

**NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES
OF UKRAINE**

**AGROBIOLOGICAL FACULTY
DEPARTMENT OF ANALYTICAL AND BIOINORGANIC CHEMISTRY &
WATER QUALITY**

“APPROVED”

Dean of the Faculty of Plant Protection,
Biotechnology and Ecology
Dr.Agr.Sc., Prof. _____ Y.V. Kolomiets
" ____ " _ _ 2020

REVIEWED AND APPROVED

At the meeting of the department
of Analytical and Bioinorganic
Chemistry & Water Quality
Protocol # 12 “_14” _May 2020
Head of the Department
Dr.Chem.Sc., Prof. _____ V.A. Kopilevich

WORKING PROGRAM

**Academic Discipline ”INORGANIC AND ANALYTICAL CHEMISTRY”
For Specialty – 202 “Plant protection and Quarantine”**

**Working Program compiled by : Associate Professor N. Prokopchuk, PhD in
Chemistry**

Kyiv, 2020

**The Working Program Inorganic and Analytical Chemistry
for students specialty 202 “Plant protection and Quarantine”
Syllabus compiled by: Associate Professor N. Prokopchuk, PhD in Chemistry**

The Working Program was approved at the meeting of the Department of Analytical and Inorganic Chemistry and Water Quality

Protocol # 12 “ 14” May 2020

**Head of the Department
Dr.Chem.Sc., Prof. _____ V.A. Kopilevich**

**APPROVED by Scientific Council of the Faculty of Plant Protection,
Biotechnology and Ecology**

Protocol # “ ” 2020

Head _____ (_____)

Academic discipline description
«Inorganic and Analytical Chemistry»

Field of knowledge, direction, specialty, education and qualification level		
Educational and Qualification level qualification	bachelor	
Specialty	202 “Plant protection and Quarantine”	
Branch of knowledge	20 - Agricultural sciences and food	
Characteristics of training programme		
Type	ordinary	
The total number of academic hours	<u>135</u>	
Number of ECTS credits allocated	<u>4,5</u>	
Number of modules	<u>4</u>	
Forms of control	Exam	
Indicators of academic discipline for full-time and part-time forms of training course		
	Full-time	Part-time
Year (course)	1	-
Semester	1	-
Number of lectures	45	-
Number of seminars, practical classes		-
Laboratory sessions (activities)	60	-
Independent study	30	-
Individual lessons		-
Number of weekly in-class academic hours for full-time forms of training	7 2	-

1. Goal and objectives of academic discipline

Goal is to build a good foundation in chemical knowledge that allows to make qualitative and quantitative inquiries into topics in natural science.

Learning objectives are:

- name ionic and covalent compounds;
- know the properties of acids, bases and salts;
- apply stoichiometry in determining quantity relationships for compounds and chemical reactions;
- demonstrate an understanding of chemical equilibrium;
- understand the structure of matter on atomic and molecular levels and its correlation to chemical and physical properties;
- describe the concentration of a solution in the way that is most appropriate for a particular problem or application;
- use laboratory equipment and make observations to identify chemical and physical changes.

Learning outcomes :

Upon completion of this course, students should:

know the basic principles and topics of Inorganic and Analytical Chemistry and their application to real world problems.

be able to

- Compose a proper formula for a compound;
- Describe and name inorganic compounds;
- Write and balance chemical equations;
- Determine the composition of any atom or ion;
- Explain periodicity;
- Distinguish ionic, polar and nonpolar covalent bond;
- Describe characteristics of solutions;
- Balance oxidation-reduction reactions using the electron balance method;
- Analyze the characteristic properties of non-metals and metals;
- Use standard laboratory equipment for qualitative and quantitative

analysis.

2. Discipline Program

Module №1. Theoretical foundations of inorganic chemistry.

Lecture # 1. Introduction. General laws of stoichiometry and types of chemical reactions - 2 hour

Chemistry as the central science. Matter, energy, and their interrelationship. Inorganic chemistry. Analytical chemistry. Some fundamental definitions. A chemical reaction. Energy and entropy. Stoichiometry. Types of chemical reactions.

Lecture #2. Atomic Theory. Atomic structure of chemical elements - 4 hours.

