1 Basics of Geometry

WATCH

NATIONAL GEOGRAPHIC EXPLORER

Rae Wynn-Grant

Dr. Rae Wynn-Grant is an ecologist who uses statistical modeling to investigate how anthropogenic factors can influence the spatial patterns of carnivore behavior and ecology. She studies the ecological and social drivers of human-carnivore conflict.

- What is a carnivore? Name several large carnivores that live in North America.
- Ecology is the branch of biology that deals with relationships among animals. Give several examples of predator-prey relationships in North America.

STEM

When a carnivore's habitat is diminished, the likelihood of human-carnivore conflict increases. In the Performance Task, you will design a wildlife reservation to provide a protected habitat for a tiger population.

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Ecology

Preparing for Chapter 1

Chapter Learning Target: Understand basics of geometry.

Chapter Success Criteria:
- ◆ I can name points, lines, and planes.
- ◆ I can measure segments and angles.
- ■ I can use formulas in the coordinate plane.
- ■ I can construct segments and angles.

◆ Surface
■ Deep

Chapter Vocabulary

Work with a partner. Discuss each of the vocabulary terms.

point	acute angle
line	right angle
plane	obtuse angle
line segment	complementary angles
angle	supplementary angles

Mathematical Thinking and Reasoning

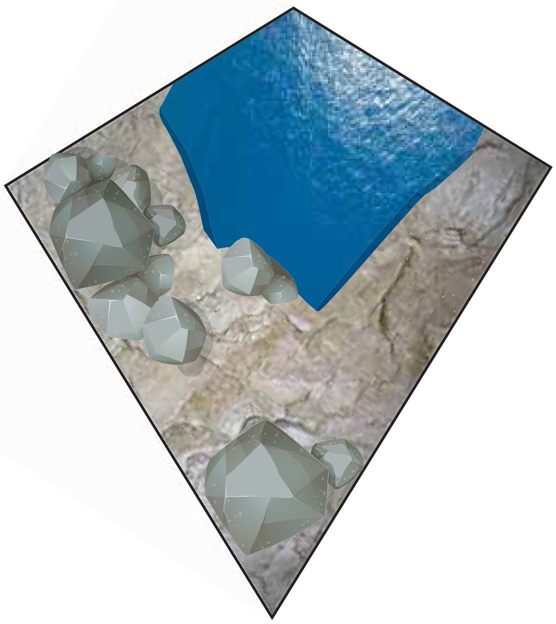
1 MTR

ACTIVELY PARTICIPATE IN EFFORTFUL LEARNING BOTH INDIVIDUALLY AND COLLECTIVELY

Mathematicians who actively participate in effortful learning both individually and with others ask questions that will help with solving tasks.

Work with a partner. The figure shown represents a polar bear enclosure at a zoo, where 1 centimeter represents 25 feet.

1. What information do you need to find the perimeter of the enclosure? Explain how you can find this information. Then find the perimeter.
2. What information do you need to find the area of the enclosure? Explain how you can find this information. Then find the area.



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1 Prepare WITH CalcChat®

Finding Absolute Value

Example 1 **Simplify $|-7-1|$.**

$$\begin{aligned} |-7-1| &= |-7+(-1)| && \text{Add the opposite of 1.} \\ &= |-8| && \text{Add.} \\ &= 8 && \text{Find the absolute value.} \end{aligned}$$

▶ $|-7-1| = 8$

Simplify the expression.

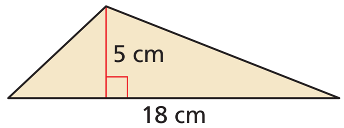
1. $|8-12|$ **2.** $|-6-5|$ **3.** $|4+(-9)|$

4. $|13+(-4)|$ **5.** $|6-(-2)|$ **6.** $|5-(-1)|$

7. $|-8-(-7)|$ **8.** $|8-13|$ **9.** $|-14-3|$

Finding the Area of a Triangle

Example 2 **Find the area of the triangle.**

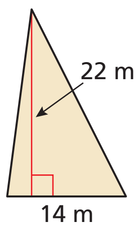


$$\begin{aligned} A &= \tfrac{1}{2}bh && \text{Write the formula for area of a triangle.} \\ &= \tfrac{1}{2}(18)(5) && \text{Substitute 18 for } b \text{ and 5 for } h. \\ &= \tfrac{1}{2}(90) && \text{Multiply 18 and 5.} \\ &= 45 && \text{Multiply } \tfrac{1}{2} \text{ and 90.} \end{aligned}$$

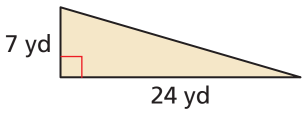
▶ The area of the triangle is 45 square centimeters.

Find the area of the triangle.

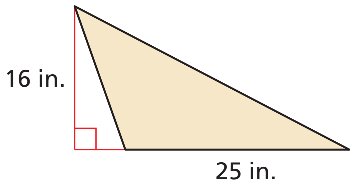
10.



11.



12.



13. **ANALYZE A PROBLEM** Describe the possible values for x and y when $|x-y| > 0$. What does it mean when $|x-y| = 0$? Can $|x-y| < 0$? Explain your reasoning.

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1.1 Points, Lines, and Planes

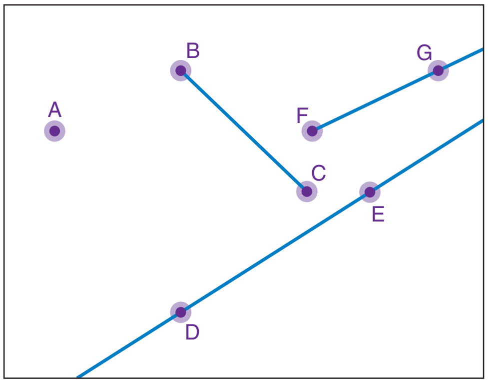
Learning Target: Use defined terms and undefined terms.

Success Criteria:
- I can describe a point, a line, and a plane.
- I can define and name segments and rays.
- I can sketch intersections of lines and planes.

EXPLORE IT! Using Technology

Work with a partner.

a. Use technology to draw several points. Also, draw some lines, line segments, and rays.

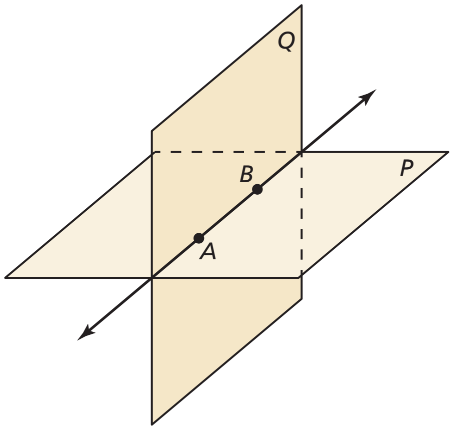


b. How would you describe a line? a point?

c. What is the difference between a line and a line segment? a line and a ray?

d. Write your own definitions for a line segment and a ray, based on how they relate to a line.

e. The diagram shows plane *P* and plane *Q* intersecting. How would you describe a plane?

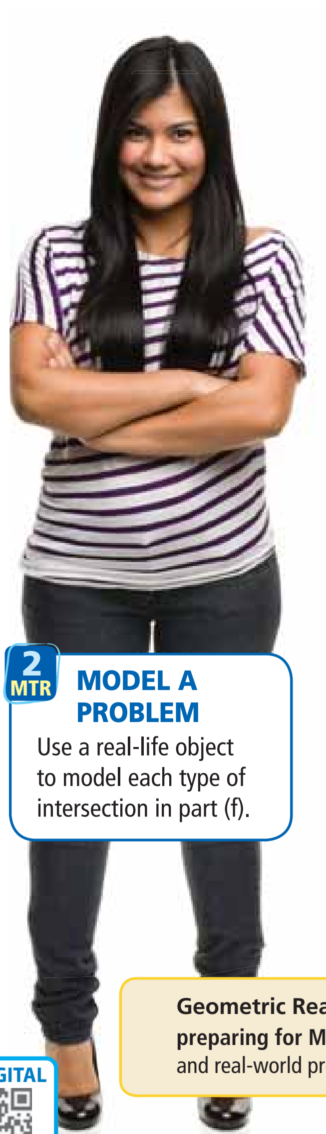


f. Describe the ways in which each of the following can intersect and not intersect. Provide a sketch of each type of intersection.

  i. two lines

  ii. a line and a plane

  iii. two planes



2 MTR MODEL A PROBLEM
Use a real-life object to model each type of intersection in part (f).

Geometric Reasoning
preparing for MA.912.GR.1.1 Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.

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Vocabulary

AZ VOCAB

- undefined terms, *p. 4*
- point, *p. 4*
- line, *p. 4*
- plane, *p. 4*
- collinear points, *p. 4*
- coplanar points, *p. 4*
- defined terms, *p. 5*
- line segment, or segment, *p. 5*
- endpoints, *p. 5*
- ray, *p. 5*
- opposite rays, *p. 5*
- intersection, *p. 6*

Using Undefined Terms

In geometry, the words *point*, *line*, and *plane* are **undefined terms**. These words do not have formal definitions, but there is agreement about what they mean.

KEY IDEAS

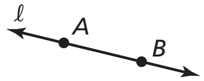
Undefined Terms: Point, Line, and Plane

Point A **point** has no dimension. A dot represents a point.

point A

Line A **line** has one dimension. It is represented by a line with two arrowheads, but it extends without end.

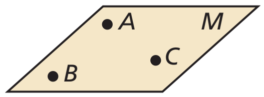
Through any two points, there is exactly one line. You can use any two points on a line to name it.



line ℓ, line AB ($\overleftrightarrow{AB}$), or line BA ($\overleftrightarrow{BA}$)

Plane A **plane** has two dimensions. It is represented by a shape that looks like a floor or a wall, but it extends without end.

Through any three points not on the same line, there is exactly one plane. You can use three points that are not all on the same line to name a plane.



plane M, or plane ABC

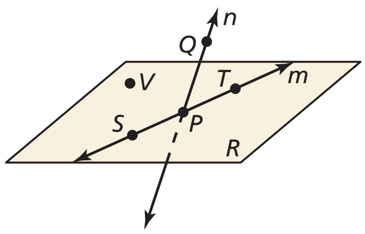
Collinear points are points that lie on the same line. **Coplanar points** are points that lie in the same plane.

EXAMPLE 1 Naming Points, Lines, and Planes

WATCH

a. Give two other names for $\overleftrightarrow{PQ}$ and plane R.

b. Name three points that are collinear. Name four points that are coplanar.



SOLUTION

a. Other names for $\overleftrightarrow{PQ}$ are $\overleftrightarrow{QP}$ and line n. Other names for plane R are plane SVT and plane PTV.

b. Points S, P, and T lie on the same line, so they are collinear. Points S, P, T, and V lie in the same plane, so they are coplanar.

4 MTR **CONSTRUCT AN ARGUMENT**

Is there a plane that contains Q, T, S, and V? Explain.

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

1. Use the diagram in Example 1. Give two other names for $\overleftrightarrow{ST}$. Name a point that is *not* coplanar with points Q, S, and T.

2. **WRITING** Compare collinear points and coplanar points.

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Using Defined Terms

In geometry, terms that can be described using known words such as *point* or *line* are called **defined terms**.

KEY IDEAS

Defined Terms: Segment and Ray

The diagrams below use the points A and B and parts of the line AB.

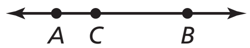
Segment A **line segment**, or **segment**, is a part of a line that consists of two **endpoints** and all points on the line between the endpoints.

segment AB ($\overline{AB}$), or segment BA ($\overline{BA}$)

Ray A **ray** is a part of a line that consists of an endpoint and all points on the line on one side of the endpoint.

ray AB ($\overrightarrow{AB}$)

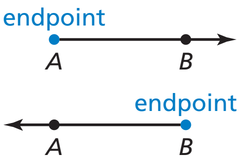
Opposite Rays Two rays that have the same endpoint and form a line are **opposite rays**.



$\overrightarrow{CA}$ and $\overrightarrow{CB}$ are opposite rays.

STUDY TIP

Note that $\overrightarrow{AB}$ and $\overrightarrow{BA}$ are different rays.



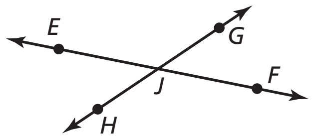
Segments and rays are collinear when they lie on the same line. So, opposite rays are collinear. Lines, segments, and rays are coplanar when they lie in the same plane.

EXAMPLE 2 Naming Segments, Rays, and Opposite Rays

WATCH

a. Give another name for $\overline{GH}$.

b. Name all rays with endpoint J. Which of these rays are opposite rays?



SOLUTION

a. Another name for $\overline{GH}$ is $\overline{HG}$.

b. The rays with endpoint J are $\overrightarrow{JE}$, $\overrightarrow{JG}$, $\overrightarrow{JF}$, and $\overrightarrow{JH}$. The pairs of opposite rays with endpoint J are $\overrightarrow{JE}$ and $\overrightarrow{JF}$, and $\overrightarrow{JG}$ and $\overrightarrow{JH}$.

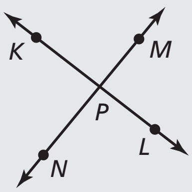
COMMON ERROR

In Example 2, $\overrightarrow{JG}$ and $\overrightarrow{JF}$ have a common endpoint, but they are not collinear. So, they are *not* opposite rays.

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

Use the diagram.



3. Give another name for $\overline{KL}$.

4 MTR **4.** **MAKING AN ARGUMENT** Are $\overrightarrow{KP}$ and $\overrightarrow{PK}$ the same ray? Are $\overrightarrow{NP}$ and $\overrightarrow{NM}$ the same ray? Explain.

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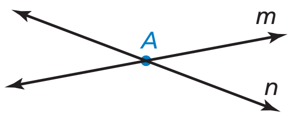
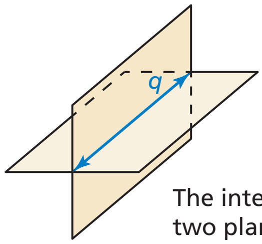
Sketching Intersections

Two or more geometric figures *intersect* when they have one or more points in common. The **intersection** of the figures is the set of points the figures have in common. Some examples of intersections are shown below.



The intersection of these two lines is a point.



The intersection of these two planes is a line.

EXAMPLE 3 Sketching Intersections of Lines and Planes

WATCH

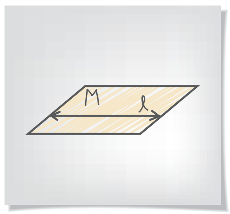
a. Sketch a plane and a line that is in the plane.

b. Sketch a plane and a line that does not intersect the plane.

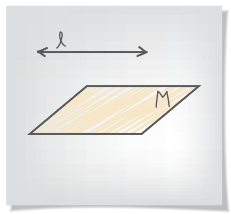
c. Sketch a plane and a line that intersects the plane at a point.

SOLUTION

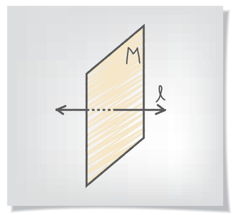
a.



b.



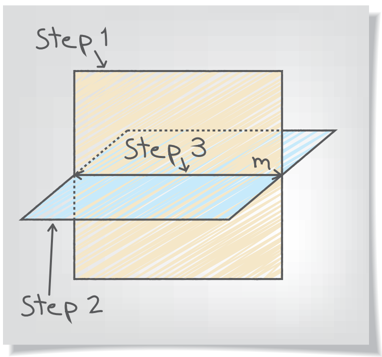
c.



EXAMPLE 4 Sketching an Intersection of Planes

WATCH

Sketch two planes that intersect in a line.



SOLUTION

Step 1 Draw a vertical plane. Shade the plane.

Step 2 Draw a second plane that is horizontal. Shade this plane a different color. Use dashed lines to show where planes are hidden.

Step 3 Draw the line of intersection.

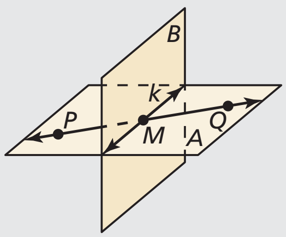
SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

5. Sketch two different lines that intersect a plane at the same point.

6. Sketch two planes that do not intersect.

Use the diagram.



7. Name the intersection of $\overleftrightarrow{PQ}$ and line k.

8. Name the intersection of plane A and plane B.

9. Name the intersection of line k and plane A.

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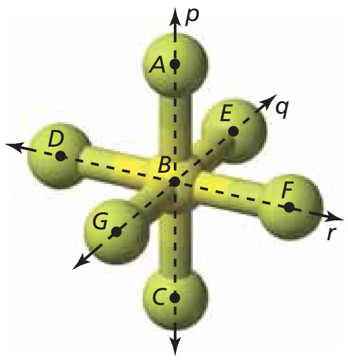
Solving Real-Life Problems

7 MTR **EXAMPLE 5** **Modeling Real Life** WATCH

The diagram shows a model of a molecule of sulfur hexafluoride, the most potent greenhouse gas in the world. Name two different planes that contain line r.



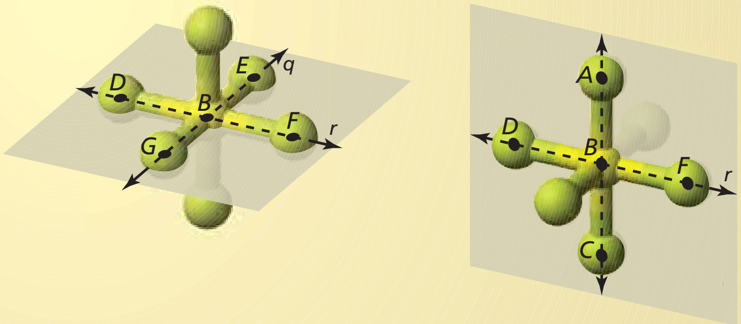
Electric utilities use sulfur hexafluoride as an insulator. Leaks in electrical equipment contribute to the release of sulfur hexafluoride into the atmosphere.

SOLUTION

To name a plane that contains line r, use two points on line r and one point not on line r. Points D and F lie on line r. Points C and E do not lie on line r.

▶ So, plane DEF and plane CDF both contain line r.

Check The question asks for two *different* planes. Check whether plane DEF and plane CDF are two unique planes or the same plane named differently. Because point C does not lie in plane DEF, plane DEF and plane CDF are different planes.



COMMON ERROR

Because point B also lies on line r, you cannot use points D, B, and F to name a single plane. There are infinitely many planes that pass through these points.

SELF-ASSESSMENT

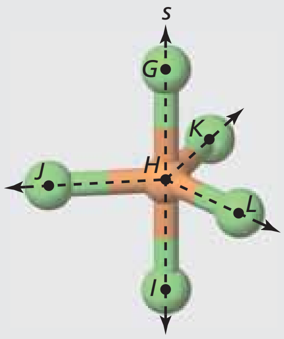
1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

Use the diagram that shows a model of a molecule of phosphorus pentachloride.

10. Name two different planes that contain line s.

11. Name three different planes that contain point K.

12. Name two different planes that contain $\overrightarrow{HJ}$.



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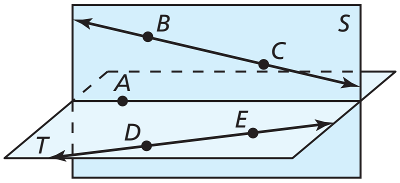
1.1 Practice WITH CalcChat® AND CalcView®

In Exercises 1–4, use the diagram.



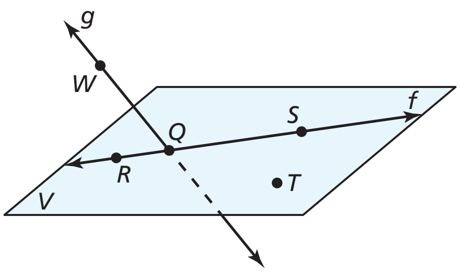
1. Name four points.

2. Name two lines.

3. Name the plane that contains points A, B, and C.

4. Name the plane that contains points A, D, and E.

In Exercises 5–8, use the diagram. *(See Example 1.)*



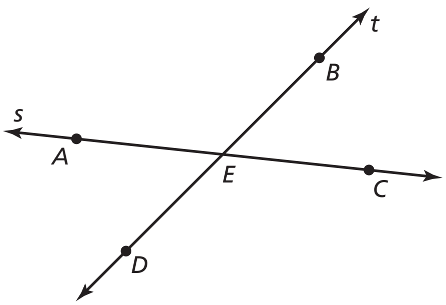
▶ 5. Give two other names for $\overleftrightarrow{WQ}$.

6. Give another name for plane V.

7. Name three points that are collinear. Then name a fourth point that is not collinear with these three points.

8. Name a point that is not coplanar with R, S, and T.

In Exercises 9–14, use the diagram. *(See Example 2.)*



▶ 9. What is another name for $\overline{BD}$?

10. What is another name for $\overline{AC}$?

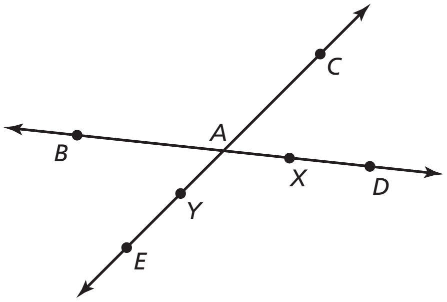
11. What is another name for $\overrightarrow{AE}$?

12. Name all rays with endpoint E.

13. Name two pairs of opposite rays.

14. Name one pair of rays that are not opposite rays.

4 MTR **ERROR ANALYSIS In Exercises 15 and 16, describe and correct the error in naming opposite rays in the diagram.**



15. ✗ $\overrightarrow{AD}$ and $\overrightarrow{AC}$ are opposite rays.

16. ✗ $\overline{YC}$ and $\overline{YE}$ are opposite rays.

In Exercises 17–24, sketch the figure described. *(See Examples 3 and 4.)*

▶ 17. plane P and line ℓ intersecting at one point

18. plane K and line m intersecting at all points on line m

19. $\overleftrightarrow{AB}$ and $\overleftrightarrow{AC}$

20. $\overrightarrow{MN}$ and $\overrightarrow{NX}$

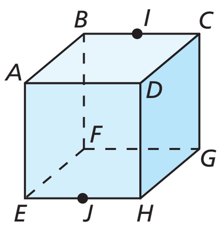
21. plane M and $\overrightarrow{NB}$ intersecting at point B

22. plane M and $\overrightarrow{NB}$ intersecting at point A

23. plane A and plane B not intersecting

24. plane C and plane D intersecting at $\overleftrightarrow{XY}$

In Exercises 25–32, use the diagram.



25. Name a point that is collinear with points *E* and *H*.

26. Name a point that is collinear with points *B* and *I*.

27. Name a point that is not collinear with points *E* and *H*.

28. Name a point that is not collinear with points *B* and *I*.

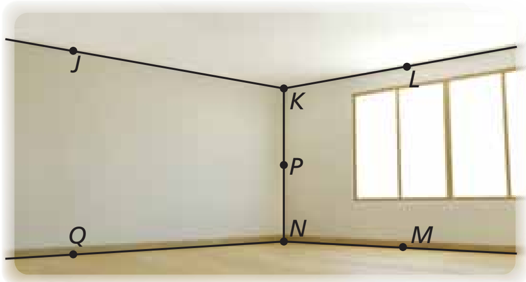
29. Name a point that is coplanar with points *D*, *A*, and *B*.

