

To reach a speed of 5652 km/h and an altitude of 48.7 km, each of the Space Shuttle's solid rocket boosters burns 4536 kg of fuel...



To reach a speed of 5652 km/h and an altitude of 48.7 km, each of the Space Shuttle's solid rocket boosters burns 4536 kg of fuel...

> ...per second... ...for 123 seconds.



aluminium + ammonium perchlorate

nitrogen + aluminium oxide + aluminium chloride + water

# $10Al + 6NH_4ClO_4$ $\downarrow$ $3N_2 + 4Al_2O_3 + 2AlCl_3 + 12H_2O$

What has been oxidised and what has been reduced?





• Duration: 1 min. 28 sec.





 Fireflies are actually a type of beetle.
They glow due to a phenomenon known as bioluminescence.





 Fireflies flash more *frequently* on *warm* evenings compared to *cool* evenings.

 Scientists have discovered that fireflies flash once every 5 seconds at 21 °C and once every 11 seconds at 12 °C.





#### **Learning Outcomes**

#### Candidates should be able to:

- a) Describe the effect of concentration, pressure, particle size and temperature on the speeds of reactions and explain these effects in terms of collisions between reacting particles.
- b) Define the term catalyst and describe the effect of catalysts (including enzymes) on the speeds of reactions.
- c) Explain how pathways with lower activation energies account for the increase in speeds of reactions.
- d) State that some compounds act as catalysts in a range of industrial processes and that enzymes are biological catalysts.
- Suggest a suitable method for investigating the effect of a given variable on the speed of a reaction.
- f) Interpret data obtained from experiments concerned with speed of reaction.
  - Singapore Examinations and Assessment
  - Board University of Cambridge International Examinations
    - Ministry of Education Singapore





#### • It is human nature to find things interesting if they are *fast*.



• Duration: 29 sec.

• How would you determine the average speed of this car?

• speed = distance ÷ time



Guinness
World Record
For Parallel
Parking.

#### It's about...



So talk about frequency, not number.



|          | amount of reactant |
|----------|--------------------|
| rate of  | used up            |
| reaction | time taken         |

|            | amount of product |
|------------|-------------------|
| rate of    | formed            |
| reaction _ | time taken        |







• Some chemical reactions are very fast, for example, the reaction between potassium manganate(VII) (formula,  $KMnO_4$ ) and glycerol (formula,  $C_3H_8O_3$ ).





#### Some chemical reactions are very fast, for example, the reaction between potassium zinc (Zn) and sulfur (S): Zn(s) + S(s) → ZnS(s)



Duration: 44.5 sec.



## While other chemical reactions are very slow, for example, the rusting of iron.





## Consider why it is important to control the rate of a chemical reaction that takes place on an industrial scale.

H.U.

 At a factory making nylon in Flixborough, a small town in England, a cigarette ignited a cloud of highly flammable cyclohexane vapour, which had escaped from a leaking pipe. A tiny amount of energy from the cigarette was enough to start the reaction that released the vast amount of energy stored in the cyclohexane. This destroyed 100 houses and killed 29 people.

cyclohexane + oxygen  $\rightarrow$  carbon dioxide + water  $C_6H_{12}(g) + 9O_2(g) \rightarrow 6CO_2(g) + 6H_2O(g)$ 



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• The causes of the Chernobyl incident, which released a cloud of radioactive material into the atmosphere, are misunderstood. The cause was chemical rather than nuclear. A series of operator errors produced steam inside the reactor. Zirconium metal reacted with the steam to produce hydrogen which ultimately exploded and set fire to the graphite rods that were used to absorb neutrons in the reactor. Radioactive material was then released from the damaged reactor. Essentially, this was a case of a high temperature increasing the rate of a chemical reaction.





 At Bhopal, in India, an insecticide called carbamyl was being manufactured. The process involved several poisonous gases and one of these, methyl isocyanate, was the cause of the disaster. One theory is that a reaction between methyl isocyanate and water caused a build-up of pressure. This normally slow reaction was made much faster by sodium hydroxide (from a cleaning system) acting as a catalyst. The build-up of pressure caused toxic gases to be released into the surrounding area, killing over 2000 people.



 On 13<sup>th</sup> August 2015 a warehouse complex at Tianjin in China was destroyed by two massive explosions.

 Seismologists were able to measure the strength of the two explosions. The first explosion was equivalent to 3 tonnes of TNT detonating. The second explosion was equivalent to 21 tonnes of TNT detonating, and the explosion could be observed from space.



 Initial reports stated that the explosions killed dozens of people, injured hundreds more, and devastated a large area of the city.

 It is believed that the warehouse complex was used to store hazardous chemicals such as calcium carbide (CaC<sub>2</sub>), which is used in the manufacture of plastics, and potassium nitrate KNO<sub>3</sub>, which is used in the manufacture of fertilisers and explosives.



