

Two differentiations give

$$y = -4.9t^2 + v_0t = (10 - 4.9t)$$

Since the projectile returns to the ground at $t = 10$ s, we have $y(10) = 0$, so $v_0 = 49$ m/s. On Mars, the acceleration of gravity is 3.72 m/s^2 rather than 9.8 m/s^2 , so the height of the projectile would be

$$y = -1.86t^2 + v_0t = t(10 - 1.86t)$$

The time taken to fall back to ground level on Mars would be $t = 49/1.86 = 26.3$ s.

9. The height of the ball after t seconds is $y(t) = -gt^2/2 + v_0t$ as its initial speed was v_0 m/s. Maximum height occurs when $y'(t) = 0$, that is, at $t = v_0/g$. Hence

$$h = \frac{-v_0^2}{2g} + v_0 \left(\frac{v_0}{g}\right) = \frac{v_0^2}{2g}$$

An initial speed of $2v_0$ means the maximum height will be $h/(2g) = 4h/g$. To get a maximum height of 28 as initial speed of $2v_0$ is required.

10. To get to 38 metres above Mars, the ball would have to be thrown upward with speed

$$v_0 = \sqrt{2gh} = \sqrt{2 \times 3.72 \times 38} = 1.067v_0$$

Since $gv_0 = 3.72$ and $g = 9.80$, we have $v_0 = 1.067v_0$ m/s.

11. If the cliff is h ft high, then the height of the rock t seconds after it falls is $y = h - 16t^2$ ft. The rock hits the ground ($y = 0$) at time $t = \sqrt{h/16}$ s. Its speed at that time is $v = -32t = -8\sqrt{h}$ ft/s. Thus $h = 20$, and the cliff is $h = 400$ ft high.

12. If the cliff is h ft high, then the height of the rock t seconds after it is thrown down is $y = h - 32t^2/2$ ft. The rock hits the ground ($y = 0$) at time

$$t = \frac{-h}{-32} = \frac{\sqrt{32^2 + 64h}}{32} = -1 + \frac{1}{4}\sqrt{16 + 4h}$$

Its speed at that time is $v = -32t = -32 + 8\sqrt{16 + 4h} = -160$ ft/s.

Solving this equation for h gives the height of the cliff as 388 ft.

13. Let $x(t)$ be the distance travelled by the train in the t seconds after the brakes are applied. Since $x'(0) = 60$ kph $= 16.67$ m/s and since the initial speed is $v_0 = 60$ kph $= 16.67$ m/s, we have

$$x(t) = -\frac{1}{2}at^2 + 16.67t$$

The speed of the train at time t is $v(t) = -at + 16.67$ m/s, so it takes the train 100 s to come to a stop. In that time it travels $x(100) = -100^2/2 + 1667(100) = 1667(100) = 166.7$ metres.

14. $x = At^2 + Bt + C$, $v = 2At + B$.

The average velocity over $[t_1, t_2]$ is

$$\frac{x(t_2) - x(t_1)}{t_2 - t_1} = \frac{A(t_2^2 - t_1^2) + B(t_2 - t_1) + C - C}{t_2 - t_1}$$

