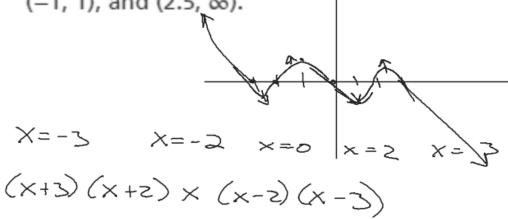
- **26.** Use the information below to sketch a graph of the polynomial function y = f(x). SEE EXAMPLE 4
 - f(x) is positive on the intervals (-∞, -3), (-2, 0), and (2, 3).
 - f(x) is negative on the intervals (-3, -2), (0, 2), and (3, ∞).
 - f(x) is increasing on the interval (-2.67, -1) and (1, 2.5).
 - f(x) is decreasing on the intervals $(-\infty, -2.67)$, (-1, 1), and $(2.5, \infty)$.



$$y = -a(x+3)(x+2)(x)(x-2)(x-3)$$

In science class, Abby mixes a fixed amount of baking soda with different amounts of vinegar in a bottle capped by a balloon. She records the amount of time it takes the gases produced by the reaction to inflate the balloon.

From her data, Abby created a function to model the situation. For x quarter-cups of vinegar, it takes $\underline{t(x)} = -0.12x^3 + x^2 - 3.38x + 13.16$ seconds to inflate the balloon.

- A. How long would it take to inflate the balloon with 5 quartercups of vinegar? $(5) = -./2(5)^2 + 5^2 - 3.88(5) + 13.16$
- B. What do the x- and y-intercepts of the graph mean in this context? Do those values make sense?

If 6.585 quarter cups of Vinigar is added the balloon will take O seconds to inflate

- **5.** Danielle is engineering a new brand of shoes. For x shoes sold, in thousands, a profit of $p(x) = -3x^4 + 4x^3 2x^2 + 5x + 10$ dollars, in ten thousands, will be earned.
- a. How much will be earned in profit for selling 1,000 shoes?
- b. What do the x- and y-intercepts of the graph mean in this context? Do those values make sense?

