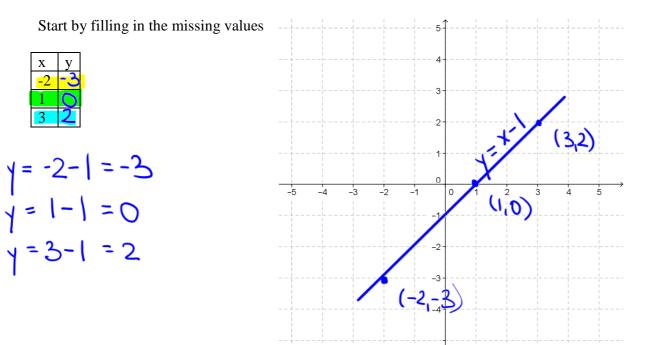
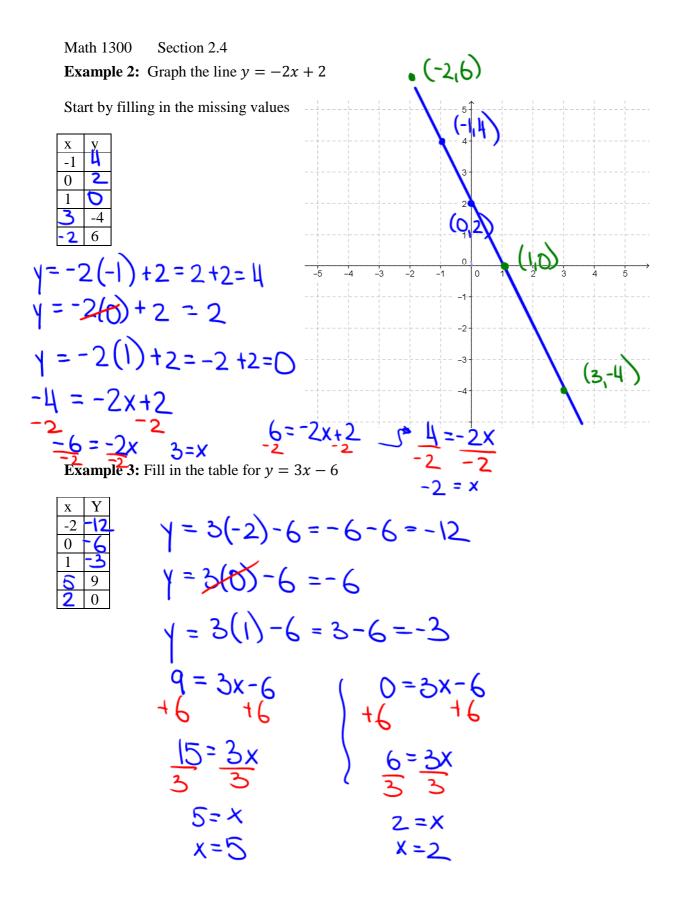


Example 1: Graph the line y = x - 1.





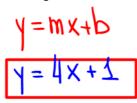
Math 1300 Section 2.4

Equations of a Line

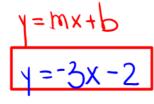
Forms of Equations:

- 1. The standard form of a linear equation is given by Ax + By = C where A and B cannot both be equal to zero. Example: 2x - 4y = 12
- 2. The **point-slope form** of a linear equation is given by $y y_1 = m(x x_1)$ where *m* is the slope and the line passes through the point (x_1, y_1) . Example: y + 3 = -2(x - 5)(5,-3 m = -2
- y-(-3) 3. The **slope-intercept form** of a linear equation is given by y = mx + b where m is the slope and *b* is the *y*-intercept. Example: y = 2x + 1m=2 y-int=1

Example 4: Find an equation for the line with a slope of 4 and a y-intercept of 1.



Example 5: Find an equation for the line with a slope of -3 and a y-intercept of -2.



- 1' =

Example 6: Find an equation for the line with a slope of -5 and passing through the point (2, 8).

$$y-y_{1} = m(x-x_{1}) \rightarrow y=mx+b$$

 $y-8 = -5(x-2) \rightarrow y=mx+b$
 $y=-5x+10$
 $y=-5x+18$
 $y=-5x+18$

Example 7: Find an equation for the line with a slope of 4/3 and passing through the point (6, 26).

$$\frac{1-1}{3} = m(x-x_{1}) \qquad 3y-18 = 4(x-6) \\ 3(y-26) = \frac{4}{3}(x-6) \qquad 3y-78 = 4x-24 \\ +18 \qquad +18 \qquad +18 \\ 3y = 4x-24 \\ +18 \qquad +18 \\ 3y = 4x-24 \\ +18 \qquad +18 \\ 3y = 4x-24 \\ +18 \qquad +18 \\ slope-inters. \\ y = \frac{4}{3}x+18 \qquad slope-inters. \\ y = \frac{4}{3}x+18 \qquad slope-inters. \\ y = \frac{4}{3}x+18 \qquad +18 \\ slope-inters. \\ y = \frac{4}{3}x+18 \qquad +18 \\$$

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Math 1300Section 2.4Example 8: Find an equation in slope-intercept form for the line that passes through the points (-6, 2) and (0, -4).

$$m = \frac{y_{2} - y_{1}}{x_{2} - x_{1}} = \frac{-4 - 2}{0 - (-6)} = \frac{-6}{6} = -4$$

$$y - y_{1} = m(x - x_{1})$$

$$y - 2 = -4(x - (-6))$$

$$y - 2 = -4(x + 6)$$

$$y - 2 = -x - 6$$

$$+2$$

Example 9: Find an equation in slope-intercept form for the line that passes through the points (-2, 2) and (4, -2).

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