

# NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_ **CHAPTER 12** **STUDY GUIDE FOR CONTENT MASTERY**

## Section 12.3 Limiting Reactants

In your textbook, read about why reactions stop and how to determine the limiting reactant.

Study the diagram showing a chemical reaction and the chemical equation that represents the reaction. Then complete the table. Show your calculations for questions 25–27 in the space below the table.



The molar masses of  $O_2$ ,  $NO$ , and  $NO_2$  are 32.00 g/mol, 30.01 g/mol, and 46.01 g/mol, respectively.

Amount of $O_2$	Amount of $NO$	Amount of $NO_2$	Limiting Reactant	Amount and State of Excess Reactant
1 molecule	2 molecules	2 molecules	none	none
4 molecules	4 molecules	4 molecules	NO	2 molecules $O_2$
2 molecules	8 molecules	4 molecules	2. $O_2$	3. 4 molecules NO
1.00 mol	2.00 mol	4. 2.00 mol	5. none	6. none
4.00 mol	4.00 mol	7. 4.00 mol	8. NO	9. 2.00 mol $O_2$
1.00 mol	7.00 mol	10. 7.00 mol	11. NO	12. 1.50 mol $O_2$
1.00 mol	4.00 mol	13. 2.00 mol	14. $O_2$	15. 2.00 mol NO
0.500 mol	0.200 mol	16. 0.200 mol	17. NO	18. 0.400 mol $O_2$
32.00 g	60.02 g	19. 92.02 g	20. none	21. none
16.00 g	60.02 g	22. 46.01 g	23. $O_2$	24. 58.12 g NO
16.00 g	20.00 g	25. 28.76 g	26. $O_2$	27. 1.24 g NO

balanced equation mole ratio = 2 mol  $NO$ /1 mol  $O_2$

$16.00 \text{ g } O_2 \times 1 \text{ mol } O_2 / 32.00 \text{ g } O_2 = 0.5125 \text{ mol } O_2$

$20.00 \text{ g } NO \times 1 \text{ mol } NO / 30.01 \text{ g } NO = 0.6664 \text{ mol } NO$

actual mole ratio =  $0.6664 \text{ mol } NO / 0.5125 \text{ mol } O_2 = 2.132 \text{ mol } NO / 1.000 \text{ mol } O_2$

Because the actual mole ratio of  $NO$ : $O_2$  is larger than the balanced equation mole ratio of  $NO$ : $O_2$ , there is an excess of  $NO$ ;  $O_2$  is the limiting reactant.

Mass of  $NO$  used =  $0.5125 \text{ mol } O_2 \times 2 \text{ mol } NO / 1 \text{ mol } O_2 = 0.4250 \text{ mol } NO$

$0.4250 \text{ mol } NO \times 30.01 \text{ g } NO / 1 \text{ mol } NO = 12.76 \text{ g } NO$

Mass of  $NO_2$  produced =  $0.4250 \text{ mol } NO \times 46.01 \text{ g } NO_2 / 30.01 \text{ g } NO = 28.76 \text{ g } NO_2$

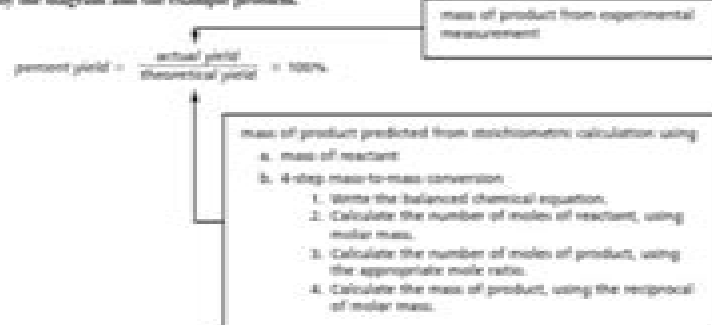
Excess  $NO = 20.00 \text{ g } NO - 12.76 \text{ g } NO = 7.24 \text{ g } NO$

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## Section 12.4 Percent Yield

In your textbook, read about the yield of products.

Study the diagram and the example problem.



**Example Problem:** The following chemical equation represents the production of gallium oxide, a substance used in the manufacturing of some semiconductor devices.



In one experiment, the reaction yielded 7.42 g of the oxide from a 7.00-g sample of gallium. Determine the percent yield of this reaction. The molar masses of  $Ga$  and  $Ga_2O_3$  are 69.72 g/mol and 187.44 g/mol, respectively.

Use the information in the diagram and example problem to evaluate each value or expression below. If the value or expression is correct, write correct. If it is incorrect, write the correct value or expression.

