

## Practice Test Ch 3

## Stoichiometry

Name Key No. \_\_\_\_\_

- Remember, this is practice - Do NOT cheat yourself of finding out what you are capable of doing. Be sure you follow the testing conditions outlined below.
- DO NOT USE A CALCULATOR. AP Chem does not allow the use of a calculator for the MC part of the exam, so it is time to start practicing without one. You may use ONLY a periodic table.
- While you should practice working as fast as possible, it is more important at this point in the course, that you practice without a calculator, even if it slows you down. Look for the "easy math" - common factors and rough estimation - do not do "long division" to try to get exact values. Remember it is a MC test, use the answers.
- Mark which questions you would like to "go over" when we get to school in September.

1. Balance the following equation:



The balanced equation shows that 1.00 mole of  $\text{NH}_3$  requires \_\_\_\_\_ mole(s) of  $\text{O}_2$ .

- a. 0.57  
b. 1.25  
c. 1.33  
**d. 1.75**  
e. 3.5

$$1 \text{ mol NH}_3 \left( \frac{7 \text{ mol O}_2}{4 \text{ mol NH}_3} \right) =$$

2. Write a balanced equation for the combustion of acetaldehyde,
- $\text{CH}_3\text{CHO}$
- .



When properly balanced, the equation indicates that \_\_\_\_\_ mole(s) of  $\text{O}_2$  are required for each mole of  $\text{CH}_3\text{CHO}$ .

- a. 1  
b. 2  
**c. 2.5**  
d. 3  
e. 6

$$1 \text{ mol CH}_3\text{CHO} \left( \frac{5 \text{ mol O}_2}{2 \text{ mol CH}_3\text{CHO}} \right) =$$

3. What is the total mass of products formed when 16 grams of
- $\text{CH}_4$
- is burned with excess oxygen?



$$16 \text{ g CH}_4 \left( \frac{1 \text{ mol CH}_4}{16 \text{ g CH}_4} \right) \left( \frac{2 \text{ mol O}_2}{1 \text{ mol CH}_4} \right) \left( \frac{32 \text{ g O}_2}{1 \text{ mol O}_2} \right) =$$

- a. 32 g  
b. 36 g  
c. 44 g  
d. 62 g  
**e. 80 g**

4. Write a balanced equation for the combustion of propane,
- $\text{C}_3\text{H}_8$
- .



When balanced, the equation indicates that \_\_\_\_\_ moles of  $\text{O}_2$  are required for each mole of  $\text{C}_3\text{H}_8$ .

- a. 1.5  
b. 3  
c. 2.5  
**d. 5**  
e. 8

5. Balance the following equation with the SMALLEST WHOLE NUMBER COEFFICIENTS possible. Select the number that is the sum of the coefficients in the balanced equation:



- a. 3  
b. 5  
c. 6  
**d. 7**  
e. 8

6. Calculate the mass of hydrogen formed when 27 g of aluminum reacts with excess hydrochloric acid according to the balanced equation below:



- a. 1.5 g  
b. 2.0 g  
**c. 3.0 g**  
d. 6.0 g  
e. 12 g

$$27 \text{ g Al} \left( \frac{1 \text{ mol Al}}{27 \text{ g Al}} \right) \left( \frac{3 \text{ mol H}_2}{2 \text{ mol Al}} \right) \left( \frac{2 \text{ g H}_2}{1 \text{ mol H}_2} \right) =$$

7. How many grams of nitric acid,
- $\text{HNO}_3$
- , can be prepared from the reaction of 138 g of
- $\text{NO}_2$
- with 54.0 g
- $\text{H}_2\text{O}$
- according to the equation below?



$$138 \text{ g NO}_2 \left( \frac{1 \text{ mol NO}_2}{46 \text{ g NO}_2} \right) \left( \frac{2 \text{ mol HNO}_3}{3 \text{ mol NO}_2} \right) \left( \frac{63 \text{ g HNO}_3}{1 \text{ mol HNO}_3} \right) = 126 \text{ g}$$

$$54 \text{ g H}_2\text{O} \left( \frac{1 \text{ mol H}_2\text{O}}{18 \text{ g H}_2\text{O}} \right) \left( \frac{2 \text{ mol HNO}_3}{1 \text{ mol H}_2\text{O}} \right) \left( \frac{63 \text{ g HNO}_3}{1 \text{ mol HNO}_3} \right) = 4 \times (63) \text{ g}$$

8. Which of the following statements is true?

- I. The molar mass of  $\text{CaCO}_3$  is 100.1 g  $\text{mol}^{-1}$ .  
II. 50 g of  $\text{CaCO}_3$  contains  $9 \times 10^{23}$  oxygen atoms.  
III. A 200 g sample of  $\text{CaCO}_3$  contains 2 moles of  $\text{CaCO}_3$ .