30. Name a point that is coplanar with points *C*, *G*, and *F*.

31. Name the intersection of plane *AEH* and plane *FBE*.

32. Name the intersection of plane *BGF* and plane *HDG*.

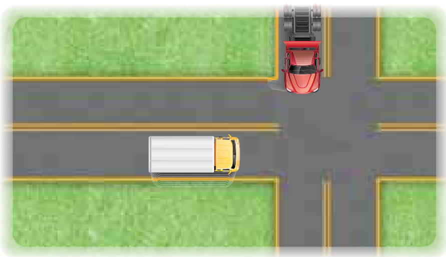
7 MTR **MODELING REAL LIFE** **In Exercises 33 and 34, use the diagram.** *(See Example 5.)*



33. Name two points that are collinear with *P*.

34. Name two planes that contain *J*.

7 MTR **35. MODELING REAL LIFE** When two trucks traveling in different directions approach an intersection at the same time, one of the trucks must change its speed or direction to avoid a collision. Two airplanes, however, can travel in different directions and cross paths without colliding. Explain how this is possible.



36. REASONING Given two points on a line and a third point not on the line, is it possible to draw a plane that includes the line and the third point? Explain your reasoning.

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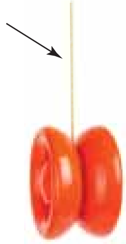
In Exercises 37–40, name the geometric term modeled by the part of the object indicated with an arrow.

37.

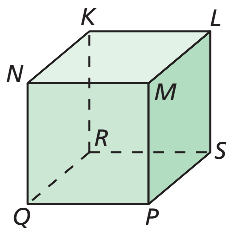
38.

39.



40.

In Exercises 41–44, use the diagram to name all the points that are *not* coplanar with the given points.



41. *N*, *K*, and *L*

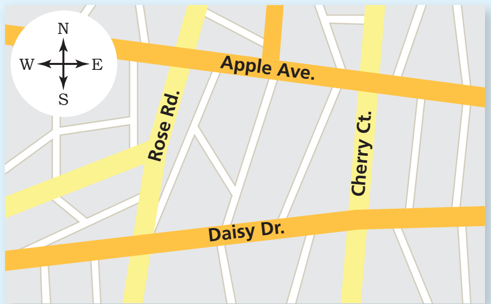
42. *P*, *Q*, and *N*

43. *P*, *Q*, and *R*

44. *R*, *K*, and *N*

45. REASONING Is it possible to draw two planes that intersect at one point? Explain your reasoning.

46. HOW DO YOU SEE IT?
You and your friend walk in opposite directions, forming opposite rays. You were originally on the corner of Apple Avenue and Cherry Court.



a. Name two possibilities of the road and direction you and your friend may have traveled.

b. Your friend claims he went north on Cherry Court, and you went east on Apple Avenue. Make an argument for why you know this could not have happened.

47. **REASONING** Explain why a four-legged chair may rock from side to side even if the floor is level. Would a three-legged chair on the same level floor rock from side to side? Why or why not?

48. **MODELING REAL LIFE** You are designing a living room. Counting the floor, walls, and ceiling, you want the design to contain at least eight different planes. Draw a diagram of your design. Label each plane in your design.

CONNECTING CONCEPTS In Exercises 49 and 50, graph the inequality on a number line. Tell whether the graph is a *segment*, a *ray* or *rays*, a *point*, or a *line*.

49. $x \le 3$

50. $-7 \le x \le 4$

DISCUSS MATHEMATICAL THINKING In Exercises 51–58, complete the statement with *always*, *sometimes*, or *never*. Explain your reasoning.

51. A line ____________ has endpoints.

52. A line and a point ____________ intersect.

53. A plane and a point ____________ intersect.

54. Two planes ____________ intersect in a line.

55. Two points ____________ determine a line.

56. Any three points ____________ determine a plane.

57. Any three points not on the same line ____________ determine a plane.

58. Two lines that are not parallel ____________ intersect.

59. **STRUCTURE** Two coplanar intersecting lines will always intersect at one point. What is the greatest number of intersection points that exist if you draw four coplanar lines? Explain.

60. **THOUGHT PROVOKING**
Is it possible for three planes to never intersect? to intersect in one line? to intersect in one point? Sketch the possible situations.

REVIEW & REFRESH

WATCH

In Exercises 61 and 62, determine which of the lines, if any, are parallel or perpendicular. Explain.

61. Line a passes through $(1, 3)$ and $(-2, -3)$.
Line b passes through $(-1, -5)$ and $(0, -3)$.
Line c passes through $(3, 2)$ and $(1, 0)$.

62. Line a: $y + 4 = \frac{1}{2}x$
Line b: $2y = -4x + 6$
Line c: $y = 2x - 1$

In Exercises 63 and 64, solve the equation.

63. $18 + x = 43$

64. $x - 23 = 19$

65. **MODELING REAL LIFE** You bike at a constant speed of 10 miles per hour. You plan to bike 30 miles, plus or minus 5 miles. Write and solve an equation to find the minimum and maximum numbers of hours you bike.

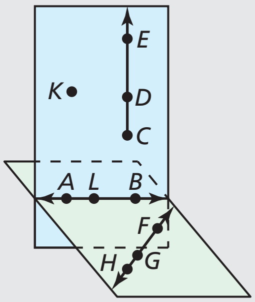
In Exercises 66 and 67, evaluate the expression.

66. $\sqrt[3]{8^5}$

67. $36^{1/2}$

68. Graph $f(x) = -\frac{1}{3}x + 5$ and $g(x) = f(x - 4)$. Describe the transformation from the graph of f to the graph of g.

In Exercises 69–75, use the diagram.



69. Name four points.

70. Name two lines.

71. Name three rays.

72. Name three collinear points.

73. Name three coplanar points.

74. Give two names for the plane shaded blue.

75. Name three line segments.

In Exercises 76–79, solve the equation.

76. $2x(x - 5)(x + 8) = 0$

77. $4x^3 - 64x = 0$

78. $3x^3 + 3x^2 - 6x = 0$

79. $-x(x + 1)(x - 7) = 0$

In Exercises 80 and 81, make a box-and-whisker plot that represents the data.

80. Scores on a test: 76, 90, 84, 97, 82, 100, 92, 90, 88

81. Minutes spent at the gym: 60, 45, 50, 45, 65, 50, 55, 60, 60, 50

GO DIGITAL

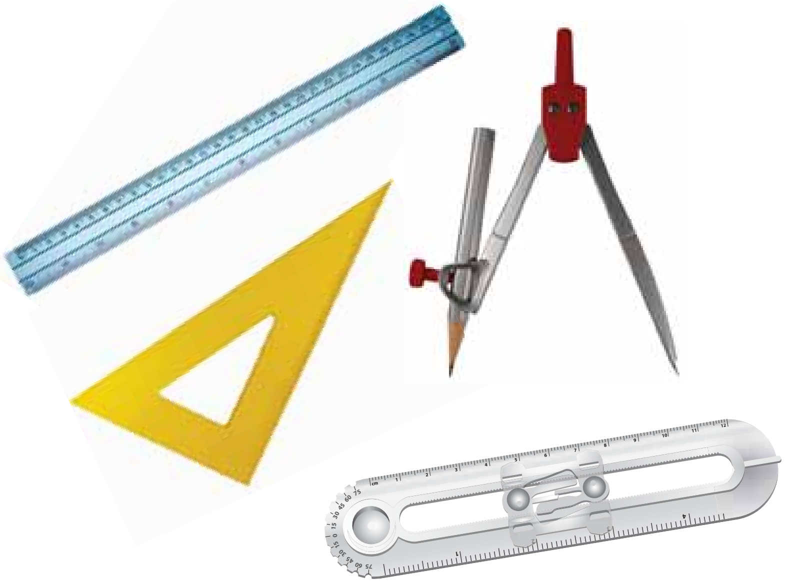
1.2 Measuring and Constructing Segments

Learning Target: Measure and construct line segments.

Success Criteria:
- I can measure a line segment.
- I can copy a line segment.
- I can explain and use the Segment Addition Postulate.

EXPLORE IT! Measuring and Copying Line Segments

Work with a partner. A *straightedge* is a tool that you can use to draw a straight line. An example of a straightedge is a ruler. A *compass* is a tool that you can use to draw circles and arcs, and copy segments. Choose from these tools to complete the following tasks.



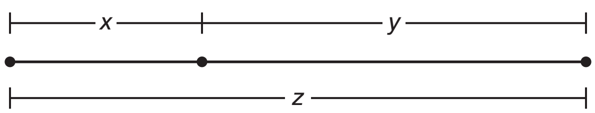
a. Find the length of the line segment.

b. Make a copy of the line segment in part (a). Explain your process.

c. Draw a different line segment that has a length between 4 centimeters and 10 centimeters.

d. Make a copy of the line segment in part (c) using a different method than you used in part (b). Explain your process.

e. Find the lengths x, y, and z. What do you notice?



5 MTR MAKE A PLAN

How can you use a paper clip to compare the lengths of two different line segments?

Geometric Reasoning
MA.912.GR.5.1 Construct a copy of a segment or an angle.

GO DIGITAL

Using the Ruler Postulate

Vocabulary

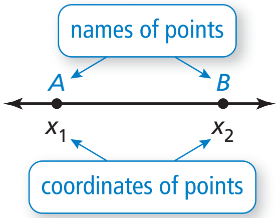
postulate, *p. 12*
axiom, *p. 12*
coordinate, *p. 12*
distance between two points, *p. 12*
construction, *p. 13*
congruent segments, *p. 13*
between, *p. 14*

In geometry, a rule that is accepted without proof is called a **postulate** or an **axiom**. A rule that can be proved is called a *theorem*, as you will see later. Postulate 1.1 shows how to find the distance between two points on a line.

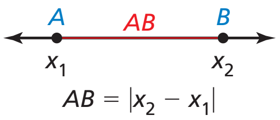
POSTULATE

1.1 Ruler Postulate

The points on a line can be matched one to one with the real numbers. The real number that corresponds to a point is the **coordinate** of the point.



The **distance** between points A and B, written as AB, is the absolute value of the difference of the coordinates of A and B.



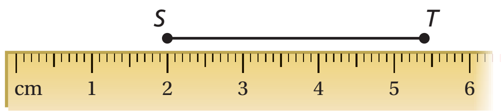
EXAMPLE 1 Using the Ruler Postulate

WATCH

Measure the length of $\overline{ST}$ to the nearest tenth of a centimeter.

SOLUTION

Align one mark of a metric ruler with S. Then estimate the coordinate of T. For example, when you align S with 2, T appears to align with 5.4.



$ST = |5.4 - 2| = 3.4$ Ruler Postulate

▶ So, the length of $\overline{ST}$ is about 3.4 centimeters.

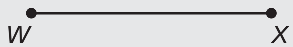
SELF-ASSESSMENT 1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

Use a ruler to measure the length of the segment to the nearest $\frac{1}{8}$ inch.

1. 

2. 

3. 

4. 

5. WRITING Explain how $\overline{XY}$ and XY are different.

GO DIGITAL

Constructing and Comparing Congruent Segments

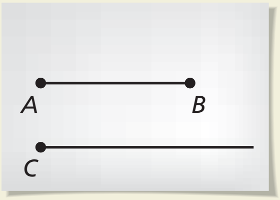
A **construction** is a geometric drawing that uses a limited set of tools, usually a *compass* and *straightedge*.

CONSTRUCTION Copying a Segment

Use a compass and straightedge to construct a line segment that has the same length as $\overline{AB}$.

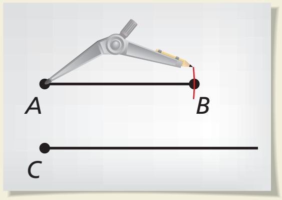
SOLUTION

Step 1



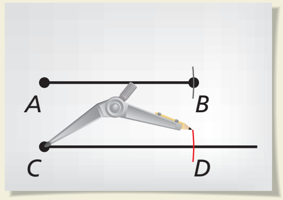
Draw a segment Use a straightedge to draw a segment longer than $\overline{AB}$. Label point C on the new segment.

Step 2



Measure length Set your compass at the length of $\overline{AB}$.

Step 3

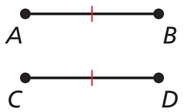


Copy length Place the compass at C. Mark point D on the new segment. So, $\overline{CD}$ has the same length as $\overline{AB}$.

KEY IDEA

Congruent Segments

Line segments that have the same length are called **congruent segments**. You can say "the length of $\overline{AB}$ is equal to the length of $\overline{CD}$," or you can say "$\overline{AB}$ *is congruent to* $\overline{CD}$." The symbol $\cong$ means "is congruent to."



Lengths are equal.
$AB = CD$
"is equal to"

Segments are congruent.
$\overline{AB} \cong \overline{CD}$
"is congruent to"

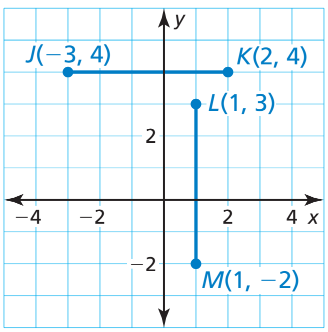
READING

In the diagram, the red tick marks indicate $\overline{AB} \cong \overline{CD}$. When there is more than one pair of congruent segments, use multiple tick marks.

EXAMPLE 2 Comparing Segments for Congruence

Plot $J(-3, 4)$, $K(2, 4)$, $L(1, 3)$, and $M(1, -2)$ in a coordinate plane. Then determine whether $\overline{JK}$ and $\overline{LM}$ are congruent.

SOLUTION



Plot the points, as shown. To find the length of a horizontal segment, find the absolute value of the difference of the x-coordinates of the endpoints.

$JK = |2 - (-3)| = 5$ Ruler Postulate

To find the length of a vertical segment, find the absolute value of the difference of the y-coordinates of the endpoints.

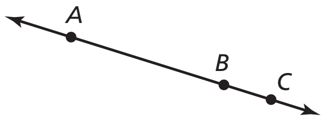
$LM = |-2 - 3| = 5$ Ruler Postulate

▶ $\overline{JK}$ and $\overline{LM}$ have the same length. So, $\overline{JK} \cong \overline{LM}$.

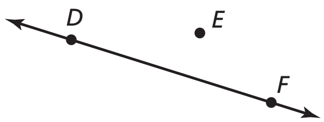
GO DIGITAL

Using the Segment Addition Postulate

When three points are collinear, you can say that one point is **between** the other two.



Point *B* is between points *A* and *C*.



Point *E* is not between points *D* and *F*.

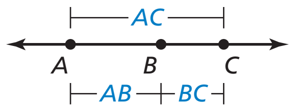
> **4 MTR CONSTRUCT AN ARGUMENT**
> Consider a fourth point *D* such that *C* is between *B* and *D*. Use the Segment Addition Postulate to show that $AB + BC + CD = AD$.

POSTULATE

1.2 Segment Addition Postulate

If *B* is between *A* and *C*, then $AB + BC = AC$.

If $AB + BC = AC$, then *B* is between *A* and *C*.

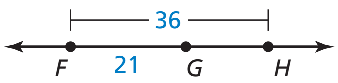


EXAMPLE 3 Using the Segment Addition Postulate

WATCH

a. Find *DF*.

b. Find *GH*.



SOLUTION

a. Use the Segment Addition Postulate to write an equation. Then solve the equation to find *DF*.

$DF = DE + EF$	Segment Addition Postulate
$DF = 23 + 35$	Substitute 23 for *DE* and 35 for *EF*.
$DF = 58$	Add.

b. Use the Segment Addition Postulate to write an equation. Then solve the equation to find *GH*.

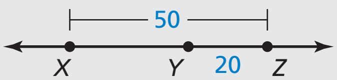
$FH = FG + GH$	Segment Addition Postulate
$36 = 21 + GH$	Substitute 36 for *FH* and 21 for *FG*.
$15 = GH$	Subtract 21 from each side.

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

6. Plot $A(-2, 4)$, $B(3, 4)$, $C(0, 2)$, and $D(0, -2)$ in a coordinate plane. Then determine whether $\overline{AB}$ and $\overline{CD}$ are congruent.

4 MTR **7. DIFFERENT WORDS, SAME QUESTION** Which is different? Find "both" answers.



Find $XZ - YZ$.

Find $XZ - XY$.

Find XY.

Find the length of $\overline{XY}$.

GO DIGITAL

7 MTR **EXAMPLE 4** **Modeling Real Life** WATCH

The cities shown on the map lie approximately in a straight line. Find the distance from Orlando to Lake City.

SOLUTION

1. **Understand the Problem** You know that the three cities are approximately collinear. The map shows the distances from West Palm Beach to Lake City and from West Palm Beach to Orlando. You need to find the distance from Orlando to Lake City.
2. **Make a Plan** Use the Segment Addition Postulate to find the distance from Orlando to Lake City.
3. **Solve and Check** Use the Segment Addition Postulate to write an equation. Then solve the equation to find OL.

$WL = WO + OL$	Segment Addition Postulate
$287 = 150 + OL$	Substitute 287 for WL and 150 for WO.
$137 = OL$	Subtract 150 from each side.

▶ So, the distance from Orlando to Lake City is about 137 miles.

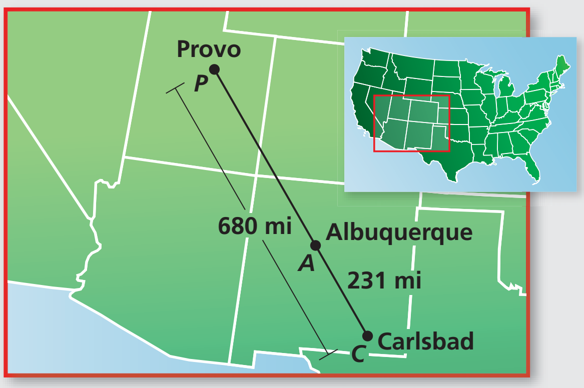
Check The distance from West Palm Beach to Lake City is 287 miles. By the Segment Addition Postulate, the distance from West Palm Beach to Orlando plus the distance from Orlando to Lake City should equal 287 miles.

$150 + 137 = 287$ ✓

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

8. The cities shown on the map lie approximately in a straight line. Find the distance from Albuquerque, New Mexico, to Provo, Utah.



GO DIGITAL

1.2 Practice WITH CalcChat® AND CalcView®

In Exercises 1–4, use a ruler to measure the length of the segment to the nearest tenth of a centimeter. *(See Example 1.)*

1.

2.

3.

4.

CONSTRUCTION In Exercises 5 and 6, use a compass and straightedge to construct a copy of the segment.

5. Copy the segment in Exercise 3.

6. Copy the segment in Exercise 4.

In Exercises 7–12, plot the points in a coordinate plane. Then determine whether $\overline{AB}$ and $\overline{CD}$ are congruent. *(See Example 2.)*

7. $A(-4, 5)$, $B(-4, 8)$, $C(2, -3)$, $D(2, 0)$

8. $A(6, -1)$, $B(1, -1)$, $C(2, -3)$, $D(4, -3)$

9. $A(8, 3)$, $B(-1, 3)$, $C(5, 10)$, $D(5, 3)$

10. $A(6, -8)$, $B(6, 1)$, $C(7, -2)$, $D(-2, -2)$

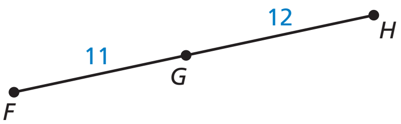
11. $A(-5, 6)$, $B(-5, -1)$, $C(-4, 3)$, $D(3, 3)$

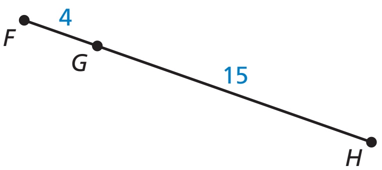
12. $A(10, -4)$, $B(3, -4)$, $C(-1, 2)$, $D(-1, 5)$

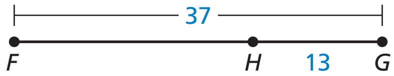
In Exercises 13–20, find FH. *(See Example 3.)*

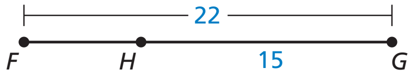
13. 

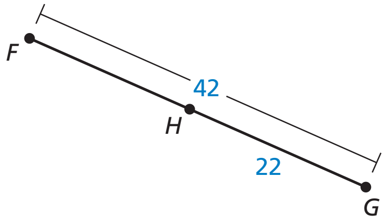
14. 

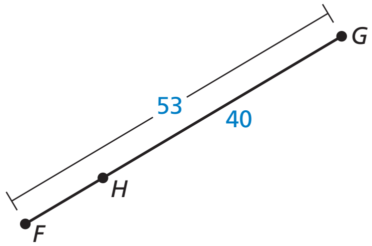
15. 

16. 

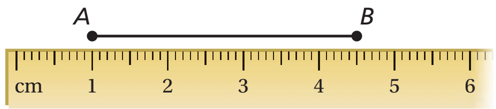
17. 

18. 

19. 

20. 

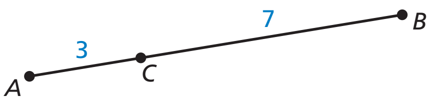
4 MTR ERROR ANALYSIS In Exercises 21 and 22, describe and correct the error in finding the length of $\overline{AB}$.



21. ✗ $AB = 1 - 4.5 = -3.5$

22. ✗ $AB = |1 + 4.5| = 5.5$

23. COLLEGE PREP Which expression does *not* equal 10?

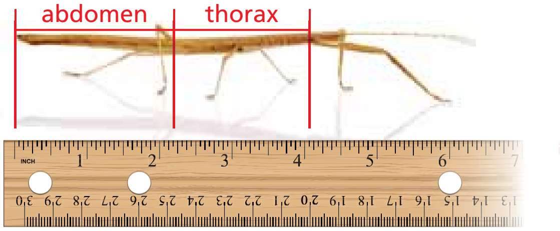


Ⓐ $AC + CB$ Ⓒ AB

Ⓑ $BA - CA$ Ⓓ $CA + BC$

GO DIGITAL

24. MAINTAIN ACCURACY The diagram shows an insect called a walking stick. Use the ruler to estimate the length of the abdomen and the length of the thorax to the nearest $\frac{1}{4}$ inch. How much longer is the walking stick's abdomen than its thorax? How many times longer is its abdomen than its thorax?

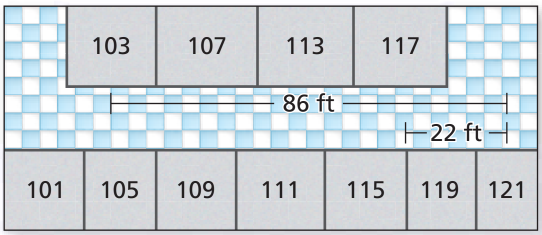


25. MODELING REAL LIFE In 2003, a remote-controlled model airplane became the first ever to fly nonstop across the Atlantic Ocean. The map shows the airplane's position at three different points during its flight. Point A represents Cape Spear, Newfoundland, point B represents the approximate position after one day, and point C represents Mannin Bay, Ireland. The airplane left from Cape Spear and landed in Mannin Bay. *(See Example 4.)*

a. Find the total distance the model airplane flew.

b. The flight lasted nearly 38 hours. Estimate the airplane's average speed in miles per hour.

26. MODELING REAL LIFE You walk in a straight line from Room 103 to Room 117 at a speed of 4.4 feet per second.

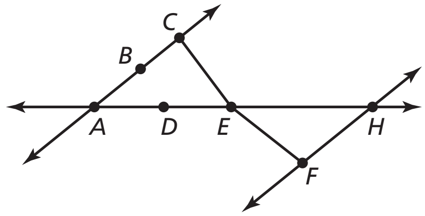


a. How far do you walk?

b. How long does it take you to get to Room 117?

c. Why might it actually take you longer than the time in part (b)?

27. STRUCTURE Determine whether each statement is *true* or *false*. Explain your reasoning.



a. B is between A and C.

b. C is between B and E.

c. D is between A and H.

d. E is between C and F.

