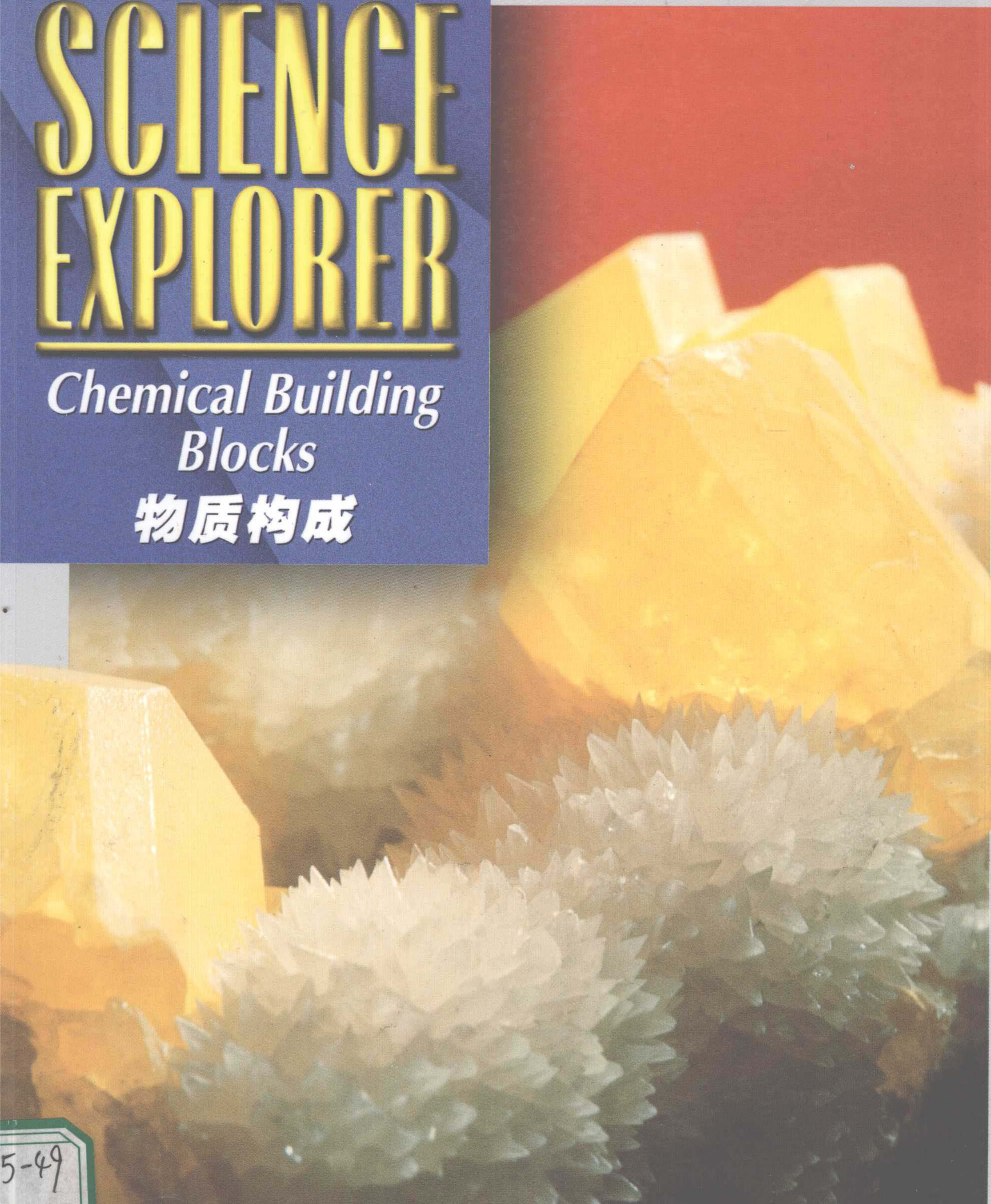
科学探索者

SCIENCE EXPLORER

Chemical Building Blocks

物质构成

英语版



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联系电话：0571-85170300-80928
e-mail: zjjy@zjcb.com
网址: www.zjeph.com

PRENTICE HALL

科学探索者

SCIENCE EXPLORER

Chemical Building Blocks

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Preface to *Science Explorer*

Welcome to *Science Explorer.* As the program lead author, one which is used by more students than any other in the United States, I know you will find this text engaging and fascinating.

Every aspect of *Science Explorer* is designed to motivate students to think about the science they are learning. This is, by definition, an inquiry approach to teaching and learning science. Why is inquiry so important? In today's world, in which nations are both competing and cooperating with one another, individuals and nations will perform well are those who are able to think scientifically, to identify critical questions to study, to carry out complicated procedures to eliminate all possibilities except the one under study, to discuss, share and argue with colleagues, and to adjust what you know based on that social interaction. This is the precise focus of *Science Explorer.*

Science Explorer is designed around numerous hands-on activities that stimulate students to think like scientists. Different kinds of activities — Discover, Try This, At Home and Skills Activities — involve students in relatively short term investigations that focus on individual inquiry skills like inferring, graphing and classifying. Other activities — Labs, Chapter Projects, and Tech and Design — allow students to do inquiry in greater depth and for greater periods of time. This combination of ways to approach inquiry is just what is envisioned by many international reports.

