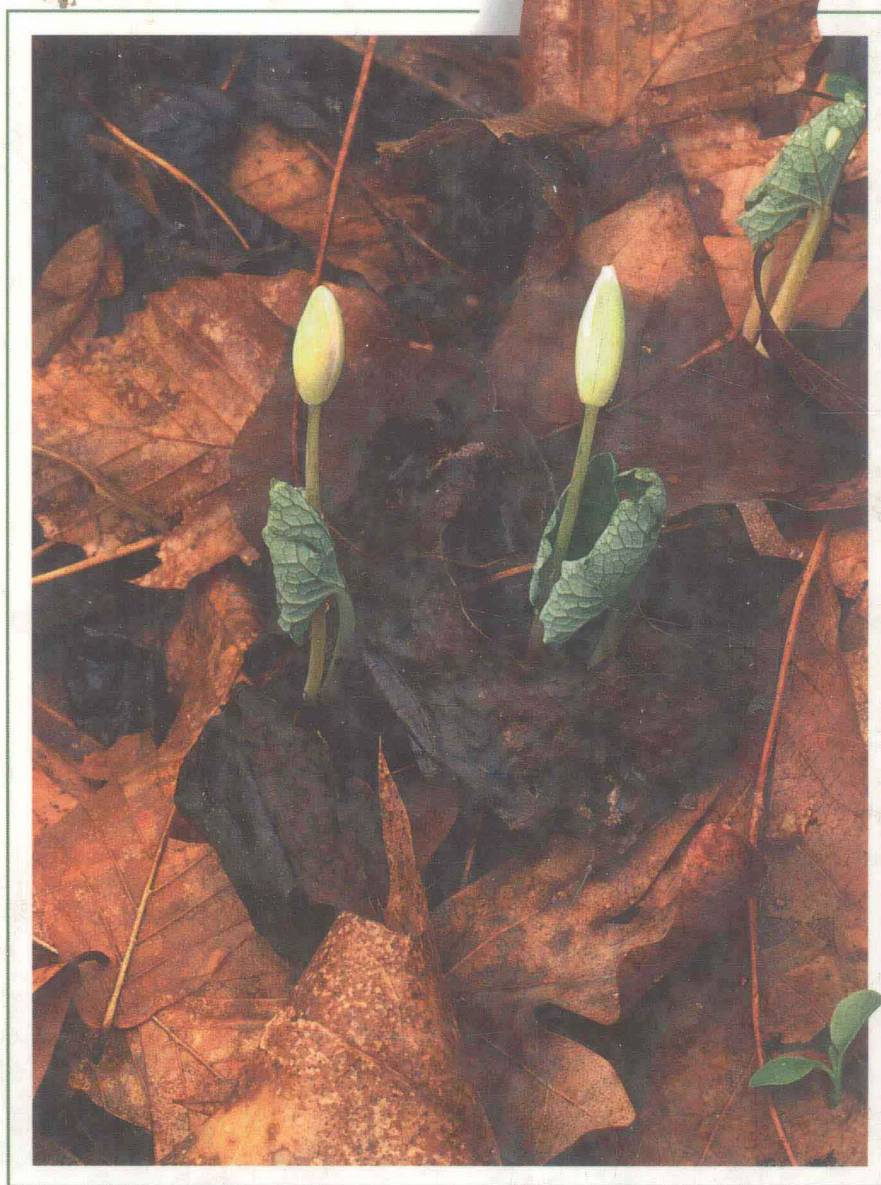


# Chemistry and Life

*An Introduction to General, Organic,  
and Biological Chemistry*

Fifth Edition



John W. Hill

Stuart J. Baum

Dorothy M. Feigl

# Chemistry and Life

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## An Introduction to General, Organic, and Biological Chemistry

Fifth Edition

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# Preface

Our world has been transformed by science and technology. The impact of science on the quality of human life is profound. Yet, to beginning students, the scientific disciplines that daily influence their lives often seem mysterious and incomprehensible. Those of us who enjoy the study of science, however, find it a fascinating and rewarding experience precisely because it can provide reasonable explanations for seemingly mysterious phenomena.

*Chemistry and Life* has been written in that spirit. Apparently obscure phenomena are explained in an informal, readable style. We assume that the student has little or no chemistry background and clearly explain each new concept as it is introduced. Chemical principles and biological applications are carefully integrated throughout the text, with liberal use of drawings, diagrams, and photographs.

Our selection of topics and choice of examples make the text especially appropriate for students in health and life sciences, but it is also suitable for anyone seeking to become a better-informed citizen of our technological society. The text provides ample material for a full year's course. The 11 Special Topics cover optional material for added flexibility. They may be omitted or assigned as outside reading without loss of continuity. We have also included many short essays that focus on interesting applications of topics presented in the text. We have consciously increased the sophistication of chemical understanding as the student progresses through the chapters.

## Changes in the Fifth Edition

All the text has been updated to reflect the latest scientific knowledge. In addition, we have responded to suggestions of users and reviewers of the fourth edition and used our own writing and teaching experience to make the following changes:

### Organization

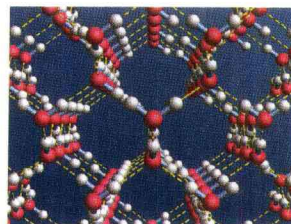
For this fifth edition, we have included detailed contents on the opening page of each chapter. At the end of each chapter, we have added a list of Key Terms and a chapter Summary. The key terms are boldfaced in the text and are defined in the Glossary (Appendix IV).

