<u>BC Calculus Summer Work</u>

<u>About This Packet</u> (…and this awesome class)

Welcome to Calculus & THANK YOU for signing up for the best course at PSH!!!

This packet includes a sampling of problems that students *entering* AP Calculus should be able to answer & a review of the Calculus you learned from Mr. Kozeny. The Pre-Calculus packet questions are organized by topic:

A Super-Basic Algebra Skills
T Trigonometry
F Higher-Level Factoring
L Logarithms and Exponential Functions
R Rational Expressions and Equations
G Graphing

and the Calculus problems are from the textbook (Larson 11th edition). I tried to give odd problems when I could but where you have evens you can refer to the solution to the odd before it if you need help.

In Calculus, it's rarely the calculus that'll get you; ***<u>it's the algebra</u>***. Students entering AP Calculus absolutely *must* have a strong foundation in algebra. Most questions in this packet were included because they concern skills and concepts that will be used extensively in AP Calculus. Others have been included not so much because they are skills that are used frequently, but because being able to answer them indicates a strong grasp of important mathematical concepts and—more importantly—the ability to problem-solve.

An answer key to this packet has been provided at the end of this file. While I can't require you to do this packet, and it will not be collected for points, it is EXTREMELY important for all students to review the concepts contained in this packet. IMPORTANT NOTE: Be prepared for an <u>assessment of prerequisite skills to take place within the first 3-5 days of school.</u> This will only be on the Pre-Calculus you should know coming into the course (and is all reviewed in this packet – if you do the packet you will see everything that will be on this first assessment). We will test on the Calculus skills (chapters 1 & 2 in the Calculus book) probably the 2nd or 3rd week of school after I finish teaching you Chapter 2.

The curriculum (and Mr. Degitz-Fries) will expect you to approach problems with the mathematical *toolkit* needed to do the calculations and the mathematical *understanding* needed to make sense of unusual problems. This is <u>not</u> a class where every problem you see on tests and quizzes is identical to problems you've done dozens of times in class. This is because the AP test itself (and, truly, all "real" mathematics) requires you to take what you know and apply it, rather than to simply regurgitate a rote process.

Now that I've said all that, I encourage you to <u>take a deep breath</u> and start working. If you have the basics down and you put in the work needed, you'll see how amazing Calculus is! AP Calculus is challenging, demanding, rewarding, and—to put it simply—totally awesome.
After all, THERE IS NO REST IN THE QUEST FOR CALULUS KNOWLEDGE (my original Calc quote you will hear many times this year ☺). I shortened the homework from previous years

(altogether **I cut 50 total problems** from the homework) to try to make this more doable while still reviewing what you need to be successful in the class. If you struggle with any of it, DO NOT WORRY! I will review/reteach what you need when we get back to school in the fall. Here are the specifics of my SUGGESTIONS of what to do on this packet:

Worksheets: Complete only these letters on each topic: a, d, & g (in other words, you do the first in each topic, skip 2, do another (if there is one) etc. PLEASE do the problems on separate paper, labelled with topic & in order or on the worksheets, neatly and next to each problem.

Textbook Questions: We'll be doing a review of limits and derivatives (through chain rule) from your book or eBook (link described above). **(NOTE: anything that tells you to take a derivative in your calculator – just do it by hand. No need to check in your calculator. I will teach you how to do that this fall)** (& to make you feel better this is 32 problems less than previous years. ☺)

Section 1.2: Finding Limits Graphically and Numerically p. 59-60: 23, 25, 26, 27, 30

Section 1.3: Evaluating Limits Analytically: p. 71-72: 37, 50, 55, 58, 61, 65, 73, 95

Section 1.4: Continuity & One-Sided Limits p. 83-85: 10, 18, 23, 45, 54, 63, 85, 95

Section 1.5: Infinite Limits pp. 92: 28, 30, 34, 37, 41

Section 2.1: The Derivative and the Tangent Line Problem - NOTE: BE SURE to use the Definition of the Derivative (difference quotient) or Alternate Definition of the Derivative and NOT the power rule to differentiate these problems.
p. 107-109: 30, 34, 40, 53, 70, 77, 89

