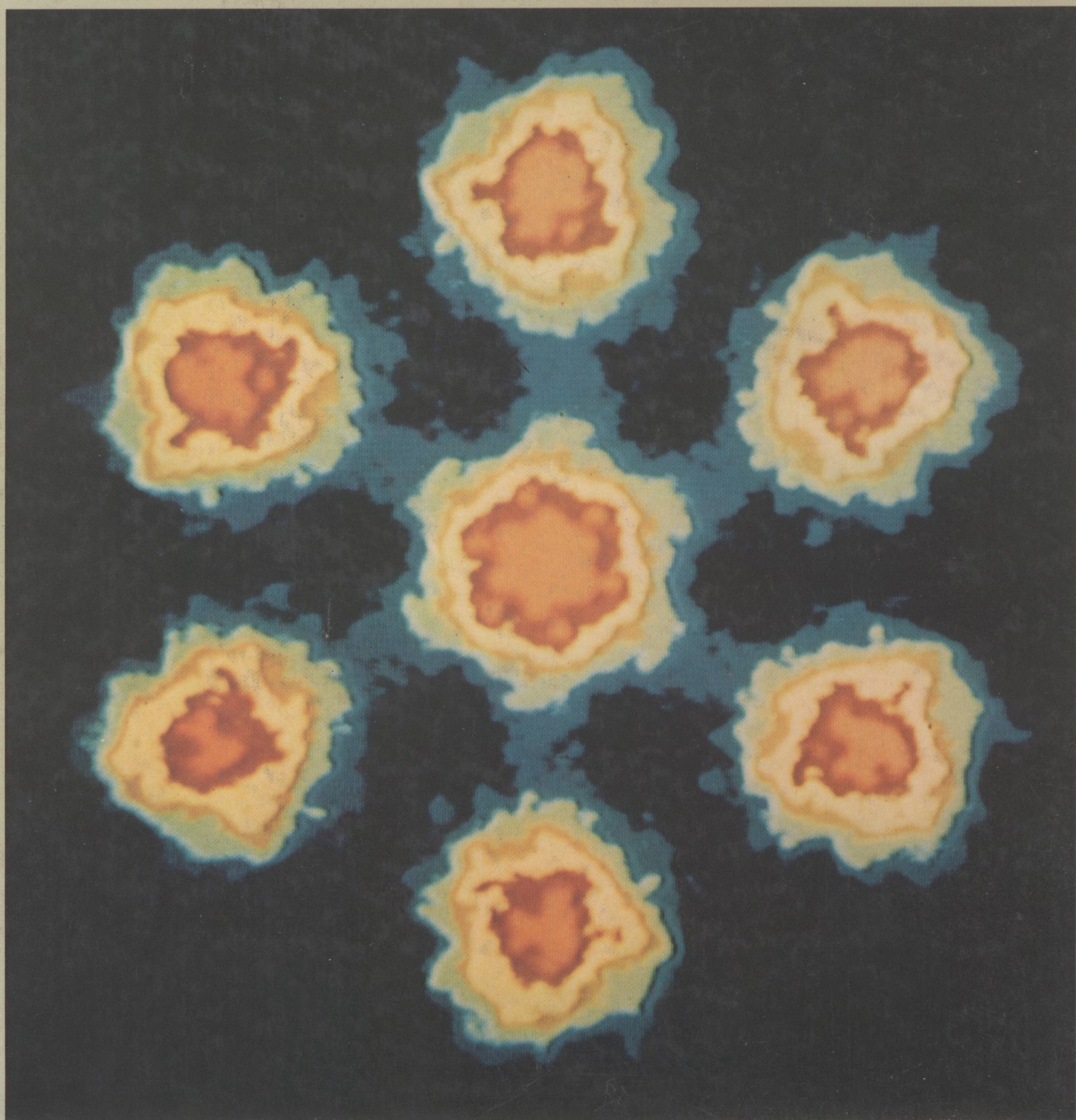


Ralph H. Petrucci   Robert K. Wismer

# **General Chemistry** **with** **Qualitative Analysis**



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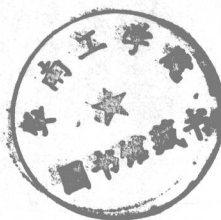
# General Chemistry with Qualitative Analysis

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# Preface

This book is based on three editions of an earlier text written by one of us (R. H. Petrucci, *General Chemistry: Principles and Modern Applications*, Macmillan, New York, 1972, 1977, 1982), complemented by nine chapters on qualitative analysis written by the other (R. K. Wismer). As in the earlier text we have made certain assumptions about the students who will study general chemistry from this book. Most, we believe, are not preparing for careers in chemistry but are acquiring the chemical background required in other fields—biology, medicine, and engineering, to name but a few—while some may study chemistry simply to add to their general education in the sciences. Our objective in writing this text has been to present the important principles and applications of general chemistry and the theory and practice of qualitative analysis in as understandable a manner as we can. To do so we have attempted to strike the balances between principles and applications, between qualitative and quantitative discussions, and between rigor and simplification that seem most appropriate for the typical student of general chemistry.