Investigating atoms and atomic theory. Atomic Models. Atomic theory. Timeline of atomic theory. Dalton's model and theory. Thomson's Plum Pudding Model. Rutherford's Gold Foil Experiment. Rutherford's Model. Bohr's Model. Wave particle duality. Electron cloud. The atom as a nucleus with orbital electrons (Nuclear Model). Subatomic particles (protons, neutrons and electrons). Atomic number, mass number and isotopes. Molar mass and Avogadro's number. Atomic structure: Electrons in the structure of the atom. Wave particle duality and the dual nature of electrons. Bohr theory and the atomic spectra of hydrogen. Limitations of the Bohr theory. The Heisenberg uncertainty principle. Orbitals. Quantum numbers. Pauli exclusion principle. Build-up of elements – Aufbau principle, Hund's rule. Sequence of energy levels. Electron configurations.

Lecture #3. The Periodic Law and Periodic Table of chemical elements- 3 hours.

The Periodic Law. Periodic Table of chemical elements. Classification of chemical elements. Periods. Groups and Families. Electron configurations and the periodic table. The periodic table and the behavior of elements. Atomic Radius. Ionization Potential. Electron Affinity. Periodic Table and Periodic Trends.

Lecture #4. Chemical bonding and structure of molecules - 2 hours.

Review of Chemical Bonding. Valence Electrons. Octet Rule. Ionic Bonding. Covalent polar- and non-polar bonds. Electronegativity. Molecular Polarity.

Lewis Dot Structures. Bond Length. Bond Angles. Types of Bonds.

Lecture #5. Chemical kinetics and equilibrium - 2 hours.

Kinetics as the part of chemistry. Collision theory. Rate of chemical reactions. Factors affecting the rate of reaction. Concentration changes and chemical rate. Activation energy. The forward and reverse reactions. Chemical equilibrium. Phase equilibrium. Solution equilibrium. The Equilibrium Expression. Le Chatelier's Principle. Temperature changes and Le Chatelier's Principle. Entropy and Enthalpy. The Equilibrium Constant.

Module №2. The Main Laws of Chemical Transformations

Lecture #6. Solutions, their nature and properties - 3 hours.

Solutions, solvent and solute. Types of Solutions (Gas, liquid and solid). Solution Stoichiometry: expressing concentration in various units (mass per unit volume, moles per unit volume, percentage and fractions, normality, molarity, titre), reaction stoichiometry calculations involving solutions. Conversion between concentration measures.

Lecture #7. Electrolytes and reactions in their solutions - 3 hours.

Electrolytes and nonelectrolytes. Electrolytic dissociation. Strong, weak and moderate electrolytes. Hydration. Molecular equations. Ionic equations, net ionic equations. Steps in writing a net ionic equations. Arrhenius's Theory of Electrolytic Dissociation. Degree of Dissociation (Ionization). Dissociation Constant or Ionization Constant. Ostwald's dilution law.

Lecture #8. Hydrolysis of salts- 4 hours.

Fundamental characteristics of water. Hydrogen Ions from Water. Self-Ionization of Water. Ionic product of water. Ion-product constant for water (K_w). Hydrogen-ion concentration. Basic, acidic and neutral solutions. The pH Concept. pH scale ranges. Hydrogen ions and pH. Calculating pH. Measuring pH. Acid-Base Indicators. pH Meters.

Neutralization opposite hydrolysis. Types of hydrolysis: anion-hydrolysis, cation-hydrolysis, cation-anion-hydrolysis, no hydrolysis. Degree of hydrolysis. Hydrolysis constant. Buffers.

Lecture #9. Coordination compounds - 2 hours.

Coordination (Complex) Compounds. Structure of a Coordination Compound. Central metal atom, ligands. Coordination number. Complex charge. Charge of coordination compound. Forming complexes/complex ions. Werner's Theory. Electrolytic Dissociation of complex compounds. Instability, stability constants. Nomenclature of Coordination Compounds.

Module №3. Redox reactions. Chemistry of the elements.

Lecture #10. Oxidation-Reduction (Redox) reactions - 3 hours.

