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CONCEPTUAL PHYSICS Concept-Development 7-1 Practice Page Force and Velocity Vectors 1. Draw sample vectors to represent the force of gravity on the ball in the positions shown above (after it leaves the thrower's hand). Neglect air drag. 2. Draw sample bold vectors to represent the velocity of the ball in the positions shown above. With lighter vectors, show the horizontal and vertical ...

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Concept-Development 34-1 Practice Page Electric Current 1. Water doesn't flow in the pipe when (a) both ends are at the same level. Another way of saying this is that water will not flow in the pipe when both ends have the same potential energy (PE). Similarly, charge will not flow in a conductor if both ends of the conductor are at the same electric potential. But tip the water pipe ...

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10 m/s 5 m/s 5 m/s 20 m/s 11.2 m/s 20.6 m/s 30.4 m/s CONCEPTUAL PHYSICS 22 Chapter 5 Projectile Motion © Pearson Education, Inc., or its affiliate(s).

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Circle the correct answers. 1. If T were somehow replaced with T_x and T_y the pig (would) (would not) behave identically to being supported by T. 2. Since the pig doesn't accelerate vertically, compared with the magnitude of mg , component T_y , must be (greater) (less) (equal and opposite). 3. The velocity of the pig at any instant is (along the radius of) (tangent to) its circular path. 4 ...

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CONCEPTUAL PHYSICS Concept-Development 8-1 Practice Page Momentum 1. A moving car has momentum. If it moves twice as fast, its momentum is as much. 2. Two cars, one twice as heavy as the other, move down a hill at the same speed. Compared to the lighter car, the momentum of the heavier car is as much. 3. The recoil momentum of a cannon that kicks is (more than) (less than) (the same as) the ...

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Concept-Development 9-3 Practice Page $t = 0$ s $v =$ momentum $= t = 1$ s $v =$ momentum $= t = 2$ s $v =$ momentum $= t = 3$ s $v =$ momentum $= t = 5$ s $v =$ momentum = Compact (same force but less mass) Sedan (slower) Compact Sedan; same force applied over a longer time produces more impulse. Sedan; greater impulse means greater change in momentum. Same work on each, because the product of force and distance ...

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Concept-Development 26-1 Practice Page Sound 1. Two major classes of waves are longitudinal and transverse. Sound waves are (longitudinal) (transverse). 2. The frequency of a sound signal refers to how frequently the vibrations occur. A high-frequency sound is heard at a high (pitch) (wavelength) (speed). 3. The sketch below shows a snapshot of the compressions and rarefactions of the air in a ...

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300 300 300 150 100 150 300 600 800 1200 1200 CONCEPTUAL PHYSICS Chapter 2 Mechanical Equilibrium 3 Concept-Development 2-1 Practice Page Name Class Date

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800 J 200 W 6 kW 2:1 250 N Block on A reaches bottom first; greater acceleration and less ramp distance. Although it will have the same speed at bottom, the time it takes to reach that speed is different!

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Concept-Development 29-1 Practice Page Reflection 1. Light from a flashlight shines on a mirror and illuminates one of the cards. Draw the reflected beam to indicate the illuminated card. 2. A periscope has a pair of mirrors in it. Draw the light path from the object O to the eye of the observer. 3. The ray diagram below shows the extension of one of the reflected rays from the plane

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