

INTRODUCTION TO

Chemical Principles

EIGHTH EDITION

H. STEPHEN STOKER

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Preface xiii

1 The Science of Chemistry 1

1.1 Chemistry—A Scientific Discipline 1

1.2 Scientific Disciplines and Technology 1

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H. Stephen Stoker

Weber State University

Practice Problems 42

Additional Problems 47

Answers to Practice Exercises 48

3 Unit Systems and Dimensional Analysis

3.1 The Metric System of Units 49

3.2 Metric Units of Length 51

3.3 Metric Unit of Mass 52

3.4 Metric Unit of Volume 53

3.5 Units in Mathematical Operations 54

3.6 Conversion Factors 57

3.7 Dimensional Analysis 60

3.8 Density 72

3.9 Equivalence Conversion Factors 75

3.10 Percentage and Percent Error 79

3.11 Temperature Scales 84

Summary 89

Key Terms 89

Practice Problems 89

Additional Problems 94

Answers to Practice Exercises 95

Answers to Practice Exercises 95



E200601035

PEARSON

Prentice
Hall

Upper Saddle River, New Jersey 07458

Library of Congress Cataloging-in-Publication Data

Stoker, H. Stephen (Howard Stephen).

Introduction to chemical principles / H. Stephen Stoker. — 8th ed.

p. cm.

Includes index.

ISBN 0-13-185006-7

1. Chemistry. I. Title

QD33.2.S76 2005

540—dc22

2003070722

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Cover Photo: Warren Bolster/Getty Images, Inc.

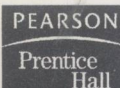
Managing Editor of AV Management and Production: Patty Burns

AV Editor: J.C. Morgan

Illustrator: Precision Graphics

Editorial Assistants: Nancy Bauer/Jacquelyn Howard

Text Composition: Laserwords



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Pearson Prentice Hall

Pearson Education, Inc.

Upper Saddle River, New Jersey 07458

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Previous editions copyright 1993, 1990, 1986, and 1983 by Macmillan Publishing Company.

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Printed in the United States of America

10 9 8 7 6 5 4 3 2

ISBN 0-13-185006-7

Pearson Education Ltd., London

Pearson Education Australia PTY, Limited, Sydney

Pearson Education Singapore, Pte. Ltd.

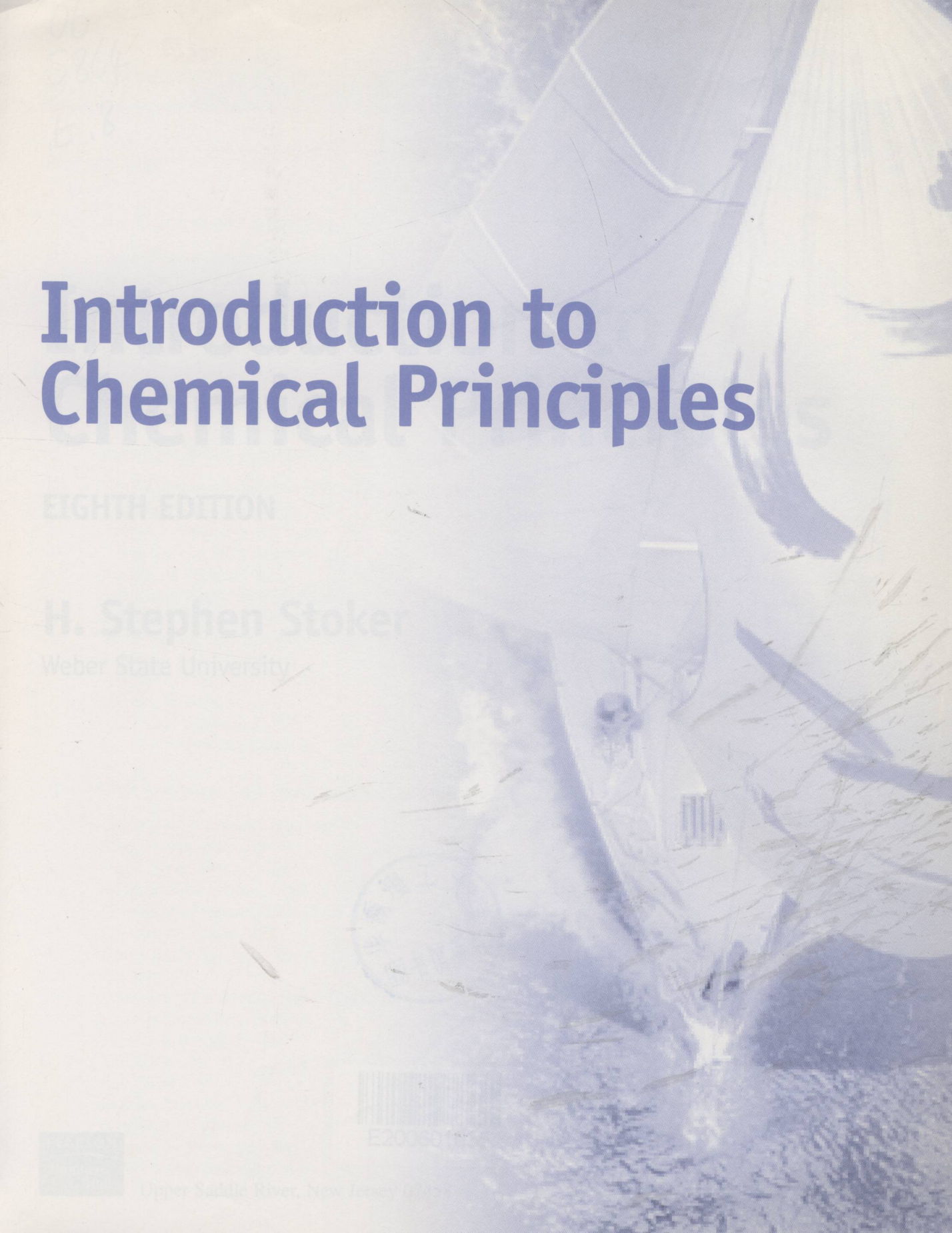
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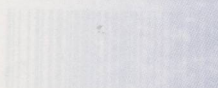


