# Geometry

#### Section 1.1 – 1.4 Review

#### Choose the best answer.

#### Refer to the figure for Exercises 1 and 2.



- Which represents the name of the ray. whose endpoint is K and that passes through R?
  - A RK

CKS

BKT

- D RK
- 2. In the diagram, how many different rays have endpoint R?
  - FIT G 2

H 3 3 4

# Refer to the figure for Exercises 3 and



- Which line contains points S and U?
  - A line m
- C line p
- B. line n
- DST
- 4. In the diagram, how many different segments can be named?
  - E 0

- H 2
- G 1 J 3

#### Refer to the figure for Exercises 5 and 6.



- What is MP?
  - A 1 B 2

- C 4 D 5
- What is LP?
  - F -7.5

H 2.5

G - 2.5

J 7.5

- 8. B is the midpoint of AC . AB = 8v. and AC = 2v + 42. What is BC?
  - F 24

H 56

G 48

- J 168
- 9. An angle whose measure is 70' is what type of angle?
  - A acute
- C obtuse

B right

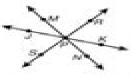
- D straight
- GJ bisects ∠FGH, m∠FGJ = (7x 9)\*. and  $m \angle HGJ = (2x + 36)^{\circ}$ . What is m\_cFGH?
  - F 43
- H 86"
- G 54

- J. 108"
- An angle measuring 22' is bisected. What is the measure of the angles that are formed?
  - A 11"

C 33"

B 22"

- D 44"
- 12. Which angle forms a linear pair with ZMPS?



- F ZRPN
- H ZMPJ
- G / RPM
- J. MERK
- 13. If  $m\angle Q = (8x 40)^n$ , what is the measure of its supplement?
  - A  $(130 8x)^{\circ}$
- C 90"
- B (220 8x)
- D 180"

# **Geometry Answers Lesson Guide**

**Ian Pickup** 

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Maths Handbook & Study Guide Grade 12: Teacher's Guide and Answer Book Kevin Smith, 2014-01-01 Guidelines for teachers and worked through solutions to all the exercises in the Grade 12 Textbook Guidelines for teachers and worked through solutions to all the exercises in the Grade 12 Textbook Everyday Mathematics: Teacher's lesson guide v. 1] [v.3] Teacher's lesson quide v. 2,2004 ENC Focus ,2000 Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office, 1955 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December Resources in Education ,2000-10 Teaching Middle School Mathematics Douglas K. Brumbaugh, 2013-05-13 Middle school teaching and learning has a distinct pedagogy and curriculum that is grounded in the concept of developmentally appropriate education This text is designed to meet the very specific professional development needs of future teachers of mathematics in middle school environments Closely aligned with the NCTM Principles and Standards for School Mathematics the reader friendly interactive format encourages readers to begin developing their own teaching style and making informed decisions about how to approach their future teaching career A variety of examples establish a broad base of ideas intended to stimulate the formative development of concepts and models that can be employed in the classroom Readers are encouraged and motivated to become teaching professionals who are lifelong learners The text offers a wealth of technology related information and activities reflective thought provoking questions mathematical challenges student life based applications TAG tricks activities games sections and group discussion prompts to stimulate each future teacher's thinking Your Turn sections ask readers to work with middle school students directly in field experience settings This core text for middle school mathematics methods courses is also appropriate for elementary and secondary mathematics methods courses that address teaching in the middle school grades and as an excellent in service resource for aspiring or practicing teachers of middle school mathematics as they update their knowledge base Topics covered in Teaching Middle School Mathematics NCTM Principles for School Mathematics Representation Connections Communication Reasoning and Proof Problem Solving Number and Operations Measurement Data Analysis and Probability Algebra in the Middle School Classroom and Geometry in the Middle School Classroom Innovative Curriculum Materials Handbook of Digital Resources in Mathematics Education Birgit Pepin, Ghislaine Gueudet, Jeffrey ,1999 Choppin, 2024-06-21 This handbook presents the state of the art scholarship on theoretical frames mathematical content learning environments pedagogic practices teacher professional learning and policy issues related to the development and use of digital resources in mathematics education With the advent of more and more open access digital resources teachers choose from the web what they see fit for their classroom students choose in the moment what they need for their projects and learning paths However educators and students often find it difficult to choose from the abundance of materials on offer as they are uncertain about their quality and beneficial use It is clear that at a time of bouleversement of the teaching

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