PHY131H1F – Introduction to Physics I

Class 2

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Today: Chapter 1.

- Motion Diagrams
- Particle Model
- Vector Addition, Subtraction
- Position, velocity, and acceleration
- Position vs. time graphs

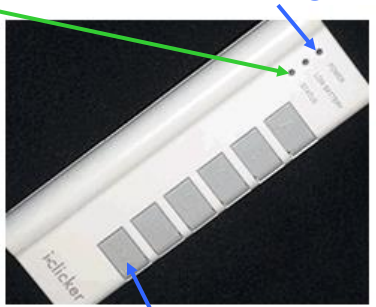
Garden-Variety Clicker Instructions

Status Light

When I start asking clicker questions:

• Status light will flash green when your response is registered on my computer.

• Status will flash red if your response is not registered.



Please turn on your clicker now

2

Clicker Question 1

Which car is going faster, A or B?
(Assume these are both motion diagrams.)

A B

Additional Assignment to do during this quiz:

- Learn the **name** of at least one other student in this course.

Class 2 Preclass Quiz on MasteringPhysics

- This was due this morning at 8:00am
- 897 students submitted the quiz on time (out of 1078 students in the course, so 83% of you)
- The first 5 questions, worth 1 point each for answering correctly, had certain correct answers which you can now review. The average on these 5 questions was82?%.
- The last question was “Did you complete quiz?” for which 99.6% of you got 20 points for answering “Yes”.
- The total is out of 25 for this quiz, worth (1/20th) of 3% of the course

Class 2 Preclass Quiz on MasteringPhysics

- 70% got correct: The one about significant figures – I'll go over that in today's class at the end.
- 91% got correct: The basic SI units are second, meter, kilogram

Survey Question

MasteringPhysics

MS51A1

- How would you describe your experience with MasteringPhysics so far?

A. **Great!** I love it!

B. **Okay**; I spent about half an hour or less getting it started and doing the first preclass quiz

C. **Frustrating**; I spent more than half an hour on installing it and working through the bugs before doing the preclass quiz

D. **Extremely Frustrating**: I could NOT do the preclass quiz despite trying very hard

E. **I don't know;** I have not tried to use MasteringPhysics

Class 2 Preclass Quiz on MasteringPhysics

- Some common student comments/feedback:
- “I got A+ in my grade 12 physics, no topics are hard for me.”
- “I honestly can feel my brain crumple as I read through this text. The abstract concepts of velocity and acceleration are difficult for me at this time. I will, however, work very hard to understand what is happening.”
- “Da work was incredibly eez dawg. I took da AP Physics, man. I don' need is'. You migh' wanna take up da Sig Figs do'. I don' know any o' dis' Canadian regulations; you know what i'n sayin'? Oder' than dat' it was good.”
- “I'm going to be honest and say that I did not do the assigned reading.”

Class 2 Preclass Quiz on MasteringPhysics

- “it would be nice if we could be told specifically which common prefixes, unit conversions, approximate lengths and approximate masses we should memorize for this course.”
- **Harlow Answer:** Don’t memorize anything! Just write it on your aid sheet, which is allowed in both tests and the final exam!
- “ ‘The translation from words to symbols is the heart of problem solving in physics.’ (p 19 1.7) This quote from the textbook is my favorite quote from this book so far. It gives me a brand new understanding to the concept of a physics problem solving.”
- “Having no internet at home really motivates one to complete assignments ahead of time. Save money and get good grades kids, don't get internet.”

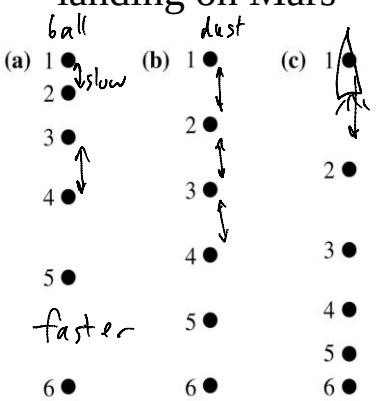
The Particle Model

- If we restrict our attention to objects undergoing translational motion, we can consider the object as if it were just a single point, without size or shape.
- We can also treat the object as if all of 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.