 First Explosion: Could have been caused by the civil defence force spraying water onto the *calcium carbide* (CaC<sub>2</sub>). This reaction would have produced *ethyne* (C<sub>2</sub>H<sub>2</sub>) and calcium hydroxide.

 $CaC_{2}(s) + 2H_{2}O(l) \rightarrow C_{2}H_{2}(g) + Ca(OH)_{2}(aq)$ 

• Ethyne is a *highly flammable* gas that releases a very large amount of energy when it burns.  $2C_2H_2(g) + 5O_2(g) \rightarrow 4CO_2(g) + 2H_2O(l)$ 

 $\Delta H = -1300 \text{ kJ/mol of } C_2 H_2(g)$ 



 Second Explosion: This was most probably triggered by the first explosion.

 Potassium nitrate (KNO<sub>3</sub>) is an excellent oxidising agent. Above its melting point of 334 °C, potassium nitrate rapidly decomposes into potassium nitrite (KNO<sub>2</sub>) and oxygen.

#### $2KNO_3(s) \rightarrow 2KNO_2(s) + O_2(g)$

 Heat from the first explosion would have caused the potassium nitrate to decompose, releasing enormous quantities of oxygen which would have reacted explosively with other chemicals.



 In addition, it is also believed that the warehouse complex was used to store 700 tonnes of sodium cyanide (NaCN) which is used in the mining of precious metals. Sodium cyanide is a highly toxic chemical. Once it enters the body, it is rapidly converted into hydrogen cyanide (HCN) which inhibits cellular respiration.




• Duration: 1 minute

• Video downloaded from www.theguardian.co.uk

• Warning: Video contains some expletives.



 For industrial reactions, it is often important for the reaction to take place as quickly as possible. By manufacturing the chemical in a shorter space of time, the company will:

- i) Meet the needs of its customers, especially if the chemical is in high demand.
- ii) Ensure that all equipment is used to its full capacity.
  - iii) Increase its profit margins / make more money.

• Some chemical reactions are very exothermic. On an industrial scale, it may be necessary to slow down these reactions to reduce the energy that is released and hence reduce the chance of an industrial accident.





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How can I measure the rate of a chemical reaction?

 Experimental Design: What could the dependent variables be?



• Some observable property of the reaction must be measured against *time*.





 Measuring how these variables change against time will enable a Chemist to determine the *rate of a chemical reaction*: 1) Change in temperature. 2) Formation of a precipitate. 3) Change in colour. 4) Change in pH value. 5) Change in volume / pressure (for gases). 6) Change in mass.



1) Change in *temperature* against time.



 For exothermic reactions, where there is an increase in the temperature of the surroundings. The enthalpy change for these reactions is negative, -∆H.

• For *endothermic* reactions, where there is a *decrease* in the temperature of the surroundings. The *enthalpy change* for these reactions is

positive, +∆H.



1) Change in *temperature* against time.



• For *exothermic* and *endothermic* reactions.





1) Change in *temperature* against time.



• For *exothermic* and *endothermic* reactions.





#### 1) Change in *temperature* against time.





#### 1) Change in *temperature* against time.



• A *digital thermometer* can be used to follow a change in temperature against time more accurately.

120



1) Change in *temperature* against time.

• Examples:

methane + oxygen  $\rightarrow$  carbon dioxide + water CH<sub>4</sub>(g) + 2O<sub>2</sub>(g)  $\rightarrow$  CO<sub>2</sub>(g) + 2H<sub>2</sub>O(l)  $-\Delta$ H

zinc + copper(II) sulfate  $\rightarrow zinc$  sulfate + copper Zn(s) + CuSO<sub>4</sub>(aq)  $\rightarrow$  ZnSO<sub>4</sub>(aq) + Cu(s)  $-\Delta H$ 

carbon dioxide + water  $\rightarrow$  glucose + oxygen 6CO<sub>2</sub>(g) + 6H<sub>2</sub>O(l)  $\rightarrow$  C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>(aq) + 6O<sub>2</sub>(g) + $\Delta$ H



2) Formation of a *precipitate* against time.



• For reactions that result in the formation of an *insoluble* product.





2) Formation of a *precipitate* against time.



• For reactions that result in the formation of an *insoluble* product.





#### 2) Formation of a *precipitate* against time.

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• Example:

#### sodium thiosulfate + hydrochloric acid $\downarrow$ sodium chloride + sulfur + sulfur dioxide + water

 $Na_2S_2O_3(aq) + 2HCl(aq) \rightarrow 2NaCl(aq) + S(s) + SO_2(g) + H_2O(l)$ 



3) Change in *colour* against time.



• Mainly for reactions of transition metal compounds and Group 17 elements.





3) Change in *colour* against time.

• Mainly for reactions of transition metal compounds and Group 17 elements.





# Rate of Reaction3) Change in *colour* against time.



 A colourimeter can be used to follow a change in colour against time more accurately.

SOLEX

quartz

▷ time set

## Rate of Reaction3) Change in *colour* against time.



• A colourimeter can be used to follow a change in colour against time more accurately.

