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Limiting Reactant



Name _____

Date _____ Period _____

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If 2.5 moles of copper and 5.5 moles of silver nitrate are available to react, what is the limiting reactant?



How many grams of calcium hydroxide will be formed in this reaction when 4.44 g of calcium oxide and 7.77 g of water are available to react? Also identify the limiting and excess reactants.

Limiting Reactant Worksheet

1. Give the following reaction: (Balance the equation first!)
$$C_2H_6 + O_2 \rightarrow CO_2 + H_2O$$

a) If you start with 14.3 g of C₂H₆ and 3.44 g of O₂, determine the limiting reagent

b) Determine the number of moles of carbon dioxide produced

c) Determine the number of grams of H₂O produced

d) Determine the number of grams of excess reagent left
2. Give the following equation:
$$Al_2(SO_4)_3 + 4 NaOH \rightarrow 2 Na_2SO_4 + 2 Al(OH)_3$$

a) If 10.1 g of Al₂(SO₄)₃ is mixed with 10.1 g of NaOH, determine the limiting reagent

b) Determine the number of moles of Al(OH)₃ produced

c) Determine the number of grams of Na₂SO₄ produced

d) Determine the number of grams of excess reagent left over in the reaction
3. Give the following equation:
$$Al_2O_3 + Fe \rightarrow Fe_2O_3 + Al$$

a) If 24.4 g of Al₂O₃ is mixed with 10.2 g of Fe, determine the limiting reagent

b) Determine the number of moles of Al produced

c) Determine the number of grams of Fe₂O₃ produced

d) Determine the number of grams of excess reagent left over in the reaction

Name: _____ Date: _____ Period: _____

Chemistry Worksheet: Limiting Reactant Worksheet

1. Consider the following reaction: $2 Al + 6 HBr \rightarrow 2 AlBr_3 + 3 H_2$

a. When 3.22 moles of Al reacts with 4.96 moles of HBr, what is the limiting reactant?

b. how many moles of H₂ are formed?

c. For the reactant in excess, how many moles are left over at the end of the reaction?

2. Consider the following reaction: $3 Si + 2 N_2 \rightarrow Si_3N_4$

a. When 21.44 moles of Si reacts with 17.62 moles of N₂, what is the limiting reactant?

b. how many moles of Si₃N₄ are formed?

c. For the reactant in excess, how many moles are left over at the end of the reaction?

3. Consider the following reaction: $2 CuCl_2 + 4 KI \rightarrow 2 CuI + 4 KCl + I_2$

a. When 0.56 moles of CuCl₂ reacts with 0.64 moles of KI, what is the limiting reactant?

b. how many moles of I₂ are formed?

c. For the reactant in excess, how many moles are left over at the end of the reaction?

4. Consider the following reaction: $4 FeS_2 + 11 O_2 \rightarrow 2 Fe_2O_3 + 8 SO_2$

a. When 26.62 moles of FeS₂ reacts with 5.44 moles of O₂, what is the limiting reactant?

b. how many moles of SO₂ are formed?

c. For the reactant in excess, how many moles are left over at the end of the reaction?