We have added a greater number of photos, figures, and margin notes to clarify and enliven the text discussion. Many sections have undergone extensive rewriting, especially in the chapters on lipids and proteins. The discussion of the VSEPR theory and the shapes of molecules has been taken out of Chapter 4; it now makes up new Special Topic B.

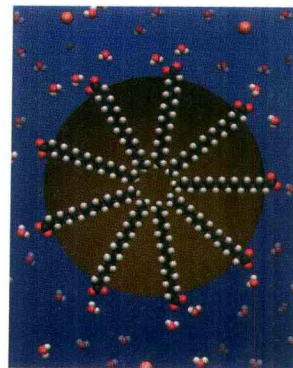
The health-related topics from the fourth edition have been retained, and we have included several new essays. For example, arteriosclerosis, lead poisoning, development of cancer, diabetes, hemophilia, blood doping, and blood types.

### Exercises

In addition to the many examples and practice exercises in the body of each chapter, we have three kinds of end-of-chapter exercises.



Hydrogen bonds in ice.



A microscopic view of soap action.

- Review Questions are intended to provide a qualitative measure of your understanding of the chapter.
- The Problems are arranged by topic; they test your mastery of the material and—where pertinent—of problem-solving techniques introduced in the chapter. These problems are arranged in matched pairs.
- The Additional Problems are not grouped by type. Some are intended to be a bit more challenging; they often require a synthesis of ideas from more than one chapter. Others, however, are not any more difficult than those arranged by topic. Rather, they pursue an idea further than is done in the text, or they introduce new ideas.

Many of the worked out examples have been revised to improve the pedagogy.

## Supplements

### For the Student

- **Student Study Guide with Solutions**, by Marvin L. Hackert of the University of Texas at Austin and Roger K. Sandwick of the State University of New York at Plattsburgh. This student-friendly manual contains chapter summaries, additional examples and problems, and numerous self-tests (with answers). Solutions correspond to the odd-numbered problems in the text. (0-13-574666-3; 57466-5)
- **Chemistry and Life in the Laboratory: Experiments in General, Organic, and Biological Chemistry**, by Victor L. Heasley and Val. J. Christensen of Point Loma Nazarene College and Gene E. Heasley of Southern Nazarene University. This manual contains 36 experiments that cover the same general topics as the text. Laboratory instructions are clear and thorough and the experiments are well written and imaginative. This revision includes more information on issues of safety and disposal. All experiments have been thoroughly class tested. (0-13-597725-8; 59772-4)
- **Allied Health Chemistry: A Companion**, by Tim Smith and Diane Vukovich, both of the University of Akron. This student companion teaches the basic mathematics inherent in the course by methods that are friendly and hands-on. (0-13-470460-6; 47046-8)
- **Prentice Hall/The New York Times Themes of Times**. Through this unique program, adopters of the *Chemistry and Life* are eligible to receive our *New York Times* supplement for their students. This newspaper-format resource uses current chemistry-related articles to emphasize the importance and relevance of chemistry in everyday life. (Free in quantity to qualified adopters through your local representative.)

### For the Instructor

- **Instructor's Manual to the Laboratory Manual**, by Heasley et al. (0-13-597741-X; 59774-0)
- **Instructor's Manual**, by Roger K. Sandwick of the State University of New York at Plattsburgh, and **Test Bank**, prepared by Aninna Carter of Adirondack Community College. This instructor's resource contains solutions to the problems that are not answered in the text. The test bank has been revised extensively and now contains over 1100 multiple-choice questions. (0-13-594096-7; 57409-5)



- **PH Custom Test WIN** (0-13-574633-7; 57463-2) **PH Custom Test MAC** (0-13-574641-8; 57464-0). Electronic versions of the *Chemistry and Life* test bank which contains over 1100 multiple-choice questions.
- **Transparencies:** 125 full-color transparency acetates selected by the text authors.

## Acknowledgments

JWH would like to thank his colleagues at the University of Wisconsin–River Falls for so many ideas that made their way into his other texts—some of which appear in this one—and to Kathy Sumter, Program Aide in the Department of Chemistry. He is especially indebted to Ina Hill and Cynthia Hill for library research, typing, and unfailing support throughout this project, and to Mike Davis for his encouragement and for sharing his love of learning.

We greatly appreciate the substantial support and guidance from the editorial staffs at Prentice Hall and Thompson Steele. Ben Roberts, Irene Nunes, Andrea Fincke, and Craig Kirkpatrick all played significant roles in converting the manuscript into a book of which we are all proud.

Both of us would like to thank our students, who have challenged us to be better teachers, and the reviewers of this and our other books, who have challenged us to be better writers.

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No book—or other educational device—can replace a good teacher; thus we have designed this book as an aid to the classroom teacher. The only valid test of this or any text is in a classroom. We would greatly appreciate receiving comments and suggestions based on your experience with this book.

**J. W. H.**

**S. J. B.**

**D. M. F.**

# To the Student

What is chemistry?

Chemistry is such a broad, all-encompassing area of study that people almost despair in trying to define it. Indeed, some have taken a cop-out approach by defining chemistry as “what chemists do.” But that won’t do; it’s much too narrow a view.

Chemistry is what we all do. We bathe, clean, and cook. We put chemicals on our faces, hands, and hair. Collectively, we use tens of thousands of consumer chemical products in our homes. Professionals in the health and life sciences use thousands of additional chemicals as drugs, antiseptics, or reagents for diagnostic tests.