- actual yield: unknown 7.42 g  $Ga_2O_3$
- mass of reactant: 7.00 g  $Ga$  correct
- number of moles of reactant:  $7.00 \text{ g } Ga \times \frac{69.72 \text{ g } Ga}{1 \text{ mol } Ga} = 7.00 \text{ g } Ga \times 1 \text{ mol } Ga / 69.72 \text{ g } Ga$
- number of moles of product:  $0.100 \text{ mol } Ga \times \frac{2 \text{ mol } Ga_2O_3}{1 \text{ mol } Ga} = 0.100 \text{ mol } Ga \times \frac{2 \text{ mol } Ga_2O_3}{1 \text{ mol } Ga}$
- theoretical yield:  $0.100 \text{ mol } Ga_2O_3 \times \frac{187.44 \text{ g } Ga_2O_3}{1 \text{ mol } Ga_2O_3} = 18.74 \text{ g } Ga_2O_3$  correct
- percent yield:  $\frac{7.42 \text{ g } Ga_2O_3}{18.74 \text{ g } Ga_2O_3} \times 100 = 7.42 \text{ g } Ga_2O_3 / 18.74 \text{ g } Ga_2O_3 \times 100$

## Study Guide For Content Mastery The Mole

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**ACPES 2022** Benny Aprial M, Alan Alfiansyah Putra Karo-karo, Eka Abdurrahman, 2023-06-01 Proceedings of The 8th ACPES INTERNATIONAL CONFERENCE 2022 ASEAN Council of Physical Education and Sport contain several papers that have been presented at a seminar with the theme The Evaluation and Growth of Physical Education Sport and Health in The New Normal Era This seminar was held on 28 30 October 2022 and was organized by the Sekolah Tinggi Olahraga dan Kesehatan Bina Guna and became a routine agenda every year The 8th ACPES INTERNATIONAL CONFERENCE 2022 ASEAN Council of Physical Education and Sport was realized this year by presenting various presenters lecturers researchers and students from universities both inside and outside Indonesia The 8th ACPES INTERNATIONAL CONFERENCE 2022 ASEAN Council of Physical Education and Sport presents 2 leading keynote speakers from Sport

Science NIE NTU Singapore and University Of Nottingham Malaysia 6 Invited Speakers from University Sains Malaysia Universitas Negeri Semarang Sekolah Tinggi Olahraga dan Kesehatan Bina Guna Nanyang Technological University Mahasarakam University and Srinakarimwirot University In addition presenters for the parallel sessions came from various State and Private Universities Institutions Academies and Schools Some of them are those who have already sat and are about to take the oral exam The plenary speakers presented topics covering various disciplines They have provided a wealth of inspiring input on trending educational research topics around the world The hope is that all prospective lecturers and students will share the results of their research to improve teaching processes and quality as well as leadership This international seminar presented the results of research reviews and results of dedication carried out by researchers from various domestic and foreign agencies attended by 168 participants from 5 countries namely Malaysia Thailand the Philippines Singapore and Indonesia There were 66 papers that passed through a rigorous review process and were accepted by the committee All papers reflect the scope of the Conference by following Physical Education Educational Model Global Issues in Education and Research Transformative Learning and Education Sports Education Sports Science and Educational Technology Management Curriculum Research and Development Innovative Educational Practices and Effective Technologies in the Classroom Education policy

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**The Historians' History of the World Vol.1 (of 25) (Illustrations)** Henry Smith Williams, A complete world history should properly speaking begin with the creation of the world as man s habitat and should trace every step of human progress from the time when man first appeared on the globe Unfortunately the knowledge of to day does not permit us to follow this theoretical obligation We now know that the gaps in the history of human evolution as accessible to us to day vastly exceed the recorded chapters that in short the period with which history proper has at present to content itself is a mere moment in comparison with the vast reaches of time which in recognition of our ignorance we term prehistoric But this recognition of limitations of our knowledge is a quite recent growth no older indeed than a half century Prior to 1859 the people of Christendom rested secure in the supposition that the chronology of man s history was fully known from the very year of his creation One has but to turn to the first chapter of Genesis to find in the margin the date 4004 B C recorded with all confidence as the year of man

s first appearance on the globe One finds there too a brief but comprehensive account of the manner of his appearance as well as of the creation of the earth itself his abiding place Until about half a century ago as has just been said the peoples of our portion of the globe rested secure in the supposition that this record and this date were a part of our definite knowledge of man s history Therefore one finds the writers of general histories of the earlier days of the nineteenth century beginning their accounts with the creation of man B C 4004 and coming on down to date with a full and seemingly secure chronology Our knowledge of the world and of man s history has come on by leaps and bounds since then with the curious result that to day no one thinks of making any reference to the exact date of the beginnings of human history unless indeed it be to remark that it probably reaches back some hundreds of thousands of years The historian can speak of dates anterior to 4004 B C to be sure The Egyptologist is disposed to date the building of the Pyramids a full thousand years earlier than that And the Assyriologist is learning to speak of the state of civilisation in Chaldea some 6000 or 7000 years B C with a certain measure of confidence But he no longer thinks of these dates as standing anywhere near the beginning of history He knows that man in that age in the centres of progress had attained a high stage of civilisation and he feels sure that there were some thousands of centuries of earlier time during which man was slowly climbing through savagery and barbarism of which we have only the most fragmentary record He does not pretend to know anything except by inference of the dawns of civilisation Whichever way he turns in the centres of progress such as China Egypt Chaldea India he finds the earliest accessible records covering at best a period of only eight or ten thousand years giving evidence of a civilisation already far advanced Of the exact origin of any one of the civilisations with which he deals he knows absolutely nothing The Creation of Man with its fixed chronology is a chapter that has vanished from our modern histories To be continue in this ebook

