

**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/s<sup>2</sup> 300 N? 1 m/s<sup>2</sup> 500 N? 5 m/s<sup>2</sup>

**CONCEPTUAL PHYSICS**

# Conceptual Physics Chapter 2 assessment Answers

**Raffaela Di Napoli**



## **Conceptual Physics Chapter 2 assessment Answers:**

*Conceptual Physics*, 1985 Rev ed of *Conceptual physics* a new introduction to your environment 4th ed 1981 Learning and Understanding National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-08-06 This book takes a fresh look at programs for advanced studies for high school students in the United States with a particular focus on the Advanced Placement and the International Baccalaureate programs and asks how advanced studies can be significantly improved in general It also examines two of the core issues surrounding these programs they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs this report provides teachers parents curriculum developers administrators college science and mathematics faculty and the educational research community with a detailed assessment that can be used to guide change within advanced study programs **The Effect of Explicit Problem Solving**

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**Conceptual Physical Science** Paul G. Hewitt, 1998-11 *Conceptual Physical Science* Third Edition takes learning physical science to a new level by combining Hewitt's leading conceptual approach and friendly writing style in a new edition

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