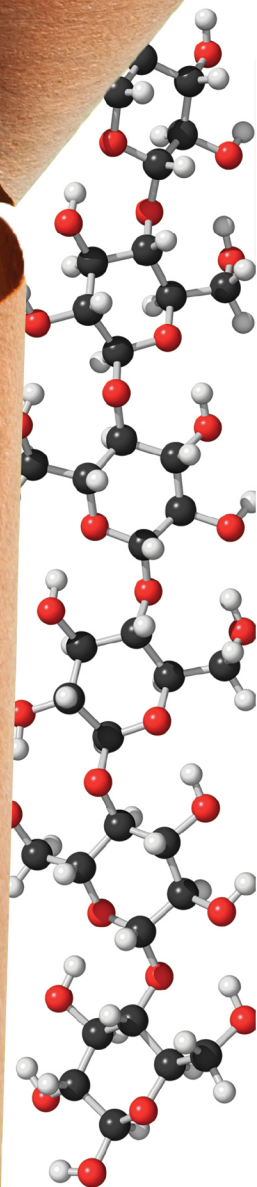


SECOND EDITION

CHEMISTRY

AN ATOMS-FOCUSED APPROACH

GILBERT
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SECOND EDITION

Chemistry

An Atoms-Focused Approach

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Brief Contents

- 1** Matter and Energy: An Atomic Perspective 2
- 2** Atoms, Ions, and Molecules: The Building Blocks of Matter 46
- 3** Atomic Structure: Explaining the Properties of Elements 84
- 4** Chemical Bonding: Understanding Climate Change 140
- 5** Bonding Theories: Explaining Molecular Geometry 192
- 6** Intermolecular Forces: Attractions between Particles 246
- 7** Stoichiometry: Mass Relationships and Chemical Reactions 276
- 8** Aqueous Solutions: Chemistry of the Hydrosphere 318
- 9** Thermochemistry: Energy Changes in Chemical Reactions 370
- 10** Properties of Gases: The Air We Breathe 430
- 11** Properties of Solutions: Their Concentrations and Colligative Properties 478
- 12** Thermodynamics: Why Chemical Reactions Happen 516
- 13** Chemical Kinetics: Clearing the Air 558
- 14** Chemical Equilibrium: Equal but Opposite Reaction Rates 618
- 15** Acid–Base Equilibria: Proton Transfer in Biological Systems 674
- 16** Additional Aqueous Equilibria: Chemistry and the Oceans 722
- 17** Electrochemistry: The Quest for Clean Energy 770
- 18** The Solid State: A Particulate View 818
- 19** Organic Chemistry: Fuels, Pharmaceuticals, and Modern Materials 862
- 20** Biochemistry: The Compounds of Life 926
- 21** Nuclear Chemistry: The Risks and Benefits 968
- 22** The Main Group Elements: Life and the Periodic Table 1016
- 23** Transition Metals: Biological and Medical Applications 1050

Contents

List of Applications xv
List of ChemTours xvii
About the Authors xviii
Preface xix

1 Matter and Energy: An Atomic Perspective 2

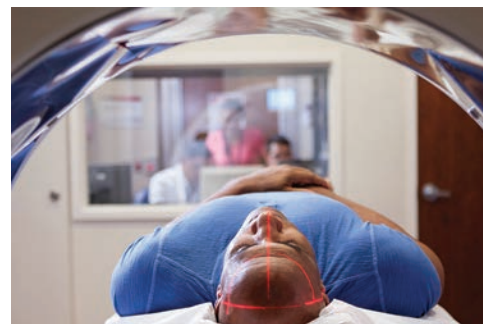
- 1.1 Exploring the Particulate Nature of Matter 4
Atoms and Atomism 4 • Atomic Theory: The Scientific Method in Action 5
- 1.2 COAST: A Framework for Solving Problems 8
- 1.3 Classes and Properties of Matter 9
Separating Mixtures 12
- 1.4 The States of Matter 15
- 1.5 Forms of Energy 17
- 1.6 Formulas and Models 18
- 1.7 Expressing Experimental Results 20
Precision and Accuracy 23 • Significant Figures 24 • Significant Figures in Calculations 25
- 1.8 Unit Conversions and Dimensional Analysis 27
- 1.9 Assessing and Expressing Precision and Accuracy 32
Summary 37 • Particulate Preview Wrap-Up 38 • Problem-Solving Summary 38 • Visual Problems 39 • Questions and Problems 40

2 Atoms, Ions, and Molecules: The Building Blocks of Matter 46

- 2.1 When Projectiles Bounced Off Tissue Paper:
The Rutherford Model of Atomic Structure 48
Electrons 48 • Radioactivity 50 • The Nuclear Atom 52
- 2.2 Nuclides and Their Symbols 53
- 2.3 Navigating the Periodic Table 56
- 2.4 The Masses of Atoms, Ions, and Molecules 59
- 2.5 Moles and Molar Masses 62
Molar Mass 64



Why does black ironwood sink in seawater? (Chapter 1)

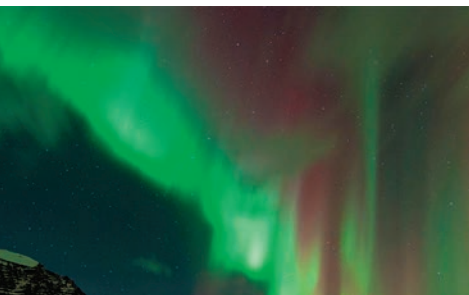


How do MRI machines work? (Chapter 2)

- 2.6** Mass Spectrometry: Isotope Abundances and Molar Mass 68
 Mass Spectrometry and Molecular Mass 69 • Mass Spectrometry and Isotopic Abundance 71
 Summary 74 • Particulate Preview Wrap-Up 75 • Problem-Solving Summary 75 • Visual Problems 76 • Questions and Problems 78

3 Atomic Structure: Explaining the Properties of Elements 84

- 3.1** Nature's Fireworks and the Electromagnetic Spectrum 86
3.2 Atomic Spectra 89
3.3 Particles of Light: Quantum Theory 90
 Photons of Energy 91 • The Photoelectric Effect 92
3.4 The Hydrogen Spectrum and the Bohr Model 95
 The Bohr Model 97
3.5 Electrons as Waves 100
 De Broglie Wavelengths 100 • The Heisenberg Uncertainty Principle 102
3.6 Quantum Numbers 104
3.7 The Sizes and Shapes of Atomic Orbitals 108
 s Orbitals 108 • p and d Orbitals 110
3.8 The Periodic Table and Filling Orbitals 110
 Effective Nuclear Charge 111 • Condensed Electron Configurations 111 • Hund's Rule and Orbital Diagrams 112
3.9 Electron Configurations of Ions 117
 Ions of the Main Group Elements 117 • Transition Metal Cations 119
3.10 The Sizes of Atoms and Ions 120
 Trends in Atomic Size 120 • Trends in Ionic Size 122
3.11 Ionization Energies 123
3.12 Electron Affinities 126
 Summary 129 • Particulate Preview Wrap-Up 130 • Problem-Solving Summary 130 • Visual Problems 131 • Questions and Problems 133



What is responsible for the shimmering, colorful display known as an aurora? (Chapter 3)



How does lightning produce ozone? (Chapter 4)

4 Chemical Bonding: Understanding Climate Change 140

- 4.1** Chemical Bonds and Greenhouse Gases 142
 Ionic Bonds 143 • Covalent Bonds 146 • Metallic Bonds 146
4.2 Naming Compounds and Writing Formulas 147
 Binary Ionic Compounds of Main Group Elements 147 • Binary Ionic Compounds of Transition Metals 148 • Polyatomic Ions 149 • Binary Molecular Compounds 151 • Binary Acids 152 • Oxoacids 152
4.3 Lewis Symbols and Lewis Structures 153
 Lewis Symbols 154 • Lewis Structures of Ionic Compounds 154 • Lewis Structures of Molecular Compounds 155 • Five Steps for Drawing Lewis Structures 156 • Lewis Structures of Molecules with Double and Triple Bonds 159
4.4 Resonance 161
4.5 The Lengths and Strengths of Covalent Bonds 165
 Bond Length 165 • Bond Energies 167
4.6 Electronegativity, Unequal Sharing, and Polar Bonds 167

- 4.7** Formal Charge: Choosing among Lewis Structures 170
Calculating Formal Charge 171
- 4.8** Exceptions to the Octet Rule 174
Odd-Electron Molecules 174 • Expanded Octets 176
- 4.9** Vibrating Bonds and the Greenhouse Effect 178
Summary 181 • Particulate Preview Wrap-Up 182 • Problem-Solving Summary 182 •
Visual Problems 183 • Questions and Problems 185

5 Bonding Theories: Explaining Molecular Geometry 192

- 5.1** Biological Activity and Molecular Shape 194
- 5.2** Valence-Shell Electron-Pair Repulsion Theory (VSEPR) 195
Central Atoms with No Lone Pairs 196 • Central Atoms with Lone Pairs 200
- 5.3** Polar Bonds and Polar Molecules 205
- 5.4** Valence Bond Theory and Hybrid Orbitals 208
 sp^3 Hybrid Orbitals 208 • sp^2 Hybrid Orbitals 210 • sp Hybrid Orbitals 212 •
Hybrid Schemes for Expanded Octets 213
- 5.5** Molecules with Multiple “Central” Atoms 216
- 5.6** Chirality and Molecular Recognition 218
Chirality in Nature 222
- 5.7** Molecular Orbital Theory 224
Molecular Orbitals of H_2 225 • Molecular Orbitals of Other Homonuclear
Diatomic Molecules 226 • Molecular Orbitals of Heteronuclear Diatomic
Molecules 230 • Molecular Orbitals of N_2^+ and the Colors of Auroras 232 •
Using MO Theory to Explain Fractional Bond Orders and Resonance 233 •
MO Theory for $SN > 4$ 234
- Summary 236 • Particulate Preview Wrap-Up 237 • Problem-Solving Summary 237 •
Visual Problems 38 • Questions and Problems 239

6 Intermolecular Forces: Attractions between Particles 246

- 6.1** London Dispersion Forces: They’re Everywhere 248
The Importance of Shape 249 • Viscosity 250
- 6.2** Interactions Involving Polar Molecules 251
Dipole–Dipole Interactions 252 • Hydrogen Bonds 252 • Ion–Dipole
Interactions 256
- 6.3** Trends in Solubility 257
Competing Intermolecular Forces 259
- 6.4** Phase Diagrams: Intermolecular Forces at Work 261
Pressure 261 • Phase Diagrams 262
- 6.5** Some Remarkable Properties of Water 265
Water and Aquatic Life 268
- Summary 269 • Particulate Preview Wrap-Up 270 • Problem-Solving Summary 270 •
Visual Problems 271 • Questions and Problems 272



What molecule is an active ingredient in cough syrup?
(Chapter 5)



Why are controlled fires often seen on oil rigs?
(Chapter 6)



Why is this river green?
(Chapter 7)



What processes control the
composition of seawater?
(Chapter 8)



What reactions occur when
wood burns? (Chapter 9)

7 Stoichiometry: Mass Relationships and Chemical Reactions 276

- 7.1 Chemical Reactions and the Carbon Cycle 278
 - 7.2 Writing Balanced Chemical Equations 281
Combustion of Hydrocarbons 283
 - 7.3 Stoichiometric Calculations 288
Moles and Chemical Equations 288
 - 7.4 Percent Composition and Empirical Formulas 291
 - 7.5 Comparing Empirical and Molecular Formulas 295
Molecular Mass and Mass Spectrometry Revisited 296
 - 7.6 Combustion Analysis 298
 - 7.7 Limiting Reactants and Percent Yield 301
Calculations Involving Limiting Reactants 302 • Percent Yield: Actual versus
Theoretical 305
- Summary 308 • Particulate Preview Wrap-Up 308 • Problem-Solving Summary 308 •
Visual Problems 309 • Questions and Problems 311

