

# Independent Practice

## 8.2

NAME \_\_\_\_\_

Module 8 Points, Lines, Angles, and Triangles  
 Lesson 2 Angle Classifications and Line Relationships

Estimate the measure of the angle.

1.



2.



3.

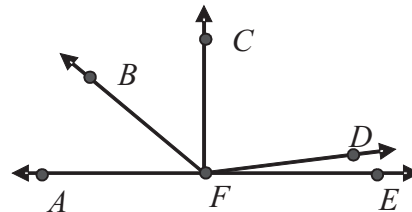


Draw and label the figure described.

4.  $\overrightarrow{CD} \parallel \overrightarrow{EF}$

5.  $\overline{GH} \perp \overleftrightarrow{JK}$

Use the diagram at right for problems 6 – 9.



6. Name all the right angles.

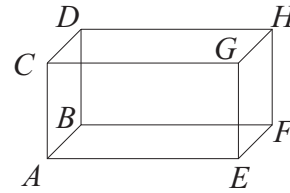
7. Name all the acute angles.

8. Name all the obtuse angles.

9. Do any of the acute angles appear congruent? If so, which ones?

Use the diagram at right for problems 10 and 11.

10. Name four pairs of parallel line segments.



11. Name two line segments that are perpendicular to  $\overline{GE}$ .

### Journal

1. Explain the difference between parallel and perpendicular lines.
2. One of the angles below is acute, and one of the angles is obtuse. How can you tell, without measuring, which one is acute and which one is obtuse?



3. Dave said the angles below are not congruent because  $\angle 3$  is larger than  $\angle 4$ . Explain why Dave is incorrect.



NAME \_\_\_\_\_

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### Cumulative Review

Find the value of  $x$ .

1.  $\frac{5}{6} = \frac{10}{x}$

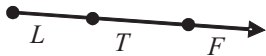
2.  $\frac{x}{4} = \frac{3}{8}$

3.  $\frac{9}{12} = \frac{6}{x}$

4.  $\frac{5}{x} = \frac{5}{2}$

Write all the ways to name each geometric figure using symbols.

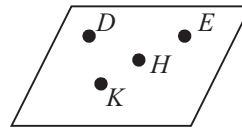
5.



6.

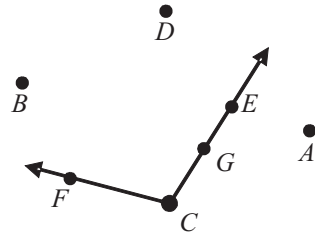


7. Tell why the plane on the right can be named  $KDH$  but not plane  $KHE$ .



Use the diagram on the right for problem 8–10.

8. Name the angle in as many ways as possible.



9. Which points are in the interior of the angle?

10. Name the sides of the angle.