Your body itself is a remarkable chemical factory. You eat and breathe, taking in raw materials for the factory. You convert these supplies into an unbelievable array of products, some incredibly complex. This chemical factory—your body—also generates its own energy. It detects its own malfunctions and can regenerate and repair some of its component parts. It senses changes in its environment and adapts to these changes. With the aid of a neighboring facility, this fabulous factory can create other factories much like itself.

Everything you do involves chemistry. You read this sentence; light energy is converted to chemical energy. You think; protein molecules are synthesized and stored in your brain. All of us do chemistry.

Chemistry affects society as well as individuals. Chemistry is the language—and the principal tool—of the biological sciences, the health sciences, and the agricultural and earth sciences.

Chemistry has illuminated all of the natural world, from the tiny atomic nucleus to the immense cosmos. We believe that a knowledge of chemistry can help you. We have written this book in the firm belief that beginning chemistry can be related immediately to problems and opportunities in the life and health sciences. And we believe that this can make the study of chemistry interesting and exciting, especially to nonchemists.

For example, an “ion” is more than a chemical abstraction. Enough mercury ions in the wrong place can kill you, but the right number of calcium ions in the right place can keep you from bleeding to death. “ $PV = nRT$ ” is an equation, but it is also the basis for the respiratory therapy that has saved untold lives in hospitals. “Hydrogen bonding” is a chemical phenomenon, but it also helps to account for the fact that a dog has puppies while a cat has kittens and a human has human babies. There are hundreds of similar fundamental and interesting applications of chemistry to life.

A knowledge of chemistry has already had a profound effect on the quality of life. Its impact on the future will be even more dramatic. At present we can control diabetes, cure some forms of cancer, and prevent some forms of mental retardation because of our understanding of the chemistry of the body. We can’t cure diabetes or cure *all* forms of cancer or *all* mental retardation, because our knowledge is still limited. So learn as much as you can. Your work will be enhanced and your life enriched by your greater understanding.

Be prepared. Something good might happen to you—and to others because of you.

# Contents

Preface ix

To the Student xii

## 1 Matter and Measurement 1

- 1.1 Science and the Human Condition 2
  - 1.2 Problems in Paradise 3
  - 1.3 The Way Science Works—Sometimes 4
  - 1.4 What Is Chemistry? Some Fundamental Concepts 5
  - 1.5 Elements, Compounds, and Mixtures 7
  - 1.6 Energy and Energy Conversion 9
  - 1.7 Electric Forces 12
  - 1.8 Measurement: The Modern Metric System 12
  - 1.9 Measuring Energy: Temperature and Heat 16
  - 1.10 Density 19
- Summary, Review Questions, Problems 21**

### Special Topic A Unit Conversions 26

- A.1 Conversions Within a System 26
- A.2 Conversions Between Systems 28
- A.3 Density Problems 29

## 2 Atoms 31

- 2.1 Dalton's Atomic Theory 32
  - 2.2 The Nuclear Atom 33
  - 2.3 Nuclear Arithmetic 37
  - 2.4 The Bohr Model of the Atom 39
  - 2.5 Electron Configurations 42
  - 2.6 The Periodic Table 45
  - 2.7 Which Model to Use? 49
- Summary, Review Questions, Problems 50**

## 3 Nuclear Processes 54

- 3.1 Discovery of Radioactivity 55
- 3.2 Types of Radioactivity 55
- 3.3 Penetrating Power of Radiation 58
- 3.4 Radiation Measurement 60
- 3.5 Half-Life 61
- 3.6 Radioisotopic Dating 63
- 3.7 Artificial Transmutation and Induced Radioactivity 65
- 3.8 Fission and Fusion 67

- 3.9 Nuclear Medicine 69
  - 3.10 Medical Imaging 71
  - 3.11 Other Applications 74
  - 3.12 The Nuclear Age Revisited 75
- Summary, Review Questions, Problems 76**

## 4 Chemical Bonds 80

- 4.1 The Art of Deduction: Stable Electron Configurations 81
  - 4.2 Lewis (Electron Dot) Structures 82
  - 4.3 Sodium Reacts with Chlorine: The Facts 83
  - 4.4 The Sodium–Chlorine Reaction: Theory 84
  - 4.5 Ionic Bonds: Some General Considerations 85
  - 4.6 Names of Simple Ions and Ionic Compounds 86
  - 4.7 Covalent Bonds: Shared Electron Pairs 90
  - 4.8 Multiple Covalent Bonds 91
  - 4.9 Unequal Sharing: Polar Covalent Bonds 92
  - 4.10 Polyatomic Molecules: Water, Ammonia, and Methane 94
  - 4.11 Names for Covalent Compounds 94
  - 4.12 Polyatomic Ions 95
  - 4.13 Electronegativity 98
  - 4.14 Rules for Writing Lewis Formulas 98
  - 4.15 Exceptions to the Octet Rule 101
- Summary, Review Questions, Problems 103**

### Special Topic B Molecular Shapes and Properties 107

- B.1 The VESPR Theory 107
- B.2 Polar and Nonpolar Molecules 109

## 5 Chemical Reactions 113

- 5.1 Balancing Chemical Equations 114
- 5.2 Volume Relationships in Chemical Equations 117
- 5.3 Avogadro's Number:  $6.02 \times 10^{23}$  119
- 5.4 Molecular Weights and Formula Weights 119
- 5.5 Chemical Arithmetic and the Mole 121
- 5.6 Mole and Mass Relationships in Chemical Equations 123
- 5.7 Structure, Stability, and Spontaneity 127
- 5.8 Reversible Reactions 128



