

GLOBAL
EDITION



Physics for Scientists and Engineers

A Strategic Approach with Modern Physics

FOURTH EDITION

Randall D. Knight



Useful Data

M_e	Mass of the earth	5.98×10^{24} kg	
R_e	Radius of the earth	6.37×10^6 m	
g	Free-fall acceleration on earth	9.80 m/s ²	
G	Gravitational constant	6.67×10^{-11} N m ² /kg ²	
k_B	Boltzmann's constant	1.38×10^{-23} J/K	
R	Gas constant	8.31 J/molK	
N_A	Avogadro's number	6.02×10^{23} particles/mol	
T_0	Absolute zero	-273°C	
σ	Stefan-Boltzmann constant	5.67×10^{-8} W/m ² K ⁴	
p_{atm}	Standard atmosphere	$101,300$ Pa	
v_{sound}	Speed of sound in air at 20°C	343 m/s	
m_p	Mass of the proton (and the neutron)	1.67×10^{-27} kg	
m_e	Mass of the electron	9.11×10^{-31} kg	
K	Coulomb's law constant ($1/4\pi\epsilon_0$)	8.99×10^9 N m ² /C ²	
ϵ_0	Permittivity constant	8.85×10^{-12} C ² /N m ²	
μ_0	Permeability constant	1.26×10^{-6} T m/A	
e	Fundamental unit of charge	1.60×10^{-19} C	
c	Speed of light in vacuum	3.00×10^8 m/s	
h	Planck's constant	6.63×10^{-34} Js	4.14×10^{-15} eV s
\hbar	Planck's constant	1.05×10^{-34} Js	6.58×10^{-16} eV s
a_B	Bohr radius	5.29×10^{-11} m	

Common Prefixes

Prefix	Meaning
femto-	10^{-15}
pico-	10^{-12}
nano-	10^{-9}
micro-	10^{-6}
milli-	10^{-3}
centi-	10^{-2}
kilo-	10^3
mega-	10^6
giga-	10^9
terra-	10^{12}

Conversion Factors

Length

1 in = 2.54 cm
1 mi = 1.609 km
1 m = 39.37 in
1 km = 0.621 mi

Velocity

1 mph = 0.447 m/s
1 m/s = 2.24 mph = 3.28 ft/s

Mass and energy

1 u = 1.661×10^{-27} kg
1 cal = 4.19 J
1 eV = 1.60×10^{-19} J

Time

1 day = 86,400 s
1 year = 3.16×10^7 s

Pressure

1 atm = 101.3 kPa = 760 mm of Hg
1 atm = 14.7 lb/in ²

Rotation

1 rad = $180^\circ/\pi = 57.3^\circ$
1 rev = $360^\circ = 2\pi$ rad
1 rev/s = 60 rpm

Mathematical Approximations

Binominal approximation: $(1 + x)^n \approx 1 + nx$ if $x \ll 1$

Small-angle approximation: $\sin\theta \approx \tan\theta \approx \theta$ and $\cos\theta \approx 1$ if $\theta \ll 1$ radian

Greek Letters Used in Physics

Alpha		α	Mu		μ
Beta		β	Pi		π
Gamma	Γ	γ	Rho		ρ
Delta	Δ	δ	Sigma	Σ	σ
Epsilon		ϵ	Tau		τ
Eta		η	Phi	Φ	ϕ
Theta	Θ	θ	Psi		ψ
Lambda		λ	Omega	Ω	ω

Problem-Solving Strategies and Model Boxes

PROBLEM-SOLVING STRATEGY	PAGE
1.1 Motion diagrams	35
1.2 General problem-solving strategy	43
2.1 Kinematics with constant acceleration	69
4.1 Projectile motion problems	110
6.1 Newtonian mechanics	156
7.1 Interacting-objects problems	189
8.1 Circular-motion problems	217
10.1 Energy-conservation problems	265
11.1 Conservation of momentum	292
12.1 Rotational dynamics problems	331
17.1 Interference of two waves	498
19.1 Work in ideal-gas processes	542
19.2 Calorimetry problems	552
21.1 Heat-engine problems	601
22.1 Electrostatic forces and Coulomb's law	636
23.1 The electric field of multiple point charges	653
23.2 The electric field of a continuous distribution of charge	659
24.1 Gauss's law	695
25.1 Conservation of energy in charge interactions	719
25.2 The electric potential of a continuous distribution of charge	727
28.1 Resistor circuits	802
29.1 The magnetic field of a current	825
30.1 Electromagnetic induction	871
36.1 Relativity	1066
40.1 Quantum-mechanics problems	1168

MODEL	PAGE
2.1 Uniform motion	57
2.2 Constant acceleration	68
4.1 Projectile motion	110
4.2 Uniform circular motion	119
4.3 Constant angular acceleration	121
5.1 Ball-and-spring model of solids	136
6.1 Mechanical equilibrium	154
6.2 Constant force	158
6.3 Friction	164
8.1 Central force with constant r	208
9.1 Basic energy model	231
11.1 Collisions	299
12.1 Rigid-body model	317
12.2 Constant torque	332
12.3 Static equilibrium	333
14.1 Molecular model of gases and liquids	380
14.2 Ideal fluid	395
15.1 Simple harmonic motion	428
16.1 The wave model	460
18.1 Solids, liquids, and gases	513
19.1 Thermodynamic energy model	546
22.1 Charge model	626, 628
22.2 Electric field	640
23.1 Four key electric fields	652
26.1 Charge escalator model of a battery	745
29.1 Three key magnetic fields	824
33.1 Wave model of light	971
34.1 Ray model of light	983
38.1 Photon model of light	1115
38.2 The Bohr model of the atom	1122

PHYSICS

FOR SCIENTISTS AND ENGINEERS **A STRATEGIC APPROACH**

FOURTH EDITION

GLOBAL EDITION

WITH MODERN PHYSICS

RANDALL D. KNIGHT

California Polytechnic State University
San Luis Obispo



Boston Columbus Indianapolis New York San Francisco Hoboken
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montréal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

<i>Editor-in-Chief:</i>	Jeanne Zalesky
<i>Acquisitions Editor:</i>	Darien Estes
<i>Acquisitions Editor, Global Editions:</i>	Abhijit Baroi
<i>Project Manager:</i>	Martha Steele
<i>Program Manager:</i>	Katie Conley
<i>Project Editor, Global Editions:</i>	K.K. Neelakantan
<i>Senior Manufacturing Controller, Global Editions:</i>	Kay Holman
<i>Media Production Manager, Global Editions:</i>	Vikram Kumar
<i>Senior Development Editor:</i>	Alice Houston, Ph.D.
<i>Art Development Editors:</i>	Alice Houston, Kim Brucker, and Margot Otway
<i>Development Manager:</i>	Cathy Murphy
<i>Program and Project Management Team Lead:</i>	Kristen Flathman
<i>Production Management:</i>	Rose Kernan
<i>Design Manager:</i>	Mark Ong
<i>Cover Designer:</i>	Lumina Datamatics
<i>Illustrators:</i>	Rolin Graphics
<i>Rights & Permissions Project Manager:</i>	Maya Gomez
<i>Rights & Permissions Management:</i>	Rachel Youdelman
<i>Photo Researcher:</i>	Eric Schrader
<i>Manufacturing Buyer:</i>	Maura Zaldivar-Garcia
<i>Executive Marketing Manager:</i>	Christy Lesko
<i>Cover Photo Credit:</i>	Everett Historical/Shutterstock.com

Acknowledgements of third party content appear on page C-1 to C-2, which constitutes an extension of this copyright page.

PEARSON, ALWAYS LEARNING and MasteringPhysics® are exclusive trademarks in the U.S. and/or other countries owned by Pearson Education, Inc. or its affiliates.

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England

and Associated Companies throughout the world

Visit us on the World Wide Web at:
www.pearsonglobaleditions.com

© Pearson Education Limited 2017

The right of Randall D. Knight to be identified as the author of this work has been asserted by him in accordance with the Copyright, Designs and Patents Act 1988.

Authorized adaptation from the United States edition, entitled Physics for Scientists and Engineers: A Strategic Approach with Modern Physics, 4/e, ISBN 978-0-13-394265-1, by Randall D. Knight published by Pearson Education © 2017.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a license permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

10 9 8 7 6 5 4 3 2 1

ISBN 10: 1-292-15742-9

ISBN 13: 978-1-292-15742-9

Typeset by Cenveo® Publisher Services

Printed and bound in Malaysia

About the Author

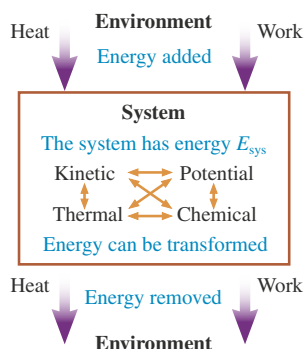


Randy Knight taught introductory physics for 32 years at Ohio State University and California Polytechnic State University, where he is Professor Emeritus of Physics. Professor Knight received a Ph.D. in physics from the University of California, Berkeley and was a post-doctoral fellow at the Harvard-Smithsonian Center for Astrophysics before joining the faculty at Ohio State University. It was at Ohio State that he began to learn about the research in physics education that, many years later, led to *Five Easy Lessons: Strategies for Successful Physics Teaching* and this book, as well as *College Physics: A Strategic Approach*, co-authored with Brian Jones and Stuart Field. Professor Knight's research interests are in the fields of laser spectroscopy and environmental science. When he's not in front of a computer, you can find Randy hiking, sea kayaking, playing the piano, or spending time with his wife Sally and their five cats.

A research-driven approach, fine-tuned for even greater ease-of-use and student success

REVISED COVERAGE AND ORGANIZATION GIVE INSTRUCTORS GREATER CHOICE AND FLEXIBILITY

FIGURE 9.1 A system-environment perspective on energy.



NEW! CHAPTER ORGANIZATION allows instructors to more easily present material as needed to complement labs, course schedules, and different teaching styles. Work and energy are now covered before momentum, oscillations are grouped with mechanical waves, and optics appears after electricity and magnetism. Unchanged is Knight's unique approach of working from concrete to abstract, using multiple representations, balancing qualitative with quantitative, and addressing misconceptions.

NEW! ADVANCED TOPICS as optional sections add even more flexibility for instructors' individual courses. Topics include rocket propulsion, gyroscopes and precession, the wave equation (including for electromagnetic waves), the speed of sound in gases, and more details on the interference of light.

11.6 ADVANCED TOPIC Rocket Propulsion

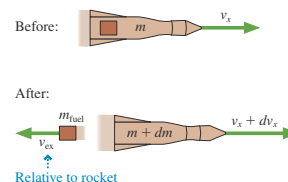
Newton's second law $\vec{F} = m\vec{a}$ applies to objects whose mass does not change. That's an excellent assumption for balls and bicycles, but what about something like a rocket that loses a significant amount of mass as its fuel is burned? Problems of varying mass are solved with momentum rather than acceleration. We'll look at one important example.

