Equations of Lines

Worked Examples

Find the equation of the line that passes through the two points (3, 5) and (-2, 10).

Find the equation of the line that passes through the two points (3, 5) and (-2, 10).

In order to write the equation of a line, we need the slope and one point. Here, we can use the two points to compute the slope, and then we can use either point to write the equation.

Find the equation of the line that passes through the two points (3, 5) and (-2, 10).

In order to write the equation of a line, we need the slope and one point. Here, we can use the two points to compute the slope, and then we can use either point to write the equation.

The slope is rise/run, or $\Delta y/\Delta x$:

$$m = \frac{10-5}{-2-3} = \frac{5}{-5} = -1.$$

Then we can plug the pieces into point-slope form to write the equation:

Find the equation of the line that passes through the two points (3, 5) and (-2, 10).

In order to write the equation of a line, we need the slope and one point. Here, we can use the two points to compute the slope, and then we can use either point to write the equation.

The slope is rise/run, or $\Delta y/\Delta x$:

$$m = \frac{10-5}{-2-3} = \frac{5}{-5} = -1.$$

Then we can plug the pieces into point-slope form to write the equation:

$$y-5=-1(x-3)$$

Find the equation of the line that passes through the two points (3, 5) and (-2, 10).

In order to write the equation of a line, we need the slope and one point. Here, we can use the two points to compute the slope, and then we can use either point to write the equation.

The slope is rise/run, or $\Delta y/\Delta x$:

$$m = \frac{10-5}{-2-3} = \frac{5}{-5} = -1.$$

Then we can plug the pieces into point-slope form to write the equation:

$$y-5=-1(x-3)$$

You could use the other point instead, or you could do some algebra to put this line in slope-intercept form – the equations would look different, but they would all represent the same line.

How much water will be in the bowl at 3:30?

This is linear growth, because the faucet is dripping at a constant rate.

Let *t* be the time, measured in hours past noon, and let *W* be the amount of water in the bowl, measured in cups.

There are two points given: when t = 1, W = 0.5, and when t = 1.75, W = 0.75.

How much water will be in the bowl at 3:30?

Let *t* be the time, measured in hours past noon, and let *W* be the amount of water in the bowl, measured in cups.

There are two points given: when t = 1, W = 0.5, and when t = 1.75, W = 0.75.

The slope is rise/run,
$$\Delta W/\Delta t = \frac{(0.75 - 0.5)}{(1.75 - 1)} = \frac{.25}{.75} = \frac{1}{3}$$
 cups/hour.

So the equation will be:
$$W = \frac{1}{3}t + b$$
.

To find the *W*-intercept, just plug in one of the points you know and solve for *b*:

How much water will be in the bowl at 3:30?

$$W = \frac{1}{3}t + b.$$

To find the *W*-intercept, just plug in one of the points you know and solve for *b*:

$$\frac{1}{2} = \frac{1}{3} \cdot 1 + b$$
, or $b = \frac{1}{6}$.

The equation of the line that tells us how much water is in the bowl after t

hours is given by
$$W = \frac{1}{3}t + \frac{1}{6}$$
.

How much water will be in the bowl at 3:30?

The equation of the line that tells us how much water is in the bowl after t

hours is given by
$$W = \frac{1}{3}t + \frac{1}{6}$$
.

As a check, let's make sure this gives us the right answer at the other known point – if I plug in t = 1.75, I get W = 0.75, which is right.

Finally, we're ready to answer the question. At 3:30, t = 3.5, and W = 4/3 cup.

So at 3:30, there will be 4/3 cups of water in the bowl.

$$y = 2x - 4$$
 and $4x - 2y = 19$

Do they represent parallel lines?

$$y = 2x - 4$$
 and $4x - 2y = 19$

Do they represent parallel lines?

First, let's confirm that these really are both equations of lines – yes, both equations are linear equations with two variables. The first equation is in slope-intercept form, and the second one is in standard form.

$$y = 2x - 4$$
 and $4x - 2y = 19$

Do they represent parallel lines?