The text in *Science Explorer* is designed to engage students intellectually. It is animated and focused on teaching important content. All of the text has undergone the most detailed of reviews to ensure accuracy and suitability for students. Graphics of various sorts are an integral part of the program because they actively invite students to engage with the text by asking questions that require thoughtful analysis. I invite you to select a section randomly from any of the books and read it. I know you will be struck by the captivating writing style and the way that it reaches out to grab students' interest.

Since inquiry is such an important aspect of the program, let me share some quick questions that I used when designing activities for *Science Explorer.* I think you will find them useful when you are teaching the program. To make sure you are getting students involved in inquiry, ask yourself:

1. *Who asks the question?* That is, who asks the question that focuses the investigation (e.g., "What effect does the tilt of the earth have on seasons?" or "What effect does pH have on litmus paper?" or "Which antacid best neutralizes acid?")? Is it the student, the teacher or the book? In most curricula, these are an element given in the materials. However, as a teacher you need to plan activities that, at least on a periodic basis, allow students to pursue their own questions.

2. *Who designs the procedures?* I am speaking here of activity procedures for an investigation. Who designs this process for gathering information? In order to gain experience with the logic

underlying inquiry, students need continuous practice with designing procedures. Some labs, where the primary target is content acquisition, designate procedures. But others should ask students to do so.

3. *Who decides what data to collect?* Here, the focus is on the data itself. What data is important and who determines that? To answer this question, students must have a deep understanding of what they are trying to accomplish.

4. *Who formulates explanations based upon the data?* Do the text materials or the teacher give the answers? Or do questions posed at the end of activities make students think about what they are doing and then analyze and draw conclusions based on their data? The bottom line — are you and the curriculum making students think?

5. *Who communicates and justifies the results?* Do activities push students not only to communicate, but to justify their answers? Are activities thoughtfully designed and interesting so that students want to share their results and argue about conclusions?

6. *What kind of classroom climate is set up so that students can wrestle with the difficult questions posed during a good inquiry?* Setting up an intellectually positive climate that stimulates students to think is the responsibility of the teacher. Do students know that they are expected to think and grapple with data? Or is there a sense among them that they will pretend to learn if the teacher pretends to teach?

I think you will find that *Science Explorer* promotes good results related to all six of these questions. I know your students will enjoy the program; I am also confident that you will learn to be a better science teacher with the program.

Michael Padilla
Lead Author, *Science Explorer*
Associate Dean and Professor
Eugene T. Moore School of Education
Clemson University
Clemson, South Carolina
USA

培养创新能力的好书

朱清时

(中国科学技术大学校长　中国科学院院士)

20世纪是人类历史上知识“大爆炸”的时代。例如，在这个世纪之初，人类对“光合作用”的了解，只限于叶绿素利用太阳能使二氧化碳与水反应生成碳水化合物和氧气这个概念，在这个世纪之末，我们已经厘清了光合作用所包含的大量复杂的化学反应,以及促进这些反应的各种酶,还发现了大部分的酶是如何与遗传基因相互对应的。要把现代关于光合作用的知识叙述一遍，需要写一本数百页的厚书。由此可见，人类关于光合作用的知识量在这一百年中增加了千倍以上。其实，科学技术的各个领域也都是如此。

积累的知识越多，人类文明越发达；然而，为了到达知识的前沿，学习的负担也就越重。传统的教学方法是以知识传授为主，追求知识的连贯、系统和完整，因此不得不以老师为中心，因为只有老师知道怎样的知识是完整、连贯和系统的。这样一来就容易变成填鸭式的灌输式教育，使学生对自然科学的兴趣、爱好以及他的创新能力都得不到发展。这样的教育不能满足人类社会发展的要求。

自20世纪中叶开始，一些科技发达的国家普遍进行了教学改革，摸索出了新的把培养学生的兴趣、爱好以及创新能力放在首位的教学方法。美国培生教育集团公司出版的《科学探索者》系列教材，就是这种创新能力教学的杰出代表。这套系列教材是针对21世纪人才培养计划编写的,已被美国和其他二十多个科技发达国家的学校广泛采用。它不仅涵盖自然科学各个领域的知识，而且以新的观念和方法训练读者的创新能力。读者在阅读它时，会被它引导着像科学家那样思考、做观察和做实验。这套系列教材既有科学性，又有趣味性和操作性，不仅适用于新课标的课堂辅助教学，也是一套极佳的科普读物。

几年前，浙江教育出版社与培生教育集团公司合作推出了《科学探索者》系列教材的中文版，非常受欢迎。现在他们又推出英文版，使读者不仅可以原汁原味地阅读它，还可以在学习科学的同时练习英文。希望英文版《科学探索者》系列教材与中文版一样广受喜爱科学的学子们的欢迎。