Clicker Question 2

Three motion diagrams are shown. Which is:

- a dust particle settling to the floor at constant speed,
- a ball dropped from the roof of a building,
- a descending rocket slowing to make a soft landing on Mars



A. (a) is ball, (b) is dust, (c) is rocket

B. (a) is ball, (b) is rocket, (c) is dust

C. (a) is rocket, (b) is dust, (c) is ball

D. (a) is rocket, (b) is ball, (c) is dust

E. (a) is dust, (b) is ball, (c) is rocket

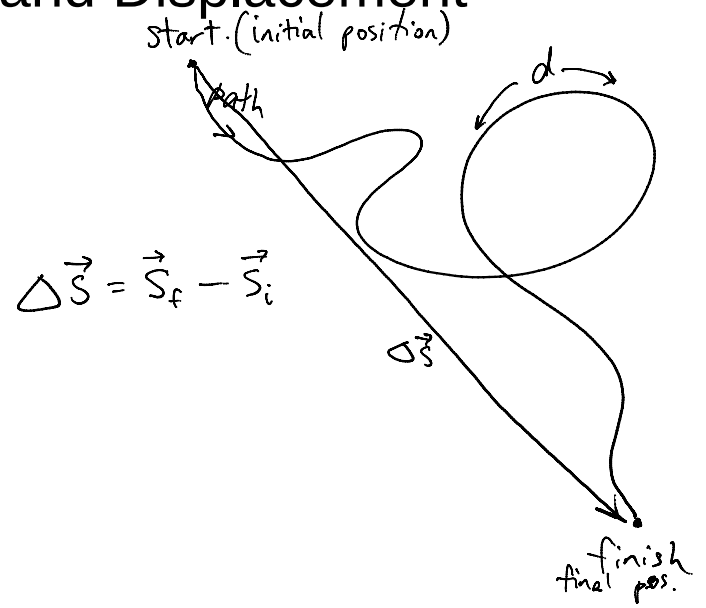
Scalars and Vectors

- A “scalar” is a quantity that can be represented by one number, and a unit
- A “vector” requires at least two numbers: for example, a magnitude and a direction
- Examples of scalar quantities: distance, speed, temperature, mass
- Some scalars are always non-negative, such as mass or speed
- Examples of vector quantities: displacement, velocity, acceleration, force

Distance and Displacement

- **Distance:** how far you traveled. scalar
  SI unit: [m]
- **Displacement:** final position minus initial position. vector
  SI unit: [m]

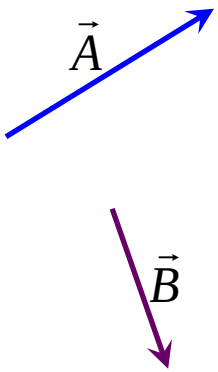
$$d \geq |\Delta \vec{s}|$$

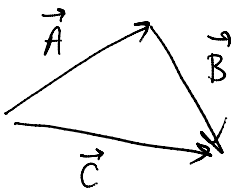


Vector Addition

$$\vec{C} = \vec{A} + \vec{B}$$

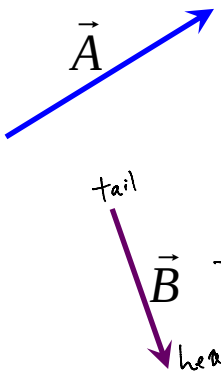
80% of you could do this on today's pre-class reading quiz!

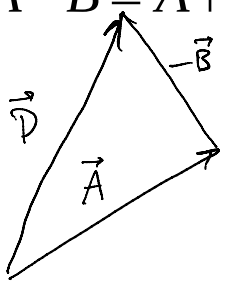




Vector Subtraction

$$\vec{D} = \vec{A} - \vec{B} = \vec{A} + (-\vec{B})$$





Speed and Velocity

- **Average Speed:** distance traveled divided by time

  scalar

  SI unit: $\left[\frac{m}{s}\right]$

$$v_{avg} = \frac{d}{\Delta t}$$

Δt = time interval

- **Average Velocity:** displacement divided by time

  vector

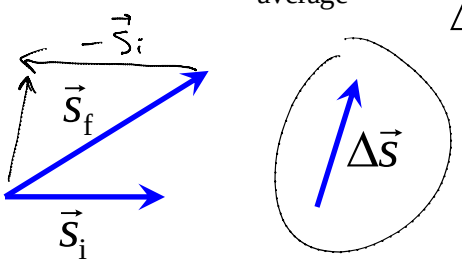
  SI unit: $\left[\frac{m}{s}\right]$

$$\vec{v}_{avg} = \frac{\Delta \vec{s}}{\Delta t}$$

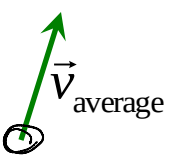
same direction as $\Delta \vec{s}$

Average Velocity

$$\vec{v}_{\text{average}} = \frac{\vec{s}_f - \vec{s}_i}{\Delta t} = \frac{\Delta \vec{s}}{\Delta t}$$



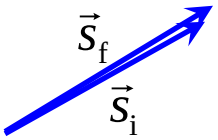
Units of $\Delta \vec{s}$ are metres.