Section 2.2: Basic Differentiation Rules and Rates of Change pp. 118-121:
29, 32, 44, 52, 64, 93, 106

Section 2.3: Product and Quotient Rules and Higher-Order Derivatives pp. 129-132:
7, 24, 45, 51, 65, 77, 81, 85, 100, 104, 117

Section 2.4: The Chain Rule p.140-143: 16, 25, 47, 50, 75, 82, 88, 99, 115

A: Super-Basic Algebra Skills

A1. **True or false.** If false, change what is underlined to make the statement true.

a. $\left(x^3\right)^4 = \underline{x^{12}}$ T F

b. $x^{\frac{1}{2}}x^3 = \underline{x^{\frac{3}{2}}}$ T F

c. $(x+3)^2 = \underline{x^2+9}$ T F

d. $\dfrac{x^2-1}{x-1} = \underline{x}$ T F

e. $(4x+12)^2 = \underline{16}(x+3)^2$ T F

f. $\underline{3} + 2\sqrt{x-3} = 5\sqrt{x-3}$ T F

g. If $(x+3)(x-10) = \underline{\ 2\ }$, then $x+3 = \underline{\ 2\ }$ or $x-10 = \underline{\ 2\ }$. T F

A2. More basic algebra.

a. If 6 is a zero of f, then ____ is a solution of $f(2x) = 0$.

b. Lucy has the equation $2(4x+6)^2 - 8 = 16$. She multiplies both sides by ½. If she does this correctly, what is the resulting equation?

c. Simplify $\dfrac{2 \pm 4\sqrt{10}}{2}$

d. Rationalize the denominator of $\dfrac{12}{3+\sqrt{x-1}}$

e. If $f(x) = 3x^2 + x + 5$, then $f(x+h) - f(x) =$ (Give your answer in simplest form.)

f. A cone's volume is given by $V = \frac{1}{3}\pi r^2 h$. If $r = 3h$, write V in terms of h.

g. Write an expression for the area of an equilateral triangle with side length s.

h. Suppose an isosceles <u>right</u> triangle has hypotenuse h. Write an expression for its perimeter in terms of h.

T: Trigonometry

You should be able to answer these <u>quickly</u>, *without* referring to (or drawing) a unit circle.

T1. Find the value of each expression, in exact form.

a. $\sin \frac{2\pi}{3}$

b. $\cos \frac{11\pi}{6}$

c. $\tan \frac{3\pi}{4}$

d. $\sec \frac{5\pi}{3}$

e. $\csc \frac{7\pi}{4}$

f. $\cot \frac{5\pi}{6}$

T2. Find the value(s) of x <u>in $[0, 2\pi)$</u> which solve each equation.

a. $\sin x = \frac{\sqrt{3}}{2}$

b. $\cos x = -1$

c. $\tan x = \sqrt{3}$

d. $\sec x = -2$

e. $\csc x$ is undefined

f. $\cot x = 1$

T3. Solve the equation. Give *all* real solutions, if any.

a. $\sin 3x = 1$

b. $2\sqrt{3}\cos(\pi x) = 3$

c. $\tan 2x = 0$

d. $4\sec x + 1 = 9$

e. $\csc(4x + 3) = 0$

f. $3\cot 6x + \sqrt{3} = 0$

T4. Solve by factoring. Give *all* real solutions, if any.

a. $4\sin^2 x + 4\sin x + 1 = 0$

b. $\cos^2 x - \cos x = 0$

c. $\sin x \cos x - \sin^2 x = 0$

d. $x\tan x + 3\tan x = x + 3$

T5. Graph each function, identifying x- and y-intercepts, if any, and asymptotes, if any.

a. $y = -\sin(2x)$

b. $y = 4 + \cos x$

c. $y = \tan x - 1$

d. $y = \sec x + 1$

e. $y = \csc(\pi x)$

f. $y = 2\cot x$

F: Higher-Level Factoring

F1. Solve by factoring.