8 Aqueous Solutions: Chemistry of the Hydrosphere 318

- 8.1 Solutions and Their Concentrations 320
 - 8.2 Dilutions 325
 - 8.3 Electrolytes and Nonelectrolytes 327
 - 8.4 Acids, Bases, and Neutralization Reactions 329
Neutralization Reactions and Net Ionic Equations 333
 - 8.5 Precipitation Reactions 335
Saturated Solutions and Supersaturation 340
 - 8.6 Oxidation–Reduction Reactions 341
Oxidation Numbers 342 • Electron Transfer in Redox Reactions 344 •
Balancing Redox Reaction Equations 348
 - 8.7 Titrations 353
 - 8.8 Ion Exchange 356
- Summary 359 • Particulate Preview Wrap-Up 360 • Problem-Solving Summary 360 •
Visual Problems 361 • Questions and Problems 363

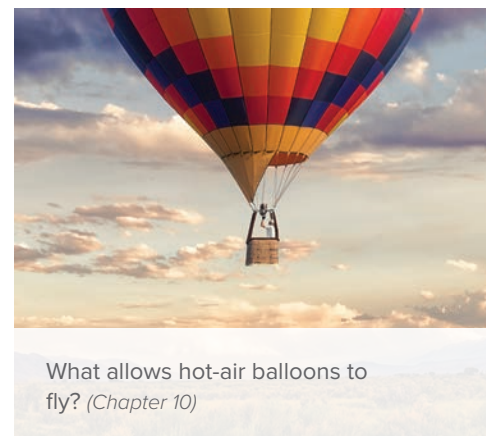
9 Thermochemistry: Energy Changes in Chemical Reactions 370

- 9.1 Energy as a Reactant or Product 372
Forms of Energy 372
- 9.2 Transferring Heat and Doing Work 375
Isolated, Closed, and Open Systems 376 • Exothermic and Endothermic
Processes 376 • P - V Work 378
- 9.3 Enthalpy and Enthalpy Changes 381
- 9.4 Heating Curves and Heat Capacity 383
Hot Soup on a Cold Day 386 • Cold Drinks on a Hot Day 389 • Determining
Specific Heat 391
- 9.5 Enthalpies of Reaction and Calorimetry 393
Bomb Calorimetry 395

- 9.6** Hess's Law and Standard Enthalpies of Reaction 396
Standard Enthalpy of Reaction ($\Delta H_{\text{rxn}}^\circ$) 398
- 9.7** Enthalpies of Reaction from Enthalpies of Formation and Bond Energies 400
Enthalpies of Reaction and Bond Energies 403
- 9.8** Energy Changes When Substances Dissolve 406
Calculating Lattice Energies Using the Born–Haber Cycle 408 • Molecular Solutes 411
- 9.9** More Applications of Thermochemistry 412
Energy from Food 414 • Recycling Aluminum 416
Summary 419 • Particulate Preview Wrap-Up 420 • Problem-Solving Summary 420 •
Visual Problems 421 • Questions and Problems 423

10 Properties of Gases: The Air We Breathe 430

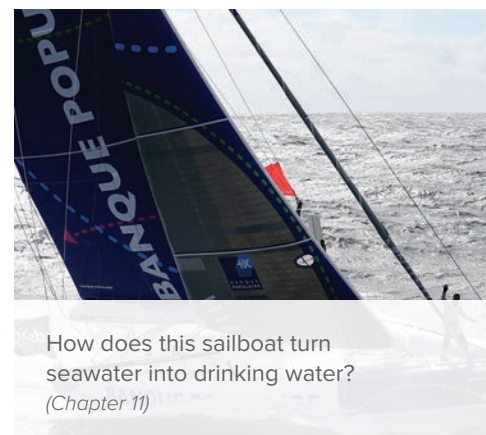
- 10.1** An Invisible Necessity: The Properties of Gases 432
- 10.2** Effusion, Diffusion, and the Kinetic Molecular Theory of Gases 434
- 10.3** Atmospheric Pressure 439
- 10.4** Relating P , T , and V : The Gas Laws 442
Boyle's Law: Relating Pressure and Volume 443 • Charles's Law: Relating Volume and Temperature 445 • Avogadro's Law: Relating Volume and Quantity of Gas 447 • Amontons's Law: Relating Pressure and Temperature 448
- 10.5** The Combined Gas Law 449
- 10.6** Ideal Gases and the Ideal Gas Law 451
- 10.7** Densities of Gases 453
- 10.8** Gases in Chemical Reactions 456
- 10.9** Mixtures of Gases 458
- 10.10** Real Gases 461
Deviations from Ideality 461 • The van der Waals Equation for Real Gases 462
Summary 465 • Particulate Preview Wrap-Up 466 • Problem-Solving Summary 466 •
Visual Problems 467 • Questions and Problems 470



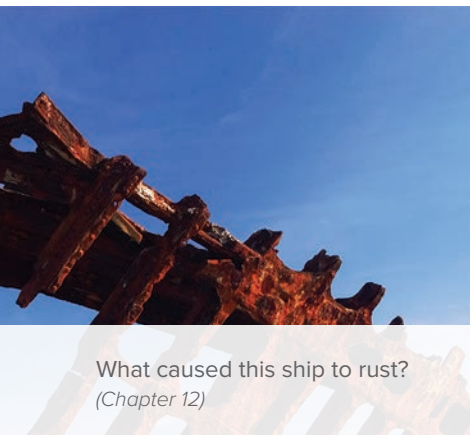
What allows hot-air balloons to fly? (Chapter 10)

11 Properties of Solutions: Their Concentrations and Colligative Properties 478

- 11.1** Osmosis: “Water, Water, Everywhere” 480
- 11.2** Osmotic Pressure and the van 't Hoff Factor 482
van 't Hoff Factors 484 • Reverse Osmosis: Making Seawater Drinkable 485 •
Using Osmotic Pressure to Determine Molar Mass 487
- 11.3** Vapor Pressure 488
The Clausius–Clapeyron Equation 490
- 11.4** Solutions of Volatile Substances 491
- 11.5** More Colligative Properties of Solutions 496
Raoult's Law Revisited 497 • Molality 500 • Boiling Point Elevation 502 •
Freezing Point Depression 503
- 11.6** Henry's Law and the Solubility of Gases 504
Summary 507 • Particulate Preview Wrap-Up 508 • Problem-Solving Summary 508 •
Visual Problems 508 • Questions and Problems 510



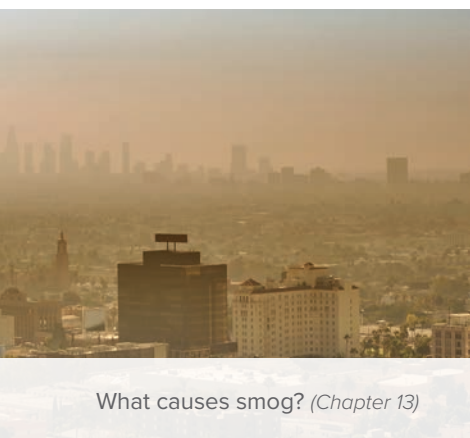
How does this sailboat turn seawater into drinking water? (Chapter 11)



What caused this ship to rust?
(Chapter 12)

12 Thermodynamics: Why Chemical Reactions Happen 516

- 12.1 Spontaneous Processes 518
- 12.2 Entropy and the Second Law of Thermodynamics 520
- 12.3 Absolute Entropy and Molecular Structure 525
- 12.4 Applications of the Second Law 529
- 12.5 Calculating Entropy Changes 533
- 12.6 Free Energy 534
 - The Meaning of *Free Energy* 540
- 12.7 Temperature and Spontaneity 541
- 12.8 Driving the Human Engine: Coupled Reactions 543
 - Summary 548 • Particulate Preview Wrap-Up 549 • Problem-Solving Summary 549 • Visual Problems 550 • Questions and Problems 552



What causes smog? (Chapter 13)

13 Chemical Kinetics: Clearing the Air 558

- 13.1 Cars, Trucks, and Air Quality 560
- 13.2 Reaction Rates 562
 - Reaction Rate Values 564 • Average and Instantaneous Reaction Rates 565
- 13.3 Effect of Concentration on Reaction Rate 568
 - Reaction Order and Rate Constants 569 • Integrated Rate Laws: First-Order Reactions 573 • Half-Lives 576 • Integrated Rate Laws: Second-Order Reactions 578 • Pseudo-First-Order Reactions 581 • Zero-Order Reactions 583
- 13.4 Reaction Rates, Temperature, and the Arrhenius Equation 584
- 13.5 Reaction Mechanisms 590
 - Elementary Steps 590 • Rate Laws and Reaction Mechanisms 591 • Mechanisms and One Meaning of Zero Order 595
- 13.6 Catalysts 596
 - Catalysts and the Ozone Layer 596 • Catalytic Converters 599
- Summary 601 • Particulate Preview Wrap-Up 602 • Problem-Solving Summary 602 • Visual Problems 603 • Questions and Problems 605



How is chemical equilibrium manipulated to produce the ammonia needed to fertilize crops? (Chapter 14)

14 Chemical Equilibrium: Equal but Opposite Reaction Rates 618

- 14.1 The Dynamics of Chemical Equilibrium 620
- 14.2 Writing Equilibrium Constant Expressions 624
- 14.3 Relationships between K_c and K_p Values 629
- 14.4 Manipulating Equilibrium Constant Expressions 632
 - K for Reverse Reactions 632 • K for an Equation Multiplied by a Number 633 • Combining K Values 634
- 14.5 Equilibrium Constants and Reaction Quotients 636
- 14.6 Heterogeneous Equilibria 638
- 14.7 Le Châtelier's Principle 641
 - Effects of Adding or Removing Reactants or Products 641 • Effects of Changes in Pressure and Volume 643 • Effect of Temperature Changes 645 • Catalysts and Equilibrium 647

- 14.8** Calculations Based on K 647
14.9 Equilibrium and Thermodynamics 652
14.10 Changing K with Changing Temperature 657
 Temperature, K , and ΔG° 658
 Summary 662 • Particulate Preview Wrap-Up 663 • Problem-Solving Summary 663 •
 Visual Problems 664 • Questions and Problems 667

15 Acid–Base Equilibria: Proton Transfer in Biological Systems 674

- 15.1** Acids and Bases: A Balancing Act 676
15.2 Acid Strength and Molecular Structure 677
 Strengths of Binary Acids 680 • Oxoacids 680 • Carboxylic Acids 682
15.3 Strong and Weak Bases 685
 Amines 686 • Conjugate Pairs 687 • Relative Strengths of Conjugate Acids
 and Bases 688
15.4 pH and the Autoionization of Water 690
 The pH Scale 691 • pOH, pK_a , and pK_b Values 693
15.5 K_a , K_b , and the Ionization of Weak Acids and Bases 695
 Weak Acids 695 • Weak Bases 697
15.6 Calculating the pH of Acidic and Basic Solutions 699
 Strong Acids and Strong Bases 699 • Weak Acids and Weak Bases 700 •
 pH of Very Dilute Solutions of Strong Acids 702
15.7 Polyprotic Acids 703
 Acid Rain 703 • Normal Rain 705
15.8 Acidic and Basic Salts 707
 Summary 712 • Particulate Preview Wrap-Up 713 • Problem-Solving Summary 713 •
 Visual Problems 715 • Questions and Problems 716



What is responsible for the color of hydrangeas? (*Chapter 15*)

16 Additional Aqueous Equilibria: Chemistry and the Oceans 722

- 16.1** Ocean Acidification: Equilibrium under Stress 724
16.2 The Common-Ion Effect 725
16.3 pH Buffers 728
 Buffer Capacity 731
16.4 Indicators and Acid–Base Titrations 736
 Acid–Base Titrations 736 • Titrations with Multiple Equivalence Points 742
16.5 Lewis Acids and Bases 745
16.6 Formation of Complex Ions 748
16.7 Hydrated Metal Ions as Acids 751
16.8 Solubility Equilibria 752
 K_{sp} and Q 756
 Summary 760 • Particulate Preview Wrap-Up 761 • Problem-Solving Summary 761 •
 Visual Problems 762 • Questions and Problems 763



How do increasing CO_2 levels threaten coral reefs? (*Chapter 16*)



How do we power cars that do not rely on gasoline? (Chapter 17)

