and Range</th><th>Table of Values</th><th>Graph</th><th>Intercepts</th></tr>
<tr><td>Greatest Integer Functions (aka “Step” Functions and “Floor” Functions).</td><td>$f(x)=[x]$

(The notation used in the textbook is $f(x)=[\![x]\!]$. The notation $f(x)=\lfloor x \rfloor$ is also commonly used.)</td><td></td><td><table><tr><th>x</th><th>$f(x)$</th></tr><tr><td>–2</td><td></td></tr><tr><td>–1</td><td></td></tr><tr><td>0</td><td></td></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>5</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>7</td><td></td></tr><tr><td>8</td><td></td></tr><tr><td>9</td><td></td></tr><tr><td>10</td><td></td></tr></table></td><td></td><td></td></tr>
<tr><td>Constant Functions</td><td>$f(x)=c$, where $c\in\mathbb{R}$</td><td></td><td><table><tr><th>x</th><th>$f(x)$</th></tr><tr><td>–2</td><td></td></tr><tr><td>–1</td><td></td></tr><tr><td>0</td><td></td></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>5</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>7</td><td></td></tr><tr><td>8</td><td></td></tr><tr><td>9</td><td></td></tr><tr><td>10</td><td></td></tr></table></td><td></td><td></td></tr>
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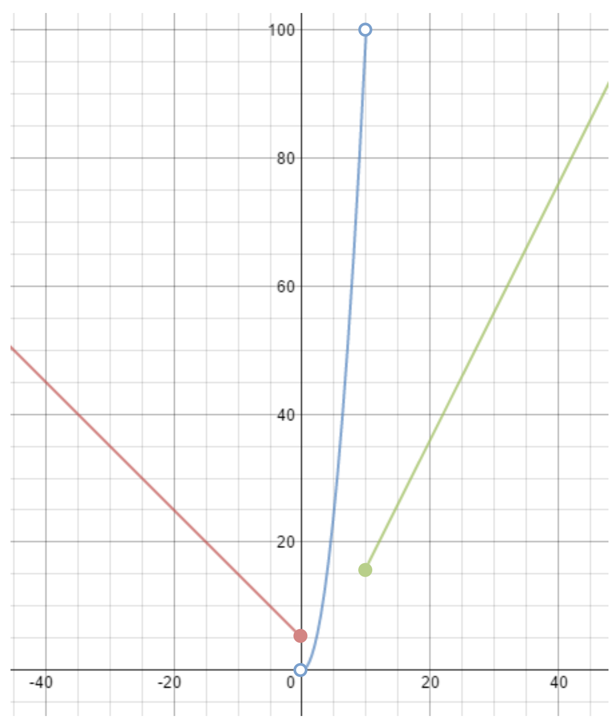
Piecewise-Defined Functions

Often, it is not possible to construct a mathematical model using only a single function. In such cases, we can “paste” or “stitch” together two or more “pieces” of different functions. The following example shows how this can be done.

$$f(x)=\begin{cases}-x+5, x\le 0\\ x^2, 0<x<10\\ 2x-4, x\ge 10\end{cases}$$



Homework

Precalculus (Ron Larson)

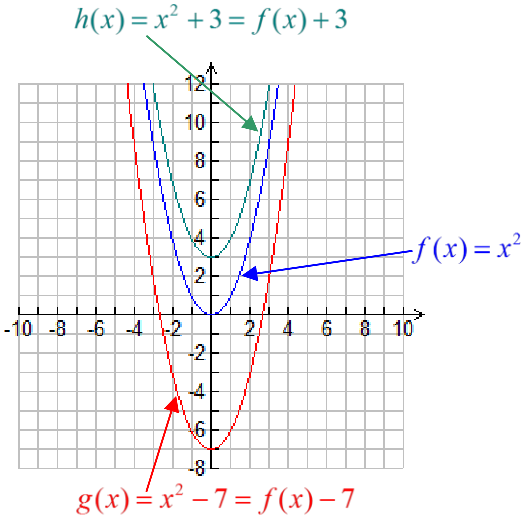
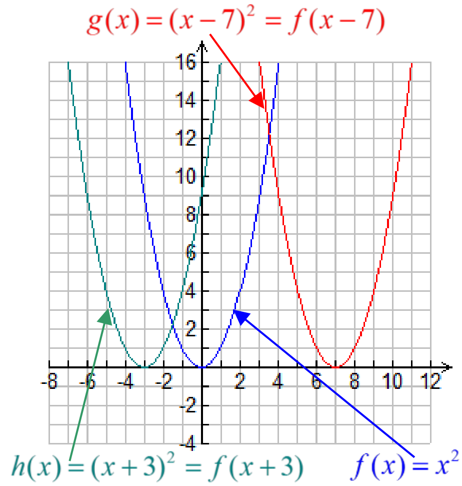
Read pp. 60 – 64

Do pp. 65 – 66: #1 – 10, 15 – 26, 27, 29, 35, 37, 39, 43, 45, 49, 50

Transformation #1 – Translations of Functions

What is a Translation?

- A ***vertical translation*** of a function is obtained by ***adding a constant value to each value of the dependent variable*** of the given function. This results in the graph of the function "sliding" up or down, depending on whether the constant is positive or negative.
- A ***horizontal translation*** of a function is obtained by ***adding a constant value to each value of the independent variable*** of the given function. This results in the graph of the function "sliding" left or right, depending on whether the constant is positive or negative.

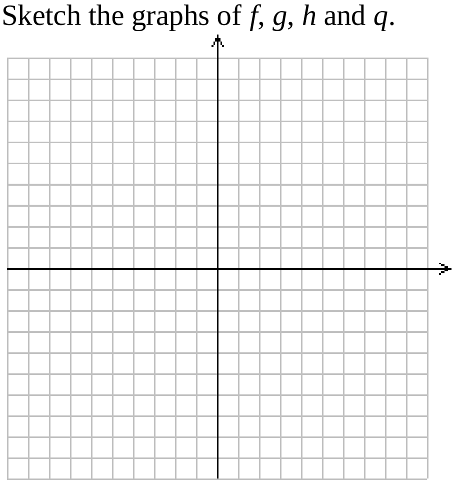
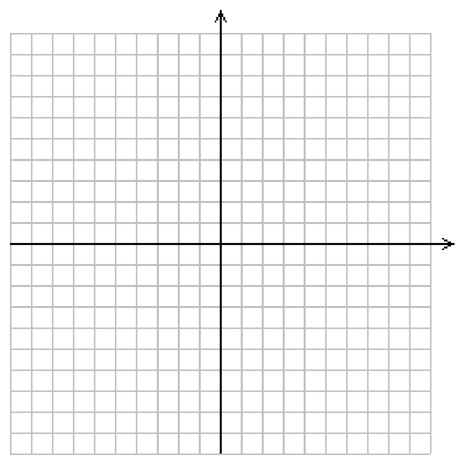
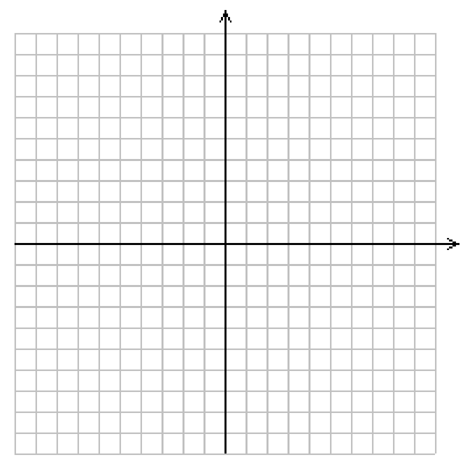
Example Vertical Translations	***Example Horizontal Translations***
	

Understanding Translations of Functions

Complete the following table of values.

x	$f(x)=x^2$	$g(x)=x^2+3=f(x)+3$	$h(x)=(x+5)^2=f(x+5)$	$q(x)=(x+5)^2+3=f(x+5)+3$
–4				
–3				
–2				
–1				
0				
1				
2				
3				
4				

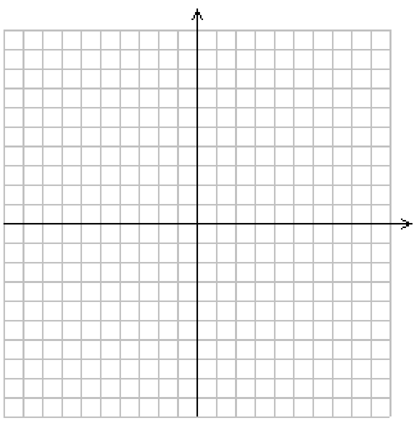
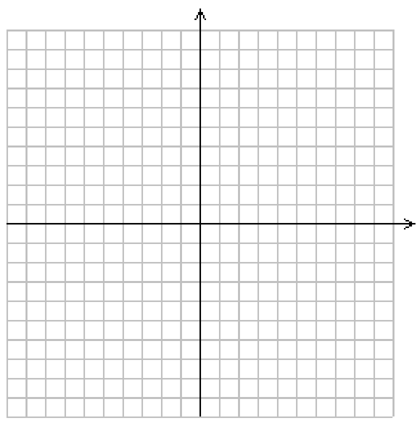
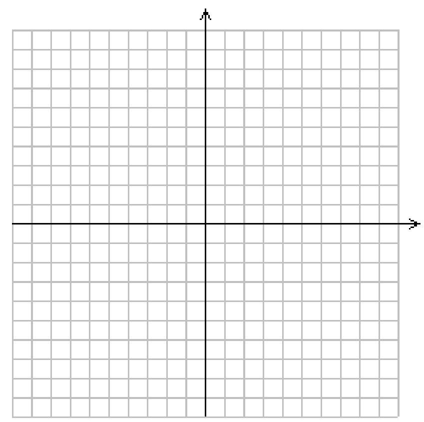
Sketch the graphs of *f*, *g*, *h* and *q*.

Complete the following table of values.

x	$f(x)=\frac{1}{x}$	$g(x)=\frac{1}{x}-2=f(x)-2$	$h(x)=\frac{1}{x-3}=f(x-3)$	$q(x)=\frac{1}{x-3}-2=f(x-3)-2$
-2				
-1				
$-\frac{1}{2}$				
$-\frac{1}{4}$				
0				
$\frac{1}{4}$				
$\frac{1}{2}$				
1				
2				

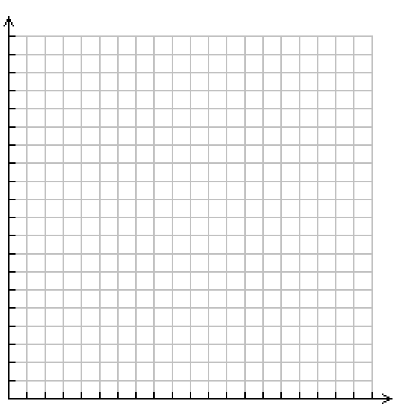
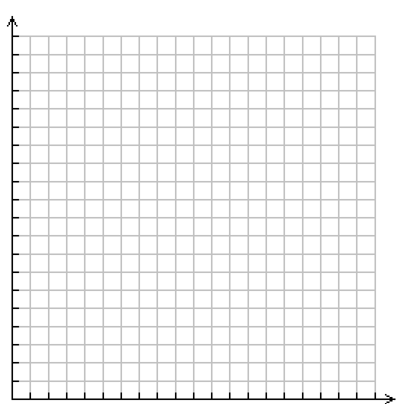
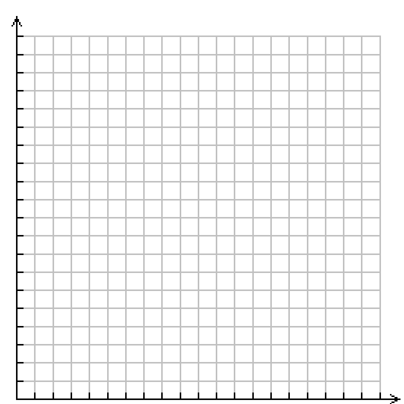
Sketch the graphs of *f*, *g*, *h* and *q*.

Complete the following table of values.

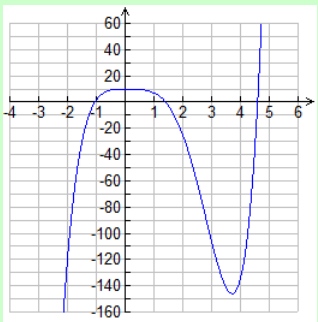
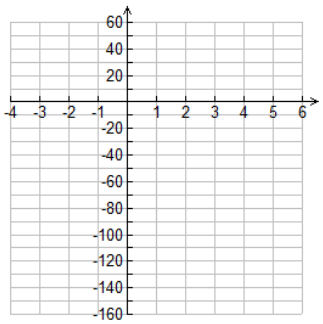
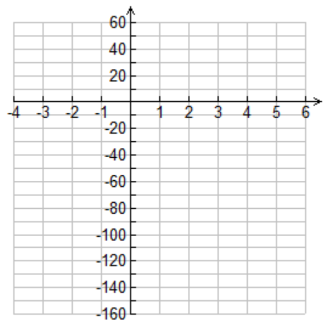
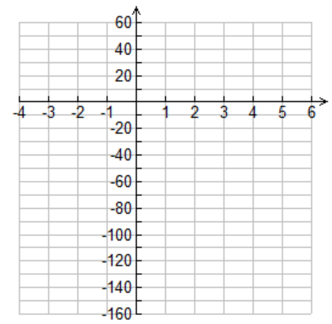
x	$f(x)=\sqrt{x}$	$g(x)=\sqrt{x}+1=f(x)+1$	$h(x)=\sqrt{x-4}=f(x-4)$	$q(x)=\sqrt{x-4}+1=f(x-4)+1$
0				
1				
2				
3				
4				
9				
13				
16				
20				

Sketch the graphs of *f*, *g*, *h* and *q*.

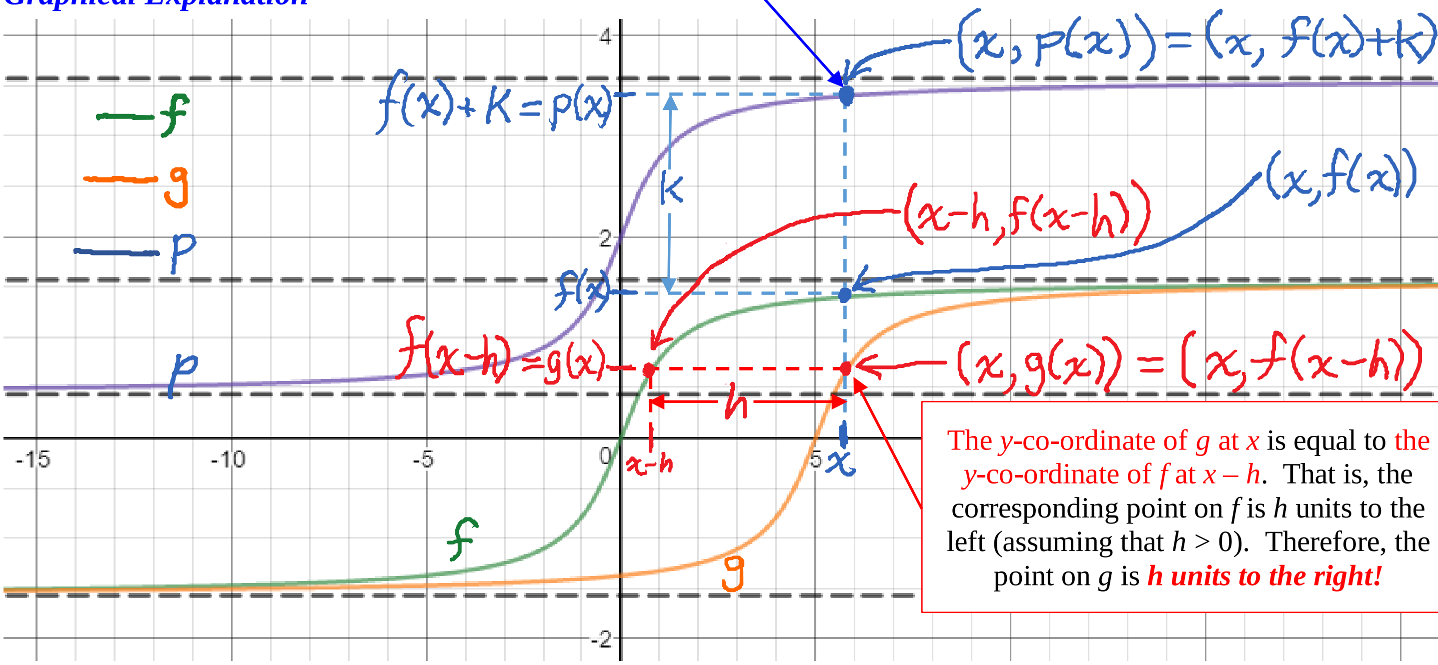
Analysis and Conclusions

Now carefully study the graphs and the tables on the two previous pages. Then complete the following table.

Base Function $y = f(x)$	***Translations of Base Function***		
	$y = f(x-h),\ h \in \mathbb{R}$	$y = f(x)+k,\ k \in \mathbb{R}$	$y = f(x-h)+k,\ h \in \mathbb{R},\ k \in \mathbb{R}$
Description of Translations			
$y = f(x)$	$y = f(x+2)$	$y = f(x)+20$	$y = f(x-1)-10$
			

The *y*-co-ordinate of *p* at *x* is equal to *k* more than the *y*-co-ordinate of *f* at *x*. That is, the corresponding point on *p* is ***k units up*** from the point on *f* (assuming that *k* >0).