a. $x^3 + 5x^2 - x - 5 = 0$

b. $4x^4 + 36 = 40x^2$

c. $(x^3 - 6)^2 + 3(x^3 - 6) - 10 = 0$

d. $x^5 + 8 = x^3 + 8x^2$

F2. Solve by factoring. You should be able to solve each of these *without* multiplying the whole thing out. (In fact, for goodness' sake, please *don't* multiply it all out!)

a. $(x + 2)^2 (x + 6)^3 + (x + 2)(x + 6)^4 = 0$

b. $(2x - 3)^3 (x^2 - 9)^2 + (2x - 3)^5 (x^2 - 9) = 0$

c. $(3x + 11)^5 (x + 5)^2 (2x - 1)^3 + (3x + 11)^4 (x + 5)^4 (2x - 1)^3 = 0$

d. $6x^2 - 5x - 4 = (2x + 1)^2 (3x - 4)^2$

F3. Solve. Each question *can* be solved by factoring, but there are other methods, too.

a. $a(3a + 2)^{1/2} + 2(3a + 2)^{3/2} = 0$

b. $\sqrt{2x^2 + x - 6} + \sqrt{2x - 3} = 0$

c. $2\sqrt{x + 3} = x + 3$

d. $\dfrac{6}{(2x + 1)^2} + \dfrac{3}{2x + 1} = 1 + \dfrac{2}{2x + 1}$

L: Logarithms and Exponential Functions

L1. Expand as much as possible.

a. $\ln x^2y^3$

b. $\ln \dfrac{x+3}{4y}$

c. $\ln 3\sqrt{x}$

d. $\ln 4xy$

L2. Condense into the logarithm of a single expression.

a. $4\ln x + 5\ln y$

b. $\frac{2}{3}\ln a + 5\ln 2$

c. $\ln x - \ln 2$

d. $\dfrac{\ln x}{\ln 2}$

(contrast with part **c**)

L3. Solve. Give your answer in exact form *and* rounded to three decimal places.

a. $\ln(x + 3) = 2$

b. $\ln x + \ln 4 = 1$

c. $\ln x + \ln(x + 2) = \ln 3$

d. $\ln(x + 1) - \ln(2x - 3) = \ln 2$

L4. Solve. Give your answer in exact form *and* rounded to three decimal places.

a. $e^{4x+5} = 1$

b. $2^x = 8^{4x-1}$

c. $100e^{x\ln 4} = 50$

d. $2^x = 3^{x-1}$

(need rounded answer only on **d**)

L5. Round final answers to 3 decimal places. Use $y = Ce^{kt}$ where y is the final amount, C is the starting amount, k is a constant you need to find, and t is time.

a. At $t = 0$ there were 140 million bacteria cells in a petri dish. After 6 hours, there were 320 million cells. If the population grew exponentially for $t \geq 0$…

…how many cells were in the dish 11 hours after the experiment began?

…after how many hours will there be 1 billion cells?

b. The *half-life* of a substance is the time it takes for half of the substance to decay. The *half-life* of Carbon-14 is 5568 years. If the decay is exponential…

…what percentage of a Carbon-14 specimen decays in 100 years?

…how many years does it take for 90% of a Carbon-14 specimen to decay?

R: Rational Expressions and Equations

R1.

	Function	Domain	Hole(s): (x, y) if any	Horiz. Asym., if any	Vert. Asym.(s), if any
a.	$f(x)=\dfrac{4x^2+7x-15}{8x^2-14x+5}$				
b.	$f(x)=\dfrac{3(4+x)^2-48}{x}$				
c.	$f(x)=\dfrac{6x+4}{\sqrt{3x^2-10x-8}}$		skip	skip	

R2. Write the equation of a function that has…

a. asymptotes $y = 4$ and $x = 1$, and a hole at (3, 5)

b. holes at (-2, 1) and (2, -1), an asymptote $x = 0$, and no horizontal asymptote

R3. Find the x-coordinates where the function's output is zero and where it is undefined.

a. For what real value(s) of x, if any, is the output of the function $f(x)=\dfrac{x^2+4}{e^{6x}-1}$

…equal to zero? …undefined?

b. For what real value(s) of x, if any, is the output of $g(x)=\dfrac{\cos^2(\pi x)}{\sin x+2}$…

…equal to zero? …undefined?

