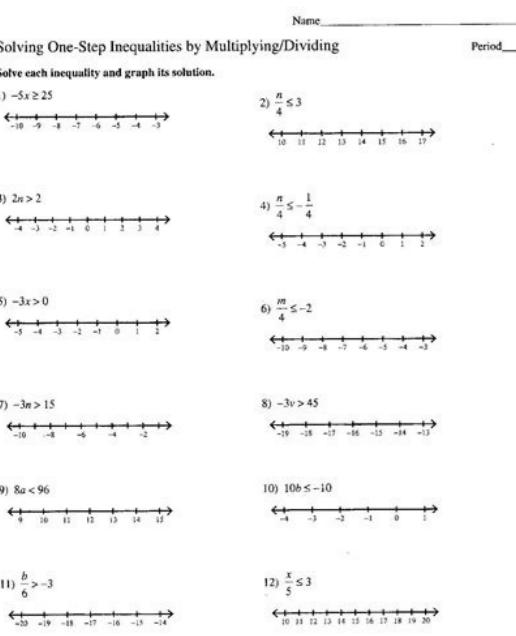
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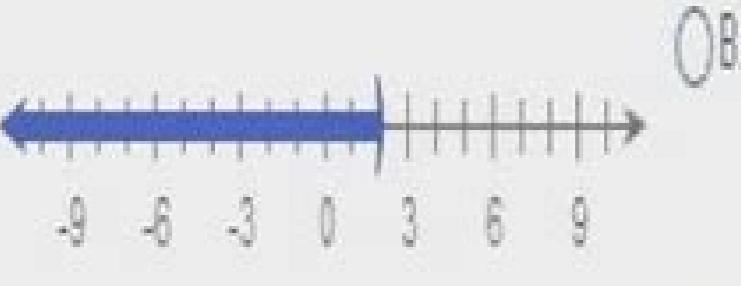
Solve the inequality. Express your answer using set notation or interval notation. Graph the solution set.

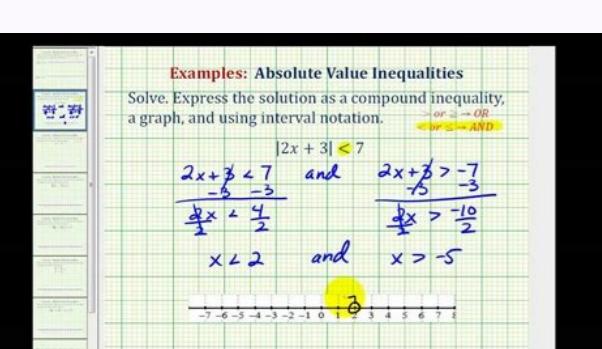
$$-2(5x - 7) < -6$$

Choose the correct answer below that is the solution set to the inequality.

- A. $\{x|x < -2\}$ or $[-\infty, -2]$
- B. $\{x|x > 2\}$ or $[2, \infty]$
- C. $\{x|x > 2\}$ or $(2, \infty)$
- D. $\{x|x < 2\}$ or $(-\infty, 2)$

Choose the correct graph below that is the solution set to the inequality.

- A. 
- B. 
- C. 
- D. 



