· euclid.nmu.edu/njoshthom/Teaching/MAHIS - syllabus

Name: Chapter P :: Real Numbers - Exponents, Radicals and Factoring :: Math 115 1. Set notation helps us communicate collections of numbers effectively. Find the indicated sets if $A = \{1,3,5,7\}, B = \{2,4,6,8\} \text{ and } C = \{7,8,9\}$ (a) $A \cup B = in A$ or $B = \underbrace{-1,2,3,4,5,6,7,8}$ (b) $A \cap B = in A$ and $in B = \underbrace{-1,2,3,4,5,6,7,8}$ (c) $B \cap C = \underbrace{-1,8}$ 2. Find the indicated sets if $A = \{x \mid x < 4\} \text{ and } C = \{x \mid -1 < x \le 6\} = (-1,6]$ (a) $A \cup C$ (b) $A \cap C$ (c) $B \cap C$ (c) $A \cup C$ (c) $A \cap C$

PEMDAS =

4. Name the property illustrated:

$$2x + 5 = 5 + 2x$$
 commutative

$$30 \qquad (2x + 5) + 7y = 2x + (5 + 7y)$$
 associative

$$3(10) = 3(8+2) = 7.8 + 3.2$$

$$A(C+D) = AC + AD$$

$$A+B = E$$

$$E(C+D) = EC + ED$$

6. Simplify into one power of two. 4' · 2" =
$$\frac{1}{\sqrt{2}}$$

 $\frac{1}{\sqrt{2}} \int_{-\frac{1}{2}}^{\frac{1}{2}} \int_{-\frac{1}{2}}^{\frac{1}{$