Graphical Explanation



The *y*-co-ordinate of *g* at *x* is equal to the *y*-co-ordinate of *f* at *x* – *h*. That is, the corresponding point on *f* is *h* units to the left (assuming that *h* > 0). Therefore, the point on *g* is ***h units to the right!***

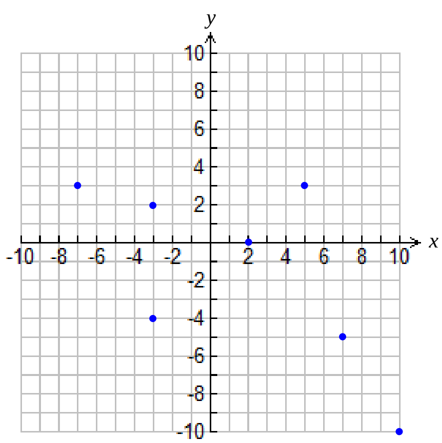
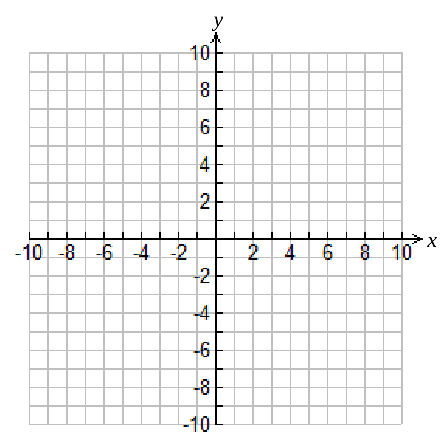
Extremely Important Questions and Exercises…

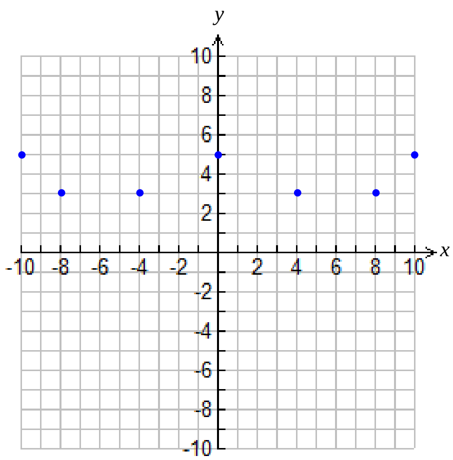
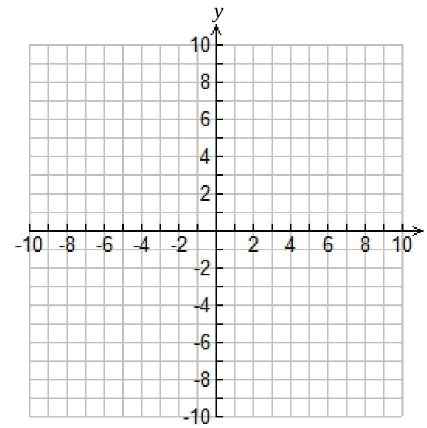
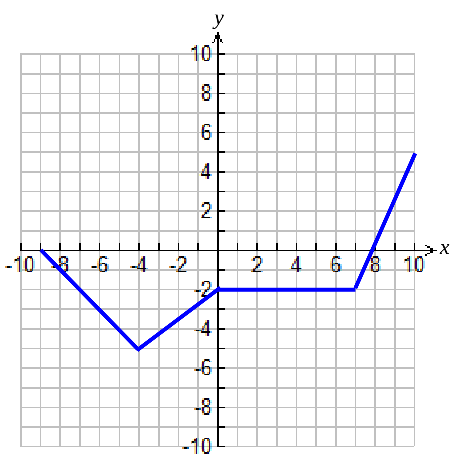
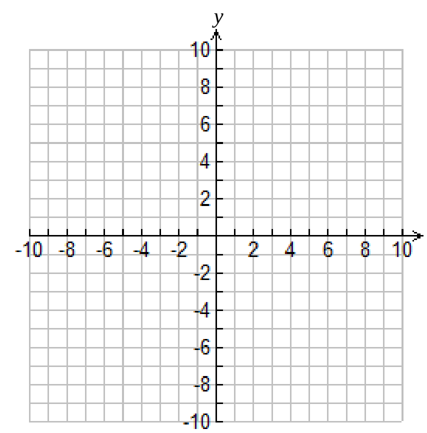
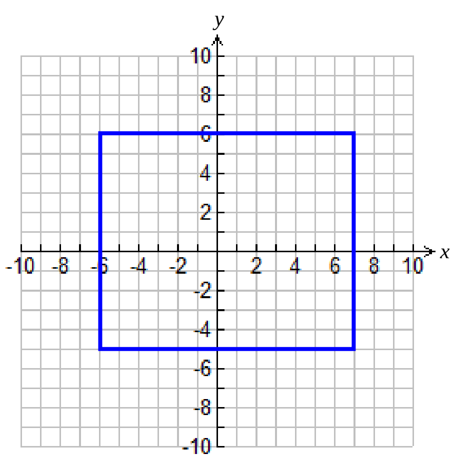
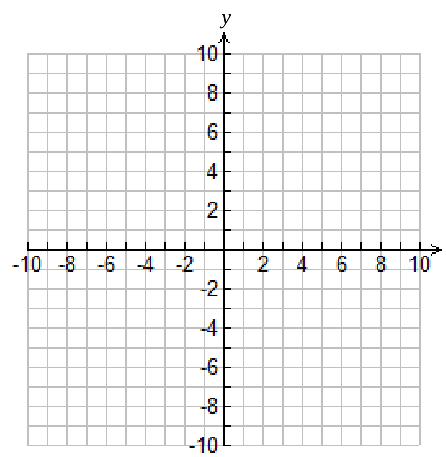
1. So far, we have considered both ***horizontal*** and ***vertical*** translations of functions. Does it matter in which order these translations are performed?

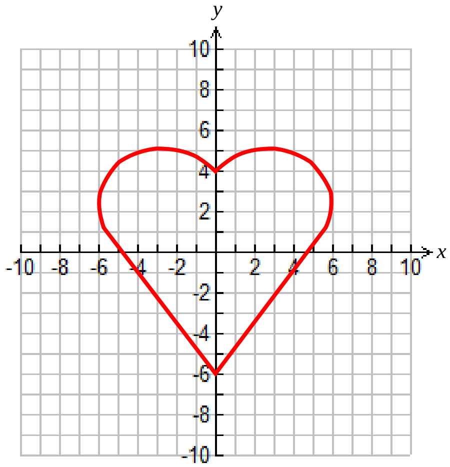
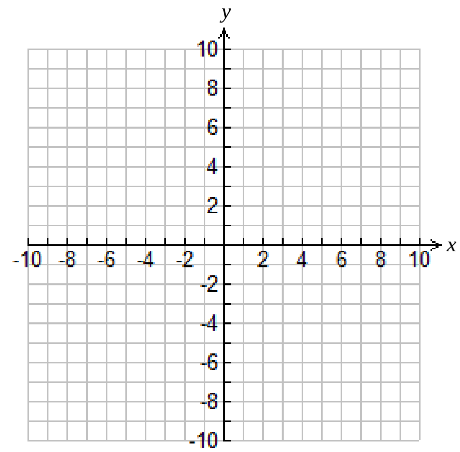
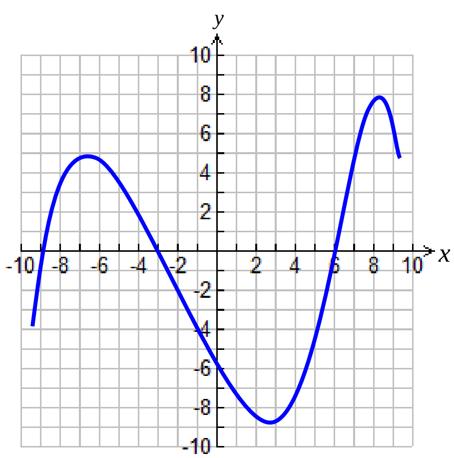
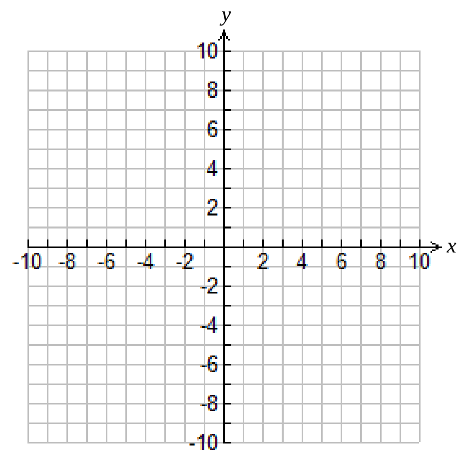
2. Complete the following table.

Function	***Base Function***	***Translation(s) of Base Function Required to obtain Function***
(a) $f(x) = x + 16$		There are two correct answers for this one.
(b) $g(x) = x^2 - 5x + 6$		
(c) $h(x) = \sqrt{x-6} + 5$		
(d) $p(x) = \dfrac{1}{x+2} - 5$		
(e) $q(x) = [x+6] - 3$		

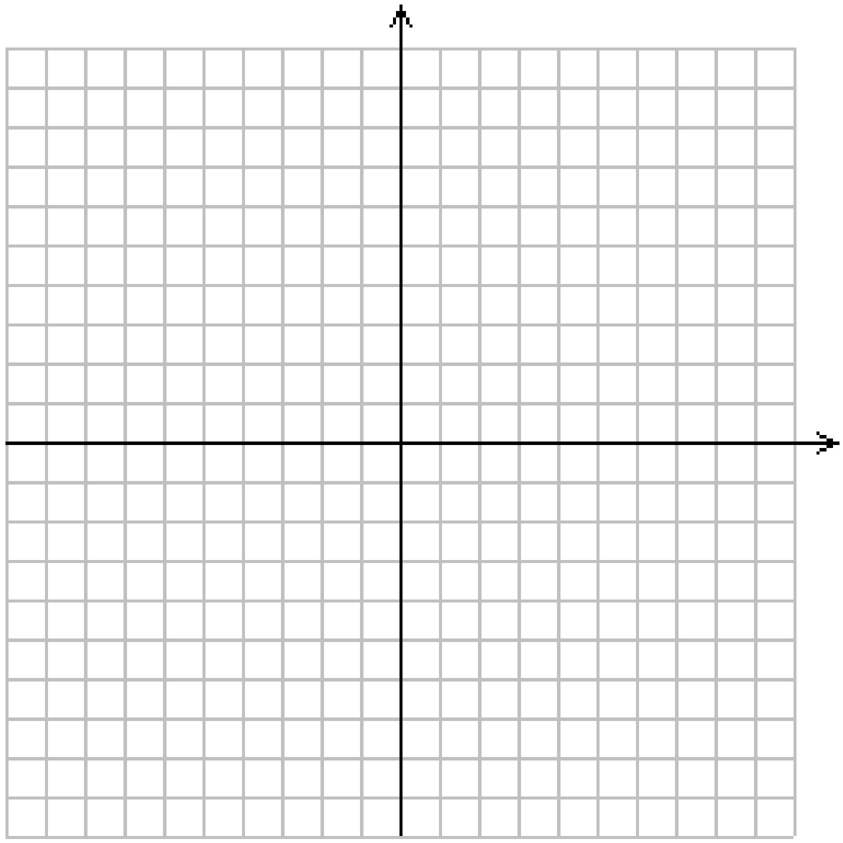
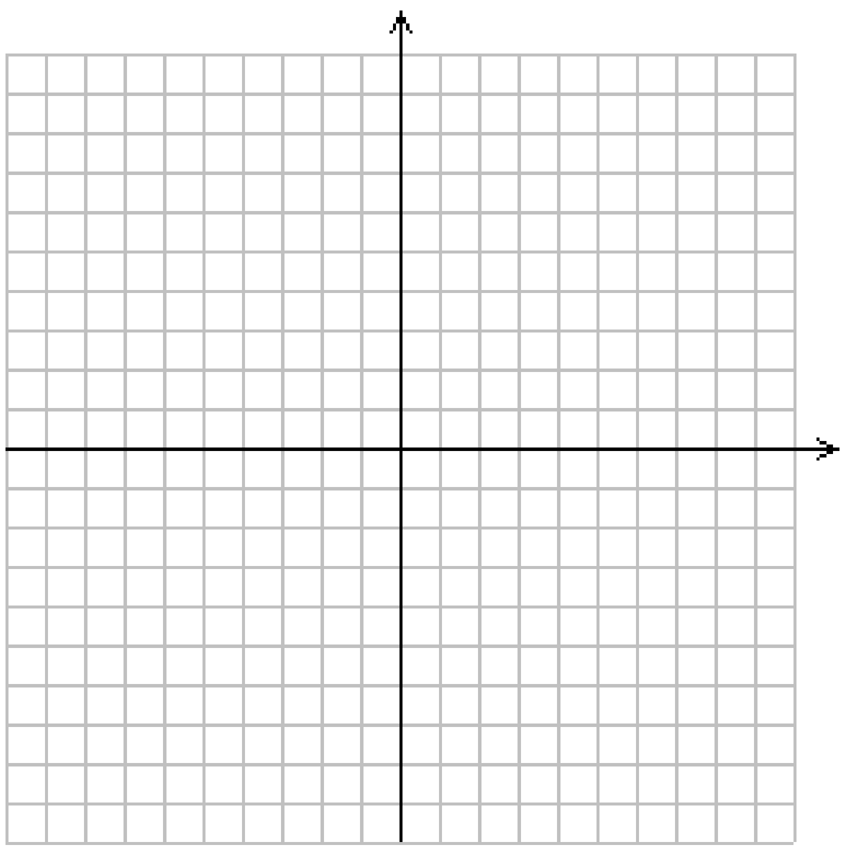
3. Complete the following table.

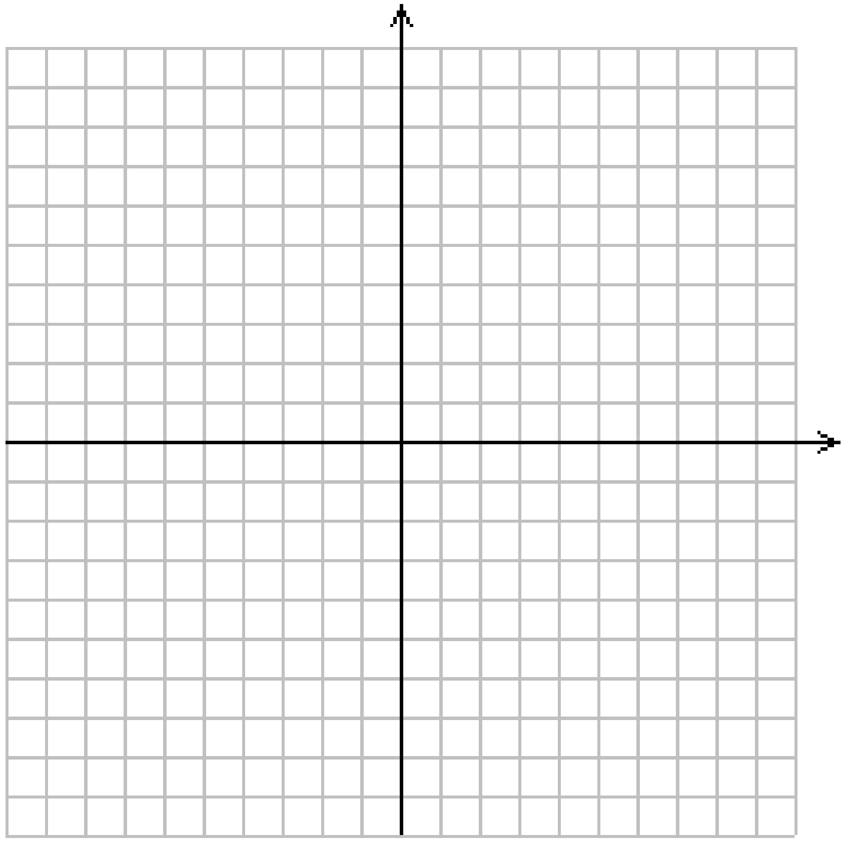
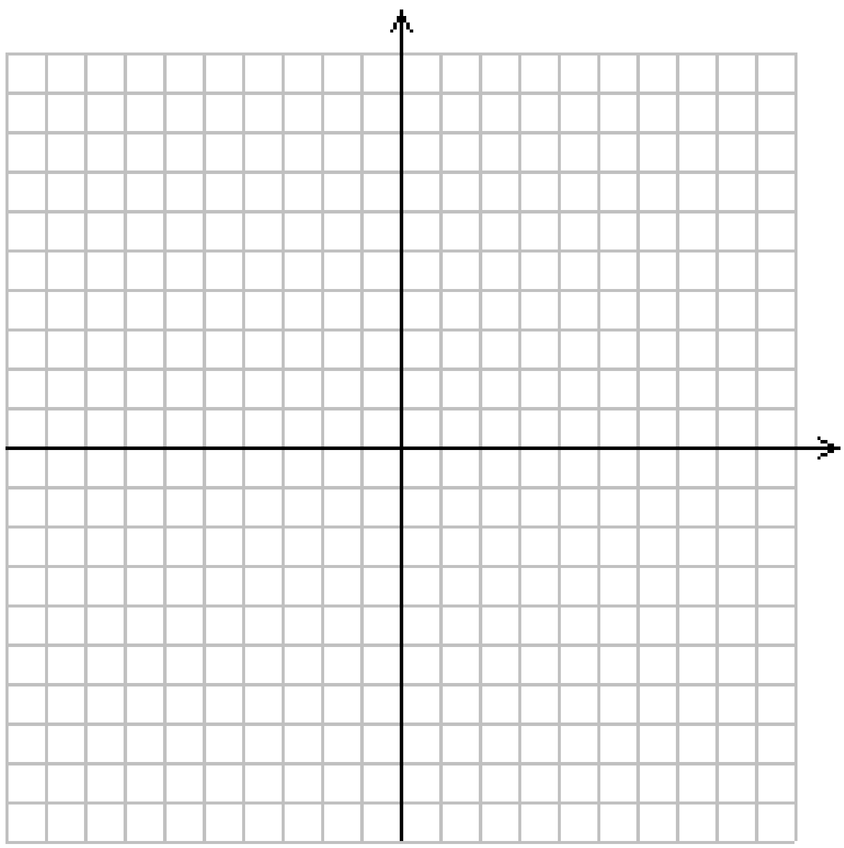
Graph of Relation	***Is the Relation a Function?***	***Discrete or Continuous?***	***Graph of Translated Relation***
			Translate 3 units up and 2 to the left. 