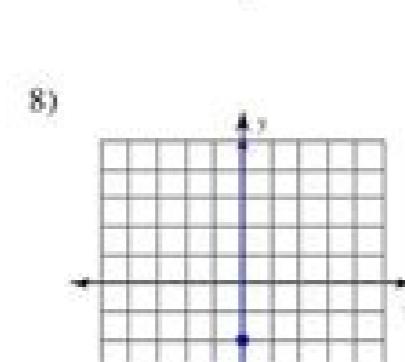
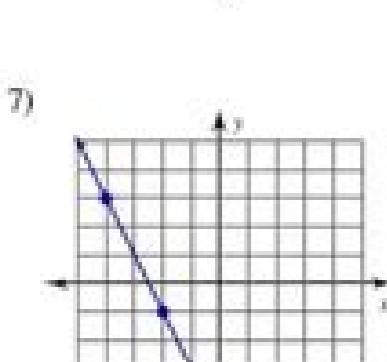
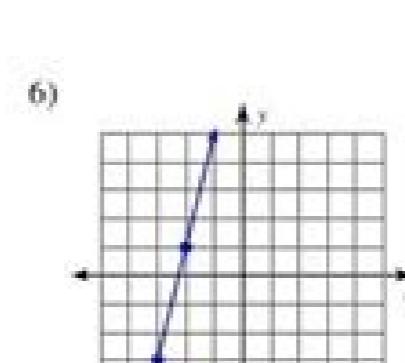
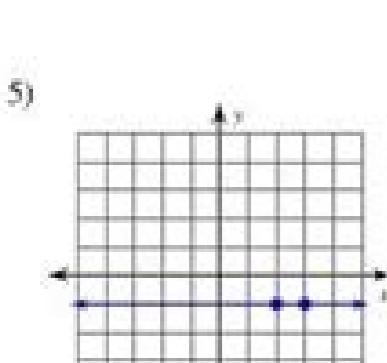
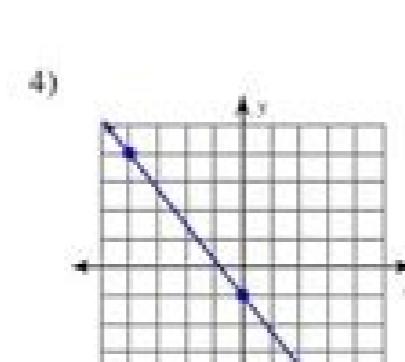
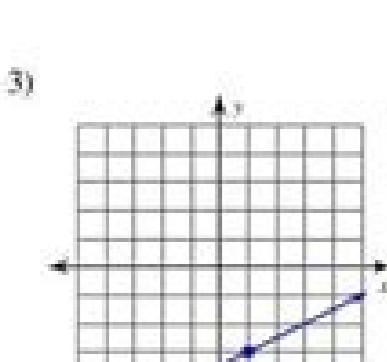
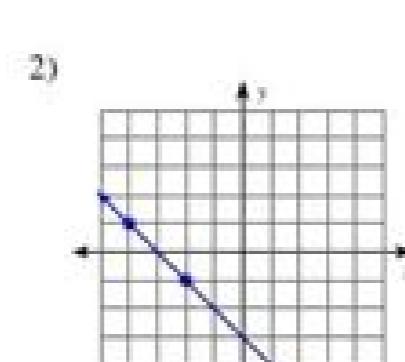
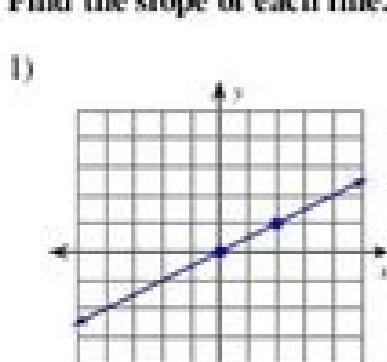
Kuta Software - Infinite Algebra 1

Name _____

Finding Slope From a Graph

Date _____ Period _____

Find the slope of each line.



$$6 \geq 2(x-4)$$

Solve as you would with an equation.

$$6 \geq 2x - 8$$

Distribute.

$$6 + 8 \geq 2x - 8 + 8$$

Add 8 to BOTH sides.

$$14 \geq 2x$$

Simplify.

$$\frac{14}{2} > \frac{2x}{2}$$

Divide BOTH sides by 2

$$7 \geq x$$

Final answer. This answer is easier read when the variable comes first and the answer last. So....

$$x \leq 7$$

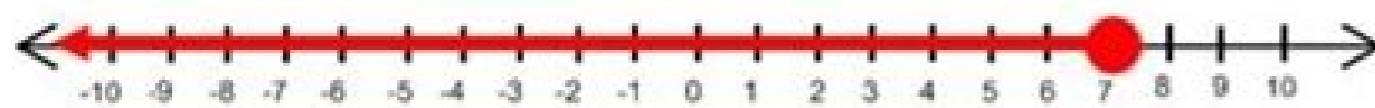
We'll flip the answer, but if we do we **MUST** reverse the sign too!

Check:

I can choose 7 to substitute or any number less than 7.
I am going to choose 7.

67/374

This is a true statement:
6 is greater than OR Equal
to 6.