- a. I only  
b. II only  
c. III only  
**d. I and III only**  
e. I, II, and III

$$\frac{40}{100} = 0.4$$

# Honors Chemistry Stoichiometry Test

**United States. Congress. House.  
Committee on Science and  
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## Honors Chemistry Stoichiometry Test:

**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 **Fast Track: Chemistry** The Princeton Review, 2021-03-23 GET UP TO SPEED WITH FAST TRACK CHEMISTRY Covering the most important material taught in high school chem class this essential review book breaks need to know content into accessible easily understood lessons Inside this book you ll find Clear concise summaries of the most important concepts terms and functions in chemistry Diagrams charts and graphs for quick visual reference Easy to follow content organization and illustrations With its friendly straightforward approach and a clean modern design crafted to appeal to visual learners this guidebook is perfect for catching up in class or getting ahead on exam review Topics covered in Fast Track Chemistry include Atomic structure Covalent bonding Intermolecular forces Stoichiometry Precipitation reactions Gas laws Thermochemistry Equilibrium and the solubility product constant Redox reactions Electrochemistry Acids and bases Kinetics and more *The ETS Test Collection Catalog* Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments **The Science Teacher**, 1982 Some issues are accompanied by a CD ROM on a selected topic **Science and Math Education** United States. Congress. House. Committee on Science and Technology. Subcommittee on Science, Research, and Technology, 1985 **Teaching Innovation in University Education: Case Studies and Main Practices** Saura, Jose Ramon, 2022-06-17 In the last decade the development of new technologies has made innovation a fundamental pillar of education Teaching innovation includes the evolution of both teaching and learning models to drive improvements in educational methodologies Teaching innovation is a pioneer in the understanding and comprehension of the different teaching methodologies and models developed in the academic area Teaching innovation is a process that seeks validation in the academic and teaching communities at universities in order to promote the improvement and its practices and uses in the future characterized by digital development and data based methods Teaching Innovation in University Education Case Studies and Main Practices features the major practices and case studies of teaching innovation developed in recent years at universities It is a source on study cases focused on teaching innovation methodologies as well as on the identification of new technologies that will help the development of initiatives and practices focused on teaching innovation at higher education institutions Covering topics such as didactic strategics service learning and technology based gamification this premier reference source is an indispensable resource for pre service teachers lecturers students faculty administrators libraries entrepreneurs researchers and academicians **Mastery**

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## **Table of Contents Honors Chemistry Stoichiometry Test**

1. Understanding the eBook Honors Chemistry Stoichiometry Test
  - The Rise of Digital Reading Honors Chemistry Stoichiometry Test
  - Advantages of eBooks Over Traditional Books
2. Identifying Honors Chemistry Stoichiometry Test
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Honors Chemistry Stoichiometry Test
  - User-Friendly Interface
4. Exploring eBook Recommendations from Honors Chemistry Stoichiometry Test
  - Personalized Recommendations
  - Honors Chemistry Stoichiometry Test User Reviews and Ratings
  - Honors Chemistry Stoichiometry Test and Bestseller Lists

5. Accessing Honors Chemistry Stoichiometry Test Free and Paid eBooks
  - Honors Chemistry Stoichiometry Test Public Domain eBooks
  - Honors Chemistry Stoichiometry Test eBook Subscription Services
  - Honors Chemistry Stoichiometry Test Budget-Friendly Options
6. Navigating Honors Chemistry Stoichiometry Test eBook Formats
  - ePub, PDF, MOBI, and More
  - Honors Chemistry Stoichiometry Test Compatibility with Devices
  - Honors Chemistry Stoichiometry Test Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Honors Chemistry Stoichiometry Test
  - Highlighting and Note-Taking Honors Chemistry Stoichiometry Test
  - Interactive Elements Honors Chemistry Stoichiometry Test
8. Staying Engaged with Honors Chemistry Stoichiometry Test
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Honors Chemistry Stoichiometry Test
9. Balancing eBooks and Physical Books Honors Chemistry Stoichiometry Test
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Honors Chemistry Stoichiometry Test
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Honors Chemistry Stoichiometry Test
  - Setting Reading Goals Honors Chemistry Stoichiometry Test
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Honors Chemistry Stoichiometry Test
  - Fact-Checking eBook Content of Honors Chemistry Stoichiometry Test
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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