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Chapter 1 : The Physics of Everyday Phenomena Information Center: What's New

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An auto, starting from rest, undergoes constant acceleration and covers a distance of meters. How long does it take the car to cover the meters? A car traveling at constant speed A. An auto moves 10 meters in the first second of travel, 15 more meters in the next second, and 20 more meters during the third second. The acceleration of the auto is A. A quantity that is a measure of how the velocity of a body changes with time is A. The following quantities relate to the rate of change of position. Which pair will always have the same magnitude? Average speed and average velocity. Average speed and instantaneous speed. Average velocity and instantaneous velocity. Instantaneous speed and instantaneous velocity. The acceleration of a body cannot be zero at a point where A. A student releases a ball from rest on an inclined plane and measures that it travels a distance of 0. The average speed of the ball is A. The acceleration of the ball is A. A car travels a distance of km. The average speed for the entire trip is A. If you come to rest in 7. There are ft in one mi. Your average speed is A. In a speedometer test zone on a highway, you drive 4 miles in 5 minutes. Your speedometer reading is A. Your car can accelerate at 8. If the braking distance for your car at a certain speed is ft and, after reacting to a situation, you have managed to stop your car in 5. A student plots data for the velocity of a body versus the time on a graph. The area under the curve on the graph may be identified as A. Suppose a graph of distance traveled by a body versus time is constructed. The slope of the graph at any point may be identified with A. A policeman walks on his beat back and forth. His average speed is determined from A. The magnitude of the average velocity of the car A. The average acceleration of the car is A. Which of the following is not an appropriate unit for measuring acceleration? A car rolls down an incline starting from rest. A graph of position versus time is made for this motion. One can get the A. It coasts up the hill, coming to rest in 8 seconds. The average acceleration of the car while on the hill is A. Which of the following quantities relating to motion is not a vector? All of these are vectors. Two velocity vectors are added: Not knowing the respective directions, we can say that the magnitude of the sum of the vectors will be A. The velocity of a body is graphed as a function of time. A quantity that is a measure of how the distance traveled changes with time is A. A body travels at an initial speed of 2. Given a constant acceleration of 0. What was the acceleration of the car? How fast is the runner moving after 4 seconds? The graph shows A. Refer to the graph above. The object moves forward A. It always moves forward. It never moves forward. The acceleration of the object is equal to zero A. The acceleration is never equal to zero. The magnitude of the acceleration of the object is largest A. The object does not accelerate. The velocity of this object at the start of the motion is A. It is not possible to tell from the graph. The speed of the object is largest A. For the entire motion, the average velocity is A. Refer to diagram of billiard balls F, K, M, and T. Each arrow represents the velocity of the ball. If billiard ball M is traveling straight upward at 2. Refer to the speedometer in Figure 2. The speedometer reading 75 mph is A. A car driver takes Turn 1 at Daytona International Speedway at a steady mph all the way through the turn. The radius of this turn is feet. Which statement is true? Its velocity is constant because its speed is constant. Its speed is constant so its acceleration is zero. Change of direction at constant speed means a change in velocity. Its velocity changes only if its speed decreases. This special racetrack is all curve and no straightaway. If a driver takes her car around this track counterclockwise and at constant speed, then greater acceleration will occur at any place the turning radius is A. Refer to the diagram of Racetrack X. Fill in the Blank Questions Suppose a body sliding up a ramp is decelerating at a constant rate. Its speed will each second. A car accelerates uniformly. The tip of the second hand of a clock moves in a circle of 20 cm circumference. In one minute the hand makes a complete revolution. From a graph of speed versus time, like Figure 2. If you are traveling 80 mph, how many hours does it take you to go 80 miles?

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The Physics of Everyday Phenomena: As the book has evolved, however, we have tried to remain faithful to the principles that have guided the writing of the book from the outset. One of these has been to keep the book to a manageable length, in both the number of chapters and the overall content. Many books become bloated as users and reviewers request more and more pet topics. We have tried to add material judiciously and have pared material elsewhere so that the overall length of the book has not changed. As many of you may realize, creating clear, meaningful conceptual questions is difficult and we are proud of the many conceptual questions we have developed. We consistently get praise from reviewers and users alike about the value of these questions. Thus we have not changed the conceptual questions with this edition, but we have added nine new ones at the ends of chapters 2, 4, 12, and Several reviewers have asked over the years that we change the numbers in the exercises so that students are not just copying the answers from their friends whom took the class the year before. We have compromised and changed the numbers in of the even numbered exercises and 27 synthesis problems at the end of the chapters. We have kept the numbers the same in all the odd numbered ones and those answers appear in Appendix D. The example boxes have been praised by many users. As many of the students whom use this book are somewhat math phobic, we strive to make the example boxes helpful and clear. Every edition we make improvements in these boxes, and we have not only improved several for this edition, but also added three new ones. We have expanded example box 3. We have also expanded the first example box in chapter 9 so the computation of the area is clearer, and we have updated example box 9. In chapter 11, example box In chapter 17, a new example box has been added dealing with a real image and negative magnification. The everyday phenomenon boxes are a way to help students see the connections between the physics they are learning and the everyday world. We have replaced the everyday phenomenon box In addition to these specific changes, we have updated the photos and diagrams for a more modern look. We have also revised the text in many places to enhance understanding of some of the more difficult concepts. Building an Energy Emphasis. Although this book remains a basic conceptual physics text, we are working to make the book better serve instructors who want to teach a conceptual physics course with an energy emphasis. A syllabus for instructors wishing to teach a course with an energy emphasis can be found on the companion website. We plan to continue building this emphasis in future editions. Continued Refinements in Artwork and Textual Clarity. Although the textual clarity of this text has been extensively praised by many reviewers and users, it can always be improved. Reviewers continue to point out places where either the art or the text can be improved, and we have responded to many of these suggestions. To this end, we have made many changes, often subtle, to both the art and the text.

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