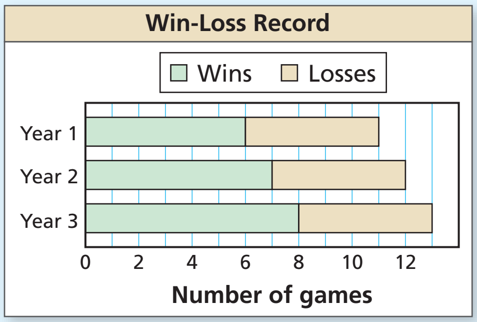
28. CONNECTING CONCEPTS Point S is between points R and T on $\overline{RT}$. Use the information to write an equation in terms of x. Then solve the equation and find RS, ST, and RT.

a. $RS = 2x + 10$
$ST = x - 4$
$RT = 21$

b. $RS = 4x - 9$
$ST = 19$
$RT = 8x - 14$

29. MAKING AN ARGUMENT Your friend says that when measuring with a ruler, you must always line up objects at the zero on the ruler. Is your friend correct? Explain your reasoning.

30. HOW DO YOU SEE IT?
The bar graph shows the win-loss record for a lacrosse team over a period of three years. Explain how you can apply the Ruler Postulate and the Segment Addition Postulate when interpreting a stacked bar graph like the one shown.

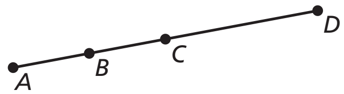


31. REASONING The round-trip distance between City X and City Y is 647 miles. A national park is between City X and City Y, and is 27 miles from City X. Find the round-trip distance between the national park and City Y. Justify your answer.

GO DIGITAL

32. REASONING The points (a, b) and (c, b) form a segment, and the points (d, e) and (d, f) form a segment. The segments are congruent. Write an equation that represents the relationship among the variables. Are any of the variables *not* used in the equation? Explain.

5 MTR **33. CONNECTING CONCEPTS** In the diagram, $\overline{AB} \cong \overline{BC}$, $\overline{AC} \cong \overline{CD}$, and $AD = 12$. Find the lengths of all segments in the diagram. You choose one of the segments at random. What is the probability that the length of the segment is greater than 3? Explain your reasoning.



34. REASONING Points A, B, and C lie on a line where $AB = 35$ and $AC = 93$. What are the possible values of BC?

35. DIG DEEPER Is it possible to use the Segment Addition Postulate to show that $FB > CB$? that $AC > DB$? Explain your reasoning.

36. THOUGHT PROVOKING
Is it possible to design a table where no two legs have the same length? Assume that the endpoints of the legs (that are not attached to the table) must all lie in the same plane. Include a diagram with your answer.

REVIEW & REFRESH

WATCH

In Exercises 37–40, solve the equation.

37. $3 + y = 12$

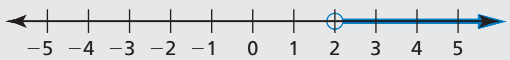
38. $-5x = 10$

39. $5x + 7 = 9x - 17$

40. $\dfrac{-5 + x}{2} = -9$

41. Sketch plane P and $\overleftrightarrow{YZ}$ intersecting at point Z.

42. Write an inequality that represents the graph.

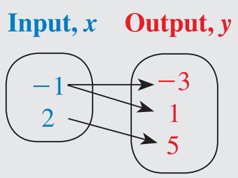


In Exercises 43 and 44, use intercepts to graph the linear equation. Label the points corresponding to the intercepts.

43. $4x + 3y = 24$

44. $-2x + 4y = -16$

45. Determine whether the relation is a function. Explain.



In Exercises 46–49, solve the inequality. Graph the solution.

46. $x - 6 \leq 13$

47. $-3t > 15$

48. $5 - \dfrac{c}{3} < 12$

49. $6 - v < 8$ *or* $-4v \geq 40$

In Exercises 50 and 51, graph the function. Identify the asymptote. Find the domain and range of f.

50. $f(x) = 2^x - 3$

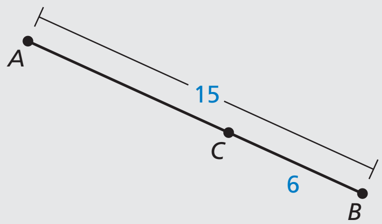
51. $f(x) = 3(0.5)^x$

52. Is there a correlation between amusement park attendance and the wait times for rides? If so, is there a causal relationship? Explain your reasoning.

In Exercises 53 and 54, find AC.

53.

54.



7 MTR **55. MODELING REAL LIFE** A football team scores a total of 7 touchdowns and field goals in a game. The team scores an extra point with each touchdown, so each touchdown is worth 7 points. Each field goal is worth 3 points. The team scores a total of 41 points. How many touchdowns does the team score? How many field goals?

In Exercises 56 and 57, write an equation in slope-intercept form of the line that passes through the given points.

56. $(0, 3), \left(\frac{1}{2}, 0\right)$

57. $(-8, -8), (12, -3)$

GO DIGITAL

1.3 Using Midpoint and Distance Formulas

Learning Target: Find midpoints and lengths of segments.

Success Criteria:

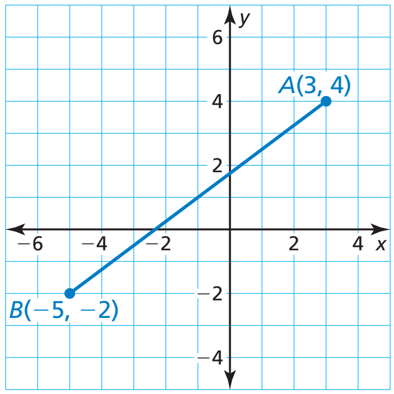
- I can find lengths of segments.
- I can construct a segment bisector.
- I can find the weighted average of two or more points on a number line.
- I can find the midpoint of a segment.

EXPLORE IT! Finding Midpoints of Line Segments

1 MTR ANALYZE A PROBLEM
Draw a right triangle with hypoteneuse $\overline{AB}$. How can you find the length of $\overline{AB}$?

Work with a partner.

a. Plot any two points A and B. Then graph $\overline{AB}$. Identify the point M on $\overline{AB}$ that is halfway between points A and B, called the *midpoint* of $\overline{AB}$. Explain how you found the midpoint.



b. Repeat part (a) five times and complete the table.

Coordinates of A	Coordinates of B	Coordinates of M

c. Compare the x-coordinates of A, B, and M. Compare the y-coordinates of A, B, and M. How are the coordinates of the midpoint M related to the coordinates of A and B?

Geometric Reasoning
MA.912.GR.3.1 Determine the weighted average of two or more points on a line.
MA.912.GR.3.3 Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.
Also MA.912.GR.5.2

GO DIGITAL

Midpoints and Segment Bisectors

Vocabulary

midpoint, *p. 20*
segment bisector, *p. 20*
weighted average, *p. 22*

READING

The word *bisect* means “to cut into two equal parts.”

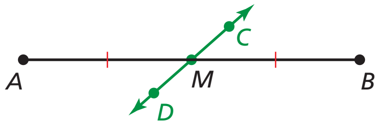
KEY IDEAS

Midpoints and Segment Bisectors

The **midpoint** of a segment is the point that divides the segment into two congruent segments.

M is the midpoint of $\overline{AB}$.
So, $\overline{AM} \cong \overline{MB}$ and $AM = MB$.

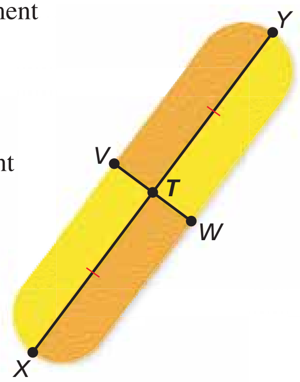
A **segment bisector** is a point, ray, line, line segment, or plane that intersects the segment at its midpoint. A midpoint or a segment bisector *bisects* a segment.



$\overleftrightarrow{CD}$ is a segment bisector of $\overline{AB}$.
So, $\overline{AM} \cong \overline{MB}$ and $AM = MB$.

EXAMPLE 1 **Finding Segment Lengths**

In the skateboard design, $\overline{VW}$ bisects $\overline{XY}$ at point T, and $XT = 39.9$ cm. Find XY.



SOLUTION

Point T is the midpoint of $\overline{XY}$. So, $XT = TY = 39.9$ cm.

$XY = XT + TY$ Segment Addition Postulate

$= 39.9 + 39.9$ Substitute.

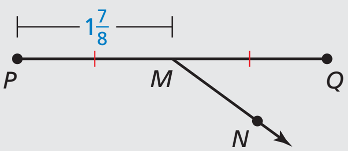
$= 79.8$ Add.

▶ So, the length of $\overline{XY}$ is 79.8 centimeters.

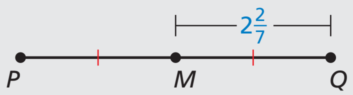
SELF-ASSESSMENT 1 I don’t understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

Identify the segment bisector of $\overline{PQ}$. Then find PQ.

1.



2.

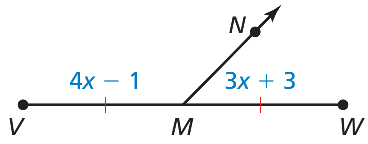


3. VOCABULARY If a point, ray, line, line segment, or plane intersects a segment at its midpoint, then what does it do to the segment?

GO DIGITAL

EXAMPLE 2 Using Algebra with Segment Lengths

WATCH



Identify the segment bisector of $\overline{VW}$. Then find VM.

SOLUTION

The figure shows that $\overline{VM} \cong \overline{MW}$. So, point M is the midpoint of $\overline{VW}$, and $VM = MW$. Because $\overrightarrow{MN}$ intersects $\overline{VW}$ at its midpoint M, $\overrightarrow{MN}$ bisects $\overline{VW}$. Find VM.

Step 1 Write and solve an equation to find VM.

$VM = MW$	Write the equation.
$4x - 1 = 3x + 3$	Substitute.
$x - 1 = 3$	Subtract $3x$ from each side.
$x = 4$	Add 1 to each side.

Step 2 Evaluate the expression for VM when $x = 4$.

$$VM = 4x - 1 = 4(4) - 1 = 15$$

▶ $\overrightarrow{MN}$ is the segment bisector of $\overline{VW}$, and VM is 15.

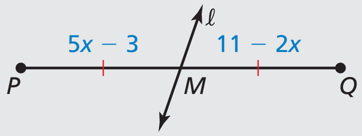
Check Because $VM = MW$, the length of $\overline{MW}$ should be 15.

$$MW = 3x + 3$$
$$= 3(4) + 3$$
$$= 15 \checkmark$$

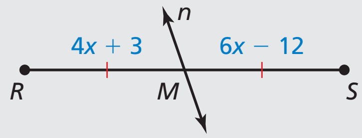
SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

4. Identify the segment bisector of $\overline{PQ}$. Then find MQ.



5. Identify the segment bisector of $\overline{RS}$. Then find RS.



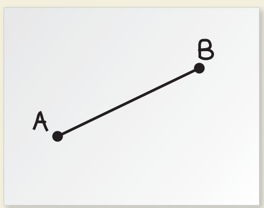
CONSTRUCTION Bisecting a Segment

WATCH

Construct a segment bisector of $\overline{AB}$ by paper folding. Then label the midpoint M of $\overline{AB}$.

SOLUTION

Step 1

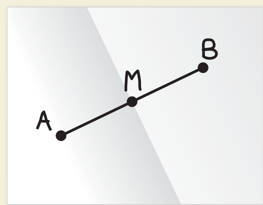


Draw a segment
Use a straightedge to draw $\overline{AB}$ on a piece of paper.

Step 2

Fold the paper
Fold the paper so that B is on top of A.

Step 3



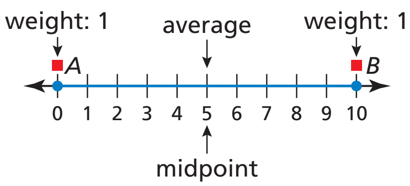
Label the midpoint
Label point M. Compare AM, MB, and AB.

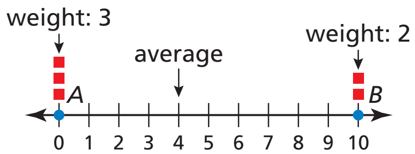
$AM = MB = \frac{1}{2}AB$

GO DIGITAL

Finding Weighted Averages on a Number Line

When two distinct points A and B are weighted equally, the average is the midpoint of $\overline{AB}$. When points are weighted unequally, the average is a *weighted average*.





KEY IDEA

Weighted Averages

To find the **weighted average** of points on a number line, multiply the coordinate of each point by its weight, and divide the sum of the weighted values by the sum of the weights.

$$W = \frac{\text{sum of the weighted values}}{\text{sum of the weights}}$$

EXAMPLE 3 Finding Weighted Averages

WATCH

4 MTR CONSTRUCT AN ARGUMENT
How does increasing or decreasing the weight on a point affect the weighted average? Explain.

Find each weighted average.

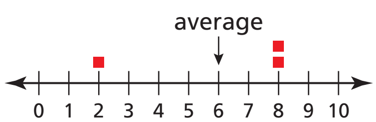
a. The coordinate 2 has a weight of 1, and the coordinate 8 has a weight of 2.

b. The coordinate 3 has a weight of 1, the coordinate 5 has a weight of 3, and the coordinate 9 has a weight of 2.

SOLUTION

a. Multiply each coordinate by its weight. Divide the sum of the weighted values by the sum of the weights.

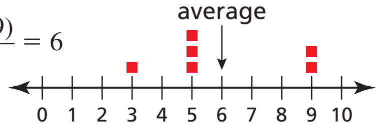
$$\frac{\text{sum of the weighted values}}{\text{sum of the weights}} = \frac{1(2) + 2(8)}{1 + 2} = 6$$



▶ The weighted average is 6.

b. Multiply each coordinate by its weight. Divide the sum of the weighted values by the sum of the weights.

$$\frac{\text{sum of the weighted values}}{\text{sum of the weights}} = \frac{1(3) + 3(5) + 2(9)}{1 + 3 + 2} = 6$$



▶ The weighted average is 6.

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

6. The coordinate 3 has a weight of 2, and the coordinate 9 has a weight of 1. Find the weighted average.

7. The coordinate 2 has a weight of 2, the coordinate 3 has a weight of 2, and the coordinate 10 has a weight of 1. Find the weighted average.

8. Your final grade in a class is based on your score on two tests and the final exam. You scored 86% and 94% on the tests and 92% on the final exam. Find your final grade when the final exam has twice the weight of each test.

GO DIGITAL

Using the Midpoint Formula

You can use the coordinates of the endpoints of a segment in the coordinate plane to find the coordinates of the midpoint.

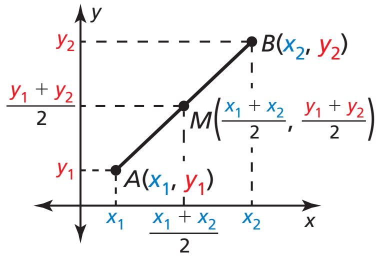
KEY IDEA

The Midpoint Formula

The coordinates of the midpoint of a segment are the averages of the x-coordinates and of the y-coordinates of the endpoints.

If $A(x_1, y_1)$ and $B(x_2, y_2)$ are points in a coordinate plane, then the midpoint M of $\overline{AB}$ has coordinates

$$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right).$$



EXAMPLE 4 Using the Midpoint Formula

WATCH

a. The endpoints of $\overline{RS}$ are $R(1, -3)$ and $S(4, 2)$. Find the coordinates of the midpoint M.

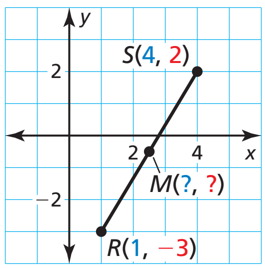
b. The midpoint of $\overline{JK}$ is $M(2, 1)$. One endpoint is $J(1, 4)$. Find the coordinates of endpoint K.

SOLUTION

a. Use the Midpoint Formula.

$$M\left(\frac{1 + 4}{2}, \frac{-3 + 2}{2}\right) = M\left(\frac{5}{2}, -\frac{1}{2}\right)$$

▶ The coordinates of the midpoint M are $\left(\frac{5}{2}, -\frac{1}{2}\right)$.



b. Let (x, y) be the coordinates of endpoint K. Use the Midpoint Formula.

Step 1 Find x.

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

$$1 + x = 4$$

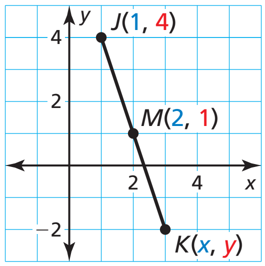
$$x = 3$$

Step 2 Find y.

$$\frac{4 + y}{2} = 1$$

$$4 + y = 2$$

$$y = -2$$



▶ The coordinates of endpoint K are $(3, -2)$.

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

The endpoints of $\overline{AB}$ are given. Find the coordinates of the midpoint M.

9. $A(1, 2)$ and $B(7, 8)$

10. $A(-4, 3)$ and $B(-6, 5)$

The midpoint M and one endpoint of $\overline{TU}$ are given. Find the coordinates of the other endpoint.

11. $T(1, 1)$ and $M(2, 4)$

12. $U(4, 4)$ and $M(-1, -2)$

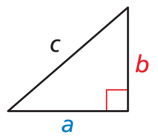
GO DIGITAL

Using the Distance Formula

You can use the Distance Formula to find the distance between two points in a coordinate plane. You can derive the Distance Formula from the *Pythagorean Theorem*, which you will see again when you work with right triangles.

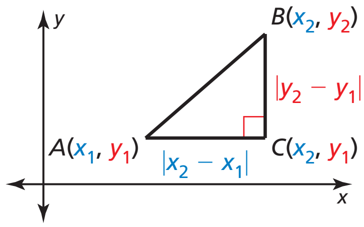
Pythagorean Theorem

$c^2 = a^2 + b^2$



Distance Formula

$(AB)^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2$



READING

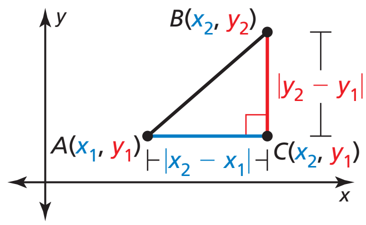
The red mark at the corner of the triangle that makes a right angle indicates a right triangle.

KEY IDEA

The Distance Formula

If $A(x_1, y_1)$ and $B(x_2, y_2)$ are points in a coordinate plane, then the distance between A and B is

$$AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}.$$



EXAMPLE 5 Modeling Real Life

7 MTR

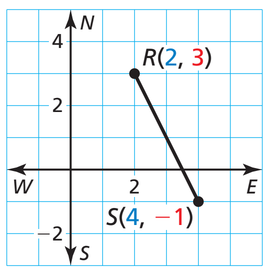
WATCH

Your school is 4 miles east and 1 mile south of your apartment. A recycling center, where your class is going on a field trip, is 2 miles east and 3 miles north of your apartment. Estimate the distance between the recycling center and your school.

SOLUTION

You can model the situation using a coordinate plane with your apartment at the origin (0, 0). The coordinates of the recycling center and the school are $R(2, 3)$ and $S(4, -1)$, respectively. Use the Distance Formula. Let $(x_1, y_1) = (2, 3)$ and $(x_2, y_2) = (4, -1)$.

$RS = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$	Distance Formula
$= \sqrt{(4 - 2)^2 + (-1 - 3)^2}$	Substitute.
$= \sqrt{2^2 + (-4)^2}$	Subtract.
$= \sqrt{4 + 16}$	Evaluate powers.
$= \sqrt{20}$	Add.
≈ 4.5	Use technology.



READING

The symbol ≈ means "is approximately equal to."

So, the distance between the recycling center and your school is about 4.5 miles.

SELF-ASSESSMENT 1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

13. In Example 5, a park is 3 miles east and 4 miles south of your apartment. Estimate the distance between the park and your school.

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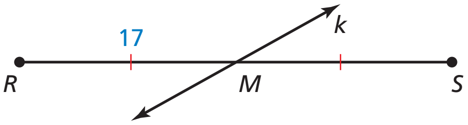
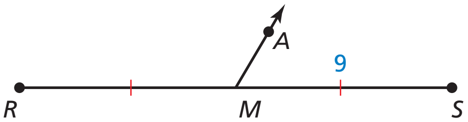
1.3 Practice WITH CalcChat® AND CalcView®

In Exercises 1–4, identify the segment bisector of $\overline{RS}$. Then find RS. *(See Example 1.)*

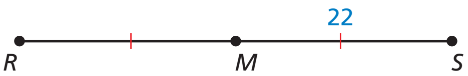
1.



2.



3.



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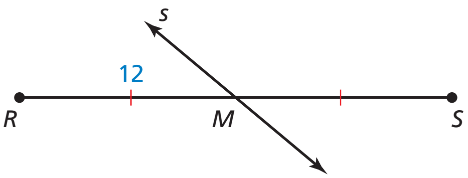
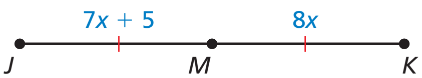


In Exercises 5 and 6, identify the segment bisector of $\overline{JK}$. Then find JM. *(See Example 2.)*

5.



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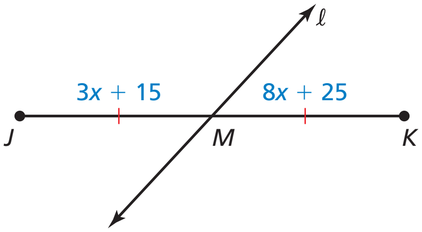
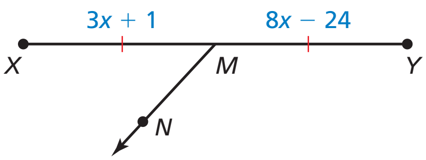
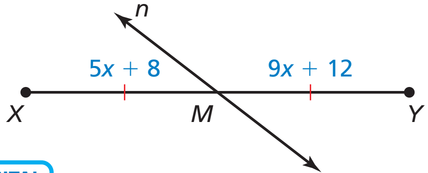


In Exercises 7 and 8, identify the segment bisector of $\overline{XY}$. Then find XY. *(See Example 2.)*

7.



8.



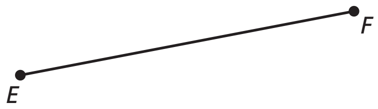
GO DIGITAL

CONSTRUCTION In Exercises 9–12, copy the segment and construct a segment bisector by paper folding. Then label the midpoint M.

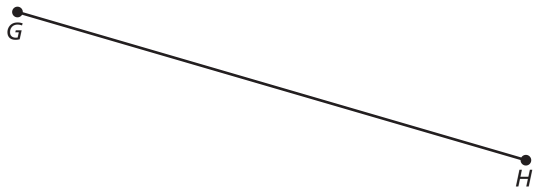
9.

10.

11.



12.



