

# Function Notation

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ / 24

## Quick Review

**Function notation** writes the output of a function with a name and an input slot. So  $f(x)$  is read “ $f$  of  $x$ ” — it names the output, not multiplication. To **evaluate**  $f(c)$ , replace every  $x$  in the rule with  $c$  (parentheses help with negatives and complicated inputs).

**Quick check:** if  $f(x) = 2x + 5$ , then  $f(3) = 2(3) + 5 = 11$ , and  $f(-2) = 2(-2) + 5 = 1$ . If the input is itself an expression, swap the *whole* expression in:  $f(2a) = 2(2a) + 5 = 4a + 5$  and  $f(x + 1) = 2(x + 1) + 5 = 2x + 7$ .

You can also work backwards: **solve for the input** given an output. If  $f(a) = 7$  with  $f(x) = 4x - 9$ , set  $4a - 9 = 7$  and solve to get  $a = 4$ .

**Common traps.**  $f(a + b)$  is *not*  $f(a) + f(b)$  in general (test it with  $f(x) = x^2$ :  $f(1 + 2) = 9$  but  $f(1) + f(2) = 5$ ). The notation  $f^{-1}(x)$  means the inverse function, not the reciprocal  $\frac{1}{f(x)}$ . And  $f(0)$  usually isn't 0 — for  $f(x) = x + 5$ ,  $f(0) = 5$ .

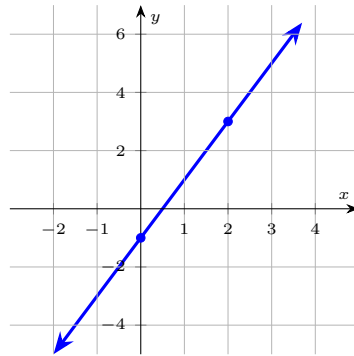
## PRACTICE

Evaluate each function. For input questions, solve carefully.

1.  $f(x) = 2x + 5$ ;  $f(3)$  \_\_\_\_\_
2.  $g(x) = x^2 + 4$ ;  $g(-2)$  \_\_\_\_\_
3.  $f(x) = 3x - 1$ ;  $f(2a)$  \_\_\_\_\_
4.  $h(x) = x^2 - 3x$ ;  $h(x + 1)$  \_\_\_\_\_
5.  $f(x) = 4x - 9$ . Find  $a$  if  $f(a) = 7$ . \_\_\_\_\_
6.  $f(x) = 2x^2 - 5x + 1$ ;  $f(-3)$  \_\_\_\_\_
7.  $m(t) = -3t^2 + 12t + 7$ ;  $m(5)$  \_\_\_\_\_
8.  $f(x) = x^2$ ;  $\frac{f(x + h) - f(x)}{h}$ ,  $h \neq 0$  \_\_\_\_\_
9.  $f(x) = 5 - 2x$ ;  $f(0) + f(3)$  \_\_\_\_\_
10.  $g(x) = \sqrt{x + 5}$ ;  $g(11)$  \_\_\_\_\_
11.  $f(x) = 2x^2 - 5x$ ; solve  $f(x) = 0$  \_\_\_\_\_
12.  $P(n) = 12n - 50$ ;  $P(8)$  \_\_\_\_\_
13.  $f(x) = \frac{x + 1}{x - 2}$ ;  $f(3)$  \_\_\_\_\_
14.  $f(x) = 3x + 2$ ;  $f(a + 1) - f(a)$  \_\_\_\_\_
15.  $g(x) = x^2 + 1$ ; is  $g(-x) = g(x)$ ? \_\_\_\_\_
16.  $f(x) = x^2$ ; does  $f(1 + 2) = f(1) + f(2)$ ? \_\_\_\_\_
17.  $f(x) = -x^2 + 4x$ ;  $f(2)$  \_\_\_\_\_
18.  $C(n) = 35n + 120$  models room rental in dollars for  $n$  hours. What does  $C(4)$  represent? \_\_\_\_\_



19. Use the graph of  $f$  below to read off  $f(1)$ , and the value of  $x$  for which  $f(x) = 5$ . \_\_\_\_\_



20. The table lists values of  $g$ . Find  $g(2)$ , and the  $x$  for which  $g(x) = 4$ . \_\_\_\_\_

$x$	-2	-1	0	1	2
$g(x)$	10	7	4	1	-2

### ◆ Word Problems

21. A taxi charges a flat \$3.50 start fee plus \$2 per mile. The total cost is  $C(m) = 2m + 3.50$  dollars, where  $m$  is miles driven. Find  $C(7)$  and explain what it means in context. \_\_\_\_\_
22. A ball's height  $t$  seconds after being thrown is  $h(t) = -16t^2 + 48t + 5$  feet. Find  $h(2)$  and explain what it tells you. \_\_\_\_\_
23. A phone plan costs  $P(t) = 0.05t + 25$  dollars for  $t$  minutes of talk in a month. If a customer paid \$42 last month, how many minutes did they use? \_\_\_\_\_
24. For the function  $f(x) = x^2 - 4x + 7$ , a student claims  $f(1 + 3) = f(1) + f(3)$ . Check whether that's true. \_\_\_\_\_