First, let's confirm that these really are both equations of lines – yes, both equations are linear equations with two variables. The first equation is in slope-intercept form, and the second one is in standard form.

Parallel lines have the same slope. So let's find the slope of each of these.

$$y = 2x - 4$$
 and $4x - 2y = 19$

Do they represent parallel lines?

First, let's confirm that these really are both equations of lines – yes, both equations are linear equations with two variables. The first equation is in slope-intercept form, and the second one is in standard form.

Parallel lines have the same slope. So let's find the slope of each of these.

Since y = 2x - 4 is in slope-intercept form, we can just read the

slope right off – the slope of this line is 2.

$$y = 2x - 4$$
 and $4x - 2y = 19$

Do they represent parallel lines?

Parallel lines have the same slope. So let's find the slope of each of these.

Since y = 2x - 4 is in slope-intercept form, we can just read the slope right off – the slope of this line is 2.

Since 4x - 2y = 19 is in standard form, we can't read the slope directly. But we can do a small amount of algebra to put it in slope-intercept form, and then we can read the slope:

$$y = 2x - 4$$
 and $4x - 2y = 19$

Do they represent parallel lines?

Parallel lines have the same slope. So let's find the slope of each of these.

Since y = 2x - 4 is in slope-intercept form, we can just read the slope right off – the slope of this line is 2.

Since 4x - 2y = 19 is in standard form, we can't read the slope directly. But we can do a small amount of algebra to put it in slope-intercept form, and then we can read the slope:

$$4x - 2y = 19$$

$$-2y = -4x + 19$$

$$y = \frac{(-4x + 19)}{-2} = 2x - \frac{19}{2}.$$

$$y = 2x - 4$$
 and $4x - 2y = 19$

Do they represent parallel lines?

Parallel lines have the same slope. So let's find the slope of each of these.

Since y = 2x - 4 is in slope-intercept form, we can just read the slope right off – the slope of this line is 2.

Since 4x - 2y = 19 is in standard form, we can't read the slope directly. But we can do a small amount of algebra to put it in slope-intercept form, and then we can read the slope:

$$4x-2y=19$$

$$-2y=-4x+19$$

$$y = \frac{(-4x+19)}{-2} = 2x - \frac{19}{2}.$$

The slope of this line is also 2, so the lines have the same slope and they are parallel. (They are not the same line, because the two *y*-intercepts are different.)

Find the cost for a month during which you make 45 minutes of calls.

Find the cost for a month during which you make 45 minutes of calls.

This represents linear growth – the cost per minute (rate of change) is a constant. So let's find the equation of the line.

We'll let *t* be the number of minutes, and *C* will be the monthly cost (in dollars).

We need the slope and a point.

Find the cost for a month during which you make 45 minutes of calls.

This represents linear growth – the cost per minute (rate of change) is a constant. So let's find the equation of the line.

We'll let *t* be the number of minutes, and *C* will be the monthly cost (in dollars).

We need the slope and a point.

The slope is the rate of change, so the slope is .15.

The flat fee each month represents the *y*-intercept, how much you pay if you make no calls, or the C value if t = 0. The *y*-intercept is 10.

So the equation of the line is C = .15t + m.

Find the cost for a month during which you make 45 minutes of calls.

This represents linear growth – the cost per minute (rate of change) is a constant. So let's find the equation of the line.

We'll let *t* be the number of minutes, and *C* will be the monthly cost (in dollars).

We need the slope and a point.

The slope is the rate of change, so the slope is .15.

The flat fee each month represents the *y*-intercept, how much you pay if you make no calls, or the C value if t = 0. The *y*-intercept is 10.

So the equation of the line is C = .15t + m.

Now we can use the equation to find the cost when t = 45.

If you make 45 minutes of calls, the telephone plan will cost \$16.75.