FIGURE 11.29 shows a rocket being propelled by the thrust of burning fuel but *not* influenced by gravity or drag. Perhaps it is a rocket in deep space where gravity is very weak in comparison to the rocket's thrust. This may not be highly realistic, but ignoring gravity allows us to understand the essentials of rocket propulsion without making the mathematics too complicated. Rocket propulsion with gravity is a Challenge Problem in the end-of-chapter problems.

The system rocket + exhaust gases is an isolated system, so its total momentum is conserved. The basic idea is simple: As exhaust gases are shot out the back, the rocket "recoils" in the opposite direction. Putting this idea on a mathematical footing is fairly straightforward—it's basically the same as analyzing an explosion—but we have to be extremely careful with signs.

We'll use a before-and-after approach, as we do with all momentum problems. The

FIGURE 11.29 A before-and-after pictorial representation of a rocket burning a small amount of fuel.



60. || A clever engineer designs a "sprong" that obeys the force law **CALC** $F_x = -q(x - x_{\text{eq}})^3$, where x_{eq} is the equilibrium position of the end of the sprong and q is the sprong constant. For simplicity, we'll let $x_{\text{eq}} = 0$ m. Then $F_x = -qx^3$.

- What are the units of q ?
- Find an expression for the potential energy of a stretched or compressed sprong.
- A sprong-loaded toy gun shoots a 20 g plastic ball. What is the launch speed if the sprong constant is 40,000, with the units you found in part a, and the sprong is compressed 10 cm? Assume the barrel is frictionless.

NEW! MORE CALCULUS-BASED PROBLEMS have been added, along with an icon to make these easy to identify. The significantly revised end-of-chapter problem sets, extensively class-tested and both calibrated and improved using MasteringPhysics® data, expand the range of physics and math skills students will use to solve problems.

Built from the ground up on physics education research and crafted using key ideas from learning theory, Knight has set the standard for effective and accessible pedagogical materials in physics. In this fourth edition, Knight continues to refine and expand the instructional techniques to take students further.

NEW AND UPDATED LEARNING TOOLS PROMOTE DEEPER AND BETTER-CONNECTED UNDERSTANDING

NEW! MODEL BOXES enhance the text's emphasis on modeling—analyzing a complex, real-world situation in terms of simple but reasonable idealizations that can be applied over and over in solving problems. These fundamental simplifications are developed in the text and then deployed more explicitly in the worked examples, helping students to recognize when and how to use recurring models, a key critical-thinking skill.

MODEL 2.2

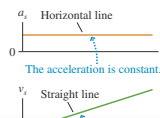
Constant acceleration

For motion with constant acceleration.

- Model the object as a particle moving in a straight line with constant acceleration.

Mathematically:

- $v_{ix} = v_{ix} + a_x \Delta t$
 - $s_f = s_i + v_{ix} \Delta t + \frac{1}{2} a_x (\Delta t)^2$
 - $v_{fx}^2 = v_{ix}^2 + 2a_x \Delta s$
- Limitations: Model fails if acceleration changes.

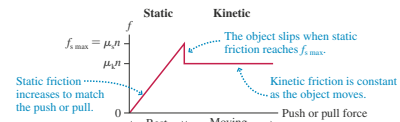
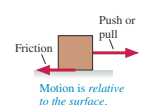


MODEL 6.3

Friction

The friction force is *parallel* to the surface.

- Static friction: Acts as needed to prevent motion. Can have *any* magnitude up to $f_{s,max} = \mu_s n$.
 - Kinetic friction: Opposes motion with $f_k = \mu_k n$.
 - Rolling friction: Opposes motion with $f_r = \mu_r n$.
- Graphically:



6 Dynamics I: Motion Along a Line



The powerful thrust of the jet engines accelerates this enormous plane to a speed of over 150 mph in less than a mile.

IN THIS CHAPTER, you will learn to solve linear force-and-motion problems.

How are Newton's laws used to solve problems?

- Newton's first and second laws are vector equations. To use them,
 - Draw a free-body diagram.
 - Read the x - and y -components of the forces directly off the free-body diagram.
 - Use $\sum F_x = ma_x$ and $\sum F_y = ma_y$.



How are dynamics problems solved?

- A net force on an object causes the object to accelerate.
 - Identify the forces and draw a free-body diagram.
 - Use Newton's second law to find the object's acceleration.
 - Use kinematics for velocity and position.



How are equilibrium problems solved?

- An object at rest or moving with constant velocity is in equilibrium with no net force.
 - Identify the forces and draw a free-body diagram.
 - Use Newton's second law with $a = 0$ to solve for unknown forces.



What are mass and weight?

- Mass and weight are not the same.
 - Mass describes an object's inertia. Loosely speaking, it is the amount of matter in an object. It is the same everywhere.
 - Gravity is a force.
 - Weight is the result of weighing an object on a scale. It depends on mass, gravity, and acceleration.



How do we model friction and drag?

- Friction and drag are complex forces, but we will develop simple models of each.
 - Static, kinetic, and rolling friction depend on the coefficients of friction but not on the object's speed.
 - Drag depends on the square of an object's speed and on its cross-section area.
 - Falling objects reach terminal speed when drag and gravity are balanced.



How do we solve problems?

- We will develop and use a four-part problem-solving strategy:
 - Model the problem, using information about objects and forces.
 - Visualize the situation with a pictorial representation.
 - Set up and solve the problem with Newton's laws.
 - Assess the result to see if it is reasonable.

SUMMARY

Learn to solve linear force-and-motion problems.

GENERAL PRINCIPLES

A Problem-Solving Strategy

A four-part strategy applies to both equilibrium and dynamics problems.

MODEL

Make simplifying assumptions.

VISUALIZE

Translate words into symbols.

Draw a sketch to define the situation.

Draw a motion diagram.

Identify forces.

Draw a free-body diagram.

SOLVE Use Newton's second law:

$$\vec{F}_{net} = \sum \vec{F}_i = m\vec{a}$$

"Read" the vectors from the free-body diagram. Use kinematics to find velocities and positions.

ASSESS Is the result reasonable? Does it have correct units and significant figures?

IMPORTANT CONCEPTS

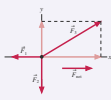
Newton's laws are vector equations.

Newton's laws are vector equations. You must write them out by components:

$$(F_{net})_x = \sum F_x = ma_x$$

$$(F_{net})_y = \sum F_y = ma_y$$

The acceleration is zero in equilibrium and also along an axis perpendicular to the motion.

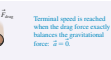


APPLICATIONS

A falling object reaches terminal speed.

$$v_{term} = \sqrt{\frac{2mg}{C\rho A}}$$

Terminal speed is reached when the drag force exactly balances the gravitational force, $\vec{a} = 0$.



TERMS AND NOTATION

equilibrium model	weight	rolling friction	drag coefficient, C
constant-force model	coefficient of static friction, μ_s	coefficient of rolling friction, μ_r	terminal speed, v_{term}
flat-earth approximation	coefficient of kinetic friction, μ_k		

REVISED! ENHANCED CHAPTER PREVIEWS, based on the educational psychology concept of an "advance organizer," have been reconceived to address the questions students are most likely to ask themselves while studying the material for the first time. Questions cover the important ideas, and provide a big-picture overview of the chapter's key principles. Each chapter concludes with the visual Chapter Summary, consolidating and structuring understanding.

A STRUCTURED AND CONSISTENT APPROACH BUILDS PROBLEM-SOLVING SKILLS AND CONFIDENCE

With a research-based 4-step problem-solving framework used throughout the text, students learn the importance of making assumptions (in the MODEL step) and gathering information and making sketches (in the VISUALIZE step) before treating the problem mathematically (SOLVE) and then analyzing their results (ASSESS).

Detailed **PROBLEM-SOLVING STRATEGIES** for different topics and categories of problems (circular-motion problems, calorimetry problems, etc.) are developed throughout, each one built on the 4-step framework and carefully illustrated in worked examples.

PROBLEM-SOLVING STRATEGY 10.1

MP

Energy-conservation problems

MODEL Define the system so that there are no external forces or so that any external forces do no work on the system. If there's friction, bring both surfaces into the system. Model objects as particles and springs as ideal.

VISUALIZE Draw a before-and-after pictorial representation and an energy bar chart. A free-body diagram may be needed to visualize forces.

SOLVE If the system is both isolated and nondissipative, then the mechanical energy is conserved:

$$K_i + U_i = K_f + U_f$$

where K is the total kinetic energy of all moving objects and U is the total potential energy of all interactions within the system. If there's friction, then

$$K_i + U_i = K_f + U_f + \Delta E_{\text{th}}$$

where the thermal energy increase due to friction is $\Delta E_{\text{th}} = f_k \Delta s$.

ASSESS Check that your result has correct units and significant figures, is reasonable, and answers the question.

Exercise 14

TACTICS BOX 26.1

MP

Finding the potential from the electric field

- 1 Draw a picture and identify the point at which you wish to find the potential. Call this position f .
- 2 Choose the zero point of the potential, often at infinity. Call this position i .
- 3 Establish a coordinate axis from i to f along which you already know or can easily determine the electric field component E_s .
- 4 Carry out the integration of Equation 26.3 to find the potential.

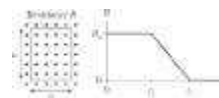
Exercise 1

TACTICS BOXES give step-by-step procedures for developing specific skills (drawing free-body diagrams, using ray tracing, etc.).

The **REVISED STUDENT WORKBOOK** is tightly integrated with the main text—allowing students to practice skills from the text's Tactics Boxes, work through the steps of Problem-Solving Strategies, and assess the applicability of the Models. The workbook is referenced throughout the text with the icon

30-8 CHAPTER 30 • Electromagnetic Induction

18. The graph shows how the magnetic field changes through P55 a rectangular loop of wire with resistance R . Draw a graph 30.1 of the current in the loop as a function of time. Let a counterclockwise current be positive, a clockwise current be negative.

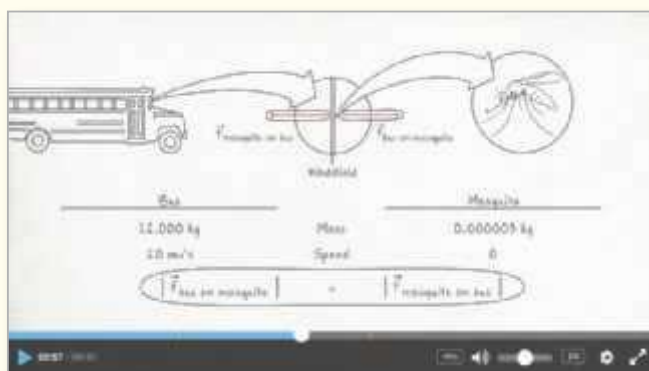


- a. What is the magnetic flux through the loop at $t = 0$? _____
- b. Does this flux *change* between $t = 0$ and $t = t_1$? _____
- c. Is there an induced current in the loop between $t = 0$ and $t = t_1$? _____
- d. What is the magnetic flux through the loop at $t = t_2$? _____
- e. What is the *change* in flux through the loop between t_1 and t_2 ? _____
- f. What is the time interval between t_1 and t_2 ? _____
- g. What is the magnitude of the induced emf between t_1 and t_2 ? _____
- h. What is the magnitude of the induced current between t_1 and t_2 ? _____
- i. Does the magnetic field point out of or into the loop? _____
- j. Between t_1 and t_2 , is the magnetic flux increasing or decreasing? _____
- k. To oppose the *change* in the flux between t_1 and t_2 , should the magnetic field of the induced current point out of or into the loop? _____
- l. Is the induced current between t_1 and t_2 positive or negative? _____
- m. Does the flux through the loop change after t_2 ? _____
- n. Is there an induced current in the loop after t_2 ? _____
- o. Use all this information to draw a graph of the induced current. Add appropriate labels on the vertical axis.