Generally, applications are considered in a context where students will have acquired an understanding of the basic principles involved. This means that applications are emphasized in later chapters of the book. However, numerous applications are considered in earlier chapters, such as an overview of analytical chemistry (Chapter 3), ideas concerning industrial chemistry (Chapter 4), the structure of the atmosphere (Chapter 5), synthetic fuels (Chapter 6), colloids (Chapter 12), heterogeneous catalysis (Chapter 13), the Haber process (Chapter 14), heat engines and thermal pollution (Chapter 15), fractional precipitation in quantitative analysis (Chapter 16), and the electrometric determination of pH (Chapter 19). In addition, applications are noted throughout the text in the form of marginal notes and end-of-chapter exercises. The *Instructor's Manual* includes a chapter-by-chapter guide to these exercises, citing some of the specific extensions of theory and/or applications to be found there. As with practical applications, traditional descriptive chemistry is featured in later chapters; but some topics are considered in earlier chapters, starting with an introduction to descriptive chemistry in Chapter 8. In Chapter 11, within the context of intermolecular forces, the physical properties of numerous elements and compounds are considered.

The nine chapters on qualitative analysis feature complete, pretested procedures (and some alternate procedures) for the analysis of 25 cations and 16 anions. These procedures are illustrated through detailed flowcharts for each of the five cation groups, each of the four anion groups, and the techniques for dissolving alloys and ionic solids. The basis of each laboratory procedure is established through theoretical discussion and, as appropriate, chemical equations and illustrative calculations. Also

discussed thoroughly are the possible interferences in the tests for ions and other conditions that may cause difficulties in performing analyses.

The qualitative analysis section is closely coordinated with the first 26 chapters, containing numerous references to these earlier chapters to relate qualitative analysis theory and practice to general principles. For example, many of the 55 illustrative examples in this section review and extend principles of reaction and solution stoichiometry (first introduced in Chapters 4 and 12), chemical equilibrium (Chapter 14), thermodynamics (Chapter 15), solubility equilibria (Chapter 16), acids and bases (Chapter 17), buffer solutions (Chapter 18), oxidation-reduction (Chapter 19), and complex ion equilibria (Chapter 22). Moreover, some of these examples require a synthesis of two or more concepts, such as  $E^\circ_{\text{cell}}$  of one reaction and  $\Delta G^\circ$  of another to calculate the equilibrium constant,  $K$ , for the net reaction obtained by combining the two.

We have attempted to organize the subject matter of this text in such a way as to provide opportunities for instructors to reorder topics according to their preferences. For example, those who wish to combine the material on thermodynamics into a single presentation may defer Chapter 6 until Chapter 15 is reached. An instructor who wishes to limit organic chemistry to a discussion of bonding, structure, and nomenclature and to take up these topics following chemical bonding may do so. Additional examples of alternative organizational plans for a general chemistry course based on this textbook are outlined in the *Instructor's Manual*. The choices offered for treating qualitative analysis range from methods of simplifying the qualitative analysis scheme to providing for a full treatment of qualitative analysis by foregoing certain earlier chapters. For example, Chapters 20, 21, and 23–26 can be omitted and systematic inorganic chemistry presented from the standpoint of the descriptive chemistry in the qualitative analysis chapters, with the addition of the portions of earlier chapters that are cited there.

Each chapter of the text concludes with some study aids—a brief summary, a set of learning objectives, definitions of important new terms, two sets of exercises (Exercises and Additional Exercises), and a set of Self-Test Questions. Each end-of-chapter definition of a term is referred to by a **boldface** page number in the index. The combination of these index listings and end-of-chapter definitions thus constitutes a glossary of the entire text. Exercises that are more difficult or require an extension of concepts presented in the text are designated by a star \*. Answers to many of the Exercises and Self-Test Questions are provided at the end of the book. Complete solutions are available in a separate *Solutions Manual*. Solutions to the Additional Exercises are available in the *Instructor's Manual*.