**Keep It Real With PBL, Secondary** Jennifer Pieratt, 2019-12-19 Let s Get Real About PBL The book s companion website features an updated guide to help teachers integrate technology into PBL experiences for online and blended learning instruction Does project based learning PBL feel just out of reach in in your secondary classroom Is project planning an overwhelming project in and of itself Dr Jennifer Pieratt a consultant and former teacher knows firsthand how challenging designing projects can be especially for secondary teachers with large caseloads and short class periods to engage in meaningful teaching and learning In this hands on interactive guide Pieratt supports secondary teachers through the iterative process of planning authentic project based learning experiences Using backward design she gives teachers ready to use strategies for identifying the best concepts to tackle in PBL experiences brainstorming realistic projects facilitating meaningful learning and creating formative and summative assessments The book is visually accessible in style and features reallife soundbites that tackle the challenges to implementing PBL Tips and resources to support the project planning process Planning forms to guide you through planning your projects Key terminology and acronyms in PBL Exercises to help you reflect and process throughout your project plans Master PBL planning with this clear efficient and easy to use guide to

creating enriching experiences for your students      *The Guide to Catholic Literature* Walter Romig,1940      **The Ultimate Book Club: 180 Books You Should Read (Vol.1)** Jules Verne,Lewis Carroll,Selma Lagerlöf,Sigmund Freud,Charles Dickens,Plato,Mark Twain,Walt Whitman,Oscar Wilde,Robert Louis Stevenson,Edgar Allan Poe,William Shakespeare,Giovanni Boccaccio,Charlotte Brontë,Anne Brontë,Emily Brontë,Henry David Thoreau,Jack London,Henry James,Louisa May Alcott,Victor Hugo,Arthur Conan Doyle,Frances Hodgson Burnett,Joseph Conrad,Jane Austen,Edgar Rice Burroughs,Herman Melville,James Allen,Guy de Maupassant,George Eliot,Thomas Hardy,Benito Pérez Galdós,Daniel Defoe,Agatha Christie,Upton Sinclair,Anthony Trollope,Alexandre Dumas,Rudyard Kipling,Marcel Proust,Washington Irving,Juan Valera,Charles Baudelaire,William Makepeace Thackeray,Theodore Dreiser,Voltaire,Apuleius,Stephen Crane,Frederick Douglass,John Keats,James Joyce,Kahlil Gibran,Ernest Hemingway,Soseki Natsume,Princess Der Ling,L. Frank Baum,H. G. Wells,H. A. Lorentz,T. S. Eliot,D. H. Lawrence,E. M. Forster,H. P. Lovecraft,Marcus Aurelius,Hans Christian Andersen,Anton Chekhov,Leo Tolstoy,Fyodor Dostoevsky,Sir Walter Scott,George Bernard Shaw,Miguel de Cervantes,Mary Shelley,Wallace D. Wattles,R.D. Blackmore,Pierre Choderlos de Laclos,Johann Wolfgang Goethe,Margaret Cavendish,Herman Hesse,Sun Tzu,Gogol,2023-12-17 Embarking on a literary odyssey across time and genre The Ultimate Book Club 180 Books You Should Read Vol 1 offers readers a rich tapestry woven from the minds of history s most revered authors From the imaginative voyages of Jules Verne to the existential queries of Fyodor Dostoevsky this anthology encapsulates diverse literary styles and narratives that have shaped generations This collection stands as a testament to the enduring power of storytelling featuring pieces that challenge societal norms unravel the depths of the human psyche and evoke both wonder and wisdom It is within these pages that curiosity meets introspection providing a platform for a serendipitous discovery of humanity s literary heritage The anthology s strength lies in the collective genius of its contributors ranging from the introspective musings of Marcus Aurelius and the poetic flourishes of John Keats to the pioneering narrative styles of Edgar Allan Poe and Louisa May Alcott These authors hail from distinct periods and cultures yet their works converge to illuminate universal themes of love conflict and resilience The melange of classic figures such as Plato and innovative voices like H P Lovecraft demonstrates an evolution of thought reflective of historical and cultural influences enriching each piece with depth and relatability A treasure trove for bibliophiles and scholars alike this volume invites readers to traverse a spectrum of perspectives and emotions The Ultimate Book Club is more than an anthology it is an educational journey that fosters dialogue across genres and eras Immerse yourself in this unparalleled collection to appreciate the intricacies of the human experience broaden your literary horizons and celebrate the harmonious discord of these timeless voices      *Resources in Education* ,1986      *The Gentleman's Magazine ...* ,1883      **A.U.M.L.A.** ,1981  
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