CHECK FOR UNDERSTANDING

Read and study the lesson to answer each question.

1. **Choose** the equation for the graph.
   a. \( y = 2x \)
   b. \( y = x \)
   c. \( y = x - 1 \)
   d. \( y = 2x - 2 \)

2. **List** four ways to show the relationship between two variables.

3. **You Decide** Beatriz thinks \((1, -1)\) is a solution of \(y = 2x - 1\). Grace thinks it is **not** a solution. Who is correct? Explain your reasoning.

**Grace:** \(2(1) - 1 \neq -1\)

**Guided Practice**

4. \( y = 2x + 1 \)
5. \( y = 3x \)
6. \( y = -2x + 3 \)

<table>
<thead>
<tr>
<th>( x )</th>
<th>( 2x + 1 )</th>
<th>( y )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>-2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>-3</td>
<td>2</td>
</tr>
</tbody>
</table>

Graph each equation. 7-10. See Answer Appendix.

7. \( y = 3x - 1 \)
8. \( y = x - 2 \)
9. \( y = -2x \)
10. \( y = 1.5x \)

11. **Money Matters** Angel earns $6 per hour at the Ice Cream Shop.

   a. Make a table that shows her total earnings for working 3, 6, and 9 hours.

   b. Write an equation in which \( x \) represents the number of hours and \( y \) represents Angel's total earnings.

   c. Graph the equation. a. c. See margin.

**EXERCISES**

Graph each equation. 12-23. See Answer Appendix.

12. \( y = 2x + 3 \)
13. \( y = 4x - 1 \)
14. \( y = 0.25x \)
15. \( y = 0.5x - 1 \)
16. \( y = x - 3 \)
17. \( y = -2x - 2 \)
18. \( y = -3x - 1 \)
19. \( y = x + 0.5 \)
20. \( y = 2x - 5 \)
21. \( y = 2x - 5 \)
22. \( y = 6x \)
23. \( y = 0.1x \)

Make a table of values for each sentence. Then write an equation. Let \( x \) represent the first number and \( y \) represent the second number.

24. The second number is three more than the first. \( y = x + 3 \)
25. The second number is twice the first. \( y = 2x \)
26. The second number is the product of \(-3\) and the first number. \( y = -3x \)
27. The sum of the numbers is 10. \( x + y = 10 \)

256 Chapter 6 Algebra: Exploring Equations and Functions

Reteaching the Lesson

**Activity** Provide groups of students with an ordered pair. Have them list several equations the ordered pair will satisfy. Repeat with other ordered pairs.

**Error Analysis**

Watch for students who confuse \( x \) and \( y \)-variables. Prevent by emphasizing the use of a table to list ordered pairs of \( x \) and \( y \)-values.