**2-1 and 2-2 Additional Practice**

Graph the line that represents each linear equation.

1. *y* = −5*x* + 1

2. *y* = *x* − 5

What slope-intercept form equation represents the line?

3.

4.

Write the equation in slope-intercept form of the line that passes through the
given points.

5. (−1, 3) and (−3, 1)

6. (−4, 8) and (4, 6)

7. a. Zachary purchased a computer for $1,800 on a payment plan. Three months
after he purchased the computer, his balance was $1,350. Five months after
he purchased the computer, his balance was $1,050. What is an equation that
models the balance *B* after *m* months?

 b. What does the slope signify in Zachary's equation, and why?

Graph the line that represents each linear equation.

8. *y* − 2 = 2(*x* + 3)

9. *y* +1 = − (*x* + 5)

Write the equation in point-slope form of the line that passes through the given
point with the given slope.

 10. (−3, −5); *m* = −2

11. (4, −11); *m* = 

Write an equation in point-slope form of the line that passes through the
given points.

 12. (4, 0) and (−2, 1)

13. (−3, −2) and (5, 3)

14. Put the following in slope-intercept form: *y* +7 = −  (*x* − 12)

15. Members of the student council are conducting a fundraiser by selling school
calendars. After selling 80 calendars, they had a loss of $360. After selling
200 calendars, they had a profit of $600. Write an equation that describes the
relation between *y*, the profit or loss, and *x*, the number of calendars sold. How
much profit did they make from selling each calendar? How much would they
have lost if they had sold no calendars?

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