Graph of Relation	***Is the Relation a Function?***	***Discrete or Continuous?***	***Graph of Translated Relation***
			Translate 10 units down.  Given relation's equation: $y = f(x)$. Translated relation's equation: __________
			Translate 2 units down and 1 to the left.  Given relation's equation: $y = g(x)$. Translated relation's equation: __________
			Translate 3 units down and 2 to the right. 

Graph of Relation	***Is the Relation a Function?***	***Discrete or Continuous?***	***Graph of Translated Relation***
			Translate 1 unit down and 4 to the right. 
			Translate 2 units up and 1 to the right.  Given relation's equation: $y = h(x)$. Translated relation's equation: __________

5. Without using a table of values, graph the following functions on the same grid. In addition, state the domain and range of each function.

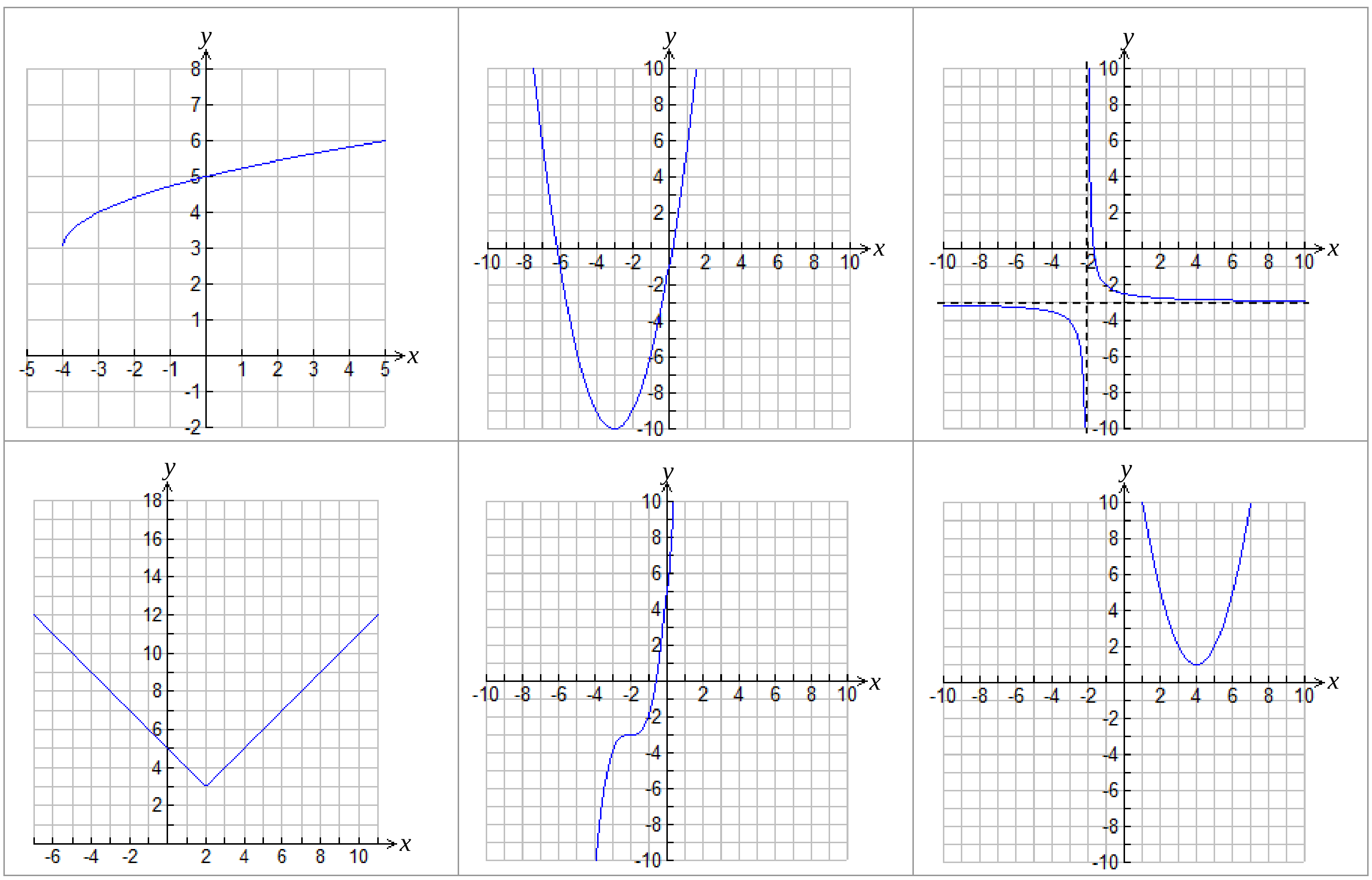
Functions	***Graphs***	***Domain and Rage***
$y=\frac{1}{x}+2$ $y=\frac{1}{x+2}$ $y=\frac{1}{x-3}-4$		
$y=\sqrt{x}+5$ $y=\sqrt{x+5}$ $y=\sqrt{x+7}-4$		

Functions	***Graphs***	***Domain and Range***
$y = x^2 + 3$ $y = (x+3)^2$ $y = (x+5)^2 - 10$		
$y = \|x\| - 6$ $y = \|x-6\|$ $y = \|x+5\| - 7$		

6. Without graphing, state the domain, range, intercepts (if any) and asymptotes (if any) of each given function.

Function	***Domain and Range***	***Intercepts***	***Asymptotes***
$f(x)=x^2+5$			
$g(x)=\sqrt{x}-10$			
$h(x)=\left[x^2\right]-15$			
$s(t)=\dfrac{1}{t+3}-15$			
$p(y)=\lvert y-8\rvert+15$			

7. For each graph, state an equation that best describes it.



Homework

Precalculus (Ron Larson)

Read pp. 67 – 71

Do pp. 72 – 75: #4-8, 9abce, 10af, 11, 13b, 14a, 15, 18, 20, 23, 31, 43

Transformation #2 – Reflections of Functions

What is a Reflection?

A ***reflection of a relation in a given line*** is produced by replacing ***each point*** in the given relation by a point ***symmetrically placed*** on the other side of the line. Intuitively, a reflection of a point in a line is the ***mirror image*** of the point about the line. Think of what you see when you look at yourself in a mirror. First of all, your ***reflection*** appears to be ***behind*** the surface of the mirror. Moreover, its ***distance*** from the mirror appears to be the same as your distance from the mirror.

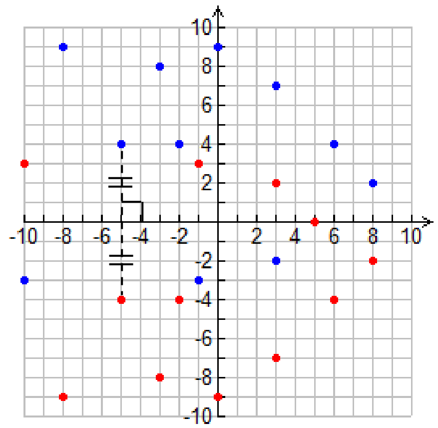
Examples of Reflections

Relation x	*Relation* y	*Reflection in x-axis* x	*Reflection in x-axis* y
–10	–2	–10	2
–8	9	–8	–9
–5	4	–5	–4
–3	8	–3	–8
–2	4	–2	–4
–1	–3	–1	3
0	9	0	–9
3	7	3	–7
3	–2	3	2
6	4	6	–4
8	2	8	–2

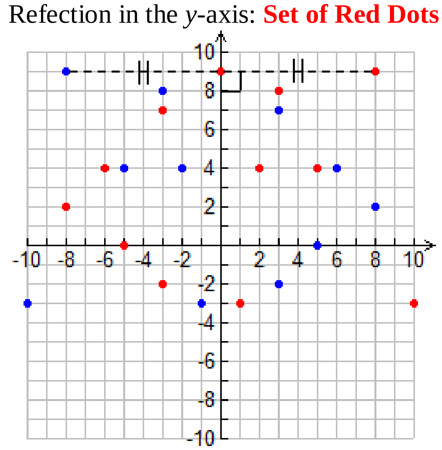
Relation x	*Relation* y	*Reflection in y-axis* x	*Reflection in y-axis* y
–10	–2	10	–2
–8	9	8	9
–5	4	5	4
–3	8	3	8
–2	4	2	4
–1	–3	1	–3
0	9	–0	9
3	7	–3	7
3	–2	–3	–2
6	4	–6	4
8	2	–8	2

Relation x	*Relation* y	*Reflection in y=x* x	*Reflection in y=x* y
–10	–2	–2	–10
–8	9	9	–8
–5	4	4	–5
–3	8	8	–3
–2	4	4	–2
–1	–3	–3	–1
0	9	9	0
3	7	7	3
3	–2	–2	3
6	4	4	6
8	2	2	8

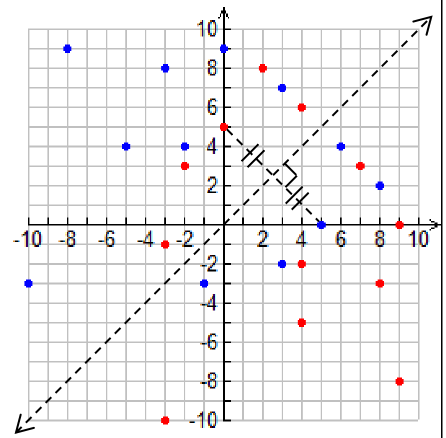
Original Relation: **Set of Blue Dots**
Refection in the x-axis: **Set of Red Dots**



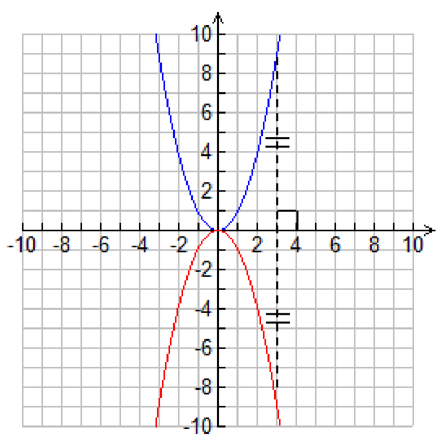
Original Relation: **Set of Blue Dots**
Refection in the y-axis: **Set of Red Dots**



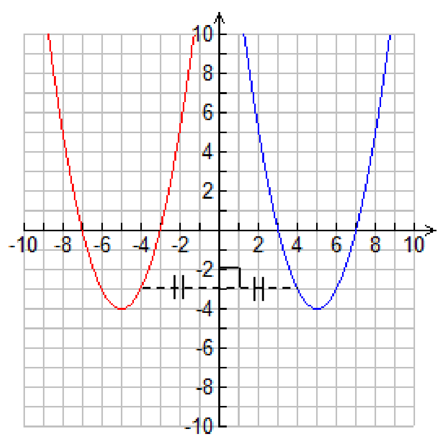
Original Relation: **Set of Blue Dots**
Refection in line $y=x$: **Set of Red Dots**



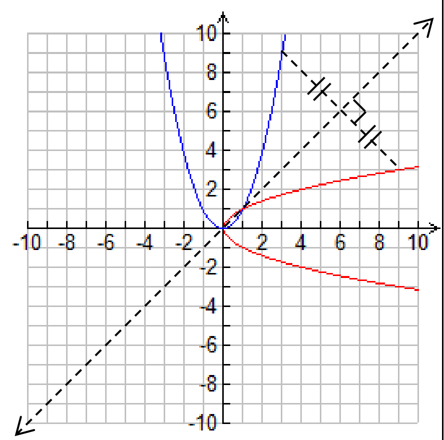
The reflection of $y=x^2$ **(blue)** in the x-axis is $y=-x^2$ **(red)**.



The reflection of $y=(x-5)^2-4$ **(blue)** in the y-axis is $y=(x+5)^2-4$ **(red)**.



The reflection of $y=x^2$ **(blue)** in the line $y=x$ is $y=\pm\sqrt{x}$ **(red)**.



Important Questions

1. Suppose that the point Q is the reflection of the point P in the line l. Suppose further that the line segment PQ intersects the line l at the point A. What can you conclude about the lengths of the line segments PA and QA? Draw a diagram to illustrate your answer.

2. Is the reflection of a function in the x-axis also a function? Explain.

3. Is the reflection of a function in the y-axis also a function? Explain.

4. Is the reflection of a function in the line $y = x$ also a function? Explain.

5. Suppose that R represents a relation that is ***not*** a function. Can a reflection of R be a function? If so, give examples.

Investigation

You may use a graphing calculator or graphing software such as Desmos to complete the following table.

Function	***Equation of*** $-f(x)$	***Equation of*** $f(-x)$	***Equation of*** $-f(-x)$	***Graph of*** $y=-f(x)$	***Graph of*** $y=f(-x)$	***Graph of*** $y=-f(-x)$
$f(x)=x$						
$f(x)=x^2$						
$f(x)=x^3$						

Continued on next page…

Function	***Equation of*** $-f(x)$	***Equation of*** $f(-x)$	***Equation of*** $-f(-x)$	***Graph of*** $y=-f(x)$	***Graph of*** $y=f(-x)$	***Graph of*** $y=-f(-x)$
$f(x)=\sqrt{x}$						
$f(x)=\frac{1}{x}$						
$f(x)=\lvert x\rvert$						

Conclusions

Given a function *f*,

- the graph of $y=-f(x)$ is the ______________________ of the graph of $y=f(x)$ in the _____________________.
- the graph of $y=f(-x)$ is the ______________________ of the graph of $y=f(x)$ in the _____________________.
- the graph of $y=-f(-x)$ is the _____________________ of the graph of $y=f(x)$ in the _____________________ followed by the _____________________ of the graph of _______________ in the ______________________.

Important Terminology

- Suppose that a transformation is applied to a point *P* to obtain the point *Q*. Then, *P* is called the ***pre-image of Q*** and *Q* is called the ***image of P***.
- If *Q* is the image of *P* under some transformation and *P* = *Q*, then *P* is said to be ***invariant*** under the transformation.
- Translations and reflections are called ***rigid transformations*** because they do not distort the shape of the pre-image graph. The image graph has the same "shape" as the pre-image graph.

Homework

Precalculus (Ron Larson)

Do pp. 72 – 75: #1, 2, 9df, 10bde, 12, 13a, 14b, 17, 19, 51, 53, 54, 55a, 56b, 65, 71 – 75

Combinations of Translations and Reflections

Overview

Base Function: $y = f(x)$ (e.g. $f(x)=\sqrt{x}$)			
Translations of Base Function		**Reflections of Base Function**	
Horizontal	**Vertical**	**In y-axis (Horizontal)**	**In x-axis (Vertical)**
$y=g(x)=f(x-h)$ $\therefore (x,y)\to(x+h,y)$	$y=g(x)=f(x)+k$ $\therefore (x,y)\to(x,y+k)$	$y=g(x)=f(-x)$ $\therefore (x,y)\to(-x,y)$	$y=g(x)=-f(x)$ $\therefore (x,y)\to(x,-y)$
e.g. $g(x)=\sqrt{x+3}$ $\therefore (x,y)\to(x-3,y)$	**e.g.** $g(x)=\sqrt{x}-2$ $\therefore (x,y)\to(x,y-2)$	**e.g.** $g(x)=\sqrt{-x}$ $\therefore (x,y)\to(-x,y)$	**e.g.** $g(x)=-\sqrt{x}$ $\therefore (x,y)\to(x,-y)$

Combinations			
Translations		**Reflections**	
Horizontal combined with Vertical		**In x-axis (vertical) combined with y-axis (horizontal)**	
$y=g(x)=f(x-h)+k$	$\therefore (x,y)\to(x+h,y+k)$	$y=g(x)=-f(-x)$	$\therefore (x,y)\to(-x,-y)$
e.g. $g(x)=\sqrt{x+3}-2$	$\therefore (x,y)\to(x-3,y-2)$	**e.g.** $g(x)=-\sqrt{-x}$	$\therefore (x,y)\to(-x,-y)$

Translations and Reflections	
$y=g(x)=-f(-(x-h))+k$	$\therefore (x,y)\to(-x+h,-y+k)$
e.g. $g(x)=-f(-(x+3))-2=-\sqrt{-(x+3)}-2$	$\therefore (x,y)\to(-x-3,-y-2)$

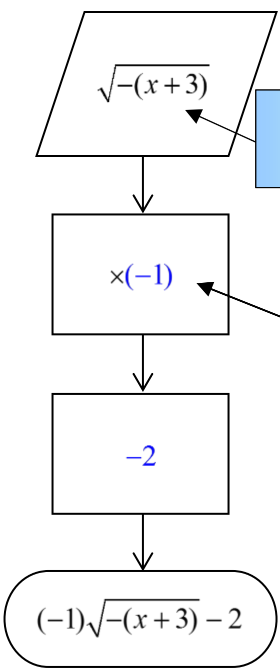
To understand this combination of translations and reflections, it is necessary to

1. treat the vertical and horizontal transformations ***separately***.
2. understand the ***order of operations***.

e.g. $g(x)=-\sqrt{-(x+3)}-2=(-1)\sqrt{(-1)(x+3)}-2$

Vertical

$(-1)\sqrt{-(x+3)}-2$



f has already been applied

The function f has ***not*** been applied yet. ***This*** is the input to ***f***…

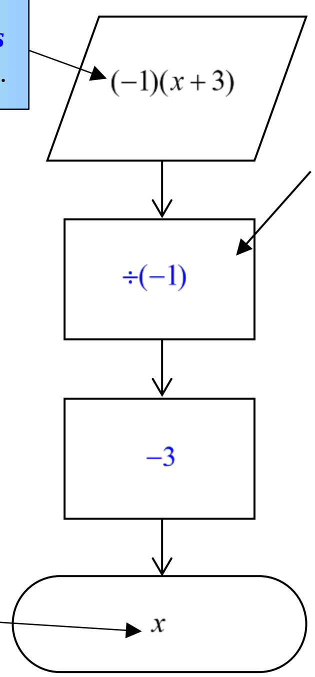
Because of the order of operations, $\sqrt{-(x+3)}$ must be multiplied by –1 ***before*** 2 is subtracted.