SOLEX

quartz

100319

▷ time set

#### 3) Change in *colour* against time.



 A colourimeter can be used to follow a change in colour against time more accurately.

SOLEX

quartz

15:45 13

D time se

#### 3) Change in *colour* against time.

• Example:

#### manganate(VII) ions (purple) ↓ manganese(II) ions (colourless)

 $MnO_4^{-}(aq) + 8H^{+}(aq) + 5e^{-} \rightarrow Mn^{2+}(aq) + 4H_2O(l)$ 



4) Change in *pH* against time.

• For reactions involving *acids* and / or alkalis.







4) Change in *pH* against time.

• For reactions involving *acids* and / or alkalis.







4) Change in *pH* against time.

• Example:

sulfuric acid + sodium hydroxide  $\rightarrow$  sodium sulfate + water H<sub>2</sub>SO<sub>4</sub>(aq) + 2NaOH(aq)  $\rightarrow$  Na<sub>2</sub>SO<sub>4</sub>(aq) + 2H<sub>2</sub>O(l)



4) Change in *pH* against time.



A digital pH meter
can be used to follow
a change in pH
against time more
accurately.

















5) Change in *volume or pressure* against time.

• Examples:

magnesium + nitric acid  $\rightarrow$  magnesium nitrate + hydrogen

 $Mg(s) + 2HNO_3(aq) \rightarrow Mg(NO_3)_2(aq) + H_2(g)$ 

hydrogen peroxide  $\rightarrow$  oxygen + water

 $2H_2O_2(aq) \rightarrow O_2(g) + 2H_2O(l)$ 



6) Change in mass against time.



Note: Cotton wool is placed in the mouth of the flask to allow gases to escape, while preventing any of the solution from escaping.

• For reactions in which a dense *gaseous product* is allowed to escape.





6) Change in mass against time.



Note: Cotton wool is placed in the mouth of the flask to allow gases to escape, while preventing any of the solution from escaping.

• For reactions in which a dense *gaseous product* is allowed to escape.





#### 6) Change in *mass* against time.



**Note:** Cotton wool is placed in the mouth of the flask to allow gases to escape, while preventing any of the solution from escaping.

reaction has finished.





#### 6) Change in mass against time.

For < 2009ms only

Uniti


## Rate of Reaction 6) Change in *mass* against time. • Example: calcium carbonate + hydrochloric acid calcium chloride + water + carbon dioxide $CaCO_3(s) + 2HCl(aq) \rightarrow CaCl_2(aq) + H_2O(l) + CO_2(q)$ **Note:** This method of determining the rate of a chemical reaction is *not suitable* if the gas is *very soluble in water*, e.g. $NH_3(g)$ , HCl(g) and $SO_2(g)$ .



6) Change in *mass* against time.

• Example:

calcium carbonate + hydrochloric acid ↓

calcium chloride + water + carbon dioxide

 $CaCO_3(s) + 2HCl(aq) \rightarrow CaCl_2(aq) + H_2O(l) + CO_2(g)$ 

**Note:** A *significant* change in mass is only observed for gases that have a *high relative molecular mass*, *e.g.*  $CO_2(g)$ ,  $M_r = 44.0$ . The change in mass is *insignificant* for gases that have a *low relative molecular mass*, *e.g.*  $H_2(g)$ ,  $M_r = 2.00$ .



What variables could you measure to determine the rate of the following reaction?

sodium carbonate + nitric acid ↓ sodium nitrate + water + carbon dioxide

Na<sub>2</sub>CO<sub>3</sub>(s) + 2HNO<sub>3</sub>(aq) → 2NaNO<sub>3</sub>(aq) + H<sub>2</sub>O(l) + CO<sub>2</sub>(g)  $\Delta H = -50 \text{ kJ}$ 



What variables could you measure to determine the rate of the following reaction?

sodium carbonate + nitric acid ↓ sodium nitrate + water + carbon dioxide

 $Na_2CO_3(s) + 2HNO_3(aq) \rightarrow 2NaNO_3(aq) + H_2O(l) + CO_2(g)$ 

 $\Delta H = -50 \text{ kJ}$ 

- Change in temperature against time.
- Change in volume of gas against time.
  - Change in mass against time.
    - Change in pH against time.



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What must happen in order for two chemicals to *react* with each other?



Firstly, a few important terms...

• Exothermic: An exothermic process releases energy, usually in the form of heat and light, into the surroundings.

• Endothermic: An *endothermic* process *absorbs energy*, usually in the form of heat and light, *from* the surroundings.

• Activation Energy: The *minimum* amount of energy that must be provided / supplied in order for a chemical reaction to take place.



#### **Activation Energy**



 Activation energy is the minimum amount of energy that must be supplied to a chemical system in order for a reaction to take place.



#### **Activation Energy**



 For example, the phosphorus and sulfur in a match head will not react with the oxygen in the air until the match is struck against the sandpaper on the side of the match box.