Introduction to Oxidation and Reduction. Oxidizing and reducing agents. Oxidation numbers of an atom in a molecules. Balancing redox reactions. General types of redox reactions. Disproportionation reactions. Halogen displacement reactions. Standard reduction potentials of half reactions. Most common oxidizing and reducing reagents. Redox reactions in everyday life.

Lecture #11. Hydrogen. The Halogens - 3 hours.

Hydrogen as the first element of the periodic table. Hydrogen production. Atomic structure and some physical properties of Halogens. Preparation of Halogens. Chemical properties of Chlorine, Bromine and Iodine. Oxidizing properties. Oxoacids and oxoanions of the halogens. Oxoacids and oxoanions of the halogens. The oxoacids of bromine and iodine. Uses of halogens' compounds. Oxoacids and oxoanions of the halogens. Changing redox properties depending on the valence state of chlorine. Bleach Powder. Hypochlorite. Chlorite. Chlorate. Perchlorate. Bromate, Iodate. The biological role of fluorine, chlorine, bromine and iodine.

Lecture #12. Group VIA. Oxygen, Sulfur, Selenium, Tellurium and Polonium -2 hours.

General characteristics of VI A group elements. Oxygen. Structure and properties of molecules and molecular ions of oxygen. Understanding the mechanisms of reactions involving oxygen, interaction with hydrogen, metals and nonmetals. Sulphur. Allotropic modifications. Physical and chemical properties. Redox duality elemental sulphur. Compounds of sulphur with hydrogen and metals. Hydrogen

sulphide. Sulphur compounds with oxygen. Sulphur (IV) oxide. Compounds of sulphur (VI). Sulphur hexafluoride, sulphuryl chloride, chlorosulphonic acid. Sulphur (VI) oxide. Sulphuric acid. Selenium and tellurium as an analogs of sulfur. Selenium (IV) oxide. Its acidic and oxidizing properties. Selenic acid. Comparison of properties selenic and selenous acids with sulphuric and sulphurous acids. The use of compounds.

Lecture #13-14. Group VA. Nitrogen, Phosphorus, Arsenic, Antimony and Bismuth. General properties of metals. - 4 hours.

General characteristics. Valence state of elements of V A. Nitrogen. Nitrogen molecule. Bonding energy and chemical activity. Nitrogen compounds with negative oxidation number. Ammonia, hydrazine, hydroxylamine. Amides and nitrides. Ammonium hydrate. Hydrolysis ammonium salts. Thermal decomposition. Qualitative reaction to ammonium cation. Nitrogen compounds with positive oxidation number. Oxides of nitrogen. The nature of chemical bonding and structure of molecules. Preparation. Structure and properties of nitric acid. Nitrous acid. Nitrites. Redox duality. Interaction of nitric acid with metals. "Aqua regia". Phosphorus. General characteristics. Comparison properties of nitrogen, phosphorus and their compounds. Allotropic modifications of phosphorus. Chemical activity. Phosphine, phosphonium salt. Phosphides. Phosphorus compounds with positive oxidation number. Halides and their hydrolysis. Oxides, their interaction with water. Phosphorous acid. Orthophosphoric, metaphosphoric and diphosphoric acids. Elements of Arsenic subgroups. Arsenic, antimony and bismuth.

Module №4. Analytical Chemistry

Lecture #15-16. Analytical chemistry as a science. Qualitative analysis - 5 hours.

Introduction. Chemical methods of analysis. Qualitative analysis as a process for identification of a substance. The characteristic qualitative analytical reactions that are used in the chemical methods of the qualitative analysis. Dry or wet analytical reactions. Flame test. Bead test. Conditions of the analytical reactions. Specific reactions. Fractional analysis. The systematic course of analysis. Parameters of

sensitivity of chemical reactions. Ways to improve the sensitivity of the analytical reaction. Cations classification by amino-phosphate method. General characteristic of the I - IV analytical groups of cations. Classifying anions. Applying the group reagents in the analysis of anions.

Lecture #17. Quantitative analysis - 3 hours.