Therefore, the reflection in the *x*-axis must be performed ***before*** the vertical translation down 2 units.

…but ***this*** is the input to *g*.

Horizontal

$\sqrt{(-1)(x+3)}$



Keep in mind that $-(x+3)$ is the "*x*-value" used as the input for the function *f*. However, for the function *g* defined by $g(x)=-f(-(x+3))-2$, the input is still *x*. To find *g*'s output for input *x*, we need to calculate the output of *f* for input –(*x* + 3).

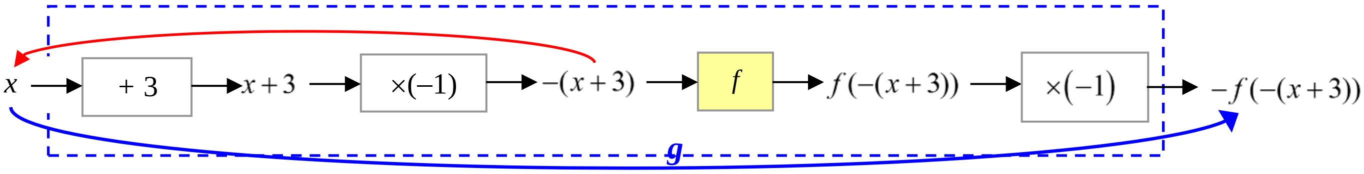
This means that given the value of $-(x+3)$, we need to ***reverse the operations to find x*** (in the order opposite the order of operations).

Therefore, the transformations must be performed in the order ***opposite*** the standard order of operations. ***First*** *f* is ***reflected in the y-axis*** and ***then*** the resulting function is translated ***3 units left***.

Note that division by –1 is the same as multiplication by –1, which is why the transformation is still a reflection.

Deepening your Understanding – A Machine View of $g(x) = -f(-(x+3))$

If you found the discussion on the previous page a little daunting, it may be helpful to return to the machine analogy. We can think of the function g as a single machine that consists of several simpler machines. If the input "x" is given to g, through a series of small steps, the output $-f(-(x+3))$ is eventually produced.



This diagram should help you to understand why everything works backwards for horizontal transformations. Although we must evaluate f at $-(x+3)$ to obtain the value of $g(x)$, g is still evaluated at x. Therefore, we must work our way backwards from $-(x+3)$ to x to understand the horizontal transformations applied to f to produce g.

Summary

To obtain the graph of $y = g(x) = -f(-(x-h)) + k = (-1)f((-1)(x-h)) + k$ from the graph of $y = f(x)$, perform the following transformations.

Vertical (Follow the order of operations)

1. First ***reflect*** in the x-axis.
2. Then ***translate*** k units ***up*** if $k > 0$ or k units ***down*** if $k < 0$.

Horizontal (Reverse the operations in the order opposite the order of operations)

1. First ***reflect*** in the y-axis.
2. Then ***translate*** h units ***right*** if $h > 0$ or h units ***left*** if $h < 0$.

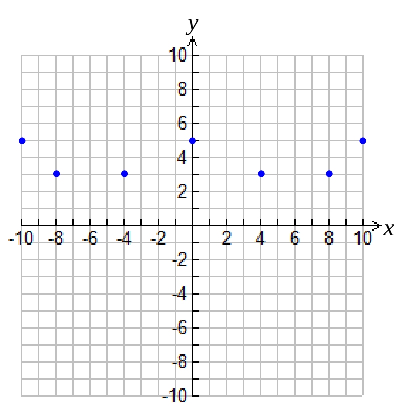
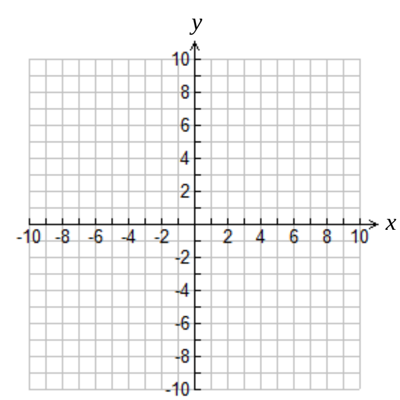
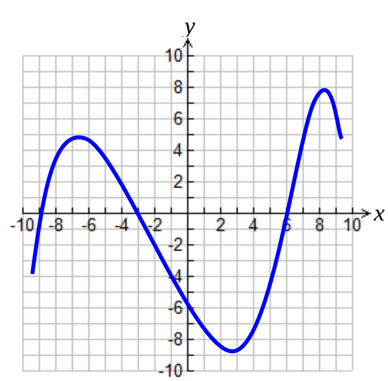
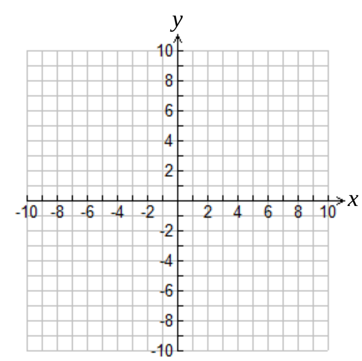
Summary

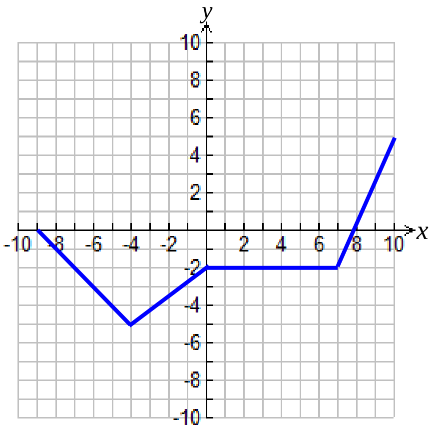
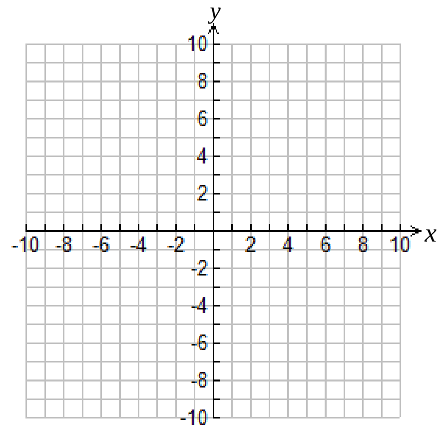
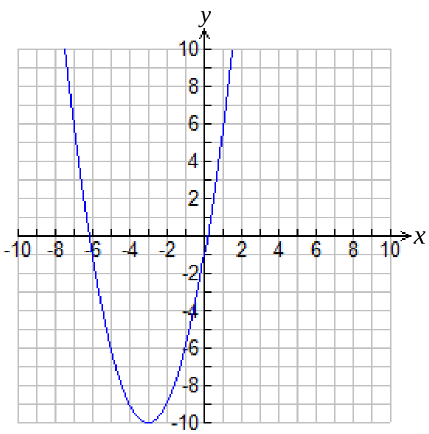
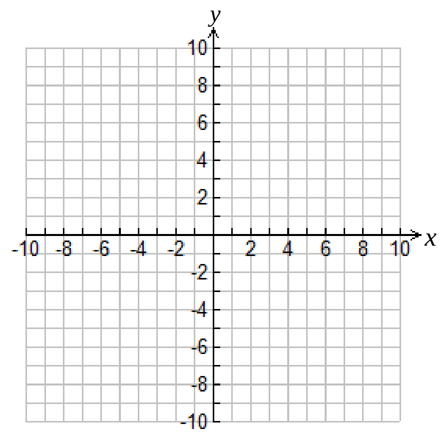
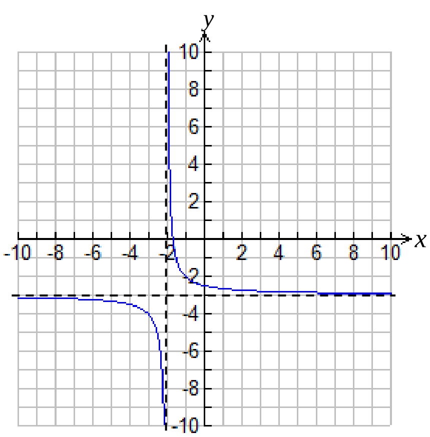
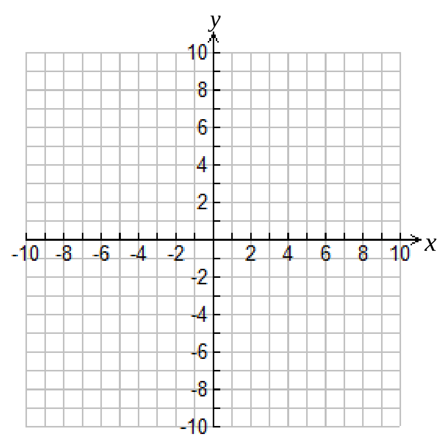
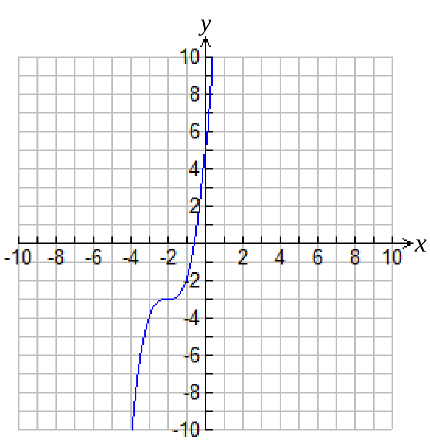
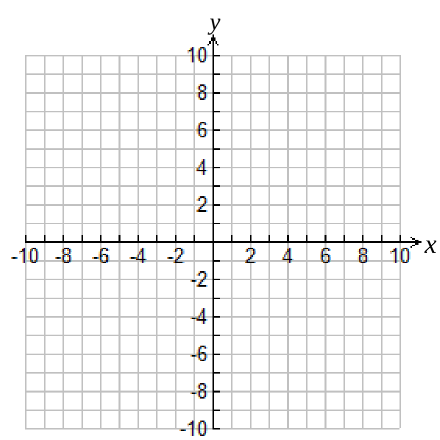
$\therefore (x, y) \rightarrow (-x + h, -y + k)$

Pre-image f → **Image** g

Important Exercises

Perform the specified transformations on the graph of each given function.

Graph of Function $y = f(x)$	*Transformation of f*	*Graph of Transformed Function $y = g(x)$*
	$g(x) = -f(x) - 2$ Explain this transformation of f in words and using mapping notation.	
	$g(x) = -f(x-1) + 2$ Explain this transformation of f in words and using mapping notation.	

	$g(x)=f(-(x+3))-4$ Explain this transformation of f in words and using mapping notation.	
	$g(x)=-f(-(x-3))+6$ Explain this transformation of f in words and using mapping notation. Possible equations of f and g. $f(x)=$ $g(x)=$	
	$g(x)=-f(-(x-5))+8$ Explain this transformation of f in words and using mapping notation. Possible equations of f and g. $f(x)=$ $g(x)=$	
	$g(x)=f(-x-5)+3$ Explain this transformation of f in words and using mapping notation. ***(Be careful with this one.)*** Possible equations of f and g. $f(x)=$ $g(x)=$	

TRANSFORMATION #3: STRETCHES AND COMPRESSIONS OF FUNCTIONS

Terminology

Dilatation, Dilation, Expansion or Stretch of a Function

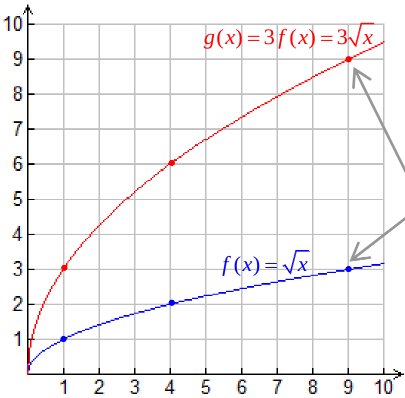
A transformation in which all distances on the co-ordinate plane are ***lengthened*** by multiplying either all *x*-co-ordinates (horizontal dilation) or all *y*-co-ordinates (vertical dilation) by a common factor greater than 1.

Compression of a Function

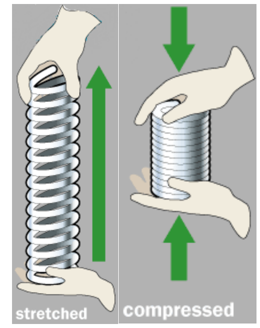
A transformation in which all distances on the co-ordinate plane are ***shortened*** by multiplying either all *x*-co-ordinates (horizontal compression) or all *y*-co-ordinates (vertical compression) of a graph by a common factor less than 1.

Examples

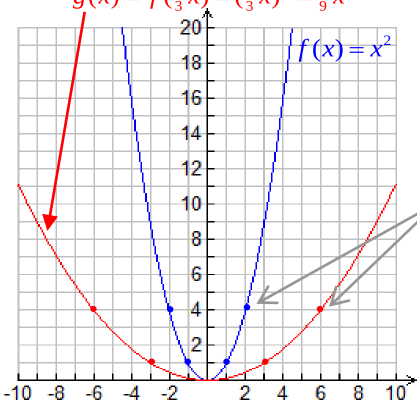
x	y1(x) sqrt(x)	y2(x) 3sqrt(x)
0	0	0
1	1	3
2	1.41421	4.24264
3	1.73205	5.19615
4	2	6
5	2.23607	6.7082
6	2.44949	7.34847
7	2.64575	7.93725
8	2.82843	8.48528
9	3	9
10	3.16228	9.48683



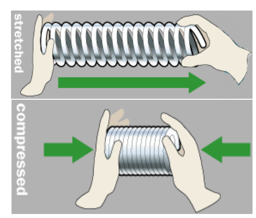
Notice that the *y*-co-ordinates of points lying on the graph of the function *g* are three times the corresponding *y*-co-ordinates of points lying on *f*. We say that *f* is ***stretched vertically by a factor of 3*** to produce *g*.



x	y1(x) x^2	y2(x) (1/3x)^2
0	0	0
1	1	0.111111
2	4	0.444444
3	9	1
4	16	1.77778
5	25	2.77778
6	36	4
7	49	5.44444
8	64	7.11111
9	81	9
10	100	11.1111

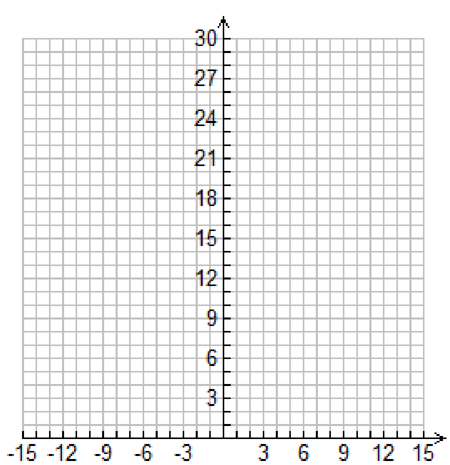


Notice that the *x*-co-ordinates of points lying on the graph of the function *g* are three times the *x*-co-ordinates of corresponding points lying on *f*. We say that *f* is ***stretched horizontally by a factor of 3*** to produce *g*.

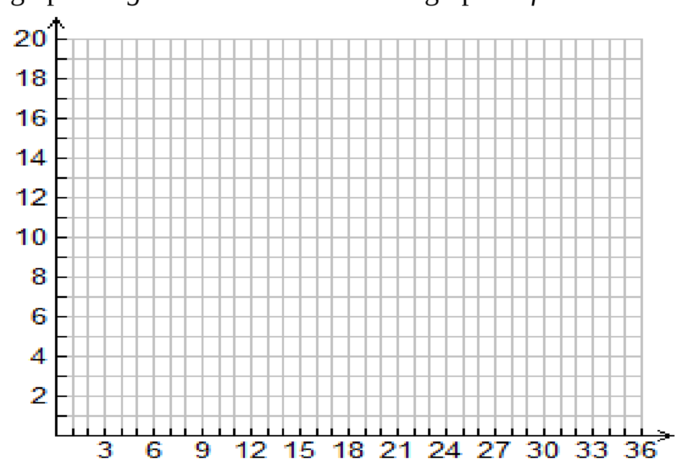


Investigation

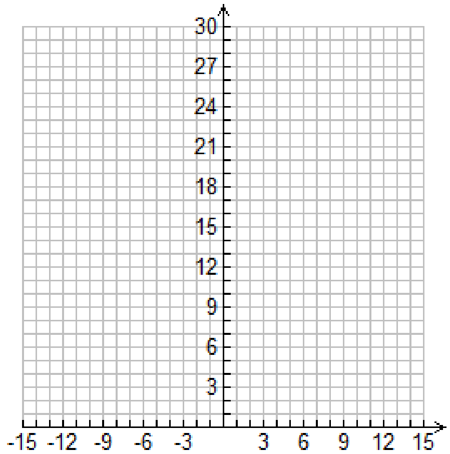
1. Sketch $f(x)=x^2$, $g(x)=f(2x)=(2x)^2=4x^2$ and $h(x)=f(\frac{1}{2}x)=(\frac{1}{2}x)^2=\frac{1}{4}x^2$ on the same grid. Describe how the graphs of *g* and *h* are related to the graph of *f*.