We wish to thank all the individuals who have helped in the preparation of this text. They have reviewed what we have written with care—at times in great detail—and they have shared freely of their own views on teaching chemistry. Our efforts in producing this text have been aided greatly by their contributions. Each of the following has commented on early versions of selected chapters: Luther K. Brice, Jr. (Virginia Polytechnic Institute and State University), K. R. Fountain (Northeast Missouri State University), Milton E. Fuller (California State University, Hayward), Henry Heikkinen (University of Maryland), William H. McMahan (Mississippi State University), Randall J. Remmel (University of Alabama in Birmingham), Donald E. Sands (University of Kentucky), W. P. Tappmeyer (University of Missouri, Rolla), and Milton J. Wieder (Metropolitan State College). Each of the following has reviewed and commented on the first 26 chapters of the final manuscript: Jimmie G. Edwards (University of Toledo), Lawrence Epstein (University of Pittsburgh), Joseph M. Kanamueller (Western Michigan University), Curtis T. Sears (Georgia State University), and Richard S. Treptow (Chicago State University).

Those who reviewed the qualitative analysis chapters are Londa L. Borer (California State University, Sacramento), Joseph A. Topich (Virginia Commonwealth University), and Donald H. Williams (Hope College). George H. Schenk (Wayne State University) reviewed and commented in detail on the qualitative analysis chapters. Robert C. Brasted (University of Minnesota) reviewed and commented at length on the entire text. Thanks are due to colleagues at California State College, San Bernardino: Kenneth A. Mantei provided many helpful ideas for dealing with kinetics, thermodynamics, and equilibrium; James D. Crum offered advice in the areas of organic and biochemistry. And thanks are also due to colleagues at Millersville State College: Thomas G. Greco shared his knowledge of practical analytical chemistry; Michael S. Smith spent many hours in the laboratory checking and correcting procedures.

We are happy to have had the opportunity to work with Elisabeth Belfer, Kate Moran, Gregory Payne, John Snyder, and Thomas Vance of Macmillan Publishing Company. They have helped us in ways too numerous to mention, but all of importance.

Our greatest debt is to our wives (Ruth Petrucci and Debbie Wismer) and families (especially four-year-old Michael Wismer) who have had to endure our neglect at the same time that they were asked to assist in many ways, large and small. Their good cheer was indispensable to the completion of our task.

*San Bernardino, California*  
*Millersville, Pennsylvania*

R. H. P.  
R. K. W.

# Contents



## **I** Matter—Its Properties and Measurement

1

- 1-1 Properties of Matter 1
- 1-2 Classification of Matter 2
- 1-3 The Scientific Method 3
- 1-4 The Need for Measurement 4
- 1-5 The English and Metric Systems of Measurement 4
- 1-6 SI Units 6
- 1-7 Density 7
- 1-8 Temperature 8
- 1-9 Problem Solving—The Conversion Factor (Factor-Label) Method 8
- 1-10 Significant Figures 13
- Summary, 15    Learning Objectives, 15    Some New Terms, 16
- Exercises, 16    Additional Exercises, 19    Self-Test Questions, 20

## **2** Development of the Atomic Theory

21

- 2-1 Dalton's Atomic Theory 21
- 2-2 Cathode Rays 25
- 2-3 Canal Rays (Positive Rays) 27
- 2-4 X Rays 28
- 2-5 Radioactivity 29
- 2-6 The Nuclear Atom 30
- 2-7 Isotopes 31
- 2-8 Protons and Neutrons 32
- 2-9 A Summary of the Properties of Fundamental Particles 32
- 2-10 Chemical Elements 33
- 2-11 Atomic Weights 34
- 2-12 Postscript: Do Atoms Exist? 36
- Summary, 37    Learning Objectives, 37    Some New Terms, 37
- Exercises, 38    Additional Exercises, 41    Self-Test Questions, 41

<b>3</b>	<b>Stoichiometry I: Elements and Compounds</b>	<b>43</b>
3-1	Avogadro's Number and the Concept of the Mole	43
3-2	Some Illustrative Examples Using the Mole Concept	44
3-3	Chemical Compounds	46
3-4	Chemical Nomenclature	48
3-5	Composition of Chemical Compounds	53
3-6	Analytical Chemistry	55
	Summary, 58    Learning Objectives, 58    Some New Terms, 59	
	Exercises, 59    Additional Exercises, 61    Self-Test Questions, 62	
<b>4</b>	<b>Stoichiometry II: Chemical Reactions</b>	<b>63</b>
4-1	Experimental Evidence for Chemical Reactions	63
4-2	The Chemical Equation	64
4-3	Quantitative Significance of the Chemical Equation	67
4-4	Chemical Reactions in Solutions	70
4-5	Some Complexities in the Stoichiometry of Chemical Reactions	74
4-6	Industrial Chemistry	77
	Summary, 80    Learning Objectives, 81    Some New Terms, 81	
	Exercises, 82    Additional Exercises, 85    Self-Test Questions, 87	
<b>5</b>	<b>Gases</b>	<b>88</b>
5-1	Properties of a Gas	88
5-2	Gas Pressure	89
5-3	The Simple Gas Laws	92
5-4	The Gas Laws and Development of the Atomic Theory	95
5-5	The Ideal Gas Equation	97
5-6	Molecular Weight Determination	99
5-7	Gas Densities	100
5-8	Gases in Chemical Reactions	100
5-9	Mixtures of Gases	102
5-10	The Kinetic Molecular Theory of Gases	106
5-11	Nonideal Gases	110
5-12	Postscript: The Atmosphere	111
	Summary, 113    Learning Objectives, 114    Some New Terms, 114	
	Exercises, 115    Additional Exercises, 118    Self-Test Questions, 119	
<b>6</b>	<b>Thermochemistry</b>	<b>121</b>
6-1	Work and Heat	121
6-2	Some Terminology	124
6-3	The First Law of Thermodynamics	125
6-4	Applications of the First Law of Thermodynamics to Chemical Reactions	126
6-5	Relationships Involving $\Delta H$	130
6-6	Standard Enthalpies of Formation	132
6-7	Sources and Uses of Energy	134
	Summary, 137    Learning Objectives, 137    Some New Terms, 137	
	Exercises, 138    Additional Exercises, 141    Self-Test Questions, 142	