R4. Simplify completely.

a. $\dfrac{2}{\sqrt{x^2+4}}-\dfrac{x^2+4}{3}$ (Don't worry about rationalizing)

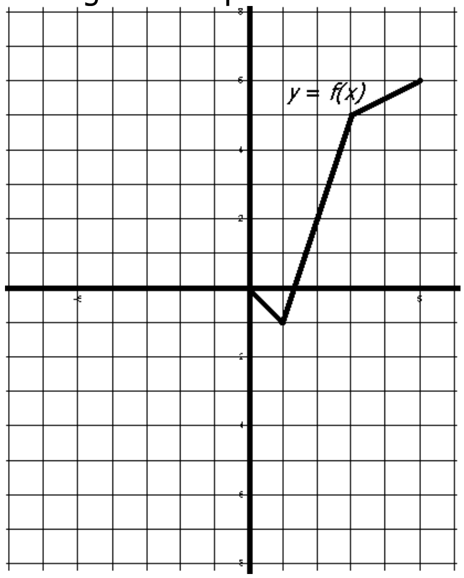
b. $\dfrac{3}{\left(\frac{4}{x}\right)^2+1}$ (Your final answer should have just one numerator and one denominator)

c. $\dfrac{5}{x^2+3x+2}-\dfrac{2x}{x^2+2x+1}$

d. $\dfrac{3}{(x+2)^{1/2}}+\dfrac{x}{(x+2)^{5/2}}$ (Don't worry about rationalizing)

G: Graphing

G1. PART of the graph of f is given. Each gridline represents 1 unit.



a. Complete the graph to make f an EVEN function.

b. What are the domain and range of f_{even}?

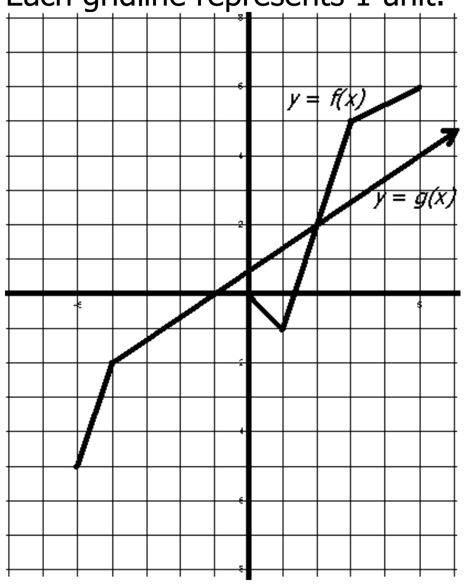
c. What is $f_{even}(-3)$?

d. Complete the graph to make f an ODD function.

e. What are the domain and range of f_{odd}?

f. What is $f_{odd}(-3)$?

G2. The graphs of f and g are given. Answer each question, if possible. If impossible, explain why. Each gridline represents 1 unit.



a. $f^{-1}(5) =$

b. $f(g(5)) =$

c. $(g \circ f)(3) =$

d. Solve for x: $f(g(x)) = 5$

e. Solve for x: $f(x) = g(x)$

For parts **f** – **i**, respond in interval notation.

f. For what values of x is $f(x)$ increasing?

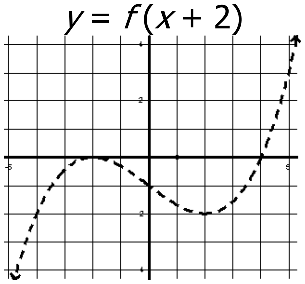
g. For what values of x is $g(x)$ positive?

h. Solve for x: $f(x) < 4$

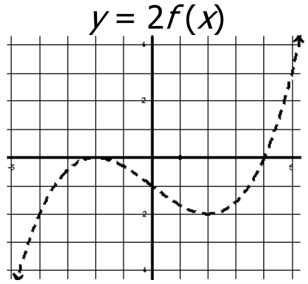
i. Solve for x: $f(x) \geq g(x)$

G3. Given the graph of $y = f(x)$ (dashed graph), sketch each transformed graph.