17 Electrochemistry: The Quest for Clean Energy 770

- 17.1 Running on Electricity 772
 - 17.2 Electrochemical Cells 777
 - 17.3 Standard Potentials 780
 - 17.4 Chemical Energy and Electrical Work 784
 - 17.5 A Reference Point: The Standard Hydrogen Electrode 787
 - 17.6 The Effect of Concentration on E_{cell} 789
The Nernst Equation 789 • E° and K 791
 - 17.7 Relating Battery Capacity to Quantities of Reactants 793
Nickel–Metal Hydride Batteries 793 • Lithium–Ion Batteries 795
 - 17.8 Corrosion: Unwanted Electrochemical Reactions 797
 - 17.9 Electrolytic Cells and Rechargeable Batteries 800
 - 17.10 Fuel Cells 803
- Summary 807 • Particulate Preview Wrap-Up 807 • Problem-Solving Summary 808 • Visual Problems 808 • Questions and Problems 811



Why are skyscrapers built from steel? (Chapter 18)

18 The Solid State: A Particulate View 818

- 18.1 Stronger, Tougher, Harder 820
 - 18.2 Structures of Metals 821
Stacking Patterns 821 • Stacking Patterns and Unit Cells 822 • Unit Cell Dimensions 824
 - 18.3 Alloys 829
Substitutional Alloys 830 • Interstitial Alloys 831 • Biomedical Alloys 833
 - 18.4 Metallic Bonds and Conduction Bands 834
 - 18.5 Semiconductors 836
 - 18.6 Structures of Some Crystalline Nonmetals 837
 - 18.7 Salt Crystals: Ionic Solids 841
 - 18.8 Ceramics: Useful, Ancient Materials 844
Polymorphs of Silica 844 • Ionic Silicates 845 • From Clay to Ceramic 845
 - 18.9 X-ray Diffraction: How We Know Crystal Structures 847
- Summary 851 • Particulate Preview Wrap-Up 852 • Problem-Solving Summary 852 • Visual Problems 852 • Questions and Problems 855



Why is Kevlar so strong? (Chapter 19)

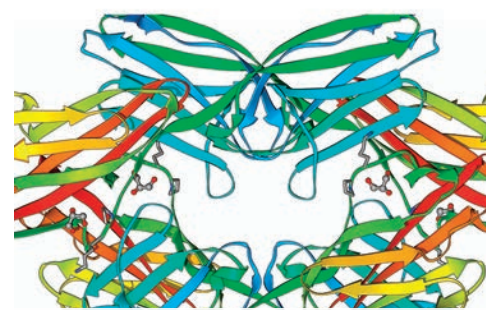
19 Organic Chemistry: Fuels, Pharmaceuticals, and Modern Materials 862

- 19.1 Carbon: The Stuff of Daily Life 864
Families Based on Functional Groups 865 • Monomers and Polymers 867
- 19.2 Alkanes 867
Drawing Organic Molecules 867 • Physical Properties and Structures of Alkanes 868 • Structural Isomers Revisited 869 • Naming Alkanes 874 • Cycloalkanes 876 • Sources and Uses of Alkanes 878
- 19.3 Alkenes and Alkynes 879
Chemical Reactivities of Alkenes and Alkynes 882 • Isomers of Alkenes and Alkynes 882 • Naming Alkenes and Alkynes 884 • Polymers of Alkenes 885
- 19.4 Aromatic Compounds 890
Constitutional Isomers of Aromatic Compounds 891 • Polymers Containing Aromatic Rings 892

- 19.5** Amines 893
- 19.6** Alcohols, Ethers, and Reformulated Gasoline 894
Alcohols: Methanol and Ethanol 894 • Ethers: Diethyl Ether 897 •
Polymers of Alcohols and Ethers 898
- 19.7** Aldehydes, Ketones, Carboxylic Acids, Esters, and Amides 901
Aldehydes and Ketones 901 • Carboxylic Acids 902 • Esters and
Amides 903 • Polyesters and Polyamides 904
- 19.8** A Brief Survey of Isomers 909
Summary 912 • Particulate Preview Wrap-Up 912 • Problem-Solving Summary 913 •
Visual Problems 913 • Questions and Problems 915

20 Biochemistry: The Compounds of Life 926

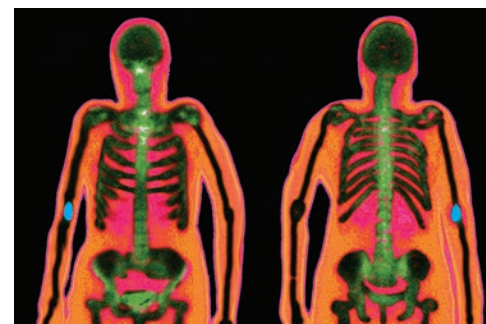
- 20.1** Composition, Structure, and Function: Amino Acids 928
Amino Acids: The Building Blocks of Proteins 929 • Chirality 931 •
Zwitterions 931 • Peptides 934
- 20.2** Protein Structure and Function 935
Primary Structure 936 • Secondary Structure 937 • Tertiary and Quaternary
Structure 938 • Enzymes: Proteins as Catalysts 939
- 20.3** Carbohydrates 942
Molecular Structures of Glucose and Fructose 943 • Disaccharides and
Polysaccharides 944 • Glycolysis Revisited 945
- 20.4** Lipids 946
Function and Metabolism of Lipids 948 • Other Types of Lipids 950
- 20.5** Nucleotides and Nucleic Acids 951
From DNA to New Proteins 954
- 20.6** From Biomolecules to Living Cells 956
Summary 958 • Particulate Preview Wrap-Up 959 • Problem-Solving Summary 959 •
Visual Problems 959 • Questions and Problems 961



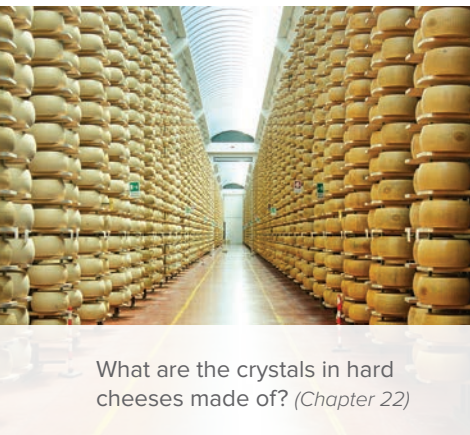
How large can a biomolecule be? (*Chapter 20*)

21 Nuclear Chemistry: The Risks and Benefits 968

- 21.1** The Age of Radioactivity 970
- 21.2** Decay Modes for Radionuclides 971
Beta (β) Decay 971 • Alpha (α) Decay 971 • Positron Emission and Electron
Capture 975
- 21.3** Rates of Radioactive Decay 977
First-Order Radioactive Decay 977 • Radiometric Dating 979
- 21.4** Energy Changes in Radioactive Decay 982
- 21.5** Making New Elements 985
- 21.6** Fusion and the Origin of the Elements 986
Primordial Nucleosynthesis 987 • Stellar Nucleosynthesis 988 •
Nucleosynthesis in Our Sun 989
- 21.7** Nuclear Fission 992
- 21.8** Measuring Radioactivity 994
- 21.9** Biological Effects of Radioactivity 997
Radiation Dosage 997 • Evaluating the Risks of Radiation 1000
- 21.10** Medical Applications of Radionuclides 1001
Therapeutic Radiology 1002 • Diagnostic Radiology 1002
Summary 1005 • Particulate Preview Wrap-Up 1005 •
Problem-Solving Summary 1006 • Visual Problems 1006 •
Questions and Problems 1008



How are radioactive nuclei used in diagnostic medicine? (*Chapter 21*)



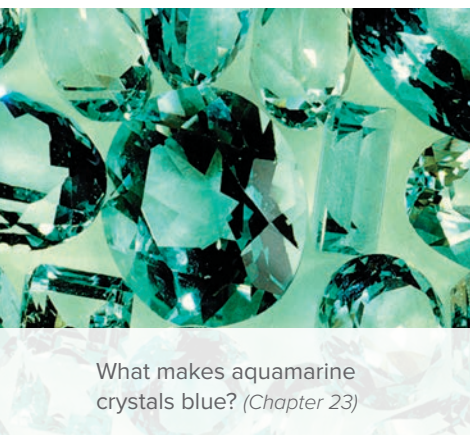
What are the crystals in hard cheeses made of? (*Chapter 22*)

22 The Main Group Elements: Life and the Periodic Table 1016

- 22.1** Main Group Elements and Human Health 1018
- 22.2** Periodic and Chemical Properties of Main Group Elements 1021
- 22.3** Major Essential Elements 1022
Sodium and Potassium 1022 • Magnesium and Calcium 1026 • Chlorine 1028 • Nitrogen 1029 • Phosphorus and Sulfur 1032
- 22.4** Trace and Ultratrace Essential Elements 1037
Selenium 1037 • Fluorine and Iodine 1038 • Silicon 1038
- 22.5** Nonessential Elements 1039
Rubidium and Cesium 1039 • Strontium and Barium 1039 • Germanium 1039 • Antimony 1039 • Bromine 1039
- 22.6** Elements for Diagnosis and Therapy 1040
Diagnostic Applications 1041 • Therapeutic Applications 1043
Summary 1044 • Particulate Preview Wrap-Up 1044 • Problem-Solving Summary 1045 • Visual Problems 1045 • Questions and Problems 1047

23 Transition Metals: Biological and Medical Applications 1050

- 23.1** Transition Metals in Biology: Complex Ions 1052
- 23.2** Naming Complex Ions and Coordination Compounds 1056
Complex Ions with a Positive Charge 1056 • Complex Ions with a Negative Charge 1058 • Coordination Compounds 1058
- 23.3** Polydentate Ligands and Chelation 1060
- 23.4** Crystal Field Theory 1064
- 23.5** Magnetism and Spin States 1069
- 23.6** Isomerism in Coordination Compounds 1071
Enantiomers and Linkage Isomers 1073
- 23.7** Coordination Compounds in Biochemistry 1074
- 23.8** Coordination Compounds in Medicine 1079
Transition Metals in Medical Imaging and Diagnosis 1080 • Transition Metals in Therapy 1082
Summary 1085 • Particulate Preview Wrap-Up 1086 • Problem-Solving Summary 1086 • Visual Problems 1086 • Questions and Problems 1089



What makes aquamarine crystals blue? (*Chapter 23*)

Appendices APP-1

Glossary G-1

Answers to Particulate Review, Concept Tests, and Practice Exercises ANS-1

Answers to Selected End-of-Chapter Questions and Problems ANS-13

Credits C-1

Index I-1

Applications

- Seawater distillation 12
- Algae filtration 13
- Chromatography 14
- Gimli Glider* airplane emergency 27
- Drug dosage calculations 31
- Gasoline price conversion 37
- Fukushima nuclear disaster 54
- Elements of Portland cement 58
- Volcanic eruptions 62
- Computer chip impurities 64
- Testing for explosive compounds 70
- Nanoparticles 73
- Night vision goggles 94
- Why fireworks are red 128
- Atmospheric ozone 162
- Greenhouse effect 178
- PDB in mothballs 180
- Ripening tomatoes 216
- Polycyclic aromatic hydrocarbon (PAH) intercalation in DNA 218
- Spearmint and caraway aromas 218
- Antiasthma drugs 223
- Auroras 224
- Treatment for Alzheimer's disease 235
- Hydrogen bonds in DNA 255
- Petroleum-based cleaning solvents 260
- Earth's atmosphere 261
- Superstorm Sandy 262
- Phase diagrams and pressure cookers 263
- Supercritical carbon dioxide and dry ice 263
- Water strider 265
- Aquatic life in frozen lakes 268
- Drug efficacy 268
- Photosynthesis, respiration, and the carbon cycle 278
- Atmospheric carbon dioxide 280
- Chemical weathering 282
- Natural gas stoves 284
- Carbon monoxide poisoning 285
- Power plant emissions 290
- Composition of pheromones 297
- Oxyacetylene torches 303
- Synthesizing hydrogen gas 307
- Polyvinyl chloride (PVC) pipes 323
- Great Salt Lake 323
- Saline intravenous infusion 326
- Barium sulfate for gastrointestinal imaging 339
- Stalactites and stalagmites 341
- Rusted iron via oxidation 342
- NASA *Juno* spacecraft 347
- Native American petroglyphs 349
- Iron oxides in rocks and soils 351
- Drainage from abandoned coal mines 354
- Water softeners 356
- Zeolites for water filtration 356
- Selecting an antacid 358
- Waterwheels as potential energy converters 372
- Delta IV rockets 373
- Purifying water 377
- Diesel engines 378
- Resurfacing an ice rink 387
- Heat sinks and car radiators 389
- Chilled beverages 389
- Fuel values and fuel density 413
- Energy from food 414
- Recycling aluminum 416
- Selecting a heating system 418
- Barometers and manometers 439
- Lime kilns 442
- Aerosol cans 449
- Tire pressure 449
- Weather balloon pressure 450
- Compressed oxygen for mountaineering 453
- Blimps and helium 453
- Lake Nyos gas poisoning disaster 454
- Grilling with propane 457
- Air bag inflation 458
- Gas mixtures for scuba diving 459
- Compressed oxygen for lung disease patients 463
- Compressed natural gas (CNG) buses 464
- Air for a jet engine 464
- Osmosis in red blood cells 481
- Saline and dextrose intravenous solutions 485
- Desalination of seawater via reverse osmosis 485
- Fractional distillation of crude oil 492
- Corned beef and brine 501
- Radiator fluid 503
- Brining a Thanksgiving turkey 504
- Opening a warm can of soda 505
- Antifreeze in car batteries 506
- Instant cold packs 519
- Engine efficiency 541
- Energy from food; glycolysis 544
- Photochemical smog 560
- Chlorofluorocarbons (CFCs) and ozone in the stratosphere 597
- Catalytic converters 599
- Chocolate-covered cherries 600
- Smokestack scrubbers and rotary kilns 638
- Fire extinguishers 661
- Colors of hydrangea blossoms 676
- Lung disease and respiratory acidosis 677
- Liquid drain cleaners 699
- Carabid beetles 700
- Acid rain and normal rain 703
- Chlorine bleach 710
- pH of human blood 712
- Ocean acidification 724
- Swimming pool test kits for pH 736
- Sapphire Pool in Yellowstone National Park 744
- Milk of magnesia 752
- Climate change and seawater acidity 760