BEFORE CLASS

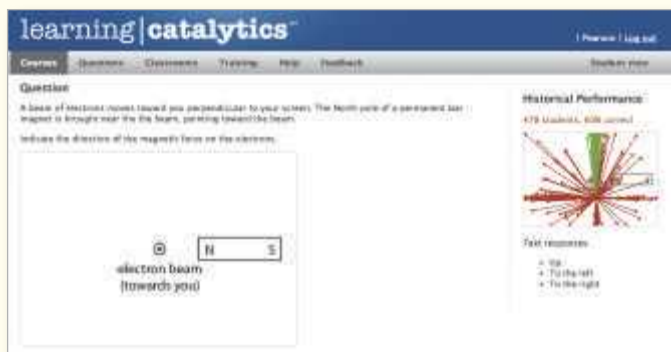
NEW! INTERACTIVE PRELECTURE VIDEOS address the rapidly growing movement toward pre-lecture teaching and flipped classrooms. These whiteboard-style animations provide an introduction to key topics with embedded assessment to help students prepare and professors identify student misconceptions before lecture.



NEW! DYNAMIC STUDY MODULES (DSMs) continuously assess students' performance in real time to provide personalized question and explanation content until students master the module with confidence. The DSMs cover basic math skills and key definitions and relationships for topics across all of mechanics and electricity and magnetism.



DURING CLASS



NEW! LEARNING CATALYTICS™ is an interactive classroom tool that uses students' devices to engage them in more sophisticated tasks and thinking. Learning Catalytics enables instructors to generate classroom discussion and promote peer-to-peer learning to help students develop critical-thinking skills. Instructors can take advantage of real-time analytics to find out where students are struggling and adjust their instructional strategy.

AFTER CLASS

NEW! ENHANCED END-OF-CHAPTER QUESTIONS offer students instructional support when and where they need it, including links to the eText, math remediation, and wrong-answer feedback for homework assignments.

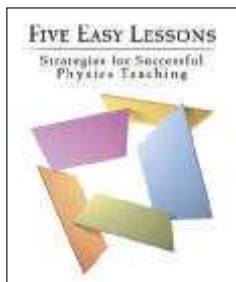
ADAPTIVE FOLLOW-UPS are personalized assignments that pair Mastering's powerful content with Knewton's adaptive learning engine to provide individualized help to students before misconceptions take hold. These adaptive follow-ups address topics students struggled with on assigned homework, including core prerequisite topics.



Preface to the Instructor

This fourth edition of *Physics for Scientists and Engineers: A Strategic Approach* continues to build on the research-driven instructional techniques introduced in the first edition and the extensive feedback from thousands of users. From the beginning, the objectives have been:

- To produce a textbook that is more focused and coherent, less encyclopedic.
- To move key results from physics education research into the classroom in a way that allows instructors to use a range of teaching styles.
- To provide a balance of quantitative reasoning and conceptual understanding, with special attention to concepts known to cause student difficulties.
- To develop students' problem-solving skills in a systematic manner.



These goals and the rationale behind them are discussed at length in the *Instructor's Guide* and in my small paperback book, *Five Easy Lessons: Strategies for Successful Physics Teaching*. Please request a copy if it is of interest to you (ISBN 978-0-805-38702-5).

What's New to This Edition

For this fourth edition, we continue to apply the best results from educational research and to tailor them for this course and its students. At the same time, the extensive feedback we've received from both instructors and students has led to many changes and improvements to the text, the figures, and the end-of-chapter problems. These include:

- **Chapter ordering changes** allow instructors to more easily organize content as needed to accommodate labs, schedules, and different teaching styles. Work and energy are now covered before momentum, oscillations are grouped with mechanical waves, and optics appears after electricity and magnetism.
- **Addition of advanced topics** as optional sections further expands instructors' options. Topics include rocket propulsion, gyroscopes, the wave equation (for mechanical and electromagnetic waves), the speed of sound in gases, and more details on the interference of light.
- **Model boxes** enhance the text's emphasis on modeling—analyzing a complex, real-world situation in terms of simple but reasonable idealizations that can be applied over and over in solving problems. These fundamental simplifications

are developed in the text and then deployed more explicitly in the worked examples, helping students to recognize when and how to use recurring models.

- **Enhanced chapter previews** have been redesigned, with student input, to address the questions students are most likely to ask themselves while studying the material for the first time. The previews provide a big-picture overview of the chapter's key principles.
- **Looking Back pointers** enable students to look back at a previous chapter when it's important to review concepts. Pointers provide the specific section to consult at the exact point in the text where they need to use this material.
- **Focused Part Overviews and Knowledge Structures** consolidate understanding of groups of chapters and give a tighter structure to the book as a whole. Reworked Knowledge Structures provide more targeted detail on overarching themes.
- **Updated visual program** that has been enhanced by revising over 500 pieces of art to increase the focus on key ideas.
- **Significantly revised end-of-chapter problem sets** include more challenging problems to expand the range of physics and math skills students will use to solve problems. A new icon for calculus-based problems has been added.

At the front of this book, you'll find an illustrated walkthrough of the new pedagogical features in this fourth edition.

Textbook Organization

The 42-chapter edition of *Physics for Scientists and Engineers* is intended for a three-semester course. Most of the 36-chapter standard edition ending with relativity, can be covered in two semesters, although the judicious omission of a few chapters will avoid rushing through the material and give students more time to develop their knowledge and skills.

The full textbook is divided into eight parts: Part I: *Newton's Laws*, Part II: *Conservation Laws*, Part III: *Applications of Newtonian Mechanics*, Part IV: *Oscillations and Waves*, Part V: *Thermodynamics*, Part VI: *Electricity and Magnetism*, Part VII: *Optics*, and Part VIII: *Relativity and Quantum Physics*. Note that covering the parts in this order is by no means essential. Each topic is self-contained, and Parts III–VII can be rearranged to suit an instructor's needs. Part VII: *Optics* does need to follow Part IV: *Oscillations and Waves*, but optics can be taught either before or after electricity and magnetism.

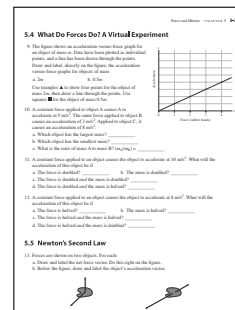
There's a growing sentiment that quantum physics is quickly becoming the province of engineers, not just scientists, and that even a two-semester course should include a reasonable introduction to quantum ideas. The *Instructor's Guide* outlines a couple of routes through the book that allow most of the quantum physics chapters to be included in a two-semester

course. I've written the book with the hope that an increasing number of instructors will choose one of these routes.

The Student Workbook

A key component of *Physics for Scientists and Engineers: A Strategic Approach* is the accompanying *Student Workbook*. The workbook bridges the gap between textbook and homework problems by providing students the opportunity to learn and practice skills prior to using those skills in quantitative end-of-chapter problems, much as a musician practices technique separately from performance pieces. The workbook exercises, which are keyed to each section of the textbook, focus on developing specific skills, ranging from identifying forces and drawing free-body diagrams to interpreting wave functions.

The workbook exercises, which are generally qualitative and/or graphical, draw heavily upon the physics education research literature. The exercises deal with issues known to cause student difficulties and employ techniques that have proven to be effective at overcoming those difficulties.



New to the fourth edition workbook are exercises that provide guided practice for the textbook's Model boxes. The workbook exercises can be used in class as part of an active-learning teaching strategy, in recitation sections, or as assigned homework. More information about effective use of the *Student Workbook* can be found in the *Instructor's Guide*.

Instructional Package

Physics for Scientists and Engineers: A Strategic Approach, fourth edition, provides an integrated teaching and learning package of support material for students and instructors. **NOTE** For convenience, most instructor supplements can be downloaded from the “Instructor Resources” area of MasteringPhysics® and the Instructor Resource Center (www.pearsonglobaleditions.com/knight).

Name of Supplement	Print	Online	Instructor or Student Supplement	Description
MasteringPhysics with Pearson eText		✓	Instructor and Student Supplement	This product features all of the resources of MasteringPhysics in addition to the Pearson eText. Now available on smartphones and tablets, Pearson eText comprises the full text, including videos and other rich media. Students can take notes, and highlight, bookmark, and search the text.
Instructor's Solutions Manual		✓	Instructor Supplement	This comprehensive solutions manual contains complete solutions to all end-of-chapter questions and problems. All problem solutions follow the Model/Visualize/Solve/Assess problem-solving strategy used in the text.
Instructor's Guide		✓	Instructor Supplement	Written by Randy Knight, this resource provides chapter-by-chapter creative ideas and teaching tips for use in your class. It also contains an extensive review of results of what has been learned from physics education research and provides guidelines for using active-learning techniques in your classroom.
TestGen Test Bank		✓	Instructor Supplement	The Test Bank contains over 2,000 high-quality conceptual and multiple-choice questions. Test files are provided in both TestGen® and Word format.
Instructor's Resource Material	✓	✓	Instructor Supplement	This cross-platform resource set includes an Image Library; editable content for Key Equations, Problem-Solving Strategies, Math Relationship Boxes, Model Boxes, and Tactic Boxes; PowerPoint Lecture Slides and Clicker Questions; Instructor's Guide, and Instructor's Solutions Manual; Solutions to Student Workbook exercises.
Student Workbook	✓		Student Supplement	For a more detailed description of the <i>Student Workbook</i> , see page 5.

Acknowledgments

I have relied upon conversations with and, especially, the written publications of many members of the physics education research community. Those whose influence can be seen in these pages include Wendy Adams, the late Arnold Arons, Stuart Field, Uri Ganiel, Ibrahim Halloun, Richard Hake, Ken Heller, Paula Heron, David Hestenes, Brian Jones, the late Leonard Jossem, Jill Larkin, Priscilla Laws, John Mallinckrodt, Kandiah Manivannan, Richard Mayer, Lillian McDermott and members of the Physics Education Research Group at the University of Washington, David Meltzer, Edward “Joe” Redish, Fred Reif, Jeffery Saul, Rachel Scherr, Bruce Sherwood, Josip Slisko, David Sokoloff, Richard Steinberg, Ronald Thornton, Sheila Tobias, Alan Van Heuleven, Carl Wieman, and Michael Wittmann. John Rigden, founder and director of the Introductory University Physics Project, provided the impetus that got me started down this path. Early development of the materials was supported by the National Science Foundation as the Physics for the Year 2000 project; their support is gratefully acknowledged.