#### **Activation Energy**



 Friction between the match head and sandpaper generates heat energy which is used to break chemical bonds in the molecules of phosphorus, sulfur and oxygen, thus allowing them to react.





1) Particles of the two reactants are in a *constant state* of *random motion* (kinetic particle theory).





#### 2) Particles of the two reactants eventually *collide*.





3) The energy of the collision may be less than or greater than the *activation energy* for the reaction.





4) If the energy of the collision is equal to or greater than the activation energy for the reaction, then chemical bonds will be broken (endothermic).





#### 5) And new chemical bonds will be formed (exothermic).





6) Resulting in the formation of new reaction products.

























• Note: The particles in a reaction do not all react at once.

- People running a marathon run at different speeds and cross the finishing line at different times.
- It is the same for the particles in a reaction. The particles move at different speeds, with different amounts of kinetic energy, and will collide and react at different times.





Speed of Runners / Kinetic Energy of Reacting Particles





• For particles to react, they must collide with a minimum amount of energy. Some particles move faster, and posses more kinetic energy, than others.



Duration: 18.5 sec.

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What variables affect the rate of a chemical reaction?

 Experimental Design: What could the independent variables be?



 Any variable that increases the frequency with which particles of the reactants collide and / or increases the energy with which they collide will increase the rate of a chemical reaction.



 Changing these variables will change the rate of a chemical reaction:

1) Temperature.

2) Concentration of a solution.

3) Pressure of a gas.

4) Surface area of a solid.

5) Addition of a catalyst or enzyme.



### 1) Temperature.

32 -

<u>30</u> 





 Particles in a solid at low temperature.

Relatively low average kinetic energy.

• Particles in a solid at *high* temperature.

Relatively high average kinetic energy.



#### 1) Temperature. Increasing the temperature will increase the rate of reaction.

• Increasing the temperature of a reaction mixture increases the *average kinetic energy* of the particles in the mixture. The particles collide *more frequently*, and each collision is *more energetic*.

• Increasing the *frequency* of the collisions between the particles increases the chance of a reaction taking place.

 Increasing the *energy* of the collisions between the particles means that more collisions will exceed the reaction's activation energy.

• Increasing the *frequency of effective collisions* between the particles increases the rate of the reaction.





• As a general rule, increasing the temperature of a chemical reaction by 10 °C will double the rate of the reaction.

 Remember the fireflies? They flashed once every 11 seconds at 12 °C, but flashed once every 5 seconds at 21 °C.



# Rate of Reaction Low Temperature – Slow Reaction



 Frequency of collisions is *low*. Only a *small number* of collisions produce energy > activation energy. The reaction is *slow*.

# Rate of Reaction High Temperature – Fast Reaction



 Frequency of collisions is *high*. *Many* collisions produce energy > activation energy. The reaction is *fast*.













Note: A change in *temperature* will affect the rate of *all* reactions involving *solids*, *solutions*, *gases* or any combination of the three.



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Please tell me more about how *temperature* affects the rate of reaction!




Maxwell-Boltzmann Distribution of Molecular Energies

• Note: The graphs show that the *higher* the *temperature* of the reaction, the *greater* the average *kinetic energy* possessed by the reacting particles.

• Note: The *area* under each graph is directly proportional to the *number of particles* in the reaction mixture.

 Note: The line labelled E<sub>a</sub> on the graph represents the activation energy of the reaction.





Maxwell-Boltzmann Distribution of Molecular Energies

• Note: The higher the temperature, the greater the proportion of reacting particles that possess kinetic energy equal to or greater than the *activation energy* of the reaction.

• Consequence: An *increase in temperature* increases the average kinetic energy of the reacting particles. More particles posses kinetic energy equal to or greater than the reaction's activation energy. This *increases the frequency of effective collisions* between the reacting particles, causing the reaction to occur at a *faster rate*.















2) Concentration (of a solution). Increasing the concentration of a solution will increase the rate of reaction.

- The more concentrated a solution is, *the more particles it contains per unit volume*.
- Because there are more particles per unit volume, the particles are *closer together* and therefore collide *more frequently*.
  - Increasing the *frequency of effective collisions* between the particles increases the rate of the reaction.
    - NOTE: A change in concentration does NOT affect the energy of the collisions between the particles.



#### Low Concentration – Slow Reaction



#### High Concentration – Fast Reaction







3) Pressure (of a gas). Increasing the pressure of a gas will increase the rate of reaction.

• Increasing the pressure of a gas forces the particles *closer together* (kinetic particle theory – a gas can be compressed).

• There are *more particles per unit volume*. Because the particles are *closer together*, they collide *more frequently*.

- Increasing the *frequency of effective collisions* between the particles increases the rate of the reaction.
- NOTE: A change in pressure does NOT affect the energy of the collisions between the particles.



3) Pressure (of a gas). Increasing the pressure of a gas will increase the rate of reaction.

#### Low Pressure



 At a high pressure, there are more particles per unit volume. Because the particles are closer together, they collide *more frequently*. This *increases the frequency of effective collisions*, between the particles which *increases the rate of the reaction*.