In Exercises 13–20, find the weighted average. *(See Example 3.)*

13. The coordinate 3 has a weight of 2, and the coordinate 8 has a weight of 3.

14. The coordinate −6 has a weight of 3, and the coordinate 2 has a weight of 1.

15. The coordinate −3 has a weight of 2, and the coordinate 4 has a weight of 5.

16. The coordinate 1 has a weight of 4, and the coordinate 4 has a weight of 2.

17. The coordinate −1 has a weight of 1, the coordinate 4 has a weight of 2, and the coordinate 9 has a weight of 2.

18. The coordinate 2 has a weight of 2, the coordinate 5 has a weight of 1, and the coordinate 7 has a weight of 3.

19. The coordinate −2 has a weight of 1, the coordinate 0 has a weight of 1, and the coordinate 3 has a weight of 2.

20. The coordinate 6 has a weight of 1, the coordinate 8 has a weight of 3, and the coordinate 10 has a weight of 1.

In Exercises 21–26, the endpoints of $\overline{CD}$ are given. Find the coordinates of the midpoint M. *(See Example 4.)*

21. $C(3, -5)$ and $D(7, 9)$

22. $C(-4, 7)$ and $D(0, -3)$

23. $C(-2, 0)$ and $D(4, 9)$

24. $C(-8, -6)$ and $D(-4, 10)$

25. $C(-3, 5)$ and $D(4, -2)$

26. $C(-7, -3)$ and $D(2, 1)$

In Exercises 27–32, the midpoint M and one endpoint of $\overline{GH}$ are given. Find the coordinates of the other endpoint. *(See Example 4.)*

27. $G(5, -6)$ and $M(4, 3)$

28. $H(-3, 7)$ and $M(-2, 5)$

29. $G(-7, 2)$ and $M(-1, 3)$

30. $H(4, -4)$ and $M(-2, 0)$

31. $H(-2, 9)$ and $M(8, 0)$

32. $G(-4, 1)$ and $M\left(-\frac{13}{2}, -6\right)$

In Exercises 33–40, find the distance between the two points. *(See Example 5.)*

33. $A(13, 2)$ and $B(7, 10)$

34. $C(-6, 5)$ and $D(-3, 1)$

35. $E(3, 7)$ and $F(6, 5)$

36. $G(-5, 4)$ and $H(2, 6)$

37. $J(-8, 0)$ and $K(1, 4)$

38. $L(7, -1)$ and $M(-2, 4)$

39. $R(0, 1)$ and $S(6, 3.5)$

40. $T(13, 1.6)$ and $V(5.4, 3.7)$

4 MTR **ERROR ANALYSIS** **In Exercises 41 and 42, describe and correct the error in finding the distance between $A(6, 2)$ and $B(1, -4)$.**

41.

$$\begin{aligned} AB &= (6-1)^2 + [2-(-4)]^2 \\ &= 5^2 + 6^2 \\ &= 25 + 36 \\ &= 61 \end{aligned}$$

42.

$$\begin{aligned} AB &= \sqrt{(6-2)^2 + [1-(-4)]^2} \\ &= \sqrt{4^2 + 5^2} \\ &= \sqrt{16 + 25} \\ &= \sqrt{41} \end{aligned}$$

In Exercises 43–46, the endpoints of two segments are given. Find the length of each segment. Tell whether the segments are congruent. If they are not congruent, tell which segment is longer.

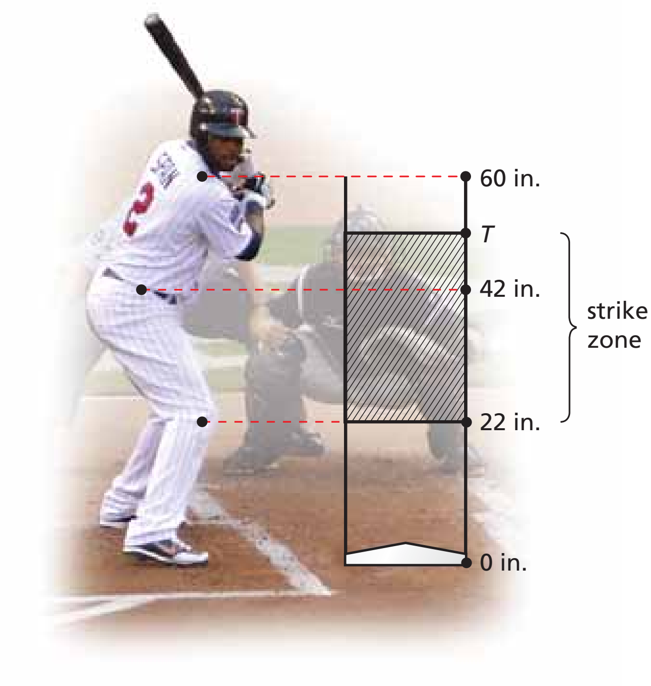
43. $\overline{AB}$: $A(0, 2)$, $B(-3, 8)$ and $\overline{CD}$: $C(-2, 2)$, $D(0, -4)$

44. $\overline{EF}$: $E(1, 4)$, $F(5, 1)$ and $\overline{GH}$: $G(-3, 1)$, $H(1, 6)$

45. $\overline{WX}$: $W(-3, -1)$, $X(3, 4)$ and $\overline{YZ}$: $Y(2, -6)$, $Z(7, -1)$

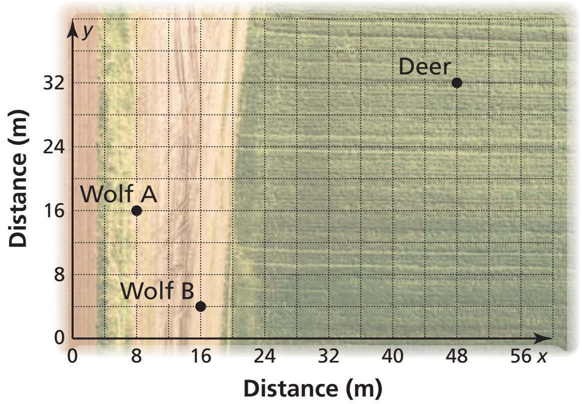
46. $\overline{LM}$: $L(-5, 1)$, $M(2, -2)$ and $\overline{NP}$: $N(-1, -3)$, $P(2, 4)$

7 MTR 47. **MODELING REAL LIFE** In baseball, the strike zone is the region a baseball needs to pass through for the umpire to declare it a strike when the batter does not swing. The bottom of the strike zone is a horizontal plane passing through a point just below the kneecap. The top of the strike zone is a horizontal plane passing through the midpoint of the top of the batter's shoulders and the top of the uniform pants when the player is in a batting stance. Find the height of T.



GO DIGITAL

48. MODELING REAL LIFE Two wolves spot a deer in a field. The positions of the animals are shown. Which wolf is closer to the deer?



49. MODELING REAL LIFE A theater is 3 miles east and 1 mile north of a bus stop. A museum is 4 miles west and 3 miles south of the bus stop. Estimate the distance between the theater and the museum.

50. MODELING REAL LIFE Your school is 20 blocks east and 12 blocks south of your home. The mall, where you plan to go after school, is 7 blocks west and 10 blocks north of your home. One block is 0.1 mile. Estimate the distance in miles between your school and the mall.

51. MAKING AN ARGUMENT Your friend claims there is an easier way to find the length of a segment than using the Distance Formula when the *x*-coordinates of the endpoints are equal. He claims all you have to do is subtract the *y*-coordinates. Do you agree with his statement? Explain your reasoning.

52. STRUCTURE The endpoints of a segment are located at (a, c) and (b, c). Find the coordinates of the midpoint and the length of the segment in terms of a, b, and c.

53. MODELING REAL LIFE The chart shows the weights of the assignments in your math class and your corresponding scores.

Assignment	Percent of grade	Score
Homework	10%	95%
Quizzes	20%	75%
Midterm	30%	85%
Final Exam	40%	90%

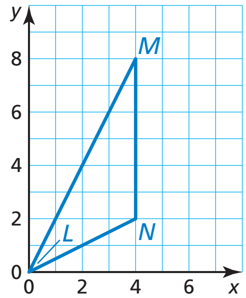
a. Find your final grade.

b. Your friend scores 90% on homework, 70% on quizzes, and 80% on the midterm. Is it possible for your friend to obtain a higher final grade than you? Explain.

GO DIGITAL

54. ASSESS REASONABLENESS Panama City is about a 375-mile drive from Tampa. Your friend claims that the midpoint between Panama City and Tampa is about 187.5 miles between the two cities. Is your friend's claim reasonable? Explain.

55. CONNECTING CONCEPTS Triangle *LMN* is shown.

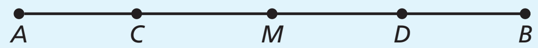


a. Label point M' as the midpoint of segment *LM*.

b. Label point N' as the midpoint of segment *LN*.

c. Is $LM'N'$ a dilation of *LMN*? Justify your answer.

56. HOW DO YOU SEE IT?
$\overline{AB}$ contains midpoint *M* and points *C* and *D*, as shown. Compare the lengths. If you cannot draw a conclusion, write *impossible to tell*. Explain your reasoning.



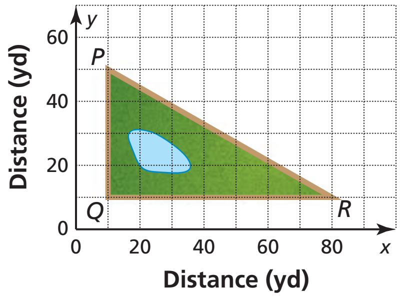
a. *AM* and *MB*

b. *AC* and *MB*

c. *CM* and *MD*

d. *MB* and *DB*

57. PROBLEM SOLVING A new bridge is constructed in the triangular park shown. The bridge spans from point *Q* to the midpoint *M* of $\overline{PR}$. A person jogs from *P* to *Q* to *M* to *R* to *Q* and back to *P* at an average speed of 150 yards per minute. About how many minutes does it take? Explain your reasoning.



58. STRUCTURE The length of $\overline{XY}$ is 24 centimeters. The midpoint of $\overline{XY}$ is *M*, and point *C* lies on $\overline{XM}$ so that *XC* is $\frac{2}{3}$ of *XM*. Point *D* lies on $\overline{MY}$ so that *MD* is $\frac{3}{4}$ of *MY*. What is the length of $\overline{CD}$?

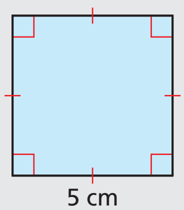
59. **DIG DEEPER** The endpoints of $\overline{AB}$ are $A(2x, y - 1)$ and $B(y + 3, 3x + 1)$. The midpoint of $\overline{AB}$ is $M\left(-\frac{7}{2}, -8\right)$. What is the length of $\overline{AB}$?

60. **THOUGHT PROVOKING** The distance between $K(1, -5)$ and a point L with integer coordinates is $\sqrt{58}$ units. Find all the possible coordinates of point L.

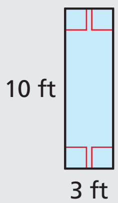
REVIEW & REFRESH

In Exercises 61–64, find the perimeter and area of the figure.

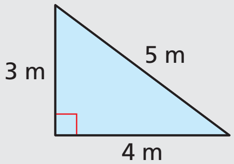
61.



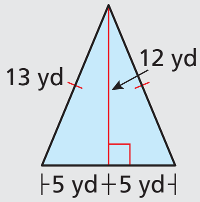
62.



63.



64.



In Exercises 65–68, solve the inequality. Graph the solution.

65. $a + 18 < 7$

66. $y - 5 \geq 8$

67. $-3x > 24$

68. $\frac{z}{4} \leq 12$

69. The endpoints of $\overline{YZ}$ are $Y(1, -6)$ and $Z(-2, 8)$. Find the coordinates of the midpoint M. Then find YZ.

70. Solve the literal equation $5x + 15y = -30$ for y.

71. Find the average rate of change of $f(x) = 3^x$ from $x = 1$ to $x = 3$.

In Exercises 72–75, factor the polynomial.

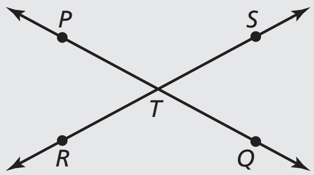
72. $3x^2 - 36x$

73. $n^2 + 3n - 70$

74. $121p^2 - 100$

75. $15y^2 + 4y - 4$

76. Name two pairs of opposite rays in the diagram.



In Exercises 77 and 78, simplify the expression. Write your answer using only positive exponents.

77. $\dfrac{b^4 \cdot b^{-2}}{b^{10}}$

78. $\left(\dfrac{2}{5t^4}\right)^{-3}$

79. Plot $A(-3, 3)$, $B(1, 3)$, $C(3, 2)$, and $D(3, -2)$ in a coordinate plane. Then determine whether $\overline{AB}$ and $\overline{CD}$ are congruent.

80. **MODELING REAL LIFE** The function $p(x) = 80 - 2x$ represents the number of points earned on a test with x incorrect answers.

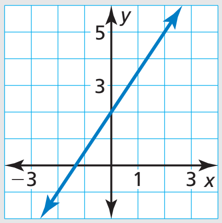
   a. How many points are earned with 2 incorrect answers?

   b. How many incorrect answers are there when 68 points are earned?

81. Convert 320 fluid ounces to gallons.

82. Determine when the function $y = -|x| - 3$ is positive, negative, increasing, or decreasing. Then describe the end behavior of the function.

83. Write an equation of the line in slope-intercept form.



1.4 Perimeter and Area in the Coordinate Plane

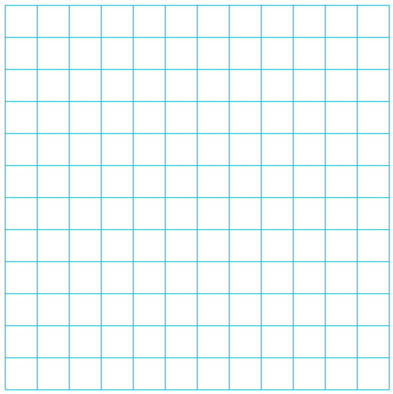
Learning Target: Find perimeters and areas of polygons in the coordinate plane.

Success Criteria:
- I can classify and describe polygons.
- I can find perimeters of polygons in the coordinate plane.
- I can find areas of polygons in the coordinate plane.

EXPLORE IT! Finding the Perimeter and Area of a Quadrilateral

Work with a partner.

a. Use a piece of graph paper to draw a quadrilateral *ABCD* in a coordinate plane. At most, two sides of your quadrilateral can be horizontal or vertical. Plot and label the vertices of *ABCD*.

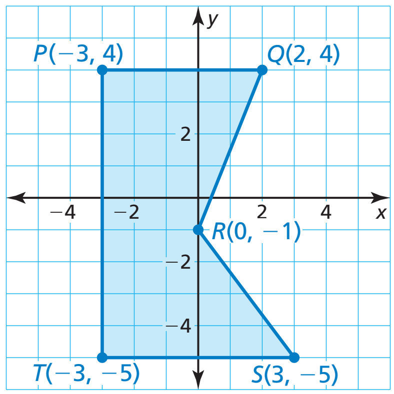


b. Make several observations about quadrilateral *ABCD*. Can you use any other names to classify your quadrilateral? Explain.

c. Explain how you can find the perimeter of quadrilateral *ABCD*. Then find the perimeter. Compare your method with those of your classmates.

d. Explain how you can find the area of quadrilateral *ABCD*. Then find the area. Compare your method with those of your classmates.

e. Use the methods from parts (c) and (d) to find the perimeter and area of the polygon below. Explain your reasoning.



5 MTR DECOMPOSE A PROBLEM
In part (d), how might it be helpful to visualize a polygon as being composed of one or more smaller polygons?

Geometric Reasoning
MA.912.GR.3.3 Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.
MA.912.GR.3.4 Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.
Also MA.912.GR.3.2, MA.912.GR.4.4

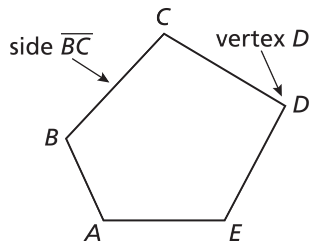
GO DIGITAL

Classifying Polygons

KEY IDEA

Polygons

In geometry, a figure that lies in a plane is called a plane figure. Recall that a *polygon* is a closed plane figure formed by three or more line segments called *sides*. Each side intersects exactly two sides, one at each *vertex*, so that no two sides with a common vertex are collinear.



polygon *ABCDE*

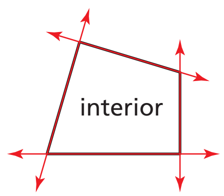
READING

You can name a polygon by listing the vertices in consecutive order.

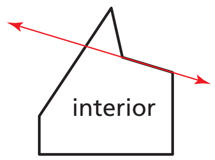
Number of sides	Type of polygon
3	Triangle
4	Quadrilateral
5	Pentagon
6	Hexagon
7	Heptagon
8	Octagon
9	Nonagon
10	Decagon
12	Dodecagon
n	n-gon

The number of sides determines the type of polygon, as shown in the table. You can also name a polygon using the term n-gon, where n is the number of sides. For instance, a 14-gon is a polygon with 14 sides.

A polygon is *convex* when no line that contains a side of the polygon contains a point in the interior of the polygon. A polygon that is not convex is *concave*.



convex polygon

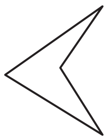


concave polygon

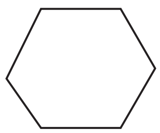
EXAMPLE 1 **Classifying Polygons** WATCH

Classify each polygon by the number of sides. Tell whether it is *convex* or *concave*.

a.



b.



SOLUTION

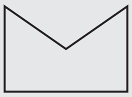
a. The polygon has four sides. So, it is a quadrilateral. The polygon is concave.

b. The polygon has six sides. So, it is a hexagon. The polygon is convex.

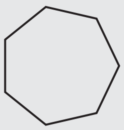
SELF-ASSESSMENT **1** I don't understand yet. **2** I can do it with help. **3** I can do it on my own. **4** I can teach someone else.

Classify the polygon by the number of sides. Tell whether it is *convex* or *concave*.

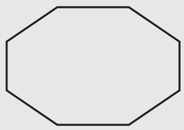
1.



2.



3.



4. REASONING Can you draw a concave triangle? If so, draw one. If not, explain why not.

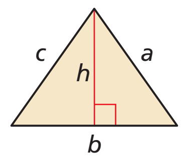
GO DIGITAL

Finding Perimeter and Area in the Coordinate Plane

You can use the formulas below and the Distance Formula to find perimeters and areas of polygons in the coordinate plane.

Perimeter and Area

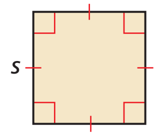
Triangle



$P = a + b + c$

$A = \frac{1}{2}bh$

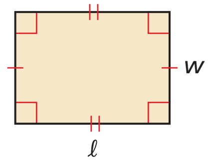
Square



$P = 4s$

$A = s^2$

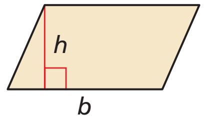
Rectangle



$P = 2\ell + 2w$

$A = \ell w$

Parallelogram



$A = bh$

READING

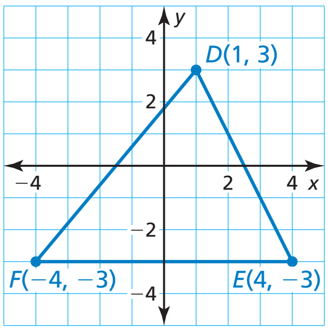
You can read the notation $\triangle DEF$ as "triangle *D E F*."

EXAMPLE 2 **Finding Perimeter in the Coordinate Plane**

WATCH

Find the perimeter of $\triangle DEF$ with vertices $D(1, 3)$, $E(4, -3)$, and $F(-4, -3)$.

SOLUTION



Step 1 Draw the triangle in a coordinate plane by plotting the vertices and connecting them.

Step 2 Find the length of each side.

$\overline{DE}$ Let $(x_1, y_1) = (1, 3)$ and $(x_2, y_2) = (4, -3)$.

$$DE = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \qquad \text{Distance Formula}$$

$$= \sqrt{(4 - 1)^2 + (-3 - 3)^2} \qquad \text{Substitute.}$$

$$= \sqrt{3^2 + (-6)^2} \qquad \text{Subtract.}$$

$$= \sqrt{45} \qquad \text{Simplify.}$$

$\overline{EF}$ $EF = |-4 - 4| = |-8| = 8$ Ruler Postulate

$\overline{FD}$ Let $(x_1, y_1) = (-4, -3)$ and $(x_2, y_2) = (1, 3)$.

$$FD = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \qquad \text{Distance Formula}$$

$$= \sqrt{[1 - (-4)]^2 + [3 - (-3)]^2} \qquad \text{Substitute.}$$

$$= \sqrt{5^2 + 6^2} \qquad \text{Subtract.}$$

$$= \sqrt{61} \qquad \text{Simplify.}$$

REMEMBER

Perimeter has linear units, such as feet or meters. Area has square units, such as square feet or square meters.

Step 3 Find the sum of the side lengths.

$$DE + EF + FD = \sqrt{45} + 8 + \sqrt{61} \approx 22.52 \text{ units}$$

▶ So, the perimeter of $\triangle DEF$ is about 22.52 units.

SELF-ASSESSMENT 1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

Find the perimeter of the polygon with the given vertices.

5. $G(-3, 2)$, $H(2, 2)$, $J(-1, -3)$

6. $Q(-4, -1)$, $R(1, 4)$, $S(4, 1)$, $T(-1, -4)$

GO DIGITAL

EXAMPLE 3 Finding Area in the Coordinate Plane

WATCH

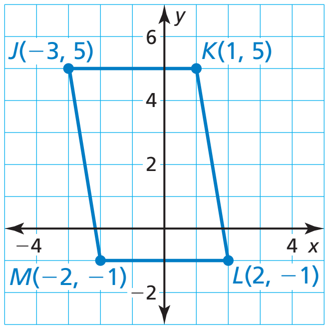
Find the area of ▱$JKLM$ with vertices $J(-3, 5)$, $K(1, 5)$, $L(2, -1)$, and $M(-2, -1)$.

READING

You can read the notation ▱*JKLM* as "parallelogram *J K L M*."

SOLUTION

Step 1 Draw the parallelogram in a coordinate plane by plotting the vertices and connecting them.



Step 2 Find the length of the base and the height.

Base

Let $\overline{JK}$ be the base. Use the Ruler Postulate to find the length of $\overline{JK}$.

$JK = |1 - (-3)| = |4| = 4$ Ruler Postulate

So, the length of the base is 4 units.

Height

Let the height be the distance from point M to $\overline{JK}$. By counting grid lines, you can determine that the height is 6 units.

Step 3 Substitute the values for the base and height into the formula for the area of a parallelogram.

$A = bh$ Write the formula for area of a parallelogram.

$= 4(6)$ Substitute.

$= 24$ Multiply.

▶ So, the area of ▱$JKLM$ is 24 square units.

ANOTHER WAY

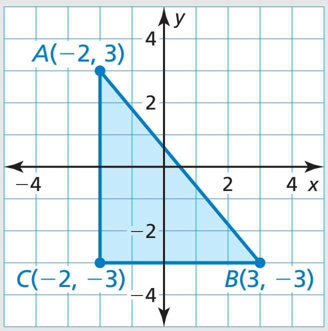
You can also find the area of ▱*JKLM* by decomposing the parallelogram into a rectangle and two triangles, then finding the sum of their areas.

SELF-ASSESSMENT

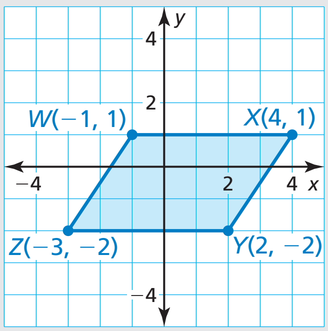
1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

Find the area of the polygon with the given vertices.

7.



8.



9. $N(-1, 1)$, $P(2, 1)$, $Q(2, -2)$, $R(-1, -2)$

10. $K(-3, 3)$, $L(3, 3)$, $M(3, -1)$, $N(-3, -1)$

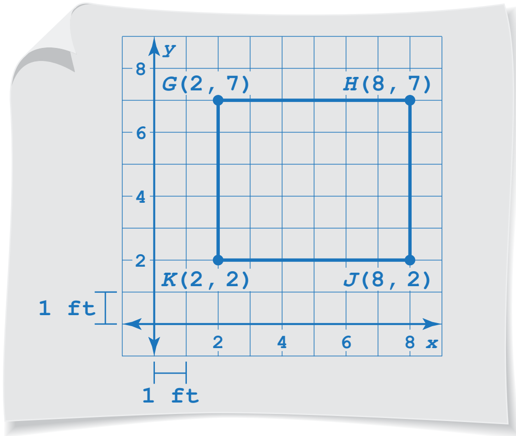
GO DIGITAL

7 MTR

EXAMPLE 4 Modeling Real Life

WATCH

You are building a shed in your backyard. The diagram shows the four vertices of the shed floor. Each unit in the coordinate plane represents 1 foot. Find the perimeter and the area of the floor of the shed.