I especially want to thank my editors, Jeanne Zalesky and Becky Ruden, development editor Alice Houston, project manager Martha Steele, art development editors Kim Brucker and Margot Otway, and all the other staff at Pearson for their enthusiasm and hard work on this project. Rose Kernan and the team at Cengage along with photo researcher Eric Schrader get a good deal of the credit for making this complex project all come together. Larry Smith, Larry Stookey, and Michael Ottinger have done an outstanding job of checking the solutions to every end-of-chapter problem and updating the Instructor’s Solutions Manual. John Filaseta must be thanked for carefully writing out the solutions to the Student Workbook exercises, and Jason Harlow for putting together the Lecture Slides. In addition to the reviewers and classroom testers listed below, who gave invaluable feedback, I am particularly grateful to Charlie Hibbard for his close scrutiny of every word and figure.

Finally, I am endlessly grateful to my wife Sally for her love, encouragement, and patience, and to our many cats, past and present, who are always ready to suggest “Dinner time?” when I’m in need of a phrase.

Randy Knight, September 2015
rknight@calpoly.edu

Reviewers and Classroom Testers

Gary B. Adams, *Arizona State University*
Ed Adelson, *Ohio State University*
Kyle Altmann, *Elon University*
Wayne R. Anderson, *Sacramento City College*
James H. Andrews, *Youngstown State University*
Kevin Ankoviak, *Las Positas College*
David Balogh, *Fresno City College*
Dewayne Beery, *Buffalo State College*

Joseph Bellina, *Saint Mary’s College*
James R. Benbrook, *University of Houston*
David Besson, *University of Kansas*
Matthew Block, *California State University, Sacramento*
Randy Bohn, *University of Toledo*
Richard A. Bone, *Florida International University*
Gregory Boutis, *York College*
Art Braundmeier, *University of Southern Illinois, Edwardsville*
Carl Bromberg, *Michigan State University*
Meade Brooks, *Collin College*
Douglas Brown, *Cabrillo College*
Ronald Brown, *California Polytechnic State University, San Luis Obispo*
Mike Broyles, *Collin County Community College*
Debra Burris, *University of Central Arkansas*
James Carolan, *University of British Columbia*
Michael Chapman, *Georgia Tech University*
Norbert Chencinski, *College of Staten Island*
Tonya Coffey, *Appalachian State University*
Kristi Concannon, *King’s College*
Desmond Cook, *Old Dominion University*
Sean Cordry, *Northwestern College of Iowa*
Robert L. Corey, *South Dakota School of Mines*
Michael Crescimanno, *Youngstown State University*
Dennis Crossley, *University of Wisconsin–Sheboygan*
Wei Cui, *Purdue University*
Robert J. Culbertson, *Arizona State University*
Danielle Dalafave, *The College of New Jersey*
Purna C. Das, *Purdue University North Central*
Chad Davies, *Gordon College*
William DeGraffenreid, *California State University–Sacramento*
Dwain Desbien, *Estrella Mountain Community College*
John F. Devlin, *University of Michigan, Dearborn*
John DiBartolo, *Polytechnic University*
Alex Dickison, *Seminole Community College*
Chaden Djalali, *University of South Carolina*
Margaret Dobrowolska, *University of Notre Dame*
Sandra Doty, *Denison University*
Miles J. Dresser, *Washington State University*
Taner Edis, *Truman State University*
Charlotte Elster, *Ohio University*
Robert J. Endorf, *University of Cincinnati*
Tilahun Eneyew, *Embry-Riddle Aeronautical University*
F. Paul Esposito, *University of Cincinnati*
John Evans, *Lee University*
Harold T. Evensen, *University of Wisconsin–Platteville*
Michael R. Falvo, *University of North Carolina*
Abbas Faridi, *Orange Coast College*
Nail Fazleev, *University of Texas–Arlington*
Stuart Field, *Colorado State University*
Daniel Finley, *University of New Mexico*
Jane D. Flood, *Muhlenberg College*
Michael Franklin, *Northwestern Michigan College*

- Jonathan Friedman, *Amherst College*
 Thomas Furtak, *Colorado School of Mines*
 Alina Gabryszewska-Kukawa, *Delta State University*
 Lev Gasparov, *University of North Florida*
 Richard Gass, *University of Cincinnati*
 Delena Gatch, *Georgia Southern University*
 J. David Gavenda, *University of Texas, Austin*
 Stuart Gazes, *University of Chicago*
 Katherine M. Gietzen, *Southwest Missouri State University*
 Robert Glosser, *University of Texas, Dallas*
 William Golightly, *University of California, Berkeley*
 Paul Gresser, *University of Maryland*
 C. Frank Griffin, *University of Akron*
 John B. Gruber, *San Jose State University*
 Thomas D. Gutierrez, *California Polytechnic State University, San Luis Obispo*
 Stephen Haas, *University of Southern California*
 John Hamilton, *University of Hawaii at Hilo*
 Jason Harlow, *University of Toronto*
 Randy Harris, *University of California, Davis*
 Nathan Harshman, *American University*
 J. E. Hasbun, *University of West Georgia*
 Nicole Herbots, *Arizona State University*
 Jim Hetrick, *University of Michigan–Dearborn*
 Scott Hildreth, *Chabot College*
 David Hobbs, *South Plains College*
 Laurent Hodges, *Iowa State University*
 Mark Hollabaugh, *Normandale Community College*
 Steven Hubbard, *Lorain County Community College*
 John L. Hubisz, *North Carolina State University*
 Shane Hutson, *Vanderbilt University*
 George Igo, *University of California, Los Angeles*
 David C. Ingram, *Ohio University*
 Bob Jacobsen, *University of California, Berkeley*
 Rong-Sheng Jin, *Florida Institute of Technology*
 Marty Johnston, *University of St. Thomas*
 Stanley T. Jones, *University of Alabama*
 Darrell Judge, *University of Southern California*
 Pawan Kahol, *Missouri State University*
 Teruki Kamon, *Texas A&M University*
 Richard Karas, *California State University, San Marcos*
 Deborah Katz, *U.S. Naval Academy*
 Miron Kaufman, *Cleveland State University*
 Katherine Keilty, *Kingwood College*
 Roman Kezerashvili, *New York City College of Technology*
 Peter Kjeer, *Bethany Lutheran College*
 M. Kotlarchyk, *Rochester Institute of Technology*
 Fred Krauss, *Delta College*
 Cagliyan Kurdak, *University of Michigan*
 Fred Kuttner, *University of California, Santa Cruz*
 H. Sarma Lakkaraju, *San Jose State University*
 Darrell R. Lamm, *Georgia Institute of Technology*
 Robert LaMontagne, *Providence College*
 Eric T. Lane, *University of Tennessee–Chattanooga*
 Alessandra Lanzara, *University of California, Berkeley*
 Lee H. LaRue, *Paris Junior College*
 Sen-Ben Liao, *Massachusetts Institute of Technology*
 Dean Livelybrooks, *University of Oregon*
 Chun-Min Lo, *University of South Florida*
 Olga Lobban, *Saint Mary's University*
 Ramon Lopez, *Florida Institute of Technology*
 Vaman M. Naik, *University of Michigan, Dearborn*
 Kevin Mackay, *Grove City College*
 Carl Maes, *University of Arizona*
 Rizwan Mahmood, *Slippery Rock University*
 Mani Manivannan, *Missouri State University*
 Mark E. Mattson, *James Madison University*
 Richard McCorkle, *University of Rhode Island*
 James McDonald, *University of Hartford*
 James McGuire, *Tulane University*
 Stephen R. McNeil, *Brigham Young University–Idaho*
 Theresa Moreau, *Amherst College*
 Gary Morris, *Rice University*
 Michael A. Morrison, *University of Oklahoma*
 Richard Mowat, *North Carolina State University*
 Eric Murray, *Georgia Institute of Technology*
 Michael Murray, *University of Kansas*
 Taha Mzoughi, *Mississippi State University*
 Scott Nutter, *Northern Kentucky University*
 Craig Ogilvie, *Iowa State University*
 Benedict Y. Oh, *University of Wisconsin*
 Martin Okafor, *Georgia Perimeter College*
 Halina Opyrchal, *New Jersey Institute of Technology*
 Derek Padilla, *Santa Rosa Junior College*
 Yibin Pan, *University of Wisconsin–Madison*
 Georgia Papaefthymiou, *Villanova University*
 Peggy Perozzo, *Mary Baldwin College*
 Brian K. Pickett, *Purdue University, Calumet*
 Joe Pifer, *Rutgers University*
 Dale Pleticha, *Gordon College*
 Marie Plumb, *Jamestown Community College*
 Robert Pompei, *SUNY-Binghamton*
 David Potter, *Austin Community College–Rio Grande Campus*
 Chandra Prayaga, *University of West Florida*
 Kenneth M. Purcell, *University of Southern Indiana*
 Didarul Qadir, *Central Michigan University*
 Steve Quon, *Ventura College*
 Michael Read, *College of the Siskiyous*
 Lawrence Rees, *Brigham Young University*
 Richard J. Reimann, *Boise State University*
 Michael Rodman, *Spokane Falls Community College*
 Sharon Rosell, *Central Washington University*
 Anthony Russo, *Northwest Florida State College*
 Freddie Salsbury, *Wake Forest University*
 Otto F. Sankey, *Arizona State University*
 Jeff Sanny, *Loyola Marymount University*
 Rachel E. Scherr, *University of Maryland*
 Carl Schneider, *U.S. Naval Academy*

Bruce Schumm, *University of California, Santa Cruz*
 Bartlett M. Sheinberg, *Houston Community College*
 Douglas Sherman, *San Jose State University*
 Elizabeth H. Simmons, *Boston University*
 Marlina Slamet, *Sacred Heart University*
 Alan Slavin, *Trent College*
 Alexander Raymond Small, *California State Polytechnic University, Pomona*
 Larry Smith, *Snow College*
 William S. Smith, *Boise State University*
 Paul Sokol, *Pennsylvania State University*
 LTC Bryndol Sones, *United States Military Academy*
 Chris Sorensen, *Kansas State University*
 Brian Steinkamp, *University of Southern Indiana*
 Anna and Ivan Stern, *AW Tutor Center*
 Gay B. Stewart, *University of Arkansas*
 Michael Strauss, *University of Oklahoma*
 Chin-Che Tin, *Auburn University*
 Christos Valiotis, *Antelope Valley College*
 Andrew Vanture, *Everett Community College*
 Arthur Viescas, *Pennsylvania State University*
 Ernst D. Von Meerwall, *University of Akron*
 Chris Vuille, *Embry-Riddle Aeronautical University*
 Jerry Wagner, *Rochester Institute of Technology*
 Robert Webb, *Texas A&M University*
 Zodiac Webster, *California State University, San Bernardino*
 Robert Weidman, *Michigan Technical University*
 Fred Weitfeldt, *Tulane University*
 Gary Williams, *University of California, Los Angeles*
 Lynda Williams, *Santa Rosa Junior College*
 Jeff Allen Winger, *Mississippi State University*
 Carey Witkov, *Broward Community College*
 Ronald Zammit, *California Polytechnic State University, San Luis Obispo*
 Darin T. Zimmerman, *Pennsylvania State University, Altoona*
 Fredy Zypman, *Yeshiva University*

Acknowledgments for the Global Edition

Pearson would like to thank and acknowledge the following people for their contribution to the Global Edition.

