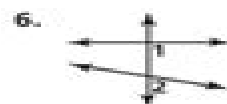
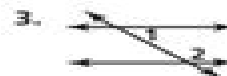


# Practice 3-1

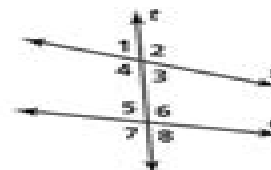
## Properties of Parallel Lines

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

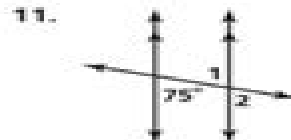
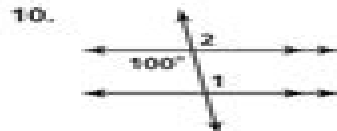


Use the figure on the right to answer Exercises 7–9.

7. Name all pairs of corresponding angles formed by the transversal  $t$  and lines  $s$  and  $c$ .
8. Name all pairs of alternate interior angles formed by the transversal  $t$  and lines  $s$  and  $c$ .
9. 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.



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

Given:  $a \parallel b$

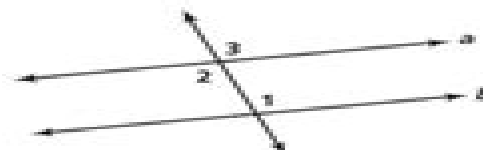
Prove:  $\angle 1 \cong \angle 3$

*Statements*

1.  $a \parallel b$
2.  $\angle 1 \cong \angle 2$
3.  $\angle 2 \cong \angle 3$
4.  $\angle 1 \cong \angle 3$

*Reasons*

1. Given
- a. ?
- b. ?
- c. ?



## Section 3 1 Properties Of Parallel Lines Answers

**H Kauffman**



### **Section 3 1 Properties Of Parallel Lines Answers:**

**GCSE Mathematics for OCR Higher Student Book** Karen Morrison, Julia Smith, Pauline McLean, Rachael Horsman, Nick Asker, 2015-04-16 A new series of bespoke full coverage resources developed for the 2015 GCSE Mathematics qualifications Endorsed for the OCR J560 GCSE Mathematics Higher tier specification for first teaching from 2015 this Student Book provides full coverage of the new GCSE Mathematics qualification With a strong focus on developing problem solving skills reasoning and fluency it helps students understand concepts apply techniques solve problems reason interpret and communicate mathematically Written by experienced teachers it also includes a solid breadth and depth of quality questions set in a variety of contexts GCSE Mathematics Online an enhanced digital resource incorporating progression tracking is also available as well as Problem solving Books Homework Books and a free Teacher s Resource **GCSE Mathematics for OCR Foundation Student Book** Karen Morrison, Julia Smith, Pauline McLean, Nick Asker, Rachael Horsman, 2015-04-09 A new series of bespoke full coverage resources developed for the 2015 GCSE Mathematics qualifications Endorsed for the OCR J560 GCSE Mathematics Foundation tier specification for first teaching from 2015 this Student Book provides full coverage of the new GCSE Mathematics qualification With a strong focus on developing problem solving skills reasoning and fluency it helps students understand concepts apply techniques solve problems reason interpret and communicate mathematically Written by experienced teachers it also includes a solid breadth and depth of quality questions set in a variety of contexts GCSE Mathematics Online an enhanced digital resource incorporating progression tracking is also available as well as Problem solving Books Homework Books and a free Teacher s Resource **Oswaal JEE Advanced 23 Years' Year-Wise Solved Papers (2002-2024) | Mathematics | For 2025 Exam** Oswaal Editorial Board, 2024-06-10 Description of the Product 100% Updated with Fully Solved 2024 Papers 1 2 Extensive Practice with 900 Questions of Previous Years 1 Practice Paper each of Paper 1 2 Crisp Revision with Smart Mind Maps Mnemonics Appendix Valuable Exam Insights with Expert Tips Tricks and Shortcuts to Crack JEE Advanced Concept Clarity with Extensive Explanations of previous years papers 100% Exam Readiness with Chapter wise Trend Analysis 2017 2024 **Block Designs: A Randomization Approach** Tadeusz Calinski, Sanpei Kageyama, 2012-12-06 The book is composed of two volumes each consisting of five chapters In Vol ume I following some statistical motivation based on a randomization model a general theory of the analysis of experiments in block designs has been de veloped In the present Volume II the primary aim is to present methods of that satisfy the statistical requirements described in constructing block designs Volume I particularly those considered in Chapters 3 and 4 and also to give some catalogues of plans of the designs Thus the constructional aspects are of predominant interest in Volume II with a general consideration given in Chapter 6 The main design investigations are systematized by separating the material into two contents depending on whether the designs provide unit efficiency fac tors for some contrasts of treatment parameters Chapter 7 or not Chapter 8 This distinction in

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  $v \geq 1$  or  $0 \leq EB$  designs is e

**Interstate Commerce Acts Annotated** United States. Interstate Commerce Commission, United States, 1934

**Basic Geometry for College Students** Alan S. Tussy, Roy David Gustafson, 2002-09 Intended to address the need for a concise overview of fundamental geometry topics Sections 1-7 introduce such topics as angles polygons perimeter area and circles In the second part of the text Sections 8-11 cover congruent and similar triangles special triangles volume and surface area

**Key Maths GCSE** David Baker, 2002-01-11 Developed for the EDEXCEL specification this course provides preparation for GCSE success with a practical approach Detailed support and guidance are contained in the Teacher Files on advanced planning points of emphasis key words notes for the non specialist useful supplementary ideas and homework sheets

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