SOLUTION

1. **Understand the Problem** You are given the coordinates of the vertices of the shed floor. You need to find the perimeter and the area of the floor.

2. **Make a Plan** The floor of the shed is rectangular, so use the coordinates of the vertices to find the length and the width. Then use formulas to find the perimeter and area.

3. **Solve and Check**

Step 1 Find the length and the width.

Length $GH = |8 - 2| = 6$ Ruler Postulate

Width $KG = |7 - 2| = 5$ Ruler Postulate

The shed has a length of 6 feet and a width of 5 feet.

Step 2 Substitute the values for the length and width into the formulas for the perimeter P and area A of a rectangle.

$P = 2\ell + 2w$	Write formulas.	$A = \ell w$
$= 2(6) + 2(5)$	Substitute.	$= 6(5)$
$= 22$	Evaluate.	$= 30$

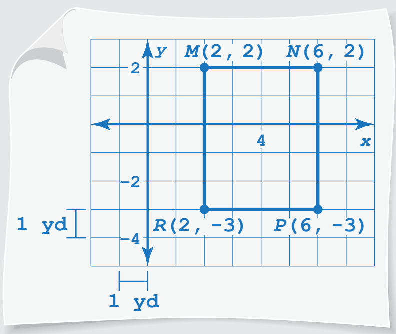
The perimeter of the floor of the shed is 22 feet, and the area is 30 square feet.

Check To check the perimeter, count the grid lines around the floor of the shed. There are 22 grid lines. To check the area, count the number of grid squares that make up the floor. There are 30 grid squares. ✓

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

11. You are building a patio in your school's courtyard. The diagram shows the four vertices of the patio. Each unit in the coordinate plane represents 1 yard. Find the perimeter and the area of the patio.

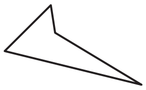


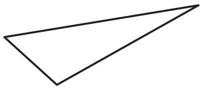
12. You are building a doghouse with four corners. The first corner is 30 inches west of the second corner. The second corner is 35 inches south of the third corner. The third corner is 30 inches east of the fourth corner. Draw the doghouse in a coordinate plane. Then find the perimeter and area of the doghouse.

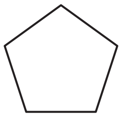
GO DIGITAL

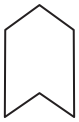
1.4 Practice WITH CalcChat® AND CalcView®

In Exercises 1–4, classify the polygon by the number of sides. Tell whether it is *convex* or *concave*. *(See Example 1.)*

1. 

2. 

3. 

4. 

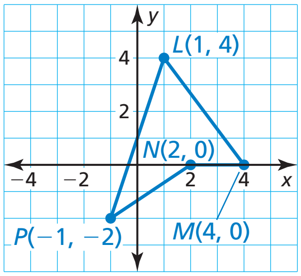
In Exercises 5–10, find the perimeter of the polygon with the given vertices. *(See Example 2.)*

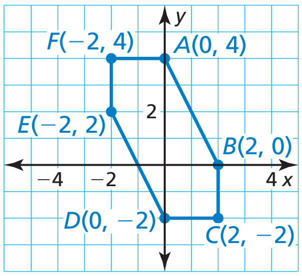
5. $G(2, 4), H(2, -3), J(-2, -3), K(-2, 4)$

6. $Q(-3, 2), R(1, 2), S(1, -2), T(-3, -2)$

7. $U(-2, 4), V(3, 4), W(3, -4)$

8. $X(-1, 3), Y(3, 0), Z(-1, -2)$

9. 

10. 

In Exercises 11–14, find the area of the polygon with the given vertices. *(See Example 3.)*

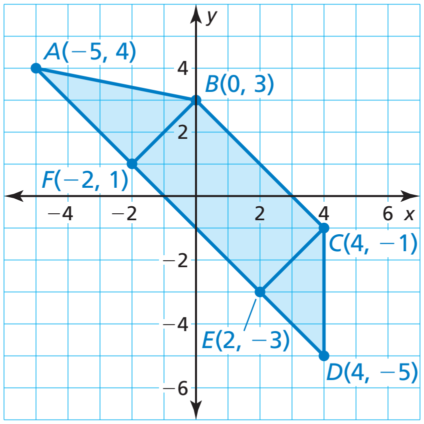
11. $E(3, 1), F(3, -2), G(-2, -2)$

12. $J(-3, 4), K(4, 4), L(3, -3)$

13. $W(0, 0), X(0, 3), Y(-3, 3), Z(-3, 0)$

14. $N(-4, 1), P(1, 1), Q(3, -1), R(-2, -1)$

In Exercises 15–18, use the diagram to find the perimeter and the area of the polygon.



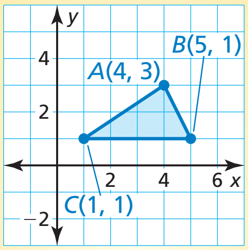
15. $\triangle CDE$

16. $\triangle ABF$

17. rectangle $BCEF$

18. quadrilateral $ABCD$

19. ERROR ANALYSIS Describe and correct the error in finding the area of the triangle.



$b = |5 - 1| = 4$

$h = \sqrt{(5-4)^2 + (1-3)^2} = \sqrt{5}$

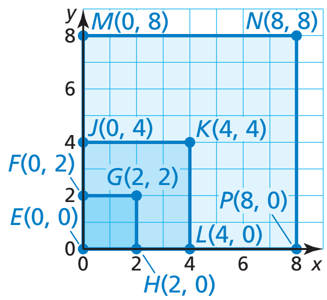
$A = \frac{1}{2}bh = \frac{1}{2}(4)(\sqrt{5}) = 2\sqrt{5}$

The area is $2\sqrt{5}$ square units.

20. REASONING Use the diagram.

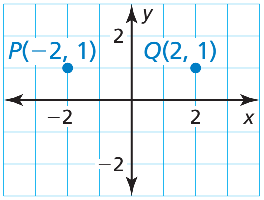
a. Find the perimeter and area of each square.

b. What happens to the area of a square when its perimeter increases by a factor of n?



GO DIGITAL

COLLEGE PREP In Exercises 21 and 22, use the diagram.



21. Determine which point is the remaining vertex of a triangle with an area of 4 square units.

Ⓐ $R(2, 0)$ Ⓒ $T(-1, 0)$

Ⓑ $S(-2, -1)$ Ⓓ $U(2, -2)$

22. Determine which points are the remaining vertices of a rectangle with a perimeter of 14 units.

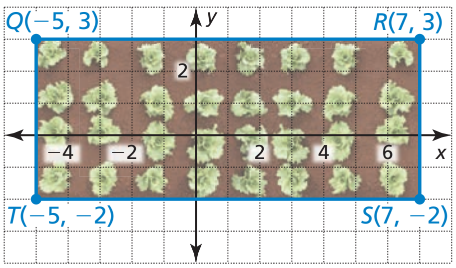
Ⓐ $A(2, -1)$ and $B(-2, -1)$

Ⓑ $C(-1, -2)$ and $D(1, -2)$

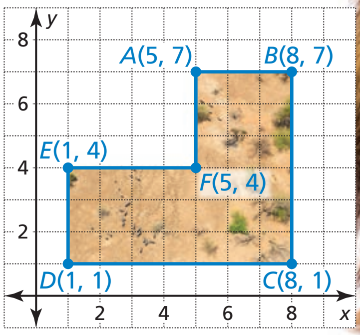
Ⓒ $E(-2, -2)$ and $F(2, -2)$

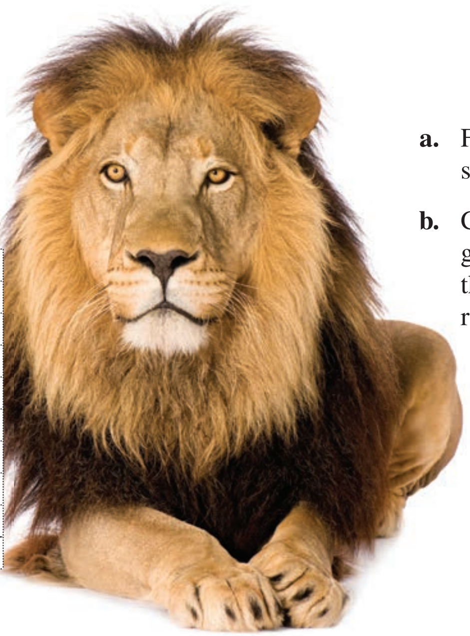
Ⓓ $G(2, 0)$ and $H(-2, 0)$

7 MTR **23. MODELING REAL LIFE** You are building a school garden. The diagram shows the four vertices of the garden. Each unit in the coordinate plane represents 1 foot. Find the perimeter and the area of the garden. *(See Example 4.)*



7 MTR **24. MODELING REAL LIFE** The diagram shows the vertices of a lion sanctuary. Each unit in the coordinate plane represents 100 feet. Find the perimeter and the area of the sanctuary.



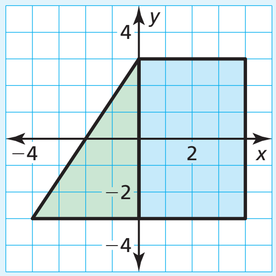


7 MTR **25. MODELING REAL LIFE** You and your friend hike to a waterfall that is 4 miles east of where you left your bikes. You then hike to a lookout point that is 2 miles north of your bikes. From the lookout point, you return to your bikes.

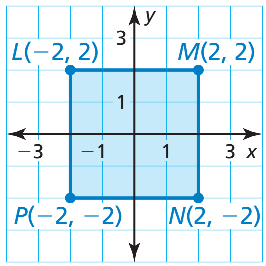
a. About how far do you hike? Assume you travel along straight paths.

b. From the waterfall, your friend hikes to a wishing well before going to the lookout point and returning to the bikes. The wishing well is 3 miles north and 2 miles west of the lookout point. About how far does your friend hike?

26. HOW DO YOU SEE IT?
Without performing any calculations, determine whether the triangle or the rectangle has a greater area. Which polygon has a greater perimeter? Explain your reasoning.



27. REASONING Use the diagram.



a. Find the perimeter and the area of the square.

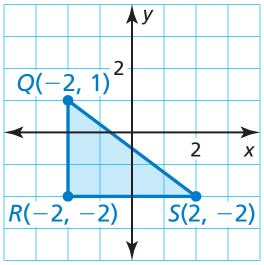
b. Connect the midpoints of the sides of the given square to make a quadrilateral. Is this quadrilateral a square? Explain your reasoning.

c. Find the perimeter and the area of the quadrilateral you made in part (b). Compare this area to the area of the square you found in part (a).

GO DIGITAL

28. **CONNECTING CONCEPTS** The lines $y_1 = 2x - 6$, $y_2 = -3x + 4$, and $y_3 = -\frac{1}{2}x + 4$ intersect to form the sides of a right triangle. Find the perimeter and the area of the triangle.

29. **MAKING AN ARGUMENT** Will a rectangle that has the same perimeter as $\triangle QRS$ have the same area as the triangle? Explain your reasoning.

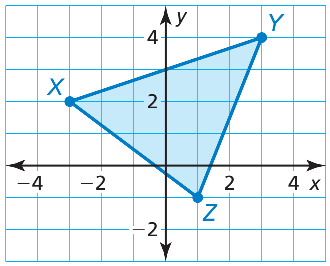


30. **THOUGHT PROVOKING**
A café that has an area of 350 square feet is being expanded to occupy an adjacent space that has an area of 150 square feet. Draw a diagram of the remodeled café in a coordinate plane.

31. **REASONING** Triangle ABC has a perimeter of 12 units. The vertices of the triangle are $A(x, 2)$, $B(2, -2)$, and $C(-1, 2)$. Find the value of x.

32. **PERFORMANCE TASK** As a graphic designer, your job is to create a company logo that includes at least two different polygons and has an area of at least 50 square units. Draw your logo in a coordinate plane, and record its perimeter and area. Describe the company, and create a proposal explaining how your logo relates to the company.

33. **DIG DEEPER** Find the area of $\triangle XYZ$. (*Hint:* Draw a rectangle whose sides contain points X, Y, and Z.)



REVIEW & REFRESH

WATCH

34. Does the table represent a *linear* or *nonlinear* function? Explain.

x	−1	0	1	2	3
y	−9	−7	−5	−3	−1

In Exercises 35–38, solve the equation.

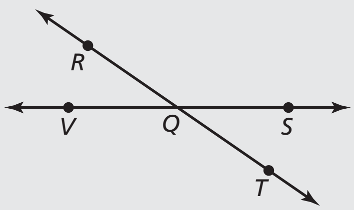
35. $3x - 7 = 2$

36. $4 = 9 + 5x$

37. $x + 4 = x - 12$

38. $\frac{x+1}{2} = 4x - 3$

In Exercises 39 and 40, use the diagram.



39. Give another name for $\overline{RT}$.

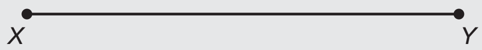
40. Name two pairs of opposite rays.

In Exercises 41 and 42, the endpoints of a segment are given. Find the coordinates of the midpoint M and the length of the segment.

41. $J(4, 3)$ and $K(2, -3)$

42. $L(-4, 5)$ and $N(5, -3)$

43. Use a compass and straightedge to construct a copy of the line segment.



44. **MODELING REAL LIFE** You deposit \$200 into a savings account that earns 5% annual interest compounded quarterly. Write a function that represents the balance y (in dollars) after t years.

In Exercises 45 and 46, graph the function. Then describe the transformations from the graph of $f(x) = |x|$ to the graph of the function.

45. $g(x) = |x| + 5$

46. $h(x) = -3|x|$

47. Find the perimeter and the area of $\square ABCD$ with vertices $A(3, 5)$, $B(6, 5)$, $C(4, -1)$, and $D(1, -1)$.

GO DIGITAL

1.5 Measuring and Constructing Angles

Learning Target: Measure, construct, and describe angles.

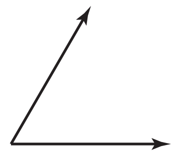
Success Criteria:
- I can measure and classify angles.
- I can construct congruent angles.
- I can find angle measures.
- I can construct an angle bisector.

EXPLORE IT! Analyzing a Geometric Figure

7 MTR APPLY MATHEMATICS
Give some real-life situations that can be represented by these types of angles. Research different ways you can measure these types of angles in real life.

Work with a partner.

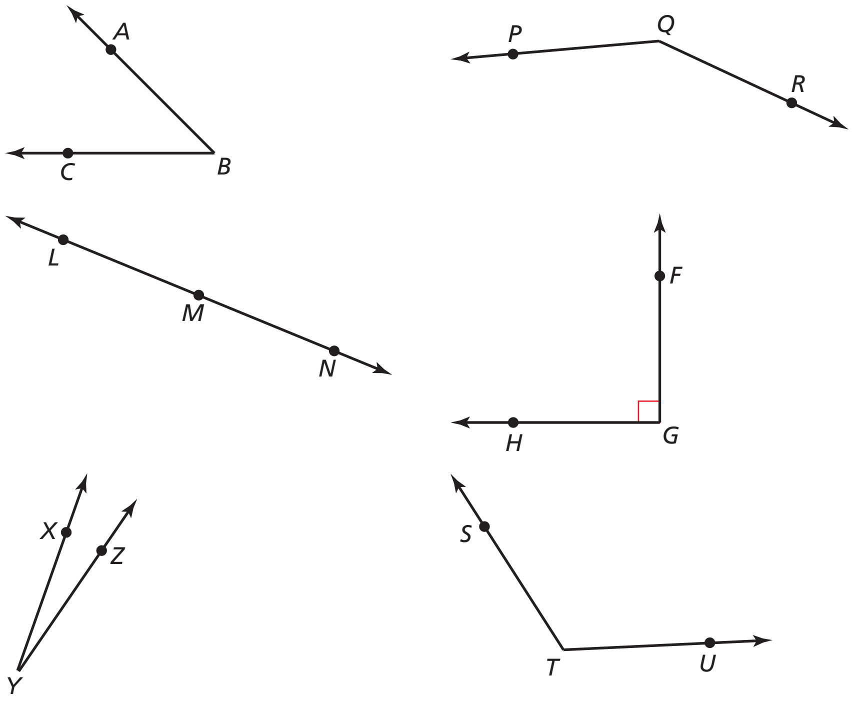
a. Identify the figure shown at the right. Then define it in your own words.



b. Label and name the figure. Then compare your results with those of your classmates.

c. How can you *measure* the figure?

d. Describe each angle below. How would you group these angles? Explain.



e. Construct a copy of an angle from part (d). Explain your method.

f. Construct each of the following. Explain your method.

i. An angle that is twice the measure of the angle in part (a)

ii. Separate the angle in part (a) into two angles with the same measure.

Geometric Reasoning
MA.912.GR.5.1 Construct a copy of a segment or an angle.
MA.912.GR.5.2 Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.

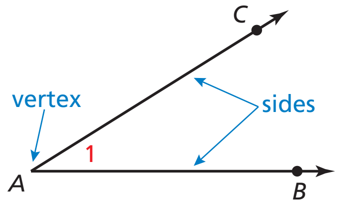
GO DIGITAL

Vocabulary

angle, *p. 38*
vertex, *p. 38*
sides of an angle, *p. 38*
interior of an angle, *p. 38*
exterior of an angle, *p. 38*
measure of an angle, *p. 38*
acute angle, *p. 39*
right angle, *p. 39*
obtuse angle, *p. 39*
straight angle, *p. 39*
congruent angles, *p. 40*
angle bisector, *p. 42*

Naming Angles

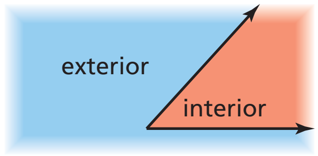
An **angle** is a set of points consisting of two different rays that have the same endpoint, called the **vertex**. The rays are the **sides** of the angle.



You can name an angle in several different ways. The symbol $\angle$ represents an angle.

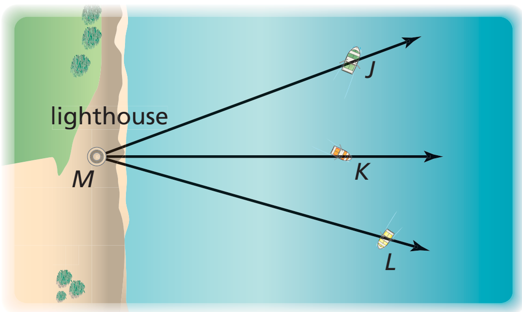
- Use its vertex, such as $\angle A$.
- Use a point on each ray and the vertex, such as $\angle BAC$ or $\angle CAB$.
  Make sure the vertex is the middle letter.
- Use a number, such as $\angle 1$.

The region that contains all the points between the sides of the angle is the **interior of the angle**. The region that contains all the points outside the angle is the **exterior of the angle**.



EXAMPLE 1 Naming Angles

A lighthouse keeper measures the angles formed by the lighthouse at point M and three boats. Name three angles shown in the diagram.



SOLUTION

$\angle JMK$ or $\angle KMJ$

$\angle KML$ or $\angle LMK$

$\angle JML$ or $\angle LMJ$

COMMON ERROR

When a point is the vertex of more than one angle, you cannot use the vertex alone to name the angle.

Measuring and Classifying Angles

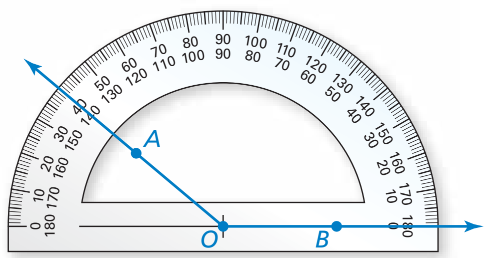
A protractor helps you approximate the *measure* of an angle. The measure is usually given in *degrees*.

POSTULATE

1.3 Protractor Postulate

Consider $\overleftrightarrow{OB}$ and a point A on one side of $\overleftrightarrow{OB}$. The rays of the form $\overrightarrow{OA}$ can be matched one to one with the real numbers from 0 to 180.

The **measure** of $\angle AOB$, which can be written as $m\angle AOB$, is equal to the absolute value of the difference between the real numbers matched with $\overrightarrow{OA}$ and $\overrightarrow{OB}$ on a protractor.

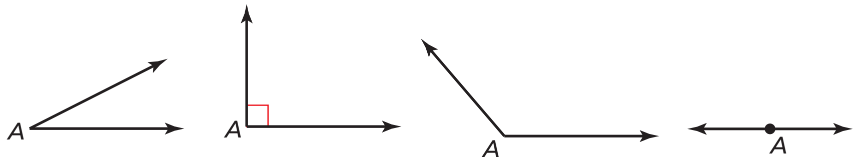


GO DIGITAL

You can classify angles according to their measures.

KEY IDEA

Types of Angles



acute angle	right angle	obtuse angle	straight angle
Measures greater than 0° and less than 90°	Measures 90°	Measures greater than 90° and less than 180°	Measures 180°

EXAMPLE 2 Measuring and Classifying Angles

WATCH

COMMON ERROR

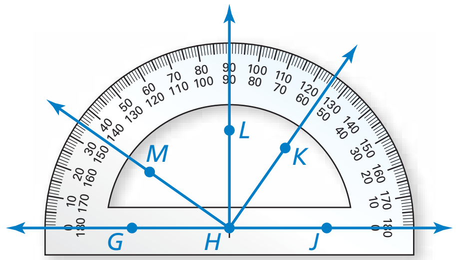
Most protractors have an inner and an outer scale. When measuring, make sure you are using the correct scale.

Find the measure of each angle. Then classify the angle.

a. $\angle GHK$

b. $\angle JHL$

c. $\angle LHK$



SOLUTION

a. $\overrightarrow{HG}$ lines up with 0° on the outer scale of the protractor. $\overrightarrow{HK}$ passes through 125° on the outer scale. So, $m\angle GHK = 125°$. It is an *obtuse* angle.

b. $\overrightarrow{HJ}$ lines up with 0° on the inner scale of the protractor. $\overrightarrow{HL}$ passes through 90°. So, $m\angle JHL = 90°$. It is a *right* angle.

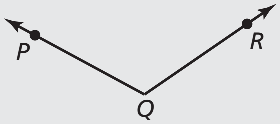
c. $\overrightarrow{HL}$ passes through 90°. $\overrightarrow{HK}$ passes through 55° on the inner scale. So, $m\angle LHK = |90 - 55| = 35°$. It is an *acute* angle.

SELF-ASSESSMENT

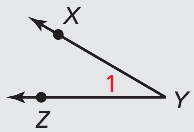
1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

Write three names for the angle.

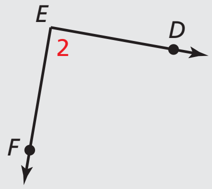
1.



2.

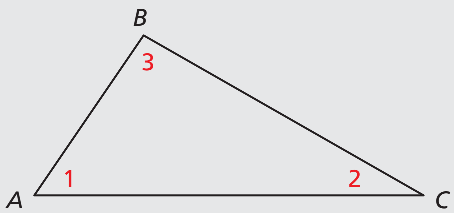


3.



4 MTR **4.** **WHICH ONE DOESN'T BELONG?** Which angle name does *not* belong with the other three? Explain your reasoning.

$\angle BCA$	$\angle BAC$	$\angle 1$	$\angle CAB$



Use the diagram in Example 2 to find the measure of the angle. Then classify the angle.

5. $\angle JHM$

6. $\angle MHK$

7. $\angle MHL$

GO DIGITAL

Identifying Congruent Angles

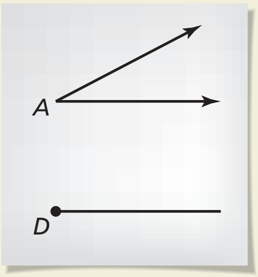
You can use a compass and straightedge to construct an angle that has the same measure as a given angle.