Units of $\vec{v}_{\text{average}}$ are metres per second.

Velocity (a.k.a. "instantaneous velocity")

$$\vec{v} = \lim_{\Delta t \to 0}\left(\frac{\Delta \vec{s}}{\Delta t}\right) = \frac{d\vec{s}}{dt}$$



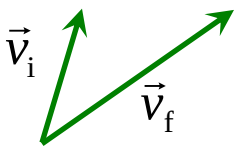
Units of $\Delta\vec{s}$ are metres.

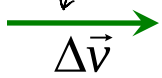
$\vec{v}$

Units of $\vec{v}$ are metres per second.

Average Acceleration

$$\vec{a}_{\text{average}} = \frac{\vec{v}_f - \vec{v}_i}{\Delta t} = \frac{\Delta \vec{v}}{\Delta t}$$





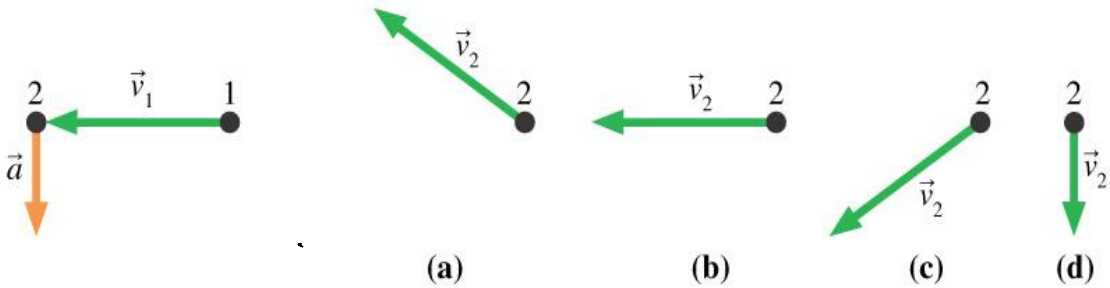
change in velocity over time interval Δt

Units of $\Delta\vec{v}$ are m/s.

Units of $\vec{a}_{\text{average}}$ are m/s^2.

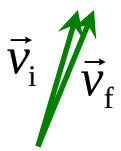
Clicker Question 3

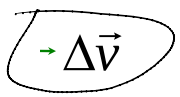
A particle undergoes acceleration $\vec{a}$ while moving from point 1 to point 2.
Which of the choices shows the velocity vector $\vec{v}_2$ as the object moves away from point 2?



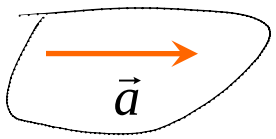
Acceleration (a.k.a. "instantaneous acceleration")

$$\vec{a} = \lim_{\Delta t \to 0}\left(\frac{\Delta \vec{v}}{\Delta t}\right) = \frac{d\vec{v}}{dt}$$



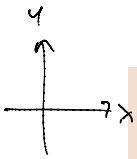


Units of $\Delta\vec{v}$ are m/s.



Units of $\vec{a}$ are m/s^2.

Tactics: Finding the acceleration vector



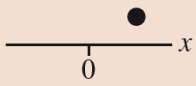
- The sign of position (x or y) tells us *where* an object is.
- The sign of velocity (v_x or v_y) tells us *which direction* the object is moving.
- The sign of acceleration (a_x or a_y) tells us which way the acceleration vector points, *not* whether the object is speeding up or slowing down.

Clicker Question 4

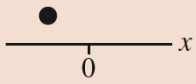
If an object is slowing down,

A. its velocity must be positive.
B. its velocity must be negative.
C. its acceleration must be positive.
D. its acceleration must be negative.
E. the acceleration and velocity vectors must be in opposite directions.

Tactics: Finding the acceleration vector

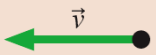


$x > 0$ Position to right of origin.

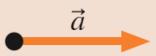


$x < 0$ Position to left of origin.

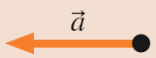
$v_x > 0$ Direction of motion is to the right.



$v_x < 0$ Direction of motion is to the left.

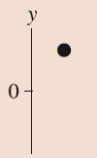


$a_x > 0$ Acceleration vector points to the right.