Quantitative analysis as the set of experimental methods allowing to determine the quantitative content (concentration) of individual components and impurities in the sample of material to be researched. Chemical methods of analysis. Gravimetric (weight) methods. Precipitation methods. Titrimetry methods. Titration as the analysis process. Equivalent. The measurement of liquid volume. Neutralization method. Titration

curve. Permanganometry. Iodometry. Bromatometry. Complexometric method. Water hardness.

3. The structure of the curriculum of academic discipline for full-time form of training

Themes and modules to be covered	Number of hours											
	Full-time						Part-time					
	Total	including					Total	including				
lect.		pract.	lab.	ind.	ind.	lect.		pract.	lab.	ind.	ind.	
1	2	3	4	5	6	7	8	9	10	1 1	1 2	1 3
Theme module 1. Theoretical foundations of inorganic chemistry												
Theme 1. Introduction. General laws of stoichiometry and types of chemical reactions.	6	2		4			10					
Theme 2. Atomic structure of chemical elements.	6	4		2								
Theme 3. The Periodic Law and Periodic Table of chemical elements.	8	3		5								
Theme 4. Chemical bonding and structure of molecules.	6	2		4								

Theme 5. Chemical kinetics and equilibrium.	2	2		-											
Total with theme module 1.	38	13		15		10									
Theme module 2. Solutions, their nature and properties															
Theme 1. Solutions, their nature and properties.	6	3		2		10									
Theme 2. Electrolytes and reactions in their solutions.	6	3		4											
Theme 3. Hydrolysis of salts.	8	4		4											
Theme 4. Coordination compounds.	6	2		4											
Total with theme module 2.	36	12		14		10									
Theme module 3. Redox reactions. Chemistry of elements															
Theme 1. Redox reactions.	8	3		4		5									
Theme 2. Elements of VII-A sub-group.	7	3		2											
Theme 3. Elements of VI-A sub-group.	2	2		2											
Theme 4. Elements of V-A sub-group.	7	2		3											
Theme 6. General properties of metals.	8	2		2											
Total with theme module 3.	34	12		13		5									
Theme module 4. Analytical Chemistry															
Theme 1. Analytical chemistry as a science	4	2		2		5									
Theme 2. Qualitative analysis	7	3		6											
Theme 3. Quantitative analysis	11	3		10											
Total with theme module 4.	27	8		18		5									
Totally	135	45		60		30									

4. Themes of laboratory activities

#	Name of theme	Number of hours
1	General rules of activity in chemical laboratory. Rules of laboratory research. Control test – level of the secondary school knowledge.	2
2	Principles of classification of inorganic compounds and these ranges.	4
3	Studying of the chemical properties of different types of inorganic compounds. Control test – classification and properties of inorganic compounds.	4
4	Rules of composition of electronic formulas of the chemical elements, determination of their possible valence and oxidation numbers.	3
5	Types of chemical bonding and structure of molecules of acids, bases, salts, oxides. Control test – compilation of electronic formulas and determination of types of chemical bonding.	2
6	Solutions, their nature and properties. Units of concentration.	2
7	The rules of the chemical reactions compilation in the solutions of electrolytes. Control test: ionic reactions.	4
8	The rules of the chemical reactions compilation of the salts hydrolysis and determination of pH. Lecture's control test: hydrolysis of salts.	4
9	Rules of compilation of red-ox reactions. Control test.	4
10	Rules of compilation of coordinative compounds formulas and reactions with their participation. Studying of their properties. Control test.	4
11	Halogens and their compounds on the example of chlorine and bromine.	2
12	Oxygen, sulfur and their compounds.	2
13	Nitrogen, phosphorus and their compounds. Control Test.	3
14	Chemical properties of the same metals of main and secondary sub-groups. Control Test.	2
15	The first analytical group of cations	1
16	The second analytical group of cations	2
17	The third analytical group of cations	1
18	The forth analytical group of cations	1
19	The first analytical group of anions	2
20	The second analytical group of anions	1
21	The third analytical group of anions	1
22	Analysis of unknown substances	3
23	Determination of alkali solution normality	2
24	Complexometric titration	2
25	Permanganatometric determination of Iron(II) content in Mohr's salt	2
	Totally	60