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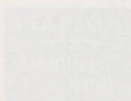
EIGHTH EDITION

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Preface

Introduction to Chemical Principles is a text for students who have had little or no previous instruction in chemistry or who had such instruction long enough ago that a thorough review is needed. The text's purpose is to give students the background (and confidence) needed for a subsequent successful encounter with a main sequence, college-level, general chemistry course.

Many texts written for preparatory chemistry courses are simply “watered down” versions of general chemistry texts: they treat almost all topics found in the general chemistry course, but at a superficial level. *Introduction to Chemical Principles* does not fit this mold. My philosophy is that it is better to treat fewer topics extensively and have the student understand those topics in greater depth. I resisted the very real temptation to include lots of additional concepts in this new edition. Instead, my focus for this edition was on rewriting selected portions to improve the clarity of presentation.

Important Features of the Eighth Edition

1. **Development of each topic starts out at “ground level.”** Because of the varied degrees of understanding of chemical principles possessed by students taking a preparatory chemistry course, each topic is developed step by step from “ground level” until the level of sophistication required for a further chemistry course is attained.
2. **Problem-solving pedagogy is based on dimensional analysis.** Thirty-five years of teaching experience suggest to me that student “troubles” in general chemistry courses are almost always centered on the inability to set up and solve problems. Whenever possible, I use dimensional analysis in problem solving. This method, which requires no mathematics beyond arithmetic and elementary algebra, is a powerful and widely applicable problem-solving tool. Most important, it is a method that an average student can master with an average amount of diligence. Mastering dimensional analysis also helps build the confidence that is so valuable for future chemistry courses.
3. **Detailed commentary accompanies all worked-out example problems.** In all chapters, one or more worked-out example problems follow the presentation of key concepts. These examples “walk” students through the thought processes involved in solving the particular type of problem. Detailed commentary accompanies all of the steps involved in solving a problem. In addition, an unworked practice exercise is coupled to each worked-out example. It is intended that students work this exercise immediately after examining the worked-out example. A section at the end of each chapter gives the answers to these unworked practice exercises. In total, the number of worked-out examples is significantly greater than that found in most texts and has increased from that in the previous edition of this work.
4. **Significant-figure concepts are emphasized in all problem-solving situations.** Routinely, electronic calculators display answers that contain more digits than are needed or acceptable. In all worked-out examples, students are reminded about these “unneeded digits” by the appearance of two answers to the example: the calculator answer (which does not take into account significant figures) and, in color, the correct answer (which is the calculator answer adjusted to the correct number of significant figures).
5. **Operation rules for “standardizing” uncertainty in numbers are used.** Students often experience a relatively high degree of frustration when they correctly solve a problem and yet obtain an answer that differs *slightly* from the one given in the answer section at the back of the book. They want to get the “exact” number shown in the answer section. Most often the discrepancy is due to differing degrees of uncertainty in