Contributors

Aparajita Bandyopadhyay
 Brijesh Kumar Pandey, *Madan Mohan Malaviya University of Technology*

Student Focus Groups

California Polytechnic State University, San Luis Obispo

Matthew Bailey
 James Caudill
 Andres Gonzalez
 Mytch Johnson

California State University, Sacramento

Logan Allen
 Andrew Fujikawa
 Sagar Gupta
 Marlene Juarez
 Craig Kovac
 Alissa McKown
 Kenneth Mercado
 Douglas Ostheimer
 Ian Tabbada
 James Womack

Santa Rosa Junior College

Kyle Doughty
 Tacho Gardiner
 Erik Gonzalez
 Joseph Goodwin
 Chelsea Irmer
 Vatsal Pandya
 Parth Parikh
 Andrew Prosser
 David Reynolds
 Brian Swain
 Grace Woods

Stanford University

Montserrat Cordero
 Rylan Edlin
 Michael Goodemote II
 Stewart Isaacs
 David LaFehr
 Sergio Rebeles
 Jack Takahashi

Reviewers

Jan Danckaert, *Vrije Universiteit Brussel*
 Samrat Mukherjee, *National Institute of Technology Patna*
 Ayan Paul, *Istituto Nazionale di Fisica Nucleare, Sezione di Roma*

Preface to the Student

From Me to You

The most incomprehensible thing about the universe is that it is comprehensible.

—Albert Einstein

The day I went into physics class it was death.

—Sylvia Plath, *The Bell Jar*

Let's have a little chat before we start. A rather one-sided chat, admittedly, because you can't respond, but that's OK. I've talked with many of your fellow students over the years, so I have a pretty good idea of what's on your mind.

What's your reaction to taking physics? Fear and loathing? Uncertainty? Excitement? All the above? Let's face it, physics has a bit of an image problem on campus. You've probably heard that it's difficult, maybe impossible unless you're an Einstein. Things that you've heard, your experiences in other science courses, and many other factors all color your *expectations* about what this course is going to be like.

It's true that there are many new ideas to be learned in physics and that the course, like college courses in general, is going to be much faster paced than science courses you had in high school. I think it's fair to say that it will be an *intense* course. But we can avoid many potential problems and difficulties if we can establish, here at the beginning, what this course is about and what is expected of you—and of me!

Just what is physics, anyway? Physics is a way of thinking about the physical aspects of nature. Physics is not better than art or biology or poetry or religion, which are also ways to think about nature; it's simply different. One of the things this course will emphasize is that physics is a human endeavor. The ideas presented in this book were not found in a cave or conveyed to us by aliens; they were discovered and developed by real people engaged in a struggle with real issues.

You might be surprised to hear that physics is not about "facts." Oh, not that facts are unimportant, but physics is far more focused on discovering *relationships* and *patterns* than on learning facts for their own sake.



For example, the colors of the rainbow appear both when white light passes through a prism and—as in this photo—when white light reflects from a thin film of oil on water. What does this pattern tell us about the nature of light?

Our emphasis on relationships and patterns means that there's not a lot of memorization when you study physics. Some—there are still definitions and equations to learn—but less than in many other courses. Our emphasis, instead, will be on thinking and reasoning. This is important to factor into your expectations for the course.

Perhaps most important of all, *physics is not math!* Physics is much broader. We're going to look for patterns and relationships in nature, develop the logic that relates different ideas, and search for the reasons *why* things happen as they do. In doing so, we're going to stress qualitative reasoning, pictorial and graphical reasoning, and reasoning by analogy. And yes, we will use math, but it's just one tool among many.

It will save you much frustration if you're aware of this physics–math distinction up front. Many of you, I know, want to find a formula and plug numbers into it—that is, to do a math problem. Maybe that worked in high school science courses, but it is *not* what this course expects of you. We'll certainly do many calculations, but the specific numbers are usually the last and least important step in the analysis.

As you study, you'll sometimes be baffled, puzzled, and confused. That's perfectly normal and to be expected. Making mistakes is OK too *if* you're willing to learn from the experience. No one is born knowing how to do physics any more than he or she is born knowing how to play the piano or shoot basketballs. The ability to do physics comes from practice, repetition, and struggling with the ideas until you "own" them and can apply them yourself in new situations. There's no way to make learning effortless, at least for anything worth learning, so expect to have some difficult moments ahead. But also expect to have some moments of excitement at the joy of discovery. There will be instants at which the pieces suddenly click into place and you *know* that you understand a powerful idea. There will be times when you'll surprise yourself by successfully working a difficult problem that you didn't think you could solve. My hope, as an author, is that the excitement and sense of adventure will far outweigh the difficulties and frustrations.

Getting the Most Out of Your Course

Many of you, I suspect, would like to know the "best" way to study for this course. There is no best way. People are different, and what works for one student is less effective for another. But I do want to stress that *reading the text* is vitally important. The basic knowledge for this course is written down on these pages, and your instructor's *number-one expectation* is that you will read carefully to find and learn that knowledge.

Despite there being no best way to study, I will suggest *one* way that is successful for many students.

- 1. Read each chapter *before* it is discussed in class.** I cannot stress too strongly how important this step is. Class attendance is much more effective if you are prepared. When you first read a chapter, focus on learning new vocabulary, definitions, and notation. There's a list of terms and notations at the end of each chapter. Learn them! You won't understand

what's being discussed or how the ideas are being used if you don't know what the terms and symbols mean.

2. **Participate actively in class.** Take notes, ask and answer questions, and participate in discussion groups. There is ample scientific evidence that *active participation* is much more effective for learning science than passive listening.
3. **After class, go back for a careful re-reading of the chapter.** In your second reading, pay closer attention to the details and the worked examples. Look for the *logic* behind each example (I've highlighted this to make it clear), not just at what formula is being used. And use the textbook tools that are designed to help your learning, such as the problem-solving strategies, the chapter summaries, and the exercises in the *Student Workbook*.
4. **Finally, apply what you have learned to the homework problems at the end of each chapter.** I strongly encourage you to form a study group with two or three classmates. There's good evidence that students who study regularly with a group do better than the rugged individualists who try to go it alone.

Did someone mention a workbook? The companion *Student Workbook* is a vital part of the course. Its questions and exercises ask you to reason *qualitatively*, to use graphical information, and to give explanations. It is through these exercises that you will learn what the concepts mean and will practice the reasoning skills appropriate to the chapter. You will then have acquired the baseline knowledge and confidence you need *before* turning to the end-of-chapter homework problems. In sports or in music, you would never think of performing before you practice, so why would you want to do so in physics? The workbook is where you practice and work on basic skills.

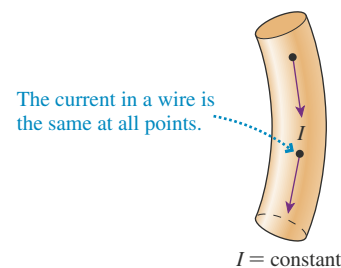
Many of you, I know, will be tempted to go straight to the homework problems and then thumb through the text looking for a formula that seems like it will work. That approach will not succeed in this course, and it's guaranteed to make you frustrated and discouraged. Very few homework problems are of the "plug and chug" variety where you simply put numbers into a formula. To work the homework problems successfully, you need a better study strategy—either the one outlined above or your own—that helps you learn the concepts and the relationships between the ideas.

Getting the Most Out of Your Textbook

Your textbook provides many features designed to help you learn the concepts of physics and solve problems more effectively.

- **TACTICS BOXES** give step-by-step procedures for particular skills, such as interpreting graphs or drawing special diagrams. Tactics Box steps are explicitly illustrated in subsequent worked examples, and these are often the starting point of a full *Problem-Solving Strategy*.

- **PROBLEM-SOLVING STRATEGIES** are provided for each broad class of problems—problems characteristic of a chapter or group of chapters. The strategies follow a consistent four-step approach to help you develop confidence and proficient problem-solving skills: **MODEL, VISUALIZE, SOLVE, ASSESS**.
- Worked **EXAMPLES** illustrate good problem-solving practices through the consistent use of the four-step problem-solving approach. The worked examples are often very detailed and carefully lead you through the *reasoning* behind the solution as well as the numerical calculations.
- **STOP TO THINK** questions embedded in the chapter allow you to quickly assess whether you've understood the main idea of a section. A correct answer will give you confidence to move on to the next section. An incorrect answer will alert you to re-read the previous section.
- **Blue annotations** on figures help you better understand what the figure is showing. They will help you to interpret graphs; translate between graphs, math, and pictures; grasp difficult concepts through a visual analogy; and develop many other important skills.



- Schematic *Chapter Summaries* help you organize what you have learned into a hierarchy, from general principles (top) to applications (bottom). Side-by-side pictorial, graphical, textual, and mathematical representations are used to help you translate between these key representations.
- Each part of the book ends with a **KNOWLEDGE STRUCTURE** designed to help you see the forest rather than just the trees.

Now that you know more about what is expected of you, what can you expect of me? That's a little trickier because the book is already written! Nonetheless, the book was prepared on the basis of what I think my students throughout the years have expected—and wanted—from their physics textbook. Further, I've listened to the extensive feedback I have received from thousands of students like you, and their instructors, who used the first three editions of this book.

You should know that these course materials—the text and the workbook—are based on extensive research about how students learn physics and the challenges they face. The effectiveness of many of the exercises has been demonstrated through extensive class testing. I've written the book in an informal style that I hope you will find appealing and that will encourage you to do the reading. And, finally, I have endeavored to make clear not only that physics, as a technical body of knowledge, is relevant to your profession but also that physics is an exciting adventure of the human mind.

I hope you'll enjoy the time we're going to spend together.

