

Chem 8 Practice

1. The balanced equation $\text{P}_4(\text{s}) + 6\text{H}_2(\text{g}) \rightarrow 4\text{PH}_3(\text{g})$ tells us that 4.0 mol H_2

- A) reacts with 2.0 mol P_4 .
- B) produces 8.0 mol PH_3 .
- C) cannot react with phosphorus.
- D) produces 2.7 mol PH_3 .
- E) reacts with 4.0 mol P_4 .

2. A 1.0-mol sample of PCl_5 was decomposed according to the equation



How many moles of Cl_2 are formed assuming 100% yield?

- A) 0.5 mol
- B) 1.5 mol
- C) 1.0 mol
- D) 0.7 mol
- E) 2.0 mol

3. The rusting of iron is represented by the equation $4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3$. If you have a 1.04-mol sample of iron, how many moles of Fe_2O_3 will there be when the iron has rusted completely?

- A) 0.527 mol
- B) 0.790 mol
- C) 1.05 mol
- D) 1.54 mol
- E) 2.07 mol

4. Consider the following reaction, where X represents an unknown element.

$$5\text{X}_2(\text{s}) + 2\text{H}_2\text{O}_2(\text{l}) \rightarrow \text{H}_2\text{X}_2(\text{l}) + 2\text{XO}_2(\text{g})$$

If 175 g of X react completely with hydrogen peroxide to produce 1.43 mol of H_2X_2 , what is the identity of X?

- A) Ge
- B) Mg
- C) Se
- D) Sn
- E) C

5. Refer to the following equation:



How many molecules of NO_2 are produced when 3.02 mol of ammonia is completely reacted?

- A) 12.08
- B) 3.64×10^{23}
- C) 1.82×10^{23}
- D) 128
- E) none of these

6. In the reaction $\text{N}_2(\text{g}) + 3\text{H}_2(\text{g}) \rightarrow 2\text{NH}_3(\text{g})$, how many moles of ammonia would be produced from 1.08 mol of hydrogen and excess nitrogen?

- A) 1.42 mol
- B) 3.27 mol
- C) 0.727 mol
- D) 2.18 mol
- E) 0.543 mol

7. Refer to the following unbalanced equation:

$$\text{C}_4\text{H}_{10} + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$$

What mass of oxygen (O_2) is required to react completely with 13.1 g of C_4H_{10} ?

- A) 2.98×10^2 g
- B) 23.1 g
- C) 4.86 g
- D) 49.2 g
- E) 0.152 g

8. How many molecules of carbon dioxide will be formed if 7.07 g of propane is burned in the following reaction?



- A) 1.37×10^{23} molecules
- B) 1.03×10^{23} molecules
- C) 4.14×10^{23} molecules
- D) 3.10×10^{23} molecules
- E) 5.17×10^{23} molecules

9. Calculate the mass of carbon dioxide produced from 15.7 g of octane, C_8H_{18} , in the following reaction.



- A) 79.2 g CO_2
- B) 15.8 g CO_2
- C) 88.1 g CO_2
- D) 1.238 g CO_2
- E) 1.400 g CO_2

10. Calculate the molecules of oxygen required to react with 18.2 g of sulfur in the following reaction.



- A) 1.03×10^{23} molecules O_2
- B) 2.28×10^{23} molecules O_2
- C) 1.71×10^{23} molecules O_2
- D) 3.42×10^{23} molecules O_2
- E) 5.13×10^{23} molecules O_2

Multiple Choice Stoichiometry Test

Lingjun Ying

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

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Cambridge Checkpoints VCE Chemistry Units 3 and 4 2013 Roger Slade, Maureen Slade, 2012-12-14 Cambridge Checkpoints VCE are updated regularly to provide you with the most up to date exam preparation available **Roadmap to the Regents** Sasha Alcott, 2003 If Students Need to Know It It's in This Book This book develops the chemistry skills of high school students It builds skills that will help them succeed in school and on the New York Regents Exams Why The Princeton Review We have more than twenty years of experience helping students master the skills needed to excel on standardized tests Each year we help more than 2 million students score higher and earn better grades We Know the New York Regents Exams Our experts at The Princeton Review have analyzed the New York Regents Exams and this book provides the most up to date thoroughly researched practice possible We break down the test into individual skills to familiarize students with the test's structure while increasing their overall skill level We Get Results We know what it takes to succeed in the classroom and on tests This book includes strategies that are proven to improve student performance We provide a breakdown of the skills based on New York standards and objectives hundreds of practice questions organized by skill two complete practice New York Regents Exams in Physical Setting Chemistry **CLEP Success** Peterson's, 2007-05-04 Offers advice on improving scores on the CLEP and includes reviews for five CLEP subjects and five full length practice tests with explanatory answers *Master the CLEP* Peterson's, 2012-04-30 Peterson's Master the CLEP is the essential prep guide for non traditional students who are looking to begin a college career and for current students who want to save on tuition costs by testing out of certain courses When you use this guide you will get a basic overview of the CLEP a look at the general examinations and the vast number of subject specific exams tips for registering and preparing for the CLEP and a guide to interpreting your test scores This is followed by extensive reviews of the five CLEP general examinations with pre and post tests and subject matter overviews that will help you pinpoint your strengths and weaknesses The Appendix will go into detail about a number of CLEP subject exams Journal of Chemical Education, 1926 Includes Report of New England Association of Chemistry Teachers and Proceedings of the Pacific Southwest Association of Chemistry Teachers **Tests** Richard C. Sweetland, Daniel J. Keyser, 1983 Descriptions of over 3000 tests in English intended as a guide for psychologists educators and other personnel who need test information to meet their assessment needs Topical arrangement under 3 main sections of psychology education and business Each entry gives test name associated personal names intended age group purpose description time range scoring cost and publisher Indexes by test titles authors publishers visually impaired tests and scoring services **Optimizing STEM Education With Advanced ICTs and Simulations** Levin, Ilya, Tsybulsky, Dina, 2017-06-05 The role of technology in educational settings has become increasingly prominent in recent years When utilized effectively these tools provide a higher quality of learning for students Optimizing STEM Education With Advanced ICTs and Simulations is an innovative reference source for the latest scholarly research on the integration of digital tools for enhanced

STEM based learning environments Highlighting a range of pivotal topics such as mobile games virtual labs and participatory simulations this publication is ideally designed for educators professionals academics and students seeking material on emerging educational technologies

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Teaching Chemistry Around the World Björn Risch,2010 As teachers we often tend to expect other countries to teach chemistry in much the same way as we do but educational systems differ widely At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world Teaching Chemistry around the World 25 countries have participated in the project The resulting country studies are presented in this book This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries Especially in the case of the school subject chemistry which is very unpopular on the one hand and occupies an exceptional position on the other hand due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving we have to learn from each others educational systems

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Three Cognitive Skills in Chemistry and Their Application to Stoichiometry Ardas Ozsogomonyan,1977 A Summary of Science Education, 1988 Leopold E.

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