## Answer Keys

- |                                  |  |
|----------------------------------|--|
| 1. 11                            | 13. 4  |
| 2. 8                             | 14. 3  |
| 3. $6a - 1$                      | 15. <i>yes</i>                                   |
| 4. $x^2 - x - 2$                 | 16. <i>no</i>                                    |
| 5. $a = 4$                       | 17. 4  |
| 6. 34                            | 18. the total cost for 4 hours of rental         |
| 7. -8                            | 19. $f(1) = 1; x = 3$                            |
| 8. $2x + h$                      | 20. $g(2) = -2; x = 0$                           |
| 9. 4                             | 21. $C(7) = 17.50$ ; a 7-mile ride costs \$17.50 |
| 10. 4                            | 22. $h(2) = 37$ feet                             |
| 11. $x = 0$ or $x = \frac{5}{2}$ | 23. 340 minutes                                  |
| 12. 46                           | 24. false; $f(4) = 7, f(1) + f(3) = 4 + 4 = 8$   |

## Step-by-Step Explanations

- A careful way to see it: Substitute 3 for  $x$ :  $f(3) = 2(3) + 5 = 11$ . This is the part to check before moving on, because it keeps the answer tied to the original question.
- Use parentheses on the negative:  $g(-2) = (-2)^2 + 4 = 4 + 4 = 8$ . The square kills the negative.
- One steady path is: Substitute the entire expression  $2a$ :  $f(2a) = 3(2a) - 1 = 6a - 1$ . That gives a quick check on the answer.
- Swap the whole input in:  $h(x + 1) = (x + 1)^2 - 3(x + 1)$ . Expand:  $x^2 + 2x + 1 - 3x - 3 = x^2 - x - 2$ .
- This time you know the output and want the input, so work backwards. Replace  $f(a)$  with 7:  $4a - 9 = 7$ . Add 9 to both sides to get  $4a = 16$ , then divide by 4 to find  $a = 4$ . Check:  $4(4) - 9 = 7$ .
- Keep the rule visible:  $f(-3) = 2(9) - 5(-3) + 1 = 18 + 15 + 1 = 34$ . Watch the double negative:  $-5(-3) = +15$ . That gives a quick check on the answer.
- One steady path is:  $m(5) = -3(25) + 12(5) + 7 = -75 + 60 + 7 = -8$ . This is the part to check before moving on, because it keeps the answer tied to the original question.
- Start with the key idea:  $f(x + h) = (x + h)^2 = x^2 + 2xh + h^2$ . Subtract  $f(x) = x^2$ :  $2xh + h^2$ . Divide by  $h$ :  $2x + h$ . That gives a quick check on the answer.
- A careful way to see it:  $f(0) = 5$  and  $f(3) = 5 - 6 = -1$ . Sum:  $5 + (-1) = 4$ . This is the part to check before moving on, because it keeps the answer tied to the original question.
- Keep the rule visible:  $g(11) = \sqrt{16} = 4$ . The principal square root is positive. This is the part to check before moving on, because it keeps the answer tied to the original question.
- Solving  $f(x) = 0$  means setting the rule equal to zero:  $2x^2 - 5x = 0$ . Factor out the common  $x$ :  $x(2x - 5) = 0$ . By the zero-product rule, either  $x = 0$  or  $2x - 5 = 0$ , and the second gives  $x = \frac{5}{2}$ . Both are valid solutions.
- Substitute 8 for  $n$ :  $P(8) = 12(8) - 50$ . Multiply first ( $12 \times 8 = 96$ ), then subtract:  $96 - 50 = 46$ .
- Substitute 3 for  $x$  in both the top and the bottom:  $f(3) = \frac{3+1}{3-2} = \frac{4}{1} = 4$ . Since the denominator isn't zero at  $x = 3$ , the value is defined.

