

WebAssign Homework Hints: Lessons 13 – 23

Lesson 13 assignment:

- Be sure to read the directions carefully and enter your answers in the correct format ($a + bi$).

Lesson 14 assignment:

- On problems #7 and 8, you should have four answers for each problem.
- On problem #8, **ENTER EXACT ANSWERS ONLY, DO NOT APPROXIMATE.**
- On problem #9, it might be helpful to convert the rational exponents to radicals. If you do, keep in mind the restrictions on radicals with even roots, such as square roots. Also, keep in mind that when you take the square root of both sides of an equation, you end up with a positive root and a negative root.
- On problem #10, do use any of the numbers given in the problem; simply solve the formula for the given variable.
- On problem #11, **ENTER EXACT ANSWERS ONLY, DO NOT APPROXIMATE.**

Lesson 15 assignment:

- Inequality signs are available in the calcPad under Relations.
 - o To make the calcPad appear, click any answer box.
 - o If the calcPad doesn't appear, you shouldn't need it to enter that answer.
- The union symbol \cup is available in the calcPad under Sets.
- On problem #1, the each part is considered a new problem involving the original arguments; the parts do not build on one another.
- When writing an inequality and/or an interval, be sure your answer makes sense. For instance, if you have two inequalities $x < -7$, $x > 7$ it would **NOT** make sense to write this as a compound inequality $7 < x < -7$ because 7 is **NOT** less -7 . In this case, you should leave the inequalities separate and use the union symbol (\cup) to connect them $(-\infty, -7) \cup (7, \infty)$.
- On problem #7, do not write a compound inequality; infinite intervals should be written as simple inequalities.
- On problems #18 and 19, make a substitution first. For instance on #19, substitute $4.5x$ in for F , then solve the compound inequality for x .
- On problem #20, start by writing an expression for the total cost (purchase price plus yearly maintenance) of each crane, and be sure to include a variable to represent the number years each crane is kept. Then, write an inequality to show that one model is less expensive than the other, and solve for the variable representing the number of years needed for this to happen.

Lesson 16 assignment:

- On problem #1, the 5th option under Tools is used to plot points and the 2nd option is used to graph lines. To graph a line segment with closed endpoints, click the right arrow on the 2nd option under Tools, then select the third option from the list.
- On problem #2, notice that the answer boxes already have parentheses around them, so you only need to enter the appropriate ordered pairs, but you do **NOT** need to enter parentheses.
 - o This is also true on problems #4, 5, 7, 9, 10.
- On problem #6, find the distance between each point first, then use the Pythagorean Theorem to prove that the triangle is a right triangle.
- On problem #10, set-up an equation using the distance formula, then solve the equation for the variable a . If a has more than one value, determine which value satisfies the requirement of being in a specific quadrant.

Lesson 17 assignment:

- When graphing lines, parabolas, and/or circles in WebAssign, do not start by plotting points. Simply use the graphing tools available to left of the graph (tutorials are available on the graphs before you begin).
- On problems #1 – 4, you are entering ordered pairs in the answer boxes, and parentheses are not included, so you need to be sure to **INCLUDE** parentheses when entering your answers.
- On problem #2 and 3, find the intercepts algebraically (do not use the graph) and enter exact answers (do not approximate).
- On problem #4, it might be helpful to use an xy -chart to graph the equation on your own, then find the graph that matches.
- On problems #12 and 13, you are entering ordered pairs again, but this time the parentheses are included around the answer boxes, so you do **NOT** need to include parentheses when entering your answers.
- On problem #15, try to use the width (or the height) of the circle (its diameter) to determine the radius, and then the center.
- On problem #17, imagine that the first radio station is centered at the origin of an xy -coordinate system; use graph paper to plot the second radio station and use the distance formula to solve part a. On part b., add the listening radius of the first station and the listening radius of the second station together, then think about what it means if the sum is greater than the distance (overlap or no overlap).

Lesson 18 assignment:

- On problems #1 – 4, do not start by plotting points in WebAssign; simply use the graphing tools available to left of the graph (tutorials are available on the graphs before you begin).
- On problems #5 – 11, read the directions carefully. Pay attention to whether each equation should be in slope-intercept form or general form.

Lesson 19 assignment:

- On problems #1, 2, 6, 7, and 8, read the directions carefully. Pay attention to whether each equation should be in slope-intercept form or general form.
- On problem #2, the word bisect means to cut into two equal parts that are the same size and shape. Think about what kind of line could bisect both quadrants.
- On problem #4, notice that $y =$ is to the left of each answer box, so you do not need to enter this when typing your answers.
 - o If the equation of your line is $y = mx + b$, you only need to enter $mx + b$.
- On problem #8 part a., write your slope as a fraction, not a decimal.
- On problem #9 part (a), set-up an equation to express that degrees Celsius and degrees Fahrenheit are the same (equal), then make substitution so you only have one variable (either C or F) and solve. Use the same idea on part (b).
- On problem #9 part (b), notice that $F =$ appears to the left of the answer box; that means you should enter your answer for in degrees Fahrenheit, not Celsius.

Lesson 20 assignment:

- Be sure all answers are simplified completely. For example, do not leave an answer like $7(a + h) - 8$, simplify it as $7a + 7h - 8$.
- On part (f) of problems #3, 4, and 5, break the expression $\frac{f(a+h)-f(a)}{h}$ into smaller pieces. For instance, take $f(a + h)$ from part (d) and $-f(a)$ from part (c) and put them together first. Then take the result and write it over h . Finally, simply the fraction by cancelling any common factors.
- On part (d) of problems #6, 7, and 8, be sure to simplify the radicals **completely**.
- On parts (d) and (e) of problems #9 and 10, it might be helpful to draw the graphs on your own paper (or simply print out the graphs from WebAssign) and graph the line $(x) = 1$ ($y = 1$).
- On problem #12, you need to list the values that are **EXCLUDED** from the domain of the function, not the domain itself.

Lesson 21 assignment:

- On problems #1 and 10, do not start by plotting points in WebAssign. Simply use the graphing tools available (tutorials are available on the graphs before you begin).
- On problem #7, be sure your answer is factored completely.
- On problem #10 part a, $y(t) =$ is already given to the left of the answer box, so only the expression needs to be entered.
 - o for instance, if the function is $y(t) = mx + b$, only $mx + b$ would be entered in the answer box.
- On problem #10 part b, the graph should be a line segment with the endpoints included.
- On problem #11, be sure to simplify your answer **completely**.
- On problem #12 part a, it might be best to leave your answer in factored form; this will make part b easier to solve.

Lesson 22 assignment:

- On problems #8, 9, 10 and 11, you do **NOT** need to enter parentheses when entering ordered pairs in the answer boxes; parentheses are already included on the outside of the answer boxes.

Lesson 23 assignment:

- On problem #1, the graph of the function f given at the beginning of the problem is used to answer each part of the problem (parts a – j). Rather than scrolling back and forth to view the original graph, you may want to print the original graph, or copy it yourself on graph paper.
- Also on problem #1, it might be helpful to list some ordered pairs from the graph of the function $y = f(x)$, then transform those ordered pairs to identify the correct graphs of the new functions
- On problems #2 and 3, it might be easier to find the functions needed for part c. by transforming the functions in part b, rather than the original functions.
- Also on problems #2 and 3, remember to write your answers in terms of the original function f by including f in your answers; for example, $f(-x) + 3$.
- On problems #4 and 5, keep in mind that order is important when writing intervals. Intervals should always be written from smallest to largest when going from left to right, just like a number line.
- Read the directions very carefully on problem #8. Be sure to enter your answers in the correct format.