- 5.9 Reaction Rates: Collisions, Orientation, and Energy 130
  - 5.10 Reaction Rates: The Effect of Temperature 131
  - 5.11 Reaction Rates: Catalysis 133
  - 5.12 Reaction Rates: The Effect of Concentration 134
  - 5.13 Equilibrium in Chemical Reactions 135
- Summary, Review Questions, Problems 138**

## 6 Oxidation and Reduction 144

- 6.1 Oxygen: Abundant and Essential 145
  - 6.2 Chemical Properties of Oxygen: Oxidation 146
  - 6.3 Hydrogen: A Reactive Lightweight Element 148
  - 6.4 Oxidation and Reduction: Some Definitions 150
  - 6.5 Oxidizing and Reducing Agents 155
  - 6.6 Some Common Oxidizing Agents 156
  - 6.7 Some Reducing Agents of Interest 158
  - 6.8 Oxidation, Reduction, and Living Things 160
- Summary, Review Questions, Problems 161**

## 7 Gases 164

- 7.1 Air: A Mixture of Gases 165
  - 7.2 The Kinetic-Molecular Theory 165
  - 7.3 Atmospheric Pressure 167
  - 7.4 Boyle's Law: The Pressure-Volume Relationship 168
  - 7.5 Charles's Law: The Temperature-Volume Relationship 173
  - 7.6 Avogadro's Law: The Molar Volume of a Gas 176
  - 7.7 The Combined Gas Law 177
  - 7.8 The Ideal Gas Law 179
  - 7.9 Henry's Law: The Pressure-Solubility Relationship 180
  - 7.10 Dalton's Law of Partial Pressures 181
  - 7.11 Partial Pressures and Respiration 183
- Summary, Review Questions, Problems 185**

## 8 Liquids and Solids 190

- 8.1 Sticky Molecules: Intermolecular Forces 191
- 8.2 Ionic Bonds as Forces Between Particles 192
- 8.3 Dipole Forces 193
- 8.4 Hydrogen Bonds 194

- 8.5 Dispersion Forces 196
  - 8.6 The Liquid State 197
  - 8.7 From Liquid to Gas: Vaporization 198
  - 8.8 The Solid State 202
  - 8.9 From Solid to Liquid: Melting (Fusion) 205
  - 8.10 Water: A Most Unusual Liquid 207
- Summary, Review Questions, Problems 210**

## 9 Solutions 213

- 9.1 Solutions: Definitions and Types 214
  - 9.2 Qualitative Aspects of Solubility 214
  - 9.3 Solubility of Ionic Compounds 215
  - 9.4 Solubility of Covalent Compounds 216
  - 9.5 Dynamic Equilibria 218
  - 9.6 Solutions of Gases in Water 221
  - 9.7 Molarity 222
  - 9.8 Percent Concentrations 224
  - 9.9 Colligative Properties of Solutions 226
  - 9.10 Solutions and Cell Membranes: Osmosis 227
  - 9.11 Colloids 231
  - 9.12 Dialysis 233
- Summary, Review Questions, Problems 235**

## 10 Acids and Bases I 239

- 10.1 Acids and Bases: Definitions and Properties 240
  - 10.2 Strong and Weak Acids 242
  - 10.3 Names of Some Common Acids 244
  - 10.4 Some Common Bases 245
  - 10.5 Acidic and Basic Anhydrides 247
  - 10.6 Neutralization Reactions 248
  - 10.7 Reactions of Acids with Carbonates and Bicarbonates 249
  - 10.8 Antacids: A Basic Remedy 251
  - 10.9 Acids, Bases, and Human Health 254
- Summary, Review Questions, Problems 255**

## 11 Acids and Bases II 258

- 11.1 Concentrations of Acids and Bases 259
  - 11.2 Acid-Base Titrations 260
  - 11.3 The pH Scale 263
  - 11.4 Salts in Water: Acidic, Basic, or Neutral? 267
  - 11.5 Buffers: Control of pH 269
  - 11.6 Buffers in Blood 271
  - 11.7 Acidosis and Alkalosis 272
- Summary, Review Questions, Problems 273**



### Special Topic C Equilibrium Calculations 276

- C.1 Equilibrium Constant Expressions 276
- C.2 Ionization of Weak Acids 277
- C.3 Equilibria Involving Weak Bases 279
- C.4 Calculations Involving Buffers 279

## 12 Electrolytes 283

- 12.1 Early Electrochemistry 284
  - 12.2 Electrical Conductivity 285
  - 12.3 The Theory of Electrolytes: Ionization and Dissociation 286
  - 12.4 Electrolysis: Chemical Change Caused by Electricity 287
  - 12.5 Electrochemical Cells: Batteries 289
  - 12.6 The Activity Series 294
  - 12.7 Precipitation: The Solubility Product Relationship 298
  - 12.8 The Salts of Life: Minerals 302
- Summary, Review Questions, Problems 303**



### Special Topic D Inorganic Chemistry 306

- D.1 Group 8A: The Noble Gases 306
- D.2 Group 1A: The Alkali Metals 307
- D.3 Group 2A: The Alkaline Earth Elements 308
- D.4 Group 3A: Boron and Aluminum 308
- D.5 Group 4A: Some Compounds of Carbon 308
- D.6 Group 5A: Some Nitrogen Compounds 310
- D.7 Group 6A: Compounds of Oxygen and Sulfur 311
- D.8 Group 7A: The Halogens 312
- D.9 The B Groups: Some Typical Transition Elements 313

