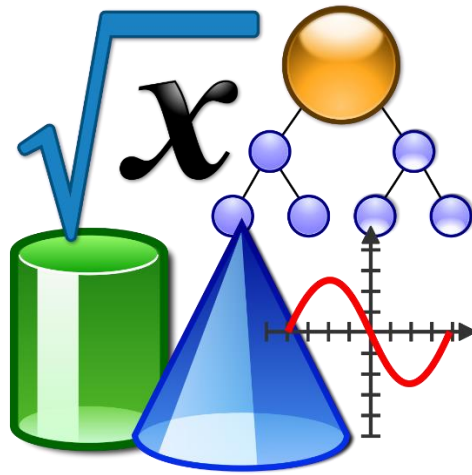


NPS Learning in Place

MATH 8/Prealgebra 6/Prealgebra 7



Name: _____ School: _____ Teacher: _____

May 18 – June 5

Week 1	<ul style="list-style-type: none">• Relation-Function• Domain and Range
Week 2	<ul style="list-style-type: none">• Slope and y-intercepts
Week 3	<ul style="list-style-type: none">• Independent and Dependent Variables• Graphing Equation of a line• Multiple Representations

May 18th Focus: SOL 8.15 - The student will...

- a) determine whether a given *relation* is a *function*; and
- b) determine the domain and range of a function.

Vocabulary Review:

- A *relation* is any set of ordered pairs. For each first member, there may be many second members.
- A *function* is a relation between a set of inputs (x – values), called the domain, and a set of outputs (y – values), called the range, with the property that each input is related to exactly one output.
 - X - values cannot repeat in order to represent a function
- Some relations are functions; all functions are relations.

Examples and Non-Examples of Functions:

function

x	y
2	3
1	5
0	3
-1	-3

not a function

x	y
2	3
1	5
0	4
1	-3



Ordered Pairs:

Function: {(1,2) (2,3) (3,4) (4,5)}

Not a Function: {(1,2) (2,3) (3,4) (2,4)}



1) According to the vocabulary review, which value in an ordered pair cannot repeat in order to represent a function?

2) **TRUE or FALSE:** Y – values in a set of ordered pairs can repeat in a function.

3) Does the following relation represent a function?

(circle one)

YES or **NO**

x	y
-2	-5
0	1
5	-5
9	6

4) Does the following relation represent a function?

(circle one)

YES or **NO**

{(1,4) (2,8) (1,12) (3,16)}

Explain your reasoning:

5) Which of the following does NOT represent a function?

A.

x	y
-2	1
3	4
0	2
1	-3
-1	0

B.

x	y
3	-1
0	2
-1	4
2	3
1	1

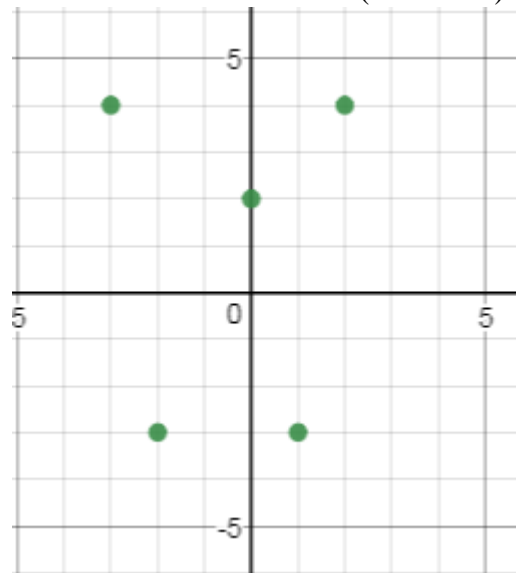
C.

x	y
-1	5
2	2
5	2
3	-6
2	-4

D.

x	y
-2	4
3	-5
1	2
-3	4
0	1

6) Does the graph below represent a function? **YES** or **NO** (circle one)



Explain your reasoning:

May 19th Focus: SOL 8.15 - The student will...

- a) determine whether a given *relation* is a *function*; and
- b) determine the domain and range of a function.

Vocabulary Review:

- The **domain** is the set of all the input values for the independent variable or x-values (first number in an ordered pair).
 - Example: (**5**, 2)
- The **range** is the set of all the output values for the dependent variable or y-values (second number in an ordered pair).
 - Example: (5, **2**)

1) Complete the function table below. Then, list all of the **domain** and **range values**.

$y = 2x$ Domain = _____ Range = _____

x	y
-1	
	0
2	
	10

2) Marissa used the set of ordered pairs below to graph a relation.

$\{(3,4), (2,3), (2,0), (4,2), (3,6)\}$

What is the **domain** of the relation?

- A. $\{0, 2, 3, 4, 6\}$
- B. $\{2, 3, 4\}$
- C. $\{0, 2, 3, 4\}$
- D. $\{0, 3, 6\}$

3) Circle the **domain** of the relation listed below:

$\{(-2,-2) (-1, 0) (0, 2) (1, 4) (2, 6)\}$

4) Complete the function table below. Then, list all of the **domain** values.

$y = -2x + 1$

x	-2			1	2
y		-1	1		

Domain: _____

5) The table below defines a function.

Changes in Joshua's Height Per Year				
Year	2002	2003	2004	2005
Change in height (inches)	2.5	2.25	1.5	0.75

What is the **domain** of the function?

- May 20th Focus:** SOL 8.15 - The student will...
- determine whether a given *relation* is a *function*; and
 - determine the domain and range of a function.

1) Look at the table below and list the **range** of the relation.

x	y
-2	-5
0	1
5	-5
9	6

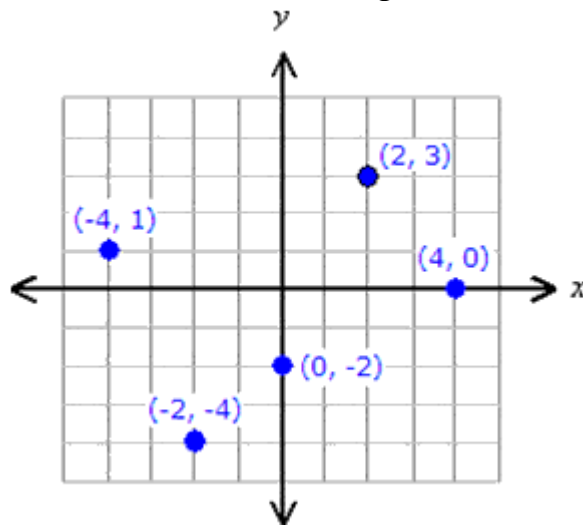
Range: _____

2) (circle one) **TRUE** or **FALSE**: Range values cannot repeat in order to represent a function.

Example:

x	y
-2	-5
0	1
5	-5
9	6

3) Look at the graph. Determine the domain and range of the function.



Domain: _____

Range: _____

4) Marcus used the set of ordered pairs below to graph a relation.

$\{(3,4), (2,3), (2,0), (4,2), (3,6)\}$

What is the range of the relation?

- A. $\{2, 3, 4\}$
- B. $\{0, 2, 3, 4, 6\}$
- C. $\{0, 2, 3, 4\}$
- D. $\{0, 2, 3, 4, 5, 6\}$

5) Alex created a table to represent the function $y = 2x + 4$. What is the range for this table of values?

x	y
-2	0
0	4
2	8
4	12

May 21st Focus: SOL 8.15 - The student will...

- a) determine whether a given *relation* is a *function*; and
- b) determine the domain and range of a function.

1) Circle ALL of the following that **does** represent a function.

