

1. Repeat the table of long measure; surveyors' measure; measure of length, metric system. Give the origin and meaning of each term used.
- 2 Draw to a convenient scale lines representing 110 ft.; 330 yd.; 120 rd. To what scale are these lines drawn? Divide each line into six equal parts.
- 3 Draw two straight lines in the same plane extending in different directions. The difference in direction of these lines is an angle. Define *angle*. Define *vertex*.
4. Draw an angle formed by lines extending perpendicularly from each other. This is a right angle. Define *right angle*.
5. Draw an angle formed by lines inclined toward or from each other. This is an oblique angle. Define *oblique angle*.
6. Draw an oblique angle less than a right angle. This is an acute angle. Define *acute angle*.
7. Draw an oblique angle greater than a right angle. This is an obtuse angle. Define *obtuse angle*.
8. Point out below a right angle; an acute angle; an oblique angle; an obtuse angle.



9. What is the unit of measuring angles? How obtained?
10. Make several angles and, by means of a protractor, measure their magnitude.
11. By means of a protractor lay off on a given line an angle of 90° ; of 45° ; of 60° ; of 135° .
12. By means of a protractor make an angle equal to each of the above angles (Exercise 8).
- 13 By means of compasses make an angle equal to a given angle.
- 14 By means of compasses make an angle equal to double the size of a given angle; three times the size of a given angle; one-half the size of a given angle.