CONSTRUCTION Copying an Angle

Use a compass and straightedge to construct an angle that has the same measure as $\angle A$. In this construction, the *center* of an arc is the point where the compass point rests. The *radius* of an arc is the distance from the center of the arc to a point on the arc drawn by the compass.

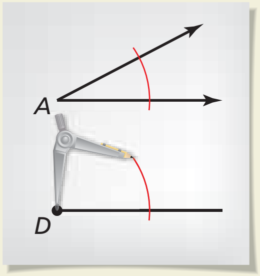
SOLUTION

Step 1



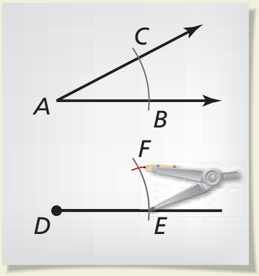
Draw a segment Draw an angle such as $\angle A$, as shown. Then draw a segment. Label point D on the segment.

Step 2



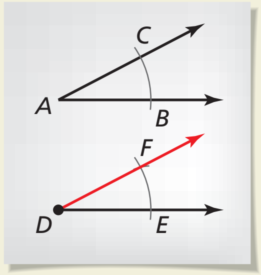
Draw arcs Draw an arc with center A. Using the same radius, draw an arc with center D.

Step 3



Draw an arc Label B, C, and E. Draw an arc with radius BC and center E. Label the intersection F.

Step 4



Draw a ray Draw $\overrightarrow{DF}$. $\angle D$ has the same measure as $\angle A$.

Two angles are **congruent angles** when they have the same measure. In the construction above, $\angle A$ and $\angle D$ are congruent angles. So,

$m\angle A = m\angle D$ The measure of angle A is *equal to* the measure of angle D.

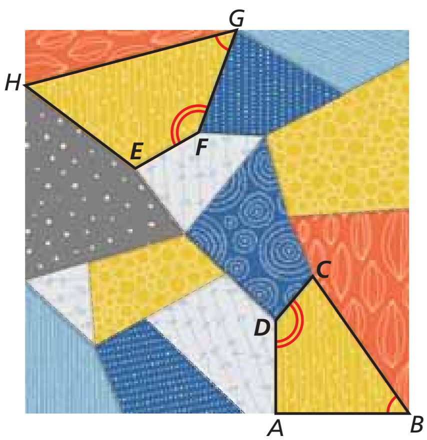
and

$\angle A \cong \angle D.$ Angle A is *congruent to* angle D.

EXAMPLE 3 Identifying Congruent Angles

a. Identify the congruent angles labeled in the quilt design.

b. $m\angle ADC = 140°$. What is $m\angle EFG$?



SOLUTION

a. There are two pairs of congruent angles:

$$\angle ABC \cong \angle FGH$$

and

$$\angle ADC \cong \angle EFG.$$

b. Because $\angle ADC \cong \angle EFG$, $m\angle ADC = m\angle EFG$.

▶ So, $m\angle EFG = 140°$.

READING

In a diagram, matching arcs indicate congruent angles. When there is more than one pair of congruent angles, use multiple arcs.

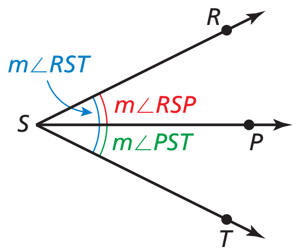
GO DIGITAL

Using the Angle Addition Postulate

POSTULATE

1.4 Angle Addition Postulate

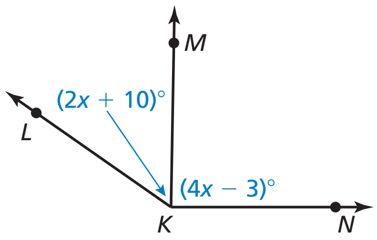
Words If P is in the interior of $\angle RST$, then the measure of $\angle RST$ is equal to the sum of the measures of $\angle RSP$ and $\angle PST$.



Symbols If P is in the interior of $\angle RST$, then

$$m\angle RST = m\angle RSP + m\angle PST.$$

EXAMPLE 4 **Finding Angle Measures** WATCH



Given that $m\angle LKN = 145°$, find $m\angle LKM$ and $m\angle MKN$.

SOLUTION

Step 1 Write and solve an equation to find the value of x.

$m\angle LKN = m\angle LKM + m\angle MKN$	Angle Addition Postulate
$145° = (2x + 10)° + (4x - 3)°$	Substitute angle measures.
$145 = 6x + 7$	Combine like terms.
$138 = 6x$	Subtract 7 from each side.
$23 = x$	Divide each side by 6.

Step 2 Evaluate the given expressions when $x = 23$.

$$m\angle LKM = (2x + 10)° = (2 \cdot 23 + 10)° = 56°$$

$$m\angle MKN = (4x - 3)° = (4 \cdot 23 - 3)° = 89°$$

▶ So, $m\angle LKM = 56°$ and $m\angle MKN = 89°$.

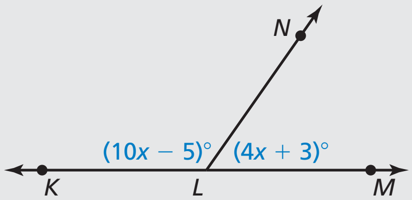
SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

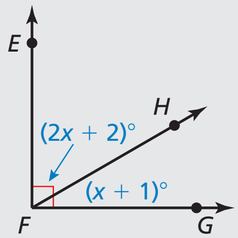
6 MTR **8. ASSESS REASONABLENESS** Without measuring, determine whether $\angle DAB$ and $\angle FEH$ in Example 3 appear to be congruent. Explain your reasoning. Use a protractor to verify your answer.

Find the indicated angle measures.

9. Given that $\angle KLM$ is a straight angle, find $m\angle KLN$ and $m\angle NLM$.



10. Given that $\angle EFG$ is a right angle, find $m\angle EFH$ and $m\angle HFG$.



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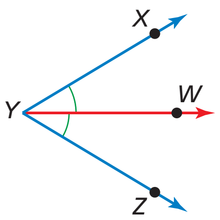
Bisecting Angles

An **angle bisector** is a ray that divides an angle into two angles that are congruent. In the figure, $\overrightarrow{YW}$ bisects $\angle XYZ$, so $\angle XYW \cong \angle ZYW$.

You can use a compass and straightedge to bisect an angle.

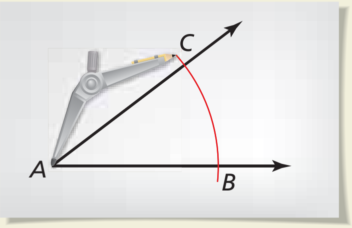


CONSTRUCTION **Bisecting an Angle** WATCH

Construct an angle bisector of $\angle A$ with a compass and straightedge.

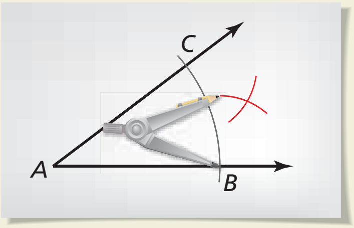
SOLUTION

Step 1



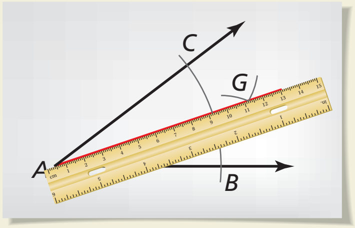
Draw an arc Draw an angle such as $\angle A$, as shown. Place the compass at A. Draw an arc with center A that intersects both sides of the angle. Label the intersections B and C.

Step 2



Draw arcs Draw an arc with center C. Using the same radius, draw an arc with center B.

Step 3



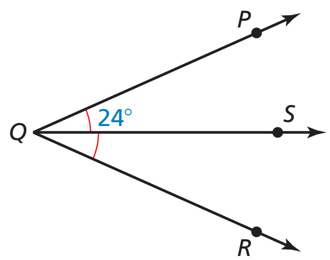
Draw a ray Label the intersection G. Use a straightedge to draw $\overrightarrow{AG}$. $\overrightarrow{AG}$ bisects $\angle A$.

EXAMPLE 5 **Using a Bisector to Find Angle Measures** WATCH

$\overrightarrow{QS}$ bisects $\angle PQR$, and $m\angle PQS = 24°$. Find $m\angle PQR$.

SOLUTION

Step 1 Draw a diagram.



Step 2 Because $\overrightarrow{QS}$ bisects $\angle PQR$, $m\angle PQS = m\angle RQS$. So, $m\angle RQS = 24°$. Use the Angle Addition Postulate to find $m\angle PQR$.

$m\angle PQR = m\angle PQS + m\angle RQS$	Angle Addition Postulate
$= 24° + 24°$	Substitute angle measures.
$= 48°$	Add.

▶ So, $m\angle PQR = 48°$.

SELF-ASSESSMENT 1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

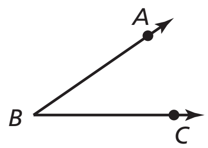
11. Angle MNP is a straight angle, and $\overrightarrow{NQ}$ bisects $\angle MNP$. Draw $\angle MNP$ and $\overrightarrow{NQ}$. Use matching arcs to indicate congruent angles in your diagram. Find the angle measures of these congruent angles.

GO DIGITAL

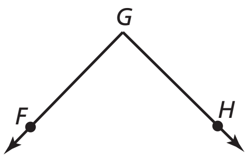
1.5 Practice WITH CalcChat® AND CalcView®

In Exercises 1–4, write three names for the angle.

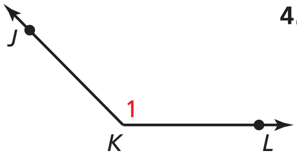
1.



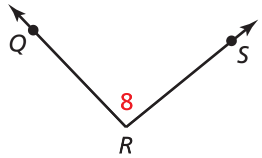
2.



3.

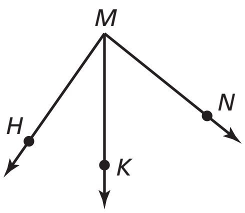


4.

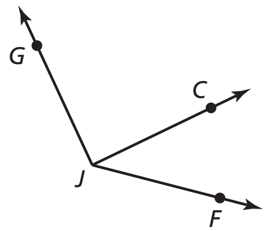


In Exercises 5 and 6, name three different angles in the diagram. *(See Example 1.)*

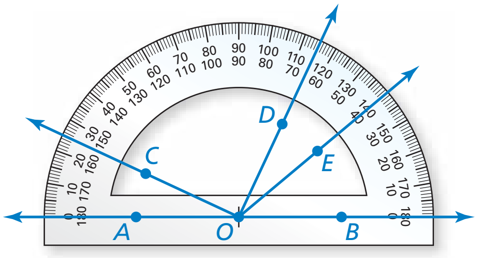
▶ **5.**



6.



In Exercises 7–10, find the angle measure. Then classify the angle. *(See Example 2.)*



7. $m\angle BOD$

8. $m\angle AOE$

▶ **9.** $m\angle COE$

10. $m\angle COD$

ERROR ANALYSIS In Exercises 11 and 12, describe and correct the error in finding the angle measure. Use the diagram from Exercises 7–10.

11.

✗ $m\angle BOC = 25°$

12.

✗ $m\angle DOE = 65°$

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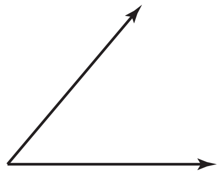
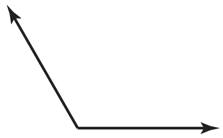
CONSTRUCTION In Exercises 13 and 14, use a compass and straightedge to copy the angle.

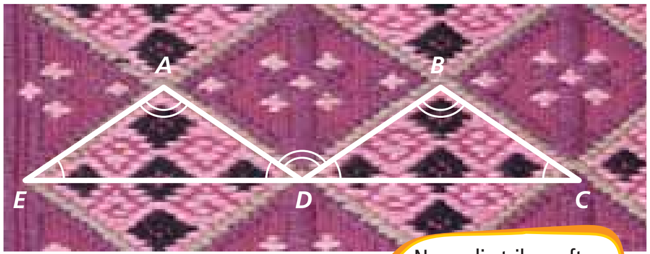
13.



14.



In Exercises 15–18, the design of a nomadic tribal rug is shown, where $m\angle AED = 34°$ and $m\angle EAD = 112°$. *(See Example 3.)*



Nomadic tribes often used triangular motifs to represent water.

15. Identify the angles congruent to $\angle AED$.

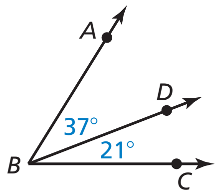
16. Identify the angles congruent to $\angle EAD$.

▶ **17.** Find $m\angle BDC$.

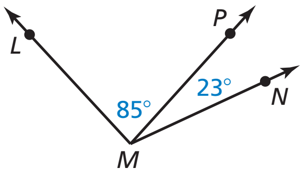
18. Find $m\angle ADB$.

In Exercises 19–22, find the indicated angle measure.

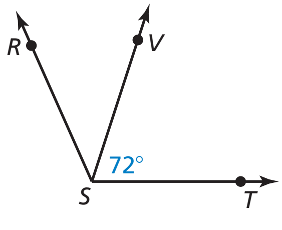
19. Find $m\angle ABC$.



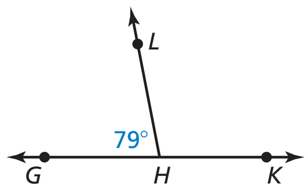
20. Find $m\angle LMN$.



21. $m\angle RST = 114°$. Find $m\angle RSV$.

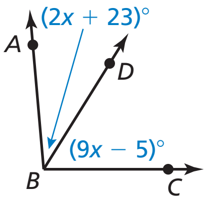


22. $\angle GHK$ is a straight angle. Find $m\angle LHK$.

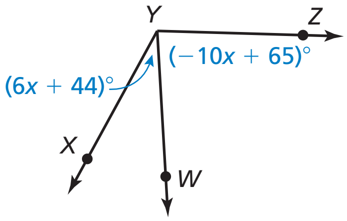


In Exercises 23–28, find the indicated angle measures. *(See Example 4.)*

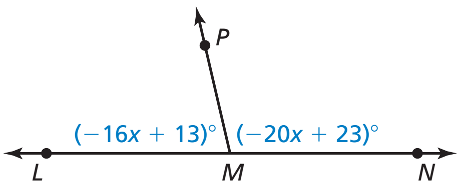
23. $m\angle ABC = 95^\circ$. Find $m\angle ABD$ and $m\angle DBC$.



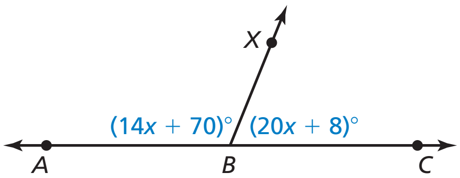
24. $m\angle XYZ = 117^\circ$. Find $m\angle XYW$ and $m\angle WYZ$.



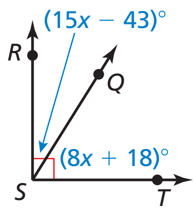
▶ 25. $\angle LMN$ is a straight angle. Find $m\angle LMP$ and $m\angle NMP$.



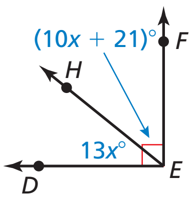
26. $\angle ABC$ is a straight angle. Find $m\angle ABX$ and $m\angle CBX$.



27. Find $m\angle RSQ$ and $m\angle TSQ$.

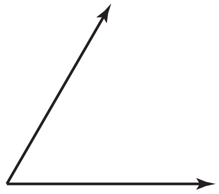


28. Find $m\angle DEH$ and $m\angle FEH$.

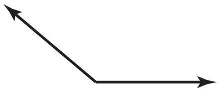


CONSTRUCTION In Exercises 29 and 30, copy the angle. Then construct the angle bisector with a compass and straightedge.

29.



30.



In Exercises 31–34, $\overrightarrow{FH}$ bisects $\angle EFG$. Find the indicated angle measures. *(See Example 5.)*

31. $m\angle EFH = 63^\circ$. Find $m\angle GFH$ and $m\angle EFG$.

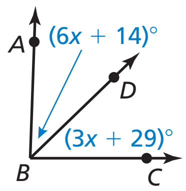
32. $m\angle GFH = 71^\circ$. Find $m\angle EFH$ and $m\angle EFG$.

▶ 33. $m\angle EFG = 124^\circ$. Find $m\angle EFH$ and $m\angle GFH$.

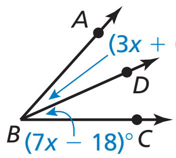
34. $m\angle EFG = 119^\circ$. Find $m\angle EFH$ and $m\angle GFH$.

In Exercises 35–38, $\overrightarrow{BD}$ bisects $\angle ABC$. Find $m\angle ABD$, $m\angle CBD$, and $m\angle ABC$.

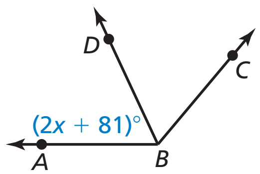
35.



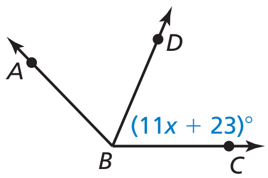
36.



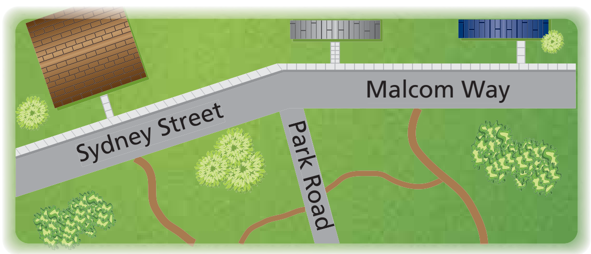
37. $m\angle ABC = (2 - 16x)^\circ$



38. $m\angle ABC = (25x + 34)^\circ$



7 MTR **39. MODELING REAL LIFE** The map shows the intersections of three roads. Malcom Way intersects Sydney Street at an angle of 162°. Park Road intersects Sydney Street at an angle of 87°. Find the angle at which Malcom Way intersects Park Road.



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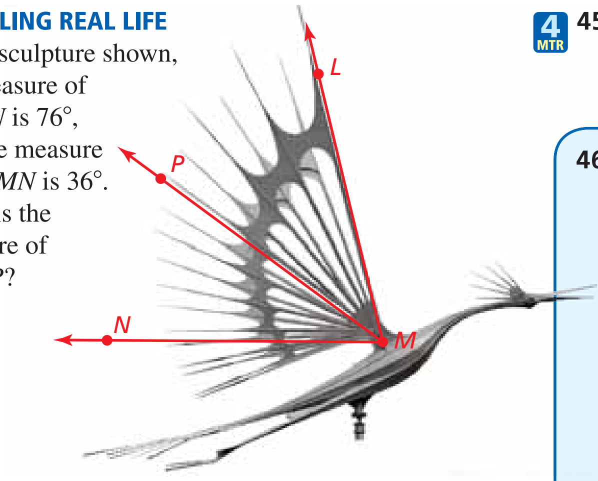
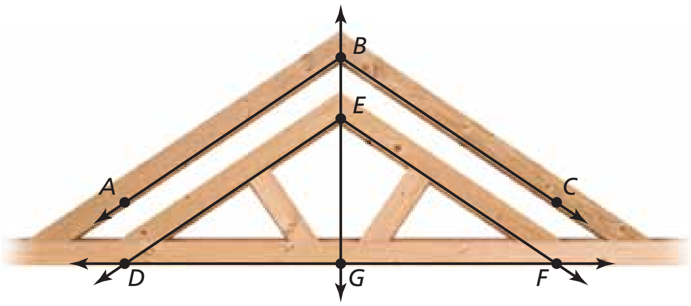
7 MTR **40. MODELING REAL LIFE** In the sculpture shown, the measure of $\angle LMN$ is 76°, and the measure of $\angle PMN$ is 36°. What is the measure of $\angle LMP$?



7 MTR **MODELING REAL LIFE In Exercises 41 and 42, use the diagram of the roof truss.**



41. $\overrightarrow{BG}$ bisects $\angle ABC$ and $\angle DEF$, $m\angle ABC = 112°$, and $\angle ABC \cong \angle DEF$. Find the measure of each angle.

a. $\angle DEF$

b. $\angle ABG$

c. $\angle CBG$

d. $\angle DEG$

42. $\angle DGF$ is a straight angle, and $\overrightarrow{GB}$ bisects $\angle DGF$. Find $m\angle DGE$ and $m\angle FGE$.

43. NUMBER SENSE Given $\angle ABC$, X is in the interior of the angle, $m\angle ABX$ is 12° more than 4 times $m\angle CBX$, and $m\angle ABC = 92°$. Find $m\angle ABX$ and $m\angle CBX$.

5 MTR **44. STRUCTURE** In a coordinate plane, the ray from the origin through (4, 0) forms one side of an angle. Use the numbers below as x- and y-coordinates to create each type of angle.

−2 −1 0 1 2

a. acute angle

b. right angle

c. obtuse angle

d. straight angle

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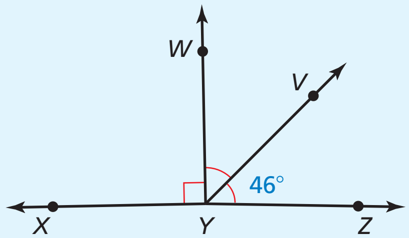
4 MTR **45. MAKING AN ARGUMENT** Is it possible for a straight angle to consist of two obtuse angles? Explain your reasoning.

46. HOW DO YOU SEE IT?
Is it possible for $\angle XYZ$ to be a straight angle? Explain your reasoning. If it is not possible, what can you change in the diagram so that $\angle XYZ$ is a straight angle?



47. REASONING Classify the angles that result from bisecting each type of angle.

a. acute angle

b. right angle

c. obtuse angle

d. straight angle

48. REASONING Classify the angles that result from drawing a ray from the vertex through a point in the interior of each type of angle. Include all possibilities, and explain your reasoning.

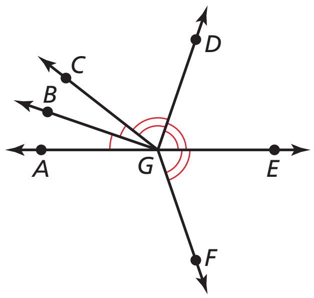
a. acute angle

b. right angle

c. obtuse angle

d. straight angle

49. COLLEGE PREP In the diagram, $m\angle AGC = 38°$, $m\angle CGD = 71°$, and $m\angle FGC = 147°$. Which of the following statements are true? Select all that apply.



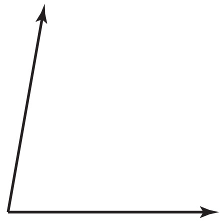
Ⓐ $m\angle AGB = 19°$

Ⓑ $m\angle DGF = 142°$

Ⓒ $m\angle AGF = 128°$

Ⓓ $\angle BGD$ is a right angle.

50. REASONING Copy the angle. Then construct an angle with a measure that is $\frac{1}{4}$ the measure of the given angle. Explain your reasoning.



51. PROBLEM SOLVING $\overrightarrow{SQ}$ bisects $\angle RST$, $\overrightarrow{SP}$ bisects $\angle RSQ$, and $\overrightarrow{SV}$ bisects $\angle RSP$. The measure of $\angle VSP$ is 17°. Find $m\angle TSQ$. Explain.

52. THOUGHT PROVOKING
How many times between 12 A.M. and 12 P.M. do the minute hand and hour hand of a clock form a right angle? (Be sure to consider how the hour hand moves, in addition to how the minute hand moves.)

REVIEW & REFRESH

WATCH

53. Find the perimeter and the area of $\triangle ABC$ with vertices $A(-1, 1)$, $B(2, 1)$, and $C(1, -2)$.

In Exercises 54–56, solve the equation.