A.

x	y
-2	1
3	4
0	2
1	-3
-1	0

B.

x	y
3	-1
0	2
-1	4
2	3
1	1

C.

x	y
-1	5
2	2
5	2
3	-6
2	-4

D.

x	y
-2	4
3	-5
1	2
-3	4
0	1

2) In the linear equation shown, which variable would represent the output (**range**) values?

$$y = mx + b$$

- A. y
- B. m
- C. x
- D. b

3) Complete the following function table then list the domain and range of the function:

$$y = \frac{1}{2}x + 2$$

Input	Output
-2	
0	
2	
4	

Domain: _____

Range: _____

4) Complete the following function table then list the domain and range of the function:

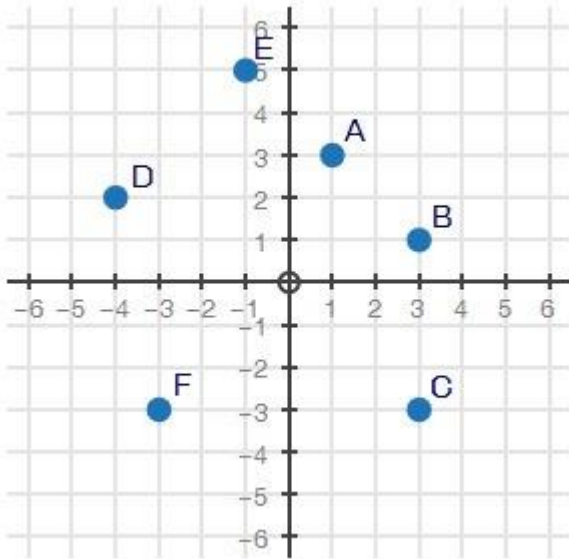
$$y = \frac{-5}{4}x - 1$$

X	Y
-5	
1	
	-9.75
13	

Domain: _____

Range: _____

5) Does the following graph represent a function? (circle one) **YES** or **NO**



May 22nd Focus:

Vocabulary Review:

- A **relation** is any set of ordered pairs. For each first member, there may be many second members.
- A **function** is a relation between a set of inputs (x – values), called the domain, and a set of outputs (y – values), called the range, with the property that each input is related to exactly one output.
 - X - values cannot repeat in order to represent a function
- Some relations are functions; all functions are relations.
- The **domain** is the set of all the input values for the independent variable or x-values (first number in an ordered pair).
 - Example: (**5**, 2)
- The **range** is the set of all the output values for the dependent variable or y-values (second number in an ordered pair).
 - Example: (5, **2**)

1) Identify all of the true statements.

- A. All relations are functions, but not all functions are relations.
- B. All functions are relations, but not all relations are functions.
- C. In any set of ordered pairs, the second coordinate is called the domain.
- D. A function is a relation between a set of inputs and a set of outputs with the property that each input is related to exactly one output.

2) Moana created a table to represent the function $y = -2x + 3$. If the domain of the function is $\{-2, 0, 2, 4\}$, which of the domain values results in the greatest range value?

- A. -2 B. 0 C. 2 D. 4

3) Which **function**, when inputting -3, would result in an output of 10?

- A. $y = 3x + 1$ B. $y = 3x - 1$
C. $y = -3x + 1$ D. $y = -3x - 1$

4) Which **function** would yield an output of 15 when you input 2?

- A. $y = \frac{-3}{2}x + 12$ B. $y = \frac{3}{2}x - 12$
C. $y = \frac{-3}{2}x - 12$ D. $y = \frac{3}{2}x + 12$

5) Which **domain** value results in the **smallest range** value from the following domains if given the function $y = -5x + 3$?

$\{-1, 0, 1, 2\}$

- A. -1 B. 0 C. 1 D. 2

Slope

Focus: 8.16a The student will recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;

Vocabulary Words: Slope, Positive Slope, Negative Slope, Zero Slope and No Slope

Notes:

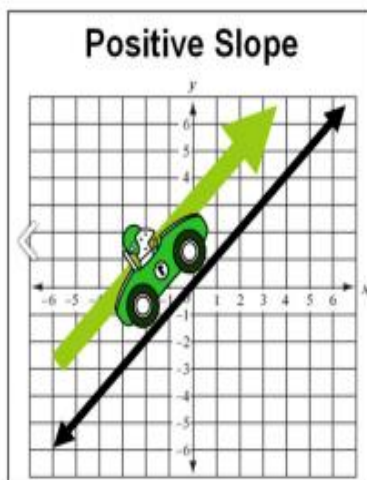
Slope: Slope (m) represents the rate of change in a linear function or the “steepness” of the line. The slope of a line is a rate of change, a ratio describing the vertical change to the horizontal change.

$$\text{slope} = \frac{\text{change in } y}{\text{change in } x} = \frac{\text{vertical change}}{\text{horizontal change}}$$

4 Types of Slope:

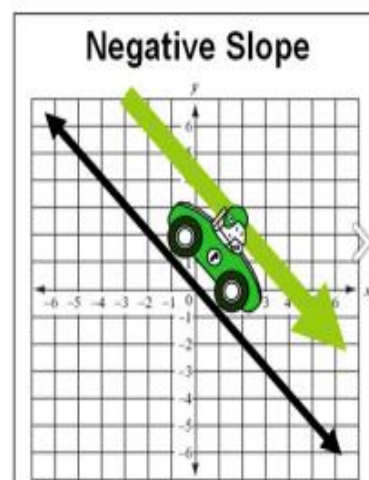
Positive Slope: Rises from left to right

- Examples:
 $\frac{3}{2}$ or 4
- Going up a hill



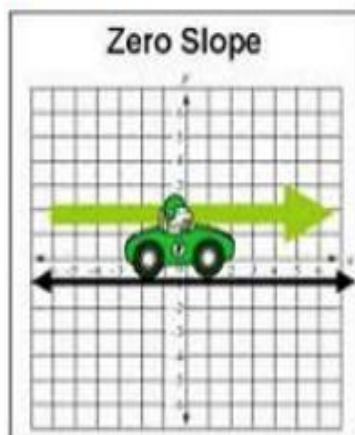
Negative Slope: Falls from left to right

- Examples:
 $-\frac{1}{2}$ or -4
- Going down a hill



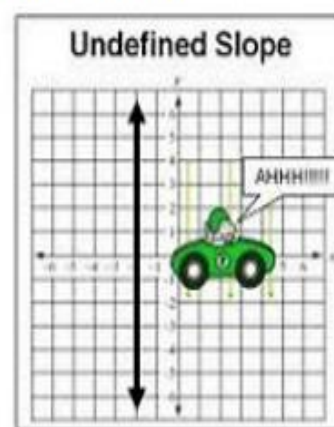
Zero Slope: Horizontal Line

- Y-values are the same
- Going in a straight line (No Vertical Change)



Undefined Slope: Vertical Line

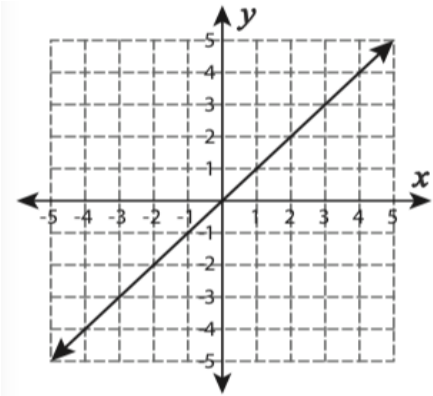
- X-values are the same
- Falling off a cliff (No Horizontal Change)



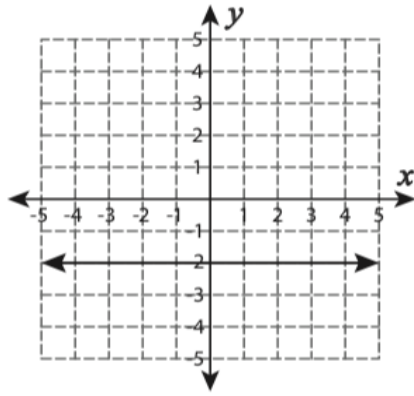
Types of Slopes

Identify the slope as positive, negative, zero or undefined from each graph.