- Alkaline, NiCad, and zinc–air batteries 782
- Lead–acid car batteries 790
- Hybrid vehicles and nickel–metal hydride batteries 793
- Electric vehicles and lithium–ion batteries 795
- The Statue of Liberty and corrosion at sea 798
- Proton–exchange membrane (PEM) fuel cells 803
- Electrolysis of salt 806
- Metallurgy of copper and discovery of bronze 820
- Stainless steel and reduction of iron ore in blast furnaces 831
- Carbon steel—stronger than pure steel 832
- Shape-memory alloys in stents 833
- Surgical steel 834
- Cell phones, remote controls, and LED indicator lights 836
- Diamond and graphite 838
- Graphene: a versatile material 839
- Porcelain and glossy paper 845
- Creating ceramics from clay 845
- Black-and-white film photography 850
- Gasoline, kerosene, diesel fuel, and mineral oil 878
- Polyethylene: LDPE and HDPE plastics 886
- Teflon for surgical procedures 888
- Polypropylene and vinyl polymers 888
- Styrofoam and aromatic rings 892
- Amphetamine, Benadryl, and adrenaline 893
- Ethanol as grain alcohol and fuel additive 895
- Plastic soda bottles 898
- Fuel production via methanogenic bacteria 903
- Aspirin, ibuprofen, and naproxen 903
- Artificial skin and dissolving sutures 905
- Synthetic fabrics: Dacron, nylon, and Kevlar 906
- Anticancer drugs (Taxol) 911
- Complete proteins 929
- Aspartame 935
- Sickle-cell anemia and malaria 936
- Silk and β -pleated sheets 937
- Alzheimer’s disease 938
- Lactose intolerance 940
- Ethanol production from cellulose 944
- Cholesterol 946
- Unsaturated fats, saturated fats, and trans fats 947
- Olestra, a modified fat substitute 950
- DNA and RNA 951
- Origin of life on Earth 956
- Phenylketonuria (PKU) screening in infants 957
- Radiometric dating 979
- Big Bang and primordial nucleosynthesis 987
- Star formation and stellar nucleosynthesis 988
- Nuclear fusion in the sun 989
- Nuclear weapons and nuclear power 992
- Scintillation counters and Geiger counters 994
- Biological effects of radioactivity; Chernobyl; radon gas 997
- Therapeutic and diagnostic radiology 1002
- Radium paint and the Radium Girls 1003
- Dietary reference intake (DRI) for essential elements 1020
- Ion transport across cell membranes 1023
- Osteoporosis and kidney stones 1026
- Chlorophyll 1026
- Teeth, bones, and shells 1026
- Acid reflux and antacid drugs 1028
- Bad breath, skunk odor, and smelly shoes 1035
- Toothpaste and fluoridated water 1038
- Goiter and Graves’ disease 1038
- Prussian blue pigment 1055
- Food preservatives 1063
- Anticancer drugs (cisplatin) 1071
- Cytochromes 1077
- Thalassemia and chelation therapy 1082
- Organometallic compounds as drugs 1083



Significant Figures	25	Limiting Reactants	301	Solving Equilibrium Problems	647
Scientific Notation	25	Molarity	321	Equilibrium and Thermodynamics	652
Dimensional Analysis	28	Dilution	325	Acid–Base Ionization	678
Temperature Conversion	29	Ions in Solution	327	Acid Strength and Molecular Structure	682
Cathode-Ray Tube	48	Internal Energy	373	Autoionization of Water	690
Millikan Oil-Drop Experiment	49	State Functions and Path Functions	375	pH Scale	691
Rutherford Experiment	51	Pressure–Volume Work	378	Acid Rain	704
Avogadro’s Number	63	Heating Curves	384	Buffers	728
Electromagnetic Radiation	86	Calorimetry	393	Acid–Base Titrations	737
Emission Spectra and the Bohr Model of the Atom	98	Hess’s Law	397	Titration of Weak Acids	739
De Broglie Wavelength	101	Estimating Enthalpy Changes	405	Zinc–Copper Cell	773
Quantum Numbers	104	The Ideal Gas Law	451	Cell Potential	781
Electron Configuration	112	Dalton’s Law	458	Alkaline Battery	782
Periodic Trends	121	Molecular Speed	436	Cell Potential, Equilibrium, and Free Energy	791
Bonding	143	Molecular Motion	434	Fuel Cell	803
Lewis Structures	155	Osmotic Pressure	482	Unit Cell	826
Resonance	162	Fractional Distillation	492	Allotropes of Carbon	838
Bond Polarity and Polar Molecules	167	Raoult’s Law	494	X-ray Diffraction	847
Lewis Structures: Expanded Valence Shells	176	Boiling and Freezing Points	502	Structure of Cyclohexane	877
Vibrational Modes	179	Henry’s Law	505	Structure of Benzene	890
Greenhouse Effect	179	Dissolution of Ammonium Nitrate	520	Polymers	904
Hybridization	212	Entropy	521	Fiber Strength and Elasticity	909
Chiral Centers	219	Gibbs Free Energy	535	Condensation of Biological Polymers	934
Molecular Orbitals	226	Reaction Rate	562	Formation of Sucrose	944
Intermolecular Forces	254	Reaction Order	569	Radioactive Decay Modes	971
Phase Diagrams	262	Collision Theory	570	Balancing Nuclear Equations	972
Capillary Action	268	Arrhenius Equation	586	Half-Life	977
Balancing Chemical Equations	281	Reaction Mechanisms	592	Fusion of Hydrogen	987
Carbon Cycle	278	Equilibrium	621	Crystal Field Splitting	1064
Percent Composition	291	Equilibrium in the Gas Phase	626		
		Le Châtelier’s Principle	641		

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Preface

Dear Student,
They say you can't judge a book by its cover. Still, you may be wondering why we chose to put peeling wallpaper on the cover of a chemistry book. Actually, the cover photo is not wallpaper but the bark of a Pacific Madrone tree, *Arbutus menziesii*. The illustration shows a molecular view of the cellulose that is a principal component of tree's trunk, including its peeling bark and the heartwood beneath it.

Our cover illustrates a central message of this book: the properties of substances are directly linked to their atomic and molecular structures. In our book we start with the smallest particles of matter and assemble them into more elaborate structures: from subatomic particles to single atoms to monatomic ions and polyatomic ions, and from atoms to small molecules to bigger ones to truly gigantic polymers. By constructing this layered particulate view of matter, we hope our book helps you visualize the properties of substances and the changes they undergo during chemical reactions.

With that in mind, we begin each chapter with a **Particulate Review** and **Particulate Preview** on the very first page. The goal of these tools is to prepare you for the material in the chapter. The Particulate Review assesses important prior knowledge that you need to interpret particulate images in the chapter. The Particulate Preview asks you to expand your prior knowledge and to speculate about the new concepts you will see in the chapter. It is also designed to focus your reading by asking you to look out for key terms and concepts.

As you develop your ability to visualize atoms and molecules, you will find that you don't have to resort to memorizing formulas and reactions as a strategy for surviving general chemistry. Instead, you will be able to understand why elements combine to form compounds with particular formulas and why substances react with each other the way they do.

PARTICULATE REVIEW

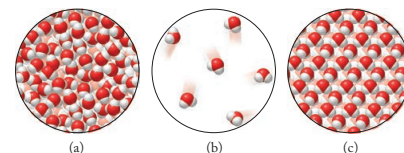
Phase Changes and Energy

In Chapter 9, we explore the energy changes that accompany both physical and chemical changes. Particulate representations of the three phases of water are shown here.

- Which representation depicts the solid phase of water? The liquid? The gaseous?
- Is energy added or released during the physical change from (a) to (b)? What intermolecular forces are involved?
- Describe the energy changes that accompany the physical changes from (a) to (c) and from (c) to (a).

(Review Section 1.4 and Section 6.2 if you need help answering these questions.)

(Answers to Particulate Review questions are in the back of the book.)

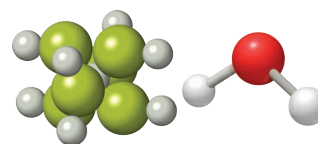


PARTICULATE PREVIEW

Breaking Bonds and Energy Changes

Calcium chloride, shown in the accompanying figure, is used to melt ice on sidewalks. As you read Chapter 9, look for ideas that will help you understand the energy changes that accompany the breaking and forming of bonds.

- What kind of bonds must be broken for calcium chloride to dissolve in water? Is energy absorbed or released in order to break these bonds?
- Which color spheres represent the chloride ions? Label the polar covalent bonds in water using $\delta+$ and $\delta-$.
- What intermolecular interactions form as the salt dissolves? Is energy absorbed or released as these attractions form?



Context

While our primary goal is for you to be able to interpret and even predict the physical and chemical properties of substances based on their atomic and molecular structures, we would also like you to understand how chemistry is linked to other scientific disciplines. We illustrate these connections using contexts drawn from fields such as biology, medicine, environmental science, materials science, and engineering. We hope that this approach helps you better understand how scientists apply the principles of chemistry to treat and cure diseases, to make more efficient use of natural resources, and to minimize the impact of human activity on our planet and its people.

Problem-Solving Strategies

Another major goal of our book is to help you improve your problem-solving skills. To do this, you first need to recognize the connections between the information provided in a problem and the answer you are asked to find. Sometimes the hardest part of solving a problem is distinguishing between information that is relevant and information that is not. Once you are clear on where you are starting and where you are going, planning for and carrying out a solution become much easier.

To help you hone your problem-solving skills, we have developed a framework that we introduce in Chapter 1. It is a four-step approach we call COAST, which is our acronym for (1) **C**ollect and **O**rganize, (2) **A**nalyze, (3) **S**olve, and (4) **T**hink About It. We use these four steps in *every* Sample Exercise and in the solutions to *odd-numbered* problems in the Student's Solutions Manual. They are also used in the hints and feedback embedded in the Smartwork5 online homework program. To summarize the four steps:

Collect and Organize helps you understand where to begin to solve the problem. In this step we often rephrase the problem and the answer that is sought, and we identify the relevant information that is provided in the problem statement or available elsewhere in the book.

Analyze is where we map out a strategy for solving the problem. As part of that strategy we often estimate what a reasonable answer might be.

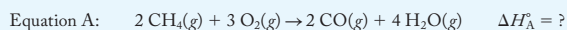
Solve applies our analysis of the problem from the second step to the information and relations from the first step to actually solve the problem. We walk you through each step in the solution so that you can follow the logic and the math.