**7****Electrons in Atoms**

144

- 7-1 Electromagnetic Radiation 144
- 7-2 Atomic Spectra 147
- 7-3 Quantum Theory 149
- 7-4 The Bohr Atom 151
- 7-5 Wave-Particle Duality 154
- 7-6 The Uncertainty Principle 155
- 7-7 Wave Mechanics 156
- 7-8 Electron Orbitals and Quantum Numbers 158
- 7-9 Electron "Spin"—A Fourth Quantum Number 160
- 7-10 Many-Electron Atoms 161
- 7-11 Electron Configurations 162
- 7-12 Electron Configurations of the Elements 163
- Summary, 166    Learning Objectives, 166    Some New Terms, 167
- Exercises, 167    Additional Exercises, 170    Self-Test Questions, 170

**8****Atomic Properties and the Periodic Table**

172

- 8-1 On the Idea of Order 172
- 8-2 Periodic Law and the Periodic Table 172
- 8-3 A Modern Periodic Table—The Long Form 175
- 8-4 Electron Configurations and the Periodic Table 176
- 8-5 Metals and Nonmetals 178
- 8-6 Atomic Radius 180
- 8-7 Ionization Energy (Ionization Potential) 183
- 8-8 Electron Affinity 185
- 8-9 Electronegativity 185
- 8-10 Magnetic Properties 186
- 8-11 An Introduction to Descriptive Chemistry 187
- Summary, 191    Learning Objectives, 191    Some New Terms, 192
- Exercises, 192    Additional Exercises, 194    Self-Test Questions, 195

**9****Chemical Bonding I: Basic Concepts**

196

- 9-1 The Importance of Electrons in Chemical Bonding 196
- 9-2 Ionic Bonding 198
- 9-3 Covalent Bonding 200
- 9-4 Covalent Lewis Structures—Some Examples 201
- 9-5 Covalent Bonding in Polyatomic Ions 204
- 9-6 Resonance 205
- 9-7 Failure of the Octet Rule 206
- 9-8 Molecular Shapes 209
- 9-9 Bond Energies and Bond Distances 215
- 9-10 Partial Ionic Character of Covalent Bonds 217
- 9-11 Oxidation States 221
- Summary, 222    Learning Objectives, 223    Some New Terms, 223
- Exercises, 224    Additional Exercises, 227    Self-Test Questions, 227

**10****Chemical Bonding II: Additional Aspects**

229

- 10-1 The Valence Bond Method 230
- 10-2 Hybridization of Orbitals 231
- 10-3 Multiple Covalent Bonds 236
- 10-4 Molecular Orbital Theory 238

- 10-5 Bonding in the Benzene Molecule 243
- 10-6 Other Structures with Delocalized Orbitals 245
- 10-7 Bonding in Metals 245
- 10-8 Semiconductors 248
- Summary, 248    Learning Objectives, 248    Some New Terms, 249
- Exercises, 249    Additional Exercises, 251    Self-Test Questions, 251

## 11 Liquids, Solids, and Intermolecular Forces 253

- 11-1 Comparison of the States of Matter 253
- 11-2 Surface Tension 254
- 11-3 Vaporization 254
- 11-4 Some Calculations Involving Vapor Pressure and Related Concepts 259
- 11-5 Transitions Involving Solids 262
- 11-6 Phase Diagrams 263
- 11-7 Evidence of Intermolecular Forces—Condensed States of the Noble Gases 265
- 11-8 Van der Waals Forces 265
- 11-9 Hydrogen Bonds 267
- 11-10 Network Covalent Solids 269
- 11-11 The Ionic Bond as an Intermolecular Force 271
- 11-12 Calculation of Lattice Energy—The Born–Haber Cycle 272
- 11-13 Crystal Structures 273
- 11-14 Ionic Crystal Structures 276
- Summary, 278    Learning Objectives, 279    Some New Terms, 280
- Exercises, 281    Additional Exercises, 284    Self-Test Questions, 285

