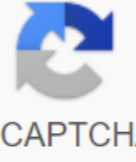


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This triangle sheet will produce a problem angular bisector. This sheet is a great resource for 5th, 6th grade, 7th grade and 8th grade. Click here for more triangle sheets to angle the bisector line, which cuts the angle in half. Example 1: If (excessively straight BD) is an angular bisector, find (ADB angle) Because the bicor angle cuts the angle in half, the other half should also measure 55. (ADB Corner) (text(55)) Add both of these angles together to get the whole angle. (ADB Corner, BDC Corner (ADC corner)) (text(55) circle (text(55) circle (text) 1100) (ADC corner(11)) . . . . . Find x if (angle 1 x 6 x 5(6)) (text) (x x x 5) (text) (x x x x x 5) (x x x 7) Now there are three angles in the triangle, so that together the triangle can have three different angular bic overs. All these lines will meet inside the triangle. Lines are called simultaneous if they all meet and the point of the togetherability of three corners of two-sectors is called incenter. This is called incenter, because if you were to draw a circle that fits inside the triangle, the angle of the two-sectors will always meet directly in the center of the circle. Here are a few diagrams showing the angular bisectors and their center. We have these lines for a reason. They serve a purpose in mathematics as well as in real life. A special feature that incenter has is that it is the perpendicular distance to all three sides of the triangle the same. To do this, we use the word equal. Thus, the incenter is equilateral on all three sides of the triangle when it intersects at a 90-degree angle. Maybe the picture is using: Okay, so the red lines are angle spreaders, yellow circle incenter, and blue lines are equilibrium lines. These blue lines will always have equal scores. Example 3: D is the center of the triangle. (DE 2x and 4) Find x and measure q (reline (DG), Pereline (DE) (UF) (2x 4 - 4x - 6) (text) (text(1)) (Text(2) x) (text)) (OMER) (UFP) will be the same measure as Omerline (DE) Take x and connect it to one of the equations to find a measure to (reline DG). (Text(2) x x x (text) 4 (overflow line)) (text(2) on the left (text(5)) B) (text(1)(14) (text) In this sheet we will practice the use of the bisector theorem and its reverse to find the missing angle or side in the triangle of isocles. Problem 1: Build a perpendicular bisector to the line segment. Problem 2 : Build the ABC Triangle District Center with AB 5 cm,  $\angle A$  70 and  $\angle B$  70. Problem 3: The company plans to build a distribution center that is convenient for its three main customers, as shown in the chart below. Planners begin by approximately placing three clients on a sketch and searching for the district center of the formed triangle. Explain why using a bypass center as a distribution center would be convenient for all customers. (ii) Sketch a triangle formed by customers. Find the circumference of the triangle. Tell us which segments are the same. Problem 4 : In the diagram shown below, the angular bisectors of the WMN are found at L. (i) Which segments match? (ii) Find LP and LR Detailed Answer Key Problem 1: Build a perpendicular bisector to the string segment. Solution : Step 1 :D along the AB segment line. Step 2 : With two endpoints A and B segment lines as centers and more than half the length of the segment line, as the radius of the draw arcs intersect on either side of the segment line on C and D. Step 3 : Join C and D to get a perpendicular bisector of this segment of the AB line. In the chart above, the CD is a perpendicular biseder of the AB line segment. Problem 2: Build the ABC Triangle District Center with AB 5 cm,  $\angle A$  70 and  $\angle B$  70 . Solution : Step 1 :D ABC triangle taking into account measurements. Step 2 : Build perpendicular bisectories of either side (AC and B.C.) and let them meet in S, which is a workaround. Problem 3: The company plans to build a distribution center that is convenient for its three main customers, as shown in the chart below. Planners begin by approximately placing three clients on a sketch and searching for the district center of the formed triangle. Explain why using a bypass center as a distribution center would be convenient for all customers. (ii) Sketch a triangle formed by customers. Find the circumference of the triangle. Tell us which segments are the same. Solution (i) :Because the circumference is equal to three vertices, each customer will be equally close to the distribution center. Solution (ii) :Label vertices triangle like E, F and G. Draw perpendicular bisectors. Flag their intersection as D. According to the theorem 1 above, perpendicular bisectones intersect at a point equal to the vertices of the triangle in the triangle. So, DE and DF in DGProblem 4 : In the chart shown below, the angular bisectors of the WNP meet at L. (i) Which segments match? (ii) Find LA and LRSolution (i) : The theorem of the competition of angular triangle bic overctors, three the triangle's bisectors intersect at a point that is equal to that of the triangle. So, we have  $LR \cong L'$  = LSSolution (ii) : According to the theorem of the rivals of the corner two-sector triangle, three angular two-sector triangle intersect at a point that is uniform on the side of the triangle. Use the Pythagorean theorem to find L E in LLM. (MH)2 (MH)2 (LM)2Susciate MH No. 15 and LM No. 17. (LS)2 (15)2 (17)2Com. 2.225 and 289Contract 225 on both sides. (LA)2 - 64 (LA) 2 - 82L - 8 units, because LR  $\cong$  L, LR - 8 units Apart from the things given above, if you need any other things in the math, please use our custom Google search here. If you have any feedback on our math content, please give us: v4formath@gmail.com We always appreciate your feedback. You can also visit the following web pages on various things in math. 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