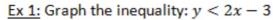
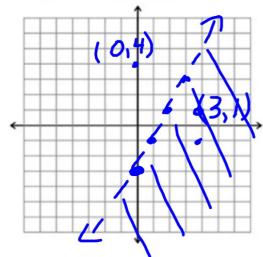
| College Concepts | 3.7: Linear Inequalities in Two Variables | |
|---|--|--|
| Objective: I can graph the s | solution set for a linear inequality. Inear Inear | |
| is an expression that uses of inequalities. | ne of the inequality symbols. Here are some examples of linear | |
| y≥-2x+ | 2x+3y<-6 | |
| $X \leq -2$ | . 4>3 | |
| | 5/00e - | |
| Notice that inequalities can be | be written in Standardorm or Intercept | |
| form, just as linear equations | s can be. | |
| Our goal today is to graph linear inequalities. It is very similar to graphing a line, except the | | |

inequality does change a few things.

| To graph in slope-intercept form: 1) Plot on the y-axis 2) Use m = rise to get more points. Tun 3) Draw the line. 4) Shade the solution set. | To graph in standard form: 1) Find the <u>X</u> and <u>Y</u> intercepts or solve for <u>Y</u> . 2) Draw the line. 3) Shade the solution set. |
|--|---|
| Draw the line: SOLID: DASHED: | POSITIVE LINE: 1655 NEGATIVE LINE: 9704-67 |





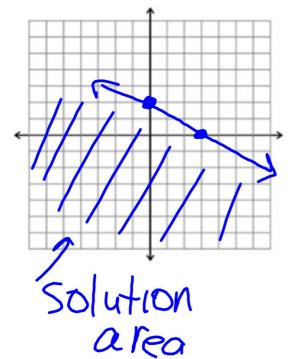
1 < 2(3) - 3 | 4 < 2(0-3) 1 < 3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -3 | 4 < -

- 2) Use M = 23) Solid or dashed line? dashed
 4) Shade above or below?

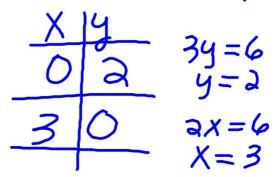
 Less than 4

any point in the shaded region is a solution to 4 < 2x - 3.