- Keep the rule visible:  $f(a + 1) = 3a + 5$  and  $f(a) = 3a + 2$ . Difference: 3. (For a linear function, this difference always equals the slope.) That gives a quick check on the answer.
- One steady path is:  $g(-x) = (-x)^2 + 1 = x^2 + 1 = g(x)$ . The even power kills the sign, so the function is symmetric across the  $y$ -axis. That gives a quick check on the answer.
- Start with the key idea:  $f(1 + 2) = f(3) = 9$  but  $f(1) + f(2) = 1 + 4 = 5$ . Function notation is not distributive —  $f(a + b) \neq f(a) + f(b)$  in general. That gives a quick check on the answer.
- Substitute 2 for  $x$ :  $f(2) = -(2)^2 + 4(2) = -4 + 8 = 4$ . Square before negating, so  $-(2)^2 = -4$ , not 4. (The vertex of this downward parabola sits at  $x = 2$ , so 4 is its maximum value.)
- The input is hours, the output is total cost. So  $C(4)$  is the cost when  $n = 4$ :  $C(4) = 35(4) + 120 = 260$  dollars.
- The line passes through  $(0, -1)$  and  $(2, 3)$ , so its slope is 2 and  $f(x) = 2x - 1$ . Reading the graph at  $x = 1$  gives  $f(1) = 1$ . To find where  $f(x) = 5$ , follow the line up to height 5: it sits above  $x = 3$  (check:  $2(3) - 1 = 5$ ).
- A table of a function pairs each input with one output. Read straight down the  $x = 2$  column:  $g(2) = -2$ . For the second part, hunt for 4 in the  $g(x)$  row — it sits above  $x = 0$ , so  $g(x) = 4$  when  $x = 0$ .
- Substitute  $m = 7$ :  $C(7) = 2(7) + 3.50 = 14 + 3.50 = 17.50$ . That means a seven-mile ride costs \$17.50 total — the \$14 in mileage charges plus the \$3.50 flat fee. A common slip is to read  $C(7)$  as “cost is \$7”; the input is miles, not dollars.
- Keep the rule visible:  $h(2) = -16(4) + 48(2) + 5 = -64 + 96 + 5 = 37$  feet. Two seconds after the throw, the ball is 37 feet above the ground. The initial height was  $h(0) = 5$  feet, so in two seconds the ball climbed 32 feet net. That gives a quick check on the answer.
- Set  $P(t) = 42$ :  $0.05t + 25 = 42$ , so  $0.05t = 17$ , giving  $t = \frac{17}{0.05} = 340$  minutes. Check:  $0.05(340) + 25 = 17 + 25 = 42$ . (A whole-minute count makes sense for a phone bill — no awkward fraction of a minute.)
- Compute each side carefully.  $f(1 + 3) = f(4) = 16 - 16 + 7 = 7$ . Now  $f(1) = 1 - 4 + 7 = 4$  and  $f(3) = 9 - 12 + 7 = 4$ , so  $f(1) + f(3) = 8$ .  $7 \neq 8$ . Function notation *does not* distribute over addition:  $f(a + b) \neq f(a) + f(b)$  except for very special functions like the identity  $f(x) = x$ .



Scan Me

## Build Algebra Confidence From Pre-Algebra Through Algebra II



### The Complete Algebra Success Bundle

Pre-Algebra, Algebra I, and Algebra II in one clear path

Friendly lessons, focused practice, and full-review support for every stage.



Scan for the Bundle

**6 Books**  
**3 Courses**  
**1 Path**

**Bundle Value:** Six coordinated books help students review missing skills, learn new algebra topics, and practice until the steps feel natural.

#### Complete Course Path

- ✓ Starts with Pre-Algebra foundations
- ✓ Moves smoothly into Algebra I skills
- ✓ Extends learning through Algebra II topics
- ✓ Great for review, tutoring, and summer study

**One bundle, one steady path.**

#### Step-by-Step Lessons

- ✓ Plain-English explanations students can follow
- ✓ Worked examples that show every important step
- ✓ Common mistakes called out before they stick
- ✓ Skill-building practice after each lesson
- ✓ Helpful for independent study or class support

**Less guessing. More understanding.**

#### Practice That Sticks

- ✓ Matching practice workbooks for extra repetition
- ✓ Review sets to keep older skills fresh
- ✓ Answer explanations for checking thinking
- ✓ Strong support before tests and final exams
- ✓ Designed to build fluency and confidence

**Practice today. Remember tomorrow.**

### STUDENT FAVORITE • Master Algebra II From the Ground Up



### Algebra II for Beginners

Written by a top math teacher & aligned with national and state Algebra II courses. From polynomial functions to logarithms, trigonometry, and rational expressions — explained the easy way.

- ✓ **Complete coverage** of every Algebra II concept — perfect companion to these worksheets
- ✓ **Step-by-step explanations** with worked examples on every topic
- ✓ **QR codes in every chapter** for free video lessons & bonus practice
- ✓ **2 full-length practice tests** with detailed answer keys

- ✓ 100% Guaranteed
- ✓ Lifetime Support
- ✓ Trusted by Teachers

Start Your Algebra Journey Today! →

PDF EDITION



Instant download • any device

PAPERBACK



Paperback on Amazon

Hold it in your hands

★ STUDENT'S #1 CHOICE ★

Teacher-recommended • 12,000+ Happy Students

Pair these free worksheets with *Algebra II for Beginners* and you have a complete self-paced course — concept lessons, daily practice, and full exam-style reviews, all in one path. → [EffortlessMath.com/product/algebra-ii-for-beginners](https://EffortlessMath.com/product/algebra-ii-for-beginners)