$$= \frac{A(t_2 + t_1) + B}{1} = A(t_2 + t_1) + B$$

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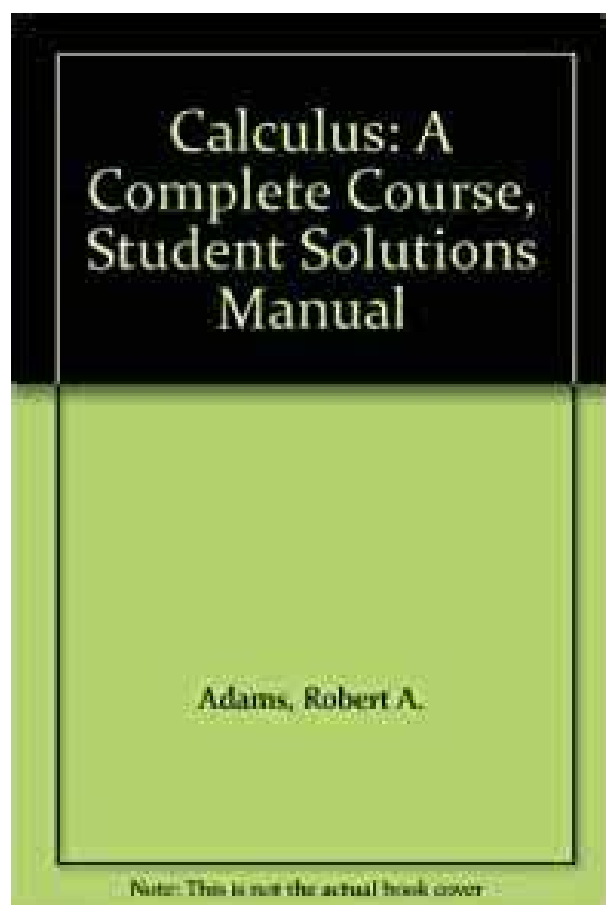
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Two antidifferentiations give

$$y = -4.9t^2 + v_0t + 430.$$

Since the projectile returns to the ground at $t = 10$ s, we have $y(10) = 0$, so $v_0 = 49$ m/s. On Mars, the acceleration of gravity is 3.72 m/s^2 rather than 9.8 m/s^2 , so the height of the projectile would be

$$y = -1.86t^2 + v_0t + 430.$$

The time taken to fall back to ground level on Mars would be $t = 49/1.86 \approx 26.3$ s.

9. The height of the ball after t seconds is $y(t) = -16t^2 + v_0t + 4$ in if its initial speed was v_0 m/s. Maximum height h occurs when $y'(t) = 0$, that is, at $t = v_0/32$. Hence

$$h = -16\left(\frac{v_0}{32}\right)^2 + v_0\left(\frac{v_0}{32}\right) + 4 = \frac{v_0^2}{64} + 4.$$

An initial speed of $2v_0$ means the maximum height will be $4v_0^2/64 + 4 = 4h$. To get a maximum height of 28 in an initial speed of $2v_0$ is required.

10. To get to 38 metres above Mars, the ball would have to be thrown upward with speed

$$v_M = \frac{P_M - Q}{g_M} = \frac{38 - 4}{-3.72} = v_0 \frac{P_M - Q}{g_M}.$$

Since $g_M = 3.72$ and $g = 9.80$, we have $v_M = 1.067v_0$ m/s.

11. If the cliff is h ft high, then the height of the rock t seconds after it falls is $y = h - 16t^2$. The rock hits the ground ($y = 0$) at time $t = \sqrt{h/16}$ s. Its speed at that time is $v = -32t = -8\sqrt{h} = -160$ ft/s. Thus $h = 20$, and the cliff is $h = 400$ ft high.

12. If the cliff is h ft high, then the height of the rock t seconds after it is thrown down is $y = h - 32t^2 - 16t^2$. The rock hits the ground ($y = 0$) at time

$$t = \frac{-32 + \sqrt{32^2 + 64h}}{-64} = -1 + \frac{1}{4}\sqrt{16 + h} \text{ s.}$$

Its speed at that time is

$$v = -32 - 32t = -8\sqrt{16 + h} = -160 \text{ ft/s.}$$

Solving this equation for h gives the height of the cliff as 384 ft.

13. Let $s(t)$ be the distance traveled by the train in the t seconds after the brakes are applied. Since $s'(t) = -16t$ and since the initial speed is $v_0 = 60 \text{ km/h} = 100/3 \text{ m/s}$, we have

$$s(t) = -\frac{1}{2}t^2 + \frac{100}{3}t.$$

The speed of the train at time t is $v(t) = -t/30 + (100/3) \text{ m/s}$, so it takes the train 100 s to come to a stop. In that time it travels $s(100) = -100^2/2 + 100^2/3 = 100^2/6 = 833$ metres.