54. $3x + 15 + 4x - 9 = 90$

55. $\frac{1}{2}(4x + 6) - 11 = 5x + 7$

56. $3(6 - 8x) = 2(-12x + 9)$

In Exercises 57–60, simplify the expression.

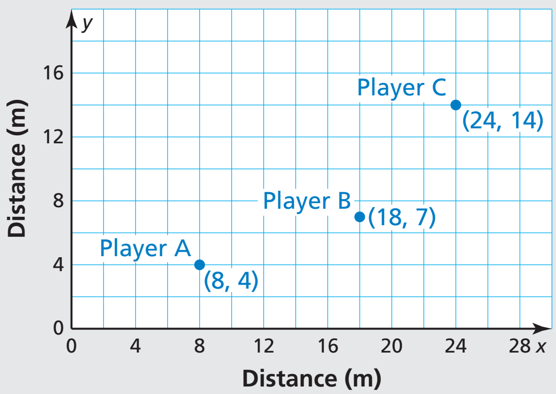
57. $\sqrt{160}$

58. $\sqrt[3]{135}$

59. $\sqrt{\frac{21}{100}}$

60. $\frac{\sqrt{11}}{\sqrt{5}}$

7 MTR **61. MODELING REAL LIFE** The positions of three players during part of a water polo match are shown. Player A throws the ball to Player B, who then throws the ball to Player C.



a. Who throws the ball farther, Player A or B?

b. About how far would Player A have to throw the ball to throw it directly to Player C?

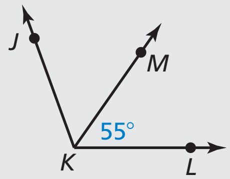
In Exercises 62 and 63, graph the inequality in a coordinate plane.

62. $x \geq -2.5$

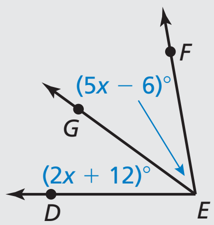
63. $y < -\frac{1}{3}x + 2$

In Exercises 64 and 65, find the indicated angle measures.

64. $\overrightarrow{KM}$ bisects $\angle JKL$. Find $m\angle JKM$ and $m\angle JKL$.



65. $m\angle DEF = 76°$. Find $m\angle DEG$ and $m\angle GEF$.



In Exercises 66 and 67, solve the system using any method. Explain your choice of method.

66. $2x + 3y = 3$
$x = y - 11$

67. $3x - 4y = 24$
$-5x + 2y = -26$

68. Plot $A(3, 2)$, $B(3, 5)$, $C(-4, -1)$, $D(2, -1)$ in a coordinate plane. Then determine whether $\overline{AB}$ and $\overline{CD}$ are congruent.

69. Point Y is between points X and Z on $\overline{XZ}$. $XY = 27$ and $YZ = 8$. Find XZ.

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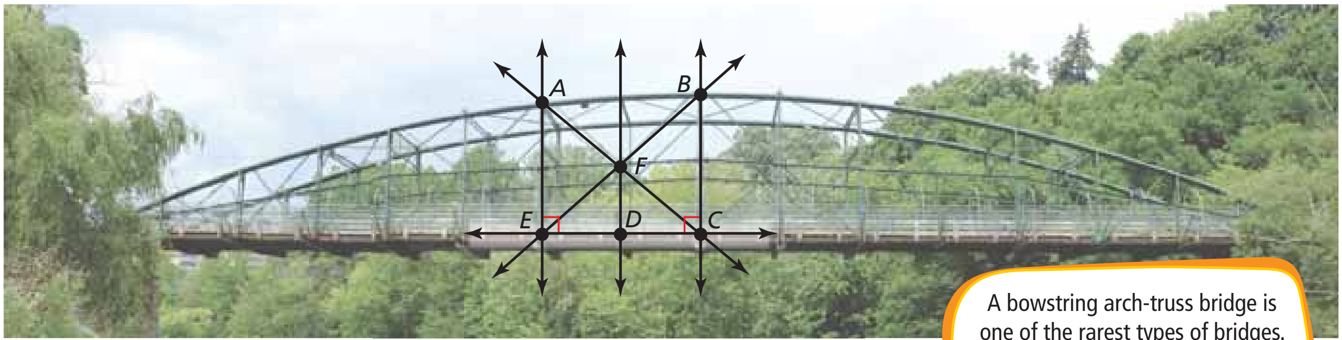
1.6 Describing Pairs of Angles

Learning Target: Identify and use pairs of angles.

Success Criteria:
- I can identify complementary and supplementary angles.
- I can identify linear pairs and vertical angles.
- I can find angle measures in pairs of angles.

EXPLORE IT! Identifying Pairs of Angles

Work with a partner. The Blackfriars Street Bridge in London, Ontario, Canada, is a bowstring arch-truss bridge. Use the diagram to complete parts (a)–(c).



A bowstring arch-truss bridge is one of the rarest types of bridges. The bridge shown was built in 1875. Few bridges of this type remain today.

a. Identify a pair of the indicated angles. Do not use the same pair of angles twice.

  i. complementary angles

  ii. supplementary angles

  iii. adjacent angles

  iv. vertical angles

b. Suppose $\angle EDF$ and $\angle CDF$ are congruent. What can you conclude about $\overleftrightarrow{DF}$ and $\overleftrightarrow{EC}$? Explain.

c. What does it mean for two angles to form a *linear pair*? Identify a linear pair.

d. Research different bridge designs. Make sketches of the designs, and identify pairs of complementary, supplementary, adjacent, and vertical angles. Why are these types of angles used when building bridges?

4 MTR COMMUNICATE CLEARLY
What does it mean to be *nonadjacent*? Identify a pair of nonadjacent angles in the diagram.

Geometric Reasoning
preparing for MA.912.GR.1.1 Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.

GO DIGITAL

Using Complementary and Supplementary Angles

Pairs of angles can have special relationships. The measurements of the angles or the positions of the angles in the pair determine the relationship.

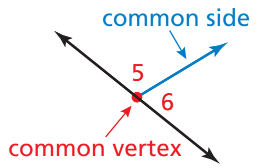
Vocabulary

adjacent angles, *p. 48*
complementary angles, *p. 48*
supplementary angles, *p. 48*
linear pair, *p. 50*
vertical angles, *p. 50*

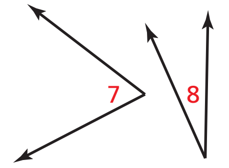
KEY IDEAS

Adjacent Angles

Adjacent angles are two angles that share a common vertex and side, but have no common interior points.

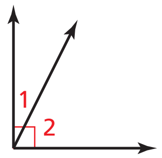


$\angle 5$ and $\angle 6$ are adjacent angles.

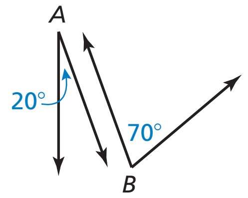


$\angle 7$ and $\angle 8$ are *nonadjacent* angles.

Complementary and Supplementary Angles



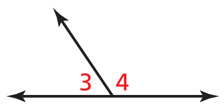
$\angle 1$ and $\angle 2$



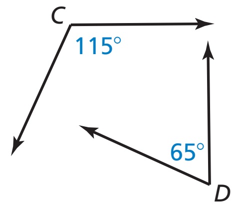
$\angle A$ and $\angle B$

complementary angles

Complementary angles are two positive angles whose measures have a sum of 90°. Each angle is the *complement* of the other.



$\angle 3$ and $\angle 4$



$\angle C$ and $\angle D$

supplementary angles

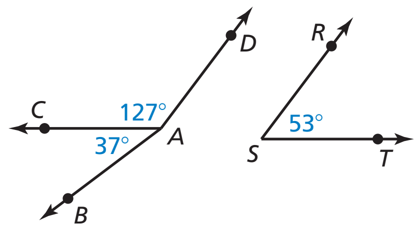
Supplementary angles are two positive angles whose measures have a sum of 180°. Each angle is the *supplement* of the other.

STUDY TIP

Complementary angles and supplementary angles can be adjacent or nonadjacent.

EXAMPLE 1 Identifying Pairs of Angles

In the diagram, name a pair of adjacent angles, a pair of complementary angles, and a pair of supplementary angles.



COMMON ERROR

In Example 1, $\angle DAC$ and $\angle DAB$ share a common vertex and a common side, but they also share common interior points. So, they are *not* adjacent angles.

SOLUTION

$\angle BAC$ and $\angle CAD$ share a common vertex and side, but have no common interior points. So, they are adjacent angles.

Because $37° + 53° = 90°$, $\angle BAC$ and $\angle RST$ are complementary angles.

Because $127° + 53° = 180°$, $\angle CAD$ and $\angle RST$ are supplementary angles.

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EXAMPLE 2 Finding Angle Measures

a. $\angle 1$ is a complement of $\angle 2$, and $m\angle 1 = 62^\circ$. Find $m\angle 2$.

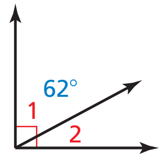
b. $\angle 3$ is a supplement of $\angle 4$, and $m\angle 4 = 47^\circ$. Find $m\angle 3$.

COMMON ERROR

Do not confuse angle names with angle measures.

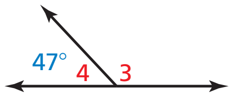
SOLUTION

a. Draw a diagram with complementary adjacent angles to illustrate the relationship.



$$m\angle 2 = 90^\circ - m\angle 1 = 90^\circ - 62^\circ = 28^\circ$$

b. Draw a diagram with supplementary adjacent angles to illustrate the relationship.



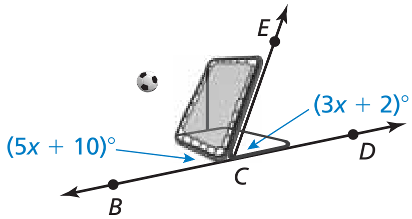
$$m\angle 3 = 180^\circ - m\angle 4 = 180^\circ - 47^\circ = 133^\circ$$

7 MTR

EXAMPLE 3 Modeling Real Life

Florida is home to a professional women's soccer team called the Orlando Pride.

When viewed from the side, the frame of a ball-return net forms a pair of supplementary angles with the ground. Find $m\angle BCE$ and $m\angle ECD$.



SOLUTION

Step 1 Use the fact that the sum of the measures of supplementary angles is 180°.

$$m\angle BCE + m\angle ECD = 180^\circ \qquad \text{Write an equation.}$$

$$(5x + 10)^\circ + (3x + 2)^\circ = 180^\circ \qquad \text{Substitute angle measures.}$$

$$8x + 12 = 180 \qquad \text{Combine like terms.}$$

$$x = 21 \qquad \text{Solve for } x.$$

Step 2 Evaluate the given expressions when $x = 21$.

$$m\angle BCE = (5x + 10)^\circ = (5 \cdot 21 + 10)^\circ = 115^\circ$$

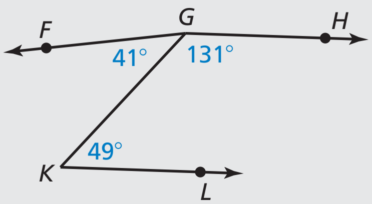
$$m\angle ECD = (3x + 2)^\circ = (3 \cdot 21 + 2)^\circ = 65^\circ$$

▶ So, $m\angle BCE = 115^\circ$ and $m\angle ECD = 65^\circ$.

SELF-ASSESSMENT

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

In Exercises 1 and 2, use the diagram.



1. Name a pair of adjacent angles, a pair of complementary angles, and a pair of supplementary angles.
2. Are $\angle KGH$ and $\angle LKG$ adjacent angles? Are $\angle FGK$ and $\angle FGH$ adjacent angles? Explain.
3. $\angle 1$ is a complement of $\angle 2$, and $m\angle 2 = 5^\circ$. Find $m\angle 1$.
4. $\angle 3$ is a supplement of $\angle 4$, and $m\angle 3 = 148^\circ$. Find $m\angle 4$.
5. $\angle LMN$ and $\angle PQR$ are complementary angles. Find the measures of the angles when $m\angle LMN = (4x - 2)^\circ$ and $m\angle PQR = (9x + 1)^\circ$.

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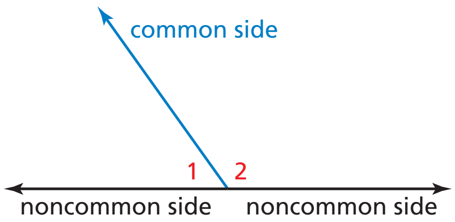
Using Other Angle Pairs

KEY IDEAS

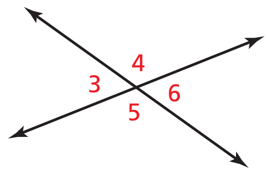
Linear Pairs and Vertical Angles

Two adjacent angles are a **linear pair** when their noncommon sides are opposite rays. The angles in a linear pair are supplementary angles.



$\angle 1$ and $\angle 2$ are a linear pair.

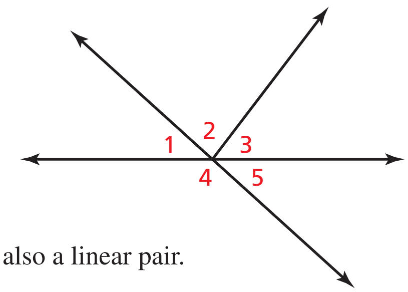
Two angles are **vertical angles** when their sides form two pairs of opposite rays.



$\angle 3$ and $\angle 6$ are vertical angles.
$\angle 4$ and $\angle 5$ are vertical angles.

EXAMPLE 4 Identifying Angle Pairs

Identify all the linear pairs and all the vertical angles in the diagram.



SOLUTION

To find linear pairs, look for adjacent angles whose noncommon sides are opposite rays.

▶ $\angle 1$ and $\angle 4$ are a linear pair. $\angle 4$ and $\angle 5$ are also a linear pair.

To find vertical angles, look for pairs of opposite rays.

▶ $\angle 1$ and $\angle 5$ are vertical angles.

COMMON ERROR

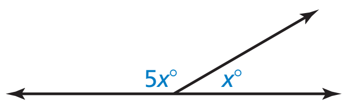
In Example 4, one side of $\angle 1$ and one side of $\angle 3$ are opposite rays. However, the angles are not a linear pair because they are *nonadjacent*.

EXAMPLE 5 Finding Angle Measures in a Linear Pair

Two angles form a linear pair. The measure of one angle is five times the measure of the other angle. Find the measure of each angle.

SOLUTION

Step 1 Draw a diagram. Let $x°$ be the measure of one angle. The measure of the other angle is $5x°$.



Step 2 Use the fact that the angles of a linear pair are supplementary to write an equation.

$$x° + 5x° = 180° \quad \text{Write an equation.}$$

$$6x = 180 \quad \text{Combine like terms.}$$

$$x = 30 \quad \text{Divide each side by 6.}$$

▶ The measures of the angles are $30°$ and $5(30°) = 150°$.

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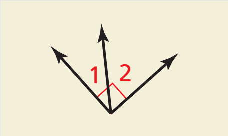
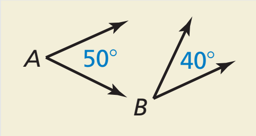
SELF-ASSESSMENT

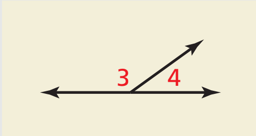
1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

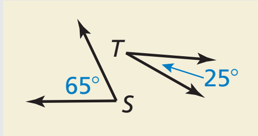
6. **WRITING** Explain the difference between adjacent angles and vertical angles.

4 MTR **7.** **WHICH ONE DOESN'T BELONG?** Which one does *not* belong with the other three? Explain your reasoning.

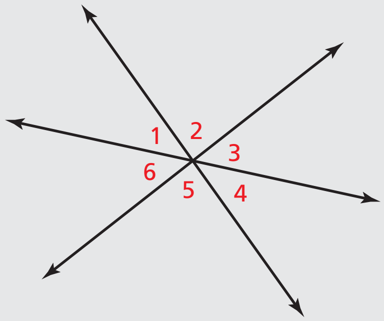








8. Do any of the numbered angles in the diagram form a linear pair? Which angles are vertical angles? Explain your reasoning.



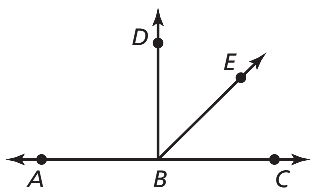
9. The measure of an angle is twice the measure of its complement. Find the measure of each angle.

10. Two angles form a linear pair. The measure of one angle is $1\frac{1}{2}$ times the measure of the other angle. Find the measure of each angle.

CONCEPT SUMMARY

Interpreting a Diagram

There are some things you can conclude from a diagram, and some you cannot. For example, here are some things you ***can* conclude** from the diagram.



YOU CAN CONCLUDE

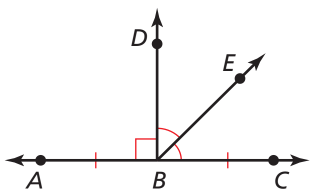
- All points shown are coplanar.
- Points A, B, and C are collinear, and B is between A and C.
- $\overleftrightarrow{AC}$, $\overrightarrow{BD}$, and $\overrightarrow{BE}$ intersect at point B.
- $\angle DBE$ and $\angle EBC$ are adjacent angles, and $\angle ABC$ is a straight angle.
- Point E lies in the interior of $\angle DBC$.

Here are some things you ***cannot* conclude** from the diagram above.

YOU CANNOT CONCLUDE

- $\overline{AB} \cong \overline{BC}$
- $\angle DBE \cong \angle EBC$
- $\angle ABD$ is a right angle.

To make such conclusions, the information in the diagram at the right must be given.



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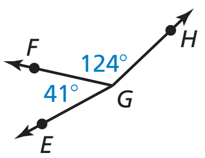
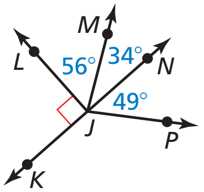
1.6 Practice WITH CalcChat® AND CalcView®

In Exercises 1–4, use the diagrams. *(See Example 1.)*





▶ **1.** Name a pair of adjacent complementary angles.

2. Name a pair of adjacent supplementary angles.

3. Name a pair of nonadjacent supplementary angles.

4. Name a pair of nonadjacent complementary angles.

In Exercises 5–8, find the angle measure. *(See Example 2.)*

▶ **5.** $\angle 1$ is a complement of $\angle 2$, and $m\angle 1 = 23°$. Find $m\angle 2$.

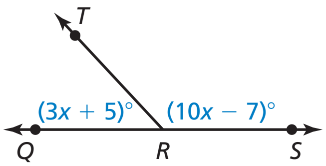
6. $\angle 3$ is a complement of $\angle 4$, and $m\angle 3 = 46°$. Find $m\angle 4$.

7. $\angle 5$ is a supplement of $\angle 6$, and $m\angle 5 = 78°$. Find $m\angle 6$.

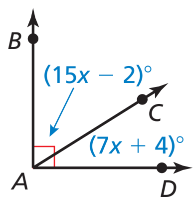
8. $\angle 7$ is a supplement of $\angle 8$, and $m\angle 7 = 109°$. Find $m\angle 8$.

In Exercises 9–12, find the measure of each angle. *(See Example 3.)*

▶ **9.**



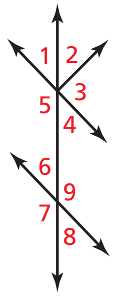
10.



11. $\angle UVW$ and $\angle XYZ$ are complementary angles, $m\angle UVW = (x - 10)°$, and $m\angle XYZ = (4x - 10)°$.

12. $\angle EFG$ and $\angle LMN$ are supplementary angles, $m\angle EFG = (3x + 17)°$, and $m\angle LMN = \left(\frac{1}{2}x - 5\right)°$.

In Exercises 13–16, use the diagram. *(See Example 4.)*



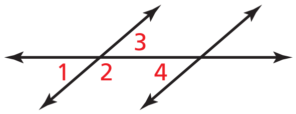
▶ **13.** Identify all the linear pairs that include $\angle 1$.

14. Identify all the linear pairs that include $\angle 7$.

15. Are $\angle 6$ and $\angle 8$ vertical angles? Explain your reasoning.

16. Are $\angle 2$ and $\angle 5$ vertical angles? Explain your reasoning.

4 MTR **ERROR ANALYSIS** **In Exercises 17 and 18, describe and correct the error in identifying pairs of angles in the diagram.**



17. ✗ $\angle 2$ and $\angle 4$ are adjacent angles.

18. ✗ $\angle 1$ and $\angle 3$ are a linear pair.

In Exercises 19–24, find the measure of each angle. *(See Example 5.)*

▶ **19.** Two angles form a linear pair. The measure of one angle is twice the measure of the other angle.

20. Two angles form a linear pair. The measure of one angle is $\frac{1}{3}$ the measure of the other angle.

21. The measure of an angle is $\frac{1}{4}$ the measure of its complement.

22. The measure of an angle is nine times the measure of its complement.

23. The ratio of the measure of an angle to the measure of its complement is 4 : 5.

24. The ratio of the measure of an angle to the measure of its complement is 2 : 7.

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MODELING REAL LIFE **In Exercises 25 and 26, the picture shows the Alamillo Bridge in Seville, Spain. In the picture, $m\angle 1 = 58°$ and $m\angle 2 = 24°$.**

STEM

25. Find the measure of the supplement of $\angle 1$.

26. Find the measure of the supplement of $\angle 2$.

27. **MODELING REAL LIFE** The foul lines of a baseball field intersect at home plate to form a right angle. A batter hits a fair ball such that the path of the baseball forms an angle of 27° with the third-base foul line. What is the measure of the angle between the first-base foul line and the path of the baseball?

28. **COLLEGE PREP** The arm of a crossing gate moves 42° from a vertical position. How many more degrees does the arm have to move so that it is horizontal?

Ⓐ 42° Ⓒ 48°

Ⓑ 138° Ⓓ 90°

29. **CONSTRUCTION** Construct a linear pair where one angle measure is 115°.

30. **CONSTRUCTION** Construct a pair of adjacent angles that have angle measures of 45° and 97°.

CONNECTING CONCEPTS **In Exercises 31–34, write and solve an algebraic equation to find the measure of each angle described.**

31. The measure of an angle is 6° less than the measure of its complement.

32. The measure of an angle is 12° more than twice the measure of its complement.

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33. The measure of an angle is 3° more than $\frac{1}{2}$ the measure of its supplement.

34. Two angles form a linear pair. The measure of one angle is 15° less than $\frac{2}{3}$ the measure of the other angle.

35. **COLLEGE PREP** $m\angle U = 2x°$, and $m\angle V = 4(m\angle U)$. Which value of x makes $\angle U$ and $\angle V$ complements of each other?

Ⓐ 25 Ⓑ 9 Ⓒ 36 Ⓓ 18

36. **HOW DO YOU SEE IT?**
Determine whether you can conclude each statement from the diagram. Explain your reasoning.

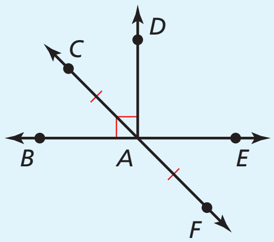
a. $\overline{CA} \cong \overline{AF}$

b. Points C, A, and F are collinear.

c. $\angle CAD \cong \angle EAF$

d. $\overline{BA} \cong \overline{AE}$

e. $\angle DAE$ is a right angle.



DISCUSS MATHEMATICAL THINKING **In Exercises 37–42, tell whether the statement is *always*, *sometimes*, or *never* true. Explain your reasoning.**

37. Complementary angles are adjacent.

38. Angles in a linear pair are supplements of each other.

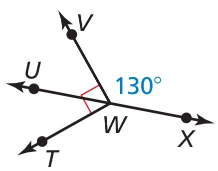
39. Vertical angles are adjacent.

