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N Chapter 4 25 Exercises 4.1 Motion Is

Relative (page 47) 1. Is the following

sentence true or false? When we describe the motion of one object with respect to another,

we say that the object is moving relative to

the other object. 2. An object is if its

position relative to a fixed point is . 3.

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Relative (page 47) 1. ... 28 Conceptual  
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4 Use the graph below to answer Questions 40  
and 41.

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a. Both books have the same mass. b. Both

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books exert the same force on the shelf. c.

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N Chapter 9 67 Exercises 9.1 Work (pages  
145-146) 1. Circle the letter next to the  
correct mathematical equation for work. a.  
work = force  $\div$  distance b. work = distance  $\div$   
force c. work = force  $\times$  distance d. work =  
force  $\times$  distance<sup>2</sup> 2. You can use the equation  
in Question 1 to calculate work when

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the scale reading(s) for each case. 2. When

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Burl the painter stands in the exact middle of his staging, the left scale reads 600 N. Fill in the reading on the right scale. The total weight of Burl and staging must be N.  
3. Burl stands farther from the left. Fill in the reading on the right scale.  
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ABSTRACT THE EFFECTS OF TEXTBOOK STYLE AND  
READING STRATEGY ON STUDENTS' ACHIEVEMENTS

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Science and Mathematics Education Supervisor:  
Assist. Prof. Dr. Ali Eryılmaz July 2004, 96  
pages The aim of this study is to investigate  
the effect of textbook style and reading  
strategy on 9th grade students' achievement  
and attitude towards heat and temperature at  
Ereğli district of Zonguldak. Textbook style  
was means that whether textbook written in  
conceptual style or traditional style. The  
reading strategy was taken as K-W-L vs.  
reading without K-W-L. The study uses  
factorial design to investigate partial and



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Combined effects of these methodologies. In the study convenience sampling was used. The participants were 123 9th grade students at Zonguldak Eređli Super High School in four different classes. Then selected classes were randomly assigned into four groups. The groups were conceptual physics text with K-W-L reading strategy, conceptual physics text with reading without K-W-L, traditional physics text with K-W-L reading strategy and traditional physics text with reading without K-W-L. Achievement and attitude tests were administered before and after the treatment. The data was analyzed by Multiple Analysis of

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Chapter 34 Covariance (MANCOVA) to find out individual and combined effects of conceptual physics texts and K-W-L reading strategy. The results has shown that conceptual physics texts were effective in increasing students' attitude, K-W-L was effective in increasing achievement, and their combination was effective in increasing both achievement and attitude of the students.

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