## 13 Hydrocarbons 316

- 13.1 Organic Versus Inorganic 317
- 13.2 Alkanes: Saturated Hydrocarbons 318
- 13.3 Condensed Structural Formulas 321
- 13.4 Alkyl Groups 322
- 13.5 The Universal Language: IUPAC Nomenclature 323
- 13.6 Physical Properties of Alkanes 326
- 13.7 Physiological Properties of Alkanes 328
- 13.8 Chemical Properties of Alkanes: Little Affinity 329
- 13.9 Halogenated Hydrocarbons 329
- 13.10 Cycloalkanes 333
- 13.11 Alkenes: Structure and Nomenclature 334
- 13.12 Alkenes and Living Things 339

- 13.13 Chemical Properties of Alkenes 339
  - 13.14 Polymerization 341
  - 13.15 Alkynes 345
  - 13.16 Benzene 345
  - 13.17 Aromatic Hydrocarbons: Structure and Nomenclature 347
  - 13.18 Uses of Benzene and Benzene Derivatives 350
- Summary, Review Questions, Problems 351**



### Special Topic E Petroleum 357

- E.1 Natural Gas and Gasoline 357
- E.2 The Octane Rating of Gasoline 359

## 14 Alcohols, Phenols, and Ethers 361

- 14.1 The Functional Group 362
  - 14.2 Classification and Nomenclature of Alcohols 364
  - 14.3 Physical Properties of Alcohols 366
  - 14.4 Preparation of Alcohols 369
  - 14.5 Physiological Properties of Alcohols 372
  - 14.6 Chemical Properties of Alcohols 375
  - 14.7 Multifunctional Alcohols: Glycols and Glycerol 378
  - 14.8 Phenols 380
  - 14.9 Ethers 382
- Summary, Review Questions, Problems 384**

## 15 Aldehydes and Ketones 389

- 15.1 The Carbonyl Group: A Carbon–Oxygen Double Bond 389
  - 15.2 How to Name the Common Aldehydes 390
  - 15.3 Naming the Common Ketones 393
  - 15.4 Physical Properties of Aldehydes and Ketones 395
  - 15.5 Preparation of Aldehydes and Ketones 396
  - 15.6 Chemical Properties of Aldehydes and Ketones 398
  - 15.7 Some Common Carbonyl Compounds 403
- Summary, Review Questions, Problems 405**

## 16 Carboxylic Acids and Derivatives 409

- 16.1 Carboxylic Acids and Their Derivatives: The Functional Groups 410
- 16.2 Some Common Carboxylic Acids: Structures and Names 411



- 16.3 Preparation of Carboxylic Acids 413
- 16.4 Physical Properties of Carboxylic Acids 414
- 16.5 Chemical Properties of Carboxylic Acids:  
Neutralization 415
- 16.6 An Ester by Any Other Name . . . 417
- 16.7 Physical Properties of Esters 419
- 16.8 Preparation of Esters: Esterification 420
- 16.9 Chemical Properties of Esters:  
Hydrolysis 422
- 16.10 Esters of Phosphoric Acid 423
- 16.11 Amides: Structures and Names 425
- 16.12 Physical Properties of Amides 427
- 16.13 Synthesis of Amides 428
- 16.14 Chemical Properties of Amides:  
Hydrolysis 429  
**Summary, Review Questions,  
Problems 430**

### **Special Topic F** **Drugs: Some Carboxylic Acids, Esters, and Amides 436**

- F.1 Aspirin and Other Salicylates 436
- F.2 Aspirin Substitutes and Combination Pain  
Relievers 438
- F.3 Opium Alkaloids 439
- F.4 Synthetic Narcotics: Analgesia and  
Addiction 440
- F.5 A Natural High: The Brain's Own  
Opiates 441
- F.6 LSD: A Hallucinogenic Drug 442
- F.7 Marijuana: Some Chemistry of  
*Cannabis* 443

## 17 Amines and Derivatives 446

- 17.1 Structure and Classification of Amines 447
- 17.2 Naming Amines 448
- 17.3 Physical Properties of Amines 451
- 17.4 Amines as Bases 452
- 17.5 Other Chemical Properties of Amines 453
- 17.6 Heterocyclic Amines 455  
**Summary, Review Questions,  
Problems 456**

### **Special Topic G** **Brain Amines and Related Drugs 461**

- G.1 Some Chemistry of the Nervous System 461
- G.2 Brain Amines 462
- G.3 Stimulant Drugs: Amphetamines 463
- G.4 Caffeine, Nicotine, and Cocaine 465
- G.5 Local Anesthetics 466
- G.6 Barbiturates: Sedation, Sleep, and  
Synergism 467

- G.7 Dissociative Anesthetics: Ketamine  
and PCP 468
- G.8 Antianxiety Agents 469
- G.9 Antipsychotic Agents 470
- G.10 Antidepressants 470

## 18 Stereoisomerism 473

- 18.1 Polarized Light and Optical Activity 474
- 18.2 Chiral Centers 477
- 18.3 Multiple Chiral Centers 482
- 18.4 Geometric Isomerism (Cis-Trans  
Isomerism) 485
- 18.5 Biochemical Significance 489  
**Summary, Review Questions,  
Problems 492**

