

Answer the following problems on a separate sheet of paper. Show the formula used & all mathematical calculations.

1. How long will it take a falling rock to reach a speed of 45.0 m/s?

4.59 s

2. A car coming over a top of a hill at 30.0 m/s accelerates for 4.0 s at 0.70 m/s^2 . What is the increase in the speed of the car?

2.8 m/s

3. A steel ball starting from rest at the top of a ramp reaches a speed of 4.2 m/s at the bottom of the ramp. If the time to roll down is 3.3 s, how long is the ramp?

6.9 m

4. A lab cart with a ticker tape attached is given a push so that its speed is 0.50 m/s near the top of the slope. It accelerates at 0.14 m/s^2 for 0.65 s, reaching the bottom of the slope. What is the speed at the bottom of the slope?

0.59 m/s

5. A car travelling at 30.0 m/s puts on its brakes and decelerates uniformly to a stop in 5.2 s. What is its stopping distance?

78 m

6. A car, already travelling at 15.0 m/s, accelerates uniformly, travelling a distance of 200.0 m in the next 11.0 s. What will be the final speed?

21.4 m/s

7. If you lived on a planet where the acceleration of gravity is 3.4 m/s^2 , how long would it take for an object to fall 1000.0 m, air resistance ignored?

24.2 s

8. A potted plant falls from the balcony of an apartment 40.0 m above the ground.

a. How long will it take to reach the ground? 2.9 s

b. What will be its speed on impact? 28.4 m/s

9. A jet plane flying at 210.0 m/s goes into a vertical dive accelerating at 14.0 m/s^2 for 3.0 s.

a. How far does it dive during this time? 690 m

b. What will be the final speed? 252.0 m/s

10. A large jet must reach a speed of 100.0 m/s before it can generate enough lift to leave the ground. If its engine can produce a maximum acceleration of 3.0 m/s^2 , what is the minimum length of runway needed?

$1.7 \times 10^3 \text{ m}$

Acceleration Problems With Answers For Physical Science

Sydney Young

Acceleration Problems With Answers For Physical Science:

Problems and Questions in Physics Charles Philo Matthews, John Sanford Shearer, 1897 **Introductory Physics with Algebra as a Second Language** Stuart E. Loucks, 2006-08-04 Many students find it difficult to master the fundamental skills that are essential to succeeding in physics. Now with this helpful book they'll quickly learn how to break physics down into basic steps. Author Stuart Loucks presents the material in a way that will motivate and empower them. He offers clear explanations of key concepts while examining the fundamental topics and approaches needed to solve algebra based physics problems. Understand the basic language of physics. Introductory Physics with Algebra as a Second Language™ will help you make sense of your textbook and class notes so that you can use them more effectively. The text explains key topics in algebra based physics in clear, easy to understand language. Break problems down into simple steps. Introductory Physics with Algebra as a Second Language™ teaches you to recognize details that tell you how to begin new problems. You will learn how to effectively organize the information, decide on the correct equations and ultimately solve the problem. Learn how to tackle unfamiliar physics problems. Stuart Loucks coaches you in the fundamental concepts and approaches needed to set up and solve the major problem types. As you learn how to deal with these kinds of problems, you will be better equipped to tackle problems you have never seen before. Improve your problem solving skills. You'll learn timesaving problem solving strategies that will help you focus your efforts and avoid potential pitfalls.

Solutions of Problems in Gage's Elements of Physics Alfred Payson Gage, 1885 **Problems and Solutions in General Physics for Science and Engineering Students** Simon G. G. MacDonald, 1967

Physics for the Inquiring Mind Eric M. Rogers, 2011-04-17 In our scientific age an understanding of physics is part of a liberal education. Lawyers, bankers, governors, business heads, administrators, all wise educated people need a lasting understanding of physics so that they can enjoy those contacts with science and scientists that are part of our civilization both materially and intellectually. They need knowledge and understanding instead of the feelings all too common that physics is dark and mysterious and that physicists are a strange people with incomprehensible interests. Such a sense of understanding science and scientists can be gained neither from sermons on the beauty of science nor from the rigorous courses that colleges have offered for generations when the headache clears away it leaves little but a confused sense of mystery. Nor is the need met by survey courses that offer a smorgasbord of tidbit they give science a bad name as a compendium of information or formulas. The non scientist needs a course of study that enables him to learn real science and make its own with delight. For lasting benefits the intelligent non scientist needs a course of study that enables him to learn genuine science carefully and then encourages him to think about it and use it. He needs a carefully selected framework of topics not so many that learning becomes superficial and hurried not so few that he misses the connected nature of scientific work and thinking. He must see how scientific knowledge is built up by building some scientific knowledge of his own by reading and discussing and if possible by doing experiments himself. He must think his

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