$a_x < 0$ Acceleration vector points to the left.

Tactics: Finding the acceleration vector

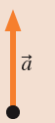


$y > 0$
Position above origin.

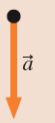
$y < 0$
Position below origin.

$v_y > 0$
Direction of motion is up.

$v_y < 0$
Direction of motion is down.



$a_y > 0$
Acceleration vector points up.



$a_y < 0$
Acceleration vector points down.

Clicker Question 5

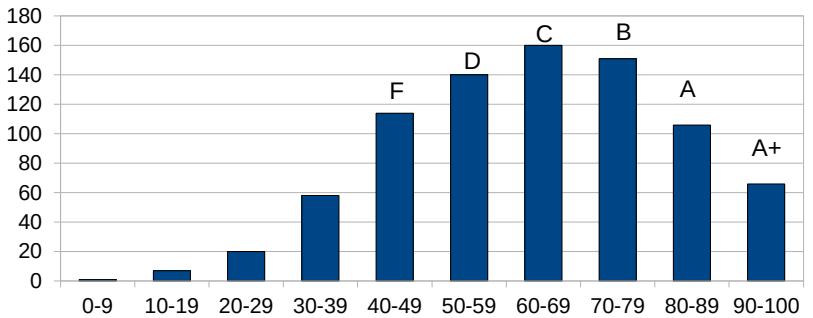
From a PHY131H1F Past Test

Below is a motion diagram for an object with smooth motion and a constant value of acceleration. We define positive displacements as being toward the right. What can you say about the sign of the acceleration and whether the object is speeding up or slowing down?

A. The acceleration is negative, and the object is slowing down.
B. The acceleration is positive, and the object is speeding up.
C. The acceleration is positive, and the object may be speeding up or slowing down.
D. The acceleration may be positive or negative, and the object is speeding up.
E. The acceleration may be positive or negative, and the object may be speeding up or slowing down.

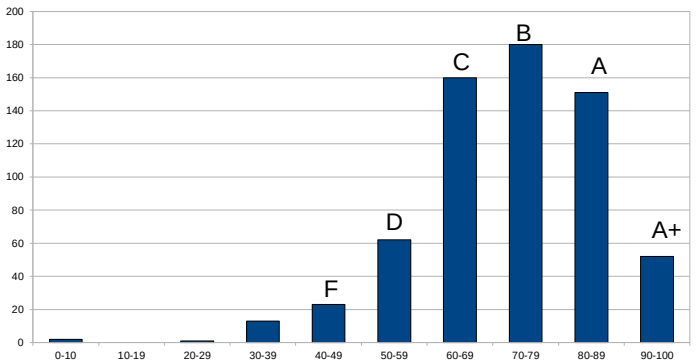
dots are not labeled +x 1, 2, 3,

Fall 2013 Test 1 results



Average test mark was 63%
21% of the class got A
18% got B
19% got C
17% got D
24% failed

Fall 2013 Final Course Marks



644 students completed the course.

That's ¾ of the students who wrote Test 1.

32% of the class got A
28% got B

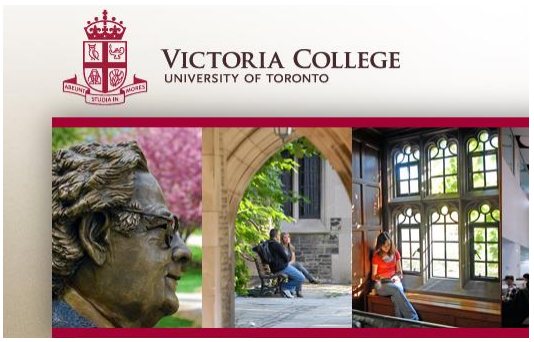
25% got C
10% got D
6% failed

Piazza Discussion Board

- This is a fast way to get answers to your questions, sometimes from other students
- It is optional, and it is free
- Simply visit https://piazza.com/

Announcement

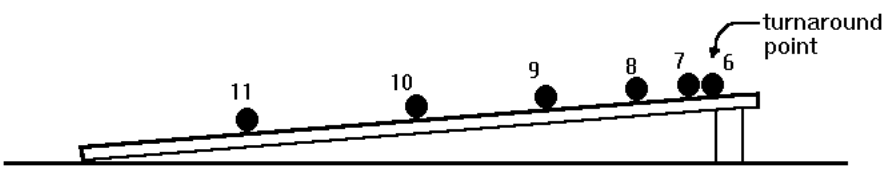
- Victoria College tutors help with Labs, concepts, and past test questions. Tutoring is free and open to all enrolled Arts and Science physics students.
- **Location:** Lash Miller Chemistry Lounge Undergraduate Lounge (LM204A)
- Times this semester: Tuesdays 3:00 – 5:00pm



Clicker Question 6

A ball rolls up a ramp, and then down the ramp. We keep track of the position of the ball at 6 instants as it climbs up the ramp. At instant 6, it stops momentarily as it turns around. Then it rolls back down. Shown below is the motion diagram for the final 6 instants as it rolls down the ramp.
At which instant is the **speed** of the ball the greatest?