Think About It reminds us that an answer is not the last step in solving a problem. We should check the accuracy of the solution and think about the value of a quantitative answer. Is

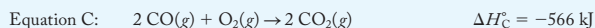
SAMPLE EXERCISE 9.8 Calculating $\Delta H_{\text{rxn}}^\circ$ Using Hess's Law

LOS

One reason furnaces and hot-water heaters fueled by natural gas need to be vented is that incomplete combustion can produce toxic carbon monoxide:



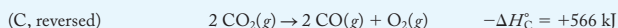
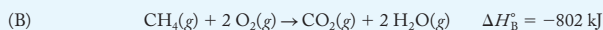
Use thermochemical equations B and C to calculate ΔH_A° :



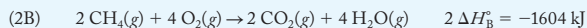
Collect and Organize We are given two equations (B and C) with thermochemical data and a third (A) for which we are asked to find ΔH° . All the reactants and products in equation A are present in B and/or C.

Analyze We can manipulate equations B and C algebraically so that they sum to give the equation for which ΔH° is unknown. Then we can calculate the unknown value by applying Hess's law. Methane is a reactant in A and B, so we will use B in the direction written. CO is a product in A but a reactant in C, so we have to reverse C to get CO on the product side. Reversing C means that we must change the sign of ΔH_C° . If the coefficients in B and the reverse of C do not allow us to sum the two equations to obtain equation A, we will need to multiply one or both by appropriate factors.

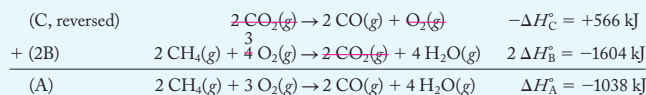
Solve Comparing equation B as written and the reverse of C:



with equation A, we find that the coefficient of CH_4 is 2 in A but only 1 in B, so we need to multiply all the terms in B by 2, including ΔH_B° :



When we sum C (reversed) and 2B, the CO_2 terms cancel out and we obtain equation A:



Think About It Our calculation shows that incomplete combustion of two moles of methane is less exothermic ($\Delta H_A^\circ = -1038 \text{ kJ}$) than their complete combustion ($2 \Delta H_B^\circ = -1604 \text{ kJ}$), which makes sense because the CO produced in incomplete combustion reacts exothermically with more O_2 to form CO_2 . In fact, the value of ΔH_C° for the reaction $2 \text{CO}(g) + \text{O}_2(g) \rightarrow 2 \text{CO}_2(g)$ is the difference between -1604 kJ and -1038 kJ .

Practice Exercise It does not matter how you assemble the equations in a Hess's law problem. Show that reactions A and C can be summed to give reaction B and result in the same value for ΔH_B° .

it realistic? Are the units correct? Is the number of significant figures appropriate? Does it agree with our estimate from the Analyze step?

Suggestion: Some Sample Exercises that are based on simple concepts and single-step solutions are streamlined by combining Collect, Organize, and Analyze steps, but the essential COAST features are always maintained.

Many students use the **Sample Exercises** more than any other part of the book. Sample Exercises take the concepts being discussed and illustrate how to apply them to solve problems. We think that repeated application of the COAST framework will help you refine your problem-solving skills, and we hope that the approach will become habit-forming for you. When you finish a Sample Exercise, you'll find a **Practice Exercise** to try on your own. The next few pages describe how to use the tools built into each chapter to gain a conceptual understanding of chemistry and to connect the microscopic structure of substances to their observable physical and chemical properties.

Chapter Structure

As mentioned earlier, each chapter begins with the Particulate Review and Particulate Preview to help you prepare for the material ahead.

If you are trying to decide what is most important in a chapter, check the **Learning Outcomes** listed on the first page. Whether you are reading the chapter from first page to last or reviewing it for an exam, the Learning Outcomes should help you focus on the key information you need and the skills you should develop. You will also see which Learning Outcomes are linked to which Sample Exercises in the chapter.

Learning Outcomes

LO1 Distinguish between isolated, closed and open thermodynamic systems and between endothermic and exothermic processes

Sample Exercise 9.1

LO2 Relate changes in the internal energies of thermodynamic systems to heat flows and work done

Sample Exercises 9.2, 9.3

LO3 Calculate the heat gained or lost during changes in temperature and physical state

Sample Exercises 9.4, 9.5

LO4 Use calorimetry data to calculate enthalpies of reaction and heat capacities of calorimeters

Sample Exercises 9.6, 9.7

LO5 Calculate enthalpies of reaction using Hess's law and enthalpies of formation

Sample Exercises 9.8, 9.9, 9.10

LO6 Estimate enthalpies of reaction using average bond energies

Sample Exercise 9.11

LO7 Estimate enthalpies of solution and lattice energies using the Born–Haber cycle and Hess's law

Sample Exercise 9.12

LO8 Calculate and compare fuel values and fuel densities

Sample Exercises 9.13, 9.14

As you study each chapter, you will find **key terms** in boldface in the text and in a running glossary in the margin. We have deliberately duplicated these definitions so that you can continue reading without interruption but quickly find them when doing homework or studying. All key terms are also defined in the Glossary in the back of the book.

Many concepts are related to others described earlier in the book. We point out these relationships with **Connection** icons in the margins. We hope they enable you to draw your own connections between major themes covered in the book.

CONNECTION In Chapter 1, we defined *energy* as the ability to do work. We also introduced the *law of conservation of energy* and the concept that energy cannot be created or destroyed but can be changed from one form of energy to another.



To help you develop your own microscale view of matter, we use **molecular art** to enhance photos and figures, and to illustrate what is happening at the atomic and molecular levels.

If you're looking for additional help visualizing a concept, we have about 100 **ChemTours**, denoted by the ChemTour icon, available online at <https://digital.wwnorton.com/atoms2>. ChemTours demonstrate dynamic processes and help you visualize events at the molecular level. Many of the ChemTours allow you to manipulate variables and observe the resulting changes.

Concept Tests are short, conceptual questions that serve as self-checks by asking you to stop and answer questions related to what you just read. We designed them to help you see for yourself whether you have grasped a key concept and can apply it. We have an average of one Concept Test per section and many have visual components. We provide the answers to all Concept Tests in the back of the book.

CONCEPT TEST

Suppose two identical pots of water are heated on a stove until the water inside them begins to boil. Both pots are then removed from the stove. One of the two is covered with a tight lid; the other is not, and both are allowed to cool.

- What type of thermodynamic system—open, closed, or isolated—describes each of the cooling pots?
- Which pot cools faster? Why?

(Answers to Concept Tests are in the back of the book.)

At the end of each chapter is a special Sample Exercise that draws on several key concepts from the chapter and occasionally others from preceding chapters to solve a problem that is framed in the context of a real-world scenario or incident. We call these **Integrated Sample Exercises**. You may find them more challenging than most exercises that precede them in each chapter, but please invest your time in working through them because they represent authentic exercises that will enhance your problem-solving skills.

Also at the end of each chapter are a thematic **Summary** and a **Problem-Solving Summary**. The first is a brief synopsis of the chapter, organized by learning outcomes. Key figures provide visual cues as you review. The Problem-Solving Summary is unique to this general chemistry book—it outlines the different types of problems you should be able to solve, where to find examples of them in the Sample Exercises, and it reminds you of key concepts and equations.

PROBLEM-SOLVING SUMMARY

Type of Problem	Concepts and Equations	Sample Exercises
Identifying endothermic and exothermic processes	During an endothermic process, heat flows into the system from its surroundings ($q > 0$). During an exothermic process, heat flows out from the system into its surroundings ($q < 0$).	9.1
Calculating P - V work	$w = -P\Delta V$	9.2
Relating ΔE , q , and w	$\Delta E = q + w = q - P\Delta V$	(9.3, 9.4) 9.3
Calculating heat transfer (q) associated with a change of temperature or state of a substance	Heating either an object: $q = C_p \Delta T$ or a mass (m) of a pure substance: $q = mc_p \Delta T$ or a quantity of a pure substance in moles (n): $q = nc_{p,m} \Delta T$	(9.8) 9.4, 9.5 (9.9) (9.10)
	Melting a solid at its melting point: $q = n\Delta H_{fus}$	(9.11)
	Vaporizing a liquid at its boiling point: $q = n\Delta H_{vap}$	(9.12)
Calculating C	$n = -n \quad = -C \quad \Delta T$	9.6, 9.7

Following the summaries are groups of questions and problems. The first group consists of **Visual Problems**. In many of them, you are asked to interpret a molecular view of a sample or a graph of experimental data. The last Visual Problem in each chapter contains a **Visual Problem Matrix**. This grid consists of nine images followed by a series of questions that will test your ability to identify the similarities and differences among the macroscopic, particulate, and symbolic images.

Concept Review Questions and Problems come next, arranged by topic in the same order as they appear in the chapter. Concept Reviews are qualitative and often ask you to explain why or how something happens. Problems are paired and can be quantitative, conceptual, or a combination of both. **Contextual problems** have a title that describes the context in which the problem is placed. Finally, **Additional Problems** can come from any section or combination of sections in the chapter. Some of them incorporate concepts from previous chapters. Problems marked with an asterisk (*) are more challenging and often take multiple steps to solve.

We want you to have confidence in using the answers in the back of the book as well as the Student's Solutions Manual, so we used a rigorous triple-check accuracy program for this book. Each end-of-chapter question or problem was solved independently by the Solutions Manual author, Karen Brewer, and by two additional chemical educators. Karen compared her solutions to those from the two reviewers and resolved any discrepancies. This process is designed to ensure clearly written problems and accurate answers in the appendices and Solutions Manual.

Dear Instructor,

This book takes an atoms-focused approach to teaching chemistry. Consequently, the sequence of chapters in the book and the sequence of topic in many of the chapters are not the same as in most general chemistry textbooks. For example, we devote the early chapters to providing an in-depth view of the particulate nature of matter including the structure of atoms and molecules and how the properties of substances link directly to those structures.

After two chapters on the nature of chemical bonding, molecular shape, and theories to explain both, we build on those topics as we explore the intermolecular forces that strongly influence the form and function of molecules, particularly those of biological importance.

Once this theoretical foundation has been laid, we examine chemical reactivity and the energetics of chemical reactions. Most general chemistry books don't complete their coverage of chemistry and energy until late in the book. We finish the job in Chapter 12, which means that students already understand the roles of energy and entropy in chemical reactions before they encounter chemical kinetics and the question of how they happen. The kinetics chapter is followed by several on chemical equilibrium, which introduce the phenomenon in terms of what happens when reactions proceed to a measureable extent in both forward and reverse directions and how interactions between and within particles influence the contacts that drive chemical changes.

- 9.8. Use representations [A] through [I] in Figure P9.8 to answer questions a–f.
- Match two of the particulate images to the phase change for liquid nitrogen in [B].
 - Match two of the particulate images to the phase change for dry ice (solid CO_2) in [H].
 - Which, if any, of the photos correspond to [D]? Are these endothermic or exothermic?
 - Which, if any, of the photos correspond to [F]? Are these endothermic or exothermic?
 - What bonds break when the solid ammonium nitrate in [E] dissolves in water to activate the cold pack?
 - Which particulate images show an element or compound in its standard state?