## 12 Mixtures 286

- 12-1 Homogeneous and Heterogeneous Mixtures 286
- 12-2 Solution Concentration 288
- 12-3 Some Illustrative Examples Utilizing Solution Concentrations 290
- 12-4 Solubility Equilibrium 291
- 12-5 Colligative Properties 294
- 12-6 Theory of Electrolytic Dissociation 301
- 12-7 Interionic Attractions 303
- 12-8 Colloidal Mixtures 304
- Summary, 307    Learning Objectives, 308    Some New Terms, 308
- Exercises, 309    Additional Exercises, 312    Self-Test Questions, 312

## 13 Chemical Kinetics 314

- 13-1 Rates of Chemical Reactions 314
- 13-2 The Rate Law for Chemical Reactions 317
- 13-3 Zero-Order Reactions 320
- 13-4 First-Order Reactions 320
- 13-5 Second-Order Reactions 323
- 13-6 Collision Theory of Chemical Reactions 325
- 13-7 Transition State Theory 327
- 13-8 The Effect of Temperature on Reaction Rates—The Arrhenius Equation 328
- 13-9 Catalysis 330
- 13-10 Reaction Mechanisms 332
- Summary, 335    Learning Objectives, 336    Some New Terms, 336
- Exercises, 337    Additional Exercises, 341    Self-Test Questions, 342

<b>14</b>	<b>Principles of Chemical Equilibrium</b>	<b>344</b>
14-1	The Condition of Chemical Equilibrium	344
14-2	Additional Relationships Involving Equilibrium Constants	347
14-3	Predicting the Direction and Extent of a Reaction	351
14-4	Equilibrium Calculations—Some Illustrative Examples	352
14-5	The Effect of Temperature on Equilibrium	357
14-6	Altering Equilibrium Conditions—Le Châtelier's Principle	358
14-7	Kinetic Basis of the Equilibrium Constant	360
14-8	The Ammonia Synthesis Reaction	362
Summary,	363	Learning Objectives, 364    Some New Terms, 364
Exercises,	365	Additional Exercises, 368    Self-Test Questions, 369
<b>15</b>	<b>Thermodynamics, Spontaneous Change, and Equilibrium</b>	<b>371</b>
15-1	In Search of a Criterion for Spontaneous Change	371
15-2	Entropy and Disorder	373
15-3	Free Energy and Spontaneous Change	375
15-4	Standard Free Energy Change, $\Delta G^\circ$	377
15-5	Free Energy and Equilibrium	378
15-6	Relationship of $\Delta G^\circ$ to $K$	380
15-7	The Third Law of Thermodynamics	383
15-8	Heat Engines	385
Summary,	386	Learning Objectives, 387    Some New Terms, 387
Exercises,	388	Additional Exercises, 390    Self-Test Questions, 391
<b>16</b>	<b>Solubility Equilibria in Aqueous Solutions</b>	<b>393</b>
16-1	The Solubility Product Constant, $K_{sp}$	393
16-2	Relationship Between Solubility and $K_{sp}$	395
16-3	Precipitation Reactions	398
16-4	Writing Net Ionic Equations	401
16-5	Qualitative Analysis	403
16-6	Precipitation Reactions in Quantitative Analysis	404
Summary,	406	Learning Objectives, 407    Some New Terms, 407
Exercises,	407	Additional Exercises, 410    Self-Test Questions, 410
<b>17</b>	<b>Acids and Bases</b>	<b>412</b>
17-1	Acid-Base Theories	412
17-2	Self-ionization (Autoionization) of Water	415
17-3	Strong Acids and Bases	417
17-4	pH and pOH	418
17-5	Weak Acids and Weak Bases	419
17-6	Polyprotic Acids	423
17-7	Cations and Anions as Acids and Bases—Hydrolysis	425
17-8	Molecular Structure and Acid Strength	428
Summary,	432	Learning Objectives, 433    Some New Terms, 433
Exercises,	434	Additional Exercises, 437    Self-Test Questions, 437