### **Special Topic H** **Molecules to See and Smell 497**

- H.1 Vision: Cis-Trans Isomerism 497
- H.2 Odors: The Shapes of Things We Smell 498

## 19 Carbohydrates 501

- 19.1 Carbohydrates: Definitions and  
Classifications 502
- 19.2 Monosaccharides: General Terminology 503
- 19.3 Stereochemistry 503
- 19.4 Hexoses 505
- 19.5 Monosaccharides: Cyclic Structures 507
- 19.6 Properties of Some Monosaccharides 509
- 19.7 Disaccharides 511
- 19.8 Polysaccharides 516  
**Summary, Review Questions,  
Problems 520**

## 20 Lipids 525

- 20.1 What Is a Lipid? 526
- 20.2 Fatty Acids 527
- 20.3 Fats and Oils 528
- 20.4 Properties of Fats and Oils 530
- 20.5 Soaps 532
- 20.6 Waxes 535
- 20.7 Phospholipids and Glycolipids 536
- 20.8 Cell Membranes 539
- 20.9 Steroids: Cholesterol and Bile Salts 542
- 20.10 Cholesterol and Cardiovascular Disease 544  
**Summary, Review Questions,  
Problems 548**

### **Special Topic I Hormones 552**

- I.1 The Endocrine System 552



- I.2 Adrenocortical Hormones 553
- I.3 Sex Hormones and Anabolic Steroids 555
- I.4 Conception and Contraceptives 557
- I.5 Estrogen Replacement Therapy 559
- I.6 Prostaglandins 560

## 21 Proteins 562

- 21.1 Amino Acids 563
- 21.2 General Properties of Amino Acids 567
- 21.3 Reactions of Amino Acids 568
- 21.4 The Peptide Bond 570
- 21.5 The Sequence of Amino Acids 573
- 21.6 Some Peptides of Interest 573
- 21.7 Classification of Proteins 575
- 21.8 Structure of Proteins 576
- 21.9 Secondary Structure of Proteins 578
- 21.10 Tertiary Structure of Proteins 579
- 21.11 Quaternary Structure of Proteins 583
- 21.12 Electrochemical Properties of Proteins 586
- 21.13 Denaturation of Proteins 587

**Summary, Review Questions,  
Problems 591**

## 22 Enzymes 595

- 22.1 Classification and Naming of Enzymes 596
- 22.2 Characteristics of Enzymes 597
- 22.3 Mode of Enzyme Action 598
- 22.4 Specificity of Enzymes 602
- 22.5 Factors That Influence Enzyme Activity 603
- 22.6 Enzyme Inhibition: Poisons 606
- 22.7 Chemotherapy 611

**Summary, Review Questions,  
Problems 616**

### Special Topic J Vitamins 619

- J.1 What Are Vitamins? 619
- J.2 Vitamin A 620
- J.3 Vitamin D 621
- J.4 Vitamin E 622
- J.5 Vitamin K 623
- J.6 The B Complex 623
- J.7 Vitamin C 628

## 23 Nucleic Acids and Protein Synthesis 631

- 23.1 The Building Blocks: Sugars, Phosphates, and Bases 632
- 23.2 The Base Sequence: Primary Structure of Nucleic Acids 637

- 23.3 Base Pairing and the Double Helix: Secondary Structure of DNA 639
- 23.4 DNA: Self-Replication 640
- 23.5 RNA: The Different Ribonucleic Acids 643
- 23.6 Protein Synthesis 646
- 23.7 The Genetic Code 651
- 23.8 Mutations and Genetic Diseases 652
- 23.9 Genetic Engineering: Biotechnology 657

**Summary, Review Questions,  
Problems 661**

### Special Topic K Viruses and Cancer 665

- K.1 The Nature of Viruses 665
- K.2 Antiviral Drugs 666
- K.3 Cancer and Its Causes 667
- K.4 Chemical Carcinogens 668
- K.5 Testing for Carcinogens 670
- K.6 Chemicals Against Cancer 670
- K.7 Miscellaneous Anticancer Agents 671

## 24 Carbohydrate Metabolism I 673

- 24.1 ATP: Universal Energy Currency 675
- 24.2 Digestion and Absorption of Carbohydrates 678
- 24.3 Blood Glucose 680
- 24.4 Hormonal Regulation of Blood Sugar Level 681
- 24.5 Embden–Meyerhof Pathway 685
- 24.6 Glycolysis 693
- 24.7 Fermentation 695
- 24.8 Reversal of Glycolysis and Fermentation 697
- 24.9 Bioenergetics of Glycolysis and Fermentation 697
- 24.10 Storage of Chemical Energy 698

**Summary, Review Questions,  
Problems 699**

## 25 Carbohydrate Metabolism II 703

- 25.1 The Krebs Cycle 704
- 25.2 Respiratory Chain: Electron-Transport Chain 709
- 25.3 Oxidative Phosphorylation 713
- 25.4 Energy Yield of Carbohydrate Metabolism 714
- 25.5 Muscle Power 716

**Summary, Review Questions,  
Problems 719**

## 26 Lipid Metabolism 722

- 26.1 Fats as Fuels 723
- 26.2 Digestion and Absorption of Lipids 724
- 26.3 Fat Depots 726
- 26.4 Fatty Acid Oxidation 727
- 26.5 Bioenergetics of Fatty Acid Oxidation 732
- 26.6 Glycerol Metabolism 733
- 26.7 Ketosis 735
- 26.8 Obesity, Exercise, and Diets 736
- Summary, Review Questions, Problems 741**