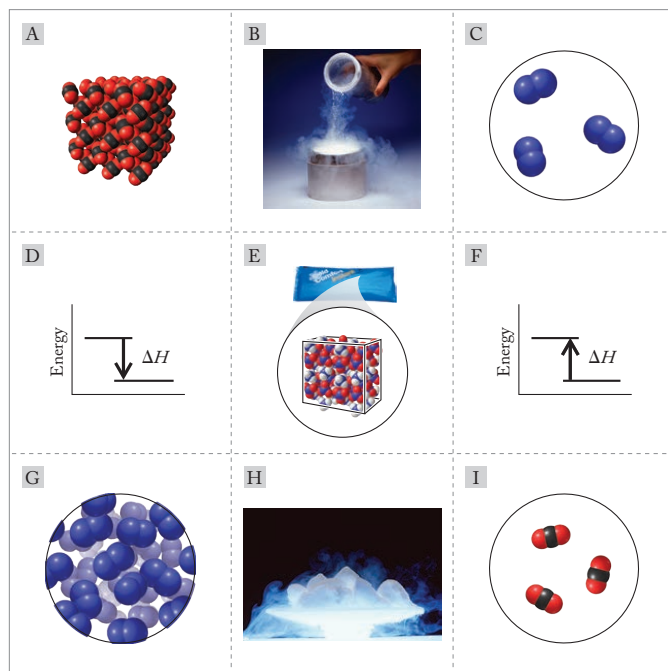


FIGURE P9.8

Changes in the Second Edition

As authors of a textbook, we are very often asked: “Why is a second edition necessary? Has the science changed that much since the first edition?” Although chemistry is a vigorous and dynamic field, most basic concepts presented in an introductory course have not changed dramatically. However, two areas tightly intertwined in this text—pedagogy and context—have changed significantly, and those areas are the drivers of this new edition. Here are some of the most noteworthy changes we made throughout this edition:

- We welcome Stacey Lowery Bretz as our new co-author. Stacey is a chemistry education researcher and her insights and expertise about accurate visual representations to support consistent pedagogy as well as about student misconceptions and effective ways to address them are evident throughout the book.
- The most obvious examples are the new **Particulate Review** and **Particulate Preview** questions at the beginning of each chapter. The Review is a diagnostic element highlighting important prior knowledge students must draw upon to successfully interpret molecular (particulate) images in the chapter. The Review consists of a few questions based on particulate art. The Preview consists of a short series of questions about a particulate image that ask students to extend their prior knowledge and speculate about material in the chapter. The goal of the Preview is to direct students as they read, making reading more interactive. Students are not expected to know the correct answers to the questions posed in the Preview before they start the chapter but are to use them as a guide while reading. Overviews of each Particulate Review and Preview section can be found in the Instructor’s Resource Manual and the lecture PowerPoints.
- In addition to the Particulate Review and Preview feature, Stacey authored a new type of visual problem: the **Visual Problem Matrix**. The matrix consists of macroscopic, particulate, and symbolic images in a grid, followed by a series of questions asking students to identify commonalities and differences across the images. Versions of all of these new problems are in the lecture PowerPoint slides to use in group activities and lecture quizzes. They are also available in Smartwork5 as individual problems and in pre-made assignments to use before or after class.
- We evaluated each Sample Exercise and streamlined many of those based on simple concepts and single-step solutions by combining the Collect and Organize and Analyze steps. We revised other Sample Exercises throughout the book based on reviewer and user feedback.
- The treatment of how to evaluate the precision and accuracy of experimental values in Chapter 1 has been expanded to include more rigorous treatment of the variability in data sets and in the identification of outliers.
- We have expanded our coverage of aqueous equilibrium by adding a second chapter that doubles the number of Sample Exercises and includes Concept Tests that focus on the molecules and ions present during titrations and in buffers.
- We took the advice of reviewers and now have two descriptive chemistry chapters at the end of the book. These chapters focus on main group chemistry and transition metals, both within the context of biological and medical applications.

- We have revised or replaced at least 10% of the end-of-chapter problems. We incorporated feedback from users and reviewers to address areas where we needed more problems or additional problems of varying difficulty.
- A new version of Smartwork, Smartwork5, offers more than 3600 problems in a sophisticated and user-friendly platform. Four hundred new problems were designed to support the new visualization pedagogy. In addition to being tablet compatible, Smartwork5 integrates with the most common campus learning management systems.

The nearly 100 ChemTours have been updated to better support lecture, lab, and independent student learning. The ChemTours include images, animations, and audio that demonstrate dynamic processes and help students visualize and understand chemistry at the molecular level. Forty of the ChemTours now contain greater interactivity and are assignable in Smartwork5. The ChemTours are linked directly from the ebook and are now in HTML5, which means they are tablet compatible.

Teaching and Learning Resources

Smartwork5 Online Homework For General Chemistry

digital.wwnorton.com/atoms2

Smartwork5 is the most intuitive online tutorial and homework management system available for general chemistry. The many question types, including graded molecule drawing, math and chemical equations, ranking tasks, and interactive figures, help students develop and apply their understanding of fundamental concepts in chemistry.

Every problem in Smartwork5 includes response-specific feedback and general hints using the steps in COAST. Links to the ebook version of *Chemistry: An Atoms-Focused Approach*, Second Edition, take students to the specific place in the text where the concept is explained. All problems in Smartwork5 use the same language and notation as the textbook.

Smartwork5 also features Tutorial Problems. If students ask for help in a Tutorial Problem, the system breaks the problem down into smaller steps, coaching them with hints, answer-specific feedback, and probing questions within each step. At any point in a Tutorial, a student can return to and answer the original problem.

Assigning, editing, and administering homework within Smartwork5 is easy. Smartwork5 allows the instructor to search for problems using both the text's Learning Objectives and Bloom's taxonomy. Instructors can use pre-made assignment sets provided by Norton authors, modify those assignments, or create their own. Instructors can also make changes in the problems at the question level. All instructors have access to our WYSIWYG (What You See Is What You Get) authoring tools—the same ones Norton authors use. Those intuitive tools make it easy to modify existing problems or to develop new content that meets the specific needs of your course.

Wherever possible, Smartwork5 makes use of algorithmic variables so that students see slightly different versions of the same problem. Assignments are graded automatically, and Smartwork5 includes sophisticated yet flexible tools for managing class data. Instructors can use the class activity report to assess

students' performance on specific problems within an assignment. Instructors can also review individual students' work on problems.

Smartwork5 for *Chemistry: An Atoms-Focused Approach*, Second Edition, features the following problem types:

- End-of-Chapter Problems. These problems, which use algorithmic variables when appropriate, all have hints and answer-specific feedback to coach students through mastering single- and multi-concept problems based on chapter content. They make use of all of Smartwork5's answer-entry tools.
- ChemTour Problems. Forty ChemTours now contain greater interactivity and are assignable in Smartwork5.
- Visual and Graphing Problems. These problems challenge students to identify chemical phenomena and to interpret graphs. They use Smartwork5's Drag-and-Drop and Hotspot functionality.
- Reaction Visualization Problems. Based on both static art and videos of simulated reactions, these problems are designed to help students visualize what happens at the atomic level—and why it happens.
- Ranking Task Problems. These problems ask students to make comparative judgments between items in a set.
- Nomenclature Problems. New matching and multiple-choice problems help students master course vocabulary.
- Multistep Tutorials. These problems offer students who demonstrate a need for help a series of linked, step-by-step subproblems to work. They are based on the Concept Review problems at the end of each chapter.
- Math Review Problems. These problems can be used by students for practice or by instructors to diagnose the mathematical ability of their students.

Ebook

digital.wwnorton.com/atoms2

An affordable and convenient alternative to the print text, the Norton Ebook lets students access the entire book and much more: they can search, highlight, and take notes with ease. The Norton Ebook allows instructors to share their notes with students. And the ebook can be viewed on most devices—laptop, tablet, even a public computer—and will stay synced between devices.

The online version of *Chemistry: An Atoms-Focused Approach*, Second Edition, also provides students with one-click access to the nearly 100 ChemTour animations.

The online ebook is available bundled with the print text and Smartwork5 at no extra cost, or it may be purchased bundled with Smartwork5 access.

Norton also offers a downloadable PDF version of the ebook.

Student's Solutions Manual

by Karen Brewer, Hamilton University

The Student's Solutions Manual provides students with fully worked solutions to select end-of-chapter problems using the **COAST** four-step method (**C**ollect and **O**rganize, **A**nalyze, **S**olve, and **T**hink About It). The Student's Solutions Manual contains several pieces of art for each chapter, designed to help students visualize ways to approach problems. This artwork is also used in the hints and feedback within Smartwork.

Clickers in Action: Increasing Student Participation in General Chemistry

by **Margaret Asirvatham, University of Colorado, Boulder**

This instructor-oriented resource provides information on implementing clickers in general chemistry courses. *Clickers in Action* contains more than 250 class-tested, lecture-ready questions, with histograms showing student responses, as well as insights and suggestions for implementation. Question types include macroscopic observation, symbolic representation, and atomic/molecular views of processes.

Test Bank

by **Daniel E. Autrey, Fayetteville State University**

Norton uses an innovative, evidence-based model to deliver high-quality and pedagogically effective quizzes and testing materials. Each chapter of the Test Bank is structured around an expanded list of student learning objectives and evaluates student knowledge on six distinct levels based on Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

Questions are further classified by section and difficulty, making it easy to construct tests and quizzes that are meaningful and diagnostic, according to each instructor's needs. More than 2500 questions are divided into multiple choice and short answer.

The Test Bank is available with ExamView Test Generator software, allowing instructors to effortlessly create, administer, and manage assessments. The convenient and intuitive test-making wizard makes it easy to create customized exams with no software learning curve. Other key features include the ability to create paper exams with algorithmically generated variables and export files directly to Blackboard, Canvas, Desire2Learn, and Moodle.

Instructor's Solutions Manual

by **Karen Brewer, Hamilton University**

The Instructor's Solutions Manual provides instructors with fully worked solutions to every end-of-chapter Concept Review and Problem. Each solution uses the **COAST** four-step method (**C**ollect and **O**rganize, **A**nalyze, **S**olve, and **T**hink About It).

Instructor's Resource Manual

by **Anthony Fernandez, Merrimack College**

This complete resource manual for instructors has been revised to correspond to changes made in the Second Edition. Each chapter begins with a brief overview of the text chapter followed by suggestions for integrating the contexts featured in the book into a lecture, summaries of the textbook's Particulate Review and Preview sections, suggested sample lecture outlines, alternate contexts to use with each chapter, and instructor notes for suggested activities from the *ChemConnections* and *Calculations in Chemistry*, Second Edition, workbooks. Suggested ChemTours and laboratory exercises round out each chapter.

Instructor's Resource Disc

This helpful classroom presentation tool features the following:

- Stepwise animations and classroom response questions are included. Developed by Jeffrey Macedone of Brigham Young University and his team, these animations, which use native PowerPoint functionality and textbook art, help instructors to walk students through nearly 100 chemical concepts and processes. Where appropriate, the slides contain two types of questions for students to answer in class: questions that ask them to predict what will happen next and why, and questions that ask them to apply knowledge gained from watching the animation. Self-contained notes help instructors adapt these materials to their own classrooms.
- Lecture PowerPoint slides (authored by Cynthia Lamberty, Cloud County Community College) include a suggested classroom-lecture script in an accompanying Word file. Each chapter opens with a set of multiple-choice questions based on the textbook's Particulate Review and Preview section and concludes with another set of questions based on the textbook's Visual Problems matrix.
- All ChemTours are included.
- *Clickers in Action* clicker questions for each chapter provide instructors with class-tested questions they can integrate into their course.
- Labeled and unlabeled photographs, drawn figures, and tables from the text are available in PowerPoint and JPEG.

Downloadable Instructor's Resources

digital.wwnorton.com/atoms2

This password-protected site for instructors includes the following:

- Stepwise animations and classroom response questions are included. Developed by Jeffrey Macedone of Brigham Young University and his team, these animations, which use native PowerPoint functionality and textbook art, help instructors to walk students through nearly 100 chemical concepts and processes. Where appropriate, the slides contain two types of questions for students to answer in class: questions that ask them to predict what will happen next and why, and questions that ask them to apply knowledge gained from watching the animation. Self-contained notes help instructors adapt these materials to their own classrooms.
- Lecture PowerPoints are available.
- All ChemTours are included.
- Test bank is available in PDF, Word RTF, and *ExamView* Assessment Suite formats.
- Solutions Manual is offered in PDF and Word, so that instructors may edit solutions.
- All end-of-chapter questions and problems are available in Word along with the key equations.
- Labeled and unlabeled photographs, drawn figures, and tables from the text are available in PowerPoint and JPEG.
- *Clickers in Action* clicker questions are included.

- Course cartridges: Available for the most common learning management systems, course cartridges include access to the ChemTours and StepWise animations, links to the ebook and Smartwork5.

Acknowledgments

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Chemistry

An Atoms-Focused Approach

1

Matter and Energy

An Atomic Perspective

BRONZE AGE BATTLE GEAR This Greek shield decoration from the 6th century BCE is made of bronze, which is a mixture of copper and tin atoms. Tin atoms create irregularities in the layers of copper atoms in bronze. As a result, the layers do not pass each other as easily, making bronze objects harder and less easily deformed than copper objects.