<b>18</b>	<b>Additional Aspects of Equilibria in Aqueous Solutions</b>	<b>439</b>
18-1	The Common Ion Effect in Acid-Base Equilibria	439
18-2	Buffer Solutions	441
18-3	Acid-Base Indicators	446
18-4	Neutralization Reactions and Titration Curves	446
18-5	Solubility and pH	451
18-6	H <sub>2</sub> S Equilibria Revisited—Precipitation and Solubilities of Metal Sulfides	453
18-7	Postscript: Equivalent Weight and Normality	455
	Summary, 458      Learning Objectives, 459      Some New Terms, 459	
	Exercises, 460      Additional Exercises, 464      Self-Test Questions, 465	
<b>19</b>	<b>Oxidation-Reduction and Electrochemistry</b>	<b>466</b>
19-1	Oxidation-Reduction: Some Definitions	466
19-2	Balancing Oxidation-Reduction Equations	467
19-3	Measurement of Oxidation and Reduction Tendencies	471
19-4	A New Criterion for Spontaneous Change	475
19-5	Electrical Work and Free Energy	477
19-6	$E_{\text{cell}}$ as a Function of Concentrations	478
19-7	Production of Electric Energy by Chemical Change	482
19-8	Electrochemical Mechanism of Corrosion	484
19-9	Electrolysis and Nonspontaneous Chemical Change	485
19-10	Postscript: Equivalent Weight and Normality in Oxidation-Reduction Reactions	489
	Summary, 490      Learning Objectives, 490      Some New Terms, 491	
	Exercises, 491      Additional Exercises, 494      Self-Test Questions, 495	
<b>20</b>	<b>The Chemistry of Selected Representative Elements</b>	<b>497</b>
20-1	The Alkali (IA) and Alkaline Earth (IIA) Metals	497
20-2	Boron and Aluminum	501
20-3	The Halogen Elements (VIIA)	503
20-4	Oxygen	507
20-5	Sulfur	511
20-6	The Nitrogen Family (VA)	515
20-7	Additional Aspects of Nitrogen Chemistry	516
20-8	Additional Aspects of Phosphorus Chemistry	519
20-9	Silicon	521
	Summary, 523      Learning Objectives, 524      Some New Terms, 524	
	Exercises, 525      Additional Exercises, 527      Self-Test Questions, 528	
<b>21</b>	<b>The Chemistry of Transition Elements</b>	<b>529</b>
21-1	Some Properties of the Transition Elements	529
21-2	An Overview of the First Transition Series	531
21-3	Some Aspects of the Chemistry of Chromium	535
21-4	Some Aspects of the Chemistry of the Iron Triad Elements	537
21-5	Qualitative Analysis Revisited	541
	Summary, 543      Learning Objectives, 544      Some New Terms, 544	
	Exercises, 545      Additional Exercises, 546      Self-Test Questions, 547	



<b>22</b>	<b>Complex Ions and Coordination Compounds</b>	<b>548</b>
22-1	Werner's Theory	548
22-2	The Coordination Number	549
22-3	Ligands	550
22-4	Nomenclature	551
22-5	Isomerism	553
22-6	Bonding in Complex Ions—Valence Bond Theory	555
22-7	Inner and Outer Orbital Complexes	556
22-8	Bonding in Complex Ions—Crystal Field Theory	556
22-9	Color of Complex Ions	558
22-10	Equilibria Involving Complex Ions	559
22-11	Some Kinetic Considerations	562
22-12	Applications of Coordination Chemistry	562
	Summary, 566	Learning Objectives, 567
	Exercises, 568	Additional Exercises, 569
		Some New Terms, 567
		Self-Test Questions, 570
<b>23</b>	<b>Nuclear Chemistry</b>	<b>571</b>
23-1	The Phenomenon of Radioactivity	571
23-2	Naturally Occurring Radioactive Nuclides	573
23-3	Nuclear Reactions and Artificial Radioactivity	574
23-4	Transuranium Elements	575
23-5	Rate of Radioactive Decay	576
23-6	Energetics of Nuclear Reactions	579
23-7	Nuclear Stability	581
23-8	Nuclear Fission	583
23-9	Nuclear Fusion	585
23-10	Effect of Radiation on Matter	586
23-11	Applications of Radioisotopes	589
	Summary, 590	Learning Objectives, 591
	Exercises, 592	Additional Exercises, 594
		Some New Terms, 592
		Self-Test Questions, 595
<b>24</b>	<b>Organic Chemistry</b>	<b>596</b>
24-1	The Nature of Organic Compounds and Structures	596
24-2	Alkanes	602
24-3	Alkenes and Alkynes	605
24-4	Aromatic Hydrocarbons	609
24-5	Alcohols, Phenols, and Ethers	612
24-6	Aldehydes and Ketones	614
24-7	Carboxylic Acids and Their Derivatives	616
24-8	Amines	618
24-9	Heterocyclic Compounds	619
24-10	Synthesis of Organic Compounds	619
	Summary, 620	Learning Objectives, 621
	Exercises, 622	Additional Exercises, 625
		Some New Terms, 621
		Self-Test Questions, 626
<b>25</b>	<b>Chemistry of the Living State</b>	<b>627</b>
25-1	Structure and Composition of the Cell	627
25-2	Principal Constituents of the Cell	627
25-3	Biochemical Reactivity	644
25-4	The Nucleic Acids	651
	Summary, 654	Learning Objectives, 655
	Exercises, 656	Additional Exercises, 658
		Some New Terms, 655
		Self-Test Questions, 659