5. Independent study

#	Name of theme	Number of hours
1	Molar ratios, molar masses, balancing and interpreting equations, conversions between grams and moles.	4
2	The electronic arrangements and dots-and-crosses diagrams.	2
3	Atomic number as the basis for the Periodic Law. Long form periodic table.	2
4	Lewis Structures. Exceptions to Regular Lewis Structures - resonance structures	2
5	Catalysts and catalysis. Dynamic equilibria.	2
6	Colligative properties of solution.	2
7	Dilute concentrations units: ppm, ppb, ppt.	5
8	Use of Hydrolysis in the "Real World".	2
9	Lewis Acid-Lewis base approach to bonding in complexes.	2
10	Half-reactions. Nernst Equation.	2
11	Metal halides. Interhalogen compounds.	2
12	Allotropes of Oxygen and Sulfur.	2
13	Occurrence of pnictogens.	2
14	Properties of alkali and alkali-earth elements.	2
	Totally	30

6. Test questions for final assessment

<i>Екзаменаційні питання</i>	
1. Atomic structure. Quantum numbers of electrons in atoms.	
Write complete electron configuration of the Sulfur atom and draw all possible excited states. Note valences, maximum and minimum oxidation numbers of this element.	
2. Bases. Classification, preparation and examples of bases.	
Which substances may react with each other: P ₂ O ₅ , NaOH, ZnO, HF, CaO? Write corresponding reactions.	
<i>Тестові завдання</i>	
1. Which formula contains error?	
A. CaHSO ₄	C. NH ₄ HSO ₄
B. (NH ₄) ₂ SO ₄	D. CaHPO ₄
2. Point the correspondence between formula of compound and type of a chemical bond:	
A. BaCl ₂	1. A metallic bond
B. Zn	2. An ionic bond
C. O ₂	3. A non-polar covalent bond
D. NH ₃	4. A polar covalent bond
A. _____, B. _____, C. _____, D. _____.	
3. Percent by mass of solution contained 15 g of (NH₄)₂SO₄ in 250 g of water, is:	
A. 3,9%	C. 4,8%
B. 1,5%	D. 5,7%
4. What is it necessary to add to K₃PO₄, so that K₂HPO₄ can be formed:	
A. KOH	C. H ₂ SO ₄
B. KCl	D. H ₃ PO ₄
5. Write all possible reactions between Ba(OH)₂ and H₂SO₄ (taking into account the possibility of neutral, acidic and basic salts forming).	
6. Note oxidation number and coordination number of the central atom in the complex compound - [Cr(NH₃)₅Br]SO₄.	
A. +2, 4	D. +3, 6
B. +2, 6	E. +4, 6
C. +3, 4	
7. Complete Redox reaction. Write electron balance. Determine oxidizing and reducing agents calculate sum of coefficients in equation:	
Ca + H ₂ SO ₄ (conc.) →	
A. 16	C. 17
B. 18	D. 10
8. Calculate a sum of coefficients in the molecular equation for 1st step hydrolysis of Zinc Sulfate and write molecular, complete ionic, and net-ionic	

reactions.	
A. 8	C. 6
B. 4	D. 7
9. What substances are strong electrolytes?	
Zn(OH)₂ 2. HNO₃ 3. HClO 4. HF 5. CH₃COOH 6. CaCl₂	
A. 1 i 4	D. 3 i 5
B. 2 i 6	E. 2 i 3
C. 3 i 4	
10. Bonds of central atom with ligands in complex compounds are realized due to:	
A. Ionic bond;	C. Covalent bond;
B. Donor-acceptor covalent bond;	D. Metallic bond.

7. Teaching Methods

A **teaching method** comprises the principles and methods used for teaching. Commonly used teaching methods for studying subject Water Resources Management include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

Explaining, or lecturing, is the process of teaching by giving spoken explanations of the subject that is to be learned. Lecturing is often accompanied by visual aids to help students visualize an object or problem.

Demonstrating is the process of teaching through examples or experiments. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning.

Collaboration allows students to actively participate in the learning process by talking with each other and listening to other points of view. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

Collaborative discussions can take a variety of forms, such as fishbowl discussions. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson.

Learning by teaching is the method, when students assume the role of teacher and teach their peers. Students who teach others as a group or as individuals must study and understand a topic well enough to teach it to their peers. By having students participate in the teaching process, they gain self-confidence and strengthen their speaking and communication skills.

