

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## CHAPTER 13 STUDY GUIDE FOR CONTENT MASTERY

## States of Matter

## Section 13.1 Gases

In your textbook, read about the kinetic molecular theory.

Complete each statement.

- The kinetic molecular theory describes the behavior of gases in terms of particles in motion.
- The kinetic molecular theory makes the following assumptions:
  - In a sample of a gas, the volume of the gas particles themselves is very small compared to the volume of the sample.
  - Between gas particles and the walls, there are no significant attractive or repulsive forces between gas particles.
  - Gas particles are in constant and random motion.
  - The collisions between gas particles are elastic, that is, no kinetic energy is lost.
- The kinetic energy of a particle is represented by the equation  $KE = \frac{1}{2}mv^2$ .
- Temperature is a measure of the average kinetic energy of the particles in a sample of matter.

In your textbook, read about explaining the behavior of gases.

For each statement below, write true or false.

- |              |  |
|--------------|--|
| <u>True</u>  | 1. Gases are less dense than solids because there is a lot of space between the particles of a gas.                              |
| <u>True</u>  | 2. The random motion of gas particles causes a gas to expand until it fills its container.                                       |
| <u>False</u> | 3. The density of a gas decreases as it is compressed.   |
| <u>True</u>  | 4. A gas can flow into a space occupied by another gas.  |
| <u>True</u>  | 5. The diffusion of a gas is caused by the random motion of the particles of the gas.  |
| <u>False</u> | 6. Lighter gas particles diffuse less rapidly than do heavier gas particles.   |
| <u>True</u>  | 7. During effusion, a gas escapes through a tiny opening into a vacuum.  |
| <u>False</u> | 8. Graham's law of effusion states that the rate of effusion for a gas is directly related to the square root of its molar mass. |

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Chemistry: Matter and Change • Chapter 13 79

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## CHAPTER 13 STUDY GUIDE FOR CONTENT MASTERY

## Section 13.1 continued

In your textbook, read about gas pressure.

Circle the letter of the choice that best completes the statement or answers the question.

- Pressure is defined as force per unit
  - area
  - time
  - mass
  - volume
- What is an instrument designed to measure atmospheric pressure?
  - barometer
  - manometer
  - physoconimeter
  - densimeter
- The height of the liquid in a barometer is affected by all of the following EXCEPT the
  - altitude
  - density of the liquid in the column
  - atmospheric pressure
  - diameter of the column tube.
- The pressure of the gas in a manometer is directly related to which of the following quantities?
  - height of the mercury column in the closed-end arm
  - height of the mercury column in the open-end arm
  - $h + 76$
  - $h - 76$
- One atmosphere is equal to a pressure of
  - 76 mm Hg
  - 101.3 kPa
  - 147 psi
  - 760 mm
- The partial pressure of a gas depends on all of the following EXCEPT the
  - concentration of the gas
  - size of the container
  - density of the gas
  - temperature of the gas
- The pressure of a sample of air in a manometer is 101.3 kPa. What is the partial pressure of nitrogen ( $N_2$ ) in the sample if the combined partial pressures of the other gases is 22.4 kPa?
  - 42.4 kPa
  - 78.9 kPa
  - 101.3 kPa
  - 123.7 kPa

Use the figure to answer the following questions.

- What instrument is illustrated in the figure? barometer
- Who invented this instrument? Evangelista Torricelli
- What are the two opposing forces that control the height of the mercury in the column? gravity and atmospheric pressure
- What does it mean when the level of mercury drops in the column? The atmospheric pressure has increased.



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# Chemistry Chapter 11 Study Guide For Content Mastery Answers

**Francis A. Carey**



## **Chemistry Chapter 11 Study Guide For Content Mastery Answers:**

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**Biology** Neil A. Campbell, 2003 Accompanying CD ROM includes activities thinking as a scientist quizzes flashcards key terms and glossary **Resources in Education**, 1980 Creating Inclusive Classrooms Spencer J. Salend, 2005 The fifth edition of Creating Inclusive Classrooms Effective and Reflective Practices for All Students goes beyond the typical inclusion text in its reflective discussions on how to teach students with varying learning abilities This text contains a of the core information that an inclusion text requires and then takes the reader to a higher level by including issues of gender race ethnicity language socioeconomic status and family structures Features of the fifth edition include Principles of effective inclusion as a framework for the text The following principles are integrated into each chapter and demonstrate that inclusion is not just a government mandate but a principled philosophy for reflective and effective teaching for all students all learners and equal access individual strengths and needs reflective practices and differentiated instruction and community and collaboration Classroom based examples and case studies of teachers implementing effective inclusive educational practices These examples and cases are integrated throughout the chapter narrative and with the CD ROM that accompanies the text Inclusive Classrooms Video Cases on CD ROM This new CD ROM provides access to living classroom examples of teaching and learning strategies for inclusion Each video case 4 cases depicts scenarios that clearly show the impact of inclusion on supporting students with challenging behaviors preschool classroom climate elementary assessment and planning middle and partial participation and cooperative learning secondary Using Technology to Promote Inclusion A new feature that uses a variety of formats to present issues strategies and resources for using technology to help students gain

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**A Complete Preparation for the MCAT** Aftab S. Hassan, James L. Flowers, 1992 This guide for MCAT preparation applies the principles of active and problem based learning to an updated review of content and skills with models for enhanced problem solving and critical thinking abilities There are details on setting up a self managed study programme with guidelines for time management and stress management All areas tested on the exam are covered verbal reasoning physical science writing sample biological sciences with practice questions to chart progress

**Complete Preparation for the MCAT** Williams & Wilkins Review, 1998-04 Here is the most respected test prep book for the Medical College Admission Test you can buy featuring an active learning approach for a better understanding of the exam s content and a better chance for success Unique to this guide are coverage of all recent changes in the MCAT plus a step by step plan for sharpening cognitive skills developing problem solving skills and critical thinking This thorough guide replaces expensive test preparation courses while giving students exactly what they need to get ready for the MCAT

*Science Books & Films* ,1989 *Laidlaw Spelling: Teacher's ed* Nancy Roser, 1987

Research in Education ,1972 **Federal Register** ,2016 **Complete Preparation for the AHPAT, 1999** Williams & Wilkins Review, 1998-04 Here is the most accurate and complete resource designed for students interested in applying for admission to health fields such as medical technology and medical therapy Reviews cover science knowledge verbal and quantitative ability and reading comprehension Students will value the topic outlines for the AHPAT exam the in depth allied health glossary and the full length sample test complete with solutions

**Teaching Through Text** Michael C. McKenna, Richard David Robinson, 2009 Teaching through Text Reading and Writing in the Content Areas is evidence based designed to help middle and high school content teachers apply effective reading related techniques for fostering comprehension of materials in their area This book provides a core set of instructional techniques that are easy for teachers to implement and that do not encroach on the time spent learning content

**Publishers' Trade List Annual, 1980** Bobbs-Merrill Educational Co, 1980 **Merrill Chemistry** Robert C. Smoot, Smoot, Richard G. Smith, Jack Price, 1998

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