## 27 Protein Metabolism 744

- 27.1 Digestion and Absorption of Proteins 745
- 27.2 Nitrogen Balance 747
- 27.3 The Essential Amino Acids 747
- 27.4 The Chemistry of Starvation 749
- 27.5 Amino Acid Metabolism 751
- 27.6 Storage of Nitrogen 758
- 27.7 Excretion of Nitrogen 758
- 27.8 Relationships Among the Metabolic Pathways 759
- Summary, Review Questions, Problems 760**

## 28 Body Fluids 763

- 28.1 Blood: An Introduction 764
- 28.2 Electrolytes in Plasma and Erythrocytes 764
- 28.3 Proteins in the Plasma 766

- 28.4 The Formed Elements 766
- 28.5 The Immune Response 769
- 28.6 Osmotic Pressure 770
- 28.7 Blood Pressure 772
- 28.8 Clotting of Blood 773
- 28.9 Hemoglobin: Oxygen and Carbon Dioxide Transport 775
- 28.10 Blood Buffers 779
- 28.11 Lymph: A Secondary Transport System 780
- 28.12 Urine: Formation and Composition 780
- 28.13 Sweat 782
- 28.14 Tears: The Chemistry of Crying 782
- 28.15 The Chemistry of Mother's Milk 783
- Summary, Review Questions, Problems 784**

Appendix I The International System of Measurement A-1

Appendix II Exponential Notation A-2

Appendix III Significant Figures A-5

Appendix IV Glossary A-8

Answers to Practice Exercises, Selected Review Questions, and Selected Problems A-20

Credits for Photographs A-32

Index I-1



# 1

# Matter and Measurement

- 1.1 Science and the Human Condition
- 1.2 Problems in Paradise
- 1.3 The Way Science Works—Sometimes
- 1.4 What Is Chemistry? Some Fundamental Concepts
- 1.5 Elements, Compounds, and Mixtures
- 1.6 Energy and Energy Conversion
- 1.7 Electric Forces
- 1.8 Measurement: The Modern Metric System
- 1.9 Measuring Energy: Temperature and Heat
- 1.10 Density



Accurate measurements are important in science and in medicine. Measurement of height and weight are meaningful first steps in any physical examination. Other measurements, often more sophisticated than these, are also essential in many medical procedures.

**T**his book is called *Chemistry and Life*. What does chemistry have to do with life? What is chemistry? For that matter, what is life?

The last question is more than rhetorical. Progress in science, technology, and medicine has blurred the distinction between life and death. Is a person whose heart has stopped beating necessarily dead? Is a person whose vital functions are being maintained by machine truly alive? In this book we won't even attempt to supply a definitive answer to the question "What is life?" We'll simply note the critical significance of this question for our society.

How about the first question: "What does chemistry have to do with life?" A chemist would answer, "Just about everything." The human body, for example, is the most extraordinarily complicated, most elegantly designed, and most efficiently operated chemical laboratory there is. Our attempts to answer this first question will fill most of this text.



That leaves us with the middle question, “What is chemistry?”—which is the subject of this first chapter. We shall see how science in general and chemistry in particular have developed from earlier human endeavors. Our study will include a consideration of the methods of science and the manner of its progress. Finally, we shall develop some basic concepts necessary to our study of chemistry and its relationship to life.

## 1.1 Science and the Human Condition

We are taught in elementary school that people have three basic needs: food, clothing, and shelter. Certainly those three things—if adequate in quantity and quality—are enough to keep us alive. Most of us, however, would agree that there are two more requirements for a *good* life: reasonably good health and some chance for happiness.

In early human societies, nearly all human effort was dedicated to the hunting and gathering of food, the making of clothing, and the provision of shelter. Our early ancestors had no knowledge of the biological and chemical basis of illness, and they could do little about their health except pray and make sacrifices to their gods. With the coming of civilization, some people began to have enough leisure time to turn their thoughts to the human condition and to the natural world around them. Over the centuries, what we now call science grew out of their speculations. As this scientific study of the material universe progressed, the responsibility for adding to the growing body of knowledge was divided among various disciplines, and one of these disciplines was chemistry.

Modern chemistry’s roots are planted in alchemy, a kind of mystical chemistry that flourished in Europe during the Middle Ages (about 500 to 1500 C.E.). Modern chemists inherited from the alchemists an abiding interest in human health and the quality of life. Alchemists not only searched for a philosopher’s stone that would turn cheaper metals into gold but also sought an elixir that would confer immortality on those exposed to it. Alchemists never achieved these goals, but they discovered many new chemical substances and perfected techniques, such as distillation and extraction, that are still used today.

It was a Swiss physician, Theophrastus Bombastus von Hohenheim (1493–1541), who urged all chemists to turn away from their attempts to make gold and to seek instead medicines with which to treat disease. Possessed of a monstrous ego, von Hohenheim (who preferred the self-chosen name Paracelsus) alienated many of his contemporaries. His followers, however, were numerous enough to ally forever the science of chemistry with the art of medicine.

By the seventeenth century, a changed attitude, characterized by a reliance on experimentation, had been adopted by astronomers, physicists, physiologists, and philosophers. It was this change in orientation that signaled the emergence of chemistry from alchemy. The English philosopher Francis Bacon (1561–1626) had visions of these new scientific methods endowing human life with new inventions and wealth.