以上是为序。

双语教学的一种宝贵教学资源

张志远

（全国双语教学研究会会长　中央教育科学研究所教授）

Science Explorer（《科学探索者》）是根据美国《国家科学教育标准》为美国中学生编写的科学教材。这套丛书不仅内容丰富、图文并茂，而且在引领学生探究、启迪学生心智方面也有独到之处。因此，这套语言地道、通俗易懂的英文科学教材，为我国中学汉英双语教育实验提供了丰富的教育资源。

1985年，美国制订了《2061计划》，对中小学学生的科学素养教育提出了一系列建议。在此基础上，1996年制订的《国家科学教育标准》提出了“学生是研究者，学生似科学家”的理念。这个标准对许多国家的科学教育标准的制订产生了巨大的影响。

从《科学探索者》的编写思路和内容，我们可以看出，它与我国《初中科学课程标准》颇有相通之处。该丛书倡导探究性学习，要求学生像科学家那样思考、观察和实验，把重点放在培养科学探索的兴趣、方法和能力上。从书内容的综合性、跨学科性和方法的科学性无疑为我国中学科学教育提供了极好的教学资源。

总之，从书的撰写既保持了科学作品的严密性，又兼顾了面向中学生的普及性。除特定的科学术语外，所使用的词汇都是常用词汇，对于英语作为外语学习的学生来说不难接受。此外，从书所选素材虽以美国为主，但也体现了跨文化的包容性，注意吸纳其他国家和民族的科学财富，凝聚了人类智慧的结晶，如书中关于秦始皇统一度量衡对人类发展的影响和中国养蚕业“蚕花娘娘”的传说，都无形中增添了几分人文色彩与和谐温馨的氛围，读者定会为之吸引，为之倾心。

有鉴于此，该套丛书不失为我国中学双语教学的宝贵资源。

PRENTICE HALL
SCIENCE EXPLORER

Chemical Building Blocks

Program Resources

Student Edition
Annotated Teacher's Edition
Teaching Resources Book with Color Transparencies
Chemical Building Blocks Materials Kits

Program Components

Integrated Science Laboratory Manual
Integrated Science Laboratory Manual, Teacher's Edition
Inquiry Skills Activity Book
Student-Centered Science Activity Books
Program Planning Guide
Guided Reading English Audiotapes
Guided Reading Spanish Audiotapes and Summaries
Product Testing Activities by Consumer Reports™
Event-Based Science Series (NSF funded)
Prentice Hall Interdisciplinary Explorations
Cobblestone, Odyssey, Calliope, and *Faces* Magazines

Media/Technology

Science Explorer Interactive Student Tutorial CD-ROMs
Odyssey of Discovery CD-ROMs
Resource Pro® (Teaching Resources on CD-ROM)
Assessment Resources CD-ROM with Dial-A-Test®
Internet site at www.science-explorer.phschool.com
Life, Earth, and Physical Science Videodiscs
Life, Earth, and Physical Science Videotapes

Science Explorer Student Editions

From Bacteria to Plants
Animals
Cells and Heredity
Human Biology and Health
Environmental Science
Inside Earth
Earth's Changing Surface
Earth's Waters
Weather and Climate
Astronomy
Chemical Building Blocks
Chemical Interactions
Motion, Forces, and Energy
Electricity and Magnetism
Sound and Light
The Nature of Science and Technology

Staff Credits

The people who made up the *Science Explorer* team — representing editorial,editorial services, design services, field marketing, market research, marketing services, on-line services/multimedia development, product marketing, production services, and publishing processes — are listed below. Bold type denotes core team members.

Kristen E. Ball, **Barbara A. Bertell,** Peter W. Brooks, **Christopher R. Brown, Greg Cantone,** Jonathan Cheney, **Patrick Finbarr Connolly,** Loree Franz, Donald P. Gagnon, Jr., **Paul J. Gagnon, Joel Gendler,** Elizabeth Good, Kerri Hoar, **Linda D. Johnson,** Katherine M. Kotik, Russ Lappa, Marilyn Leitao, David Lippman, **Eve Melnechuk, Natania Mlawer,** Paul W. Murphy, **Cindy A. Noftle,** Julia F. Osborne, Caroline M. Power, Suzanne J. Schineller, **Susan W. Tafler,** Kira Thaler-Marbit, Robin L. Santel, Ronald Schachter, **Mark Tricca,** Diane Walsh, Pearl B. Weinstein, Beth Norman Winickoff