the input numbers used for the calculation, for example, in molecular mass values. To minimize such frustration, operational rules have been introduced for “standardizing” uncertainty in input numbers. The standard mode of operation is always (1) to round all atomic masses to hundredths before using them in molecular mass calculations, and (2) to specify frequently used numbers, such as Avogadro’s number, molar volume, and the ideal gas constant to four significant figures. Using these operational rules for input numbers, student answers will match the back-of-the-book answers *to the last significant digit*.

6. **Defined terms always appear in self-standing complete sentences.** All definitions are highlighted in the text when they are first presented, using boldface and italic type. Each defined term appears as a complete sentence; students are never required to deduce a definition from context. In addition, the definitions of all terms appear in a separate glossary found at the end of the text. A major emphasis in this new edition has been “refinements” in the defined-terms arena. All defined terms have been reexamined to see if they could be stated with greater clarity. The result is a rewording of many defined terms. In addition, the number of defined terms has been increased.
7. **All end-of-chapter exercises occur in matched pairs.** In essence, each chapter has two independent, but similar, problem sets. Counting subparts to problems, there are over 5000 questions and problems available for students to use in their journey to proficient problem solving. Answers to all of the odd-numbered problems are found at the end of the text. Thus, two problem sets exist, one with answers and one without.
8. **Each end-of-chapter problem set, except for Chapters 1 and 2, is divided into three sections:** (1) Practice Problems, (2) Additional Problems, and (3) Cumulative Problems. The Practice Problems are categorized by topic and are arranged in the same sequence as the chapter’s textual material. These problems, which are always single-concept, are “drill” problems that most students will find routine. The Additional Problem section contains problems that involve more than one concept from the chapter and are usually more difficult than the Practice Problems. The cumulative-skills section draws not only on materials from the current chapter, but also on concepts discussed in previous chapters. The working of problems in this third group allows students to continue to use, rather than forget, problem-solving techniques presented earlier.
9. **Historical vignettes are used to address some of the “people aspects” of chemistry.** These vignettes, entitled “The Human Side of Chemistry,” are brief biographies of scientists who helped develop the foundations of modern chemistry. In courses such as the one for which this text is written, it is very easy for students to completely lose any feeling for the people involved in the development of the subject matter they are considering. If it were not for the contributions of these people, many of whom worked under adverse conditions, chemistry would not be the central science that it is today.
10. **“Chemical Extensions” are used to bridge the gap between mathematics and chemistry.** These “extensions,” which are appended to most of the worked-out examples in the text, focus on the chemical compound that is the subject of the calculation. They give information on the compound’s occurrence, its properties and uses, its relationship to the environment, its relationship to living systems (biochemistry), and so on. It is easy for students to become so involved in the mathematics of problem solving that they completely forget about the “realness” of the compound or compounds that are the subject of their calculation.
11. **Marginal notes are used extensively.** The two main functions of the marginal notes are (1) to summarize key concepts and often give help for remembering concepts or distinguishing between similar concepts, and (2) to provide additional details, links between concepts, or historical information about the concepts under discussion.

Supplements

For the Instructor

***Instructor's Solutions Manual* (ISBN 0-13-144942-7)** by Nancy J. Gardner, California State University-Long Beach. Contains full solutions to all of the end-of-chapter problems in the text.

***Test Item File* (ISBN 0-13-144992-3)** by Bobby J. Stanton, University of Georgia. Contains approximately 1000 multiple-choice and short-answer questions, all referenced to the text.

***TestGen* (ISBN 0-13-144939-7).** This powerful testing and grade management software creates exams from an electronic database version of the Test Item File. Instructors can generate alternate versions of the same test, add their own material, and edit existing tests effortlessly with this program.

