$$K = \frac{[v.c.]}{[vo.]}$$

$$= \frac{(v.s. \times 10^{-5})}{[NO_2]^2}$$

$$= \frac{(v.s \times 10^{-5})}{(v.s \times 10^{-5})}$$

$$= \frac{(v.s \times 10^{-5})}{0.5 \times 10^{-5} \text{ mod} T.}$$

$$= 220$$

$$= 2.2 \times 10^2$$

- 45. (a) Scudents should expect it to be a base.
 - (b) $Ca_{00}(PO_4)_0(OH)_{200} + 8H^*_{Leij} + 9h$ $6CaHPO_{400} + 2H_2O_{00} + 4Ca^{2n}_{Leij}$
 - (c) Candy contains sucrose, which will remove hydroxyapatite from teeth by reacting with it at low pH to give Ca²⁴(sq) and H₂PO₄(sq) that are in soluble form.

6.	Latter Barrier	NH ₂ -(CH ₂) ₄ -NH ₂	NH ₂ -1CH ₃ ,-NH ₃	DH
	initial conc.	0.10	0	0
	change	-0.0021	+0.0021	+0.0021
	equilibrium	0.0979	0.0021	0.0021

$$K_b = \frac{(0.0021)^2}{-.0979} = 4.5 \times 10^{-5}$$

- 47. The conductivity of 0.1 mol/L Hcl is higher than for 0.1 mol/L CH₂COOH because the Hcl is completely ionized whereas the CH₂COOH is only partly ionized. For solutions of these two acids at a concentration of 1 × 10⁻⁷ mol/L, the Hcl is still ionized completely and the CH₂COOH again is only partly ionized. However at such a low concentration the conductivity of the Hcl is the same as for water. There will be no discernable difference in the conductivities at this low concentration.
- 48. One drop of concentrated acid will have a high concentration of H₂O⁺ ions. (E.g., For HCL [H₂O⁺] = about 12.5 mol/L, for H₂SO₄[H₂O⁺] = about 35 mol/L. When one drop of acid is added to a bucket of water, the H₂O⁺ ion concentration is diffused by a very large factor.
- 49. (a) A triprotic acid is an acid that has three protons that may be dissociated, each with its own K_a value.
 - (b) Stepwise Equation 1: $H_3PO_{4(nj)} + H_2O_{(1)} = H_2PO_{4^-(nj)} + H_3O^*_{(nj)}$ Stepwise Equation 2: $H_2PO_{4^-(nj)} + H_2O_{(1)} = HPO_{4^-(nj)} + H_3O^*_{(nj)}$ Stepwise Equation 3: $HPO_{4^-(nj)} + H_2O_{(1)} = PO_{4^-(nj)} + H_3O^*_{(nj)}$
 - (4) H₂PO_{4 (ag)} acts as an acid in equation 2 above. In the equation below, it acts as a base.

$$H_2PO_{4^-(aq)} + H_2O_{(r)} = H_3PO_{4(aq)} + OH_{-(aq)}$$

- (40) Soudents may say that H₃PO_{4(m)} is the stronger acid because it is higher in the list of relative strengths of acids and bases. Some students may staggest that H₃PO_{4(m)} is a stronger acid because its K₄ value is larger than that of H₂PO_{4 (m)}, which is a "stronger" arrower.
- Water could have a pH greater than 7.0 at a temperature different from 25°C.
- 51. (a) Students might suggest either of these equations: NaHCO_{N(m)} → Na'_(m) + H'_(m) + CO_{N (m)} NaHCO_{N(m)} → Na'_(m) + H'_(m) + CO_N'_(m)
 - (b) The litmus test indicates that the solution is basic, so the solution contains a considerable [OH]. Neither of these equations, written according to the original Arrhenius theory, is consistent with the litmus test. Equation two above even implies a red litmus result! Accordingly, the litmus test contradicts the Arrhenius theory equations.
 - (c) A student could have two frames of thought.