14. $s = At^2 + Bt + C$, $v = 2At + B$. The average velocity over $[t_1, t_2]$ is

$$\frac{s(t_2) - s(t_1)}{t_2 - t_1} = \frac{A(t_2^2 - t_1^2) + B(t_2 - t_1) + C - C}{t_2 - t_1} = \frac{A(t_2^2 - t_1^2) + B(t_2 - t_1)}{t_2 - t_1} = \frac{A(t_2 + t_1) + B}{1} = A(t_2 + t_1) + B.$$

The instantaneous velocity at the midpoint of $[t_1, t_2]$ is $v\left(\frac{t_1 + t_2}{2}\right) = 2A\left(\frac{t_1 + t_2}{2}\right) + B = A(t_2 + t_1) + B$.

Hence, the average velocity over the interval is equal to the instantaneous velocity at the midpoint.

15. $s = 4t - 4$, $0 \leq t \leq 2$
 $s = -8t + 20t - t^2$, $2 < t < 8$
 $s = -8t + 20t - t^2$, $8 \leq t \leq 10$

Note: s is continuous at 2 and 8 since $2^2 = 4(2) - 4$ and $8(8) - 4 = -8 + 20(8) - 64$.

velocity $v = \frac{ds}{dt} = 4$ if $0 < t < 2$
 $v = \frac{ds}{dt} = 20 - 2t$ if $2 < t < 8$
 $v = \frac{ds}{dt} = 20 - 2t$ if $8 < t < 10$

Since $20 - 2t = 4$ at $t = 8$, therefore v is continuous at 8 (8)(8) = 4). Hence the velocity is continuous for $0 < t < 10$.

acceleration $a = \frac{dv}{dt} = 0$ if $0 < t < 2$
 $a = \frac{dv}{dt} = -2$ if $2 < t < 8$
 $a = \frac{dv}{dt} = -2$ if $8 < t < 10$
 is discontinuous at $t = 2$ and $t = 8$.
 Maximum velocity is 4 and is attained on the interval $2 \leq t \leq 8$.

16. This exercise and the next three refer to the following figure depicting the velocity of a rocket fired from a tower as a function of time since firing.

0 out of 5 stars Im studying calculus on my own and I find this book very useful. No complaints. Problem 50 in section 1.2 asks to explain why a limit does not exist. The solution manual doesnt do this, it just says the limit doesnt exist. The 13digit and 10digit formats both work. Please try again. Please try again. Used Very Good Some overall wear from reading, has a few creases. Then you can start reading Kindle books on your smartphone, tablet, or computer no Kindle device required. Register a free business account If you are a seller for this product, would you like to suggest updates through seller support To calculate the overall star rating and percentage breakdown by star, we don't use a simple average. It also analyzes reviews to verify trustworthiness. Please try again later. Mark B 2.0 out of 5 stars The main problem is the lack of defined examples, poor proofs and discussion of material that is superfluous to the subject matter. The greatest frustration is the poor referencing of examples and proofs to past proofs or examples re Howard Anton. In conclusion its a great reference because it covers the many areas of calculus but as an educational text it is most unhelpful. The author teaches at the school where I go to and from what Ive heard from others whove had him, is a pretty good prof, but this book is just too assuming of the reader. Try Spivak, or for multivariable calculus, Stewarts text. It is crystal clear and practical. I am studying electrical engineering and I find this book to be my number one reference and math study book. If you need to go deep into math and like to study long proofs, then you can probably get something 10 times as big to study. To all of us who thinks that it is fine that someone can do the proofs, but dont have time to read and learn long proofs this book is the thing. <http://ehomerealestate.org/images/diebold-csp-200-manual.xml>

$$\begin{aligned} a) f'(0) &= \lim_{h \rightarrow 0} \frac{f(0+h) - f(0)}{h} \\ &= \lim_{h \rightarrow 0} \frac{h + 2h^2 \sin(1/h)}{h} \\ &= \lim_{h \rightarrow 0} (1 + 2h \sin(1/h)) \\ &= 1, \end{aligned}$$

because $|2h \sin(1/h)| \leq 2|h| \rightarrow 0$ as $h \rightarrow 0$.