40. Vertical angles are supplements of each other.

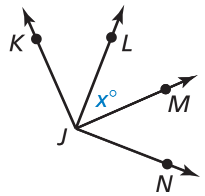
41. If an angle is acute, then its complement is greater than its supplement.

42. If two complementary angles are congruent, then the measure of each angle is 45°.

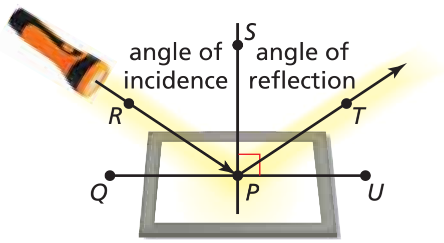
43. **CONNECTING CONCEPTS** Use the diagram. You write the measures of $\angle TWU$, $\angle TWX$, $\angle UWV$, and $\angle VWX$ on separate pieces of paper and place the pieces of paper in a box. You choose two pieces of paper out of the box at random. Find the probability that the angle measures you choose represent supplementary angles. Explain.



44. REASONING $\angle KJL$ and $\angle LJM$ are complements, and $\angle MJN$ and $\angle LJM$ are complements. Can you show that $\angle KJL \cong \angle MJN$? Explain your reasoning.

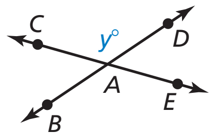


45. MAKING AN ARGUMENT Light from a flashlight strikes a mirror and is reflected so that the angle of reflection is congruent to the angle of incidence. Your classmate claims that $\angle QPR$ is congruent to $\angle TPU$ regardless of the measure of $\angle RPS$. Is your classmate correct? Explain your reasoning.



46. THOUGHT PROVOKING
Sketch a real-life situation that shows supplementary, complementary, and vertical angles.

47. STRUCTURE Use the diagram.



a. Write expressions for the measures of $\angle BAE$, $\angle DAE$, and $\angle CAB$.

b. What do you notice about the measures of vertical angles? Explain your reasoning.

48. CONNECTING CONCEPTS Let $m\angle 1 = x°$, $m\angle 2 = y_1°$, and $m\angle 3 = y_2°$. $\angle 2$ is the complement of $\angle 1$, and $\angle 3$ is the supplement of $\angle 1$.

a. Write equations for y_1 as a function of x and y_2 as a function of x. What is the domain of each function? Explain.

b. Graph each function and find its range.

49. CONNECTING CONCEPTS The sum of the measures of two complementary angles is 74° greater than the difference of their measures. Find the measure of each angle. Explain how you found the angle measures.

REVIEW & REFRESH

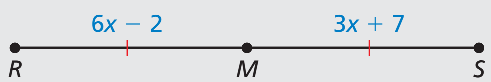
In Exercises 50 and 51, find the area of the polygon with the given vertices.

50. $K(-3, 4)$, $L(1, 4)$, $M(-4, -2)$, $N(0, -2)$

51. $X(-1, 2)$, $Y(-1, -3)$, $Z(4, -3)$

52. The midpoint of $\overline{JK}$ is $M(0, 1)$. One endpoint is $J(-6, 3)$. Find the coordinates of endpoint K.

53. Identify the segment bisector of $\overline{RS}$. Then find RS.



In Exercises 54–57, solve the equation. Graph the solution(s), if possible.

54. $|t + 5| = 3$

55. $\left|\frac{1}{4}d - 1\right| + 2 = 5$

56. $-4|7 + 2n| = 12$

57. $|-1.6q| = 7.2$

In Exercises 58 and 59, find the product.

58. $(8x^2 - 16 + 3x^3)(-4x^5)$

59. $(4s - 3)(7s + 5)$

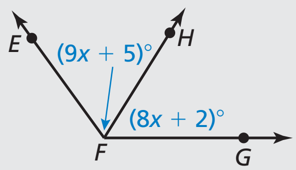
60. MODELING REAL LIFE The total cost (in dollars) of renting a cabin for n days is represented by the function $f(n) = 75n + 200$. The daily rate is doubled. The new total cost is represented by the function $g(n) = f(2n)$. Describe the transformation from the graph of f to the graph of g.

In Exercises 61 and 62, find the slope and the y-intercept of the graph of the linear equation.

61. $y = -5x + 2$

62. $y + 7 = \frac{3}{2}x$

63. Given that $m\angle EFG = 126°$, find $m\angle EFH$ and $m\angle HFG$.



In Exercises 64 and 65, find the angle measure.

64. $\angle 1$ is a supplement of $\angle 2$, and $m\angle 1 = 57°$. Find $m\angle 2$.

65. $\angle 3$ is a complement of $\angle 4$, and $m\angle 4 = 34°$. Find $m\angle 3$.

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1 Chapter Review WITH CalcChat®

Chapter Learning Target: Understand basics of geometry.

Chapter Success Criteria:
- ◆ I can name points, lines, and planes.
- ◆ I can measure segments and angles.
- ■ I can use formulas in the coordinate plane.
- ■ I can construct segments and angles.

◆ Surface
■ Deep

SELF-ASSESSMENT 1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.

1.1 Points, Lines, and Planes (pp. 3–10)

WATCH

Learning Target: Use defined terms and undefined terms.

Use the diagram.

1. Give another name for plane *M*.

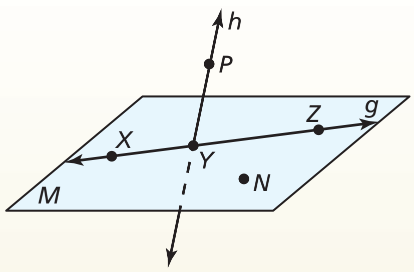
2. Name a line in plane *M*.

3. Name a line intersecting plane *M*.

4. Name two rays.

5. Name a pair of opposite rays.

6. Name a point not in plane *M*.



7. Is it possible for the intersection of two planes to be a segment? a line? a ray? Sketch the possible situations.

Vocabulary

AZ VOCAB

undefined terms
point
line
plane
collinear points
coplanar points
defined terms
line segment, or segment
endpoints
ray
opposite rays
intersection

1.2 Measuring and Constructing Segments (pp. 11–18)

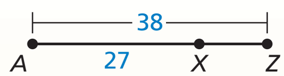
WATCH

Learning Target: Measure and construct line segments.

Find *XZ*.

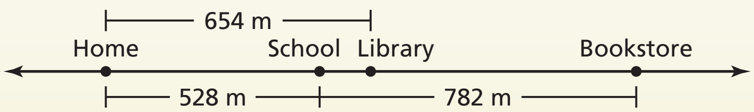
8.

9.



10. Plot $A(8, -4)$, $B(3, -4)$, $C(7, 1)$, and $D(7, -3)$ in a coordinate plane. Then determine whether $\overline{AB}$ and $\overline{CD}$ are congruent.

11. You pass by school and the library on a walk from home to the bookstore, as shown below. How far from school is the library? How long does it take you to walk from home to the bookstore at an average speed of 68 meters per minute?



Vocabulary

AZ VOCAB

postulate
axiom
coordinate
distance between two points
construction
congruent segments
between

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1.3 Using Midpoint and Distance Formulas *(pp. 19–28)*

Learning Target: Find midpoints and lengths of segments.

Vocabulary
midpoint
segment bisector
weighted average

The endpoints of $\overline{ST}$ are given. Find the coordinates of the midpoint M. Then find the length of $\overline{ST}$.

12. $S(-2, 4)$ and $T(3, 9)$

13. $S(6, -3)$ and $T(7, -2)$

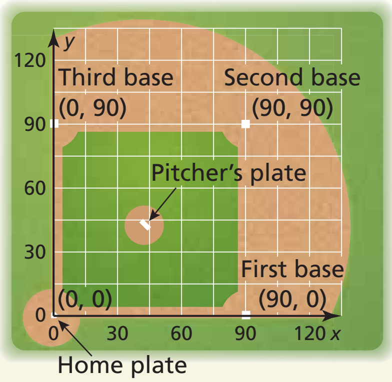
14. The midpoint of $\overline{JK}$ is $M(6, 3)$. One endpoint is $J(14, 9)$. Find the coordinates of endpoint K.

15. Point M is the midpoint of $\overline{AB}$, where $AM = 3x + 8$ and $MB = 6x - 4$. Find AB.

16. The coordinate 3 has a weight of 2, and the coordinate 9 has a weight of 1. Find the weighted average.

17. The coordinate 4 has a weight of 1, the coordinate 5 has a weight of 3, and the coordinate 11 has a weight of 1. Find the weighted average.

18. The coordinate plane shows distances (in feet) on a baseball infield. The pitcher's plate is about 3 feet closer to home plate than the midpoint between home plate and second base is to home plate. Estimate the distance between home plate and the pitcher's plate. Explain how you found your answer.

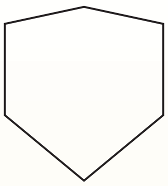


1.4 Perimeter and Area in the Coordinate Plane *(pp. 29–36)*

Learning Target: Find perimeters and areas of polygons in the coordinate plane.

Classify the polygon by the number of sides. Tell whether it is *convex* or *concave*.

19.



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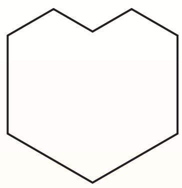
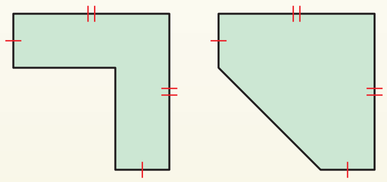


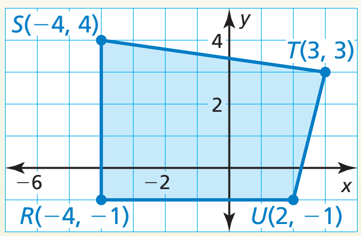
Find the perimeter and area of the polygon with the given vertices.

21. $W(5, 6)$, $X(5, -1)$, $Y(2, -1)$, $Z(2, 6)$

22. $E(6, -2)$, $F(6, 5)$, $G(-1, 5)$

23. Two polygons are shown. Compare the area and perimeter of the concave polygon with the area and perimeter of the convex polygon.





24. Find the perimeter of quadrilateral $RSTU$ in the coordinate plane at the right.

25. Find the area of quadrilateral $RSTU$.

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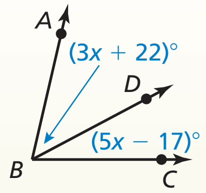
1.5 Measuring and Constructing Angles (pp. 37–46) WATCH

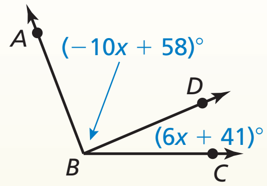
Learning Target: Measure, construct, and describe angles.

Find $m\angle ABD$ and $m\angle CBD$.

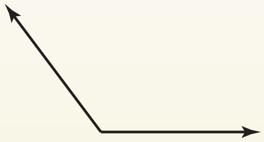
26. $m\angle ABC = 77°$



27. $m\angle ABC = 111°$



28. Find the measure of the angle using a protractor.



29. Given that P is in the interior of $\angle ABC$, $m\angle PBC = 30°$, $\angle DBC$ is a right angle, and $m\angle ABD = 26°$, what are the possible measures of $\angle ABP$?

Vocabulary AZ VOCAB

angle
vertex
sides of an angle
interior of an angle
exterior of an angle
measure of an angle
acute angle
right angle
obtuse angle
straight angle
congruent angles
angle bisector

1.6 Describing Pairs of Angles (pp. 47–54) WATCH

Learning Target: Identify and use pairs of angles.

$\angle 1$ and $\angle 2$ are complementary angles. Given $m\angle 1$, find $m\angle 2$.

30. $m\angle 1 = 12°$

31. $m\angle 1 = 83°$

$\angle 3$ and $\angle 4$ are supplementary angles. Given $m\angle 3$, find $m\angle 4$.

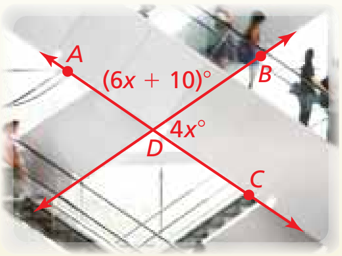
32. $m\angle 3 = 116°$

33. $m\angle 3 = 56°$

34. Construct a linear pair, where one angle measure is 35°. Label the measures of both angles.

35. The measure of an angle is 4 times the measure of its supplement. Find the measures of both angles.

36. Find the measures of $\angle ADB$ and $\angle BDC$ formed between the escalators shown at the right.



Vocabulary AZ VOCAB

adjacent angles
complementary angles
supplementary angles
linear pair
vertical angles

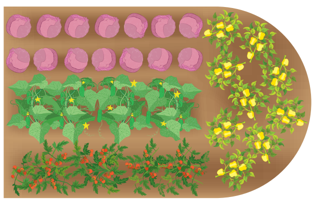
Mathematical Thinking and Reasoning

1 MTR **ACTIVELY PARTICIPATE IN EFFORTFUL LEARNING BOTH INDIVIDUALLY AND COLLECTIVELY**

Mathematicians who actively participate in effortful learning both individually and with others ask questions that will help with solving tasks.

1. In Exercise 48 on page 27, what steps did you take before solving the problem?

2. A garden is the shape of a semicircle and a rectangle as shown. What information do you need to find the area of the garden?



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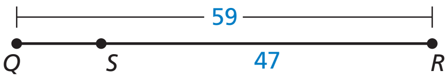
1 Practice Test WITH CalcChat®

Find QS. Explain how you found your answer.

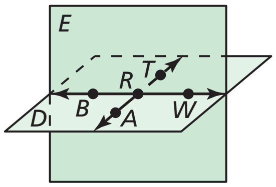
1. 

2. 

3. The endpoints of $\overline{AB}$ are $A(-4, -8)$ and $B(-1, 4)$. Find the coordinates of the midpoint M. Then find the length of $\overline{AB}$.

4. The midpoint of $\overline{EF}$ is $M(1, -1)$. One endpoint is $E(-3, 2)$. Find the coordinates of endpoint F.

Use the diagram to decide whether the statement is true or false.



5. Points A, R, and B are collinear.

6. $\overleftrightarrow{BW}$ and $\overleftrightarrow{AT}$ are lines.

7. $\overrightarrow{RB}$ and $\overrightarrow{RT}$ are opposite rays.

8. Plane D could also be named plane ART.

Find the perimeter and area of the polygon with the given vertices.

9. $P(-3, 4)$, $Q(1, 4)$, $R(3, -2)$, $S(-1, -2)$

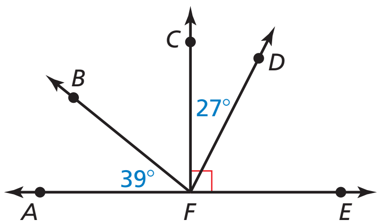
10. $J(-1, 3)$, $K(5, 3)$, $L(2, -2)$

11. The coordinate 6 has a weight of 2, the coordinate 9 has a weight of 2, and the coordinate 15 has a weight of 1. Find the weighted average.

12. $\overrightarrow{BX}$ bisects $\angle ABC$ to form two congruent acute angles. What type of angle can $\angle ABC$ be?

13. Given $\angle RST$, U is in the interior of the angle, $m\angle TSU$ is 6° less than 5 times $m\angle RSU$, and $m\angle RST = 48°$. Write and solve a system of equations to find $m\angle RSU$ and $m\angle TSU$.

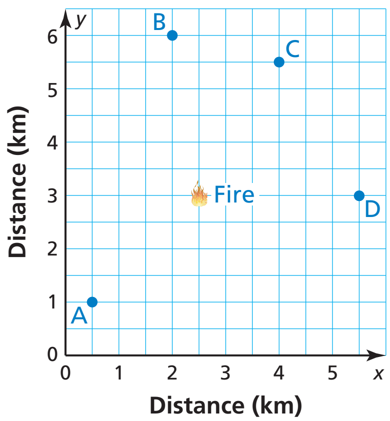
14. In the diagram at the right, identify all supplementary and complementary angles. Explain. Then find $m\angle DFE$, $m\angle BFC$, and $m\angle BFE$.



15. Sketch a figure that contains a plane and two lines that all intersect at one point.

16. Your community decides to install a rectangular swimming pool in a park. There is a 48-foot by 81-foot rectangular area available. There must be at least a 3-foot border around the pool. Draw a diagram of this situation in a coordinate plane. Based on the constraints, find the perimeter and the area of the largest swimming pool possible.

17. Four wildland firefighting crews are approaching a small, growing fire, as shown. The crews are at the positions labeled A, B, C, and D. Which position is closest to the fire?



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1 Performance Task

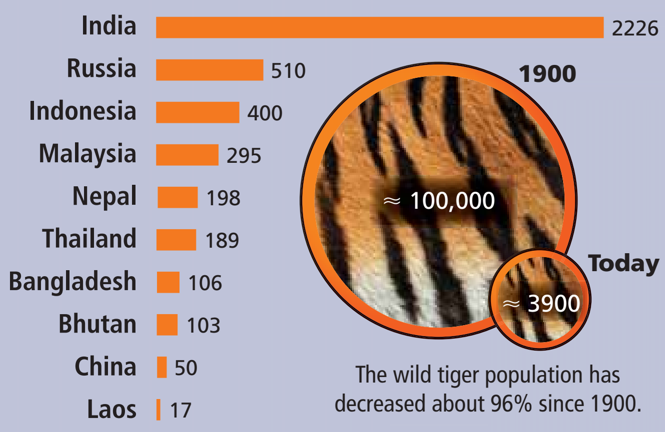
Eye of the Tiger

Conflict between humans and wild animals is a major threat to both humans and animals.

Causes of human-tiger conflict include the following:

- **HABITAT AVAILABILITY**
  Deforestation, habitat degradation, and increasing human populations force tigers and humans into closer proximity.
- **WILD PREY AVAILABILITY**
  Prey species are diminished by overexploitation and competition with livestock. A low density of wild prey increases the chance of human-tiger conflict.
- **SOCIOECONOMIC FACTORS**
  Attitudes, perceptions, beliefs, education, and economic situations affect views on how to interact with tigers.
- **IMPROPER LIVESTOCK MANAGEMENT**
  Herding practices and locations of grazing pastures can leave livestock susceptible to attacks.
- **HUMAN BEHAVIOR**
  Baiting or hunting tigers, and sleeping in exposed locations increase the risk of an attack.

Estimated Wild Tiger Populations



The wild tiger population has decreased about 96% since 1900.

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WILDLIFE RESERVATION

You propose a new wildlife reservation in an attempt to limit human-tiger conflict. Use points and line segments to sketch the outline of your reservation in a coordinate plane. Name each point and line segment in your sketch.

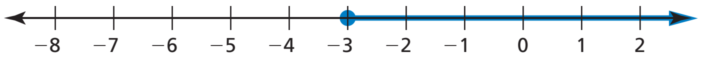
A local government requires several details before considering your proposal. Provide the following information:

- the length of each side of the reservation
- the area of the reservation
- the measures of the angles formed by the sides of the reservation
- the coordinates of at least three gates, located at midpoints of the sides of the reservation

1 Test Prep WITH CalcChat®
Cumulative Practice

Tutorial videos are available for each exercise.

1. Which inequality is represented by the graph?



Ⓐ $x \leq -3$

Ⓑ $x < -3$

Ⓒ $x \geq -3$

Ⓓ $x > -3$

2. Order the terms so that each consecutive term builds off the previous term.

plane | segment | line | point | ray

3. The endpoints of a line segment are $(-6, 13)$ and $(11, 5)$. Which of the following is the midpoint and the length of the segment?

Ⓐ $\left(\frac{5}{2}, 4\right)$; $\sqrt{353}$ units

Ⓑ $\left(\frac{5}{2}, 9\right)$; $\sqrt{353}$ units

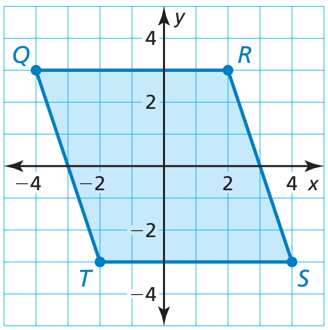
Ⓒ $\left(\frac{5}{2}, 4\right)$; $\sqrt{89}$ units

Ⓓ $\left(\frac{5}{2}, 9\right)$; $\sqrt{89}$ units

4. Solve the system of linear equations.

$$7x + 4y = 0$$
$$y = \frac{1}{4}x - 8$$

5. Which of the following is the perimeter and area of the figure shown?



Ⓐ $6 + 2\sqrt{10}$ units; 36 square units

Ⓑ $6 + 2\sqrt{10}$ units; $12\sqrt{10}$ square units

Ⓒ $12 + 4\sqrt{10}$ units; 36 square units

Ⓓ $12 + 4\sqrt{10}$ units; $12\sqrt{10}$ square units

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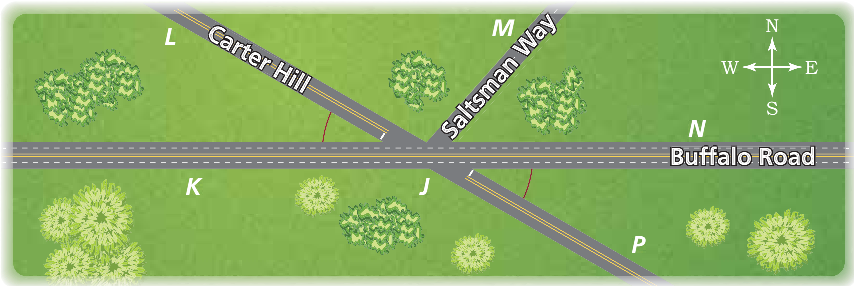
6. Three roads come to an intersection point that the people in your town call Five Corners, as shown in the figure.



Answer parts (a) through (c) using the angles given below.

a. You are traveling west on Buffalo Road and turn left onto Carter Hill. What is the name of the angle through which you turn?

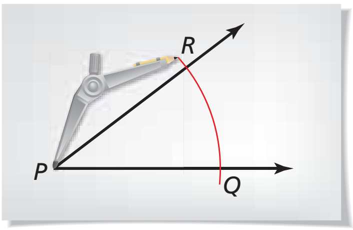
b. Identify all the vertical angles.

c. Identify all the linear pairs.

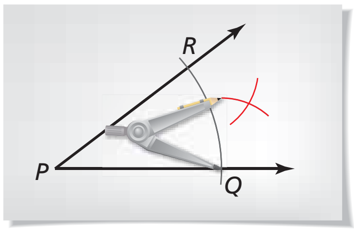
$\angle KJL$	$\angle KJM$	$\angle KJN$	$\angle KJP$	$\angle LJM$
$\angle LJN$	$\angle LJP$	$\angle MJN$	$\angle MJP$	$\angle NJP$

7. Use the steps in the construction to explain how you know that $\overrightarrow{PS}$ is the angle bisector of $\angle RPQ$.

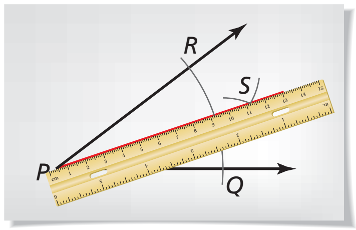
Step 1



Step 2



Step 3



8. Which factorization can be used to find the zeros of the function $f(x) = 15x^2 + 14x - 8$?

Ⓐ $f(x) = x(15x + 14) - 8$

Ⓑ $f(x) = 15x^2 + 2(7x - 4)$

Ⓒ $f(x) = (5x + 8)(3x - 1)$

Ⓓ $f(x) = (5x - 2)(3x + 4)$

9. Plot the points $W(-1, 1)$, $X(5, 1)$, $Y(5, -2)$, and $Z(-1, -2)$ in a coordinate plane. What type of polygon do the points form? Your friend claims that you could use this polygon to represent a basketball court with an area of 4050 square feet and a perimeter of 270 feet. Do you support your friend's claim? Explain.

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