When you graph the solution, you have a **closed circle** on 7 since x is also **equal to 7** and a **line to the left** indicating all numbers less than 7 are a solution!

this gives rise to the following alternative definition, which can be easier to display. the most commonly used literal expressions are formulas of geometry, physics, business, electronics, and so on. a graph is used to communicate a statement. We quickly review these rules: rules to solve inequalities anything you do to one side of inequality, you have to do to the other side. always get rid of the constant first and then all the coefficients last. if you have fractions, get rid of fractions first and then proceed with solving inequality. We could also write $0 > -4$. multiply each term by -1 .
 $(-1)(3) < -1$ $5 \cdot -3 < -5$ now we have -3 is less than -5 . Is that a real statement? no, -3 is greater than -5 , so to make it a true statement, we must reverse the sign.
 $-3 > -5$ this works with any true statement until it multiplies or divides by a negative number. In fact, to name the x number which is the largest number less than 3 is an impossible task. Take a look at the models below. example $2 - 4 < 0$, because -4 is left of 0 on the numerical line. We make a very quick review of basics of inequality that probably first learned about in second grade. the symbols [and] used on the numerical line indicate that the final point is included in the set. let's take a look. now add $-x$ to both sides from the added rule. example 5 is a formula that gives interest (i) earned for a period of days of when the main (p) and the annual rate (r) are known. x is greater than 5 . example 14 write an algebraic statement for the following graph. the following table shows how multiplication property is applied to inequalities, and how multiplication of a negative reverses inequality: start with multiply for final inequality
 $[tex]c < bc$
 $[tex]5 > 3$
 $[tex]3 < 15$
 $[tex]15 > 9$
 $[tex]ab < ac$
 $[tex]5 > 3$
 $[tex]-3 < -15$
 $[tex]a$. Example 1 solve for x and check: $x + 5 = 3$ solution using the same procedures learned in chapter 2 , subtract 5 from each side of the equation obtaining an example 2 resolve for x and check: $-3x = 12$ solution by dividing each side -3 , we get Always control of the original equation. When we work with inequalities, we can usually treat them similarly to but not exactly as we deal with the equals. There are three ways to represent solutions to inequalities: an interval, a graphic designer and inequality. Because usually there is more than a solution to inequality, when you check your answer you should check the final point and another value to verify the direction of inequality. Passage 2 simplify by combining similar terms on each side of inequality. The solutions for inequalities generally involve the same basic rules as equations. When we multiply or divide by a negative number, the direction of inequality changes. Example 4 is the formula for the area of a trapeze. Write a real declaration, then divide by -2 . Ok ... the step-by-step procedure discussed and used in chapter 2 is still valid after The grouping symbols have been removed. Which positive number can be added to 2 to give 5 ? Solve inequality: $13 - 7x \geq 10x - 4$. Example $4 - 6 < -2$, because -6 is left left li ehc atoN .tes len osulcni "A non elanif otnup li ehc onacidni aciremun aenil allus itazzilitu) e(ilobmis I ?4 < x atneserppar asoC .eznailgaugusid el erezlosir e inoizauqe erezlosir art aznereffid acinu'l "A atseuQ .ital i ibmartne us ilibairav noc eznailgaugusid o/e inoizauqe erezlosir emoc atisivir oipmese ommissorp ortson II .aciremun aenil allus 4 > x ocifarg 6 oipmesE .oremun id aenil anu omaisu ,elibairav alos anu onnah ehc eznailgaugusid el ifarg odnauQ .aivattut ,aciremun aenil allus otacidni eresse ^AuP .ocifarg etneuges li rep acirbegla enoizaraihcid anu erezircS 51 oipmesE .c rep erezlosiR .inoizarepo eriugese de imimret emoc omainibmoc ;inoizauqe el noc omaiccaf emoc oirporp ,aznailgaugusid anu id ital i ibmartne us inoizarepo essets el eriugese omaissop ,ipmese ilg otartsomid onnah emoC]xetal/[0 xb+a]xetal[;]xetal/[0< xb+ a]xetal[:]xetal/[0 qe a]xetal[e ilaer iremun onos]xetal/[b]xetal[e]xetal/[a]xetal[iuc ni emrof itneuges elled anu ni attircs eresse ^AuP ehc elibairav anu ni aznailgaugusid anu "A eraenil aznailgaugusid id enoizinfid emoc e illavretni a enoizatlon noc evisserpse inoizulos el e iraenil eznailgaugusid el erezlosiR)
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