b) For $x = 0$, we have

$$f(x) = 1 + 4x \sin(1/x) - 2\cos(1/x).$$

There are numbers x arbitrarily close to 0 where $f(x) = -1$; namely, the numbers $x = 2k\pi$, where $k = 1, 2, 3, \dots$. Since $f(x)$ is continuous at every $x \neq 0$, it is negative in a small interval about every such number. Thus f cannot be increasing on any interval containing $x = 0$.

31. Let a, b , and c be three points in I where f vanishes; that is, $f(a) = f(b) = f(c) = 0$. Suppose $a < b < c$. By the Mean-Value Theorem, there exist points r in (a, b) and s in (b, c) such that $f'(r) = f'(s) = 0$. By the Mean-Value Theorem applied to f on $[r, s]$, there is some point t in (r, s) (and therefore in I) such that $f'(t) = 0$.

32. If $f^{(n)}$ exists on interval I and f vanishes at $n + 1$ distinct points of I , then $f^{(n)}$ vanishes at at least one point of I .

Proof: True for $n = 2$ by Exercise 8. Assume true for $n = k$. (Induction hypothesis) Suppose $n = k + 1$, i.e., f vanishes at $k + 2$ points of I and $f^{(k)}$ exists. By Exercise 7, f' vanishes at $k + 1$ points of I . By the induction hypothesis, $f^{(k)}$ vanishes at a point of I so the statement is true for $n = k + 1$. Therefore the statement is true for all $n \geq 2$ by induction. (case $n = 1$ is just MVT)

33. Given that $f(0) = f(1) = 0$ and $f(2) = 1$:

a) By MVT,

$$f'(a) = \frac{f(2) - f(0)}{2 - 0} = \frac{1 - 0}{2} = \frac{1}{2}$$

for some a in $(0, 2)$.

b) By MVT, for some r in $(0, 1)$,

$$f'(r) = \frac{f(1) - f(0)}{1 - 0} = \frac{0 - 0}{1} = 0.$$

Also, for some s in $(1, 2)$,

$$f'(s) = \frac{f(2) - f(1)}{2 - 1} = \frac{1 - 0}{1} = 1.$$

Then, by MVT applied to f' on the interval $[r, s]$, for some b in (r, s) ,

$$f''(b) = \frac{f'(s) - f'(r)}{s - r} = \frac{1 - 0}{s - r} = \frac{1}{s - r} > \frac{1}{2}$$

since $s - r < 2$.

c) Since $f'(x)$ exists on $(0, 2)$, therefore $f'(x)$ is continuous there. Since $f'(0) = 0$ and $f'(1) = 1$, and since $0 < t < 1$, the Intermediate-Value Theorem assures us that $f'(t) = \frac{1}{2}$ for some t between r and s .

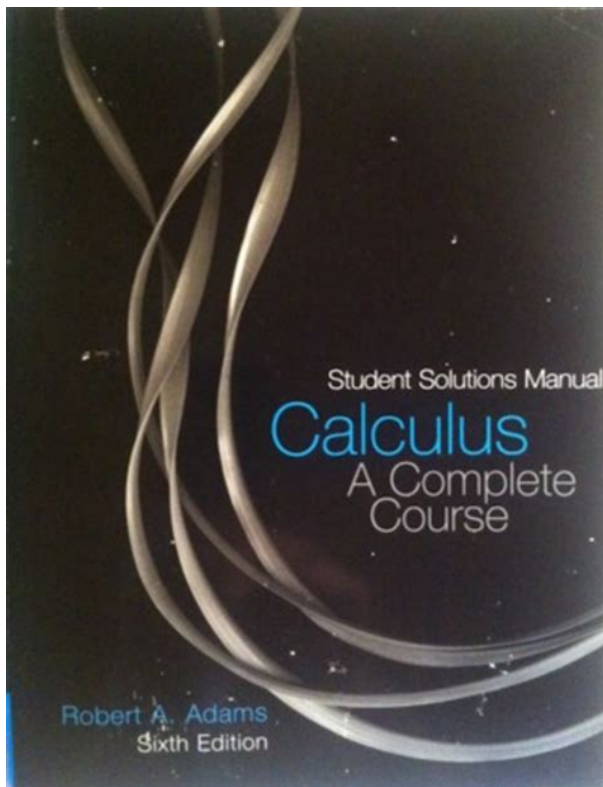
Section 2.9 Implicit Differentiation (page 148)