<b>26</b>	Natural Resources, the Environment, and Synthetic Materials	660
26-1	Occurrence of the Elements	660
26-2	The Atmosphere as a Natural Resource	661
26-3	Atmospheric Pollution	664
26-4	The Oceans as a Natural Resource	668
26-5	The Water Environment	669
26-6	Water Pollution	672
26-7	Metals	674
26-8	Some Raw Materials for the Inorganic Chemical Industry	682
26-9	Raw Materials for the Organic Chemical Industry	688
26-10	Polymers	691
26-11	Some Key Chemicals	695
Summary,	696	Learning Objectives, 698
Exercises,	699	Additional Exercises, 701
		Some New Terms, 698
		Self-Test Questions, 702
<b>27</b>	Introduction to Qualitative Analysis	703
27-1	Overview of Inorganic Qualitative Analysis	703
27-2	Alternative Methods of Inorganic Qualitative Analysis	706
27-3	The Practice of Inorganic Qualitative Analysis	709
27-4	Techniques of Semimicro Qualitative Analysis	712
27-5	Apparatus for Semimicro Qualitative Analysis	715
27-6	Initial Investigation of the Sample for Cation Analysis	719
27-7	The Plan of the Following Chapters	720
Summary,	721	Learning Objectives, 721
Exercises,	722	Some New Terms, 721
<b>28</b>	Cation Group 1: The Chloride Group	723
28-1	The Chemistry and Occurrence of the Metals of the Chloride Group and Their Common Compounds	723
28-2	Precipitation of the Chloride Group	725
28-3	Separation and Identification of Lead(II)	728
28-4	Separation and Identification of Mercury(I)	731
28-5	Identification of Silver(I)	733
Summary,	735	Learning Objectives, 735
Exercises,	736	Some New Terms, 735
		Additional Exercises, 738
		Self-Test Questions, 738
<b>29</b>	Cation Group 2: The Hydrogen Sulfide Group	739
29-1	Precipitation by Sulfide Ion	739
29-2	Precipitation of the Hydrogen Sulfide Group	743
29-3	Separation of the Hydrogen Sulfide Group into Subgroups	745
29-4	Separation and Identification of Mercury(II)	747
29-5	Separation and Identification of Lead(II)	750
29-6	The Chemistry and Occurrence of Some Metals of Subgroup 2A—Bismuth, Copper, and Cadmium—and Their Common Compounds	751
29-7	Separation and Identification of Bismuth(III)	753
29-8	Identification of Copper(II)	755
29-9	Identification of Cadmium(II)	755
29-10	Reprecipitation of Subgroup 2B—Arsenic, Tin, and Antimony Ions	758

- 29-11 The Chemistry and Occurrence of the Metals of Subgroup 2B—  
Arsenic, Tin, and Antimony—and Their Common Compounds 759
- 29-12 Separation and Identification of Arsenic Ions 761
- 29-13 Identification of Tin Ions 763
- 29-14 Identification of Antimony Ions 765
- Summary, 766    Learning Objectives, 766    Some New Terms, 767
- Exercises, 767    Additional Exercises, 769    Self-Test Questions, 769

## 30

### Cation Group 3: The Ammonium Sulfide Group

770

- 30-1 Separation of the Ammonium Sulfide Group 770
- 30-2 The Chemistry and Occurrence of the Metals of Subgroup 3A—  
Manganese, Iron, Nickel, and Cobalt—and Their Common  
Compounds 774
- 30-3 The Identification of Manganese(II) Ion and the Separation of the  
Ammonium Sulfide Group into Subgroups 776
- 30-4 Separation and Identification of Iron Ion 778
- 30-5 Identification of Nickel and Cobalt Ions 781
- 30-6 The Chemistry and Occurrence of the Metals of Subgroup 3B—  
Aluminum, Chromium, and Zinc—and Their Common  
Compounds 783
- 30-7 Separation and Identification of Aluminum(III) 784
- 30-8 Separation and Identification of Chromium Ion 787
- 30-9 Identification of Zinc(II) 789
- Summary, 790    Learning Objectives, 790    Some New Terms, 791
- Exercises, 791    Additional Exercises, 793    Self-Test Questions, 794