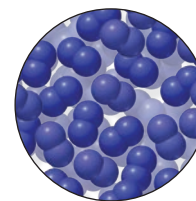
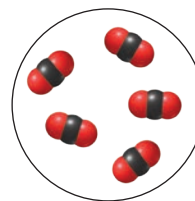
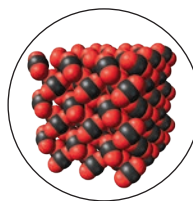
PARTICULATE REVIEW

Solids, Liquids, and Gases

In Chapter 1, we explore the particulate nature of matter. Chemists use colored spheres to represent atoms of different elements. Liquid nitrogen (an element) can be used to make ice cream while dry ice (solid carbon dioxide) is used to keep ice cream cold on a hot day.

- Which representation depicts liquid nitrogen?
- Which representation depicts dry ice?
- Which representation depicts carbon dioxide vapor?

(Answers to Particulate Review questions are in the back of the book.)



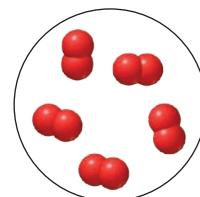


PARTICULATE PREVIEW

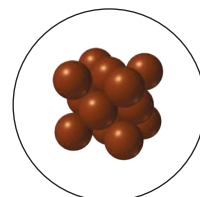
Elements versus Compounds

The bronze shield on this page is a mixture of copper and tin atoms. Some of the representations shown depict a molecule made of two atoms or an array made from two ions. As you read Chapter 1, look for ideas that will help you answer these questions:

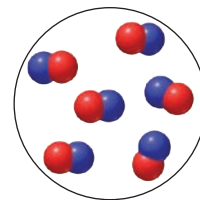
- Which representation depicts molecules of a compound?
- Which representation depicts molecules of an element?
- Which representation depicts a compound consisting of an array of ions?
- Which representation depicts an element consisting of an array of atoms?



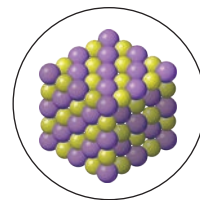
(a)



(b)



(c)



(d)

Learning Outcomes

LO1 Describe the scientific method

LO2 Apply the COAST approach to solving problems

Sample Exercises 1.1–1.12

LO3 Distinguish between the classes of matter and between the physical and chemical properties of pure substances

Sample Exercises 1.1–1.3

LO4 Describe the states of matter and how their physical properties can be explained by the particulate nature of matter

Sample Exercise 1.4

LO5 Distinguish between heat, work, potential energy, and kinetic energy, and describe the law of conservation of energy

LO6 Use molecular formulas and molecular models to describe the elemental composition and three-dimensional arrangement of the atoms in compounds

LO7 Distinguish between exact and uncertain values and express uncertain

values with the appropriate number of significant figures

Sample Exercises 1.5, 1.6

LO8 Accurately convert values from one set of units to another

Sample Exercises 1.7–1.10

LO9 Express the results of experiments in ways that accurately convey their certainty

Sample Exercises 1.11, 1.12

1.1 Exploring the Particulate Nature of Matter

Atoms and Atomism

The chapter-opening photo shows a Greek shield decoration from the 6th century BCE. It's made of bronze, which is a blend of copper and tin. For thousands of years ancient craftsmen produced bronze using furnaces blazing with mixtures of fuel, such as wood or charcoal, and chunks of metal-containing minerals. When the minerals in the furnace contained copper and lesser amounts of tin, the bronze that was produced could be fashioned into tools and weapons that were much stronger and more durable than those made of copper alone.

To ancient metalworkers, turning minerals into metals was more art than science. They knew how to build and operate metal-producing furnaces, called smelters, but they had little understanding of the chemical changes that, for example, converted copper minerals into copper metal. Today we know what those changes are, and we can explain why mixtures of metals such as bronze are much stronger than their parent metals, because *we know the structures of these materials at the atomic level*.

We know, for example, that the atoms in copper metal are arranged in ordered, tightly packed layers, as shown in the opening photo. Copper wire or foil is easily bent because the layers of copper atoms can slide past each other when subjected to an external force. When slightly larger atoms of tin are also present as shown in the magnified view in the opening photo, the resulting imperfections inhibit the layers of copper atoms from sliding past each other. An object made of bronze, therefore, is much harder to bend than if it were made of pure copper. As a result, Bronze Age tools and weapons held their shape better, stayed sharper longer, and, in the case of shields and body armor, provided better protection for warriors in battle.

In this chapter we begin an exploration of how the properties of materials are linked to their atomic-level structure. As we do, we need to acknowledge the Greek philosophers of the late Bronze Age who espoused *atomism*, a belief

atom the smallest particle of an element that retains the chemical characteristics of the element.

scientific theory a concise explanation of widely observed phenomena that has been extensively tested.

element a substance that cannot be separated into simpler substances by any chemical process.

that all forms of matter are composed of extremely tiny, indestructible building blocks called **atoms**. Atomism is an example of a natural philosophy; it is not a **scientific theory**. The difference between the two is that while both seek to explain natural phenomena, scientific theories are concise explanations of natural phenomena based on observation and experimentation, and they are testable. An important quality of a valid scientific theory is that it accurately predicts the results of future experiments and can even serve as a guide to designing those experiments. The ancient Greeks did not have the technology to test whether matter really is made of atoms—but we do.

Consider the images in Figure 1.1. On the bottom is a photograph of silicon (Si) wafers, the material used today to make computer chips and photovoltaic cells. The magnified view above it is a photomicrograph of a silicon wafer produced by an instrument called a scanning tunneling microscope (STM).¹ The fuzzy spheres are individual atoms of silicon, the smallest representative particles of silicon. If you could grind a sample of pure silicon into the finest dust imaginable, the tiniest particle of the dust you could obtain that still had the properties of silicon would be an atom of silicon.

Atomic Theory: The Scientific Method in Action

Scanning tunneling microscopes have been used to image atoms since the early 1980s, but the scientific theory that matter was composed of atoms evolved two centuries earlier during a time when chemists in France and England made enormous advances in our understanding of the composition of matter. Among them was French chemist Antoine Lavoisier (1743–1794), who published the first modern chemistry textbook in 1789. It contained a list of substances that he believed could not be separated into simpler substances. Today we call such “simple” substances **elements** (Figure 1.2). The silicon in Figure 1.1 is an element, as are copper and tin. The periodic table of the elements inside the front cover of this textbook contains over 100 others.

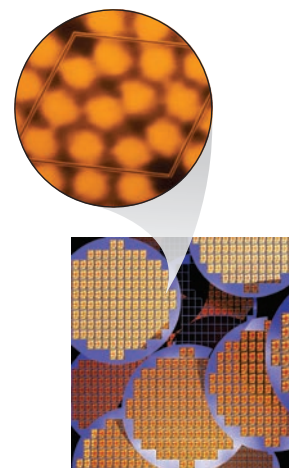


FIGURE 1.1 Silicon wafers are widely used to make computer chips and photovoltaic cells for solar panels. Since the 1980s, scientists have been able to image individual atoms using an instrument called a scanning tunneling microscope (STM). In the STM image (top), the irregular shapes are individual silicon atoms. The radius of each atom is 117 picometers (pm), or 117 trillionths of a meter. Atoms are the tiniest particles of silicon that still retain the chemical characteristics of silicon.

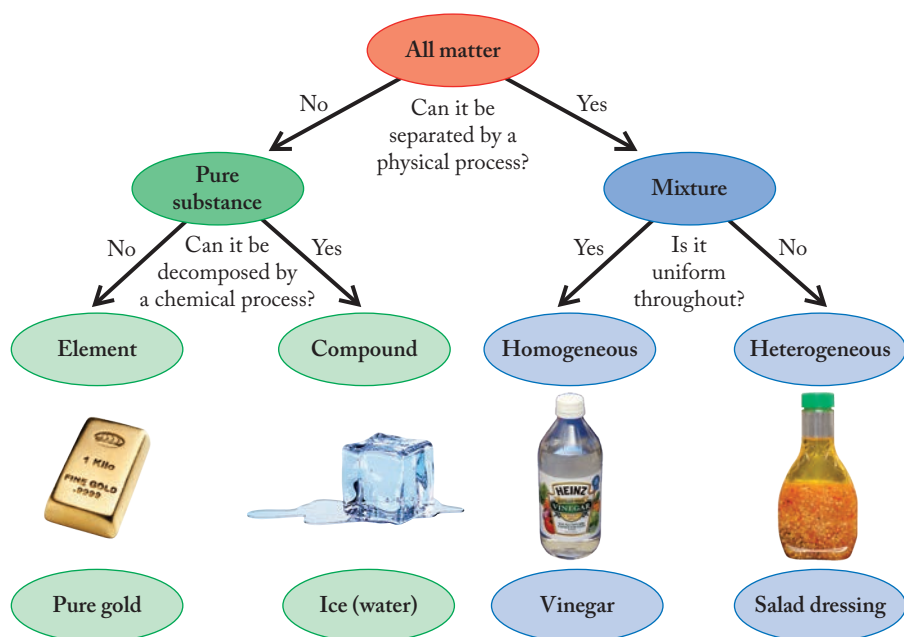


FIGURE 1.2 Matter is classified as shown in this diagram. The two principal categories are pure substances and mixtures. A substance may be a compound (such as water) or an element (such as gold). When the substances making up a mixture are distributed uniformly, as they are in vinegar (a mixture of acetic acid and water), the mixture is homogeneous. When the substances making up a mixture are not distributed uniformly, as in salad dressing, the mixture is heterogeneous.

¹German physicist Gerd Binnig (b. 1947) and Swiss physicist Heinrich Rohrer (1933–2013) shared the 1986 Nobel Prize in Physics for their development of scanning tunneling microscopy.

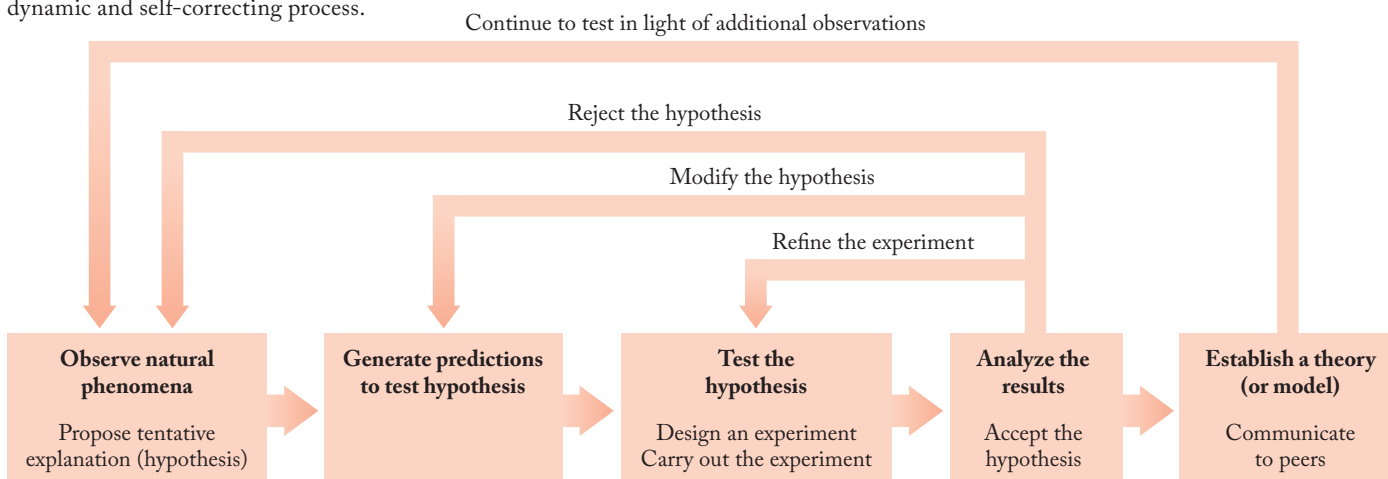
Lavoisier and other scientists conducted experiments that examined the patterns in how elements combined with other elements to form **compounds**. These experiments followed a systematic approach to investigating and understanding natural phenomena known as the **scientific method** (Figure 1.3). When such investigations reveal consistent patterns and relationships, they may be used to formulate concise descriptions of fundamental scientific truths. These descriptions are known as **scientific laws**.