3) Pressure (of a gas). Increasing the pressure of a gas will increase the rate of reaction.

#### **High Pressure**



• At a high pressure, there are more particles per unit volume. Because the particles are closer together, they collide *more frequently*. This *increases the frequency of effective collisions*, between the particles which *increases the rate of the reaction*.



# Rate of Reaction Low Pressure – Slow Reaction



# Rate of Reaction High Pressure – Fast Reaction



4) Surface area (of a solid). Increasing the surface area to volume ratio of a solid will increase the rate of reaction.

- Increasing the surface area to volume ratio of a solid reagent increases the area over which collisions between the two reacting chemicals can take place.
  - This increases the *frequency* of the collisions between particles of the two reagents.
  - Increasing the *frequency of effective collisions* between the particles increases the rate of the reaction.
- NOTE: A change in surface area does NOT affect the energy of the collisions between the particles.









Surface area of cube
 = 6 × (2 × 2)
 = 24 cm<sup>2</sup>















#### Imagine a long queue at the school canteen.







• Imagine a long queue at the school canteen.

• Opening more stalls will *increase the rate* at which students are served their food.







• Imagine a long queue at the school canteen.

• Opening more stalls will *increase the rate* at which students are served their food.



Stall

#1

Stall

#2

Stall

#3







#### 5) Catalyst (or enzyme). Addition of a catalyst will increase the rate of reaction.

 Catalysts (or enzymes) increase the speed of a reaction by providing an *alternative pathway* for the reaction to proceed.
 The alternative pathway of the catalysed reaction has a *lower activation energy* than the reaction without the catalyst.

- By lowering the activation energy, more collisions between particles will have an energy equal to or greater than the reaction's activation energy.
- Increasing the *frequency of effective collisions* between the particles increases the rate of the reaction.





#### Iodide ions (I<sup>-</sup>) catalyse the decomposition of hydrogen peroxide into water and oxygen.



"Elephant Toothpaste" Catalytic Decomposition of Hydrogen Peroxide by Iodide Ions  $2H_2O_2(aq) \rightarrow 2H_2O(l) + O_2(g)$ 





"Elephant Toothpaste"

Catalytic Decomposition of Hydrogen Peroxide by Iodide Ions

Iodide ions from aqueous potassium iodide catalyse the decomposition of hydrogen peroxide in two steps:
 Step 1: H<sub>2</sub>O<sub>2</sub>(aq) + I<sup>-</sup>(aq) → H<sub>2</sub>O(*l*) + IO<sup>-</sup>(aq)

Step 2:  $H_2O_2(aq) + IO^-(aq) \rightarrow H_2O(l) + O_2(g) + I^-(aq)$ 

 Note that the iodide ions participate in the reaction (iodide ions are one of the reactants in Step 1) but are regenerated at the end of the reaction (iodide ions are one of the products in Step 2) allowing them to catalyse the reaction over again without having to be continuously added.






Catalyst



• A catalyst is a chemical that *increases the rate* of a chemical reaction.

- Catalysts increase the speed of a reaction by providing an *alternative pathway* for the reaction to proceed. The alternative pathway of the catalysed reaction has a *lower activation energy* than the reaction without the catalyst.
- More particles will have energy equal to or greater than the reaction's activation energy and will therefore react when they collide. This increases the frequency of effective collisions between the particles.
- The catalyst remains *chemically unchanged* at the end of the chemical reaction.
  - Only a small amount of catalyst is required and it can be recovered at the end of the experiment.







**Progress of Reaction** 





**Progress of Reaction** 







 Only 3 out of 30 students can jump this high.











 Analogy for activation energy. Less energy is required to push the boulders around the side of the hill compared to the energy that is required to push the boulders over the hill.

 Using the same amount of energy, more boulders can be pushed around the side of the hill compared to the number that can be pushed over the hill.











Study the energy change diagram shown below.
Identify energy changes A, B, C and D.





Study the energy change diagram shown below.
 Identify energy changes A, B, C and D.



A Activation energy of the forward reaction.
B Activation energy of the forward reaction with a catalyst.
C Energy change (△H) of the forward reaction.
D Activation energy of the backward reaction.



• Examples of catalysts include:

- Iron Fe: Catalyst used in the industrial manufacture of ammonia (Haber process).
   N<sub>2</sub>(g) + 3H<sub>2</sub>(g) <sup>Fe</sup> ⇒ 2NH<sub>3</sub>(g)
- Nickel Ni: Catalyst used in the catalytic hydrogenation of plant oils during the manufacture of margarine.
   C<sub>2</sub>H<sub>4</sub>(q) + H<sub>2</sub>(q) → C<sub>2</sub>H<sub>6</sub>(q)

• Vanadium(V) Oxide –  $V_2O_5$ : Catalyst used in the industrial manufacture of sulfuric acid (Contact process).  $2SO_2(g) + O_2(g) \xrightarrow{V_2O_5} 2SO_3(g)$ 



• Enzymes are biological catalysts.

