

Physics

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(Chapter 2) (Motion in a straight line) (Exercises) (Class 11)

Question 2.1:

In which of the following examples of motion, can the body be considered approximately a point object:

- (a) a railway carriage moving without jerks between two stations.
- (b) a monkey sitting on top of a man cycling smoothly on a circular track.
- (c) a spinning cricket ball that turns sharply on hitting the ground.
- (d) a tumbling beaker that has slipped off the edge of a table.

Answer 2.1:

(a), (b)

The size of a carriage is very small as compared to the distance between two stations. Therefore, the carriage can be treated as a point sized object.

The size of a monkey is very small as compared to the size of a circular track.

Therefore, the monkey can be considered as a point sized object on the track.

The size of a spinning cricket ball is comparable to the distance through which it turns sharply on hitting the ground. Hence, the cricket ball cannot be considered as a point object.

The size of a beaker is comparable to the height of the table from which it slipped. Hence, the beaker cannot be considered as a point object.

Question 2.2:

The position-time ($x-t$) graphs for two children A and B returning from their school O to their homes P and Q respectively are shown in Figure. Choose the correct entries in the brackets below:

- (a) (A/B) lives closer to the school than (B/A)
- (b) (A/B) starts from the school earlier than (B/A)
- (c) (A/B) walks faster than (B/A)
- (d) A and B reach home at the (same/different) time
- (e) (A/B) overtakes (B/A) on the road (once/twice).

Answer 2.2:

- (a) A lives closer to school than B.
- (b) A starts from school earlier than B.
- (c) A walks faster than A.
- (d) A and B reach home at the same time.
- (e) A overtakes A once on the road.

Explanation:

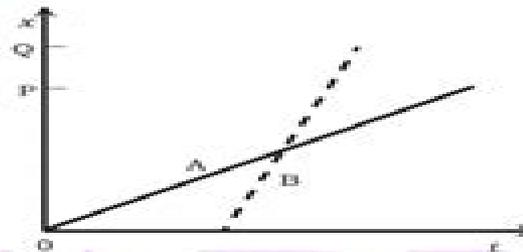
In the given $x-t$ graph, it can be observed that distance $OP < OQ$. Hence, the distance of school from the A's home is less than that from B's home.

In the given graph, it can be observed that for $x = 0, t = 0$ for A, whereas for $x = 0, t$ has some finite value for B. Thus, A starts his journey from school earlier than B.

In the given $x-t$ graph, it can be observed that the slope of B is greater than that of A. Since the slope of the $x-t$ graph gives the speed, a greater slope means that the speed of B is greater than the speed A.

It is clear from the given graph that both A and B reach their respective homes at the same time.

B moves later than A and his/her speed is greater than that of A. From the graph, it is clear that B overtakes A only once on the road.



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Student's Solutions Manual to Accompany University Physics, 1984 **Study Guide and Student Solutions Manual for Wilson College Physics** David Cordes, Jerry D. Wilson, John Kinard, 1990 This reader friendly book presents the fundamental principles of physics in a clear and concise manner Emphasizing conceptual understanding as the basis for mastering a variety of problem solving tools it provides a wide range of relevant applications and illustrative examples This book discusses mechanics thermodynamics and oscillations and wave motion For anyone wishing to learn more about the fundamentals of physics and how physical principles apply to a variety of real world situations devices and topics

University Physics: Australian edition Hugh D Young, Roger A Freedman, Ragbir Bhathal, 2010-08-04 This book is the product of more than half a century of leadership and innovation in physics education When the first edition of University Physics by Francis W Sears and Mark W Zemansky was published in 1949 it was revolutionary among calculus based physics textbooks in its emphasis on the fundamental principles of physics and how to apply them The success of University Physics with generations of several million students and educators around the world is a testament to the merits of this approach and to the many innovations it has introduced subsequently In preparing this First Australian SI edition our aim was to create a text that is the future of Physics Education in Australia We have further enhanced and developed University Physics to assimilate the best ideas from education research with enhanced problem solving instruction pioneering visual and conceptual pedagogy the first systematically enhanced problems and the most pedagogically proven and widely used online homework and tutorial system in the world Mastering Physics *Multidimensional NMR Methods for the Solution State* Gareth A. Morris, James W. Emsley, 2012-12-19 The content of this volume has been added to eMagRes formerly Encyclopedia of Magnetic Resonance the ultimate online resource for NMR and MRI The literature of multidimensional NMR began with the publication of three papers in 1975 then nine in 1976 and fifteen in 1977 and now contains many tens of thousands of papers Any attempt to survey the field must therefore necessarily be very selective not to say partial In assembling this handbook the Editors have sought to provide both the new researcher and the established scientist with a solid foundation for the understanding of multidimensional NMR a representative if inevitably limited survey of its applications an authoritative account of classic techniques such as COSY NOESY and TOSCY and an account of the latest progress in the development of multidimensional techniques This handbook is structured in four parts The first opens with an historical introduction to and a brief account of the practicalities and applications of multidimensional NMR methods followed by a definitive survey of their conceptual basis and a series of articles setting out the generic principles of methods for acquiring and processing multidimensional NMR data In the second part the main families of multidimensional techniques arranged in approximate order of increasing complexity are described in detail from simple J resolved spectroscopy through to the powerful heteronuclear 3D and 4D methods that now dominate the study of structural biology in solution The third part