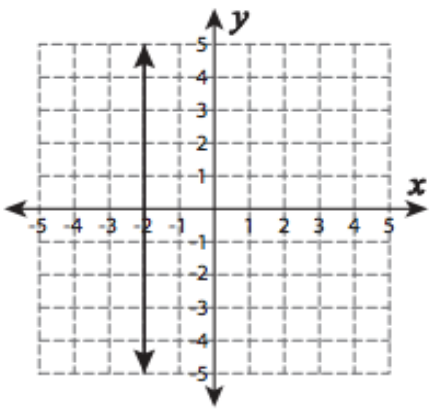
1)



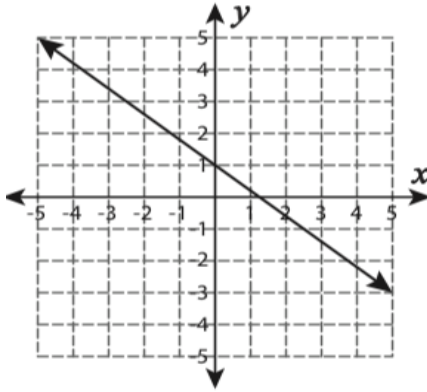
2)



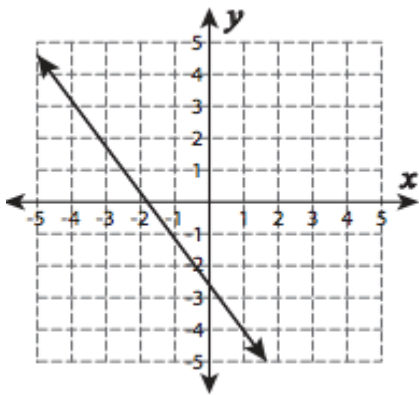
3)



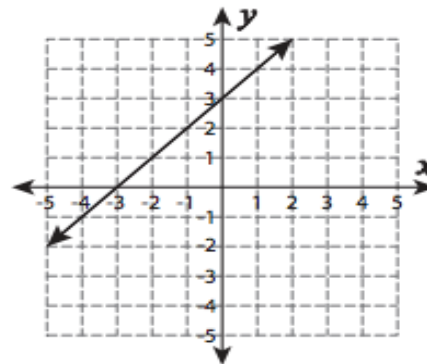
4)




5)

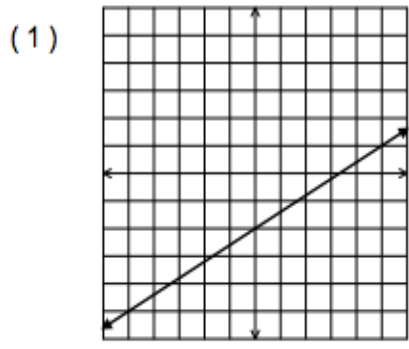


6)

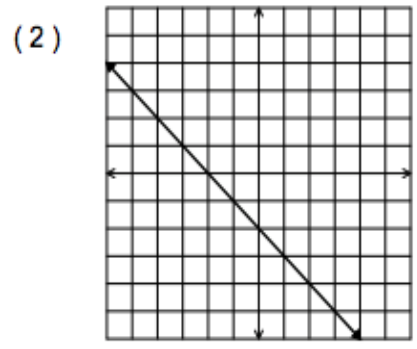


Identifying Slope Types

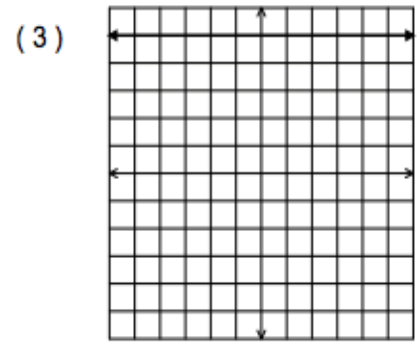
 Write the type of slope in each graph: **positive**, **negative**, **zero**, or **undefined**.



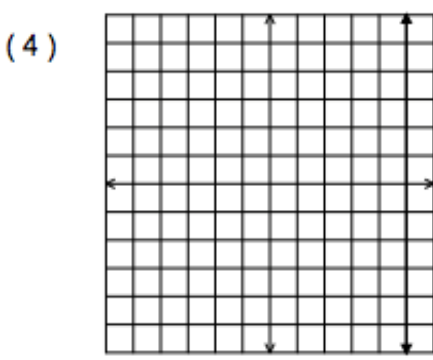
Type: _____



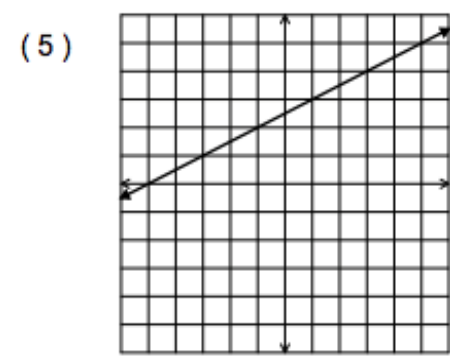
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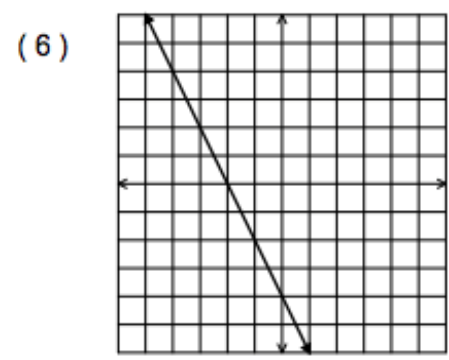
Type: _____