Reactant	Moles
Al	3.22
HBr	4.96

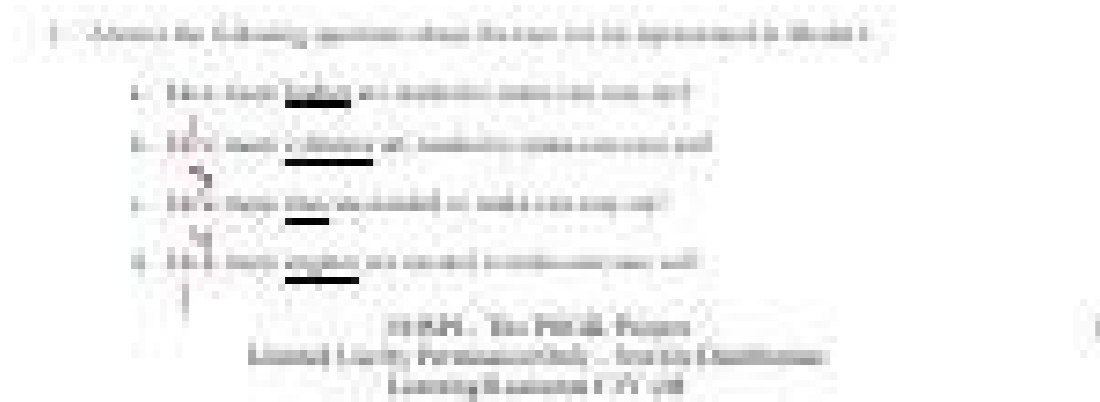
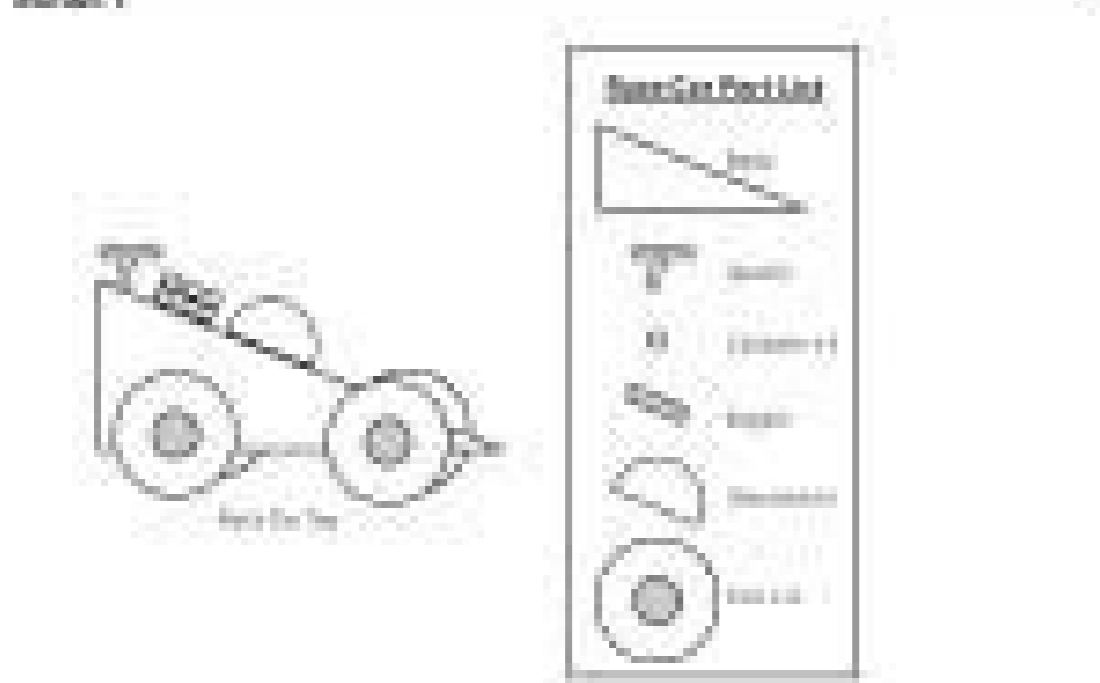
Product	Moles
AlBr ₃	0
H ₂	0

Limiting Reagents

Why?



Model 1



Limiting and excess reactants worksheet pdf. Limiting and excess reactants worksheet answers pdf. Limiting and excess reactants worksheet with answers.