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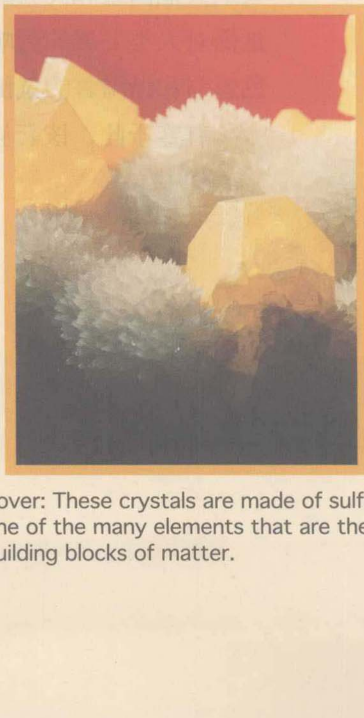
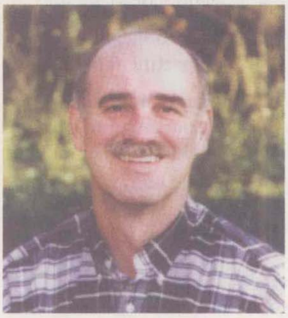


Cover: These crystals are made of sulfur, one of the many elements that are the building blocks of matter.

Program Authors



Michael J. Padilla, Ph.D.
Professor
Department of Science Education
University of Georgia
Athens, Georgia

Michael Padilla is a leader in middle school science education. He has served as an editor and elected officer for the National Science Teachers Association. He has been principal investigator of several National Science Foundation and Eisenhower grants and served as a writer of the National Science Education Standards.

As lead author of *Science Explorer*, Mike has inspired the team in developing a program that meets the needs of middle grades students, promotes science inquiry, and is aligned with the National Science Education Standards.

Ioannis Miaoulis, Ph.D.
Dean of Engineering
College of Engineering
Tufts University
Medford, Massachusetts

Martha Cyr, Ph.D.
Director, Engineering
Educational Outreach
College of Engineering
Tufts University
Medford, Massachusetts

Science Explorer was created in collaboration with the College of Engineering at Tufts University. Tufts has an extensive engineering outreach program that uses engineering design and construction to excite and motivate students and teachers in science and technology education.

Faculty from Tufts University participated in the development of *Science Explorer* chapter projects, reviewed the student books for content accuracy, and helped coordinate field testing.

Book Author

David V. Frank, Ph.D.
Head, Department of Physical Sciences
Ferris State University
Big Rapids,Michigan

John G. Little
Science Teacher
St.Mary's High School
Stockton, California

Steve Miller
Science Writer
State College, Pennsylvania

Contributing Writers

Thomas L.Messer
Science Teacher
Cape Cod Academy
Osterville,Massachusetts

Thomas R.Wellnitz
Science Teacher
The Paideia School
Atlanta, Georgia

Reading Consultant

Bonnie B. Armbruster, Ph.D.
Department of Curriculum
and Instruction
University of Illinois
Champaign, Illinois

Interdisciplinary Consultant

Heidi Hayes Jacobs, Ed.D.
Teacher's College
Columbia University
New York City, New York

Safety Consultants

W. H. Breazeale, Ph.D.
Department of Chemistry
College of Charleston
Charleston, South Carolina

Ruth Hathaway, Ph.D.
Hathaway Consulting
Cape Girardeau, Missouri

Tufts University Program Reviewers

Behrouz Abedian, Ph.D.
Department of Mechanical Engineering

Wayne Chudyk, Ph.D.
Department of Civil and Environmental Engineering

Eliana De Bernardez-Clark, Ph.D.
Department of Chemical Engineering

Anne Marie Desmarais, Ph.D.
Department of Civil and Environmental Engineering

David L. Kaplan, Ph.D.
Department of Chemical Engineering

Paul Kelley, Ph.D.
Department of Electro-Optics

George S. Mumford, Ph.D.
Professor of Astronomy, Emeritus

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Department of Biology

Livia Racz, Ph.D.
Department of Mechanical Engineering

Robert Rifkin, M.D.
School of Medicine

Jack Ridge, Ph.D.
Department of Geology

Chris Swan, Ph.D.
Department of Civil and Environmental Engineering

Peter Y. Wong, Ph.D.
Department of Mechanical Engineering

Content Reviewers

Jack W. Beal, Ph.D.
Department of Physics
Fairfield University
Fairfield, Connecticut

W. Russell Blake, Ph.D.
Planetarium Director
Plymouth Community Intermediate School
Plymouth, Massachusetts

Howard E. Buhse, Jr., Ph.D.
Department of Biological Sciences
University of Illinois
Chicago, Illinois

Dawn Smith Burgess, Ph.D.
Department of Geophysics
Stanford University
Stanford, California

A. Malcolm Campbell, Ph.D.
Assistant Professor
Davidson College
Davidson, North Carolina

Elizabeth A. De Stasio, Ph.D.
Associate Professor of Biology
Lawrence University
Appleton, Wisconsin

John M. Fowler, Ph.D.
Former Director of Special Projects
National Science Teachers Association
Arlington, Virginia

Jonathan Gitlin, M.D.
School of Medicine
Washington University
St. Louis, Missouri

Dawn Graff-Haight, Ph.D., CHES
Department of Health, Human Performance, and Athletics
Linfield College
McMinnville, Oregon