Detailed Contents

Part I Newton's Laws

OVERVIEW Why Things Change 23



Chapter 1 Concepts of Motion 24

- 1.1 Motion Diagrams 25
- 1.2 Models and Modeling 26
- 1.3 Position, Time, and Displacement 27
- 1.4 Velocity 31
- 1.5 Linear Acceleration 33
- 1.6 Motion in One Dimension 37
- 1.7 Solving Problems in Physics 40
- 1.8 Unit and Significant Figures 44

SUMMARY 49

QUESTIONS AND PROBLEMS 50

Chapter 2 Kinematics in One Dimension 54

- 2.1 Uniform Motion 55
- 2.2 Instantaneous Velocity 59
- 2.3 Finding Position from Velocity 62
- 2.4 Motion with Constant Acceleration 65
- 2.5 Free Fall 71
- 2.6 Motion on an Inclined Plane 73
- 2.7 **ADVANCED TOPIC** Instantaneous Acceleration 76

SUMMARY 79

QUESTIONS AND PROBLEMS 80

Chapter 3 Vectors and Coordinate Systems 87

- 3.1 Scalars and Vectors 88
- 3.2 Using Vectors 88
- 3.3 Coordinate Systems and Vector Components 91
- 3.4 Unit Vectors and Vector Algebra 94

SUMMARY 98

QUESTIONS AND PROBLEMS 99

Chapter 4 Kinematics in Two Dimensions 102

- 4.1 Motion in Two Dimensions 103
- 4.2 Projectile Motion 107
- 4.3 Relative Motion 112
- 4.4 Uniform Circular Motion 114
- 4.5 Centripetal Acceleration 118
- 4.6 Nonuniform Circular Motion 120

SUMMARY 125

QUESTIONS AND PROBLEMS 126

Chapter 5 Force and Motion 132

- 5.1 Force 133
- 5.2 A Short Catalog of Forces 135
- 5.3 Identifying Forces 137
- 5.4 What Do Forces Do? 139
- 5.5 Newton's Second Law 142
- 5.6 Newton's First Law 143
- 5.7 Free-Body Diagrams 145

SUMMARY 148

QUESTIONS AND PROBLEMS 149

Chapter 6 Dynamics I: Motion Along a Line 153

- 6.1 The Equilibrium Model 154
- 6.2 Using Newton's Second Law 156
- 6.3 Mass, Weight, and Gravity 159
- 6.4 Friction 163
- 6.5 Drag 167
- 6.6 More Examples of Newton's Second Law 170

SUMMARY 174

QUESTIONS AND PROBLEMS 175

Chapter 7 Newton's Third Law 181

- 7.1 Interacting Objects 182
- 7.2 Analyzing Interacting Objects 183
- 7.3 Newton's Third Law 186
- 7.4 Ropes and Pulleys 191
- 7.5 Examples of Interacting-Object Problems 194

SUMMARY 197

QUESTIONS AND PROBLEMS 198

- Chapter 8** Dynamics II: Motion in a Plane 204
- 8.1 Dynamics in Two Dimensions 205
 - 8.2 Uniform Circular Motion 206
 - 8.3 Circular Orbits 211
 - 8.4 Reasoning About Circular Motion 213
 - 8.5 Nonuniform Circular Motion 216
- SUMMARY** 219
- QUESTIONS AND PROBLEMS** 220

KNOWLEDGE
STRUCTURE

Part I Newton's Laws 226

Part II Conservation Laws

OVERVIEW Why Some Things Don't Change 227

- Chapter 9** Work and Kinetic Energy 228
- 9.1 Energy Overview 229
 - 9.2 Work and Kinetic Energy for a Single Particle 231
 - 9.3 Calculating the Work Done 235
 - 9.4 Restoring Forces and the Work Done by a Spring 241
 - 9.5 Dissipative Forces and Thermal Energy 243
 - 9.6 Power 246
- SUMMARY** 248
- QUESTIONS AND PROBLEMS** 249

- Chapter 10** Interactions and Potential Energy 253
- 10.1 Potential Energy 254
 - 10.2 Gravitational Potential Energy 255
 - 10.3 Elastic Potential Energy 261
 - 10.4 Conservation of Energy 264
 - 10.5 Energy Diagrams 266
 - 10.6 Force and Potential Energy 269
 - 10.7 Conservative and Nonconservative Forces 271
 - 10.8 The Energy Principle Revisited 273
- SUMMARY** 276
- QUESTIONS AND PROBLEMS** 277

- Chapter 11** Impulse and Momentum 283
- 11.1 Momentum and Impulse 284
 - 11.2 Conservation of Momentum 288
 - 11.3 Collisions 294
 - 11.4 Explosions 299
 - 11.5 Momentum in Two Dimensions 301
 - 11.6 **ADVANCED TOPIC** Rocket Propulsion 303
- SUMMARY** 307
- QUESTIONS AND PROBLEMS** 308

KNOWLEDGE
STRUCTURE

Part II Conservation Laws 314

Part III Applications of Newtonian Mechanics

OVERVIEW Power Over Our Environment 315



- Chapter 12** Rotation of a Rigid Body 316
- 12.1 Rotational Motion 317
 - 12.2 Rotation About the Center of Mass 318
 - 12.3 Rotational Energy 321
 - 12.4 Calculating Moment of Inertia 323
 - 12.5 Torque 325
 - 12.6 Rotational Dynamics 329
 - 12.7 Rotation About a Fixed Axis 331
 - 12.8 Static Equilibrium 333
 - 12.9 Rolling Motion 336
 - 12.10 The Vector Description of Rotational Motion 339
 - 12.11 Angular Momentum 342
 - 12.12 **ADVANCED TOPIC** Precession of a Gyroscope 346
- SUMMARY** 350
- QUESTIONS AND PROBLEMS** 351

Chapter 13 Newton's Theory of Gravity 358

- 13.1 A Little History 359
- 13.2 Isaac Newton 360
- 13.3 Newton's Law of Gravity 361
- 13.4 Little g and Big G 363
- 13.5 Gravitational Potential Energy 365
- 13.6 Satellite Orbits and Energies 369

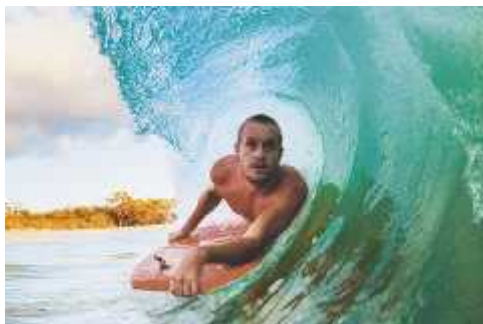
SUMMARY 374**QUESTIONS AND PROBLEMS** 375**Chapter 14** Fluids and Elasticity 379

- 14.1 Fluids 380
- 14.2 Pressure 381
- 14.3 Measuring and Using Pressure 387
- 14.4 Buoyancy 391
- 14.5 Fluid Dynamics 395
- 14.6 Elasticity 400

SUMMARY 404**QUESTIONS AND PROBLEMS** 405KNOWLEDGE
STRUCTUREPart III Applications of Newtonian
Mechanics 410**Part IV** Oscillations and Waves

OVERVIEW

The Wave Model 411

**Chapter 15** Oscillations 412

- 15.1 Simple Harmonic Motion 413
- 15.2 SHM and Circular Motion 416
- 15.3 Energy in SHM 419
- 15.4 The Dynamics of SHM 421
- 15.5 Vertical Oscillations 424
- 15.6 The Pendulum 426
- 15.7 Damped Oscillations 430
- 15.8 Driven Oscillations and Resonance 433

SUMMARY 435**QUESTIONS AND PROBLEMS** 437**Chapter 16** Traveling Waves 442

- 16.1 The Wave Model 443
- 16.2 One-Dimensional Waves 445
- 16.3 Sinusoidal Waves 448
- 16.4 **ADVANCED TOPIC** The Wave Equation on a String 452
- 16.5 Sound and Light 456
- 16.6 **ADVANCED TOPIC** The Wave Equation in a Fluid 460
- 16.7 Waves in Two and Three Dimensions 463
- 16.8 Power, Intensity, and Decibels 465
- 16.9 The Doppler Effect 467

SUMMARY 471**QUESTIONS AND PROBLEMS** 472**Chapter 17** Superposition 477

- 17.1 The Principle of Superposition 478
- 17.2 Standing Waves 479
- 17.3 Standing Waves on a String 481
- 17.4 Standing Sound Waves and Musical Acoustics 485
- 17.5 Interference in One Dimension 489
- 17.6 The Mathematics of Interference 493
- 17.7 Interference in Two and Three Dimensions 496
- 17.8 Beats 499

SUMMARY 503**QUESTIONS AND PROBLEMS** 504KNOWLEDGE
STRUCTURE

Part IV Oscillations and Waves 510

Part V Thermodynamics

OVERVIEW

It's All About Energy 511

Chapter 18 A Macroscopic Description of Matter 512

- 18.1 Solids, Liquids, and Gases 513
- 18.2 Atoms and Moles 514
- 18.3 Temperature 516
- 18.4 Thermal Expansion 518
- 18.5 Phase Changes 519
- 18.6 Ideal Gases 521
- 18.7 Ideal-Gas Processes 525

SUMMARY 531**QUESTIONS AND PROBLEMS** 532

- Chapter 19** Work, Heat, and the First Law of Thermodynamics 537
- 19.1 It's All About Energy 538
 - 19.2 Work in Ideal-Gas Processes 539
 - 19.3 Heat 543
 - 19.4 The First Law of Thermodynamics 546
 - 19.5 Thermal Properties of Matter 548
 - 19.6 Calorimetry 551
 - 19.7 The Specific Heats of Gases 553
 - 19.8 Heat-Transfer Mechanisms 559

SUMMARY 563

QUESTIONS AND PROBLEMS 564

- Chapter 20** The Micro/Macro Connection 570
- 20.1 Molecular Speeds and Collisions 571
 - 20.2 Pressure in a Gas 572
 - 20.3 Temperature 575
 - 20.4 Thermal Energy and Specific Heat 577
 - 20.5 Thermal Interactions and Heat 580
 - 20.6 Irreversible Processes and the Second Law of Thermodynamics 583

SUMMARY 587

QUESTIONS AND PROBLEMS 588

- Chapter 21** Heat Engines and Refrigerators 592
- 21.1 Turning Heat into Work 593
 - 21.2 Heat Engines and Refrigerators 595
 - 21.3 Ideal-Gas Heat Engines 600
 - 21.4 Ideal-Gas Refrigerators 604
 - 21.5 The Limits of Efficiency 606
 - 21.6 The Carnot Cycle 609

SUMMARY 614

QUESTIONS AND PROBLEMS 616

KNOWLEDGE
STRUCTURE

Part V Thermodynamics 622

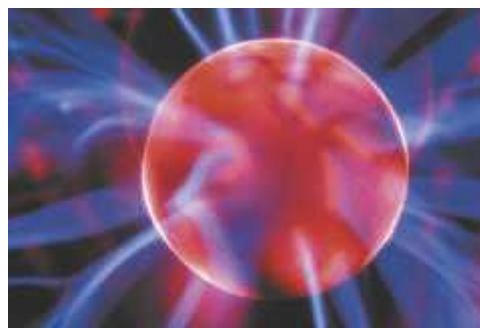
Part VI Electricity and Magnetism

OVERVIEW Forces and Fields 623

- Chapter 22** Electric Charges and Forces 624
- 22.1 The Charge Model 625
 - 22.2 Charge 628
 - 22.3 Insulators and Conductors 630
 - 22.4 Coulomb's Law 634
 - 22.5 The Electric Field 638