Ex 2: Graph the inequality: $2x + 3y \le 6$

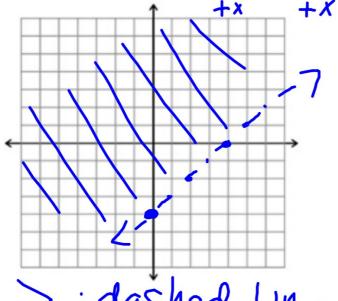


in Find the intercepts



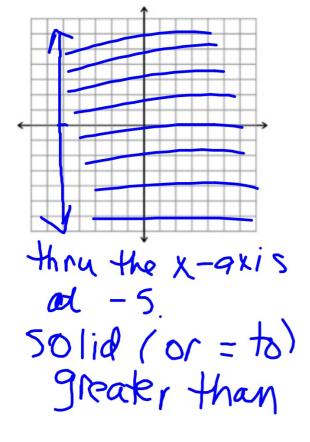
Solid < Shade below

Ex 3: Graph the inequality: -x + y > -4

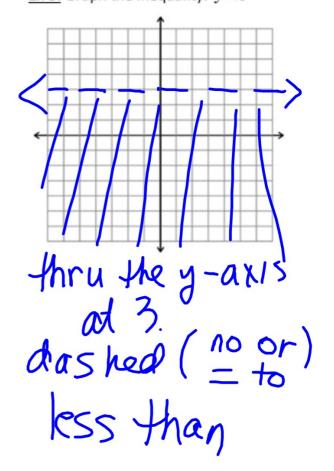


> : dashed line Shade about

Ex 4: Graph the inequality: $x \ge -5$



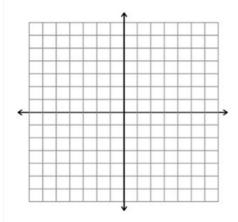
Ex 5: Graph the inequality: y < 3

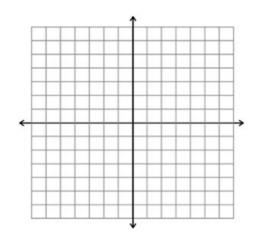


HW page 256 #2, 10, 13-16, 21-24, 27, 29, 31, 33, 35, 42, 43

2.
$$3x + 2y \ge 6$$

10.
$$4x + y > 4$$





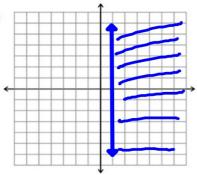
13.
$$x \ge 1$$

14.
$$x < 5$$

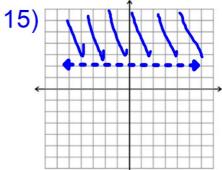
15.
$$y > 2$$

13.
$$x \ge 1$$
 14. $x < 5$ **15.** $y > 2$ **16.** $y \le -4$

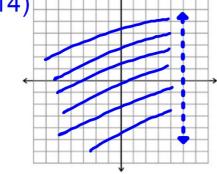




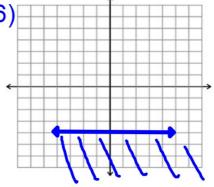




14)



16)

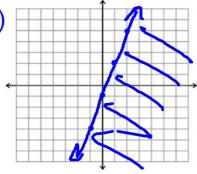


21.
$$y \le 3x -$$

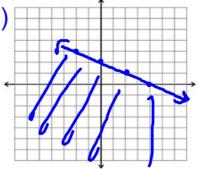
22.
$$y \ge 3x + 2$$

23.
$$y \le -\frac{1}{2}x + 2$$
 24. $y < \frac{1}{3}x + 3$

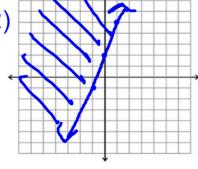
21)



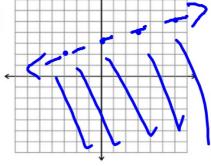
23)



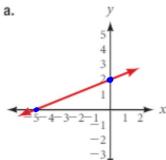
22)

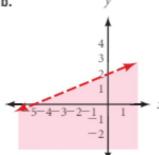


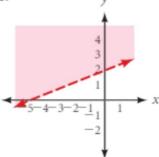
24)



27. Find the equation of the line shown in part *a*, then use this information to find the inequalities whose solution sets are shown in parts b and c.







b = 2

Dashed line and shaded below

Dashed line and shaded above

$$y = 2x + 2$$

$$y < \frac{2}{5}x + 2$$

$$y > 2x + 2$$

Learning Objectives Assessment

The following problems can be used to help assess if you have successfully met the learning objectives for this section.

- **29.** The boundary for the solution set of x 2y > 4 should be drawn as:
 - a. a solid line.
 - b. a dashed line.

It should be a DASHED line because we do not have an "equal to" line under the symbol.

Maintaining Your Skills

31. Simplify the expression 7 - 3(2x - 4) - 8.

$$7 - 6x + 12 - 8$$

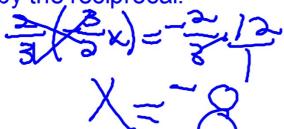
7 - 6x + 12 - 8 combine like terms : 7 + 12 - 8

Final answer: -6x + 11 or 11 - 6x

Solve each equation.

33.
$$-\frac{3}{2}x = 12$$

Multiply both sides by the reciprocal.



35.
$$8 - 2(x + 7) = 2$$

 $8 - 2x - 14 = 2$
 $-6 - 2x = 2$

$$-2x = 8$$

 $x = -4$

- 42. What number is 12% of 2,000?
- **43. Geometry** The length of a rectangle is 5 inches more than 3 times the width. If the perimeter is 26 inches, find the length and width.

42)
$$x = (0.12)(2000)$$
 $x = 240$ x