Intercepts and Graphing

General Form of a line Ax + By = C where A, B, and C are integers and A is nonnegative.

Examples: Rewrite the following equations in general form.

1.
$$y = 2x + 10$$

 $\frac{1}{2x} - \frac{1}{2x} = -10$
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$$LCD = 5 \cdot \delta = 4. \quad y = \frac{1}{5}x + \frac{3}{8}$$

= 40
$$(-\frac{1}{5}x) + (-\frac{1}{5}x) = (-\frac{3}{8})^{5/6} \longrightarrow (-\frac{5}{8}x - 40) = -\frac{1}{5}$$

Strategy – As an intercept is always a point on an axis, in order to find an intercept we can set the other variable value as zero and solve.



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Examples: Find the vertical and horizontal intercepts. Explain their meaning in the given situation.

1. Let D = 0.28t + 5.95 be the percentage of adults aged 18 years old and over in the United States that have been diagnosed with diabetes, *t* years since 2000.

Vert interrept 5.95 (t=v) in 2000, 5.9590 diebets horit int 0 = 0.28t + 5.95 -5.55 = 0.18t - t = -21.25 [In 1978, sept there diagonized with diabetes

2. The pressure inside a vacuum chamber can be represented by P=35-0.07s, where *P* is the pressure in pounds per square inch (psi) of the vacuum chamber after being pumped down for *s* seconds.

3. The cost for making tacos at a local stand can be represented by C = 0.55t + 140.00, where *C* is the cost in dollars to make tacos at the neighborhood stand when *t* tacos are made.

Intercepts and Graphing, Part 2

5 Examples: Find the vertical and horizontal intercepts. Use the intercepts to graph the lines.

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1. 8x + 2y = 40hour y'o Vert X=0 20 2. 3x - 4y = 24 $\begin{array}{cccc} X=0 & & & & & \\ -\iota|_{y}=2^{1} & & & \\ & & &$ 3. 5x - 6y = 106y = 10 $6y^{2} 10$ $5x^{2} 10$ $5x^{2} 10$ $5x^{2} 10$ $5x^{2} 10$ x = 2 (2,0)X=0 - 6y=10 4. 2x + 3y = 18 $=0 \qquad y=0 \\ 3y=18 \qquad 2x=18 \\ x=9 \\ (0h) \qquad (9,0)$ χ=0 (\dot{q}_{6})

Horizontal Lines – A horizontal line has an equation of the form y = k and a slope m = 0.

Vertical Lines – A vertical line has an equation of the form x = k and a slope *m* undefined.

Examples: Sketch the graph of each line.





