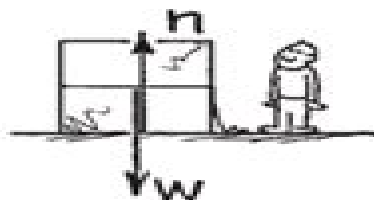
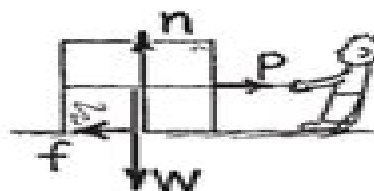


**Concept-Development
Practice Page****6-1****Friction**

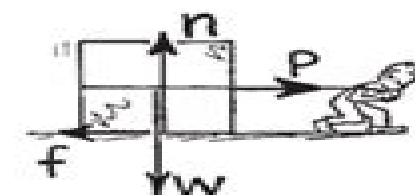
1. A crate filled with delicious junk food rests on a horizontal floor. Only gravity and the support force of the floor act on it, as shown by the vectors for weight W and normal force n .

- a. The net force on the crate is (zero) (greater than zero).
b. Evidence for this is no acceleration.



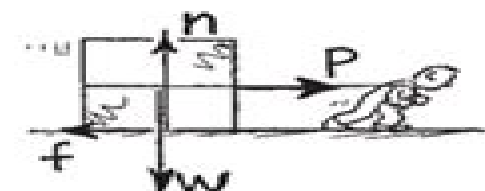
2. A slight pull P is exerted on the crate, not enough to move it.

- a. The force of friction f acting on the crate is (less than) (equal to) (greater than) P .
b. The net force on the crate is (zero) (greater than zero).



3. Pull P is increased until the crate begins to move. It is pulled so that it moves with constant velocity across the floor.

- a. Friction f is (less than) (equal to) (greater than) P .
b. Constant velocity means acceleration is (zero) (greater than zero).
c. The net force on the crate is (less than) (equal to) (greater than) zero.



4. Pull P is further increased and is now greater than friction f .

- a. The net force on the crate is (less than) (equal to) (greater than) zero.
b. The net force acts toward the right, so acceleration acts toward the (left) (right).

5. If the pulling force P is 150 N and the crate doesn't move, what is the magnitude of f ? 150 N
6. If the pulling force P is 200 N and the crate doesn't move, what is the magnitude of f ? 200 N
7. If the force of sliding friction is 250 N, what force is necessary to keep the crate sliding at constant velocity? 250 N
8. If the mass of the crate is 50 kg and sliding friction is 250 N, what is the acceleration of the crate when the pulling force is 250 N? 0 m/s² 300 N? 1 m/s² 500 N? 5 m/s²

CONCEPTUAL PHYSICS

Answers For Exercises In Conceptual Physics

Jennifer Bond Hickman



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Instructor's Manual to Accompany Conceptual Physics Paul G. Hewitt, 1977

Conceptual Physics, 1985 Rev ed of Conceptual physics a new introduction to your environment 4th ed 1981

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Fundamentals of Physics, Part 4, Chapters 34-38 David Halliday, Robert Resnick, Jearl Walker, 1996-08-16 Part 3 of the fifth edition of this introduction to physics This text addresses the issue of building bridges of reason so that students may move from qualitative understanding of any given physics concept to making decisions about how to solve a problem involving that concept

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