

Gas Laws HOMEWORK

Lesson 1 Homework

1. Define pressure. *Force that a gas exerts on its container*

2. Convert the following:

a. 150mmHg to atm

b. 880mmHg to atm

c. 2.5atm to torr

d. 2.1×10^3 Pa to atm

e. 20Pa to atm

150 mmHg \times (1 atm / 760 mmHg) = 0.197 atm

880 mmHg \times (1 atm / 760 mmHg) = 1.159 atm

2.1×10^3 Pa \times (1 atm / 101,325 Pa) = 0.0207 atm

2.5 atm \times (760 torr / 1 atm) = 1900 torr

20 Pa \times (1 atm / 101,325 Pa) = 0.000197 atm

3. Calculate the atmospheric pressure in kPa on a day when the pressure is 760mm.

760 mm \times (101.325 kPa / 760 mmHg) = 101.325 kPa

4. Calculate the pressure of a sample of gas (in mmHg) inside an inverted manometer if the mercury column is 30mm higher on the side of the closed tube than on the atmosphere. The atmospheric pressure is 760mm. Draw a picture to illustrate your answer.

760 mm \times (1 mmHg / 1 mm) = 760 mmHg

760 mmHg \times (1 mm / 1 mm) = 760 mmHg

Since pressure should decrease a centimeter with the height of the mercury, there should be atmospheric level of 764 mm.

5. If a gas at a pressure of 100mm in a 1.0L container has its pressure increased to 400mm, what is the new volume of the container? (Assume temperature is constant.)

$P_1 V_1 = P_2 V_2$

$(100 \text{ mm} \times 1.0 \text{ L}) = (400 \text{ mm} \times V_2)$

$V_2 = 0.25 \text{ L}$

6. What is the new pressure if a 5.00 closed container with a pressure of 2.0 atm is increased to 8.0L?

$P_1 V_1 = P_2 V_2$

$(2.0 \text{ atm} \times 5.00 \text{ L}) = (P_2 \times 8.0 \text{ L})$

$P_2 = 1.25 \text{ atm}$

7. When 0.5 L of nitrogen and 0.5 L of hydrogen both at 0°C and 1.0 atm, are pumped into an evacuated 1.0 L rigid container, what is the final pressure in the container at 0°C? *Since temperature doesn't change, you can leave it out of the equation.*

For final pressure of Nitrogen:

$P_1 V_1 = P_2 V_2$

$(1.0 \text{ atm} \times 0.5 \text{ L}) = (P_2 \times 1.0 \text{ L})$

$P_2 = 0.5 \text{ atm}$

For final pressure of Hydrogen:

$P_1 V_1 = P_2 V_2$

$(1.0 \text{ atm} \times 0.5 \text{ L}) = (P_2 \times 1.0 \text{ L})$

$P_2 = 0.5 \text{ atm}$

Total Pressure = $P_1 + P_2 + P_3$

$1.0 = 0.5 + 0.5 = 1.0 \text{ atm}$

Atmospheric level: 760 mmHg the 101.325 kPa

$P_1 V_1 = P_2 V_2$

$(101.325 \text{ kPa} \times 1.0 \text{ L}) = (P_2 \times 1.0 \text{ L})$

$P_2 = 101.325 \text{ kPa}$

That makes nitrogen volume and water are directly proportional!

8. A sealed flask contains a gas with pressure P. If the number of moles of the gas is doubled, the absolute temperature is doubled and the volume of the container is quadrupled, what is the new pressure in terms of P?

Doubling the moles doubles the pressure:

$P_1 V_1 = P_2 V_2$

Doubling the volume cuts the pressure in 1/2:

$P_1 V_1 = P_2 V_2$

quadrupling the volume cuts the pressure in 1/4:

$P_1 V_1 = P_2 V_2$

9. If 4 moles of gas are added to a container that already holds 2 moles of gas, how will the pressure change within the container?

$P_1 V_1 = P_2 V_2$

$P_1 V_1 = P_2 V_2$

Adding three 2 moles to 2 moles results in an increase of pressure by 2 times!

10. If a balloon containing 100L of gas at 40°C and 100 mmHg rises to an altitude where the pressure is 50 mmHg and the temperature is 20°C, what is the new volume of the balloon (in L)?

$P_1 V_1 / T_1 = P_2 V_2 / T_2$

$(100 \text{ mmHg} \times 100 \text{ L} / 313 \text{ K}) = (50 \text{ mmHg} \times V_2 / 293 \text{ K})$

$V_2 = 601.76 \text{ L}$

11. A sample of nitrogen gas has a pressure of 87.5 mmHg in a 500. mL flask. What is the pressure of this gas sample when it is transferred to a 225. mL flask at the same temperature?

$P_1 V_1 = P_2 V_2$

$(87.5 \text{ mmHg} \times 500 \text{ mL}) = (P_2 \times 225 \text{ mL})$

$P_2 = 193 \text{ mmHg}$

12. You have 4.5 L of NO at a temperature of 22°C. What volume would the NO occupy at 47°C? (Assume the pressure is constant.)

