

Student Solutions Manual and Study Guide

Physics for Scientists and Engineers Volume 1 NINTH EDITION

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ISBN-13: 978-1-285-07168-8

ISBN-10: 1-285-07168-9

Brooks/Cole
20 Channel Center Street
Boston, MA 02210
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Printed in the United States of America
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PREFACE

This *Student Solutions Manual and Study Guide* has been written to accompany the textbook *Physics for Scientists and Engineers, Ninth Edition, Volume I*, by Raymond A. Serway and John W. Jewett, Jr. The purpose of this *Student Solutions Manual and Study Guide* is to provide students with a convenient review of the basic concepts and applications presented in the textbook, together with solutions to selected end-of-chapter problems. This is not an attempt to rewrite the textbook in a condensed fashion. Rather, emphasis is placed upon clarifying typical troublesome points, and providing further practice in methods of problem solving.

Every textbook chapter has a matching chapter in this book and each chapter is divided into several parts. Very often, reference is made to specific equations or figures in the textbook. Each feature of this Study Guide has been included to ensure that it serves as a useful supplement to the textbook. Most chapters contain the following components:

- **Equations and Concepts:** This is a review of the chapter, with emphasis on highlighting important concepts and describing important equations and formalisms.
- **Suggestions, Skills, and Strategies:** This offers hints and strategies for solving typical problems that the student will often encounter in the course. In some sections, suggestions are made concerning mathematical skills that are necessary in the analysis of problems.
- **Review Checklist:** This is a list of topics and techniques the student should master after reading the chapter and working the assigned problems.
- **Answers to Selected Objective and Conceptual Questions:** Suggested answers are provided for selected Objective and Conceptual Questions.
- **Solutions to Selected End-of-Chapter Problems:** Solutions are given for approximately 20 percent of the problems in each textbook chapter. Problems were selected to illustrate important concepts in each chapter. The solutions follow the *Conceptualize—Categorize—Analyze—Finalize* strategy presented in the text.

An important note concerning significant figures: When the statement of a problem gives data to three significant figures, we state the answer to three significant figures. The last digit is uncertain; it can, for example, depend on the precision of the values assumed for physical constants and properties. When a calculation involves several steps, we carry out intermediate steps to many digits, but we write down only three. We "round off" only at the end of any chain of calculations, never anywhere in the middle. We also note that integers (typically as components of a vector) are assumed to have three significant figures.

ACKNOWLEDGMENTS

We take this opportunity to thank everyone who contributed to this edition of *Student Solutions Manual and Study Guide to accompany Physics for Scientists and Engineers, Ninth Edition, Volume 1*.

Special thanks for managing and directing this project go to Publisher, Physics and Astronomy, Charles Hartford; Development Editor Ed Dodd, Associate Development Editor Brandi Kirksey; and Editorial Assistant Brendan Killion.

Our appreciation goes to our reviewer, Susan English—Her careful reading of the manuscript and checking the accuracy of the problem solutions contributed in an important way to the quality of the final product. Any errors remaining in the manual are the responsibility of the authors.

Finally, we express our appreciation to our families for their inspiration, patience, and encouragement.

We sincerely hope that this *Student Solutions Manual and Study Guide* will be useful to you in reviewing the material presented in the text, and in improving your ability to solve problems and score well on exams. We welcome any comments or suggestions that could help improve the content of this study guide in future editions; and we wish you success in your study of physics.

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SUGGESTIONS FOR STUDY

We have seen a lot of successful physics students. The question, “How should I study this subject?” has no single answer, but we offer some suggestions that may be useful to you.

1. Work to understand the basic concepts and principles before attempting to solve assigned problems. Carefully read the textbook before attending your lecture on that material. Jot down points that are not clear to you, take careful notes in class, and ask questions. Reduce memorization to a minimum. Memorizing sections of a text or derivations does not necessarily mean you understand the material.
2. After reading a chapter, you should be able to define any new quantities that were introduced and discuss the first principles that were used to derive fundamental equations. A review is provided in each chapter of the Study Guide for this purpose, and the marginal notes in the textbook (or the index) will help you locate these topics. You should be able to correctly associate with each *physical quantity* the *symbol* used to represent that quantity (including vector notation, if appropriate) and the SI *unit* in which the quantity is specified. Furthermore, you should be able to express each important principle or equation in a concise and accurate prose statement. Perhaps the best test of your understanding of the material will be your ability to answer questions and solve problems in the text, or those given on exams.
3. Try to solve plenty of the problems at the end of the chapter. The worked examples in the text will serve as a basis for your study. This Study Guide contains detailed solutions to about 20% of the problems at the end of each chapter. You will be able to check the accuracy of your calculations for any odd-numbered problem, since the answers to these are given at the back of the text.
4. Besides what you might expect to learn about physics concepts, a very valuable skill you can take away from your physics course is the ability to solve complicated problems. The way physicists approach complex situations and break them down into manageable pieces is widely useful. Starting in Section 1.10, the textbook develops a general problem-solving strategy that guides you through the steps. To help you remember the steps of the strategy, they are called *Conceptualize*, *Categorize*, *Analyze*, and *Finalize*.