Deborah L. Gumucio, Ph.D.
Associate Professor
Department of Anatomy and Cell Biology
University of Michigan
Ann Arbor, Michigan

William S. Harwood, Ph.D.
Dean of University Division and Associate Professor of Education
Indiana University
Bloomington, Indiana

Cyndy Henzel, Ph.D.
Department of Geography and Regional Development
University of Arizona
Tucson, Arizona

Greg Hutton
Science and Health Curriculum Coordinator
School Board of Sarasota County
Sarasota, Florida

Susan K. Jacobson, Ph.D.
Department of Wildlife Ecology and Conservation
University of Florida
Gainesville, Florida

Judy Jernstedt, Ph.D.
Department of Agronomy and Range Science
University of California, Davis
Davis, California

John L. Kermond, Ph.D.
Office of Global Programs
National Oceanographic and Atmospheric Administration
Silver Spring, Maryland

David E. LaHart, Ph.D.
Institute of Science and Public Affairs
Florida State University
Tallahassee, Florida

Joe Leverich, Ph.D.
Department of Biology
St. Louis University
St. Louis, Missouri

Dennis K. Lieu, Ph.D.
Department of Mechanical Engineering
University of California
Berkeley, California

Cynthia J. Moore, Ph.D.
Science Outreach Coordinator
Washington University
St. Louis, Missouri

Joseph M. Moran, Ph.D.
Department of Earth Science
University of Wisconsin–Green Bay
Green Bay, Wisconsin

Joseph Stukey, Ph.D.
Department of Biology
Hope College
Holland, Michigan

Seetha Subramanian
Lexington Community College
University of Kentucky
Lexington, Kentucky

Carl L. Thurman, Ph.D.
Department of Biology
University of Northern Iowa
Cedar Falls, Iowa

Edward D. Walton, Ph.D.
Department of Chemistry
California State Polytechnic University
Pomona, California

Robert S. Young, Ph.D.
Department of Geosciences and Natural Resource Management
Western Carolina University
Cullowhee, North Carolina

Edward J. Zalisko, Ph.D.
Department of Biology
Blackburn College
Carlinville, Illinois

Teacher Reviewers

Stephanie Anderson
Sierra Vista Junior High School
Canyon Country, California

John W. Anson
Mesa Intermediate School
Palmdale, California

Pamela Arline
Lake Taylor Middle School
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Kraemer Middle School
Placentia, California

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Huntington Park, California

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Cameron Middle School
Nashville, Tennessee

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Kathy Usina
Belzer Middle School
Indianapolis, Indiana

Heidi M. von Oetinger
L'Anse Creuse Public School
Harrison Township, Michigan

Pam Watson
Hill Country Middle School
Austin, Texas

Activity Field Testers

Nicki Bibbo
Russell Street School
Littleton, Massachusetts

Connie Boone
Fletcher Middle School
Jacksonville Beach, Florida

Rose-Marie Botting
Broward County School District
Fort Lauderdale, Florida

Colleen Campos
Laredo Middle School
Aurora, Colorado

Elizabeth Chait
W. L. Chenery Middle School
Belmont, Massachusetts

Holly Estes
Hale Middle School
Stow, Massachusetts

Laura Hapgood
Plymouth Community Intermediate School
Plymouth, Massachusetts

Sandra M. Harris
Winman Junior High School
Warwick, Rhode Island

Jason Ho
Walter Reed Middle School
Los Angeles, California

Joanne Jackson
Winman Junior High School
Warwick, Rhode Island

Mary F. Lavin
Plymouth Community Intermediate School
Plymouth, Massachusetts

James MacNeil, Ph.D.
Concord Public Schools
Concord, Massachusetts

Lauren Magruder
St. Michael's Country Day School
Newport, Rhode Island

Jeanne Maurand
Glen Urquhart School
Beverly Farms, Massachusetts

Warren Phillips
Plymouth Community Intermediate School
Plymouth, Massachusetts

Carol Pirtle
Hale Middle School
Stow, Massachusetts

Kathleen M. Poe
Kirby-Smith Middle School
Jacksonville, Florida

Cynthia B. Pope
Ruffner Middle School
Norfolk, Virginia

Anne Scammell
Geneva Middle School
Geneva, New York

Karen Riley Sievers
Callanan Middle School
Des Moines, Iowa

David M. Smith
Howard A. Eyer Middle School
Macungie, Pennsylvania

Derek Strohschneider
Plymouth Community Intermediate School
Plymouth, Massachusetts

Sallie Teames
Rosemont Middle School
Fort Worth, Texas

Gene Vitale
Parkland Middle School
McHenry, Illinois

Zenovia Young
Meyer Levin Junior High School (IS 285)
Brooklyn, New York

PRENTICE HALL SCIENCE EXPLORER

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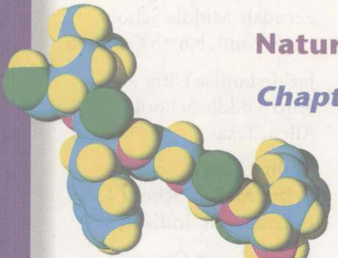
Chemical Building Blocks