7. Forms of control

The main forms of knowledge control are control at the lectures at seminars and workshops, outside the classroom, at the consultations, tests and exams.

I. Control of the lectures can be conducted as a selective oral questioning of students or tests using the previously laid material, particularly in sections of the course that are necessary for the understanding of the lecture topics, read, or to establish a degree of mastery of the material lectures (held by the manner of the late first or early second hour lectures).

Testing during lectures designed to teach students to systematic elaboration covered material and prepare for the upcoming lectures, establish the degree of assimilation theory to identify the most difficult students to read chapters from the following explanation of them. Control of the lectures has to subtract time. By spending time to control oral examination yields control, programmable for cards.

II. Current control on practical, seminar and laboratory studies conducted to elucidate ready students for employment in the following forms:

1. Writing (45 min.) Control work.

2. Colloquium on separate sections of theoretical courses (modules or themes).

III. Credits. Some subjects (theoretical courses, practical training) is applied differential test of performance appraisal on a five point scale. In a lecture course or its individual parts, which are not accompanied by laboratory or practical classes, the teacher may conduct interviews or colloquium, offer oral or written (with tickets) questions. Teacher Useful browse the students' notes. Often, students are subject to crediting as minor, insignificant and do not give enough time to prepare for it. Of the major courses before credit of Colloquium useful.

Term papers are the product of many days of work. They include elements of scientific research. Protecting course work - a special form of offset in the commission of two or three teachers. Best of coursework submitted for scientific student conference.

IV. Examinations. Exam is the final step in the study of the whole or part of the discipline and are designed to test students' knowledge on the theory and identify the skills apply the acquired knowledge in solving practical problems, as well as independent work skills with educational and scientific literature.

Student's rating of knowledge of an academic discipline consists of training work rating – 70 points and attestation rating – 30 points. Thus, rating of content modules, that are constituents of an academic discipline, makes 70 points. Rating of content modules as well as attestation rating are also measured by 100-point-scale.

Evaluation and grading
Grading system: National and ECTS

National grade	Grade according to national system	Percentage score
passed	Excellent	90 – 100
	Good	74-89
	Satisfactory	60-73
Not-passed	Unsatisfactory	0-59

9. Technology and methodological requirements

1. Inorganic Chemistry. Manual. Voytenko L., Kopilevich V., Prokopchuk N. - Kyiv: NAU Publish., 2019. - 148 p.
2. Workbook on Inorganic Chemistry. Voytenko L., Prokopchuk N. - Kyiv: NAU Publish., 2019. - 85 p.

10. Required and recommended literature

Basic

1. Introduction in General, Organic and Biochemistry, 7th Edition, by Morris Hein, Leo R. Best, Scott Pattison and Susan Arena, Brooks/Cole Publishing Co., 2010, 872 pp.
2. Inorganic Chemistry, second edition, D. F. Shriver, P. W. Atkins, and C.H. Langford; W. H. Freeman and Co., New York, 2013, 913 pp.
3. Glinka N.N. General Chemistry. Moscow: Nauka, 2016, 432 pp.

Supplemental

1. Concepts and Models of Inorganic Chemistry, third edition, B. E. Douglas, D. H. McDaniel and J. J. Alexander; John Wiley & Sons, Inc., New York, 1994. 993 p.
2. Inorganic Chemistry, A Modern Introduction, T. Moeller; John Wiley & Sons, New York, 1982. 846 p.
3. Chemistry of the Elements, N. N. Greenwood and A. Earnshaw; Pergamon Press, New York, 1984. 1542 pp.

11. Normative literature

1. ISO 6353-2:1983 Reagents for chemical analysis -- Part 2: Specifications -- First series.
2. ISO 6058:1984, Water quality - Determination of calcium content - EDTA titrimetric method ISO 6058:1984, Water quality - Determination of calcium content - EDTA titrimetric method.
3. ISO 6059 – 1984 Water quality – Determination of the sum of calcium and magnesium – EDTA titrimetric method.

