**Purpose:** In this problem set, you will explore the properties of absolute value functions. In particular, you will practice solving absolute value equations and inequalities.

Definition: The absolute value function can be defined as

$$f(x) = |x| = \begin{cases} & \text{if } x > 0 \\ & \text{if } x < 0. \end{cases}$$

Generally, we want to interpret the absolute value as a distance. The absolute value |a - b| give the distance between a and b on a number line without needing to know which is larger to start with.

- 1. Use an absolute value inequality to describe all numbers within a distance of 3 from 2.
- 2. Goal: Solve the absolute value inequality  $3 \ge |x+1|$ .
  - (a) Sketch a graph that might help you. Guess the solution set. Write down the guesses from everyone in your group. Check with Sarah before proceeding.



(b) Follow-up with the algebra to confirm or deny your guess. Does your group agree?

- 3. Goal: Solve 2 > |x| 4.
  - (a) Sketch a graph that might help you. Guess the solution set. Write down the guesses from everyone in your group. Check with Sarah before proceeding.



- (b) Follow-up with the algebra to confirm or deny your guess. Does your group agree?
- 4. Goal: Solve 15 < 3 |2x 1|.
  - (a) What's your group's plan to solve this absolute value inequality? Check in with Sarah.
  - (b) Solve it!

## 5. Reflection Questions:

(a) When will your solution to an absolute value inequality be two separate intervals? (You may want to draw a picture.)

(b) When will your solution be a single interval? (You may want to draw a picture.)

- (c) Suppose your friend (who DESPISES graphing) is trying to solve  $3 \ge |x+1|$  which you solved in question 2. They've done this so far:
  - i. First, they solved |x + 1| = 3, which gave them x = -4 and x = 2.
  - ii. Computed |-5+1| = 4, and decided all x < -4 aren't solutions.

Do you think they have a reasonable strategy and made a good conclusion? What should your friend do next? (d) Solve  $4 < \frac{1}{3}|x+2|$ 

(e) Solve 0 < 3 |2 - x|.