Activities

Inquiry Activities

CHAPTER PROJECT

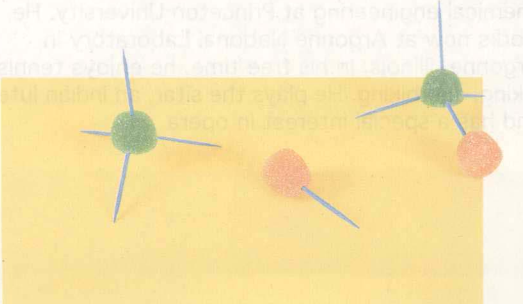
Opportunities for long-term inquiry

DISCOVER

Exploration and inquiry before reading

Sharpen your Skills

Practice of specific science inquiry skills



TRY THIS

Reinforcement of key concepts

Skills Lab

In-depth practice of inquiry skills

Real-World Lab

Everyday application of science concepts

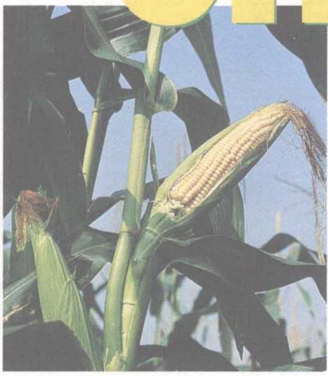
Interdisciplinary Activities

Science and History

Science and Society

Connection

From Plants to CHEMICALS

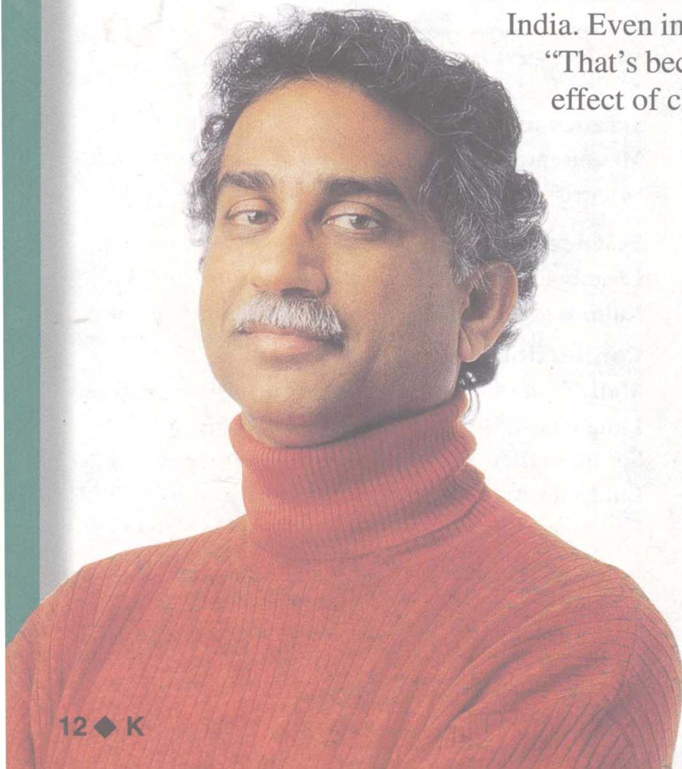


Can you power a car with corn? Can you drink soda from a bottle made from plants? Can you use a farmer's corn crop to make chemicals strong enough to remove paint?

You can, thanks to scientists like Rathin Datta. Dr. Datta specializes in finding ways to get useful chemicals from plants. His discoveries will help make the environment cleaner for all of us.

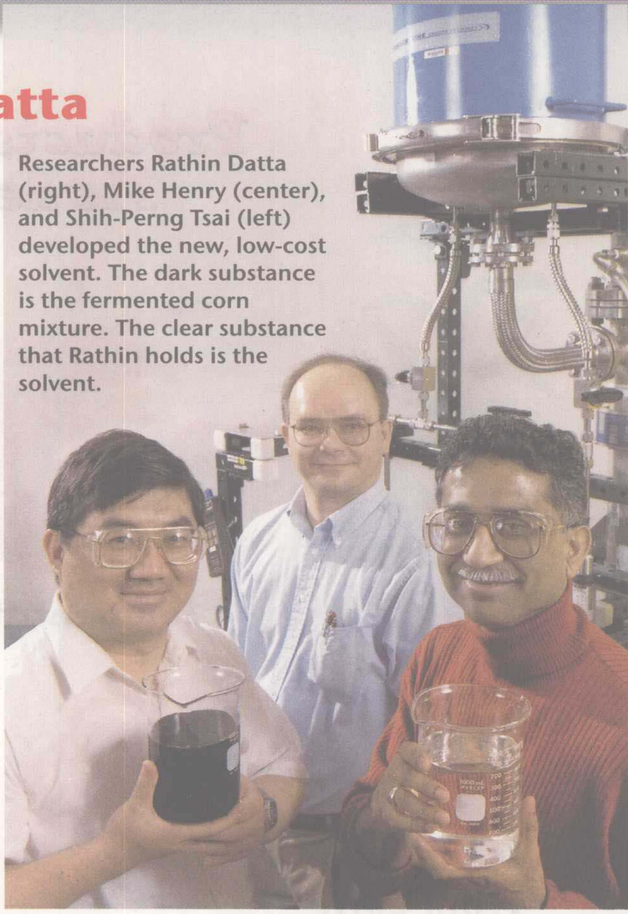
Rathin is a chemical engineer at the Argonne National Laboratory in Illinois. For years, he has been finding ways to make useful products from substances found naturally in plants. He's helped find ways to turn corn into an automobile fuel called gasohol. He's researched plants that can be used to produce powerful medicines. He even worked on a way to use corn to make a stretchy fabric that athletes wear.