12.IT resources

1. <https://elearn.nubip.edu.ua/course/view.php?id=1185>
2. <http://www.informika.ru/text/database/chemy/Enu/Data/Ch1-7.html>
3. <http://dbhs.wvusd.k12.ca.us/AcidBase/Kw.html>
4. <http://dbhs.wvusd.k12.ca.us/AcidBase/Hydrolysis.html>
5. <http://hyperphysics.phy-astr.gsu.edu/hbase/chemical/bond.html>
6. <http://chemlab.pc.maricopa.edu/periodic/triangletable.html>
7. <http://www.pc.chemie.uni-siegen.de/pci/versuche/english/kapite14.html>

НУБіП України

Ф-7.5-2.1.6-24

«Бланк тестових завдань»

**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ
І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ**

Факультет захисту рослин

Напрямок підготовки **202** " Plant protection and Quarantine "

Форма навчання денна

Семестр 1 Курс 1

ОКР «Бакалавр»

Кафедра аналітичної і біонеорганічної хімії та якості води

Дисципліна: **INORGANIC AND ANALYTICAL CHEMISTRY**

Викладач доц. Прокопчук Н.М.

«Затверджую»

Завідувач кафедри, поф., д.х.н.

(Копілевич В.А.)

« ____ » _____ 2019 р.

Білет № 1**1. Name the following compound CoCl_3 using the Stock system:***(to write name)***2. The relative molecular weight of Phosphorus (III) Oxide is equal to:***(to write answer as figure)***3. Determine type of the next chemical reaction: $\text{ZnCl}_2 + \text{Na}_2\text{CO}_3 = \text{ZnCO}_3 + 2\text{NaCl}$:**

1	RedOx;	Answer: _____
2	Neutralization;	
3	Double replacement;	
4	Complex formation.	

4. To point the correspondence of the oxide formulas and their chemical nature:

A. Basic	1. B_2O_3	Answer: A - _____; B - _____; C - _____; D - _____.
B. Amphoteric	2. NO	
C. Acidic	3. P_2O_3	
D. Non-salted	4. SiO_2	
	5. BaO	
	6. PbO	
	7. Cl_2O	
	8. BeO	

5. Note chemical formula of the Chlorate (I) acid:

1	HCl	Answer: _____
2	HClO	
3	HClO ₂	
4	HClO ₄	

6. Write a formula of acidic salt, formed in the reaction between H_2S and $\text{Ca}(\text{OH})_2$

Answer: (chemical formula) _____

7. Note mathematical expression of conservation law:

1	$E=mc^2$;	Answer: _____
2	$P_1V_1=P_2V_2$;	
3	$V_1N_1=V_2N_2$;	
4	$M = N \cdot V \cdot E$.	

8. Indicate reactions where a pressure growth in system gives the gain in yield of reaction products (shift the equilibrium to the right): (possible more than one true variant)

A.	$2H_2O_{(gas)} \leftrightarrow 2H_2_{(gas)} + O_2_{(gas)}$	Answer: _____
B.	$N_2_{(gas)} + 3H_2_{(gas)} \leftrightarrow 2NH_3_{(gas)}$	
C.	$CaCO_3_{(solid)} \leftrightarrow CaO_{(solid)} + CO_2_{(gas)}$	
D.	$C_{(solid)} + H_2O_{(vapor)} \leftrightarrow CO_2_{(gas)} + H_2_{(gas)}$	
E.	$2NO_{(gas)} + 4HI_{(gas)} \leftrightarrow 2I_2_{(gas)} + 2H_2O_{(vapor)}$	

9. To point the correctness of the statement: Maximum valency of Sulfur is IV.

1	True	Answer: _____
2	False	

10. Determine compound with the most ionic bond

1	HCl	Answer: _____
2	KCl	
3	CaCl ₂	
4	AlCl ₃	

11. Put in the sentence a missing figure:

Covalent bonding is formed by two atoms with difference of electronegativity in the range _____ - _____ units.

12. To point the correspondence of the compound formulas and type of the chemical bonding of ones: (possible more than one true variant)

A.	Ionic	1	Ca	Answer: A - _____; C - _____; B - _____; D - _____.
B.	Metallic	2	SrCl ₂	
C.	Covalent polar	3	F ₂	
D.	Covalent non-polar	4	NH ₃	
		5	OF ₂	
		6	K ₃ N	

13. Molar concentration of solution, contained 3,33 g of H₃PO₄ per liter, is:

Solution:
Answer: _____ M.

