MATHS MIND
ANGLES

TASK 1

ANGLES EVERYWHERE

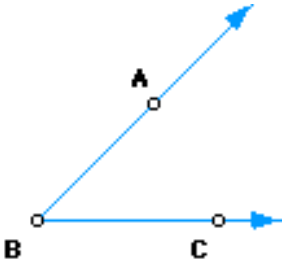
Angles can be seen everywhere around you in nature and man-made structures. In these photos identify different angles. Use a pen or highlighter to show the angles.

MATHS MIND ANGLES

TASK 2

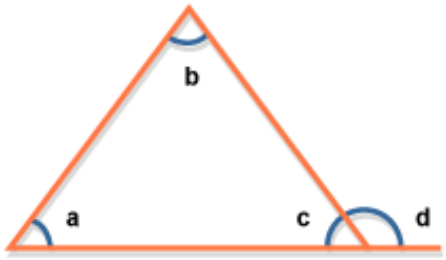
LABEL IT – NAME IT

Can you name the parts of an angle?
Use the information on the topic page to help you.



A and **C** are the _____ of the angle.

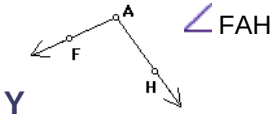
B is the _____ of the angle.

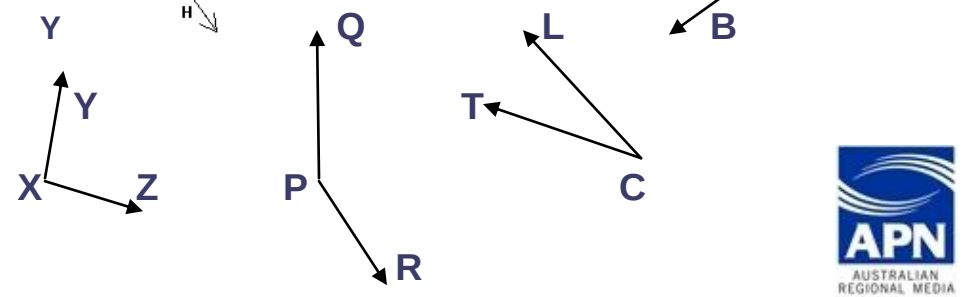


a, b and **c** are all _____ angles.

d is an _____ angle.

Use the symbol for an angle to label these angles.

eg  FAH



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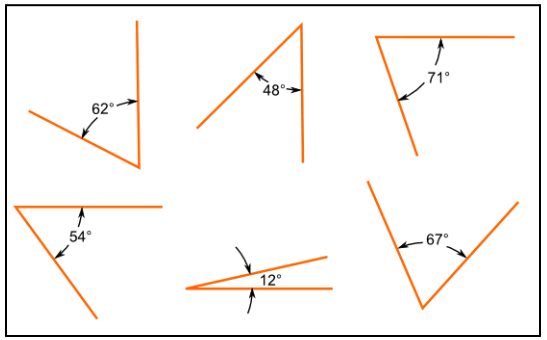
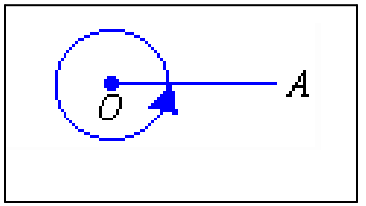
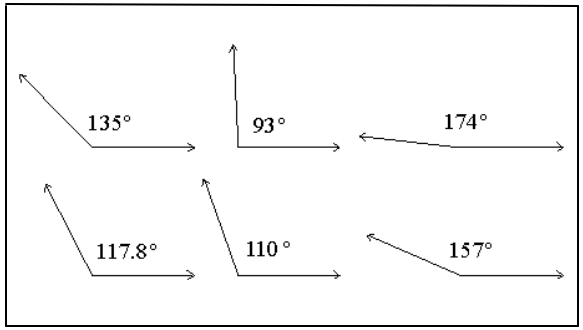
TASK 3

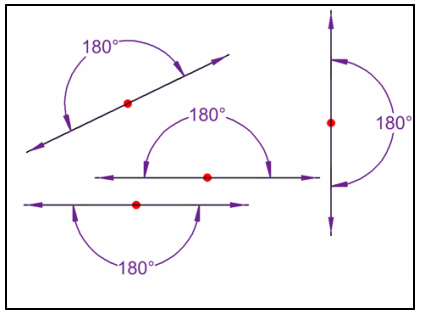
CLASSIFYING ANGLES

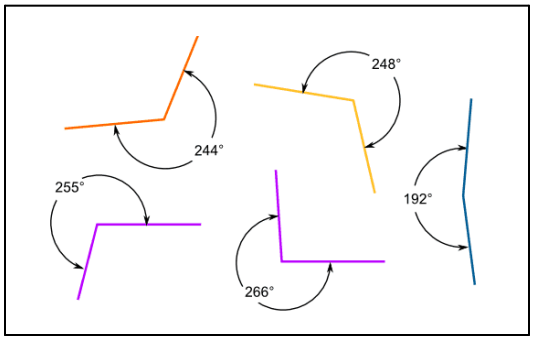
Angles can be classified according to their size. Use the information on the topic page in your newspaper to identify what types of angles these are.