When the French chemist Joseph Louis Proust (1754–1826) studied the composition of compounds containing different metals and oxygen, he concluded that these compounds always contained the same proportions of their component elements. His **law of definite proportions** applies to all compounds. An equivalent law, known as the **law of constant composition**, states that a compound always has the same *elemental composition* by mass no matter what its source. Thus, the composition of pure water is always the same: 11.2% by mass hydrogen and 88.8% by mass oxygen.

When Proust published his law of definite proportions, some of the leading chemists of the time refused to believe it. Their own experiments seemed to show, for example, that the compound that tin formed with oxygen had variable tin content. These scientists did not realize that their samples were actually mixtures of two different compounds with different compositions, which Proust was able to demonstrate. Still, acceptance of Proust's law required more than corroborating results from other scientists; it also needed to be explained by a scientific theory. That is, there needed to be a convincing argument that explained *why* the composition of a compound was always the same.

Scientific laws and theories complement each other in that scientific laws describe natural phenomena and relationships, and scientific theories explain *why* these phenomena and relationships are always observed. Scientific theories usually start out as tentative explanations of why a set of experimental results was obtained or why a particular phenomenon is consistently observed. Such a tentative explanation is called a **hypothesis** (Figure 1.3). An important feature of a hypothesis is that it can be tested through additional observations and experiments. A hypothesis also enables scientists to accurately predict the likely outcomes of future observations and experiments. Further testing and observation might support a hypothesis or disprove it, or perhaps require that it be modified. A hypothesis that withstands the tests of many experiments, accurately explaining further observations and accurately predicting the results of additional experimentation, may be elevated to the rank of scientific theory.

FIGURE 1.3 In the scientific method, observations lead to a tentative explanation, or hypothesis, which leads to more observations and testing, which may lead to the formulation of a succinct, comprehensive explanation called a theory. This process is rarely linear: it often involves looping back, because the results of one test lead to additional tests and a revised hypothesis. Science, when done right, is a dynamic and self-correcting process.



A scientific theory explaining Proust's law of definite proportions was proposed by John Dalton (1766–1844) in 1803. Whereas Proust studied the composition of the solid compounds formed by metals and oxygen, Dalton's own research focused on the composition and behavior of gases. Dalton observed that when two elements combine to form gaseous compounds, they may form two or more different compounds with different compositions. Similarly, Proust had discovered that tin (Sn) and oxygen (O) combined to form one compound that was 88.1% by mass Sn and 11.9% O and a second compound that was 78.8% Sn and 21.2% O. Dalton noted that the ratio of oxygen to tin in the second compound,

$$\frac{21.2\% \text{ O}}{78.8\% \text{ Sn}} = 0.269$$

was very close to twice of what it was in the first compound,

$$\frac{11.9\% \text{ O}}{88.1\% \text{ Sn}} = 0.135$$

Similar results were obtained with other sets of compounds formed by pairs of elements. Sometimes their compositions would differ by a factor of 2, as with oxygen and tin (and with oxygen and carbon), and sometimes their compositions differed by other factors, but in all cases they differed by *ratios of small whole numbers*. This pattern led Dalton to formulate the **law of multiple proportions**: when two elements combine to make two (or more) compounds, the ratio of the masses of one of the elements, which combine with a given mass of the second element, is always a ratio of small whole numbers. For example, 15 grams of oxygen combines with 10 grams of sulfur under one set of reaction conditions, whereas only 10 grams of oxygen combines with 10 grams of sulfur to form a different compound under a different set of reaction conditions. The ratio of the two masses of oxygen,

$$\frac{15 \text{ g-oxygen}}{10 \text{ g-oxygen}} = \frac{3}{2}$$

is indeed a ratio of two small whole numbers and is consistent with Dalton's law of multiple proportions.

To explain the laws of definite proportions and multiple proportions, Dalton proposed the scientific theory that *elements are composed of atoms*. Thus, Proust's compound with the O:Sn ratio of 0.135 contains one atom of oxygen for each atom of tin, whereas his compound with twice that O:Sn ratio (0.269) contains *two* atoms of O per atom of Sn. These atomic ratios are reflected in the **chemical formulas** of the two compounds: SnO and SnO₂, in which the subscripts after the symbols represent the relative number of atoms of each element in the substance. The absence of a subscript means the formula contains one atom of the preceding element. Similarly, the two compounds that sulfur and oxygen form have an oxygen ratio of 3:2 because their chemical formulas are SO₃ and SO₂, respectively.

Since the early 1800s, scientists have learned much more about the atomic, and even subatomic, structure of the matter that makes up our world and the universe that surrounds us. Although the laws developed two centuries ago are still useful, Dalton's atomic theory, like many theories, has undergone revisions as new discoveries have been made. Dalton assumed, for example, that all of the atoms of a particular element were the same. We will see in Chapter 2 that atoms have internal components and structures, only some of which are the same for all the atoms of a given element. Atoms can differ in other ways, too, that the scientists of 1800 could not have observed or even imagined.

compound a substance composed of characteristic proportions of two or more elements chemically bonded together.

scientific method an approach to acquiring knowledge based on the observation of phenomena, the development of a testable hypothesis, and additional experiments that test the validity of the hypothesis.

scientific law a concise and generally applicable statement of a fundamental scientific principle.

law of definite proportions the principle that compounds always contain the same proportions of their component elements.

law of constant composition the principle that all samples of a particular compound have the same elemental composition.

hypothesis a tentative and testable explanation for an observation or a series of observations.

law of multiple proportions the principle that, when two masses of one element react with a given mass of another element to form two different compounds, the two masses of the first element have a ratio of two small whole numbers.

chemical formula a notation for representing the elemental composition of a pure substance using the symbols of the elements; subscripts indicate the relative number of atoms of each element in the substance.

1.2 COAST: A Framework for Solving Problems

Throughout the rest of this chapter and this book, you will find Sample Exercises designed to help you better understand chemical concepts and develop your problem-solving skills. Each Sample Exercise follows a systematic approach to problem solving that we encourage you to apply to the Practice Exercises that follow each Sample Exercise and to the end-of-chapter problems. We use the acronym COAST (**C**ollect and **O**rganize, **A**nalyze, **S**olve, and **T**hink about the answer) to represent the four steps in our approach to problem solving. As you read about it here and use it later, keep in mind that COAST is merely a *framework* for solving problems, not a recipe. Use it as a guide to help you develop your own approach to solve each problem.

Collect and Organize First, start by sorting through the information given in the problem and identifying other relevant information. These actions help you understand the problem, including the fundamental chemical principles on which it is based. As part of the collecting and organizing process,

- Identify the key concept of the problem.
- Identify and define the key terms used to express that concept. You may find it useful to restate the problem in your own words.
- Sort through the information given in the problem, separating what is pertinent from what is not.
- Assemble any supplemental information that may be needed, including equations, definitions, and constants.

Analyze The next step is to analyze the information you have collected to determine how to relate it to the answer you seek. Sometimes it is easier to work backward to create the relationships: consider the nature of the answer first, and think about how you might get to it from the information provided in the problem and other sources. If the problem is quantitative and requires a numerical answer, frequently the units of the initial values and the final answer will help you identify how they are connected and which equation (or equations) may be useful.

For some problems, drawing a sketch based on molecular models or an experimental setup may help you visualize how the starting points and final answer are connected. You should also look at the numbers involved and estimate your answer. Having an order-of-magnitude (“ballpark”) estimate of your final answer before entering numbers into your calculator provides a check on the accuracy of your calculated answer.

Some Sample Exercises test your understanding of a single concept or their solution involves only a single step. In these exercises we may combine the Collect and Organize and the Analyze steps.

Solve For most conceptual questions, the solution flows directly from your analysis of the problem. To solve quantitative problems, you need to insert the starting values and the appropriate constants into the relevant equations or conversion factors and calculate the answer. In the Solve step, make sure that units are consistent and cancel as needed and that the certainty of the quantitative information is reflected in how many *significant figures* (see Section 1.7) you used.

Think About It Finally, you need to think about your result. Does your answer make sense based on your own experience and what you have just learned? Is the value for a quantitative answer reasonable—is it close to your estimate from the

Analyze step? Are the units correct and the number of significant figures appropriate? Then ask yourself how confident you are that you could solve another problem, perhaps drawn from another context but based on the same chemical concept. You may also think about how this problem relates to other observations you may have made about matter in your daily life.

The COAST approach should help you solve problems in a logical way and avoid certain pitfalls, such as grabbing an equation that seems to have the right variables and simply plugging numbers into it or resorting to trial and error. As you study the steps in each Sample Exercise, try to answer these questions about each step:

- **What** is done in this step?
- **How** is it done?
- **Why** is it done?

After answering the questions, you will be ready to solve the Practice Exercises and end-of-chapter problems in a systematic way.

1.3 Classes and Properties of Matter

All things that are physically real—from the air we breathe to the ground we walk on—are forms of matter. Scientists define **matter** as everything in the universe that has **mass (m)** and occupies space. **Chemistry** is the study of the composition, structure, and properties of matter and the changes it undergoes.

Matter is classified based on its composition, as shown in Figure 1.2. The simplest forms of matter—elements and compounds—are pure substances with compositions that do not change unless they are involved in a chemical reaction. They also have distinctive properties. Pure gold, for example (Figure 1.4a), has a distinctive color; it's soft for a metal, it's malleable (it can be hammered into very thin sheets called gold leaf), it's ductile (it can be drawn into thin wires), and it melts at 1064°C. These properties, which characterize a pure substance but are independent of the amount of the substance in a sample, are called **intensive properties**. Other properties, such as the particular length, width, mass, and volume of an ingot of gold, are called **extensive properties** because they depend on how much of the substance is present in a particular sample.

The properties of substances are either *physical* or *chemical*. **Physical properties**, such as those described for gold in the previous paragraph, can be observed or measured without changing the substance into another substance. Another physical property is **density (d)**, which is the ratio of the mass (m) of a substance or object to its volume (V):

$$d = \frac{m}{V} \quad (1.1)$$

matter anything that has mass and occupies space.

mass (m) the property that defines the quantity of matter in an object.

chemistry the study of the composition, structure, and properties of matter and of the energy consumed or given off when matter undergoes a change.

intensive property a property that is independent of the amount of substance present.

extensive property a property that varies with the amount of substance present.

physical property a property of a substance that can be observed without changing the substance into another substance.

density (d) the ratio of the mass (m) of an object to its volume (V).

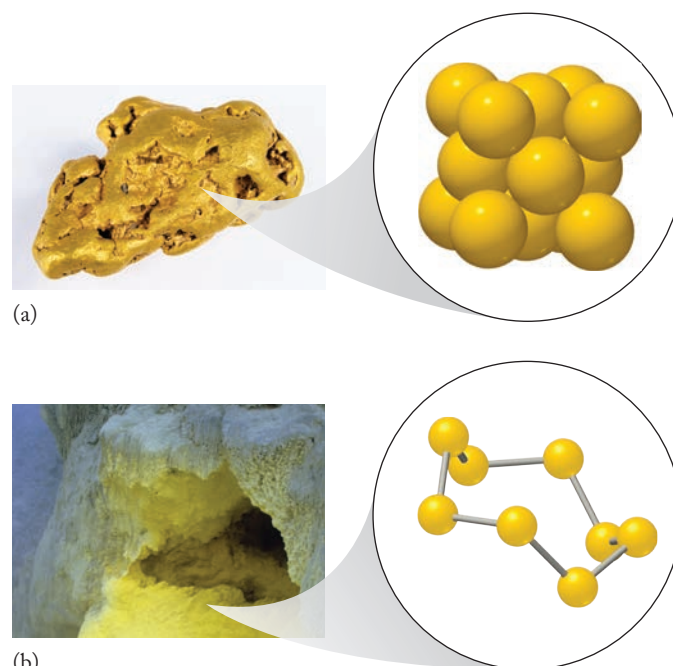


FIGURE 1.4 (a) Gold and (b) sulfur are among the few elements that may occur in nature uncombined with other elements.

CONCEPT TEST

Which of the following properties of a sample of pure iron are intensive? (a) mass, (b) density, (c) volume, (d) hardness

(Answers to Concept Tests are in the back of the book.)