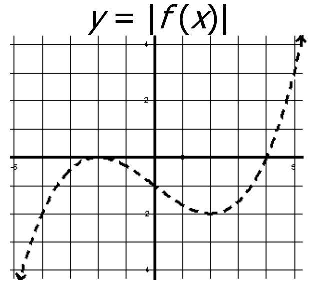
a. $y = f(x + 2)$



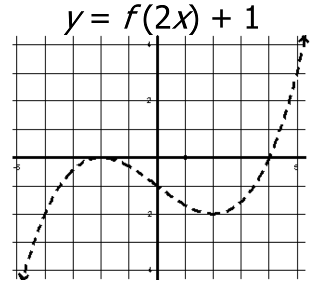
b. $y = 2f(x)$



c. $y = |f(x)|$



d. $y = f(2x) + 1$



Answer Key

A1.
- **a.** true
- **b.** false; 7/2
- **c.** false; $x^2 + 6x + 9$
- **d.** false; $x + 1$
- **e.** true
- **f.** false; $3\sqrt{x-3}$
- **g.** false; 0, 0, 0

A2.
- **a.** $x = 3$
- **b.** $(4x + 6)^2 - 4 = 8$
- **c.** $1 \pm 2\sqrt{10}$
- **d.** $\dfrac{12(3-\sqrt{x-1})}{10-x}$ or $\dfrac{36-12\sqrt{x-1}}{10-x}$
- **e.** $6xh + 3h^2 + h$
- **f.** $V = 3\pi h^3$
- **g.** $\frac{\sqrt{3}}{4}s^2$
- **h.** $h(1+\sqrt{2})$ or anything equivalent

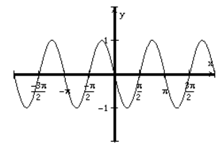
T1.
- **a.** $\frac{\sqrt{3}}{2}$ **b.** $\frac{\sqrt{3}}{2}$
- **c.** -1 **d.** 2
- **e.** $-\sqrt{2}$ **f.** $-\sqrt{3}$

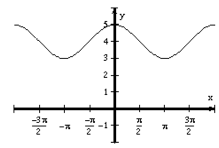
T2.
- **a.** $\frac{\pi}{3}, \frac{2\pi}{3}$ **b.** π
- **c.** $\frac{\pi}{3}, \frac{4\pi}{3}$ **d.** $\frac{2\pi}{3}, \frac{4\pi}{3}$
- **e.** $0, \pi$ **f.** $\frac{\pi}{4}, \frac{3\pi}{4}$

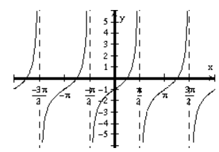
T3.
- **a.** $x = \frac{\pi}{6} + \frac{2}{3}\pi n$
- **b.** $x = \frac{1}{6} + 2n$, $x = -\frac{1}{6} + 2n$
- **c.** $x = \frac{\pi}{2}n$
- **d.** $x = \frac{\pi}{3} + 2\pi n$, $x = -\frac{\pi}{3} + 2\pi n$
- **e.** no solution
- **f.** $x = \frac{\pi}{9} + \frac{\pi}{6}n$

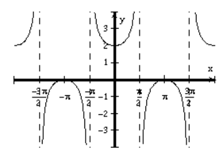
T4.
- **a.** $x = -\frac{\pi}{6} + 2\pi n$, $x = \frac{7\pi}{6} + 2\pi n$
- **b.** $x = \frac{\pi}{2} + \pi n$, $x = 2\pi n$
- **c.** $x = \frac{\pi}{4} + \pi n$, $x = \pi n$
- **d.** $x = \frac{\pi}{4} + \pi n$, $x = -3$

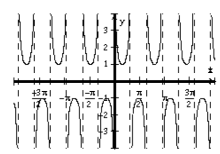
T5.