By the middle of the twentieth century, it appeared that science and its application in technology had made the dreams of Bacon and von Hohenheim a reality. Many diseases—such as smallpox, polio, and plague—had been virtually eliminated. Fertilizers, pesticides, and scientific animal breeding had increased and enriched our food supply. Transportation was swift, and communication was nearly instantaneous. Nuclear energy seemed to promise an unlimited source of power for our every need. New materials—plastics, fibers, metals, and ceramics—were developed to improve our clothing and shelter.



*The Alchemist*, a painting done by the Dutch artist Cornelis Bega around 1660, depicts a laboratory of the seventeenth century.

Indeed, it seemed that, despite its sometimes less than honorable intentions, science could do no wrong. For example, during World War I, when the German armies' supply of ammonia (which they needed to make nitrate explosives) was cut off, a process invented by Fritz Haber (1868–1934) provided them with an alternative supply. Haber's work probably lengthened the war, but it is far more significant for its influence on modern agriculture. Ammonia and nitrates are the stuff of which fertilizers are made, and fertilizers are essential to modern high-yield farming. In fact, most of the ammonia made by the Haber process today goes into fertilizers.

Much of twentieth-century technology has grown out of scientific discoveries, and technological developments are used by scientists as tools for even more discoveries. These developments in science and technology are, to a considerable extent, the cornerstone of what we mean by the "modern" world.

## 1.2 Problems in Paradise

If during the first half of the twentieth century science was viewed as humankind's savior, during the latter half it is sometimes viewed as quite the opposite. Those anesthetics that made surgery painless for the patient have caused female anesthesiologists, surgeons, and surgical nurses to suffer a high percentage of miscarriages compared with other health personnel. Fertilizer runoff from farms has polluted streams, and insecticides have had a devastating effect on some wildlife. On occasion, industrial workers making modern products for our use have died from diseases caused by the chemicals they worked with, and chemical waste dumps may threaten the health of us all.

One solution to these problems would be simply to throw out science. But do we really wish to return to surgery without anesthetics? Most of us don't. We need scientists, for it is they who will search for safer anesthetics, for approaches to increased agricultural production compatible with the natural environment, and for analytical techniques that will ensure healthful working conditions for industrial personnel.

The explosive potential of ammonium nitrate in contact with organic materials was dramatically revealed in an enormous explosion aboard a cargo ship in Texas City, Texas in 1947. Nearly 600 people were killed and several thousand were injured. Explosive mixtures of ammonium nitrate fertilizer and fuel oil were used in the terrorist attacks on the World Trade Center in New York in 1993 and on the federal building in Oklahoma City in 1995.



The simple fact is that chemistry and its products, both good and bad, are so intimately involved in determining the quality of life that to ignore the subject is to court disaster. It will take an educated, informed society to ensure that science is used for the betterment of the human condition.

### 1.3 The Way Science Works—Sometimes

Textbooks often define science as a “body of knowledge,” and it is frequently taught as a finished work rather than an ever-changing approach to learning. Science is organized into concepts. For example, even though we will often speak of the structure of an atom as if it were readily observable, atomic structure is merely a convenience that successfully describes many observable facts in a metaphorical way. It is not the “body of facts” that characterizes science but the *organization* given to those facts. To be useful, concepts must have predictive value. If the atomic theory is to be useful, it should enable scientists to predict how matter will behave.

The most distinguishing characteristic of science is its use of processes or methods. The making of observations and the cataloging of facts are bare, though necessary, beginnings to these intellectual processes. Scientists must be able to make careful measurements, but they must also be able to grasp the central theme of these observations. They must recognize the variables and be able to note the effect of changing one variable at a time. Scientists must be able to sort out the useful aspects of information and ignore the irrelevancies. Perhaps basic to these intellectual processes is the ability to formulate testable hypotheses. Even an educated guess is of little value to scientists unless an experiment can be devised to test its validity. In fact, if a hypothesis cannot be tested, the question is generally considered to lie outside the realm of science.

Science is not totally different from other disciplines. For example, creativity is central to both science and the humanities. Science does not involve cold logic to the exclusion of other human characteristics. Albert Einstein recognized that there was no *logical* path to some of the laws that he formulated. Even he relied on intuition based on experience and understanding.

It is important to realize that there is no single “scientific method” that, when followed, produces guaranteed results. Scientists observe, gather facts, and make hypotheses, but somewhere along the way they test their hunches and their organization of facts by experimentation. Scientists, like other human beings, use intuition and may generalize from a limited number of facts. Sometimes they are wrong. One of the strengths of science lies in the fact that results of experiments are published in scientific journals. These results are read—and often checked—by other scientists in all parts of the world. To become an accepted part of the “body of knowledge,” the results must be reproducible. Scientists also extend each other’s work, sometimes to the point that we see a “bandwagon” effect. One breakthrough sometimes results in the unleashing of vast quantities of new data and leads to the development of new concepts. For example, early in the nineteenth century it was thought that certain chemical substances, called *organic* compounds, could be produced only by living tissue, such as someone’s liver or the leaf of a plant. These substances were in contrast to other materials, labeled *inorganic*, which could be prepared by a chemist in a laboratory. In 1828, Friedrich Wöhler (1800–1882), a German chemist, succeeded in making an organic compound from an inorganic one in the laboratory. The belief that such a compound could not be prepared in this manner was so strong that Wöhler did the same thing over and over again to assure himself that he had really done the