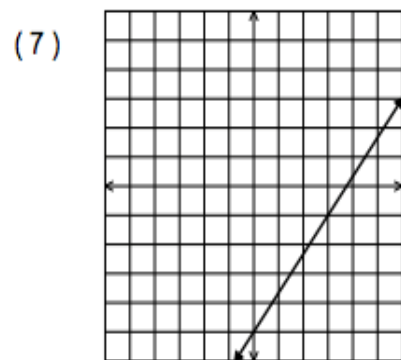
Type: _____



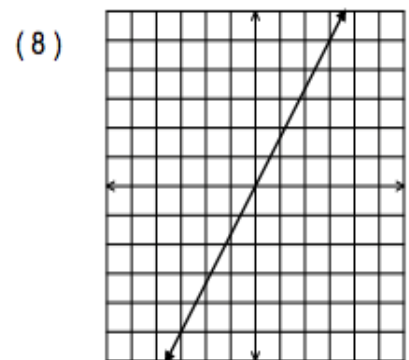
Type: _____



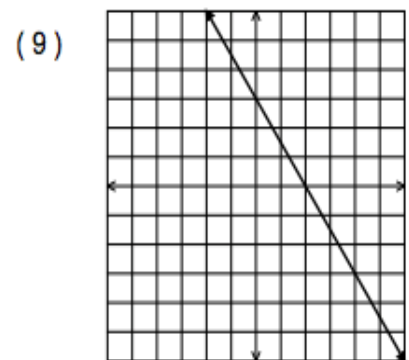
Type: _____



Type: _____



Type: _____



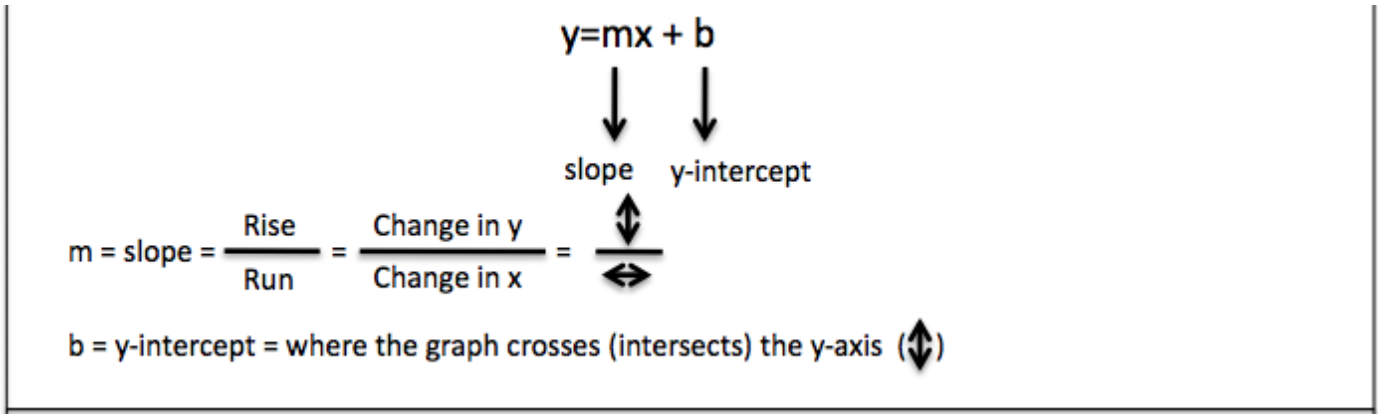
Type: _____

Slope

Focus: 8.16a The student will identify the slope and y-intercept of a linear function given a table of values, a graph, or an equation in $y = mx + b$ form;

Vocabulary Words: Slope, Y-intercept

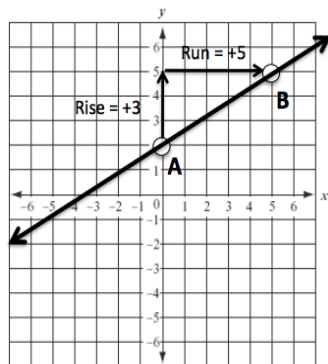
A linear function can be written in the form $y = mx + b$, where m represents the slope or rate of change in y compared to x , and b represents the y-intercept of the graph of the linear function.



Ex.1 Graph the line expressed by the following equation : $y = \frac{3}{5}x + 2$

Step 1. The y-intercept is 2, so the line contains (0, 2). Plot (0, 2).

Step 2. Slope = $\frac{3}{5}$ Count 3 units up and 5 units right from (0, 2) and plot another point.



$$m = \frac{3}{5} = \frac{\text{Rise}}{\text{Run}}$$

$$b = 2$$

Ex 2. The table of values represents a linear function.

In the table, the point (0, 2) represents the y-intercept. The slope is determined by observing the change in each y-value compared to the corresponding change in the x-value.

$$\text{slope} = m = \frac{\text{change in } y\text{-value}}{\text{change in } x\text{-value}} = \frac{-3}{+1} = -3$$

So , the equation is $y = -3x + 2$

	x	y	
+1	-2	8	}
+1	-1	5	
+1	0	2	
+1	1	-1	
+1	2	-4	

Ex. 3 **Equation Form**

$$y = mx + b$$

$$y = 12x + 15$$

*Notice in the equation:

The **slope** (m), of 12

The **y-intercept** (b), of 15,

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Algebra Readiness Formative Assessment

8.16b

1. The table of values below represents a linear relationship.

x	y
-4	6
0	3
4	0

What is the slope and y -intercept for this line?

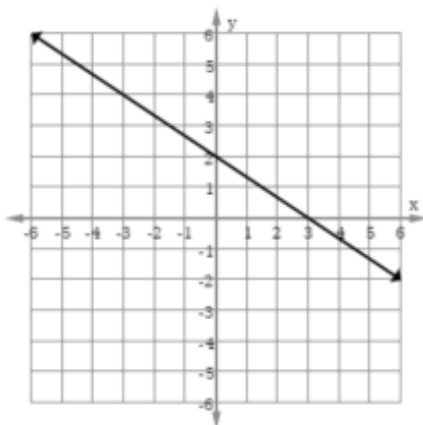
slope _____ y -intercept _____

2. The equation $y = -4x - 10$ represents a linear relationship.

What is the slope and y -intercept for this line?

slope _____ y -intercept _____

3. Choose two true statements about the slope and y -intercept of the linear function shown.



The slope is $\frac{2}{3}$.

The slope is $\frac{3}{2}$.

The slope is $-\frac{2}{3}$.

The slope is $-\frac{3}{2}$.

The y -intercept is 2.

The y -intercept is 3.

The y -intercept is -2.

The y -intercept is -3.

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4. Which is an equation for a line with a slope of -4 and a y-intercept of 5?

A. $y = 5x - 4$

B. $y = -4x + 5$

C. $y = -\frac{4}{5}x$

D. $y = -\frac{5}{4}x$

5. Which table of values represents a line with a slope of -1 and a y-intercept of 4?

A.

x	y
-1	-5
0	-1
1	-3

B.

x	y
-4	8
0	4
4	0

C.

x	y
-1	0
0	-4
1	-8

D.

x	y
-4	0
0	4
4	8

SLOPE-INTERCEPT FORM $y = m x + b$

m is the _____

b is the _____

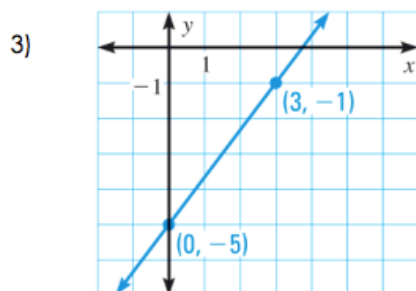
Write the equation of a line **given the slope and y-intercept.**

Write the equation of the line with the given slope and y-intercept.

1) Slope is -2 and a y-intercept of 5

2) Slope is $\frac{3}{4}$ and y-intercept is -3

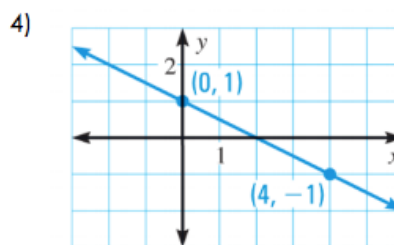
Write the equation of a line in slope intercept form **given a graph.**



Slope: _____

Y-Intercept: _____

Equation: _____

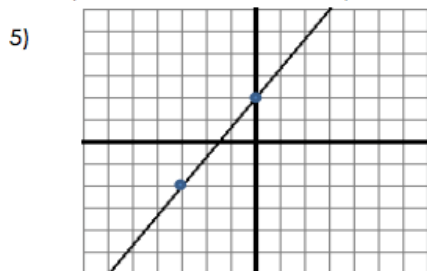


Slope: _____

Y-Intercept: _____

Equation: _____

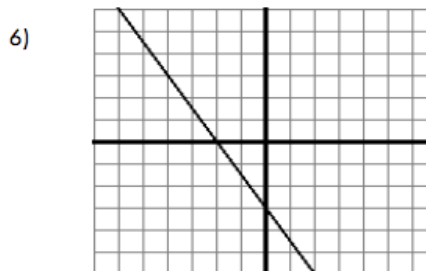
Examples: Write the linear equation for the graph shown.