PowerPoint™ Images Hundreds of illustrations from the textbook have been digitized and pre-inserted in PowerPoint files for instructor use. Instructors may reformat these slides and add their lecture presentation notes to suit classroom needs.

***Annotated Instructor's Manual to Prentice Hall Laboratory Manual for Introductory Chemistry 3e* (ISBN 0-13-096883-8)** by Charles H. Corwin, American River College. Contains a complete listing of chemicals and reagent preparation directions for each experiment. It also provides suggested unknowns and answers to the post-laboratory assignments and a quiz item file with more than 500 class-tested multiple-choice questions.

WebAssign Online Homework. Our partnership with WebAssign gives instructors the opportunity to assign algorithmically generated homework, based on end-of-chapter problems, have it automatically graded, and have the grades entered into a central gradebook. Students get instant feedback and the opportunity for repeated practice.

For the Student

***Student Solutions Manual* (ISBN 0-13-144941-9)** by Nancy J. Gardner, California State University-Long Beach. Includes full solutions to all odd-numbered end-of-chapter problems in the text.

***Math Review Toolkit* (ISBN 0-13-144993-1)** by Gary Long, Virginia Tech. Designed to provide assistance to students with weaker math skills. This supplement includes a chapter-by-chapter math review keyed to problems in the text as well as a brief self-assessment test.

***Introductory ChemIST CD* (ISBN 0-13-033729-3).** This *Interactive Student Tutorial* gives students a media-rich, engaging overview of all of the topics and fundamental skills in an introductory chemistry course, including animations, simulations, video clips, and self-assessment questions.

***Prentice Hall Laboratory Manual for Introductory Chemistry 3e* (ISBN 0-13-062333-4)** by Charles H. Corwin, American River College. This comprehensive collection of 25 laboratory experiments with detailed safety information offers an exciting, hands-on introduction to the world of chemistry.

Acknowledgments

I'd like to gratefully acknowledge the valuable contributions of my accuracy reviewers: Boyd Beck of Snow College, David B. Shaw of Madison Area Technical College, and Andreas Lippert of Weber State University.

Every effort has been made to rid this text of any typographical errors. I encourage my readers who notice anything suspicious, or who have other questions or comments, to e-mail me at the address below.

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Mathematical Meanings of Metric System Prefixes

Prefix	Meaning	Prefix	Meaning
Tera (T)	10^{12}	Pico (p)	10^{-12}
Giga (G)	10^9	Nano (n)	10^{-9}
Mega (M)	10^6	Micro (μ)	10^{-6}
Kilo (k)	10^3	Milli (m)	10^{-3}
Hecto (h)	10^2	Centi (c)	10^{-2}
Deca (da)	10^1	Deci (d)	10^{-1}

Common Fixed-Charge Metallic Cations and Nonmetallic Anions

Cation	Name	Anion	Name
Li^+	lithium ion	F^-	fluoride ion
Na^+	sodium ion	Cl^-	chloride ion
K^+	potassium ion	Br^-	bromide ion
Rb^+	rubidium ion	I^-	iodide ion
Cs^+	cesium ion	O^{2-}	oxide ion
Be^{2+}	beryllium ion	S^{2-}	sulfide ion
Mg^{2+}	magnesium ion	N^{3-}	nitride ion
Ca^{2+}	calcium ion	P^{3-}	phosphide ion
Sr^{2+}	strontium ion	C^{4-}	carbide ion
Ba^{2+}	barium ion		
Ag^+	silver ion		
Zn^{2+}	zinc ion		
Cd^{2+}	cadmium ion		
Al^{3+}	aluminum ion		
Ga^{3+}	gallium ion		

Common Variable-Charge Metallic Cations

Cation	IUPAC Name	Older Name
Cu^+	copper (I) ion	cuprous ion
Cu^{2+}	copper (II) ion	cupric ion
Fe^{2+}	iron (II) ion	ferrous ion
Fe^{3+}	iron (III) ion	ferric ion
Sn^{2+}	tin (II) ion	stannous ion
Sn^{4+}	tin (IV) ion	stannic ion
Pb^{2+}	lead (II) ion	plumbous ion
Pb^{4+}	lead (IV) ion	plumbic ion
Au^+	gold (I) ion	aurous ion
Au^{3+}	gold (III) ion	auric ion