• Enzymes increase the rate of the reactions that take place inside living organisms.

• One example of an enzyme is the catalyst in *yeast* which converts glucose into ethanol and carbon dioxide during the process of fermentation.

 $C_6H_{12}O_6(aq) \rightarrow 2CH_3CH_2OH(aq) + 2CO_2(g)$ 

Unlike inorganic catalysts, enzymes are very sensitive to variables such as *temperature* and *pH*. The efficiency with which an enzyme catalyses a reaction falls rapidly at temperatures above 40 °C (the enzyme has been *denatured*). In addition, each enzyme only functions over a narrow range of pH, unique to that particular enzyme.



• Enzymes are biological catalysts.

 Another example of an enzyme is sucrase which breaks down sucrose (sugar) into glucose and fructose.

sucrose + water  $\xrightarrow{\text{sucrase}}$  glucose + fructose  $C_{12}H_{22}O_{11}(aq) + H_2O(l) \xrightarrow{\text{sucrase}} C_6H_{12}O_6(aq) + C_6H_{12}O_6(g)$ 





Reaction pathway









#### **Chemical Properties of Reactants**

 In addition to variables such as catalyst, concentration, pressure, surface area and temperature, the *chemical properties of the reactants* can also affect the rate of a chemical reaction.



**Chemical Properties of Reactants** 

 Assuming that all other variables remain constant, *i.e.* concentration of acid, surface area of magnesium and temperature, which one of the following reactions will be the *slowest*, and which one will be the *fastest*?

 $Mg(s) + {}^{2}CH_{3}COOH(aq) \rightarrow Mg(CH_{3}COO)_{2}(aq) + H_{2}(g)$ 

 $Mg(s) + H_2SO_4(aq) \rightarrow MgSO_4(aq) + H_2(g)$ 

 $Mg(s) + 2HCl(aq) \rightarrow MgCl_2(aq) + H_2(g)$ 



#### **Chemical Properties of Reactants**

• All three reactions share the same ionic equation:

 $Mg(s) + 2H^{+}(aq) \rightarrow Mg^{2+}(aq) + H_{2}(g)$ 

- The concentration of H<sup>+</sup>(aq) will affect the rate of the reaction.
  - The greater the concentration of H<sup>+</sup>(aq), the greater the number of H<sup>+</sup>(aq) per unit volume.
  - This will increase the frequency of effective collisions between H<sup>+</sup>(aq) and Mg(s) therefore increasing the rate of the reaction.



#### **Chemical Properties of Reactants**

 Even though the concentrations of the three acids are the same, because the three acids vary slightly in their *chemical properties*, the concentration of H<sup>+</sup>(aq) in each acid is actually *different*.



**Chemical Properties of Reactants** 

• Ethanoic acid is a *weak monobasic* acid.

 $CH_3COOH(aq) \rightleftharpoons H^+(aq) + CH_3COO^-(aq)$ 

- Ethanoic acid will only *partially ionize* to produce H<sup>+</sup>(aq) when it is dissolved in water.
  - One molecule of ethanoic acid can produce a maximum number of one H<sup>+</sup>(aq).

 Out of the three acids, ethanoic acid has the lowest H<sup>+</sup>(aq) concentration and therefore has the slowest rate of reaction with Mg(s).



**Chemical Properties of Reactants** 

• Sulfuric acid is a *strong dibasic* acid.

 $H_2SO_4(aq) \rightarrow 2H^+(aq) + SO_4^{2-}(aq)$ 

- Sulfuric acid will *fully ionize* to produce H<sup>+</sup>(aq) when it is dissolved in water.
  - One molecule of sulfuric acid can produce a maximum number of *two H<sup>+</sup>(aq)*.

 Out of the three acids, sulfuric acid has the *highest H*<sup>+</sup>(*aq*) concentration and therefore has the *fastest rate of reaction* with Mg(s).



**Chemical Properties of Reactants** 

• Hydrochloric acid is a *strong monobasic* acid.

 $HCl(aq) \rightarrow H^{+}(aq) + Cl^{-}(aq)$ 

 Hydrochloric acid will *fully ionize* to produce H<sup>+</sup>(aq) when it is dissolved in water.

 One molecule of hydrochloric acid can produce a maximum number of one H<sup>+</sup>(aq).

 Out of the three acids, hydrochloric acid has a faster rate of reaction compared to ethanoic acid, but a slower rate of reaction compared to sulfuric acid.







 For the same volume and concentration of each acid reacting with the same mass of magnesium, the reaction between sulfuric acid and magnesium will be *faster* (producing a larger volume of hydrogen gas per unit time) than the reaction between ethanoic acid and magnesium.















 When sketching a rate of reaction graph, consider the following points. These should help guide you towards drawing a graph with the correct shape.

#### a) What is the Initial Gradient?

If a variable\* has been changed that will *increase* the rate of reaction (*e.g.* increase in temperature) then the initial gradient should be *steeper*, *i.e.* the line for the new graph should be draw to the *left* of the original graph.

