Chapter 2: acid base titrations

1. Setting up and performing a titration – part 2

### ****Document 1: Carolina University video****

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**Source: https://www.youtube.com/watch?v=sFpFCPTDv2w**

### Global comprehension

Watch video from 4’00s-5’00s

Explain what takes place in the video:

### Acquiring vocabulary

|  |  |
| --- | --- |
| **English** | **French** |
| analyte |  |
| flask |  |
| volumetric pipette |  |
| color indicator |  |
| titrant |  |
| recorded |  |

### Filling in the blanks

Watch video from 4’19s-4’40s

Operating the \_\_\_\_\_ requires two hands, one hand turns the \_\_\_\_\_\_, while the other hand \_\_\_\_\_ the \_\_\_\_\_. Practice turning the \_\_\_\_\_\_ a few times to \_\_\_\_\_\_\_\_ yourself with how quickly the \_\_\_\_\_\_ starts and stops. It is common \_\_\_\_\_\_ practice that the first \_\_\_\_\_\_ is an \_\_\_\_\_\_\_\_\_.

Activity summary

What you must remember:

- indicateur coloré

- équivalence

Skills linked to the curriculum**:**

|  |  |
| --- | --- |
| **Compétences** | **Capacités à maitriser** |
| * ANA
 | Reconnaître expérimentalement et dans la description d'un protocole un indicateur coloré acido-basique.  |
| * REA
 | Réaliser un titrage par pH-métrie ou avec un indicateur coloré |
| * COM
 | Formuler et argumenter des réponses structurées Formuler et présenter une conclusion  |