Slope: _____

Y-Intercept: _____

Equation: _____



Slope: _____

Y-Intercept: _____

Equation: _____

Write the equation of a line in slope intercept form **given a table.**

1st: find the slope

x	y
-2	-3
-1	-1
0	1
1	3
2	5

Find the slope by: $\frac{\text{Change in } y}{\text{Change in } x}$

$m =$ _____

Example:

x	y
-2	4
-1	3.5
0	3
1	2.5
2	2

Slope = _____

Example:

x	y
-5	-16
-2	-7
0	-1
3	8
5	14

Slope = _____

2nd: find the y-intercept

The y-intercept is when $x =$ _____

Example:

x	y
-2	-3
-1	-1
0	1
1	3
2	5

y- intercept

$b =$ _____

Example:

x	y
-2	4
-1	3.5
0	3
1	2.5
2	2

y- intercept

$b =$ _____

Example:

x	y
-5	-16
-2	-7
0	-1
3	8
5	14

y- intercept

$b =$ _____

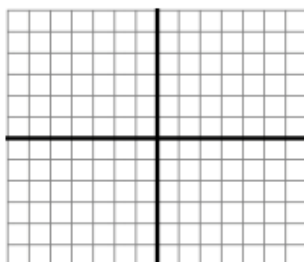
Graph a linear equation **given an equation**

Examples: Graph the equations in **Slope-Intercept Form**.... _____

GRAPH THE Y-INTERCEPT FIRST!

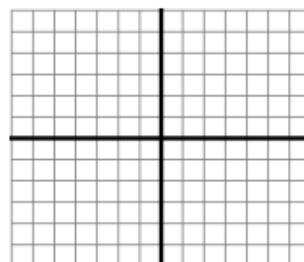
$y = 2x + 1$

Slope: Y-Int:



$y = -\frac{2}{3}x - 2$

Slope: Y-Int:



Week 3

Independent and Dependent Variables (SOL 8.16c)

Determine the independent and dependent variable, given a practical situation modeled by a linear function.

Vocabulary -- dependent variable, domain, function, independent variable, range

Students will complete the Poster and Identify the independent and dependent variables Worksheet for each situation presented on the chart.

NOTES:

Independent Variable: Cause or Input. The Variable that we choose or can control.

Dependent Variable: Effect or Output. The Variable that Changes as a result of the Independent Variable Changing.

Poster Directions

Make a poster that uses pictures to show the difference between a dependent variable and an independent variable. Find or devise an example of a dependent variable and an example of an independent variable, using the list below as a start. Th poster can be done on a sheet of notebook paper. Your poster must the following:

- A title
- Two pictures, one illustrating each variable (Pictures may be either drawn, cut out from newspapers or magazines, or printed.)
- Labels for “Dependent Variable” and “Independent Variable”
- A caption that says, “ _____ depends on _____.”

DEPENDENT	INDEPENDENT
Cell phone bill	Minutes used
How far you can drive	The amount of gas you have
Your mathematics grade	The number of assignments you turned in
How much money you earn	The hours you work
Cost of a speeding ticket	How many miles you went over the speed limit
Time it takes to drive somewhere	How fast you drive
Result of a football game	Who scores more points
How much air conditioning you use	Temperature
Total calories and fat	Number of cookies
Opportunities for high-paying jobs	How much education you have

Independent and Dependent Variables

Name _____ Date _____

Identify the independent and dependent variables for each situation described below.

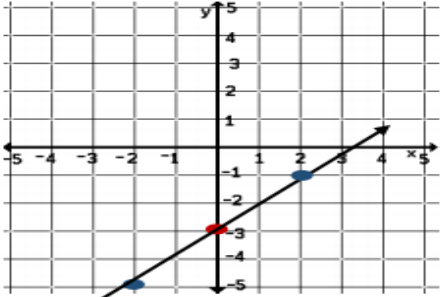
	Independent Variable	Dependent Variable
John measures the length of each side of a square. He uses that value to calculate the perimeter.		
$y = 4x + 1$		
David measures how many inches his tomato plant grows every week.		
Mark works full time as a busboy at a local café. He earns \$6 per hour.		
The number of gum balls, g , that can be packaged in a box with a volume of V cubic units is given by $g = 40V + 15$.		
Jake works as a sales representative. He earns \$1,275 per month plus an 8 percent commission on his total sales.		

Graphing Linear Functions (8.16d)

Students will graph a linear function given the equation in $y = mx + b$ form

- Vocabulary: axis, coordinate plane, ordered pairs, quadrants, slope, y-intercept, horizontal line, linear function, negative slope, positive slope, undefined slope, vertical line, zero slope

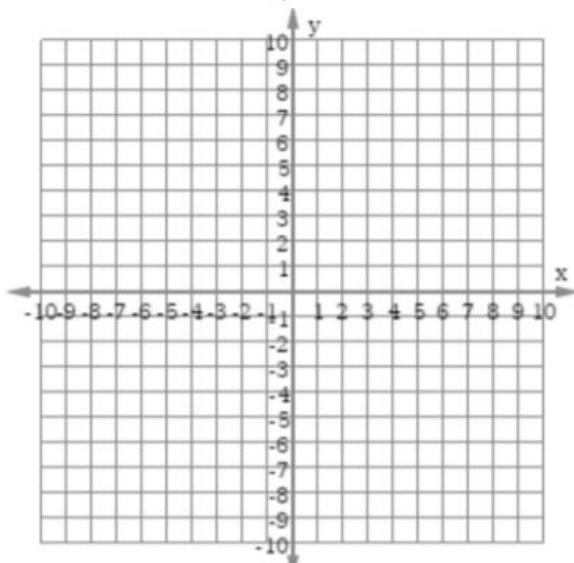
NOTES:

Steps	Example								
<p>Step 1: Make a t-chart</p> <p>Step 2: Pick in 3-5 values for x. *Use (-2, 0, 2) to start unless it is a real life problem.</p> <p>Step 3: Substitute each value for x and solve for y.</p> <p>Step 4: Record ordered pairs in table.</p> <p>Step 5: Graph the points and draw the line.</p>	$2x - 2y = 6$ $2(-2) - 2y = 6$ $-4 - 2y = 6$ $\begin{array}{r} +4 \\ -4 - 2y = 6 \\ \hline -2y = 10 \\ -2 \quad -2 \\ \hline y = -5 \end{array}$ <table border="1" style="margin-left: 200px;"> <thead> <tr> <th>x</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>-2</td> <td>-5</td> </tr> <tr> <td>0</td> <td>-3</td> </tr> <tr> <td>2</td> <td>-1</td> </tr> </tbody> </table> $2(0) - 2y = 6$ $\begin{array}{r} -2y = 6 \\ -2 \quad -2 \\ \hline y = -3 \end{array}$ $2(2) - 2y = 6$ $4 - 2y = 6$ $\begin{array}{r} -4 \quad -4 \\ 4 - 2y = 6 \\ \hline -2y = 2 \\ -2 \quad -2 \\ \hline y = -1 \end{array}$ 	x	y	-2	-5	0	-3	2	-1
x	y								
-2	-5								
0	-3								
2	-1								

