

Chemistry Students

NAME _____

INSTRUCTIONS: Write **E** in the blank if the material is *heterogeneous* or **O** if it is *homogeneous*.

- | | | | |
|--------------------------------|-------|-------------------------------|-------|
| 1. Wood | _____ | 6. Dirt | _____ |
| 2. Freshly-brewed black coffee | _____ | 7. Sausage-and-mushroom pizza | _____ |
| 3. Water | _____ | 8. Air | _____ |
| 4. Lucky Charms® | _____ | 9. Milk | _____ |
| 5. Salt | _____ | 10. Gold | _____ |

INSTRUCTIONS: Classify each of the following as an *element* [E], a *compound* [C], or a *mixture* [M].

- | | | | |
|------------------------|-------|--------------------|-------|
| 11. Gold | _____ | 16. Air | _____ |
| 12. Water | _____ | 17. Carbon dioxide | _____ |
| 13. Seawater | _____ | 18. Silver | _____ |
| 14. Sugar | _____ | 19. Ice | _____ |
| 15. A chocolate sundae | _____ | 20. A Big Mac® | _____ |

INSTRUCTIONS: Classify each of the following properties of matter as *physical* [P] or *chemical* [C].

- | | | | |
|------------------------------|-------|------------------------------------|-------|
| 21. Color | _____ | 26. Reacts violently with chlorine | _____ |
| 22. Density | _____ | 27. Good conductor of heat | _____ |
| 23. Burns easily (flammable) | _____ | 28. Dissolves readily in water | _____ |
| 24. Not affected by acids | _____ | 29. Melts at 145 °C | _____ |
| 25. Boils at 450 °C | _____ | 30. Malleable | _____ |

INSTRUCTIONS: Classify each of the following changes in matter as *physical* [P] or *chemical* [C].

- | | | | |
|---------------------------------|-------|--------------------------------|-------|
| 31. Grinding chalk into powder | _____ | 36. Burning gasoline | _____ |
| 32. Dissolving salt in water | _____ | 37. Hammering gold into foil | _____ |
| 33. Dissolving zinc in acid | _____ | 38. Melting ice | _____ |
| 34. Tearing a piece of paper | _____ | 39. Digesting food | _____ |
| 35. Stretching copper into wire | _____ | 40. Making hydrogen from water | _____ |

