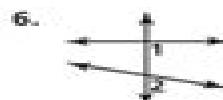
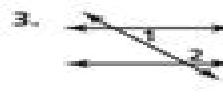


Practice 3-1

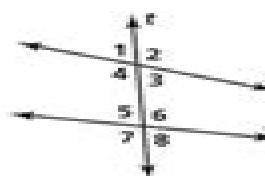
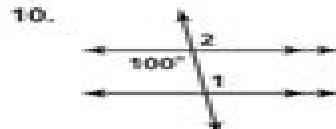
Classify each pair of angles as *alternate interior angles*, *same-side interior angles*, or *corresponding angles*.



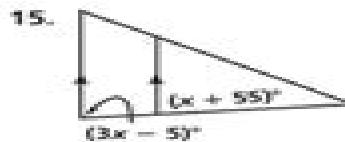
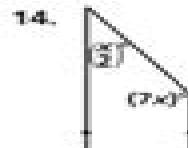
Use the figure on the right to answer Exercises 7–9.

- Name all pairs of corresponding angles formed by the transversal t and lines s and c .
- Name all pairs of alternate interior angles formed by the transversal t and lines s and c .
- Name all pairs of same-side interior angles formed by the transversal t and lines s and c .

Find $m\angle 1$ and then $m\angle 2$. Justify each answer.



Algebra Find the value of x . Then find the measure of each angle.



- Developing Proof Supply the missing reasons in this two-column proof.

Given: $a \parallel b$

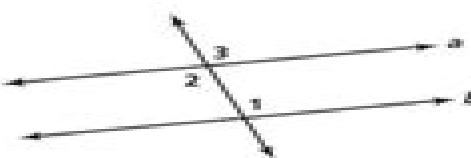
Prove: $\angle 1 \cong \angle 3$

Statements

- $a \parallel b$
- $\angle 1 \cong \angle 2$
- $\angle 2 \cong \angle 3$
- $\angle 1 \cong \angle 3$

Reasons

- Given
- ?
- ?
- ?



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classifying block designs may be essential from a practical point of view In general classification of block designs whether proper or not is based here on efficiency balance EB in the sense of the new terminology proposed in Section 4.4 see in particular Definition 4.4.2 Most of the attention is given to connected proper designs because of their statistical advantages as described in Volume I particularly in Chapter 3 When all contrasts are of equal importance either the class of v 1 0 O EB designs i.e. **Interstate Commerce Acts Annotated** United States. Interstate Commerce Commission, United States, 1934

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