Name _____ Date _____

If you turn this in on time: do the odds.
If you turn this in late or
you are doing it over: do the evens.

LESSON 3.5

Practice A

For use with pages 180–187

Student score:
How well do you feel you understand this learning target:
A
B
C
D
F

Teacher Score:

Write an equation of the line with the given slope *m* and *y*-intercept *b*.

1. $m = 2; b = 3$

2. $m = 1; b = 1$

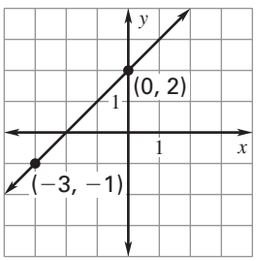
3. $m = 4; b = 2$

4. $m = 3; b = -2$

5. $m = -6; b = 4$

6. $m = \frac{1}{2}; b = -5$

7. **Multiple Choice** Which equation is an equation of the line in the graph?



A. $y = 2x + 2$

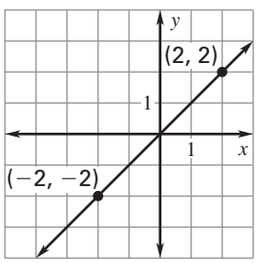
B. $y = x + 2$

C. $y = -2x + 2$

D. $y = -x + 2$

Write an equation of the line shown.

8.



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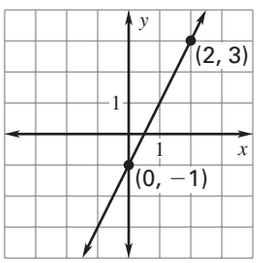

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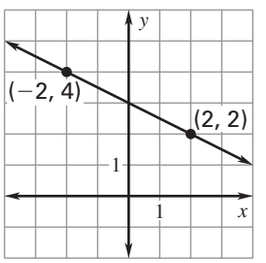

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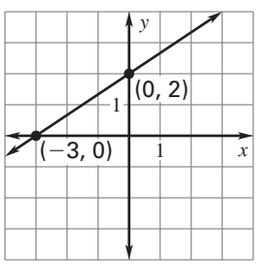

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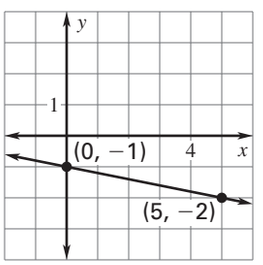
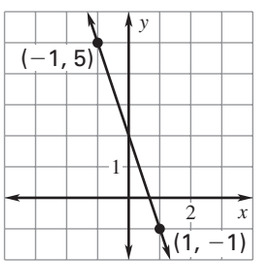


13.



Write an equation of the line that passes through the given point *P* and has the given slope *m*.

14. $P(0, 2); m = 3$

15. $P(3, 0); m = 2$

16. $P(2, 4); m = \frac{1}{2}$

Write an equation of the line that passes through point *P* and is parallel to the line with the given equation.

17. $P(1, 3); y = 2x - 2$

18. $P(2, 5); y = 4x + 1$

19. $P(0, 1); y = -x + 3$

Write an equation of the line that passes through point *P* and is perpendicular to the line with the given equation.

20. $P(4, 2); y = \frac{1}{2}x + 4$

21. $P(3, -2); y = -\frac{1}{3}x - 3$

22. $P(-2, 6); y = 2$

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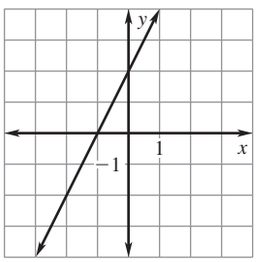
LESSON 3.5

Practice A *continued*

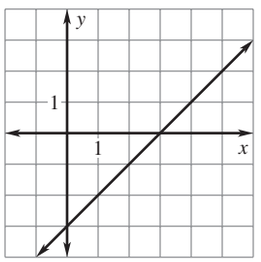
For use with pages 180–187

Identify the *x*- and *y*-intercepts of the line. Use the intercepts to write an equation of the line.

23.



24.



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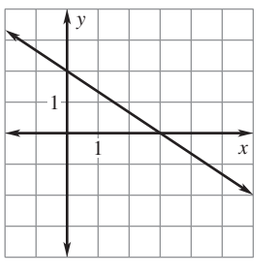
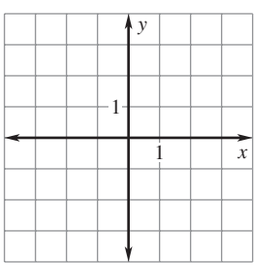
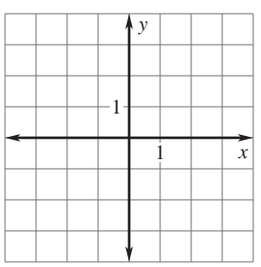


Graph the equation.

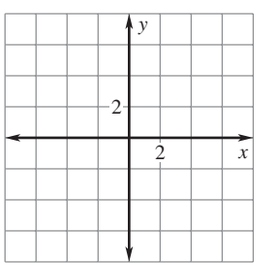
26. $-x + y = 1$



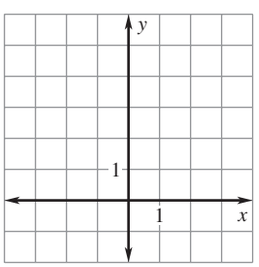
27. $3x + y = 2$



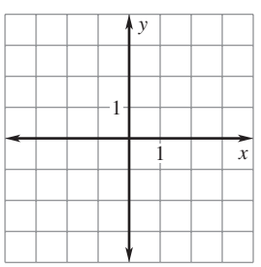
28. $x - 2y = 6$



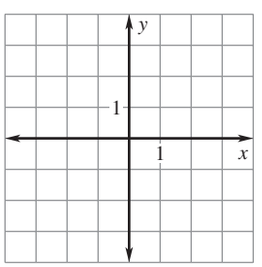
29. $4x + 2y = 8$



30. $y - 4 = x - 1$



31. $2y + 1 = 3x + 5$



32. Bowling League The graph models the total cost of participating in a bowling league. Write an equation of the line. *Explain* the meaning of the slope and the *y*-intercept of the line.