

WebAssign Homework Hints: Lessons 9 – 22

Lesson 9 assignment:

- Read each problem slowly, carefully, and repeatedly.
- Keep in mind the variables given in the problems are not always the same as the variables used in formulas.
 - o On problem #2, h represents the height of the second story of the house; this is not the same as h in the formula $A = \frac{1}{2}bh$, which represents the height of a triangle.
 - o On problem #3, h represents the height of the window; this is not the same as h in the formula $A = bh$, which represents the height of a rectangle.
 - o On problem #4, h represents the height of the silo; this is not the same as h in the formula $V = \pi r^2 h$, which represents the height of a right circular cylinder.

Lesson 10 assignment:

- On problems #3 and #4, you MUST check your answers to verify they do not result in a denominator of zero; if they do, they are not valid solutions.
- Also on problems #3 and #4, only enter restrictions if there are INFINITELY MANY SOLUTIONS; otherwise, enter NONE.

Lesson 11 assignment:

- On problem #3, you MUST check your answers to verify they do not result in a denominator of zero; if they do, they are not valid solutions.
- Also on problem #3, only enter restrictions if there are INFINITELY MANY SOLUTIONS; otherwise, enter NONE.
- On problem #4, the variable d represents distance, so only the positive root should be entered.

Lesson 12 assignment:

- On problems #3 and 4, it will be helpful to draw diagrams using the information provided in the problems. If you do, you should have two rectangles on each problem; an inner rectangle and an outer rectangle. Keep in mind that each rectangle will have different dimensions (length and width). Be sure you are using the correct dimensions for the problem.
- On problem #5, pay attention to the units next to the answer box. This should give you an idea of what kind of answer you should enter.
- On problem #7, it will be helpful to draw a diagram. If you do, you should notice that the distance that each surveyor travels, and the distance between the two surveyors, forms a right triangle. You can then use the Pythagorean Theorem ($a^2 + b^2 = c^2$) to solve the problem.
- On problem #7, keep in mind that you are not asked when the surveyors are a certain distance apart, you are asked how long it takes for them to be a certain distance apart. This means you shouldn't enter a time, such as 10:00 A.M., you should enter a unit of time, such as 60 minutes.
- On problem #8, try to find the dimensions of the square base and top first. Keep in mind that the dimensions of the square top should be the same as the base. Once you find the dimensions of the base and the top use them and the 1 inch squares that are cut out from the corners and the middle section to find the dimensions of the original piece of cardboard.

- On problem #9, try to set-up two equations using the formula $d = r \cdot t$. Both equations should contain two unknowns, and you should be able to solve by making a substitution.

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 . Also, enter exact answers only (no decimals).
- 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).
- Drawing pictures or graphs is a great way to help solve problems #1 – 5, 10, 11, and 17. You should always sketch graphs on your own first, before attempting to graph in WebAssign.

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.