- $xy = x + 2y = 1$
Differentiate with respect to x :
 $y + xy' = 1 + 2y'$
Thus $y' = \frac{1 - y}{2 - x}$
- $x^3 + y^3 = 1$
 $3x^2 + 3y^2 y' = 0$, so $y' = -\frac{x^2}{y^2}$
- $x^2 + xy = y^3$
Differentiate with respect to x :
 $2x + y + xy' = 3y^2 y'$
 $y' = \frac{2x + y}{3y^2 - x}$
- $x^3 + xy^3 = 2$
 $3x^2 + x^2 y^2 + y^3 + 5xy^2 y' = 0$
 $y' = \frac{-3x^2 - y^3}{x^2 + 5xy^2}$
- $x^3 y = 2x - y$
 $2xy^2 + 3x^2 y' = 2 - y'$
 $y' = \frac{2 - 2xy^2}{3x^2 y^2 + 1}$
- $x^2 + 4y - 12 = 4$
 $2x + 4y' - 12y' = 4$, so $y' = \frac{4}{4(1 - y)}$
- $\frac{x - y}{x + y} = \frac{x^2}{y}$
Thus $xy - y^2 = x^2 + x^2 y + xy + y^2$, or $x^2 + x^2 y + 2y^2 = 0$
Differentiate with respect to x :
 $3x^2 + 2xy' + x^2 y' + 4yy' = 0$
 $y' = -\frac{3x^2 + 2xy}{x^2 + 4y}$

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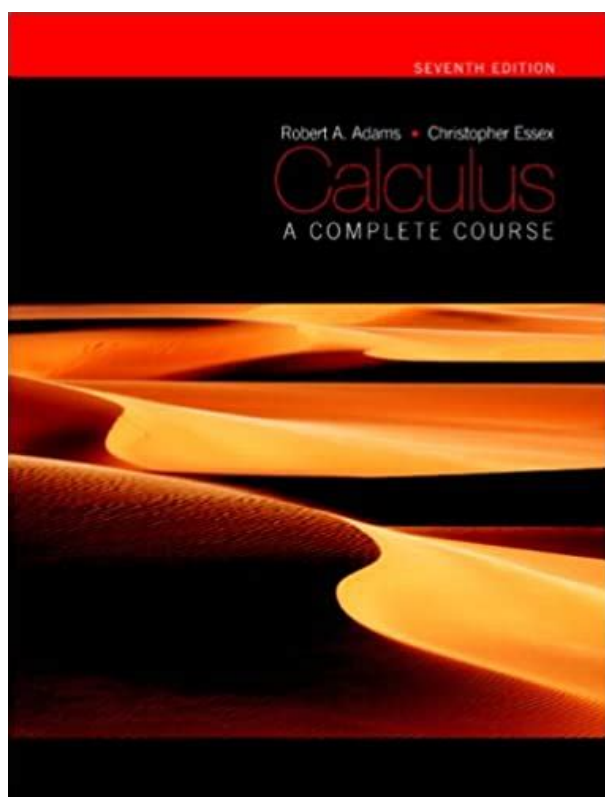