"I've always been interested in the plant and biological side of chemistry," says Rathin, who grew up in northern India. Even in grade school, he was interested in science. "That's because I've always been concerned about the effect of chemicals on the environment."



Rathin Datta was born in India, just north of Delhi. His interest in science was inspired in part by his father, who was a mathematician. Rathin came to the United States in 1970 to get a doctorate in chemical engineering at Princeton University. He works now at Argonne National Laboratory in Argonne, Illinois. In his free time, he enjoys tennis, hiking, and biking. He plays the sitar, an Indian lute, and has a special interest in opera.

Talking with Rathin Datta



Researchers Rathin Datta (right), Mike Henry (center), and Shih-Perng Tsai (left) developed the new, low-cost solvent. The dark substance is the fermented corn mixture. The clear substance that Rathin holds is the solvent.

Are Plant-Based Chemicals Safer?

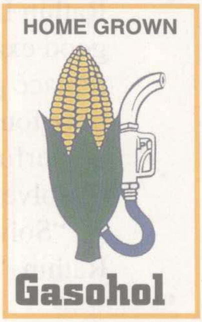
Chemicals that come from crop plants are called *agrochemicals*, meaning "chemicals from agriculture,"Rathin explains. Many agrochemicals are much less dangerous to the environment than chemicals made from petroleum. For one thing, although some agrochemicals can be poisonous to humans, most are not.

Because agrochemicals are made from plant materials, nature usually recycles them just as it recycles dead plants. Think of what happens to a tree after it falls to the ground. Tiny microbes work on its leaves and branches until the tree has rotted completely away. Much the same thing happens to products made from agrochemicals. A bag made from corn-based chemicals will break down and disappear after only a few weeks of being buried. In contrast, a plastic bag made from *petrochemicals*— chemicals made from petroleum— can survive hundreds of years.

Converting Carbohydrates

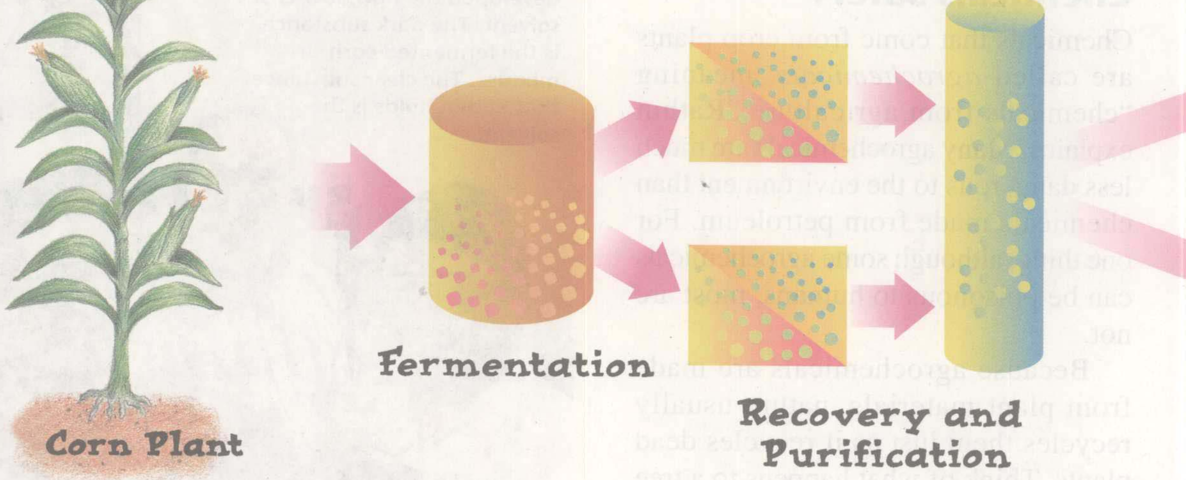
The starting ingredients in many agrochemicals are energy-rich substances called carbohydrates. Sugar and starch are carbohydrates. Rathin Datta converts, or changes, carbohydrates from corn into an agrochemical that can be used to make plastic. To do this, he needs help from tiny organisms—bacteria. First, he explains, he puts a special kind of bacteria in a big vat of ground-up corn. The bacteria convert the corn's carbohydrates into acids through a natural process called fermentation. Rathin then uses the acids to make agrochemical plastic.