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Beat Boredom Martha Rush,2017 Are your students bored in class According to research a majority of American high school students report being bored in class and fewer than 5% claimed that they were rarely bored during a typical day in school Former journalist and veteran teacher Martha Rush decided this would not do for her Minnesota students Moving beyond asking open ended questions and making connections to their own lives Martha began to engage her government journalism and economics classes in meaty discussions competitions simulations and authentic work like running a newspaper or starting a business Building on her more than 800 interviews with high school graduates she offers up strategies in all subject areas for active engagement moving way beyond traditional passive memorization of information She describes how to create innovative experiences in your classroom and shares her own lessons and her students work Beat Boredom will help you join the ranks of teachers who have challenged the status quo and found ways to motivate even the most reluctant learners

Creative Model Construction in Scientists and Students John Clement,2008-06-10 How do scientists use analogies and other processes to break away from old theories and generate new ones This book documents such methods through the analysis of video tapes of scientifically trained experts thinking aloud while working on unfamiliar problems Some aspects of creative scientific thinking are difficult to explain such as the power of analogies the use of physical intuition and the enigmatic ability to learn from thought experiments The book examines the hypothesis that these processes are based on imagistic mental simulation as an underlying mechanism This allows the analysis of insight Aha episodes of creative theory formation Advanced processes examined include specialized conserving transformations Gedanken experiments and adjusted levels of divergence in thinking Student interviews are used to show that students have

natural abilities for many of these basic reasoning and model construction processes and that this has important implications for expanding instructional theories of conceptual change and inquiry I regard this work as the most comprehensive account ever attempted to show how imagistic analogic and sensory motor representations participate in creative thinking Professor Ryan Tweney University Physics Hugh D. Young, Roger A. Freedman, 2000 This work aims to enable students to develop physical intuition and strong problem solving skills In addition it points out the conceptual and computational pitfalls that commonly plague beginner physics students **Sears and Zemansky's University Physics** Hugh D. Young, T. R. Sandin, Albert Lewis Ford, 2000 Questions exercises and problems after each chapter *University Physics for the Physical and Life Sciences* Philip R. Kesten, David L. Tauck, 2012-06-08 Authors Philip R Kesten and David L Tauck take a fresh and innovative approach to the university physics calculus based course They combine their experience teaching physics Kesten and biology Tauck to create a text that engages students by using biological and medical applications and examples to illustrate key concepts University Physics for the Physical and Life Sciences teaches the fundamentals of introductory physics while weaving in formative physiology biomedical and life science topics to help students connect physics to living systems The authors help life science and pre med students develop a deeper appreciation for why physics is important to their future work and daily lives With its thorough coverage of concepts and problem solving strategies University Physics for the Physical and Life Sciences can also be used as a novel approach to teaching physics to engineers and scientists or for a more rigorous approach to teaching the college physics algebra based course University Physics for the Physical and Life Sciences utilizes six key features to help students learn the principle concepts of university physics A seamless blend of physics and physiology with interesting examples of physics in students lives A strong focus on developing problem solving skills Set Up Solve and Reflect problem solving strategy Conceptual questions Got the Concept built into the flow of the text Estimate It problems that allow students to practice important estimation skills Special attention to common misconceptions that often plague students and Detailed artwork designed to promote visual learning Volume I 1 4292 0493 1 Volume II 1 4292 8982 1 *Study Guide Jones/Childers Contemporary College Physics* Edwin R. Jones, John Safko, John Houston, 1990 A child imagines that his playroom is full of animals *University Physics* Frank Clive Champion, 1942 *College Physics* Randall Dewey Knight, Brian Jones, Stuart Field, 2007 **Reference Catalogue of Current Literature**, 1913 □□□□ □□□□ □□□ □□ □□□□□ □□□□ Abraham Solomon Freidus, Alexander Kohut Memorial Foundation, 1929 *Notes on books* Longmans, Green and co, 1917 Journal of the Faculty of Science of the University of Tokyo, 1925 *Contributions to Education*, 1930 *Journal of the Faculty of Science, University of Tokyo* Tōkyō Daigaku. Rigakubu, 1925 **Journal of the Faculty of Science, Imperial University of Tokyo**, 1925 **Journal of the Society of Chemical Industry** Society of Chemical Industry (Great Britain), 1885 Includes list of members 1882 1902 and proceedings of the annual meetings and various supplements

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