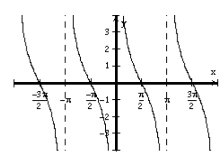
a.


b.


c.


d.


e.


f.


F1.
- **a.** -5, -1, 1
- **b.** -3, -1, 1, 3
- **c.** 1, 2
- **d.** -1, 1, 2

F2.
- **a.** -6, -4, -2
- **b.** -3, 0, $\frac{3}{2}$, $\frac{12}{5}$, 3
- **c.** -9, -5, -4, $-\frac{11}{3}$, $\frac{1}{2}$
- **d.** $-\frac{1}{2}$, $\frac{4}{3}$, $\frac{5\pm\sqrt{145}}{12}$

F3.
- **a.** $-\frac{2}{3}, -\frac{4}{7}$
- **b.** $\frac{3}{2}$
- **c.** -3, 1
- **d.** $-\frac{3}{2}$, 1

L1. **a.** $2\ln x + 3\ln y$ **b.** $\ln(x+3) - \ln 4 - \ln y$
c. $\ln 3 + \frac{1}{2}\ln x$ **d.** $\ln 4 + \ln x + \ln y$

L2. **a.** $\ln x^4y^5$ **b.** $\ln 32a^{2/3}$
c. $\ln \frac{x}{2}$ **d.** $\log_2 x$ (change of base)

L3. **a.** $x = e^2 - 3 \approx 4.389$ **b.** $\frac{e}{4} \approx 0.680$
c. $x = 1$ (-3 is extraneous) **d.** $x = \frac{7}{3}$

L4. **a.** $x = -\frac{5}{4}$ **b.** $x = \frac{3}{11}$
c. $x = -\frac{1}{2}$ **d.** $x \approx 2.710$

L5. **a.** 637.287 million cells
14.270 hours
b. 1.237%
18496.496 years

R1.

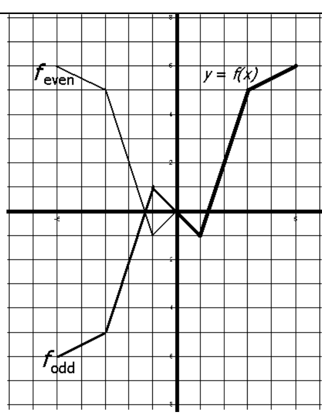
a.	$x \neq \frac{1}{2}, \frac{5}{4}$	$\left(\frac{5}{4}, \frac{17}{6}\right)$	$y = \frac{1}{2}$	$x = \frac{1}{2}$
b.	$x \neq 0$	(0, 24)	none	none
c.	$(-\infty, -\frac{2}{3}) \cup (4, \infty)$	skip	skip	$x = 4$

R2. **a.** Answers vary. One possibility:
$$\frac{(4x-2)(x-3)}{(x-1)(x-3)}$$
b. Answers vary. One possibility:
$$\frac{-2(x^2-3)(x+2)(x-2)}{x(x+2)(x-2)}$$

R3. **a.** = 0: never undefined: at $x = 0$
b. = 0: at $x = 0.5 + n$ undefined: never

R4. **a.** $\dfrac{6-(x^2+4)^{3/2}}{3(x^2+4)^{1/2}}$ **b.** $\dfrac{3x^2}{x^2+16}$ **c.** $\dfrac{-2x^2+x+5}{(x+1)^2(x+2)}$ **d.** $\dfrac{3x^2+13x+12}{(x+2)^{5/2}}$

G1.



a. see graph
b. D: [-5, 5] R: [-1, 6]
c. 5
d. see graph
e. D: [-5, 5] R: [-6, 6]
f. -5

G2. **a.** 3
b. 5.5
c. 4—that notation means the same thing as $g(f(3))$
d. $x = 3.5$
e. $x = 2$
f. (1, 6)
g. (-1, ∞)
h. $[0, 2\frac{2}{3})$
i. [2, 5]

G3. **a.** **b.** **c.** **d.**