

Chemistry 2nd Semester Final Exam Review

Chemical Bonds

1. Give a physical description of how the atoms and molecules are arranged in solids, liquids, and gases.
A: In a liquid, the forces between the molecules are weak, so the molecules are free to move around. In a solid the forces between the molecules (intermolecular forces) are stronger so they are held in place.
2. Use the information from the previous question to describe the shape and volume for each phase (state) of matter.
*A: Solids have a repeating geometric pattern (lattice structure) in which the particles vibrate in place. They have a definite shape and a definite volume.
Particles within a liquid slide past each and are close, but are not held in place. They have a definite volume, but no definite shape.
Gases particles move chaotically bouncing off one another. They have neither a definite shape nor a definite volume.*
3. List the three phases of matter in order of increasing intermolecular attractions.
A: Gas, liquid, solid.
4. Why do the atoms and molecules in liquids move in a random pattern relative to one another instead of being in a solid form?
A: Their kinetic energy (temperature) is high enough to overcome the attractive forces that might otherwise hold them in a repeating pattern. The attractive forces aren't strong enough to hold them together at that temperature.

Conservation of Matter and Stoichiometry

5. The atomic mass unit and the mole are defined using what isotope? *A: Carbon-12*
6. Balance the following equations:
 - a. $\text{Al}_2\text{O}_3 + \text{Cl}_2 + \text{C} \rightarrow \text{AlCl}_3 + \text{CO}$
A: $\text{Al}_2\text{O}_3 + 3\text{Cl}_2 + 3\text{C} \rightarrow 2\text{AlCl}_3 + 3\text{CO}$
 - b. $\text{C}_4\text{H}_{10} + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
A: $2\text{C}_4\text{H}_{10} + 13\text{O}_2 \rightarrow 8\text{CO}_2 + 10\text{H}_2\text{O}$
 - c. $\text{P} + \text{O}_2 \rightarrow \text{P}_2\text{O}_5$
A: $4\text{P} + 5\text{O}_2 \rightarrow 2\text{P}_2\text{O}_5$
7. What isotope is used to define one mole? *A: Carbon-12*
8. How many particles (atoms or molecules) are in one mole? *A: 6.02×10^{23}*
9. Find the molar mass for the following chemical formulas:
 - a. ZnF_2 *A: 103.377 g/mol*
 - b. $\text{Al}_2(\text{SO}_4)_3$ *A: 342.151 g/mol*
 - c. NH_4IO_3 *A: 192.941 g/mol*
10. How many moles are in 4.37 kg of NaOH? *A: 109.3 mol*
11. How many atoms are in 2075 g of He? *A: 3.12×10^{26} atoms*
12. What volume will 92.31 g of CO_2 occupy at STP? *A: 46.985 L*
13. How many grams of sodium hydroxide are needed to react with 6.23 g of barium bromide?
 $\text{NaOH} + \text{BaBr}_2 \rightarrow \text{NaBr} + \text{Ba(OH)}_2$
A: 1.68 g NaOH
14. In the reaction, $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$, if 100.0 g of magnesium reacts with 50.0 g of oxygen, what mass of product is produced?
A: 126 g MgO

Gases and Their Properties

15. What is the kinetic molecular theory (KMT)?
A: The Kinetic Molecular Theory is used to explain the behavior of gases and is based upon the following postulates:
 - Gases are composed of a many particles that behave like hard spherical objects in a state of constant, random motion.
 - These particles move in a straight line until they collide with another particle or the walls of the container.
 - These particles are much smaller than the distance between particles, therefore the volume of a gas is mostly empty space and the volume of the gas molecule themselves is negligible.
 - There is no force of attraction between gas particles or between the particles and the walls of the container.
 - Collisions between gas particles or collisions with the walls of the container are elastic. That is, none of the energy of the gas particle is lost in a collision.

Nd Semester Final Review Questions

Didier Musso



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Digital Learning and Teaching in Chemistry Yehudit Judy Dori, Courtney Ngai, Gabriela Szteinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning Digital Learning and Teaching in Chemistry compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela Szteinberg are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szteinberg serves as Assistant Dean and Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis

The Silver Bullet Easy Learning System John Jensen, 2007-12-11 Students can change rapidly Just entering a different room they may feel happier and more successful because they respond instantly to changed conditions The same students may be bored and uncooperative and then learn zestfully The most powerful influence available to teachers is students opinion of each other Properly applied it inspires them to do better in all ways with results evident in a couple weeks K 12 They re more cooperative supportive gain firm knowledge hourly and are proud of their accomplishments National legislation ordering schools to change is an unwanted distraction Teachers instead need methods easy to apply that work quickly and obviously With seven key elements and fifty four methods this book explains How current instruction insures superficial learning Easy changes that increase long term mastery How the axiom Practice makes perfect applies to learning How to generate pride with hourly success and turn it into a body of knowledge The absolute fastest way to get mutual support and harmony How to make learning a team sport that includes everyone How to solve the national problem of assessing learning objectively How to discipline without alienating How students remember the most for the longest time

Handbook of Demonstrations

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