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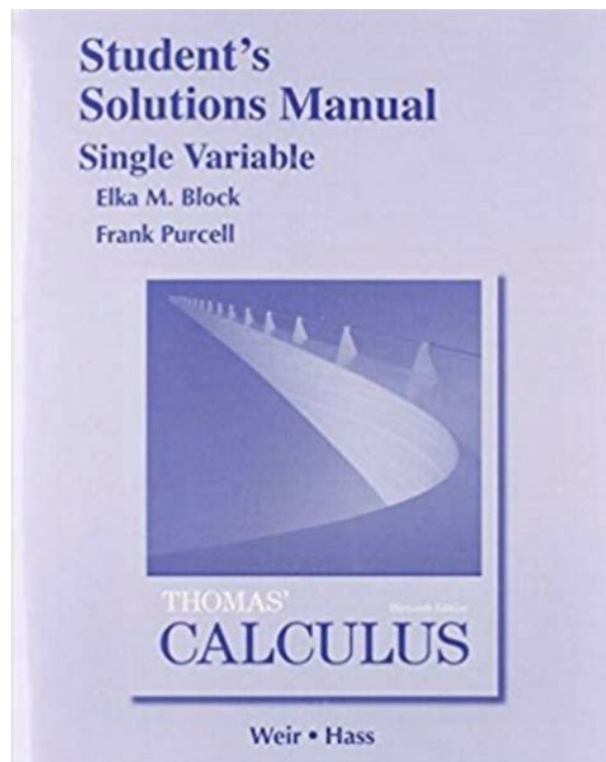
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Since then he has also done all the illustrations for his books using the MG software program that he developed with his colleague, Professor Robert Israel. Now retired from UBC, Professor Adams is currently engaged in preparing the seventh editions of his textbooks and pursuing his interest in the

Linux operating system. Dr. Christopher Essex is Director, Program in Theoretical Physics, and Professor of Applied Mathematics, Department of Applied Mathematics at the University of Western Ontario. The main text uses applied problems and integrates technology using computer algebra software to provide a complete introduction to calculus. If it is added to AbeBooks by one of our member booksellers, we will notify you! All Rights Reserved. To access the eText and MyMathLab you need a course ID from your instructor. For the threesemester calculus course. Proven in North America and abroad, this classic text has earned a reputation for excellent accuracy and mathematical rigour. Previous editions have been praised for providing complete and precise statements of theorems, using geometric reasoning in applied problems, and for offering a range of applications across the sciences. Written in a clear, coherent, and readable form, Calculus A Complete Course makes student comprehension a clear priority. Dr. Christopher Essex joined Bob Adams as a new coauthor on the 7th edition and has an expanded role in the 8th edition. Instructors and students will appreciate new and expanded examples, new exercises, and a new Chapter 17 Differential Forms and Exterior Calculus. MyLab and Mastering from Pearson improve results for students and educators. Used by over ten million students, they effectively engage learners at every stage. MyMathLab is being used in universities all over the world to improve student performance. MyMathLab has immersive content and engaging tools, along with timesaving automatic grading. MyMathLab is everything that I need to get good results from my students.

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Essex did pioneering work on the thermodynamics of photon and neutrino radiation. Among many international invitations to speak on this topic, he has taught at the UNESCO advanced school in Udine, Italy, and in 2011 his work was featured at the Joint European Thermodynamics Conference held in Chemnitz, Germany. Professor Essex is also codiscoverer of the entropy production paradox of anomalous superdiffusion. He also discovered, while a guest of the Vatican, modern mathematics Sierpinski triangles embedded in the ancient floor tiles of the Sistine Chapel and elsewhere in the Vatican museum. Professor Essex held an NSERC Natural Sciences and Engineering Research Council of Canada postdoctoral fellowship at the Canadian Climate Centre to work on its big climate model. He was first appointed to the governing council of NSERC in 2006 and reappointed in 2009. His work also includes applications of dynamical systems theory, such as chaos cryptography, and

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