Perspective I;

$$NaHCO_{3(aq)} + H_2O_{(1)} \rightarrow Na+_{(aq)} + H_3O^*_{(aq)} + CO_3^{-}_{(aq)}$$

$$HCO_{3^{\circ}(aq)} + H_2O_{(1)} \rightarrow H_3O^{\circ}(aq) + CO_{3^{\circ}(aq)}$$

Perspective II

NaHCO3_(aq) + H₂O_(r)
$$\rightarrow$$

Na'_(aq) + H₂CO_(aq) + OH _(aq)
or, without the spectator, Na':

$$HCO_{3^{-}(so)} + H_2O_{(0)} \rightarrow H_2CO_{3(so)} + OH_{-(so)}$$

Note that, if a student writes equations according to Perspective I, the student still has a set of equations that contradict the litmus test. But if the student then realizes that the hydrogen carbonate ion is amphoteric, another valid set of equations according to Perspective II may be written. Given the litmus test, the student should then analyze and evaluate the equations to state that Perspective II is not only correct according to modernized Arrhenius, but also consistent with the litmus test. Some students will have realized this out of part (b), and will present only Perspective II.

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Applied Chemistry and Chemical Engineering, Volume 4 A. K. Haghi, Lionello Pogliani, Eduardo A. Castro, Devrim Balköse, Omari V. Mukbaniani, Chin Hua Chia, 2017-12-22 Applied Chemistry and Chemical Engineering Volume 4 Experimental Techniques and Methodical Developments provides a detailed yet easy to follow treatment of various techniques useful for characterizing the structure and properties of engineering materials. This timely volume provides an overview of new methods and presents experimental research in applied chemistry using modern approaches Each chapter describes the principle of the respective method as well as the detailed procedures of experiments with examples of actual applications and then goes on to demonstrate the advantage and disadvantages of each physical technique Thus readers will be able to apply the concepts as described in the book to their own experiments The book is broken into several subsections Polymer Chemistry and Technology Computational Approaches Clinical Chemistry and Bioinformatics Special Topics This volume presents research and reviews and information on implementing and sustaining interdisciplinary studies in science technology engineering and mathematics **Chemistry in the Community** American Chemical Society, 2006-01-31 This laboratory based text centres itself around decision making activities where students apply their chemistry knowledge to realistic situations This fifth edition includes more photographs new drawings and new design and Surface Chemistry of Vapor-phase Deposition II and Process Control, Diagnostics and Modeling in **Semiconductor Manufacturing IV** Electrochemical Society. High Temperature Materials Division, Electrochemical Society. Dielectric Science and Technology Division, 2001 Motor Vehicle-related Air Toxics Study, 1993 RNA 3D Structure Analysis and Prediction Neocles Leontis, Eric Westhof, 2012-06-05 With the dramatic increase in RNA 3D structure determination in recent years we now know that RNA molecules are highly structured Moreover knowledge of RNA 3D structures has proven crucial for understanding in atomic detail how they carry out their biological functions Because of the huge number of potentially important RNA molecules in biology many more than can be studied experimentally we need theoretical approaches for predicting 3D structures on the basis of sequences alone This volume provides a comprehensive overview of current progress in the field by leading practitioners employing a variety of methods to model RNA 3D structures by homology by fragment assembly and by de novo energy and knowledge based approaches Chemistry in the **Community (ChemCom)** American Chemical Society, 2011-06-17 Touted as the most successful NSF funded project published Chemistry in the Community ChemCom by the American Chemical Society ACS offers a meaningful and memorable chemistry program for all levels of high school students ChemCom covers traditional chemistry topics within the context of societal issues and real world scenarios Centered on decision making activities where students are responsible for generating data in an investigating analyzing that data and then applying their chemistry knowledge to solve the presented problem The text is intensively laboratory based with all 39 of the investigations integrated within the text not separate from

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