Klaus Grawe hat mit seiner Konsistenztheorie (2000, 2004) versucht, das psychische Funktionieren des Menschen vor dem Hintergrund der Befriedigung psychologischer Grundbedürfnisse, zu erklären. Er bemühte sich hierbei, seine Theorie erfahrungswissenschaftlich zu untermauern. Grawe zufolge streben alle Organismen nach Konsistenz, d.h. nach einer Passung zwischen den inneren Bedürfnissen (psychische Prozesse) und dem Erleben in der Realität (neuronale Prozesse). Je höher die Konsistenz ist, desto gesünder ist der Organismus. Neben dem Streben nach Konsistenz, welches auf der Systemebene abläuft, unterscheidet Grawe drei weitere Ebenen: Die erste Ebene bilden hierbei die Grundbedürfnisse, deren Befriedigung die größte Wichtigkeit hat. Grawe geht davon aus, dass es insgesamt vier Grundbedürfnisse gibt: Bedürfnis nach Orientierung und Kontrolle Bedürfnis nach Lustgewinn und Unlustvermeidung Bedürfnis nach Bindung Bedürfnis nach Selbstwertschutz und Selbstwerterhöhung. Die Grundbedürfnisse sind universell bei jedem Menschen zu finden. Die Methoden und Wege, diese Grundbedürfnisse zu befriedigen, sind jedoch von Mensch zu Mensch unterschiedlich. Sie sind u.a. abhängig von seinen Sozialisationserfahrungen. Auf der nächsten Ebene finden sich daher die sogenannten motivationalen Schemata, welche sich im Laufe der Entwicklung, in Interaktion mit der Umwelt, bei allen Menschen entwickeln. Diese lassen sich unterteilen in: Intentionale Schemata (Annäherungsziele) und Vermeidungsschemata (Vermeidungsziele) Die Annäherungsziele dienen dazu, die Grundbedürfnisse der Person zu befriedigen. Die Vermeidungsziele hingegen dienen dem Schutz vor Bedrohung, Verletzung oder Frustration der Grundbedürfnisse. In der Regel sind beide Systeme gleichzeitig aktiv und der Organismus strebt nach einer optimalen Bilanz zwischen allen aktivierten motivationalen Zielen. Die einzelnen Schemata können jedoch auch sehr unterschiedlich stark ausgeprägt sein bei verschiedenen Menschen, je nachdem, welche prägenden Erfahrungen sie gemacht haben. So gibt es Menschen mit besonders stark entwickelten Vermeidungszielen und wieder andere, deren Annäherungsziele überwiegen. Diskordanz liegt dann vor, wenn Schemata bzw. Ziele untereinander in Konflikt geraten, d.h. wenn z.B. Annäherungs- und Vermeidungsziele gleichzeitig aktiviert werden und sich dadurch gegenseitig hemmen. Die motivationalen Konflikte können jedoch auch untereinander (Annäherungs-/ Annäherungskonflikt, Vermeidungs-/ Vermeidungskonflikt) bestehen. Auf der dritten Ebene werden die motivationalen Ziele mit den realen Wahrnehmungen abgeglichen (Ebene des Erlebens und Verhaltens). Stimmen die Annäherungsziele und die realen Erfahrungen nicht überein, dann entsteht Inkongruenz. Das heißt, die motivationalen Ziele werden nicht erreicht. Hieraus resultieren u.a. negative Emotionen. Konsistenz entsteht dann, wenn Grundbedürfnisse ausgeglichen und motivationale Ziele erreicht werden. Ist das Ziel (Konsistenz) erreicht, kommt es zu positiven Emotionen. Inkongruenz ergibt sich aus Inkongruenz und Diskordanz und gilt als wichtiger Faktor bei der Entstehung psychischer Störungen. Therapeutische Relevanz: Mit Hilfe der vertikalen Verhaltensanalyse oder Plananalyse können zu Beginn der Therapie Annäherungs- und Vermeidungsziele herausgearbeitet werden und hierdurch Inkonsistenzen und motivationale Konflikte aufgedeckt werden. Grawe geht zudem davon aus, dass eine Therapie dann wirkungsvoll ist, wenn die Konsistenzerfahrung gesteigert wird. Dies geschieht auf zwei Arten: Indem Inkongruenzquellen reduziert werden (d.h. zum Beispiel, motivationale Konflikte aufgelöst werden) Und es zu bedürfnisbefriedigenden Erfahrungen kommt (d.h. Bedürfnisbefriedigung unter anderem durch komplementäre Beziehungsgestaltung). Die Therapie nach der Konsistenztheorie wird auch als Neuropsychotherapie bezeichnet, weil sich die Veränderungsprozesse auch auf der neuronalen Ebene im Gehirn abzeichnen. Sichtbar gemacht werden kann dies u.a. mit Hilfe der Methode des Neurofeedbacks. Quellen: Grawe, K. (2000). Psychologische Therapie. Göttingen: Hogrefe-Verlag. Grosse Holtforth, M. and K. Grawe (2004). Konfliktdiagnostik aus der Perspektive der Konsistenztheorie. Lernen an der Praxis. OPD und Qualitätssicherung in der Psychodynamischen Psychotherapie. R. W. Dahlenbender, P. Buchheim and G. Schüssler. Bern, Huber. Grosse Holtforth, M. and K. Grawe (2004). „Inkongruenz und Fallkonzeption in der Psychologischen Therapie.“ Verhaltens- und psychosoziale Praxis 36(1): 921. Kandale, O. & Rugenstein, K. (2016). Das Repetitorium - Lehr- und Lernbuch für die schriftlichen Abschlussprüfungen zum Psychologischen Psychotherapeuten und zum Kinder- und Jugendlichenpsychotherapeuten. Berlin: Deutscher Psychologen Verlag GmbH. 