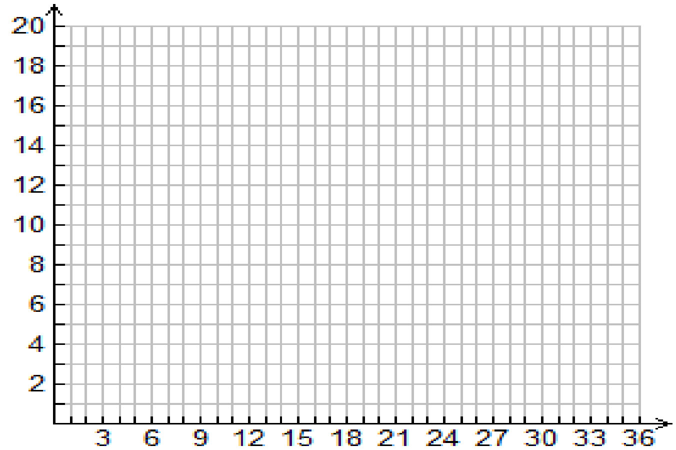
2. Sketch $f(x)=\sqrt{x}$, $g(x)=f(2x)=\sqrt{2x}$ and $h(x)=f(\frac{1}{2}x)=\sqrt{\frac{1}{2}x}$ on the same grid. Describe how the graphs of *g* and *h* are related to the graph of *f*.



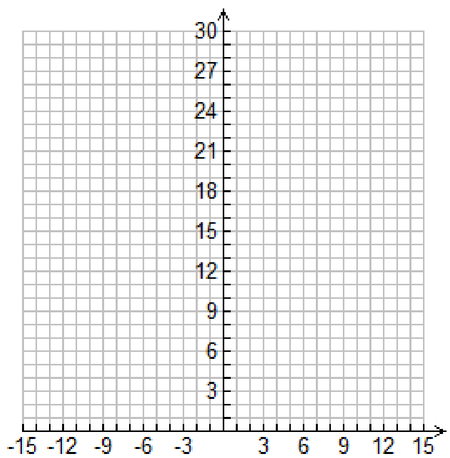
3. Sketch $f(x)=x^2$, $g(x)=2f(x)=2x^2$ and $h(x)=\frac{1}{2}f(x)=\frac{1}{2}x^2$ on the same grid. Describe how the graphs of g and h are related to the graph of f.



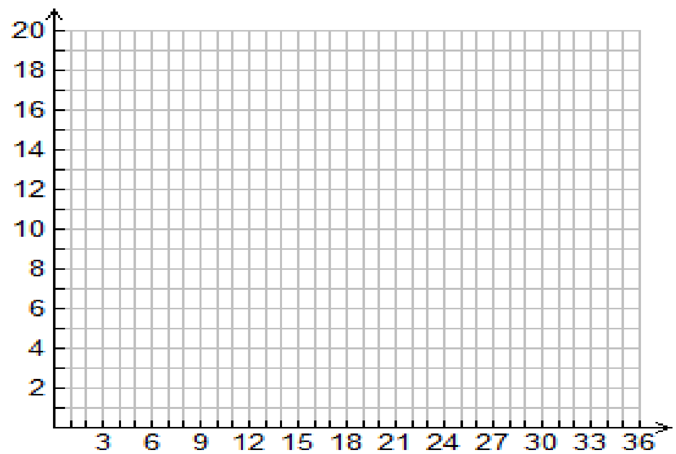
4. Sketch $f(x)=\sqrt{x}$, $g(x)=2f(x)=2\sqrt{x}$ and $h(x)=\frac{1}{2}f(x)=\frac{1}{2}\sqrt{x}$ on the same grid. Describe how the graphs of g and h are related to the graph of f.



5. Sketch $f(x)=x^2$ and $g(x)=2f(3x)=$ ____________. Describe how the graph of g is related to the graph of f.



6. Sketch $f(x)=\sqrt{x}$ and $g(x)=3f(\frac{1}{2}x)=$ ____________. Describe how the graph of g is related to the graph of f.



Summary

- To obtain the graph of $y=g(x)=af(x), a\in\mathbb{R}$ from the graph of $y=f(x)$ ____.
- To obtain the graph of $y=g(x)=f(bx), b\in\mathbb{R}$ from the graph of $y=f(x)$ ____.
- To obtain the graph of $y=g(x)=af(bx), a\in\mathbb{R}, b\in\mathbb{R}$ from the graph of $y=f(x)$ ____.

Extremely Important Question

In the transformation $y=g(x)=af(bx), a\in\mathbb{R}, b\in\mathbb{R}$ of $y=f(x)$, what happens if $a=-1$ or $b=-1$? What can you conclude from this?

Homework

Precalculus (Ron Larson)

Do pp. 72 – 75: #3, 9cg, 10cg, 25, 29, 30, 33, 34, 39, 45, 51, 55b, 57, 58, 59, 60, 62, 68, 70, 77, 79, 80

Putting it all Together – Combinations of Translations and Stretches

Summary

By now we have acquired enough knowledge to combine all the transformations.

To obtain the graph of $y = g(x) = af(b(x-h)) + k$ from the graph of $y = f(x)$, perform the following transformations.

Vertical (Follow the standard order of operations: "B E DM AS")

1. First ***stretch*** or ***compress vertically*** by the factor *a*. $(x, y) \to (x, ay)$

If $|a| > 1$, ***stretch*** by a factor of *a*. ($|a| > 1$ is a short form for "$a > 1$ or $a < -1$")

If $0 < |a| < 1$, ***compress*** by a factor of *a*.

If $a < 0$ (i.e. *a* is negative), the stretch or compression is combined with a ***reflection***.

2. Then ***translate*** *k* units ***up*** if *k* > 0 or *k* units ***down*** if *k* < 0. $(x, y) \to (x, y + k)$

Horizontal (Undo the operations in the order *opposite* the standard order of operations:"SA MD E B")

1. First ***stretch*** or ***compress horizontally*** by the factor $\frac{1}{b} = b^{-1}$. $(x, y) \to (b^{-1}x, y)$

If $|b| > 1$, ***compress*** by the factor b^{-1}.

If $0 < |b| < 1$, ***stretch*** by the factor b^{-1}.

If $b < 0$ (i.e. *b* is negative), the stretch or compression is combined with a ***reflection***.

2. Then ***translate*** *h* units ***right*** if *h* > 0 or *h* units ***left*** if *h* < 0. $(x, y) \to (x + h, y)$

Summary using Mapping Notation

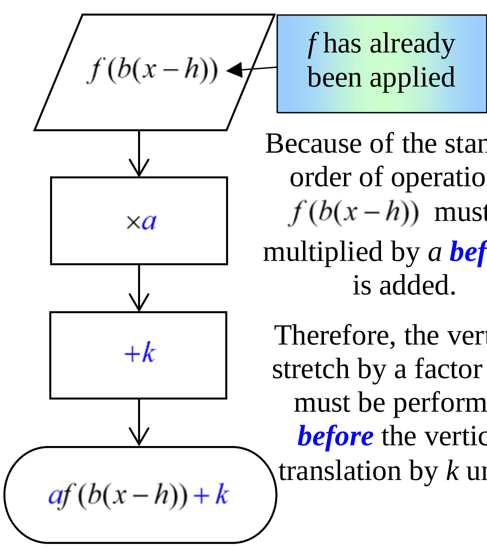
The following shows how an ordered pair belonging to *f* (pre-image) is mapped to an ordered pair belonging to *g* (image) under the transformation defined by $g(x) = af(b(x-h)) + k$.

pre-image (*f*) → image (*g*) $(x, y) \to (b^{-1}x + h, ay + k)$

Explanation

Vertical

$af(b(x-h)) + k$



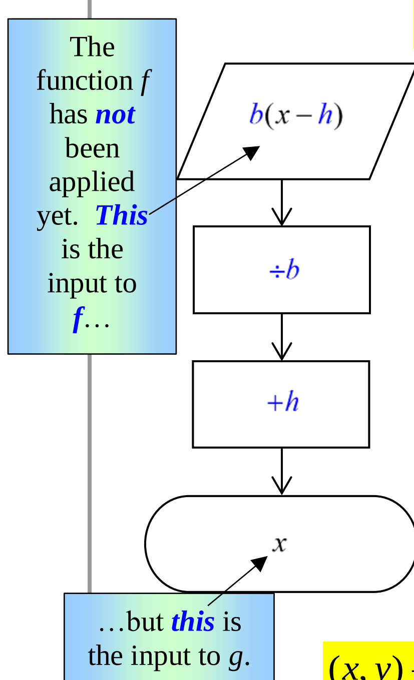
Because of the standard order of operations, $f(b(x-h))$ must be multiplied by *a* ***before*** *k* is added.

Therefore, the vertical stretch by a factor of *a* must be performed ***before*** the vertical translation by *k* units.

$(x, y) \to (x, ay + k)$

Horizontal

$b(x-h)$



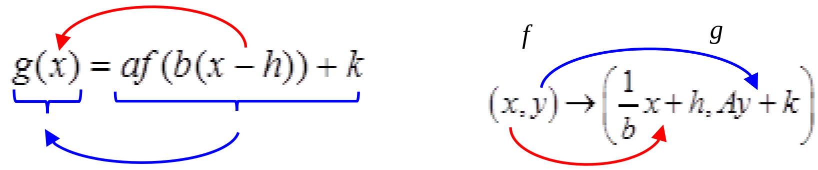
To find the output of *g* when the input *x* is given, we "look" at the output of *f* when the input $b(x-h)$ is given. But the input to *g* is *x* not $b(x-h)$. Thus, must be transformed to *x*.

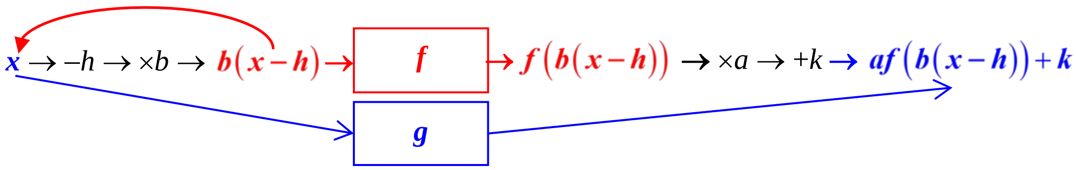
This is accomplished by ***undoing*** the operations in the order, ***opposite*** the standard order of operations. ***First*** *f* is ***stretched or compressed horizontally by a factor of b^{-1}*** and ***then*** the resulting function is translated ***h units right if h>0*** or ***h units left if h<0***.

$(x, y) \to (b^{-1}x + h, y)$

Why are the Horizontal Transformations the Opposite of the Operations found in the Input to f?

The main source of confusion is that the variable x does not play the same role in mapping notation as it does in function notation. In <u>function notation</u>, ***x is the input to g*** while in <u>mapping notation</u>, ***x is the input to f***. In both cases, however, a point in f is mapped to a point in g.





- The input to f is $b(x-h)$. Recall that $f(b(x-h))$ means "the y-value obtained when $b(x-h)$ is the input given to f."
- The input to the function g, however, is x, not $b(x-h)$.
- Therefore, in ***transforming from f to g***, $b(x-h)$ ***must be transformed to x***.

  This is accomplished by first multiplying $b(x-h)$ by $\frac{1}{b}$ (or equivalently dividing by b), then adding h.

Example 1

Given $f(x) = (x-2)^2 - 3$, sketch the graph of $g(x) = -2f(3x-6)+3$.

Solution

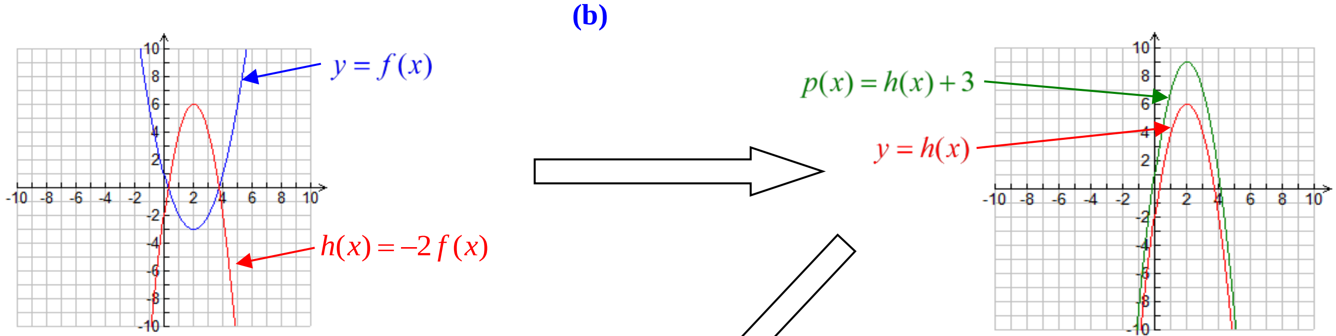
1. First of all, we should rewrite the transformation so that it matches the standard form $g(x) = af(b(x-h)) + k$. This means that we need to factor $3x-6$. Then, $g(x) = -2f(3x-6)+3 = -2f(3(x-2))+3$.

2. Next, we list all the transformations, remembering to treat the vertical and horizontal transformations separately.

$a = -2$, $b = 3$, $h = 2$, $k = 3$ $\quad \therefore (x, y) \to (\frac{1}{3}x + 2, -2y + 3)$	
Vertical (Follow order of operations)	***Horizontal (Reverse the order of operations)***
(i) Stretch vertically by a factor of $a = -2$. (Stretch by a factor of 2, then reflect in the x-axis.)	**(i)** Compress horizontally by a factor of $b^{-1} = 1/3$.
(ii) Shift up by $k = 3$ units.	**(ii)** Shift right by $h = 2$ units.

3. Finally, we perform the transformations. (At each step, watch how the vertex is mapped from pre-image to image.)

(a) **(b)**



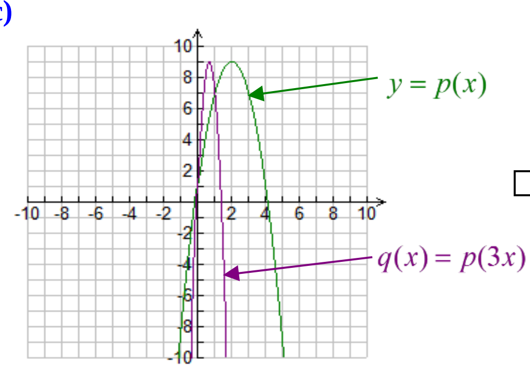
$(x, y) \to (x, -2y)$

e.g. $(2, -3) \to (2, -2(-3)) = (2, 6)$

$(x, y) \to (x, y+3)$

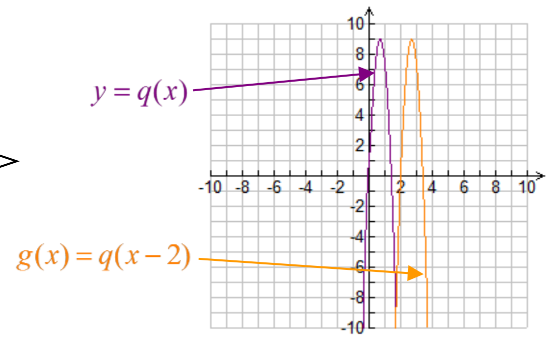
e.g. $(2, 6) \to (2, 6+3) = (2, 9)$

(c)



$(x, y) \to (\tfrac{1}{3}x, y)$ **e.g.** $(2,9) \to \left(\frac{1}{3}(2), 9\right) = \left(\frac{2}{3}, 9\right)$

(d)



$(x, y) \to (x+2, y)$ **e.g.** $\left(\frac{2}{3}, 9\right) \to \left(\frac{2}{3}+2, 9\right) = \left(\frac{8}{3}, 9\right)$

Example 2

(a) Determine the zeros of $f(x) = 12x^2 - 19x + 5$.

(b) Determine the zeros of $g(x) = -3f(-2x-7)$.

