

1. Questions on last time's homework
2. There are often several different-looking correct answers to interpretation questions. Learning how to determine whether an answer is close enough to the given answer to be correct is an important (and difficult) task. We'll talk about that in class a lot.
I will posted answers for all of the problems in Lesson 1 in Blackboard. <http://acconline.austincc.edu/>
If you can't get these, email me and tell me what trouble you're having and I'll make sure you get this.

3. Both Lessons 2 and 3 are review of material you learned in Elementary Algebra, so we will do both today.
 - a. Overview of Lesson 2.
 - i. Finding the intersection point of two straight lines in two ways: Graphing and using algebraic manipulation.
 - ii. Interpreting the intersection point.
 - iii. Writing cost and revenue functions for fishermen.
 - b. Overview of Lesson 3.
 - i. Writing the equation of a line when you have two points on the line.
 - ii. Interpretations: Interpret the slope and interpret the intercept.
 - iii. Real-world applications: In the Lesson 2, we had cost formulas and revenue formulas that were exactly straight lines.
 - iv. Real-world applications: In Lesson 3, we consider situations where we just have some data that could be "all over the graph" but is, in fact, rather close to a straight line. So we'll summarize that by finding the equation of a straight line that fits it pretty well.

4. Lesson 2: Practice. Find the intersection point of these two straight line formulas algebraically and graphically.

$$M = 1 + 3x$$

$$Q = 15 - 4x$$
 (Answer: $x = 2, M = Q = 7$)

5. Review pages 11 and 12 in the text to see how they did the same thing with more realistic equations. You'll want to use your calculator to do a lot of the arithmetic when we are working on the more realistic equations.
6. On page 15, do you remember solving an equation like this for y? Review Example 1. Look at the slope and intercept at the end of page 15 for Example 1. Do you remember this?
7. On page 16, do problems 1 and 2 and identify the slope and intercept for each. (Answer: 1. slope $-1/4$, y-intercept $3/4$. 2. slope 2, y-intercept -4 .)
8. Look at page 19, problem 6a. What do they mean by this? Do you see that they want you to say $y = 3 - 2x$ and then solve that graphically and algebraically? Solve it one way or the other now.

Check with your neighbor. Did you get the same answer?

9. Lesson 3. Discuss the baseball example on pages 24-26. Here are the graphs.