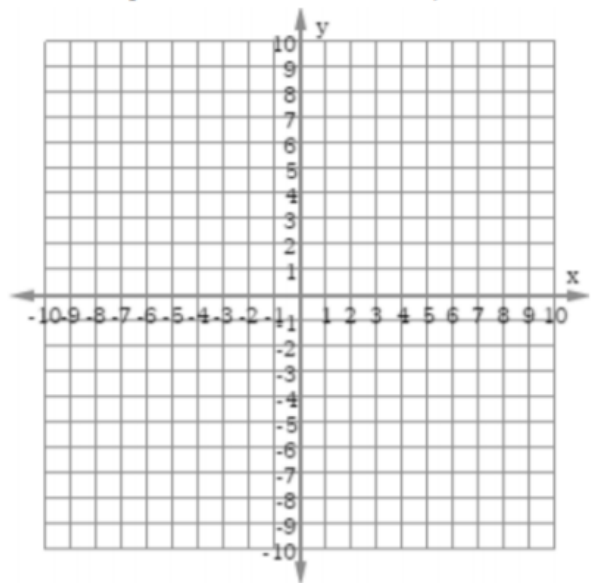
2016 Mathematics Standards of Learning
Algebra Readiness Formative Assessment

8.16d

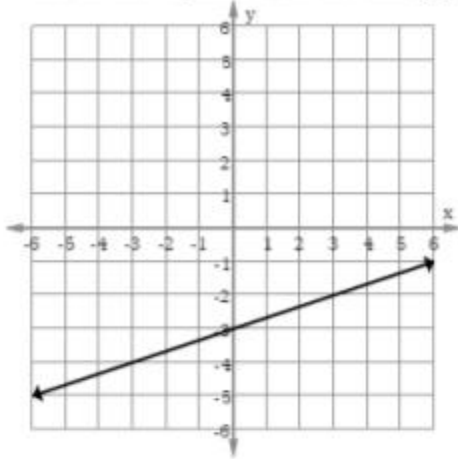
- Graph the equation $y = \frac{3}{4}x - 1$.



- Plot three points that lie on the line $y = -3x + 2$.

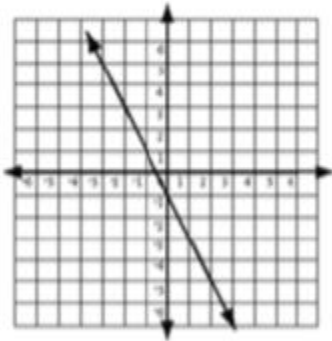


3. What is the equation for the line graphed below?

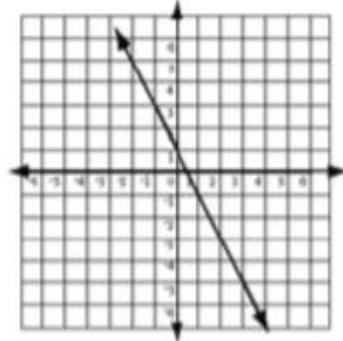


4. Which graph corresponds to $y = -2x - 1$?

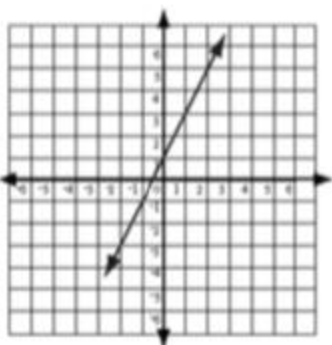
Graph A



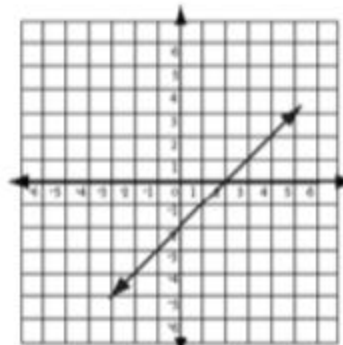
Graph B



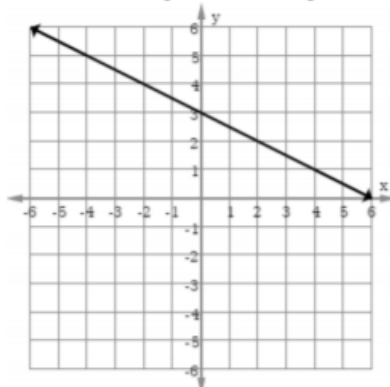
Graph C



Graph D

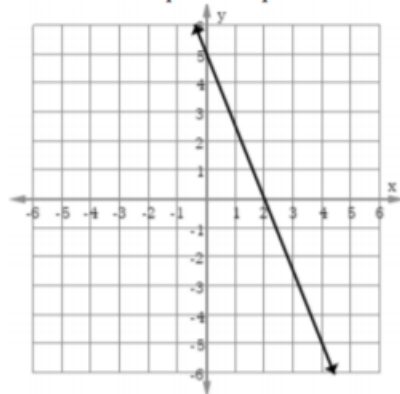


5. Which linear equation best represents the graph below?



- A. $y = -\frac{1}{2}x + 2$
- B. $y = -2x + 2$
- C. $y = -\frac{1}{2}x + 3$
- D. $y = -2x + 3$

6. Which linear equation represents the same relationship shown in the graph below?



- A. $y = -\frac{2}{5}x + 2$
- B. $y = -\frac{2}{5}x + 5$
- C. $y = -\frac{5}{2}x + 2$
- D. $y = -\frac{5}{2}x + 5$

Complete the activity sheet by creating tables for the equations and graphing the lines on the graph paper.

Stained Glass Graph

1. Using regular graph paper, create a table for each equation, and then graph each of the lines.
2. Draw the lines to the edges of your graph paper.
3. Use a black marker to make each line bold.
4. Color each section a different color.