$P_1 V_1 / T_1 = P_2 V_2 / T_2$

$(4.5 \text{ L} \times 295 \text{ K} / 273 \text{ K}) = (V_2 \times 320 \text{ K} / 273 \text{ K})$

$V_2 = 6.05 \text{ L}$

13. You have a sample of a gas in a flask with a volume of 240 mL. At 20°C the pressure of the gas is 100 mmHg. If you decrease the temperature to -50°C, what is the gas pressure at the lower temperature? *Since volume doesn't change, you can leave it out of the equation.*

$P_1 / T_1 = P_2 / T_2$

$(100 \text{ mmHg} / 273 \text{ K}) = (P_2 / 223 \text{ K})$

$P_2 = 100 \text{ mmHg}$

Gas Laws Homework Answers

**Frank Schaffer Publications, Joan
DiStasio**

Gas Laws Homework Answers:

Sanitary Law in Question and Answer Charles Porter,1910 Oklahoma Oil and Gas Laws Lewis A. Wallace,1922

Cases and Materials on Oil and Gas Law ,1998 *Lectures on Oil and Gas Law* Utah Association of Landmen and Scouts,University of Utah. College of Law,1958 Cases and Materials on Oil and Gas Law John S. Lowe,2002 The pages of this book are filled with theoretical enigmas that intrigue legal theorists yet oil and gas law is practical enough to satisfy the desire for real law shared by most second and third year law students This edition contains numerous changes from the first two editions The authors have added materials on environmental law in a new Chapter 9 They have also inserted the materials on implied covenants into Chapter 2 alongside express lease provisions and moved the materials on royalty disputes into Chapter 3 They have updated and revised all of the chapters **Physics, Volume One: Chapters 1-17** John D. Cutnell,Kenneth W. Johnson,2014-12-15 Cutnell and Johnson has been the 1 text in the algebra based physics market for almost 20 years The 10th edition brings on new co authors David Young and Shane Stadler both out of LSU The Cutnell offering now includes enhanced features and functionality The authors have been extensively involved in the creation and adaptation of valuable resources for the text This edition includes chapters 1 17 Instructional Technology Research, Design and Development: Lessons from the Field Alias, Nor Aziah,2011-11-30 Design and development research which has considerable implications for instructional design focuses on designing and exploring products artifacts and models as well as programs activity and curricula Instructional Technology Research Design and Development Lessons from the Field is a practical text on design and development research in the field of instructional technology This book gives readers an overview of design and development research and how it is conducted in different contexts and for various purposes Further this reference source provides readers with practical knowledge on design and development research gained through investigation of lessons learned in the field Learning and Leading with Technology ,1996 **Student Edition Grades 9-12 2018** Cutnell,2019-03-11 American Journal of Physics ,2005 **Oil and Gas Law in a Nutshell** John S. Lowe,2003 Nature and Protection of Oil and Gas Rights The Formation and Production of Oil and Gas Ownership of Oil and Gas Rights Kinds of Oil and Gas Interests Protection of Oil and Gas Rights Conveying Oil and Gas Rights Creation and Transfer of Oil and Gas Interests Joint Ownership of Oil and Gas Rights Interpretive Problems in Oil and Gas Conveyancing Oil and Gas Leasing Essential Clauses of Modern Oil and Gas Leases Oil and Gas Lease Savings Clauses Lease Royalty Clause Implied Covenants in Oil and Gas Leases Lease Transfers Tax and Business Matters Oil and Gas Contracts **Chemistry Homework** Frank Schaffer Publications,Joan DiStasio,1996-03 Includes the periodic table writing formulas balancing equations stoichiometry problems and more Texas Oil and Gas Law Journal ,2002 *A Guide to Teaching in the Active Learning Classroom* Paul Baepler,J. D. Walker,D. Christopher Brooks,Kem Saichaie,Christina I. Petersen,2023-07-03 While Active Learning Classrooms or ALCs offer rich new environments for learning they present many new challenges to faculty

because among other things they eliminate the room's central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed. The importance of learning how to use these classrooms well and to capitalize on their special features is paramount. The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls. This book provides an introduction to ALCs briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based practical guidance on how to use these unfamiliar spaces effectively. Among the questions this book addresses are: How can instructors mitigate the apparent lack of a central focal point in the space? What types of learning activities work well in the ALCs and take advantage of the affordances of the room? How can teachers address familiar classroom management challenges in these unfamiliar spaces? If assessment and rapid feedback are critical in active learning, how do they work in a room filled with circular tables and no central focus point? How do instructors balance group learning with the needs of the larger class? How can students be held accountable when many will necessarily have their backs facing the instructor? How can instructors evaluate the effectiveness of their teaching in these spaces? This book is intended for faculty preparing to teach in or already working in this new classroom environment, for administrators planning to create ALCs or experimenting with provisionally designed rooms, and for faculty developers helping teachers transition to using these new spaces.

Proceedings of the ... Annual Institute on Oil and Gas Law and Taxation, 1990
The Australian Law Times, 1904
Chemistry Zumdahl, Steven S. Zumdahl, 2003-07. Contains chapter discussions, key term definitions, and practice chapter tests.
Study Guide, Introductory Chemistry, a Foundation ; Introductory Chemistry ; Basic Chemistry Iris Stovall, Donald J. DeCoste, 2000
The Insurance Law Journal, 1877
Reports of all decisions rendered in insurance cases in the federal courts and in the state courts of last resort.

Fundamentals of Chemistry Frank Brescia, 1966

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