Name _____ Date _____ Per _____

Units of Length

1. Name the units in order of their size with the smallest first.

2. Write the abbreviation for:

meter _____ centimeter _____ millimeter _____ decimeter _____

3. Write the missing numerals.

$1\text{m} = \underline{\hspace{2cm}} \text{dm}$

$2\text{m} = \underline{\hspace{2cm}} \text{mm}$

$1000\text{mm} = \underline{\hspace{2cm}} \text{m}$

$1\text{m} = \underline{\hspace{2cm}} \text{cm}$

$4\text{m} = \underline{\hspace{2cm}} \text{cm}$

$200\text{dm} = \underline{\hspace{2cm}} \text{m}$

$1\text{m} = \underline{\hspace{2cm}} \text{mm}$

$5\text{m} = \underline{\hspace{2cm}} \text{dm}$

$700\text{cm} = \underline{\hspace{2cm}} \text{m}$

$1\text{dm} = \underline{\hspace{2cm}} \text{mm}$

$40\text{dm} = \underline{\hspace{2cm}} \text{mm}$

$130\text{cm} = \underline{\hspace{2cm}} \text{m}$

$1\text{dm} = \underline{\hspace{2cm}} \text{cm}$

$100\text{dm} = \underline{\hspace{2cm}} \text{m}$

$500\text{mm} = \underline{\hspace{2cm}} \text{dm}$

$10\text{dm} = \underline{\hspace{2cm}} \text{m}$

$20\text{dm} = \underline{\hspace{2cm}} \text{cm}$

$30\text{m} = \underline{\hspace{2cm}} \text{dm}$

$1\text{cm} = \underline{\hspace{2cm}} \text{mm}$

$500\text{cm} = \underline{\hspace{2cm}} \text{m}$

$4\text{m} = \underline{\hspace{2cm}} \text{cm}$

$10\text{cm} = \underline{\hspace{2cm}} \text{dm}$

$40\text{cm} = \underline{\hspace{2cm}} \text{mm}$

$120\text{mm} = \underline{\hspace{2cm}} \text{cm}$

$100\text{cm} = \underline{\hspace{2cm}} \text{m}$

$150\text{cm} = \underline{\hspace{2cm}} \text{dm}$

$27\text{dm} = \underline{\hspace{2cm}} \text{cm}$

4. Measure each line segment to the nearest cm.

a. _____

b. _____

c. _____

d. _____

a. = _____

c. = _____

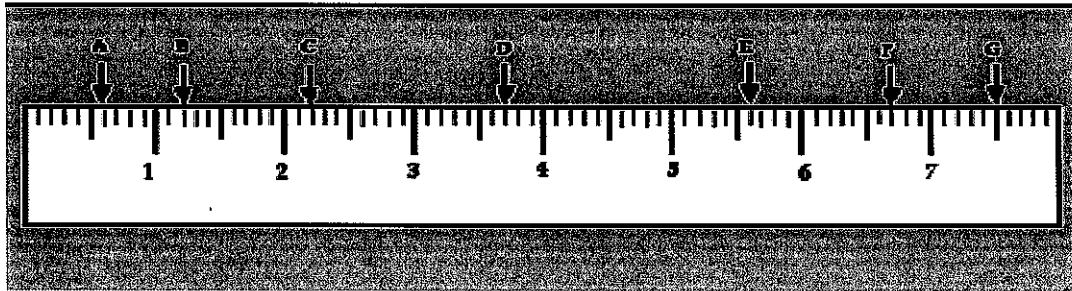
b. = _____

d. = _____

The beauty of the metric system is that it is based on the number 10.

- The diagram below shows you a section of a metric ruler.
- Each numbered line represents one centimeter.
- Each small mark after the numbered lines represents **one tenth** of a centimeter.
- The larger mark between numbered lines represents five tenths of a centimeter.
- This allows you to easily see the number of lines over the whole centimeter that an object measures.

In the metric system, we always use decimals, never fractions.



Instructions

1. Look at the diagram of part of a metric ruler. Above it are some arrows with letters.
2. Look at the letter, determine the measurement and
3. You **must always** include a unit like centimeter in your answers.

You may use abbreviations. Below are some abbreviations for common metric linear measures.

Millimeter	mm	Centimeter	cm	Decimeter	dm
Meter	m	Kilometre	km		

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

g. _____

Metric Mania

Name _____

Lesson 1: Length

1. Which is longer? Circle your choice for each one.

1 mile or 1 kilometer

1 yard or 1 meter

1 inch or 1 centimeter

2. Complete each statement.

1 mi = _____ km

1 yd = _____ m

1 in = _____ cm

3. The basic unit of length in the metric system in the _____ and is represented by a lowercase _____.

4. The meter is defined as the _____ traveled by _____ in absolute vacuum in $1/299,792,458$ of a second.

5. Complete each statement.

1 km = _____ m

1 m = _____ cm

1 m = _____ mm

6. Which is larger? Circle your choice for each one.

A. 1 meter or 105 centimeters

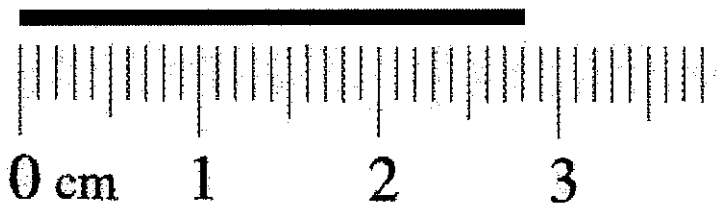
C. 12 centimeters or 102 millimeters

B. 4 kilometers or 4400 meters

D. 1200 millimeters or 1 meter

7. How many millimeters are in 1 centimeter? _____

8. Use the ruler and line below to answer the questions.



What is the length of the line in centimeters? _____ cm

What is the length of the line in millimeters? _____ mm

What is the length of the line to the nearest centimeter? _____ cm

HINT: Round to the nearest centimeter – no decimals.