Solution

(a) $12x^2 - 19x + 5 = 0$

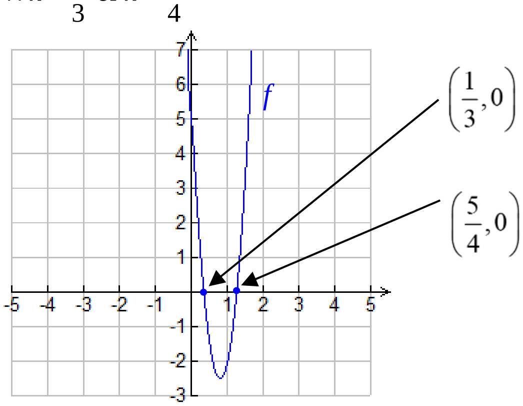
$\therefore 12x^2 - 4x - 15x + 5 = 0$

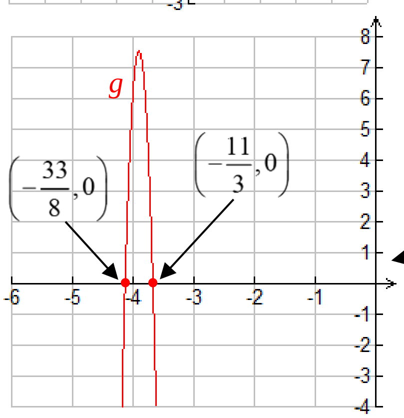
$\therefore 4x(3x-1) - 5(3x-1) = 0$

$\therefore (3x-1)(4x-5) = 0$

$\therefore 3x - 1 = 0$ or $4x - 5 = 0$

$\therefore x = \frac{1}{3}$ or $x = \frac{5}{4}$





(b) ***Algebraic Solution***

The zeros of g can be found by solving the equation $g(x) = 0$, that is, $-3f(-2x-7) = 0$. To this end, it is easier to use the factored form of *f*, $f(x) = (3x-1)(4x-5)$

$g(x) = 0$

$\therefore -3f(-2x-7) = 0$

$\therefore -3[3(-2x-7)-1][4(-2x-7)-5] = 0$

$\therefore (-6x-21-1)(-8x-28-5) = 0$

$\therefore (-6x-22)(-8x-33) = 0$

$\therefore -6x - 22 = 0$ or $-8x - 33 = 0$

$\therefore x = -\frac{22}{6} = -\frac{11}{3}$ or $x = -\frac{33}{8}$

Geometric Solution

Since the given transformation does not involve a vertical shift, the zeros of g are simply the images of the zeros of *f* under the given transformation.

Pre-image	***Image***
(x, y)	$\left(-\tfrac{1}{2}(x+7), -3y\right)$
$\left(\frac{1}{3}, 0\right)$	$\left(-\tfrac{1}{2}(\tfrac{1}{3}+7), -3(0)\right) = \left(-\frac{11}{3}, 0\right)$
$\left(\frac{5}{4}, 0\right)$	$\left(-\tfrac{1}{2}(\tfrac{5}{4}+7), -3(0)\right) = \left(-\frac{33}{8}, 0\right)$

Notice that the roots of $g(x) = 0$ are the ***images*** of the roots of $f(x) = 0$.

Homework

"Super Skills Review"
(See Unit 1 Links at www.misternolfi.com)

INVERSES OF FUNCTIONS

Introduction – The Notion of an Inverse

On an intuitive level, the ***inverse of a function*** is simply its ***opposite***. The following table lists some common operations and their opposites.

Some Operations and their Inverses		***Example***		***Observations***		***Conclusion***
$+$	$-$	$\mathbf{3}+5=8$	$8-5=\mathbf{3}$	$+:\mathbf{3}\to 8$	$-:8\to\mathbf{3}$	The ***inverse of an operation*** "gets you back to where you started." It ***undoes the operation***.
$\times$	$\div$	$\mathbf{3}\times 5=15$	$15\div 5=\mathbf{3}$	$\times:\mathbf{3}\to 15$	$\div:15\to\mathbf{3}$	
square a number	square root	$\mathbf{5}^2=25$	$\sqrt{25}=\mathbf{5}$	$^2:\mathbf{5}\to 25$	$\sqrt{\ }:25\to\mathbf{5}$	

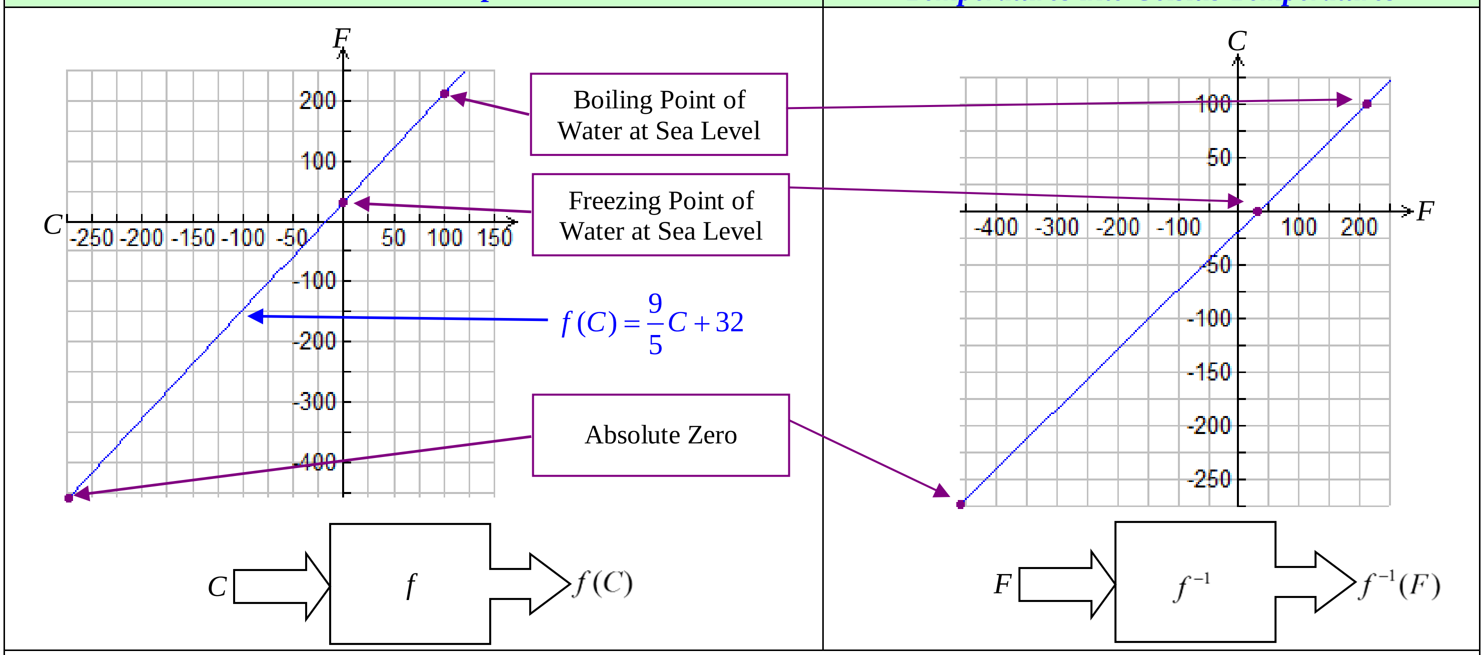
A Classic Example of a Function and its Inverse

Except for the United States, the Celsius scale is used to measure temperature for weather forecasts and many other purposes. In the United States, however, the Fahrenheit scale is still used for most non-scientific purposes. The following shows you how the two scales are related.

C = degrees Celsius, F = degrees Fahrenheit

f = function that "outputs" the Fahrenheit temperature when given the Celsius temperature C as input

A Function f that Converts Celsius Temperatures into Fahrenheit Temperatures	***The Inverse of f, written f^{-1}, converts Fahrenheit Temperatures into Celsius Temperatures***



To obtain the equation of f^{-1}, apply the inverse operations in the reverse order:

Forward: $C\to\times(9/5)\to+32\to F$ ***Reverse:*** $F\to-32\to\div(9/5)\to C$ $\therefore C=f^{-1}(F)=\frac{5}{9}(F-32)$

(Note that dividing by 9/5 is equivalent to multiplying by 5/9.)

Understanding the Inverse of a Function from a Variety of Perspectives

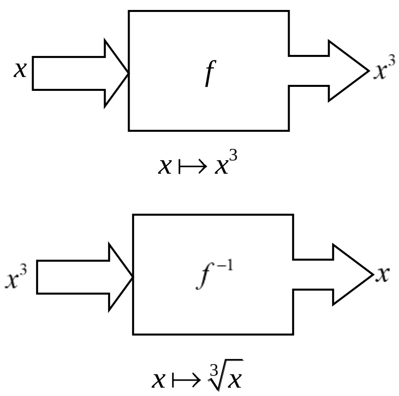
- It is critical that you understand that the ***inverse*** of a function is its ***opposite***. That is, the inverse of a function must ***undo*** whatever the function does.
- The inverse of a function is denoted f^{-1}. It is important to comprehend that the "–1" in this notation is ***not an exponent***. The symbol f^{-1} means "the inverse of the function *f*," ***not*** $\frac{1}{f}$.
- The notation $x\mapsto f(x)$, called ***mapping notation***, can be used to convey the same idea as a function machine.

Example 1

Does $f(x)=x^3$ have an inverse? If so, what is the inverse function of $f(x)=x^3$?

Solution

By examining the ***six different perspectives of functions*** that we have considered throughout this unit, we can easily convince ourselves that $f(x)=x^3$ does have an inverse, namely $f^{-1}(x)=\sqrt[3]{x}$.



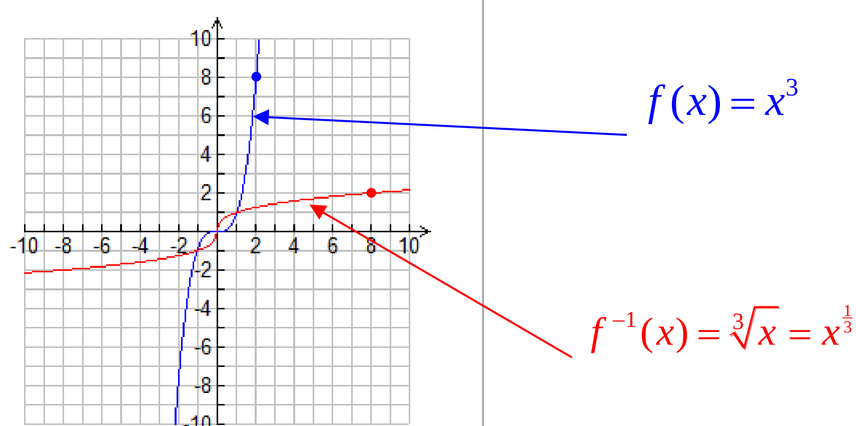
$$f=\{(-3,-27),(-2,-8),(2,8),(3,27),\ldots\}$$

$$f^{-1}=\{(-27,-3),(-8,-2),(8,2),(27,3),\ldots\}$$

Note that the ordered pairs of f^{-1} are "***reversed***." That is, the *x* and *y*-co-ordinates of the ordered pairs of *f* are interchanged to obtain the ordered pairs of f^{-1}.

x	$f(x)$	x	$f^{-1}(x)$
−3	−27	−27	−3
−2	−8	−8	−2
−1	−1	−1	−1
0	0	0	0
1	1	1	1
2	8	8	2
3	27	27	3
⋮	⋮	⋮	⋮

−3	→	−27	−27	→	−3
−2	→	−8	−8	→	−2
−1	→	−1	−1	→	−1
0	→	0	0	→	0
1	→	1	1	→	1
2	→	8	8	→	2
3	→	27	27	→	3
⋮		⋮	⋮		⋮



Example 2

Does $f(x)=x^2$ have an inverse? If so, what is the inverse function of $f(x)=x^2$?

Solution

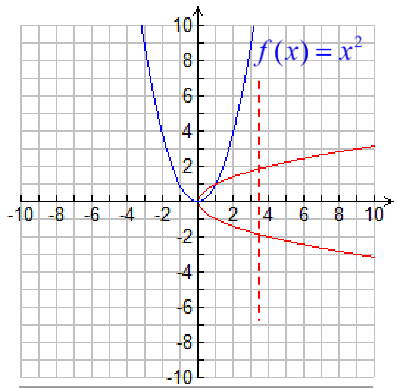
In the last example, we learned that the inverse of a function *f* is obtained by interchanging the *x* and *y*-co-ordinates of the ordered pairs of *f*. Let's try this on a few of the ordered pairs of the function $f(x)=x^2$.

$$f=\{(x,y): x\in\mathbb{R}, y\in\mathbb{R}, y=x^2\}=\{\ldots,(-3,9),(-2,4),(-1,1),(0,0),(1,1),(2,4),(3,9),\ldots\}$$

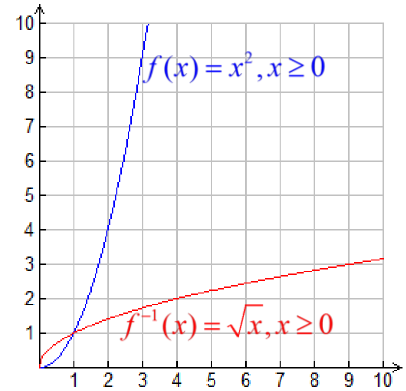
The inverse of *f* ***should be*** the following relation:

$$\{(x,y):(y,x)\in f\}=\{\ldots,(9,-3),(4-2),(1,-1),(0,0),(1,1),(4,2),(9,3),\ldots\}$$

It is clear that there is something wrong, however. This relation is ***not*** a function. Therefore, $f(x)=x^2$ ***does not*** have an inverse function ***unless we restrict its domain***.

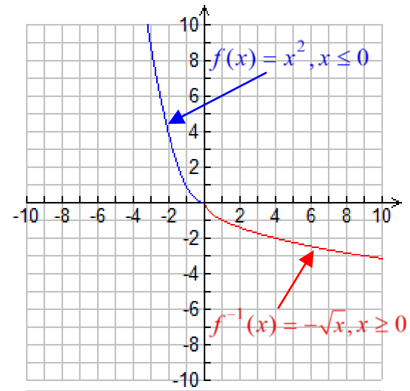


The relation obtained by interchanging the *x* and *y* co-ordinates fails the vertical line test. It is ***not*** a function.



The inverse of *f* is a function if the domain of *f* is restricted to the set of all real numbers *x*≥0.

Clearly, $f^{-1}(x)=\sqrt{x}$.



Alternatively, the domain of *f* can be restricted to the set of all real numbers *x*≤0. In this case, the inverse is $f^{-1}(x)=-\sqrt{x}$.

Observations

1. $f(x)=x^3$ is ***one-to-one*** and has inverse function $f^{-1}(x)=\sqrt[3]{x}$

2. $f(x)=x^2$ is ***many-to-one***; the inverse of *f* is not a function unless its domain is restricted to a "piece" of *f* that is one-to-one (e.g. $x\geq 0$ or $x\leq 0$)

Summary

We can extend the results of the above examples to all functions.

1. The inverse function f^{-1} of a function *f* exists ***if and only*** *f* is ***one-to-one***. (Technically, *f* must be a bijection. For our purposes, however, it will suffice to require that *f* be one-to-one.)

2. The inverse relation of a ***many-to-one*** function ***is not a function***. However, if the domain of a many-to-one function is restricted in such a way that it is one-to-one for a certain set of "*x*-values," then the inverse relation defined for this "piece" ***is a*** function.

Important Question:
How are the Domain and Range of a Function related to the Domain and Range of its Inverse?

Write your answer to this question in the following space.

Important Exercise

Complete the following table. The first two rows are done for you.

Hint: To find the inverse of each given function, apply the ***inverse operations*** in the ***reverse order***.

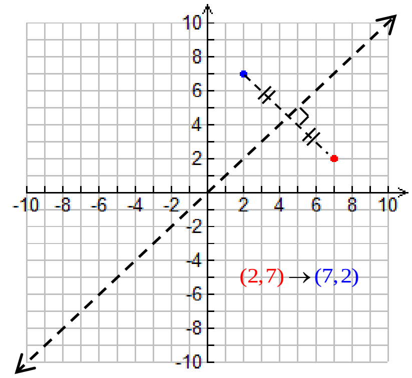
Function		***One-to-One or Many-to-One?***	***Inverse Function – State any Restrictions to Domain of f***		***Domain and Range of f***	***Domain and Range of*** f^{-1}
Function Notation	***Mapping Notation***		***Function Notation***	***Mapping Notation***		
$f(x)=x^3$	$x \mapsto x^3$	one-to-one	$f^{-1}(x)=\sqrt[3]{x}$	$x \mapsto \sqrt[3]{x}$	$D=\mathbb{R}$ $R=\mathbb{R}$	$D=\mathbb{R}$ $R=\mathbb{R}$
$f(x)=x^2$	$x \mapsto x^2$	many-to-one	$f^{-1}(x)=\sqrt{x}$, provided that $x \geq 0$	$x \mapsto \sqrt{x}$	$D=\{x\in\mathbb{R}: x\geq 0\}$ $R=\{y\in\mathbb{R}: y\geq 0\}$	$D=\{x\in\mathbb{R}: x\geq 0\}$ $R=\{y\in\mathbb{R}: y\geq 0\}$
$f(x)=2x+1$						
$f(x)=2x^3-7$						
$f(x)=\dfrac{1}{x}$						
$f(x)=x^2-4$						
$f(x)=x^2+10x+1$ (This one is a bit tricky. Look ahead to page 46 if you need help.)						

Geometric View of the Inverse of a Function

By now it should be clear that finding the inverse of a function is equivalent to applying the transformation

$$(x, y) \to (y, x)$$

The geometric effect of this transformation can be seen quite easily from the diagram at the right. It is nothing more than a ***reflection in the line y = x***.



To obtain the graph of $y = f^{-1}(x)$, reflect the graph of $y = f(x)$ in the line $y = x$.

Example

Consider the function $f(x) = x^2 - 5x + 6$.