General Problem-Solving Strategy

Conceptualize

- The first thing to do when approaching a problem is to *think about* and *understand* the situation. Read the problem several times until you are confident you understand what is being asked. Study carefully any diagrams, graphs, tables, or photographs that accompany the problem. Imagine a movie, running in your mind, of what happens in the problem.

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- If a diagram is not provided, you should almost always make a quick drawing of the situation. Indicate any known values, perhaps in a table or directly on your sketch.
- Now focus on what algebraic or numerical information is given in the problem. In the problem statement, look for key phrases such as “starts from at rest” ($v_i = 0$), “stops” ($v_f = 0$), or “freely falls” ($a_y = -g = -9.80 \text{ m/s}^2$). Key words can help simplify the problem.
- Next focus on the expected result of solving the problem. Exactly what is the question asking? Will the final result be numerical or algebraic? If it is numerical, what units will it have? If it is algebraic, what symbols will appear in it?
- Incorporate information from your own experiences and common sense. What should a reasonable answer look like? What should its order of magnitude be? You wouldn't expect to calculate the speed of an automobile to be $5 \times 10^6 \text{ m/s}$.

Categorize

- Once you have a really good idea of what the problem is about, you need to *simplify* the problem. Remove the details that are not important to the solution. For example, you can often model a moving object as a particle. Key words should tell you whether you can ignore air resistance or friction between a sliding object and a surface.
- Once the problem is simplified, it is important to *categorize* the problem. How does it fit into a framework of ideas that you construct to understand the world? Is it a simple *plug-in problem*, such that numbers can be simply substituted into a definition? If so, the problem is likely to be finished when this substitution is done. If not, you face what we can call an *analysis problem*—the situation must be analyzed more deeply to reach a solution.
- If it is an analysis problem, it needs to be categorized further. Have you seen this type of problem before? Does it fall into the growing list of types of problems that you have solved previously? Being able to classify a problem can make it much easier to lay out a plan to solve it. For example, if your simplification shows that the problem can be treated as a particle moving under constant acceleration and you have already solved such a problem (such as the examples in Section 2.6), the solution to the new problem follows a similar pattern.

Analyze

- Now, you need to analyze the problem and strive for a mathematical solution. Because you have already categorized the problem, it should not be too difficult to select relevant equations that apply to the type of situation in the problem. For example, if your categorization shows that the problem involves a particle moving under constant acceleration, Equations 2.10 to 2.14 are relevant.

- Use algebra (and calculus, if necessary) to solve symbolically for the unknown variable in terms of what is given. Substitute in the appropriate numbers, calculate the result, and round it to the proper number of significant figures. Substituting numbers into the algebraic solution should ideally be the very last step, in order to avoid numerical and rounding errors.

Finalize

- This final step is the most important part. Examine your numerical answer. Does it have the correct units? Does it meet your expectations from your conceptualization of the problem? What about the algebraic form of the result—before you substituted numerical values? Does it make sense? Try looking at the variables in it to see whether the answer would change in a physically meaningful way if they were drastically increased or decreased or even became zero. Looking at limiting cases to see whether they yield expected values is a very useful way to make sure that you are obtaining reasonable results.
- Think about how this problem compares with others you have solved. How was it similar? In what critical ways did it differ? Why was this problem assigned? You should have learned something by doing it. Can you figure out what? Can you use your solution to expand, strengthen, or otherwise improve your framework of ideas? If it is a new category of problem, be sure you understand it so that you can use it as a model for solving future problems in the same category.

When solving complex problems, you may need to identify a series of sub-problems and apply the problem-solving strategy to each. For very simple problems, you probably don't need this whole strategy. But when you are looking at a problem and you don't know what to do next, remember the steps in the strategy and use them as a guide.

Work on problems in this Study Guide yourself and compare your solutions with ours. Your solution does not have to look just like the one presented here. A problem can sometimes be solved in different ways, starting from different principles. If you wonder about the validity of an alternative approach, ask your instructor.

5. We suggest that you use this Study Guide to review the material covered in the text, and as a guide in preparing for exams. You can use the sections Chapter Review, Notes From Selected Chapter Sections, and Equations and Concepts to focus in on any points which require further study. The main purpose of this Study Guide is to improve upon the efficiency and effectiveness of your study hours and your overall understanding of physical concepts. However, it should not be regarded as a substitute for your textbook or for individual study and practice in problem solving.