14. In the result of hydrolysis of Salt Ca(NO₂)₂ medium of solution is...

_____ (alkali or acidic or neutral)

15. Note molecular, ionic and net ionic form of the reaction between: Al(OH)₃ and NaOH:

:
Molecular: _____ ↔ _____;
Ionic: _____ ↔ _____;
Net ionic: _____ ↔ _____.

16. Calculate pH of 0,001 N NaOH.

pH = _____

17. To write the 1st step of hydrolysis in the form of molecular, ionic and net ionic reactions for salt AlCl_3 :

Molecular:	_____ \leftrightarrow _____;
Ionic:	_____ \leftrightarrow _____;
Net ionic:	_____ \leftrightarrow _____.

18. Note reaction, where Oxygen is reducing agent:

1	$4\text{FeS}_2 + 11\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3 + 8\text{SO}_2$	Answer: _____
2	$2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$	
3	$2\text{SO}_2 + \text{O}_2 \rightarrow 2\text{SO}_3$	
4	$2\text{F}_2 + \text{O}_2 \rightarrow 2\text{OF}_2$	

19. Complete Redox reaction with electron balance and determine coefficients:

___ KMnO_4 + ___ Mg + ___ $\text{H}_2\text{SO}_4 \rightarrow$	_____ + _____ $e^- \rightarrow$ _____	_____ oxidizing agent
_____	_____ - _____ $e^- \rightarrow$ _____	_____ reducing agent

20. Determine correspondence of the biological function of the chemical elements in the alive body:

A.	Ultramicronutrient, in high concentration - toxicant	1	I	Answer: A - _____;
B.	Micronutrient, in high concentration - toxicant	2	Fe	
		3	Ca	B - _____;
		4	Cu	
C.	Not active	5	Si	C - _____.
		6	Se	

21. The structure of the last energy level of the Halogens is:

A.	ns^2np^6 ;	Answer: _____
B.	ns^2np^5 ;	
C.	ns^2np^4 ;	
D.	ns^2np^0 .	

22. The additional bonds of central atom with ligands in complex compounds are realized due to:

A.	Ionic bonding;	Answer: _____
B.	Covalent bonding;	
C.	Donor-acceptor covalent bonding;	
D.	Metallic bonding.	

23. Complete complexation reaction (coordination number of Co^{3+} is equal 6) and calculate sum of coefficients:

___ CoCl_3 + ___ NH_3 (excess) \rightarrow [___(___)] _____
Sum of coefficients: _____

24. As usual, central atoms in complex compounds are:

A.	s-elements;	Answer: _____
B.	p-elements;	
C.	d-elements;	
D.	Non-metals.	

25. Calculate equivalent mass of $\text{H}_4\text{P}_2\text{O}_7$ ($M=178$ g/mol) is:

E ($\text{H}_4\text{P}_2\text{O}_7$) = _____ g/g-eq.

26. Note possible values of spin quantum figure m_s : _____.

27. Biological function of calcium consists in:

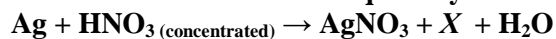
A.	This element is a component of chlorophyll;	Answer: _____
B.	This element is a component of blood gem;	
C.	This element is a component of bones and enamel;	
D.	This element is a part of adenosinetriphosphate acid (ATP).	

28. What's formula determine maximum quantity of electrons on the energy level?

A.	$2n^2$;	Answer: _____
B.	$2(2l + 1)$;	
C.	$2(2m + 1)$;	
D.	$3(n + 1)^2$;	
E.	$2(2l + m)$.	

29. To write chemical formula of compound: Calcium Chlorate (V):
 Answer: _____.

30. Determine substance X and quantity of electrons, lost by reducing agent in reaction:



	X	Coefficient		Answer: X - _____, Coefficient - _____ .
A.	NO_2	1	2	
B.	NH_4NO_3	2	3	
C.	NO	3	5	
D.	N_2O	4	1	