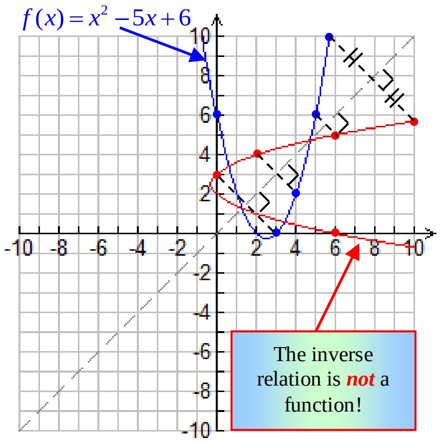
(a) Sketch the graphs of both *f* and f^{-1}.

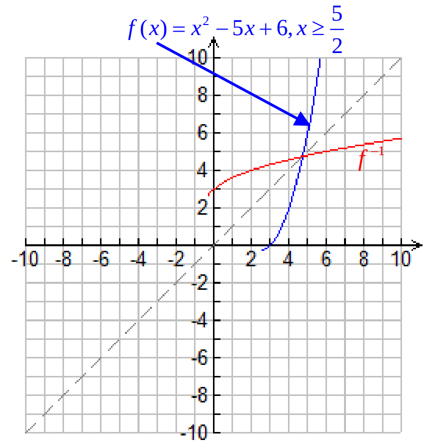
(b) Find the inverse of *f*. State any necessary restrictions to the domain of *f*.

(c) State the domain and range of both *f* and f^{-1}.

Solution

(a) When $f(x) = x^2 - 5x + 6$ is reflected in the line *y* = *x*, the resulting relation is not a function. Therefore, the domain of *f* needs to be restricted in such a way that *f* is one-to-one for the restricted set of *x*-values.



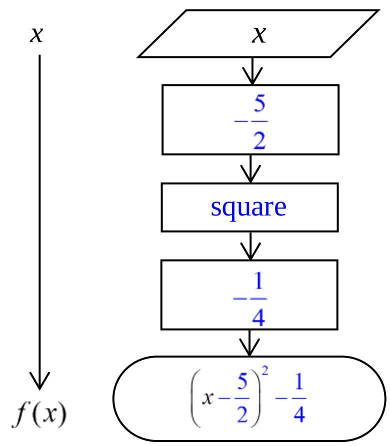


(b) Since *x* appears in two terms, it is not possible to apply the inverse operations in the reverse order directly. Once again then, our good friend "completing the square" comes to our rescue.

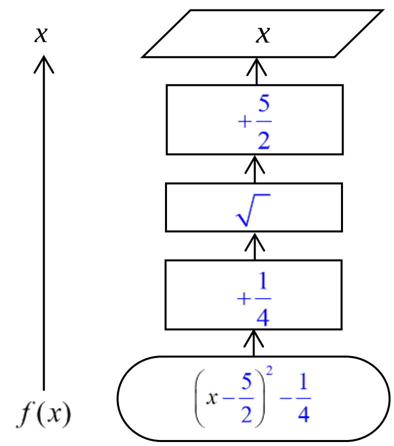
$$
\begin{aligned}
f(x) &= x^2 - 5x + 6 \\
&= x^2 - 5x + \left(\frac{5}{2}\right)^2 - \left(\frac{5}{2}\right)^2 + 6 \\
&= \left(x - \frac{5}{2}\right)^2 - \frac{25}{4} + \frac{24}{4} \\
&= \left(x - \frac{5}{2}\right)^2 - \frac{1}{4}
\end{aligned}
$$

$$\therefore f(x) = x^2 - 5x + 6 = \left(x - \frac{5}{2}\right)^2 - \frac{1}{4}$$

Operations Performed to x to obtain f(x)



Undoing the Operations



Therefore, to go from *x* to $f^{-1}(x)$ ($x \mapsto f^{-1}(x)$ in mapping notation), we must do the following:

$x \to +1/4 \to \sqrt{\ } \to +5/2 \to f^{-1}(x)$

Thus, $f^{-1}(x) = \sqrt{x + \frac{1}{4}} + \frac{5}{2}$.

This method is called "Finding an Inverse Informally" in the textbook.

Alternative Method for Finding $f^{-1}(x)$

1. Apply the transformation $(x, y) \rightarrow (y, x)$ (reflection in the line $y = x$). Algebraically this involves ***interchanging*** the variables x and y.

2. Solve for y in terms of x.

$f(x) = x^2 - 5x + 6$

$\therefore y = x^2 - 5x + 6$

Now interchange x and y and solve for y.

$\therefore y^2 - 5y + 6 - x = 0$

Now we can apply the quadratic formula with $a = 1$, $b = -5$ and $c = 6 - x$.

$$\therefore y = \frac{-(-5) \pm \sqrt{(-5)^2 - 4(1)(6-x)}}{2(1)}$$

$$\therefore y = \frac{5 \pm \sqrt{25 - 24 + 4x}}{2}$$

$$\therefore y = \frac{5 \pm \sqrt{4x+1}}{2}$$

$$\therefore y = \frac{5}{2} \pm \frac{\sqrt{4x+1}}{2}$$

$$\therefore y = \frac{5}{2} \pm \frac{1}{2}\sqrt{4x+1}$$

$$\therefore y = \frac{5}{2} \pm \frac{1}{2}\sqrt{4\left(x+\frac{1}{4}\right)}$$

$$\therefore y = \frac{5}{2} \pm \frac{1}{2}\sqrt{4}\sqrt{x+\frac{1}{4}}$$

$$\therefore y = \frac{5}{2} \pm \frac{1}{2}(2)\sqrt{x+\frac{1}{4}}$$

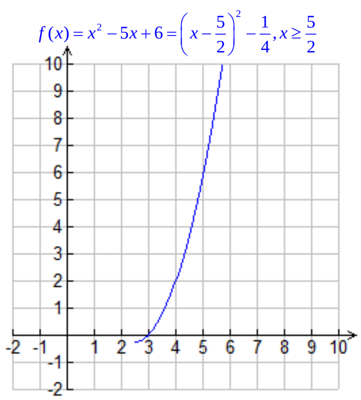
$$\therefore y = \frac{5}{2} \pm \sqrt{x+\frac{1}{4}}$$

If we restrict the domain of f to $D = \left\{x \in \mathbb{R} : x \ge \frac{5}{2}\right\}$, then clearly we should choose $y = \frac{5}{2} + \sqrt{x+\frac{1}{4}} = \sqrt{x+\frac{1}{4}} + \frac{5}{2}$, which agrees with the answer that we obtained using the method of undoing the operations.

Therefore, $f^{-1}(x) = \sqrt{x+\frac{1}{4}} + \frac{5}{2}$

(c) The domain and range of f and f^{-1} can be determined by using a combination of geometry and algebra.

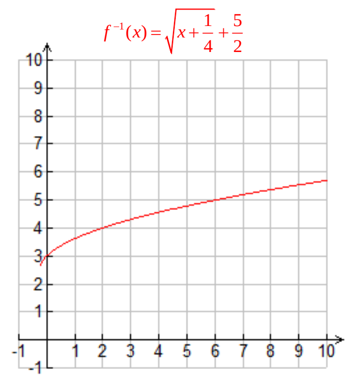
Domain and Range of f



From the graph, it is clear that the values of x and y need to be restricted. To ensure that f be one-to-one, we were forced to impose the restriction $x \ge 5/2$. By examining the equation of f, it is clear that $-1/4$ is the lowest possible value for $f(x)$. Therefore,

$$D = \{x \in \mathbb{R} : x \ge 5/2\} \text{ and } R = \{y \in \mathbb{R} : y \ge -1/4\}.$$

Domain and Range of f^{-1}



Clearly, the domain and range will be the opposite of the domain and range of f. Therefore,

$$D = \{x \in \mathbb{R} : x \ge -1/4\} \text{ and } R = \{y \in \mathbb{R} : y \ge 5/2\}.$$

Extremely Important Follow-up Questions

1. If $f(x) = x^3$, we have discovered that $f^{-1}(x) = \sqrt[3]{x}$. Evaluate $f(f^{-1}(x))$ and $f^{-1}(f(x))$.

2. For any function f, evaluate $f(f^{-1}(x))$ and $f^{-1}(f(x))$. (**Hint:** It does not matter what f is. All that matters is that f^{-1} is defined at x and at $f(x)$. In addition, keep in mind that an inverse of a function ***undoes*** the function.)

3. The slope of $f(x) = mx + b$ is m. What is the slope of f^{-1}?

Homework

Precalculus (Ron Larson)
Do pp. 90 – 92: #7-12, 17-20, 23, 25, 27, 31, 33-36, 39, 49, 53, 55, 65, 67, 68, 69, 71, 73, 75, 79. 81, 93, 94, 96, 101

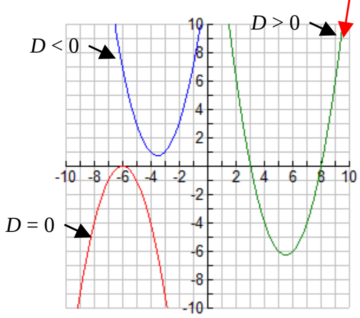
Applications of Quadratic Functions and Transformations

Introduction – Prerequisite Knowledge

The following table summarizes the critically important core knowledge that you must have at your fingertips if you hope to be able to solve a significant percentage of the problems in this section.

Relations and Functions

- ***Idea of Mathematical Relationship***
- ***Definition of Relation***
- ***Definition of Function***
- ***Six Perspectives***
  Set of ordered pairs, function machine, table of values, mapping diagram, graphical (geometric), algebraic
- ***Discrete and Continuous Relations***
- ***Function Notation***
  $x \to$ independent variable
  $f(x) \to$ dependent variable
- ***Mapping Notation***
  "input" $\mapsto$ "output"
  $x \mapsto f(x)$
- ***Domain and Range***



Quadratic Functions

- ***Solving Quadratic Equations***
  First write the quadratic equation in the form
  $ax^2 + bx + c = 0$.
  Try ***factoring first***.
  If the quadratic does not factor, use the ***quadratic formula***.
  Only use the method of "completing the square" if you are asked to!
  The ***nature of the roots*** can be determined by calculating the ***discriminant*** $D = b^2 - 4ac$.
- ***General Form of Quadratic Function***
  $f(x) = ax^2 + bx + c$
- ***Vertex Form of Quadratic Function***
  $f(x) = a(x-h)^2 + k$
- ***Rate of Change of Quadratic Functions***
  Quadratic functions are used to model quantities whose rate of change is linear. That is, the ***first differences change linearly*** and ***the second differences are constant***.

Transformations

- ***Transformations Studied***
  Horizontal and Vertical
  - Translations (Shifts)
  - Reflections in Axes
  - Stretches & Compressions

  A reflection in the *x*-axis is the same as a vertical stretch by −1
  A reflection in the *y*-axis is the same as a horizontal stretch by −1
- ***Mapping Notation***
  Horizontal and Vertical Translations
  $(x, y) \to (x+h, y+k)$
  Reflections in Vertical and Horizontal Axes
  $(x, y) \to (-x, -y)$
  Horizontal and Vertical Stretches and Compressions
  $(x, y) \to (ax, by)$
  Combination of Stretches and Translations
  $(x, y) \to (ax+h, by+k)$
- ***Equivalent Transformations in Function Notation***
  Horizontal and Vertical Translations
  $g(x) = f(x-h) + k$
  Reflections in Vertical and Horizontal Axes
  $g(x) = -f(-x)$
  Horizontal and Vertical Stretches and Compressions
  $g(x) = af(b^{-1}x) = af((1/b)x)$
  Combination of Stretches and Translations
  $g(x) = af(b^{-1}(x-h)) + k$

Functions and their Inverses

- The inverse of a relation is found by applying the transformation $(x, y) \to (y, x)$, which is a reflection in the line $y = x$.
- If *f* is a function and its inverse is a function, the inverse function is denoted f^{-1}.
- The inverse of a function undoes the function. That is, $f(f^{-1}(x)) = f^{-1}(f(x)) = x$.
- The inverse of a function can be found by applying the inverse operations in the reverse order.
- The inverse of a function can also be found by applying the transformation $(x, y) \to (y, x)$ (interchanging *x* and *y*) and then solving for *y* in terms of *x*.
- A one-to-one function always has an inverse function.
- A many-to-one function, on the other hand, must have its domain restricted for an inverse function to be defined.

Problem-Solving Activity

You are to do your best to try to solve each of the following problems without assistance. Although answers can be found in the "Activity Solutions" document for unit 1, ***you should not consult them until you have made a concerted, independent effort to develop your own solutions!***

1. The word "function" is often used to express relationships that are not mathematical. Explain the meaning of the following statements:
   (a) Crime is a function of socioeconomic status.
   (b) Financial independence is a function of education and hard work.
   (c) Success in school is a function of students' work habits, quality of teaching, parental support and intelligence.

2. Investigate, both graphically and algebraically, the transformations that affect the number of roots of the following quadratic equations.
   (a) $x^2 = 0$ **(b)** $-x^2 + 4 = 0$ **(c)** $-x^2 + x + 56 = 0$ **(d)** $3x^2 - 16x - 35 = 0$

3. Although the method of completing the square is very powerful, it can involve a great deal of work. If your goal is to find the maximum or minimum of a quadratic function, you can use a simpler method called ***partial factoring***. Explain how partially factoring $f(x) = 3x^2 - 6x + 5$ into the form $f(x) = 3x(x-2) + 5$ helps you determine the minimum value of the function.

4. Find the ***maximum or minimum*** value of each quadratic function using ***three different algebraic methods***. Check your answers by using a graphical (geometric) method.
   (a) $h(t) = -4.9t^2 + 4.9t + 274.4$ **(b)** $g(y) = 6y^2 - 5y - 25$

5. Given the quadratic function $f(x) = (x-3)^2 - 2$ and $g(x) = af(b(x-h)) + k$, describe the effect of each of the following. If you need assistance, you can use a "slider control" in Desmos.
   (a) $a = 0$ **(b)** $b = 0$ **(c)** $a > 1$ **(d)** $a < -1$
   (e) $0 < a < 1$ **(f)** $-1 < a < 0$ **(g)** $b > 1$ **(h)** $b < -1$
   (i) $0 < b < 1$ **(j)** $-1 < b < 0$ **(k)** k is increased **(l)** k is decreased
   (m) h is increased **(n)** h is decreased **(o)** $a = 1, b = 1, h = 0, k = 0$ **(p)** $a = -1, b = -1, h = 0, k = 0$

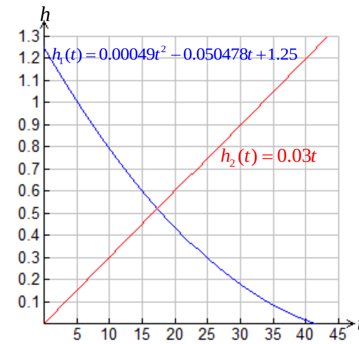
6. The profit, $P(x)$, of a video company, in ***thousands of dollars***, is given by $P(x) = -5x^2 + 550x - 5000$, where x is the amount spent on advertising, in thousands of dollars. Determine the maximum profit that the company can make and the amounts spent on advertising that will result in a profit of at least $4000000.

7. Suppose that a quadratic function $f(x) = ax^2 + bx + c$ has x-intercepts r_1 and r_2. Describe transformations of f that produce quadratic functions with the same x-intercepts. That is, describe transformations of f under which the points $(r_1, 0)$ and $(r_2, 0)$ are ***invariant***.

8. Determine the equation of the quadratic function that passes through (2, 5) if the roots of the corresponding quadratic equation are $1-\sqrt{5}$ and $1+\sqrt{5}$.

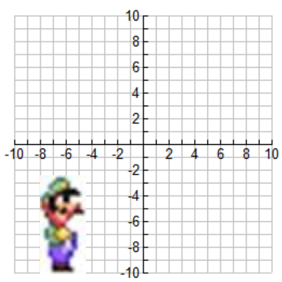
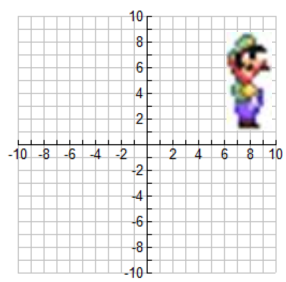
9. Determine, through investigation, the equations of the lines that have a slope of 2 and that intersect the quadratic function $f(x) = x(6-x)$
   (a) once **(b)** twice **(c)** never

10. At a wild party, some inquisitive MCR3U9 students performed an interesting experiment. They obtained two containers, one of which was filled to the brim with a popular party beverage while the other was empty. The full container was placed on a table and the empty container was placed on the floor right next to it. Then, a hole was poked near the bottom of the first container, which caused the party "liquid" to drain out of the first container and into the other. By carefully collecting and analyzing data, the students determined two functions that modelled how the heights of the liquids (in metres) varied with time (in seconds): $h_1(t) = 0.00049t^2 - 0.050478t + 1.25$ and $h_2(t) = 0.03t$



   (a) Which function applies to the container with the hole? Explain.
   (b) At what time were the heights of the liquids equal?
   (c) Explain why the height of the liquid in one container varied linearly with time while the height in the other container varied quadratically with time.

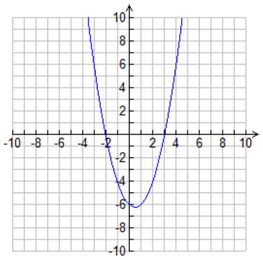
11. Video games depend heavily on transformations. The following table gives a few examples of simple transformations you might see while playing Super Mario Bros. Complete the table.

