(www.tiwariacademy.com) (Chapter 1)(Solutions) (Exercises) (Class 12)

Question 1.26:

If the density of some lake water is 1.25 g mL⁻¹ and contains 92 g of Na⁺ ions per kg of water, calculate the molality of Na⁺ ions in the lake.

__Answer 1.26:

Number of moles present in 92 g of Na⁺ ions =
$$\frac{92 \text{ g}}{23 \text{ g mol}^{-1}}$$
 = 4 mol

Therefore, molality of Na⁺ ions in the lake $=\frac{4 \text{ mol}}{1 \text{ kg}} = 4 \text{ m}$

Question 1.27:

If the solubility product of CuS is 6×10^{-16} , calculate the maximum molarity of CuS in aqueous solution.

Answer 1.27:

Solubility product of CuS, $K_{sp} = 6 \times 10^{-16}$ Let s be the solubility of CuS in mol L⁻¹.

CuS
$$\leftrightarrow$$
 C²⁺ + S²⁺ + S²⁻
S S
K_{sp} = [Cu²⁺][S²⁻]

Now,

$$= s \times s = s^2$$

Then, we have, $K_{sp} = s^2 = 6 \times 10^{-16}$
 $\Rightarrow s = \sqrt{6 \times 10^{-16}} = 2.45 \times 10^{-8} \text{ mol L}^{-1}$

Hence, the maximum molarity of CuS in an aqueous solution is 2.45×10^{-6} mol L⁻¹.

Question 1.28:

Calculate the mass percentage of aspirin (C₈H₈O₄) in acetonitrile (CH₃CN) when 6.5 g of C₉H₈O₄ is dissolved in 450 g of CH₃CN.

__Answer 1.28:

6.5 g of C9H8O4 is dissolved in 450 g of CH3CN.

Then, total mass of the solution = (6.5 + 450) g = 456.5 g

Therefore, mass percentage of $C_9H_8O_4 = \frac{6.5}{456.5} \times 100 \% = 1.424\%$

Question 1.29:

Nalorphene (C₁₉H₂₁NO₃), similar to morphine, is used to combat withdrawal symptoms in narcotic users. Dose of nalorphene generally given is 1.5 mg. Calculate the mass of 1.5×10^{-3} m aqueous solution required for the above dose.

_____Answer 1.29:

The molar mass of Nalorphene (G₁₉H₂₁NO₃) is given as:

$$19 \times 12 + 12 \times 1 + 1 \times 14 + 3 \times 16 = 311 \text{ g mol}^{-1}$$

In 1.5 \times 10 ^{-3}m aqueous solution of nalorphene, 1 kg (1000 g) of water contains 1.5 \times 10 $^{-3}$ mol = 1.5 \times 10 $^{-3}$ \times 311 g = 0.4665 g

Therefore, total mass of the solution = (1000 + 0.4665) g = 1000.4665 g

This implies that the mass of the solution containing 0.4665 g of nalorphene is 1000.4665 g.

Therefore, mass of the solution containing 1.5 mg of nalorphene is: $\frac{1000.4665 \times 1.5 \times 10^{-3}}{0.4665}$ g = 3.22 g

Hence, the mass of aqueous solution required is 3.22 g.

Chapter 1chemistry Vocab

DJ Losen

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Vocabulary in Language Teaching Norbert Schmitt, Diane Schmitt, 2020-07-16 Internationally recognised as one of the leading texts in its field this volume offers a comprehensive introduction to vocabulary for language teachers who would like to know more about the way vocabulary works Two leading specialists make research and theory accessible providing the background knowledge necessary for practitioners to make informed choices about vocabulary teaching and testing This second edition retains the popular format of the first edition and has been rewritten to take account of the many developments in the past 20 years There is a greater focus on the vocabulary learning process with new chapters on incidental learning and intentional learning and a new wide ranging discussion of formulaic language The book now also includes extensive treatment of word lists and vocabulary tests with explanations of their various strengths and limitations Updated further reading sections and new Exercises for Expansion make this volume more invaluable than ever Vocabulary Building, Grades 5 - 8 Schyrlet Cameron, Carolyn Craig, 2009-02-16 Connect students in grades 5 8 with science using Science Vocabulary Building This 80 page book reinforces commonly used science words builds science vocabulary and increases students readability levels This comprehensive classroom supplement includes alphabetized word lists that provide pronunciations syllabications definitions and context sentences for high utility science words Activities allow for differentiated instruction and can be used as warm ups homework assignments and extra practice. The book supports National Science Education Standards Unlocking the Power of Academic Vocabulary with Secondary English Language Learners Yu Ren Dong, 2013 In Unlocking the Power of Academic Vocabulary Dr Yu Ren Dong an associate professor of English education at Queens College City University of New York helps secondary teachers expand their instructional repertoire to teach academic vocabulary in a systematic meaningful contextualized and exciting way Every secondary subject matter teacher will find strategies easy to integrate activities and tips on selecting words and planning lessons As you teach with these strategies your English language learners will be able to tap into prior knowledge through cross language transfer and cross cultural comparisons use concept based vocabulary such as analogies metaphorical language themes sources inquiry and graphic organizers interact with new words in context to decipher euphemisms words with multiple meanings connotation and context clues engage in interactive read alouds think alouds and wordplay and master vocabulary through writing Charts student examples suggested resources and subject matter vocabulary lists give teachers the hands on tools they need to teach the concepts behind words as well as the actual definitions spelling and sounds Transform your academic vocabulary instruction into an engaging skill building mix that carries over into students reading writing thinking and conversations in all subject areas Building a Medical Vocabulary - E-Book Peggy C. Leonard, 2017-09-26 Learn to simplify complex medical terminology Using a comprehensive yet easy way to learn medical terms Building a Medical Vocabulary 10th Edition introduces a step by step approach to effective communication in the healthcare environment

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