SUMMARY 644

QUESTIONS AND PROBLEMS 645



- Chapter 23** The Electric Field 651
- 23.1 Electric Field Models 652
 - 23.2 The Electric Field of Point Charges 652
 - 23.3 The Electric Field of a Continuous Charge Distribution 657
 - 23.4 The Electric Fields of Rings, Disks, Planes, and Spheres 661
 - 23.5 The Parallel-Plate Capacitor 665
 - 23.6 Motion of a Charged Particle in an Electric Field 667
 - 23.7 Motion of a Dipole in an Electric Field 670

SUMMARY 673

QUESTIONS AND PROBLEMS 674

- Chapter 24** Gauss's Law 680
- 24.1 Symmetry 681
 - 24.2 The Concept of Flux 683
 - 24.3 Calculating Electric Flux 685
 - 24.4 Gauss's Law 691
 - 24.5 Using Gauss's Law 694
 - 24.6 Conductors in Electrostatic Equilibrium 698

SUMMARY 702

QUESTIONS AND PROBLEMS 703

- Chapter 25** The Electric Potential 709
- 25.1 Electric Potential Energy 710
 - 25.2 The Potential Energy of Point Charges 713
 - 25.3 The Potential Energy of a Dipole 716
 - 25.4 The Electric Potential 717
 - 25.5 The Electric Potential Inside a Parallel-Plate Capacitor 720
 - 25.6 The Electric Potential of a Point Charge 724
 - 25.7 The Electric Potential of Many Charges 726

SUMMARY 729

QUESTIONS AND PROBLEMS 730

- Chapter 26 Potential and Field 736**
- 26.1 Connecting Potential and Field 737
 - 26.2 Finding the Electric Field from the Potential 739
 - 26.3 A Conductor in Electrostatic Equilibrium 742
 - 26.4 Sources of Electric Potential 744
 - 26.5 Capacitance and Capacitors 746
 - 26.6 The Energy Stored in a Capacitor 751
 - 26.7 Dielectrics 752
- SUMMARY 757**
- QUESTIONS AND PROBLEMS 758**
- Chapter 27 Current and Resistance 764**
- 27.1 The Electron Current 765
 - 27.2 Creating a Current 767
 - 27.3 Current and Current Density 771
 - 27.4 Conductivity and Resistivity 775
 - 27.5 Resistance and Ohm's Law 777
- SUMMARY 782**
- QUESTIONS AND PROBLEMS 783**
- Chapter 28 Fundamentals of Circuits 788**
- 28.1 Circuit Elements and Diagrams 789
 - 28.2 Kirchhoff's Laws and the Basic Circuit 790
 - 28.3 Energy and Power 793
 - 28.4 Series Resistors 795
 - 28.5 Real Batteries 797
 - 28.6 Parallel Resistors 799
 - 28.7 Resistor Circuits 802
 - 28.8 Getting Grounded 804
 - 28.9 *RC* Circuits 806
- SUMMARY 810**
- QUESTIONS AND PROBLEMS 811**
- Chapter 29 The Magnetic Field 818**
- 29.1 Magnetism 819
 - 29.2 The Discovery of the Magnetic Field 820
 - 29.3 The Source of the Magnetic Field: Moving Charges 822
 - 29.4 The Magnetic Field of a Current 824
 - 29.5 Magnetic Dipoles 828
 - 29.6 Ampère's Law and Solenoids 831
 - 29.7 The Magnetic Force on a Moving Charge 837
 - 29.8 Magnetic Forces on Current-Carrying Wires 842
 - 29.9 Forces and Torques on Current Loops 845
 - 29.10 Magnetic Properties of Matter 846
- SUMMARY 850**
- QUESTIONS AND PROBLEMS 851**
- Chapter 30 Electromagnetic Induction 858**
- 30.1 Induced Currents 859
 - 30.2 Motional emf 860
 - 30.3 Magnetic Flux 864
 - 30.4 Lenz's Law 867
 - 30.5 Faraday's Law 870
 - 30.6 Induced Fields 874
 - 30.7 Induced Currents: Three Applications 877
 - 30.8 Inductors 879
 - 30.9 *LC* Circuits 883
 - 30.10 *LR* Circuits 885
- SUMMARY 889**
- QUESTIONS AND PROBLEMS 890**
- Chapter 31 Electromagnetic Fields and Waves 898**
- 31.1 *E* or *B*? It Depends on Your Perspective 899
 - 31.2 The Field Laws Thus Far 904
 - 31.3 The Displacement Current 905
 - 31.4 Maxwell's Equations 908
 - 31.5 **ADVANCED TOPIC** Electromagnetic Waves 910
 - 31.6 Properties of Electromagnetic Waves 915
 - 31.7 Polarization 918
- SUMMARY 921**
- QUESTIONS AND PROBLEMS 922**
- Chapter 32 AC Circuits 927**
- 32.1 AC Sources and Phasors 928
 - 32.2 Capacitor Circuits 930
 - 32.3 *RC* Filter Circuits 932
 - 32.4 Inductor Circuits 935
 - 32.5 The Series *RLC* Circuit 936
 - 32.6 Power in AC Circuits 940
- SUMMARY 944**
- QUESTIONS AND PROBLEMS 945**
- KNOWLEDGE STRUCTURE**
- Part VI Electricity and Magnetism 950

Part VII Optics

OVERVIEW The Story of Light 951



Chapter 33 Wave Optics 952

- 33.1 Models of Light 953
- 33.2 The Interference of Light 954
- 33.3 The Diffraction Grating 959
- 33.4 Single-Slit Diffraction 962
- 33.5 **ADVANCED TOPIC** A Closer Look at Diffraction 966
- 33.6 Circular-Aperture Diffraction 969
- 33.7 The Wave Model of Light 970
- 33.8 Interferometers 972

SUMMARY 975

QUESTIONS AND PROBLEMS 976

Chapter 34 Ray Optics 982

- 34.1 The Ray Model of Light 983
- 34.2 Reflection 985
- 34.3 Refraction 988
- 34.4 Image Formation by Refraction at a Plane Surface 993
- 34.5 Thin Lenses: Ray Tracing 994
- 34.6 Thin Lenses: Refraction Theory 1000
- 34.7 Image Formation with Spherical Mirrors 1005

SUMMARY 1010

QUESTIONS AND PROBLEMS 1011

Chapter 35 Optical Instruments 1017

- 35.1 Lenses in Combination 1018
- 35.2 The Camera 1019
- 35.3 Vision 1023
- 35.4 Optical Systems That Magnify 1026
- 35.5 Color and Dispersion 1030
- 35.6 The Resolution of Optical Instruments 1032

SUMMARY 1037

QUESTIONS AND PROBLEMS 1038

KNOWLEDGE
STRUCTURE Part VII Optics 1042

Part VIII Relativity and Quantum Physics

OVERVIEW Contemporary Physics 1043

Chapter 36 Relativity 1044

- 36.1 Relativity: What's It All About? 1045
- 36.2 Galilean Relativity 1045
- 36.3 Einstein's Principle of Relativity 1048
- 36.4 Events and Measurements 1051
- 36.5 The Relativity of Simultaneity 1054
- 36.6 Time Dilation 1057
- 36.7 Length Contraction 1061
- 36.8 The Lorentz Transformations 1065
- 36.9 Relativistic Momentum 1070
- 36.10 Relativistic Energy 1073

SUMMARY 1079

QUESTIONS AND PROBLEMS 1080

Chapter 37 The Foundations of Modern Physics 1085

- 37.1 Matter and Light 1086
- 37.2 The Emission and Absorption of Light 1086
- 37.3 Cathode Rays and X Rays 1089
- 37.4 The Discovery of the Electron 1091
- 37.5 The Fundamental Unit of Charge 1094
- 37.6 The Discovery of the Nucleus 1095
- 37.7 Into the Nucleus 1099
- 37.8 Classical Physics at the Limit 1101

SUMMARY 1102

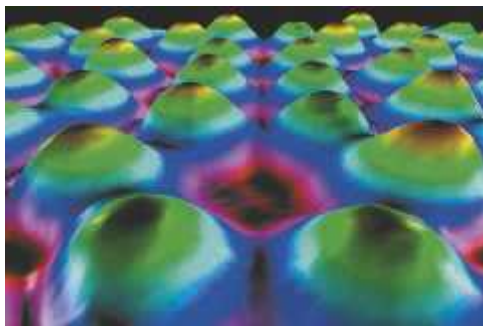
QUESTIONS AND PROBLEMS 1103

Chapter 38 Quantization 1107

- 38.1 The Photoelectric Effect 1108
- 38.2 Einstein's Explanation 1111
- 38.3 Photons 1114
- 38.4 Matter Waves and Energy Quantization 1118
- 38.5 Bohr's Model of Atomic Quantization 1121
- 38.6 The Bohr Hydrogen Atom 1125
- 38.7 The Hydrogen Spectrum 1130

SUMMARY 1134

QUESTIONS AND PROBLEMS 1135



Chapter 39 Wave Functions and Uncertainty 1140

- 39.1 Waves, Particles, and the Double-Slit Experiment 1141
- 39.2 Connecting the Wave and Photon Views 1144
- 39.3 The Wave Function 1146
- 39.4 Normalization 1148
- 39.5 Wave Packets 1150
- 39.6 The Heisenberg Uncertainty Principle 1153
- SUMMARY** 1157
- QUESTIONS AND PROBLEMS** 1158

Chapter 40 One-Dimensional Quantum Mechanics 1163

- 40.1 The Schrödinger Equation 1164
- 40.2 Solving the Schrödinger Equation 1167
- 40.3 A Particle in a Rigid Box: Energies and Wave Functions 1169
- 40.4 A Particle in a Rigid Box: Interpreting the Solution 1172
- 40.5 The Correspondence Principle 1175
- 40.6 Finite Potential Wells 1177
- 40.7 Wave-Function Shapes 1182
- 40.8 The Quantum Harmonic Oscillator 1184
- 40.9 More Quantum Models 1187
- 40.10 Quantum-Mechanical Tunneling 1190
- SUMMARY** 1195
- QUESTIONS AND PROBLEMS** 1196

Chapter 41 Atomic Physics 1200

- 41.1 The Hydrogen Atom: Angular Momentum and Energy 1201
- 41.2 The Hydrogen Atom: Wave Functions and Probabilities 1204
- 41.3 The Electron's Spin 1207
- 41.4 Multielectron Atoms 209
- 41.5 The Periodic Table of the Elements 1212
- 41.6 Excited States and Spectra 1215
- 41.7 Lifetimes of Excited States 1220
- 41.8 Stimulated Emission and Lasers 1222
- SUMMARY** 1227
- QUESTIONS AND PROBLEMS** 1228

Chapter 42 Nuclear Physics 1232

- 42.1 Nuclear Structure 1233
- 42.2 Nuclear Stability 1236
- 42.3 The Strong Force 1239
- 42.4 The Shell Model 1240
- 42.5 Radiation and Radioactivity 1242
- 42.6 Nuclear Decay Mechanisms 1247
- 42.7 Biological Applications of Nuclear Physics 1252
- SUMMARY** 1256
- QUESTIONS AND PROBLEMS** 1257

KNOWLEDGE STRUCTURE Part VIII Relativity and Quantum Physics 1262

- Appendix A** Mathematics Review A-1
- Appendix B** Periodic Table of Elements A-4
- Appendix C** Atomic and Nuclear Data A-5
- Answers to Stop to Think Questions and Odd-Numbered Problems** A-9

Credits C-1
Index I-1

This page intentionally left blank



OVERVIEW

Why Things Move

Each of the seven parts of this book opens with an overview to give you a look ahead, a glimpse at where your journey will take you in the next few chapters. It's easy to lose sight of the big picture while you're busy negotiating the terrain of each chapter. In Part I, the big picture, in a word, is *motion*.