1. $y = -\frac{1}{2}x - 4$

7. $y = -\frac{1}{2}x + 4$

2. $y = -x + 12$

8. $y = x + 12$

3. $y = 12$

9. $y = -12$

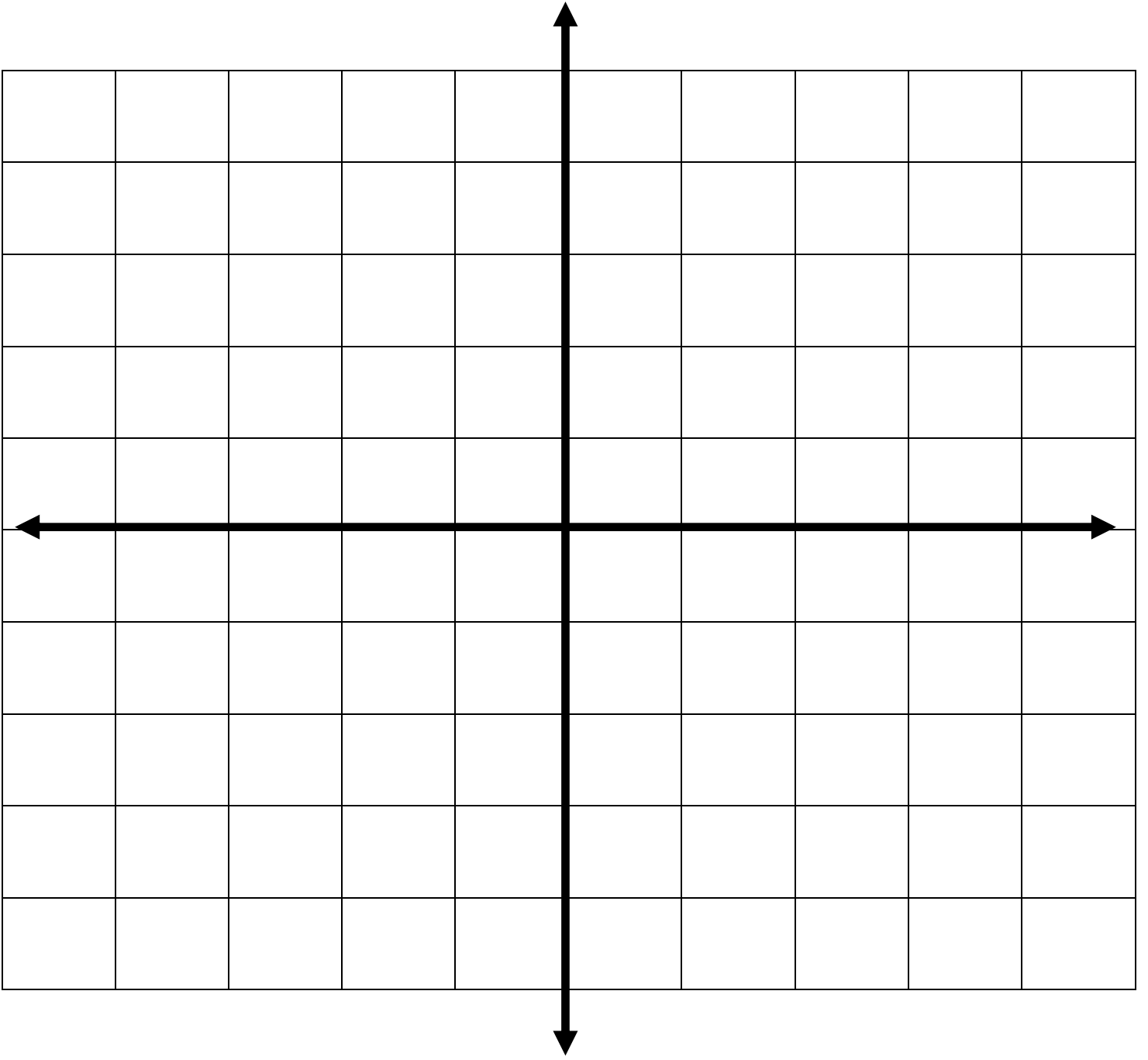
4. y -axis

10. $y = -x - 12$

5. $y = \frac{1}{2}x + 4$

11. $y = x - 12$

6. $y = \frac{1}{2}x - 4$



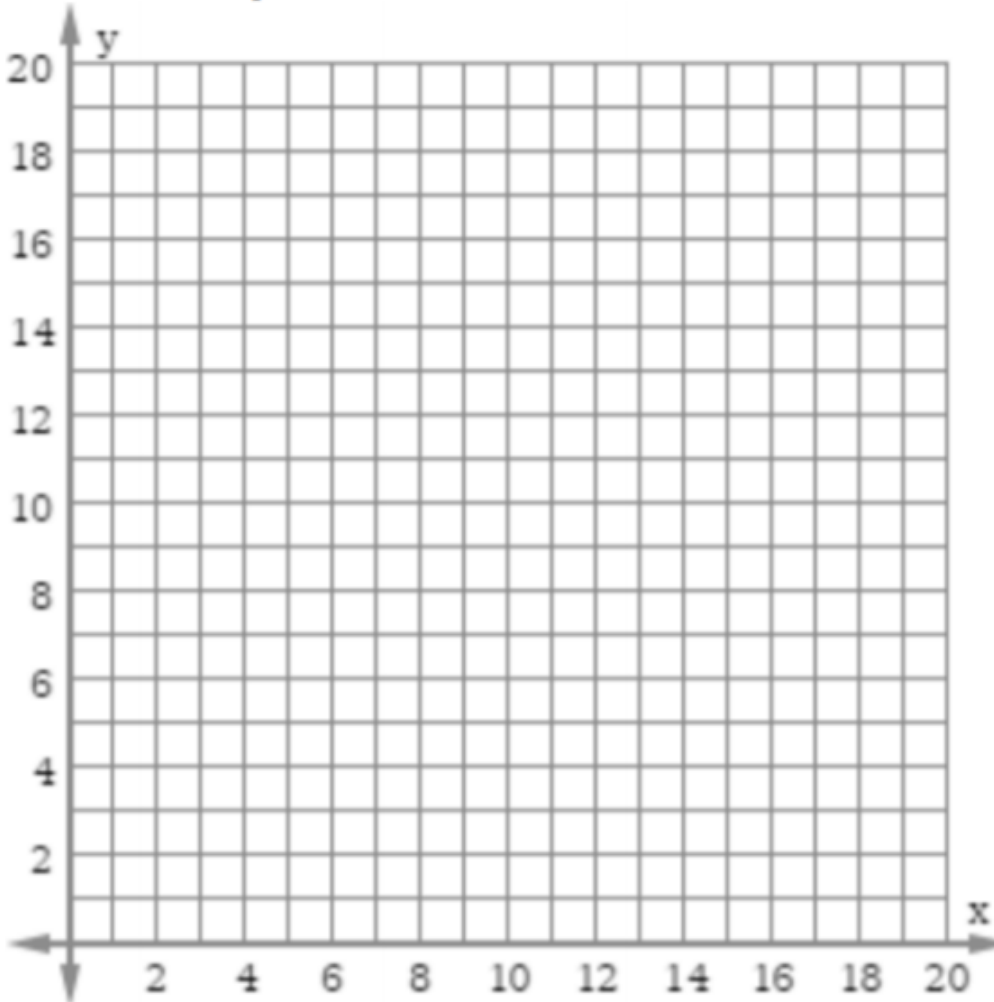
Matching Representations (8.16e)

The student will make connections between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.

2016 Mathematics Standards of Learning Algebra Readiness Formative Assessment

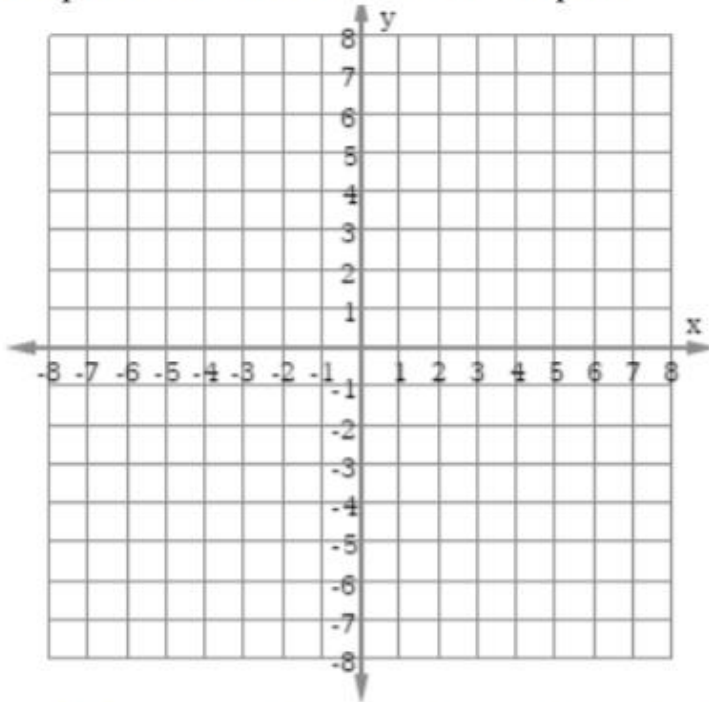
8.16e

1. Josie is saving money to purchase a new pair of shoes. She has already saved \$5 and will earn \$0.50 for each chore she completes. Graph the relationship between number of chores Josie completes and the total amount she will have saved.