Before Transformation	***After Transformation***	***Nature of the Transformation***	***Use in the Video Game***
		Reflection in the vertical line that divides Luigi's body in half	
			
			

12. Complete the following table.

Before Transformation	***After Transformation***	***Nature of the Transformation***
		
		
		
		

13. For each quadratic function, determine the number of zeros (*x*-intercepts) using the methods listed in the table.

Quadratic Function	***Graph***	***Discriminant*** $D = b^2 - 4ac$	***Factored Form***	***Conclusion – Number of Zeros***
$f(x) = x^2 - x - 6$		$a=1, b=-1, c=-6$ $\therefore D = b^2 - 4ac$ $= (-1)^2 - 4(1)(-6)$ $= 1 + 24$ $= 25$	$x^2 - x - 6 = 0$ $\therefore (x-3)(x+2) = 0$ $\therefore x - 3 = 0$ or $x + 2 = 0$ $\therefore x = 3$ or $x = -2$	• Since there are 2 *x*-intercepts, *f* has two zeros. • Since $D > 0$, *f* has two zeros. • Since $x^2 - x - 6 = 0$ has two solutions, *f* has two zeros.
$g(t) = t^2 - t + 6$				
$P(t) = 12t^2 - 19t - 5$				
$q(z) = 9z^2 - 6z + 1$				
$f(x) = 49x^2 - 100$				

14. Use the quadratic formula to explain how the discriminant allows us to predict the number of roots of a quadratic equation.

15. How can the discriminant be used to predict whether a quadratic function can be factored? Explain.

16. The following table lists the approximate accelerations due to gravity near the surface of the Earth, Jupiter and Saturn.

Earth	***Jupiter***	***Saturn***
9.87 m/s^2	25.95 m/s^2	11.08 m/s^2

The data in the above table lead to the following equations for the height of an object dropped near the surface of each of the celestial bodies given above. In each case, $h(t)$ represents the height, in metres, of an object above the surface of the body t seconds after it is dropped from an initial height h_0.

Earth	***Jupiter***	***Saturn***
$h(t) = -4.94t^2 + h_0$	$h(t) = -12.97t^2 + h_0$	$h(t) = -5.54t^2 + h_0$

In questions (a) to (d), use an initial height of 100 m for the Earth, 200 m for Saturn and 300 m for Jupiter.

(a) On the same grid, sketch each function.

(b) Explain how the "Jupiter function" can be transformed into the "Saturn function."

(c) Consider the graphs for Jupiter and Saturn. Explain the ***physical meaning*** of the point(s) of intersection of the two graphs.

(d) State the domain and range of each function. Keep in mind that each function is used to ***model*** a physical situation, which means that the allowable values of t are restricted.

17. Have you ever wondered why an object that is thrown up into the air always falls back to the ground? Essentially, this happens because the kinetic energy of the object (energy of motion) is less than its potential energy (the energy that the Earth's gravitational field imparts to the object). If an object's kinetic energy is less than its potential energy, it will either fall back to the ground or remain bound in a closed orbit around the Earth. On the other hand, if an object's kinetic energy exceeds its potential energy, then it can break free from the Earth's gravitational field and escape into space.

The function E_Δ, defined by the equation $E_\Delta(v) = \dfrac{mv^2}{2} - \dfrac{GMm}{r} = m\left(\dfrac{v^2}{2} - \dfrac{GM}{r}\right)$, gives the difference between the kinetic energy and potential energy of an object of mass m moving with velocity v in the gravitational field of a body of mass M and radius r. In addition, G represents the universal gravitational constant and is equal to 6.67429×10^{-11} m^3 kg^{-1} s^{-2}.

(a) Use the data in the table to determine E_Δ for the Earth, Jupiter and Saturn for an object with a mass of 1 kg.

Planet	***Radius (m)***	***Mass (kg)***	E_Δ
Earth	6.38×10^6	5.98×10^{24}	
Jupiter	7.15×10^7	1.90×10^{27}	
Saturn	6.03×10^7	5.68×10^{26}	

(b) Sketch the graph of E_Δ for the Earth, Jupiter and Saturn (for an object of a mass of 1 kg).

(c) An object can escape a body's gravitational field if its kinetic energy exceeds its potential energy. Using the graphs from part (b), determine the escape velocity for each of the given planets.

(d) Does the escape velocity of an object depend on its mass?

18. Suppose that $f(x)=x^2-5x$ and that $g(x)=2f^{-1}(\frac{1}{3}x-3)+1=2f^{-1}(\frac{1}{3}(x-9))+1$.

(a) The following table lists the transformations, in mapping notation, applied to *f* to obtain *g*. Give a verbal description of each transformation.

	Mapping Notation	***Verbal Description***
Vertical	$(x,y)\to(x,2y+1)$	
Horizontal	$(x,y)\to(3x+9,y)$	
Other	$(x,y)\to(y,x)$	

(b) As you already know, horizontal and vertical transformations are independent of each other, which means that the results are the same regardless of the order in which they are applied. Does it matter at what point in the process the transformation $(x,y)\to(y,x)$ is applied? Explain.

(c) Sketch the graph of *g*.

(d) State an equation of *g*.

Summary of Problem Solving Strategies used in this Section

Problem	***Strategies***
Determine the number of zeros of a quadratic function. (This is equivalent to finding the number of *x*-intercepts.)	**1.** **2.** **3.**
Predict whether a quadratic function can be factored.	
Find the maximum or minimum value of a quadratic function. (This is equivalent to finding the vertex of the corresponding parabola.)	**1.** **2.** **3.**
Find the equation of a quadratic function that passes through a given point and whose *x*-intercepts are the same as the roots of a corresponding quadratic equation.	
Intersection of a Linear Function and a Quadratic Function	

Using Transformations to Deepen Mathematical Insight

Introduction – Remember to Look beyond the Surface and to View from Different Perspectives!

A large percentage of students of mathematics never manage to achieve much more than a superficial understanding of the subject. While this may be sufficient to allow them to pass their required math courses, it renders the subject practically useless to them in most other respects. Luckily, there are many strategies that can be used to deepen one's understanding of mathematics. In particular, transformations can be used as a powerful tool for demystifying many seemingly impenetrable mathematical ideas.

Example

Many students assume that $f(a+b)$ is equivalent to $f(a)+f(b)$. Show that this is ***false*** by…

(a) …using a counterexample

(b) …using transformations

Solution

(a) We have already explored the idea that in the expression $f(a+b)$, the operations are performed ***in a different order*** from that of the expression $f(a)+f(b)$.

$f(a+b)$:	**1.** Add *a* and *b*.	**2.** Apply *f*.
$f(a)+f(b)$:	**1.** Apply *f* to *a*.	**2.** Apply *f* to *b*.
	3. Add the results	

Aside from a few special cases, the value of an expression depends critically on the order in which the operations are performed. This is why mathematicians had to establish a standard order of operations. Without it, the value of an expression would not be uniquely defined (except for the special cases).

Therefore, we ***should not*** expect the expressions given above ***to agree*** for arbitrary values of *a* and *b*.

We can demonstrate this explicitly by using an example.

Suppose that $f(x)=\sqrt{x}$.

$$f(9+16)=f(25)=\sqrt{25}=5$$

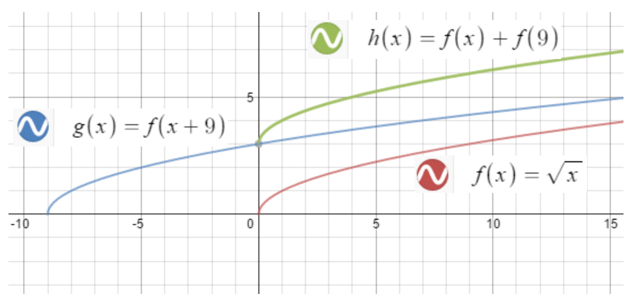
$$f(9)+f(16)=\sqrt{9}+\sqrt{16}=3+4=7$$

Since $5 \neq 7$, we are forced to conclude that $f(9+16)$ is not equal to $f(9)+f(16)$. This single example is enough to show that $f(a+b)$ cannot equal $f(a)+f(b)$ for all functions *f* and all values *a* and *b*.

Note

- To prove that a mathematical statement is ***false***, it is sufficient to produce a single example that contradicts the statement. Such an example is called a ***counterexample***.
- To prove that a statement is ***true***, however, it is necessary to demonstrate that the statement holds for all possible cases.

(b) Again, suppose that $f(x)=\sqrt{x}$. In addition, consider the graphs of $g(x)=f(x+9)=\sqrt{x+9}$ and $h(x)=f(x)+f(9)=\sqrt{x}+\sqrt{9}=\sqrt{x}+3$.



The graph of *g* is obtained by translating the graph of *f* ***nine units to the left***, while the graph of *h* is obtained by translating the graph of *f* ***three units upward***.

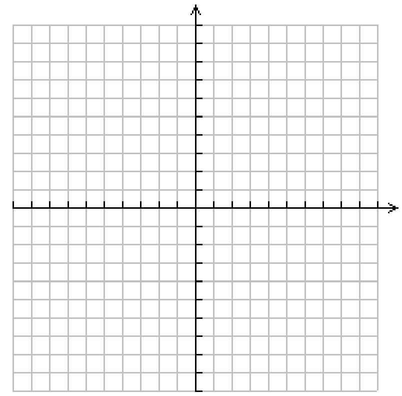
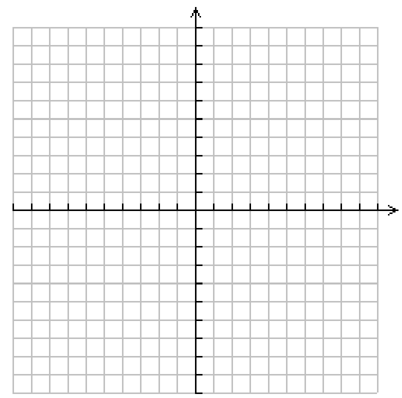
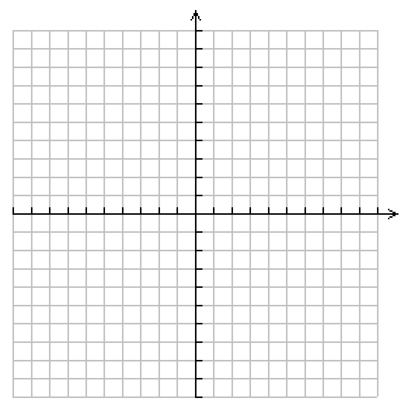
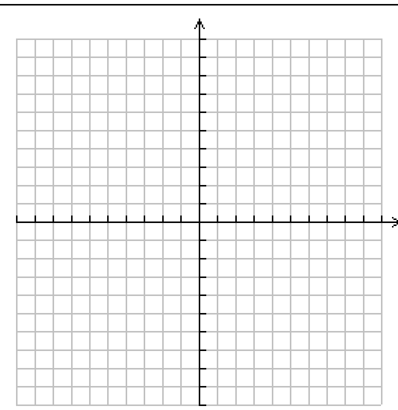
Clearly then, $f(x+9)$ cannot possibly be equivalent to $f(x)+f(9)$. Moreover, the diagram above shows that the graphs of *g* and *h* intersect only at a single point, $(0,3)$. This means that $f(x+9) \neq f(x)+f(9)$ for all values of *x* for which both functions are defined, except for $x = 0$.

Moral of the Story

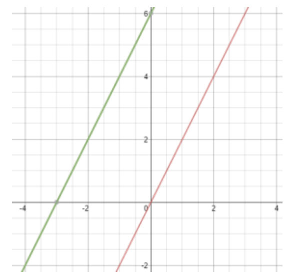
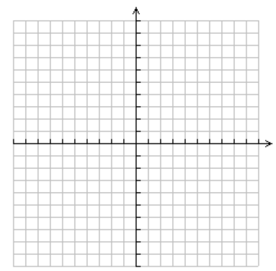
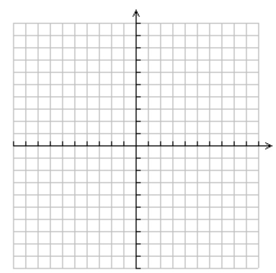
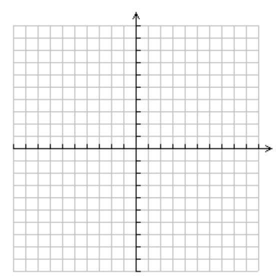
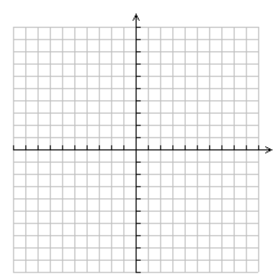
- ***Don't make assumptions*** unless you can provide very good reasons for them.
- Whenever you are tempted to make an assumption, first test it thoroughly to gauge whether it is reasonable.
- Look for counterexamples. If you can't find any, then it's ***possible*** that your assumption is correct.
- If you fail to produce counterexamples, use transformations of functions to probe further. Unless the graphs that you generate are identical, your assumption is ***wrong***!

Problems

1. All the following claims are ***false***. Complete the table to demonstrate this in three different ways.

Claim	Demonstrate that the Claim is False by using…		
	Order of Operations	A Counterexample	Graphs and Transformations
$(x+y)^2 \stackrel{?}{=} x^2+y^2$			
$\sqrt{x+y} \stackrel{?}{=} \sqrt{x}+\sqrt{y}$			
$\frac{1}{x}+\frac{1}{y} \stackrel{?}{=} \frac{1}{x+y}$			
$\frac{\cancel{x}^{\,1}}{\cancel{x}_{\,1}+y} \stackrel{?}{=} \frac{1}{1+y}$			

2. This question deals with ***identities***, equations in which the left-hand side and right-hand side expressions are ***equivalent***. Unlike the equations given in the previous question, for identities order often doesn't matter. For example, the distributive property tells us that for all real numbers a, x, and y, $a(x+y)=ax+ay$. Another way of interpreting this is that the same result is obtained whether multiplication ***follows*** addition or multiplication ***precedes*** it. Complete the table to discover all sorts of results that are very different from those of the previous question.

Identity	***Identity expressed using Function Notation***	***Justification using Transformations***
$a(x+y)=ax+ay$	Let $f(x)=ax$. Then $f(x+y)=f(x)+f(y)$	Suppose that $f(x)=2x$ and that $y=3$. In addition, let $g(x)=f(x+3)$ and $h(x)=f(x)+f(3)$. The graphs of g and h are identical because shifting f three to the left produces the same result as shifting f six units up. Thus, $f(x+3)=f(x)+f(3)$. 
$(xy)^n=x^ny^n$	Let $f(x)=x^n$. Then $f(xy)=f(x)f(y)$	
$\sqrt{xy}=\sqrt{x}\sqrt{y}$	Let $f(x)=\sqrt{x}$. Then ____________________	
$\sqrt{\frac{x}{y}}=\frac{\sqrt{x}}{\sqrt{y}}$	Let $f(x)=\sqrt{x}$. Then ____________________	
$a^xa^y=a^{x+y}$	Let $f(x)=a^x$. Then ____________________	

MATHEMATICAL MISCONDUCT – ASSUMPTIONS GONE WILD!

Introduction

Although creativity is an essential part of the problem-solving process, students need to keep in mind that mathematical statements ***can never be assumed to be true!*** Before we can apply any rule in mathematics, we first need to verify that the "rule" is correct! Unfortunately, many students ***blindly invent*** and ***carelessly apply*** "rules" that they have ***never bothered to confirm***. This usually leads to ridiculous results!

Problems

1. To help you gain an appreciation of how important this is, complete the following table. Indicate whether each of the following mathematical statements is true or false. Prove the true statements and provide counterexamples or explanations for the false statements. (Many of these examples are taken from the *Mathematics Teacher*, January 1993.)

Mathematical Statement	***True or False?***	***Proof, Counterexample or Explanation***
(a) $\frac{3}{a}+\frac{3}{b}=\frac{6}{a+b}$		
(b) $\frac{a}{c}+\frac{b}{d}=\frac{a+b}{c+d}$		
(c) $\sqrt{a^2+b^2}=a+b$		
(d) $\sqrt{a^2-b^2}=a-b$		
(e) $(a+b)^2=a^2+b^2$		
(f) $(a-b)^2=a^2-b^2$		
(g) $\frac{a^2}{b^2}=\frac{a}{b}$		
(h) $\sqrt{a+b}=\sqrt{a}+\sqrt{b}$		
(i) $\frac{a+\cancel{b}}{\cancel{b}}=a$		

Mathematical Statement	True or False?	Proof, Counterexample or Explanation
(j) $\frac{1}{\cancel{a+b}}+\left(a+b\right)^{\cancel{2}}=a+b$		
(k) $\sqrt{a}\left(a\right)=a^{2}$		
(l) $\sqrt{a}\left(a\right)=a$		
(m) $\frac{1}{3}\left(-6\right)^{3}=-2^{3}$		
(n) $a^{\frac{2}{3}}=\frac{a^{2}}{a^{3}}$		
(o) $\frac{\cancel{\sin}\,a}{\cancel{\sin}\,b}=\frac{a}{b}$		
(p) $\frac{\sin\cancel{a}}{\cancel{a}}=\sin$		
(q) $\frac{\sin\cancel{a}}{\cancel{a}}=\sin 1$		
(r) $\sin 2a=2\sin a$		
(s) $\sin\left(a+b\right)=\sin a+\sin b$		
(t) $(\sin a)(\sin a)=\sin a^{2}$		
(u) If $a+b=0$, then $a=0$ or $b=0$.		
(v) If $x(x-2)=24$, then $x=24$ or $x-2=24$.		
(w) $abc=(ab)(ac)$		

Mathematical Statement	*True or False?*	*Proof, Counterexample or Explanation*
(x) $\dfrac{\cancel{10}t+\cancel{u}}{\cancel{10}\cancel{u}+v}=\dfrac{t}{v}$		
(y) $a^{-2}=-a^{2}$		
(z) $2a^{-1}=\dfrac{-1}{2a}$		

2. Correct all the false statements in question 1.