"The bacteria do all the work of converting the carbohydrates into useful molecules," says Rathin. " The hardest part for us comes afterward. The fermentation process produces a brew that contains a whole mix of materials.We have to find ways to separate out the one kind of material that we want to use from all the others."



This sign on a gasoline pump advertises gasohol.

Products That Can Be Made From Corn



Making Paint Remover From Corn

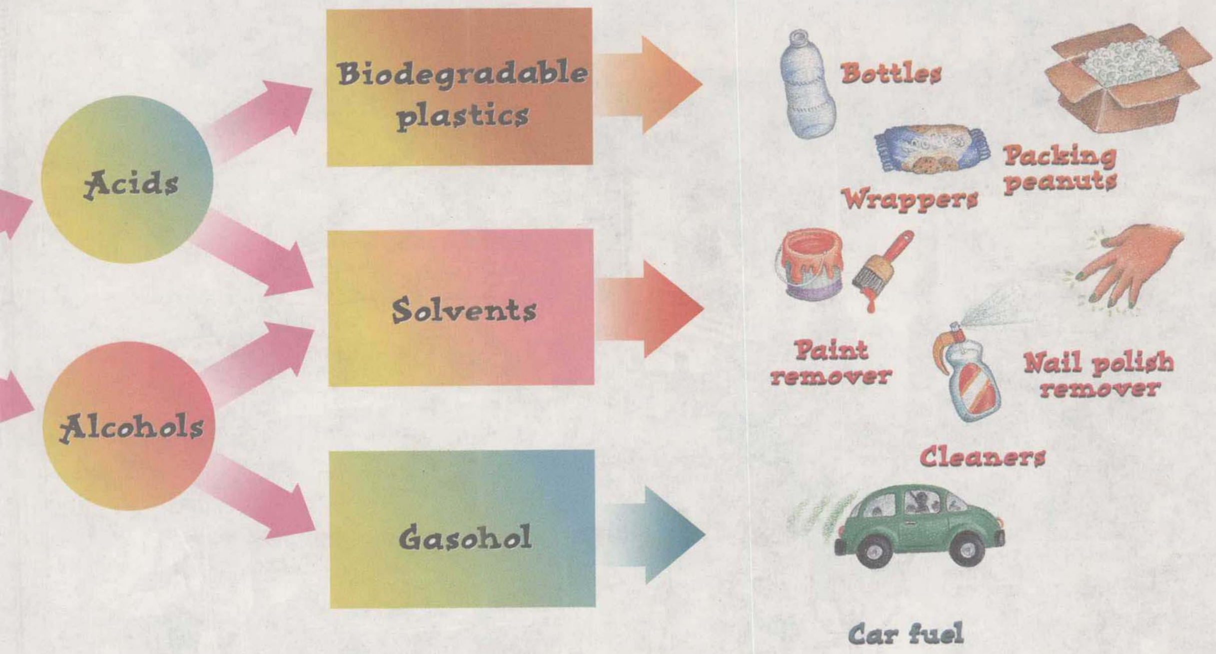
Rathin Datta's most recent discovery is a good example of how agrochemicals can replace petrochemicals. He and his team have found a new way to use corn to make powerful solvents. Solvents are used to dissolve other substances.

"Solvents are found everywhere," says Rathin. "For example, factories use them in many processes to clean electronic parts or to remove ink from recycled newspapers.Households use them in grease-cleaning detergents and in paint removers."

Almost 4 million tons of solvents are used in the United States every year. Most are made from petrochemicals and can be very poisonous.

"Scientists have known for a long time that much safer solvents can be made from agrochemicals," says Rathin. "But the process has been too expensive. It doesn't do any good to make something that is environmentally sound if it costs too much for people to use," says Rathin. "Our challenge as chemical engineers was to think about an old process in an entirely new way.

Spandex was used to make the blue tops these dancers are wearing.



We had to find a less expensive way to make these solvents."

Discovering a New Process

Rathin needed a new process to separate the solvents he wanted from a mixture. "I started working with a new kind of plastic that acts like a very fine filter. When we pass the fermented corn over this plastic, it captures the acids we want to keep and lets the other material pass through."

After two years of experimenting, Rathin perfected his process of making agrochemical solvents. His process works for less than half the cost of the old method. It also uses 90 percent less energy. Soon, most of the solvents used in the United States could be this cleaner, safer kind made from corn. "It even makes a a great fingernail polish remover," says Datta.

"It's very satisfying to take a natural product like corn and use it to produce a chemical that will replace a less safe chemical," says Rathin. "It's rare to find a compound that can do everything that this corn solvent can do and still be nonpoisonous and easily break down in the environment."

In Your Journal

Rathin Datta and his team had discovered years ago how to make a solvent that was safer for the environment. But it was very expensive to make. Rathin could have stopped his research at that point. Instead, he chose to continue. What does this action tell you about how scientists like Datta meet challenges?