

## Chemistry 2<sup>nd</sup> Semester Final Exam Review

### Chemical Bonds

- 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.*
- 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.*
- List the three phases of matter in order of increasing intermolecular attractions.  
*A: Gas, liquid, solid.*
- 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

- The atomic mass unit and the mole are defined using what isotope?  
*A: Carbon-12*
- Balance the following equations:
  - $\text{Al}_2\text{O}_3 + \text{Cl}_2 + \text{C} \rightarrow \text{AlCl}_3 + \text{CO}$   
*A:  $\text{Al}_2\text{O}_3 + 3\text{Cl}_2 + 3\text{C} \rightarrow 2\text{AlCl}_3 + 3\text{CO}$*
  - $\text{C}_2\text{H}_6 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$   
*A:  $2\text{C}_2\text{H}_6 + 7\text{O}_2 \rightarrow 8\text{ CO}_2 + 6\text{H}_2\text{O}$*
- What isotope is used to define one mole?  
*A: Carbon-12*
- How many particles (atoms or molecules) are in one mole?  
*A:  $6.02 \times 10^{23}$*
- Find the molar mass for the following chemical formulas:
  - $\text{ZnF}_2$   
*A: 103.377 g/mol*
  - $\text{Al}_2(\text{SO}_4)_3$   
*A: 342.151 g/mol*
- How many moles are in 4.37 kg of NaOH?  
*A: 109.3 mol*
- How many atoms are in 2075 g of He?  
*A:  $3.12 \times 10^{26}$  atoms*
- What volume will 92.31 g of CO<sub>2</sub> occupy at STP?  
*A: 46.985 L*
- 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*
- 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

- 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:
  - Gas are composed of a smoky 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**

## Nd Semester Final Review Questions:

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**

**and Activities in the Teaching of Psychology** Mark E. Ware, David E. Johnson, 2013-09-05 For those who teach students in psychology education and the social sciences the Handbook of Demonstrations and Activities in the Teaching of Psychology Second Edition provides practical applications and rich sources of ideas Revised to include a wealth of new material 56% of the articles are new these invaluable reference books contain the collective experience of teachers who have successfully dealt with students difficulty in mastering important concepts about human behavior Each volume features a table that lists the articles and identifies the primary and secondary courses in which readers can use each demonstration Additionally the subject index facilitates retrieval of articles according to topical headings and the appendix notes the source as it originally appeared in Teaching of Psychology especially useful for users needing to cite information The official journal of the Society for the Teaching of Psychology Division Two of the American Psychological Association Teaching of Psychology is a highly respected publication devoted to improving teaching and learning at all educational levels Volume II consists of 99 articles about teaching physiology perception learning memory and developmental psychology Divided into eight sections four devoted to developmental psychology and one for each of the other specialties the book suggests ways to stimulate interest promote participation collect data structure field experience and observe and interact with patients

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**American Physical Education Review**, 1926 Includes abstracts of magazine articles and Book reviews **McKay Study Gde for Vol 1 2ed** McKay, Hilary, 1983

[Proceedings of the Board of Public Instruction of the City of Albany](#), 1885 **How to Study Better and Get Higher**

**Marks** Eugene Ehrlich, 1976 *Educational Press Bulletin* Illinois. Office of the Superintendent of Public Instruction, 1966

**PSEA Education Bulletin**, 1937 *Course of Study for the Public Schools of Eau Claire, Wisconsin, for the Grades* Eau Claire (Wis.). Board of Education, 1919 **5 Steps to a 5 AP Psychology, 2014-2015 Edition** Laura Lincoln

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