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Full PDF PackageDownload Full PDF PackageThis PaperA short summary of this paper22 Full PDFs are available in this paperDownloadPDF Pack DP Chemistry Review Topic 1: Quantitative chemistry 1.1 The mole concept and Avogadro's constant Assessment statement Apply the mole concept to substances. Determine the number of particles and the amount More information CHAPTER 3: MATTER Active Learning Questions: 1-6, 9, 13-14; End-of-Chapter Questions: 1-18, 20, 24-32, 38-42, 44, 49-52, 55-56, 61-64 3.1 MATTER Matter: Anything that has mass and occupies volume We study More information Experiment 8 - Double Displacement Reactions A double displacement reaction involves two ionic compounds that are dissolved in water. In a double displacement reaction, it appears as though the ions are More information 1 P age Module 5: Combustion Technology Lecture 33: Combustion air calculation 2 P age Keywords: Heat of combustion, stoichiometric air, excess air, natural gas combustion Combustion air calculation The More information Cautions Butane is toxic and flammable. No OPEN Flames should be used in this experiment. Purpose The purpose of this experiment is to determine the molar mass of butane using Dalton's Law of Partial Pressures More information Basics of Kraft Pulp & Recovery Process Art J. Ragauskas Institute of Paper Science and Technology Georgia Institute of Technology Outline History Kraft Pulp Process Kraft More information Page 1 of 76 1.0 PURPOSE The purpose of the Wastewater Treatment System is to remove contaminants from plant wastewater so that it may be sent to the Final Plant Effluent Tank and eventually discharged More information Chemistry Form 3 Page 62 Ms. R. Buttigieg Unit 6 The Mole Concept See Chemistry for You Chapter 28 pg. 352-363 See GCSE Chemistry Chapter 5 pg. 70-79 6.1 Relative atomic mass. The relative atomic mass More information Cambridge International Examinations Cambridge International General Certificate of Secondary Education *0123456789* CHEMISTRY 0620/03 Paper 3 Theory (Core) For Examination from 2016 SPECIMEN PAPER 1 hour More information DETERMINING THE ENTHALPY OF FORMATION OF CaCO 3 Standard Enthalpy Change Standard Enthalpy Change for a reaction, symbolized as H 0 298, is defined as The enthalpy change when the molar quantities of reactants More information 1. The average kinetic energy of water molecules increases when 1) H 2 O(s) changes to H 2 O(l) at 0°C 3) H 2 O(l) at 10°C changes to H 2 O(g) at 20°C 2) H 2 O(l) at 20°C 2) H 2 O(l) changes to H 2 O(s) at 0°C 4) H 2 O(l) More information 1 Experiment 7: Titration of an Antacid Objective: In this experiment, you will standardize a solution of base using the analytical technique known as titration. Using this standardized solution, you will More information The Mole Atomic mass units and atoms are not convenient units to work with. The concept of the mole was invented. This was the number of atoms of carbon-12 that were objective to make 12 g of carbon. 1 mole More information EXPERIMENT 12: Empirical Formula of a Compound INTRODUCTION Chemical formulas indicate the composition of compounds. A formula that gives only the simplest ratio of the relative number of atoms in a compound More information Helsinki University of Technology Department of Mechanical Engineering Energy Engineering and Environmental Protection Publications Steam Boiler Technology ebook Espoo 2002 Boiler Calculations Sebastian More information 1 P age Module 5: Combustion Technology Lecture 34: Calculation of calorific value of fuels 2 P age Keywords : Gross calorific value, Net calorific value, enthalpy change, bomb calorimeter 5.3 Calculation More information All of the chemical changes you observed in the last investigation were the result of chemical reactions. A chemical reaction involves a rearrangement of atoms in one or more reactants to form one or more More information GCSE CHEMISTRY Higher Tier Chemistry 1H H Specimen 10 Time allowed: 1 hour 45 minutes Materials For this paper you must have: a ruler a calculator the periodic table (enclosed). Instructions Answer all More information 11-1 Stoichiometry What is stoichiometry? Calculations that relate the quantities of substances. It is the study of quantitative (measurable amounts) relationships in chemical reactions and equations. More information Honors Chemistry: Unit 6 Test Stoichiometry PRACTICE TEST ANSWER KEY Page 1 1. 2. 3. 4. 5. 6. Question What is a symbolic representation of a chemical reaction? What 3 things (values) is a mole of a chemical More information Mass, Moles, & Molar Mass Relative quantities of isotopes in a natural occurring element (% E.g. Carbon has 2 isotopes C-12 and C-13. Of Carbon s two isotopes, there is 98.9% C-12 and 11.1% C-13. 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