What part of Josie's scenario represents the slope of the line you graphed?
What part of Josie's scenario represents the y -intercept of the line you graphed?

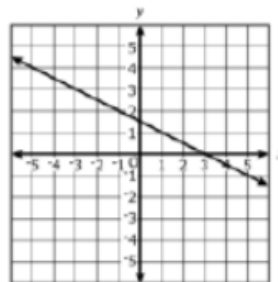
2. A linear function has a slope of 4 and a y-intercept of 3.
- Write an equation to represent this function
 - Create a scenario to represent this function.
 - Make a table of values with at least 3 ordered pairs that represents this function.
 - Graph this function on a coordinate plane.



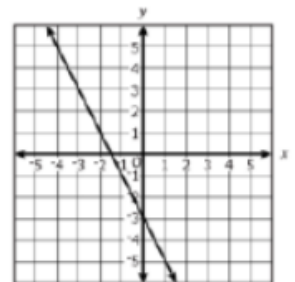
3. Which graph represents the same linear relationship shown in the table below?

x	y
-1	-5
1	-1
2	1
4	5

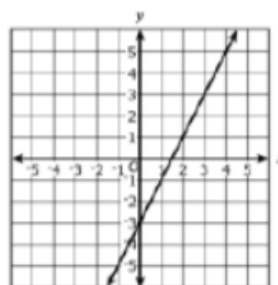
Graph A



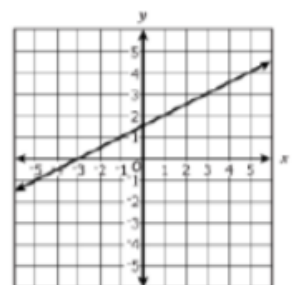
Graph B



Graph C



Graph D



4. Which equation represents the same linear function in the table below?

x	y
1	7
3	15
5	23

- A. $y = -x + 7$
- B. $y = 4x + 3$
- C. $y = 8x + 7$
- D. $y = x + 8$

5. Which table of values is represented by $y = 3x - 2$?

A.

x	y
1	1
2	-1
3	-3

C.

x	y
4	10
6	7
8	4

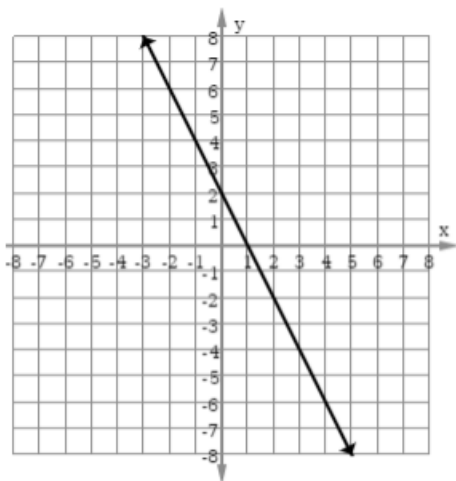
B.

x	y
1	1
2	4
3	7

D.

x	y
4	10
6	12
8	14

6. The graph represents the same relationship as which table of ordered pairs?



A.

x	y
8	14
9	16
10	18

C.

x	y
-10	18
-9	16
-8	14

B.

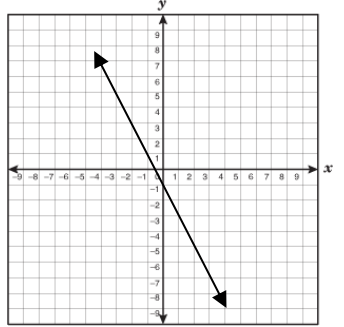
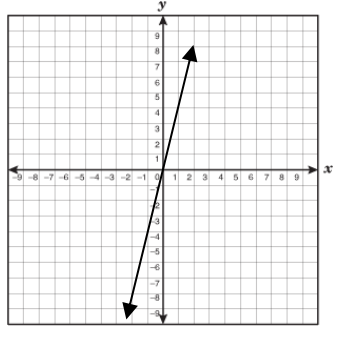
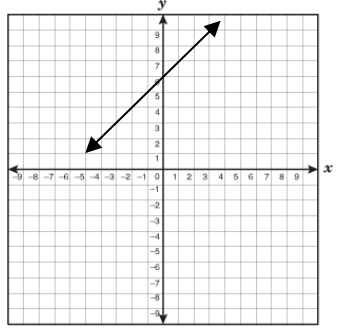
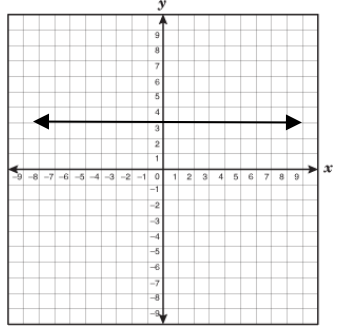
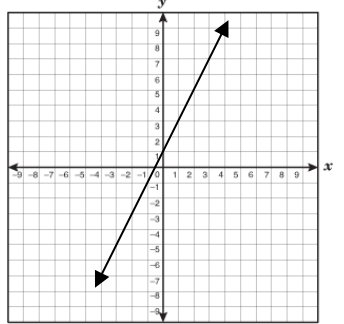
x	y
8	-18
9	-20
10	-22

D.

x	y
-10	22
-9	20
-8	18

Students: Cut the sections from page 27 apart and shuffle each set of cards. Match the Cards by Equation, Verbal Representation, table and Graph and Glue/tape onto this sheet.

Equation	Verbal Description	Table	Graph

Equation	Verbal Description	Table	Graph								
$y = 2x + 1$	Six more than a number is equal to y .	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="border-right: 1px solid black; padding: 5px;">x</td><td style="padding: 5px;">y</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-2</td><td style="padding: 5px;">4</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-1</td><td style="padding: 5px;">5</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">2</td><td style="padding: 5px;">8</td></tr> </table>	x	y	-2	4	-1	5	2	8	
x	y										
-2	4										
-1	5										
2	8										
$y = -2x - 1$	y equals twice a number, increased by one.	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="border-right: 1px solid black; padding: 5px;">x</td><td style="padding: 5px;">y</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">2</td><td style="padding: 5px;">3</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">3</td><td style="padding: 5px;">3</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">4</td><td style="padding: 5px;">3</td></tr> </table>	x	y	2	3	3	3	4	3	
x	y										
2	3										
3	3										
4	3										
$y = 3$	y is three.	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="border-right: 1px solid black; padding: 5px;">x</td><td style="padding: 5px;">y</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-2</td><td style="padding: 5px;">-8</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">0</td><td style="padding: 5px;">0</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">1</td><td style="padding: 5px;">4</td></tr> </table>	x	y	-2	-8	0	0	1	4	
x	y										
-2	-8										
0	0										
1	4										
$y = 4x$	The product of negative two and a number, minus one, is another number.	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="border-right: 1px solid black; padding: 5px;">x</td><td style="padding: 5px;">y</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-3</td><td style="padding: 5px;">-5</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">0</td><td style="padding: 5px;">1</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">3</td><td style="padding: 5px;">7</td></tr> </table>	x	y	-3	-5	0	1	3	7	
x	y										
-3	-5										
0	1										
3	7										
$y = x + 6$	Four times a number is y .	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="border-right: 1px solid black; padding: 5px;">x</td><td style="padding: 5px;">y</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-2</td><td style="padding: 5px;">3</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">-1</td><td style="padding: 5px;">1</td></tr> <tr><td style="border-right: 1px solid black; padding: 5px;">0</td><td style="padding: 5px;">-1</td></tr> </table>	x	y	-2	3	-1	1	0	-1	
x	y										
-2	3										
-1	1										
0	-1										