If a variable\* has been changed that will *decrease* the rate of reaction (*e.g.* decrease in concentration) then the initial gradient should be *more shallow*, *i.e.* the line for the new graph should be draw to the *right* of the original graph.

\*Assume that only one variable is changed at-a-time.



 When sketching a rate of reaction graph, consider the following points. These should help guide you towards drawing a graph with the correct shape.

#### **b)** When does the Reaction Stop?

The point at which a reaction is complete is indicated by the point at which the variable being measured against time (*independent variable*) becomes *constant*.

If a variable\* has been changed that will *increase* the rate of reaction (*e.g.* addition of a catalyst) then the reaction will take a *shorter* period of time to complete / finish.

If a variable\* has been changed that will *decrease* the rate of reaction (*e.g.* decrease in temperature) then the reaction will take a *longer* period of time to complete / finish.

\*Assume that only one variable is changed at-a-time.



 When sketching a rate of reaction graph, consider the following points. These should help guide you towards drawing a graph with the correct shape.

c) How Much Product is Formed?

For reactions in which a *solution* is the *limiting reagent* – increasing the *concentration*<sup>\*</sup> of the solution will not only increase the rate of reaction, it will also *increase the amount* of product formed (moles =  $\mathbf{c} \times \mathbf{v} \times 10^{-3}$ ).

For reactions in which a *solution* is the *limiting reagent* – increasing the *volume*<sup>\*</sup> of the solution will *not* affect the rate of reaction, but it *will increase the amount of product* formed (moles =  $c \times v \times 10^{-3}$ ).

\*Assume that only one variable is changed at-a-time.



 Changing the *temperature* (increase or decrease) of a chemical reaction *will* change the *rate* of the chemical reaction (correspondingly, increase or decrease), but *will not* affect the total *amount* of product formed.

Adding a *catalyst* to a chemical reaction *will* increase the *rate* of the chemical reaction, but *will not* affect the total *amount* of product formed.

 Assuming that the mass of the solid reagent remains constant – increasing the surface area of a solid reagent will increase the rate of the chemical reaction, but will not affect the total amount of product formed.



Assuming that it is the *limiting reagent*, and assuming that its volume remains *constant* – changing the *concentration* of a *solution* (increase or decrease) *will* change the *rate* of the chemical reaction (correspondingly, increase or decrease) and *will also* change the total *amount of product* formed (correspondingly, increase or decrease).
 moles of chemical in solution = c × v × 10<sup>-3</sup>

• Assuming that it is the *limiting reagent*, and assuming that its concentration remains *constant* – changing the *volume* of a *solution* (increase or decrease) *will not* change the *rate* of a chemical reaction but *will* change the total *amount of product* formed (correspondingly, increase or decrease). moles of chemical in solution =  $c \times v \times 10^{-3}$ 






• The *steeper* the gradient, the *faster* the reaction. The *more shallow* the gradient, the *slower* the reaction.



• A reaction will slow down, and eventually stop, as the *amount* (*moles*) of the *limiting reagent* decreases to *zero*.

 This will decrease the frequency of effective collisions between the particles, decreasing the rate of the chemical reaction.









#### • $2C_8H_{18}(l) + 25O_2(g) \rightarrow 16CO_2(g) + 18H_2O(g)$

• The internal combustion engine is not 100% (a component of gasoline) efficient.

Energy is wasted due to the incomplete combustion of fuel.

Incomplete combustion of fuel also generates
 pollutants.

 Using your knowledge about rate of reaction, propose ways of improving the combustion of fuel in the engine, thus producing more energy and fewer pollutants.





Hydrogen peroxide,  $H_2O_2$ , decomposes slowly at room temperature to form water and oxygen:

```
2H_2O_2(aq) \rightarrow 2H_2O(l) + O_2(g)
```

A student investigated how the rate of decomposition changed by using two catalysts, manganese(IV) oxide and copper. The volume of oxygen produced was measured at intervals using the apparatus shown below:





The student carried out two experiments using the same volume of hydrogen peroxide but with the same mass of a different catalyst in each experiment.

a) The results for experiment 1 and some of the results for experiment 2 are shown. Use the diagrams to complete the results for experiment 2.

| <u> </u>   | _ | =  |    | ) 20 | 30 4  | 40 50 |
|--|---|----|----|------|-------|-------|
| 1 min  | _ |    |    |      | 2 min |       |
| 10 20 30 40 50   | _ | =  | 1( | ) 20 |       | 40 50 |
| 3 min  | _ |    |    |      | 4 min |       |
| Time / min   | 1 | 2  | 3  | 4    | 5     | 6     |
| Volume of oxygen collected<br>in experiment <b>1</b> / cm <sup>3</sup> | 9 | 17 | 24 | 29   | 32    | 35    |
| Volume of oxygen collected<br>in experiment <b>2</b> / cm <sup>3</sup> |   |    |    |      | 50    | 50    |