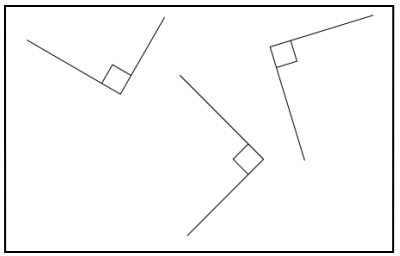












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TASK 4

PROTRACTORS

The protractor is an instrument of measurement used to construct and measure angles. There are different kinds of protractors, but the one you use in school is called a simple protractor. The simple protractor looks like a semicircular disk marked with degrees, from 0o to 180o. In this activity you can use a protractor to make a simple instrument called a Protractor Anemometer to measure the speed or velocity of the wind.

Materials

- strong thread or thin fishing line - about 30 cm long
- a ping-pong ball
- a protractor
- glue and sticky - tape
- thick cardboard
- angle/wind speed conversion chart

Procedure

- Use the tape to mount the protractor to the cardboard with the curved side pointing downwards.
- Write or print out the wind speed conversion chart (below) and place onto the cardboard.
- Tape the thread to the ping-pong ball.
- Tie the other end of the thread to the centre of the protractor.
- The protractor anemometer is ready to use.
- Hold the cardboard in the direction the wind is blowing.
- The ping-pong ball should blow the thread off centre.
- Read the angle on the protractor and convert the angle shown to the wind velocity using the chart.

String angle	90	80	70	60	50	40	30	20
Speed (kph)	0	13	19	24	29	34	41	52

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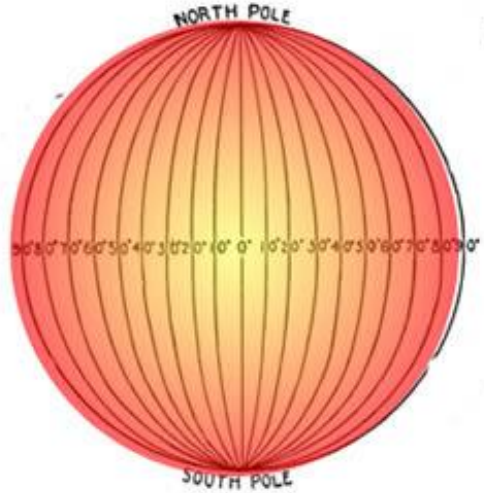
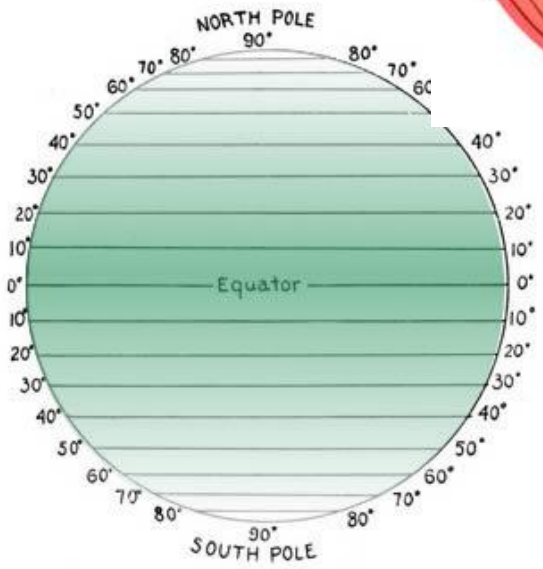
TASK 5

LATITUDE & LONGITUDE

Geographers have divided the Earth using lines of Latitude and Longitude. Lines of Latitude also known as parallels run parallel with the Equator. The lines that run between the North and South Poles are called Lines of Longitude or Meridians. Meridians are counted east and west from the prime meridian, which is numbered zero degrees longitude. On the maps below mark these positions.

40ºN	70ºE
60ºN	50ºW
65ºS	15ºW
5ºN	35ºW
80ºS	80ºE
90ºN	0º
25ºS	65ºE





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TASK 6

HAVING AN ANGLE

Most stories in the newspaper are presented using a particular angle or 'slant'. Often the headline of the Story establishes what slant the story is going to take.
Choose the headline that best fits the angle of the story below.

SEEBOHM POWERS AUSSIES TO GOLD IN 4 x 100 RELAY

CANADA DISQUALIFIED AS AUSSIES TOUCH FIRST

COUTTS WINS ANOTHER GOLD

TEAMWORK FOR GOLD

Australia capped off the penultimate day of the swimming program at the Delhi Commonwealth Games with gold in the women's 4x100 metres freestyle final.
The triumph gave Australia seven gold medals for the day, continuing its domination of the pool.
Emily Seebohm, who had won two bronze medals earlier on, anchored the Australian quartet, who set a new Commonwealth Games record with a time of 3:36.36.
England was second in 3:40.03 and New Zealand third in 3:42.12.
Canada had touched the wall behind the Australians, but was subsequently disqualified.
The women's relay final always looked likely to go the way of the Australians, with 100m freestyle champion Alicia Coutts posting 54.17 on the opening leg to establish a lead of almost a second.
Marieke Guehrer maintained the advantage before Australia pushed even further in front on the third leg with Felicity Galvez on hand to give Seebohm a comfortable 2.52-second buffer.
Seebohm then made no mistake in bringing the Australians home.

***Rewrite this story using one of the headlines to present a different angle.**

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TASK 7

THE CAMERA ANGLE

One of the most common ways a photographer adds effect to a shot is to use different camera angles. Many photos are given added impact by simply changing the camera view. Different angles can have an influence on how the subject is perceived. Decide which type of angle was used to take each of these photos.

EYE- LEVEL - HIGH ANGLE - LOW ANGLE - BIRD'S EYE – SLANTED