A. 6
B. 9
C. 11
D. The speed is zero at point 6, but the same at points 7 to 11
E. The speed is the same at points 6 through 11

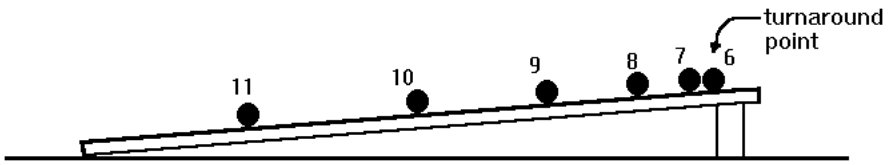


Clicker Question 7

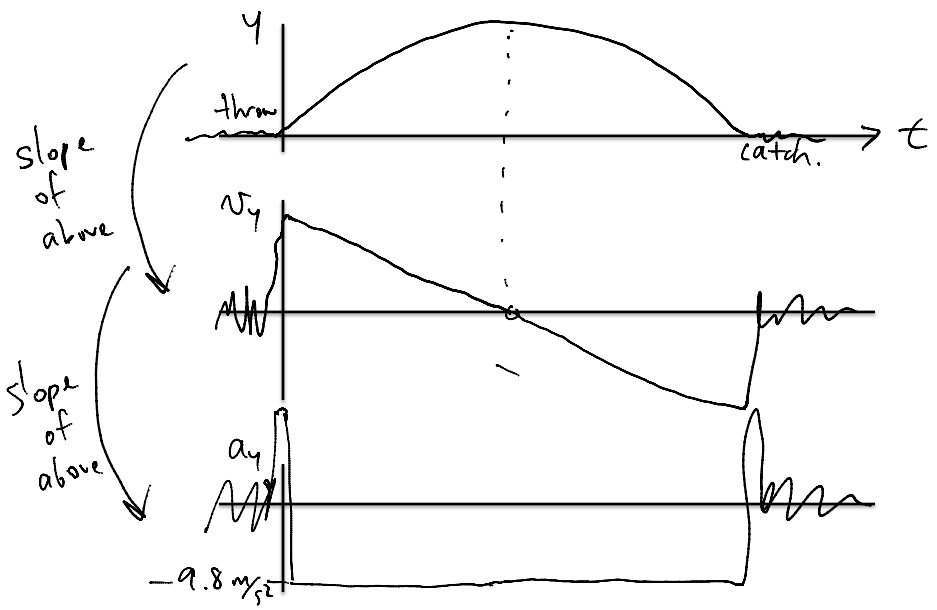
A ball rolls up a ramp, and then down the ramp. We keep track of the position of the ball at 6 instants as it climbs up the ramp. At instant 6, it stops momentarily as it turns around. Then it rolls back down. Shown below is the motion diagram for the final 6 instants as it rolls down the ramp.

At which instant is the **acceleration** of the ball the greatest?

A. 6
B. 9
C. 11
D. The acceleration is zero at point 6, but about the same at points 7 to 11
E. The acceleration is about the same at points 6 through 11



Tennis ball thrown straight up:



Suggested Problem Solving Strategy

- MODEL — Think about and simplify the situation, guess at what the right answer might be.
- VISUALIZE — Draw a diagram. It doesn't have to be artistic: stick figures and blobs are okay!
- SOLVE — Set up the equations, solve for what you want to find. (This takes time..)
- ASSESS — Check your units, significant figures, do a "sanity check": does my answer make sense?

This is just a suggested strategy. Whatever method works for ***you*** is fine, as long as you don't make a mistake, and you show how you got to the correct answer, it's 100%!

Before Class 3 on Monday

- Please read the Error Analysis Mini-Document (10 page PDF) available on course web-site.
- Please do the short pre-class quiz
- Problem Set 1 on MasteringPhysics is due Sep.21: take a look at it. Don't leave problem sets until the last minute!
- Something to think about: If your height is 150 cm, is there necessarily an **error** in that number?