## 31

### Cation Group 4: The Carbonate Group

795

- 31-1 The Chemistry and Occurrence of the Metals of the Carbonate  
Group—Barium, Strontium, Calcium, and Magnesium—and Their  
Common Compounds 795
- 31-2 Precipitation by Carbonate Ion and Flame Testing 798
- 31-3 The Separation and Identification of Barium Ion 802
- 31-4 The Separation and Identification of Strontium Ion 806
- 31-5 The Separation and Identification of Calcium Ion 808
- 31-6 The Identification of Magnesium Ion 810
- Summary, 811    Learning Objectives, 812    Some New Terms, 812
- Exercises, 812    Additional Exercises, 814    Self-Test Questions, 815

## 32

### Cation Group 5: The Soluble Group

816

- 32-1 The Chemistry and Occurrence of Sodium, Potassium, and  
Ammonium Ions 816
- 32-2 The Thermal Decomposition of Ammonium Ion and the  
Identification of Sodium Ion 817
- 32-3 The Identification of Potassium and Magnesium Ions 821
- 32-4 The Identification of Ammonium Ion 823
- Summary, 825    Learning Objectives, 825    Some New Terms, 825
- Exercises, 825    Additional Exercises, 827    Self-Test Questions, 827

<b>33</b>	<b>Anion Groups 1 and 2: The Acid-Volatile Group and the Barium Group</b>	<b>828</b>
33-1	Detection and Removal of Cation Interference	829
33-2	Detection of Anion Group 1: The Acid-Volatile Group	831
33-3	The Chemistry, Occurrence, and Analysis of Carbonate Ion	832
33-4	The Chemistry, Occurrence, and Analysis of Sulfite Ion	836
33-5	The Chemistry, Occurrence, and Analysis of Thiosulfate Ion	838
33-6	The Chemistry, Occurrence, and Analysis of Sulfide Ion	839
33-7	The Chemistry, Occurrence, and Analysis of Nitrite Ion	841
33-8	Detection of Anion Group 2: The Barium Group	843
33-9	The Chemistry, Occurrence, and Analysis of Sulfate Ion	845
33-10	The Chemistry, Occurrence, and Analysis of Chromate Ion	846
33-11	The Chemistry, Occurrence, and Analysis of Phosphate Ion	847
33-12	The Chemistry, Occurrence, and Analysis of Oxalate Ion	849
33-13	The Chemistry, Occurrence, and Analysis of Borate Ion	850
	Summary, 852    Learning Objectives, 852    Some New Terms, 853	
	Exercises, 853    Additional Exercises, 855    Self-Test Questions, 857	
<b>34</b>	<b>Anion Groups 3 and 4: The Silver Group and the Soluble Group</b>	<b>857</b>
34-1	The Detection of Anion Group 3: The Silver Group	857
34-2	The Chemistry, Occurrence, and Analysis of Iodide Ion	859
34-3	The Chemistry, Occurrence, and Analysis of Thiocyanate Ion	861
34-4	The Chemistry, Occurrence, and Analysis of Bromide Ion	862
34-5	The Chemistry, Occurrence, and Analysis of Chloride Ion	864
34-6	The Chemistry, Occurrence, and Analysis of Nitrate Ion	866
34-7	The Chemistry, Occurrence, and Analysis of Acetate Ion	867
	Summary, 870    Learning Objectives, 870    Some New Terms, 870	
	Exercises, 871    Additional Exercises, 873    Self-Test Questions, 873	
<b>35</b>	<b>Analysis of Solids: Alloys and Ionic Compounds</b>	<b>874</b>
35-1	Qualitative Analysis of Alloys	874
35-2	Dissolving Ionic Compounds	881
35-3	Dissolving Acid-Insoluble Solids	884
35-4	Planning an Analysis	889
	Summary, 892    Learning Objectives, 893    Some New Terms, 893	
	Exercises, 893    Additional Exercises, 895    Self-Test Questions, 895	

### *Appendixes*

<b>A</b>	<b>Mathematical Operations</b>	<b>897</b>
A-1	Exponential Arithmetic	897
A-2	Logarithms	898
A-3	Algebraic Operations	899
A-4	Graphs	903
<b>B</b>	<b>Some Basic Physical Concepts</b>	<b>904</b>
B-1	Velocity and Acceleration	904
B-2	Force and Work	904



- B-3 Energy 905
- B-4 Magnetism 905
- B-5 Static Electricity 906
- B-6 Current Electricity 906
- B-7 Electromagnetism 907

## **C** SI Units 908

- C-1 SI Base Units 908
- C-2 SI Prefixes 908
- C-3 Derived SI Units 909
- C-4 Units to Be Discouraged or Abandoned 909
- C-5 Fundamental Constants 910

## **D** Thermodynamic Properties of Substances 911

## **E** Electron Configurations of the Elements 913

Answers to Selected Exercises 916

Index 929