There are two big questions we must tackle:

- **How do we describe motion?** It is easy to say that an object moves, but it's not obvious how we should measure or characterize the motion if we want to analyze it mathematically. The mathematical description of motion is called *kinematics*, and it is the subject matter of Chapters 1 through 4.
- **How do we explain motion?** Why do objects have the particular motion they do? Why, when you toss a ball upward, does it go up and then come back down rather than keep going up? Are there “laws of nature” that allow us to predict an object's motion? The explanation of motion in terms of its causes is called *dynamics*, and it is the topic of Chapters 5 through 8.

Two key ideas for answering these questions are *force* (the “cause”) and *acceleration* (the “effect”). A variety of pictorial and graphical tools will be developed in Chapters 1 through 5 to help you develop an *intuition* for the connection between force and acceleration. You'll then put this knowledge to use in Chapters 5 through 8 as you analyze motion of increasing complexity.

Another important tool will be the use of *models*. Reality is extremely complicated. We would never be able to develop a science if we had to keep track of every little detail of every situation. A model is a simplified description of reality—much as a model airplane is a simplified version of a real airplane—used to reduce the complexity of a problem to the point where it can be analyzed and understood. We will introduce several important models of motion, paying close attention, especially in these earlier chapters, to where simplifying assumptions are being made, and why.

The “laws of motion” were discovered by Isaac Newton roughly 350 years ago, so the study of motion is hardly cutting-edge science. Nonetheless, it is still extremely important. Mechanics—the science of motion—is the basis for much of engineering and applied science, and many of the ideas introduced here will be needed later to understand things like the motion of waves and the motion of electrons through circuits. Newton's mechanics is the foundation of much of contemporary science, thus we will start at the beginning.

Motion can be slow and steady, or fast and sudden. This rocket, with its rapid acceleration, is responding to forces exerted on it by thrust, gravity, and the air.

1 Concepts of Motion



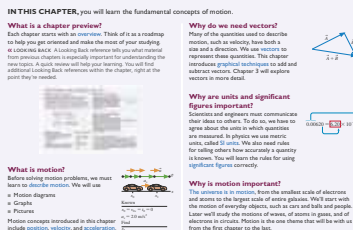
Motion takes many forms. The ski jumper seen here is an example of translational motion.

IN THIS CHAPTER, you will learn the fundamental concepts of motion.

What is a chapter preview?

Each chapter starts with an **overview**. Think of it as a roadmap to help you get oriented and make the most of your studying.

« **LOOKING BACK** A Looking Back reference tells you what material from previous chapters is especially important for understanding the new topics. A quick review will help your learning. You will find additional Looking Back references within the chapter, right at the point they're needed.

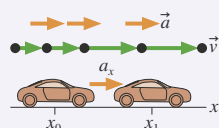


What is motion?

Before solving motion problems, we must learn to **describe motion**. We will use

- Motion diagrams
- Graphs
- Pictures

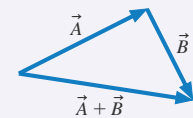
Motion concepts introduced in this chapter include **position**, **velocity**, and **acceleration**.



Known
 $x_0 = v_{0x} = t_0 = 0$
 $a_x = 2.0 \text{ m/s}^2$
 Find
 x_1

Why do we need vectors?

Many of the quantities used to describe motion, such as velocity, have both a size and a direction. We use **vectors** to represent these quantities. This chapter introduces **graphical techniques** to add and subtract vectors. Chapter 3 will explore vectors in more detail.



Why are units and significant figures important?

Scientists and engineers must communicate their ideas to others. To do so, we have to agree about the **units** in which quantities are measured. In physics we use metric units, called **SI units**. We also need rules for telling others how accurately a quantity is known. You will learn the rules for using **significant figures** correctly.

$$0.00620 = \boxed{6.20} \times 10^{-3}$$

Why is motion important?

The universe is in motion, from the smallest scale of electrons and atoms to the largest scale of entire galaxies. We'll start with the motion of everyday objects, such as cars and balls and people. Later we'll study the motions of waves, of atoms in gases, and of electrons in circuits. Motion is the one theme that will be with us from the first chapter to the last.

1.1 Motion Diagrams

Motion is a theme that will appear in one form or another throughout this entire book. Although we all have intuition about motion, based on our experiences, some of the important aspects of motion turn out to be rather subtle. So rather than jumping immediately into a lot of mathematics and calculations, this first chapter focuses on *visualizing* motion and becoming familiar with the *concepts* needed to describe a moving object. Our goal is to lay the foundations for understanding motion.

FIGURE 1.1 Four basic types of motion.



Linear motion



Circular motion



Projectile motion



Rotational motion

To begin, let's define **motion** as the change of an object's position with time. FIGURE 1.1 shows four basic types of motion that we will study in this book. The first three—linear, circular, and projectile motion—in which the object moves through space are called **translational motion**. The path along which the object moves, whether straight or curved, is called the object's **trajectory**. Rotational motion is somewhat different because there's movement but the object as a whole doesn't change position. We'll defer rotational motion until later and, for now, focus on translational motion.

Making a Motion Diagram

An easy way to study motion is to make a video of a moving object. A video camera, as you probably know, takes images at a fixed rate, typically 30 every second. Each separate image is called a *frame*. As an example, FIGURE 1.2 shows four frames from a video of a car going past. Not surprisingly, the car is in a somewhat different position in each frame.

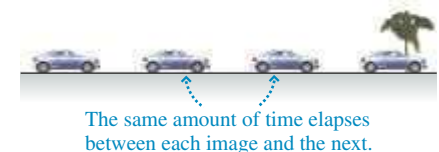
Suppose we edit the video by layering the frames on top of each other, creating the composite image shown in FIGURE 1.3. This edited image, showing an object's position at several *equally spaced instants of time*, is called a **motion diagram**. As the examples below show, we can define concepts such as constant speed, speeding up, and slowing down in terms of how an object appears in a motion diagram.

NOTE It's important to keep the camera in a *fixed position* as the object moves by. Don't "pan" it to track the moving object.

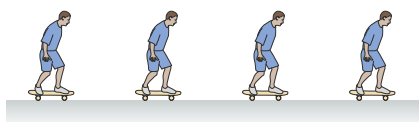
FIGURE 1.2 Four frames from a video.



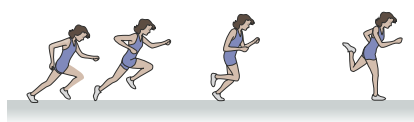
FIGURE 1.3 A motion diagram of the car shows all the frames simultaneously.



Examples of motion diagrams



Images that are *equally spaced* indicate an object moving with *constant speed*.



An *increasing distance* between the images shows that the object is *speeding up*.



A *decreasing distance* between the images shows that the object is *slowing down*.

STOP TO THINK 1.1 Which car is going faster, A or B? Assume there are equal intervals of time between the frames of both videos.



NOTE Each chapter will have several *Stop to Think* questions. These questions are designed to see if you’ve understood the basic ideas that have been presented. The answers are given at the end of the book, but you should make a serious effort to think about these questions before turning to the answers.



We can model an airplane’s takeoff as a particle (a descriptive model) undergoing constant acceleration (a descriptive model) in response to constant forces (an explanatory model).

1.2 Models and Modeling

The real world is messy and complicated. Our goal in physics is to brush aside many of the real-world details in order to discern patterns that occur over and over. For example, a swinging pendulum, a vibrating guitar string, a sound wave, and jiggling atoms in a crystal are all very different—yet perhaps not so different. Each is an example of a system moving back and forth around an equilibrium position. If we focus on understanding a very simple oscillating system, such as a mass on a spring, we’ll automatically understand quite a bit about the many real-world manifestations of oscillations.

Stripping away the details to focus on essential features is a process called *modeling*. A **model** is a highly simplified picture of reality, but one that still captures the essence of what we want to study. Thus “mass on a spring” is a simple but realistic model of almost all oscillating systems.

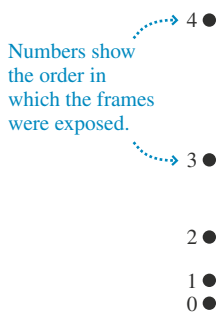
Models allow us to make sense of complex situations by providing a framework for thinking about them. One could go so far as to say that developing and testing models is at the heart of the scientific process. Albert Einstein once said, “Physics should be as simple as possible—but not simpler.” We want to find the simplest model that allows us to understand the phenomenon we’re studying, but we can’t make the model so simple that key aspects of the phenomenon get lost.

We’ll develop and use many models throughout this textbook; they’ll be one of our most important thinking tools. These models will be of two types:

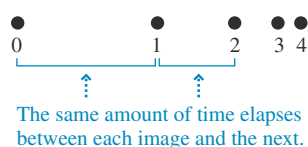
- *Descriptive models:* What are the essential characteristics and properties of a phenomenon? How do we describe it in the simplest possible terms? For example, the mass-on-a-spring model of an oscillating system is a descriptive model.
- *Explanatory models:* Why do things happen as they do? Explanatory models, based on the laws of physics, have predictive power, allowing us to test—against experimental data—whether a model provides an adequate explanation of our observations.

FIGURE 1.4 Motion diagrams in which the object is modeled as a particle.

(a) Motion diagram of a rocket launch



(b) Motion diagram of a car stopping



The Particle Model

For many types of motion, such as that of balls, cars, and rockets, the motion of the object *as a whole* is not influenced by the details of the object’s size and shape. All we really need to keep track of is the motion of a single point on the object, so we can treat the object *as if* all its mass were concentrated into this single point. An object that can be represented as a mass at a single point in space is called a **particle**. A particle has no size, no shape, and no distinction between top and bottom or between front and back.

If we model an object as a particle, we can represent the object in each frame of a motion diagram as a simple dot rather than having to draw a full picture. **FIGURE 1.4** shows how much simpler motion diagrams appear when the object is represented as a particle. Note that the dots have been numbered 0, 1, 2, . . . to tell the sequence in which the frames were exposed.