The student carried out two experiments using the same volume of hydrogen peroxide but with the same mass of a different catalyst in each experiment.

a) The results for experiment 1 and some of the results for experiment 2 are shown. Use the diagrams to complete the results for experiment 2.

| <u>10</u> 2 <b>0</b> 30 40 50  |    | =  | 1C | ) 20 | 30 4  | 40 50 |
|--|----|----|----|------|-------|-------|
| 1 min  |    |    |    |      | 2 min |       |
|  |    |    |    |      |       |       |
| 10 20 30 40 50   |    | =  | 10 | ) 20 | 30 4  | 40 50 |
| 3 min  |    |    |    |      | 4 min |       |
| Time / min   | 1  | 2  | 3  | 4    | 5     | 6     |
| Volume of oxygen collected<br>in experiment <b>1</b> / cm <sup>3</sup> | 9  | 17 | 24 | 29   | 32    | 35    |
| Volume of oxygen collected   | 21 | 35 | 43 | 48   | 50    | 50    |



b) Plot the results for experiment 1 and 2 on the grid below and draw a smooth curve through each set of points. Label the curves 1 and 2.





b) Plot the results for experiment 1 and 2 on the grid below and draw a smooth curve through each set of points. Label the curves 1 and 2.



Note: You should draw a *smooth curve* through the points.



c) Which of the experiments first reached completion? Explain your answer.

d) Use your graph to estimate the time taken in experiment 1 (using manganese(IV) oxide) to double the volume of oxygen produced from 15 cm<sup>3</sup> to 30 cm<sup>3</sup>. Record your answers in the table below.

|   | Experiment <b>1</b> |
|---|---------------------|
| Time taken to produce 30 cm <sup>3</sup> / min                                      |                     |
| Time taken to produce 15 cm <sup>3</sup> / min                                      |                     |
| Time taken to double the volume from 15 cm <sup>3</sup> to 30 cm <sup>3</sup> / min |                     |



- c) Which of the experiments first reached completion? Explain your answer. Experiment 2. The last two volume readings are the same, which means that the reaction has finished. For experiment 1, the volume readings are still changing, which means that the reaction is still taking place.
- d) Use your graph to estimate the time taken in experiment 1 (using manganese(IV) oxide) to double the volume of oxygen produced from 15 cm<sup>3</sup> to 30 cm<sup>3</sup>. Record your answers in the table below.

|   | Experiment 1             |
|---|--------------------------|
| Time taken to produce 30 cm <sup>3</sup> / min                                      | 4.20 minutes             |
| Time taken to produce 15 cm <sup>3</sup> / min                                      | 1.70 minutes             |
| Time taken to double the volume from 15 cm <sup>3</sup> to 30 cm <sup>3</sup> / min | 4.2 – 1.7 = 2.50 minutes |



e) The rate of a reaction can be calculated using the formula:

rate of reaction =  $\frac{\text{volume of gas produced / cm}^3}{\text{time taken / min}}$ 

Using the two graphs and the above formula, calculate the rate of each reaction after the first 2.5 minutes.

i) Rate of reaction using manganese(IV) oxide (experiment 1).

ii) Rate of reaction using copper (experiment 2).

iii) Using your answers to i) and ii), suggest which is the better catalyst, manganese(IV) oxide or copper. Explain your answer.

.....



e) The rate of a reaction can be calculated using the formula:

rate of reaction =  $\frac{\text{volume of gas produced / cm}^3}{\text{time taken / min}}$ 

Using the two graphs and the above formula, calculate the rate of each reaction after the first 2.5 minutes.

i) Rate of reaction using manganese(IV) oxide (experiment 1).

 $21 \div 2.5 = 8.40 \text{ cm}^3 \text{ / min}$ 

ii) Rate of reaction using copper (experiment 2).

 $40 \div 2.5 = 16.0 \text{ cm}^3 \text{ / min}$ 

iii) Using your answers to i) and ii), suggest which is the better catalyst, manganese(IV) oxide or copper. Explain your answer.

Copper is the better catalyst. The reaction is faster / the rate of the

reaction is greater / the speed of the reaction is greater.



f) At the end of experiment 2 the copper was removed from the solution by filtration. It was dried and weighed. How does this mass of copper compare with the mass of copper used at the start of the experiment? Explain your answer.

**g)** Suggest two ways by which the rate of decomposition in either experiment could be further increased.

.....



f) At the end of experiment 2 the copper was removed from the solution by filtration. It was dried and weighed. How does this mass of copper compare with the mass of copper used at the start of the experiment? Explain your answer.

The mass of the copper will be the same at the end of the experiment as it was at the start of the experiment. The copper is a catalyst, and catalysts increase the rate of a reaction without being consumed by the reaction.

g) Suggest two ways by which the rate of decomposition in either experiment could be further increased.
By increasing the temperature of the hydrogen peroxide.
By increasing the concentration of the hydrogen peroxide.
By increasing the surface area of the catalyst.





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