Names of Common Polyatomic Ions

Ion	Name	Ion	Name
N	NO_3^- nitrate ion	Cl	ClO_4^- perchlorate ion
	NO_2^- nitrite ion		ClO_3^- chlorate ion
	NH_4^+ ammonium ion		ClO_2^- chlorite ion
	N_3^- azide ion		ClO^- hypochlorite ion
S	SO_4^{2-} sulfate ion	C	CO_3^{2-} carbonate ion
	HSO_4^- hydrogen sulfate ion		HCO_3^- hydrogen carbonate ion
	$\text{S}_2\text{O}_3^{2-}$ thiosulfate ion		$\text{C}_2\text{O}_4^{2-}$ oxalate ion
	SO_3^{2-} sulfite ion		$\text{C}_2\text{H}_3\text{O}_2^-$ acetate ion
P	PO_4^{3-} phosphate ion	B	CN^- cyanide ion
	HPO_4^{2-} hydrogen phosphate ion		OCN^- cyanate ion
	H_2PO_4^- dihydrogen phosphate ion		SCN^- thiocyanate ion
	PO_3^{3-} phosphite ion	Mn	BO_3^{3-} borate ion
H	H_3O^+ hydronium ion		MnO_4^- permanganate ion
	OH^- hydroxide ion	Cr	CrO_4^{2-} chromate ion
O	O_2^{2-} peroxide ion		$\text{Cr}_2\text{O}_7^{2-}$ dichromate ion

Solubility Guidelines for Ionic Compounds in Water at 25°C

Soluble Compounds	Important Exceptions
Compounds containing the following ions are soluble with exceptions as noted.	
Group IA (Li^+ , Na^+ , K^+ , etc.)	none
Ammonium (NH_4^+)	none
Acetate ($\text{C}_2\text{H}_3\text{O}_2^-$)	none
Nitrate (NO_3^-)	none
Chloride (Cl^-), bromide (Br^-), and iodide (I^-)	Ag^+ , Pb^{2+} , Hg_2^{2+}
Sulfate (SO_4^{2-})	Ca^{2+} , Sr^{2+} , Ba^{2+} , Pb^{2+}
Insoluble Compounds	Important Exceptions
* Compounds containing the following ions are insoluble with exceptions as noted.	
Carbonate (CO_3^{2-})	group IA and NH_4^+
Phosphate (PO_4^{3-})	group IA and NH_4^+
Sulfide (S^{2-})	groups IA and IIA and NH_4^+
Hydroxide (OH^-)	group IA, Ba^{2+} , Sr^{2+} , Ca^{2+}

Common Strong Acids

Formula	Name
HNO_3	nitric acid
H_2SO_4	sulfuric acid
HClO_4	perchloric acid
HClO_3	chloric acid
HCl	hydrochloric acid
HBr	hydrobromic acid
HI	hydroiodic acid

Common Strong Bases

Formula	Name
LiOH	lithium hydroxide
NaOH	sodium hydroxide
KOH	potassium hydroxide
RbOH	rubidium hydroxide
CsOH	cesium hydroxide
$\text{Ca}(\text{OH})_2$	calcium hydroxide
$\text{Sr}(\text{OH})_2$	strontium hydroxide
$\text{Ba}(\text{OH})_2$	barium hydroxide

Contents

Preface xiii

1 The Science of Chemistry 1

- 1.1 Chemistry—A Scientific Discipline 1
- 1.2 Scientific Disciplines and Technology 2
- 1.3 The Scope of Chemistry and Chemical Technology 3
- 1.4 How Chemists Discover Things—The Scientific Method 3
- Summary 9
- Key Terms 9
- Practice Problems 9
- Answers to Practice Exercise 11

2 Numbers from Measurements 12

- 2.1 The Importance of Measurement 12
- 2.2 Exact and Inexact Numbers 13
- 2.3 Accuracy, Precision, and Error 13
- 2.4 Uncertainty in Measurements 15
- 2.5 Significant Figures 17
- 2.6 Significant Figures and Mathematical Operations 21
- 2.7 Scientific Notation 29
- 2.8 Mathematical Operations in Scientific Notation 34
- Summary 41
- Key Terms 42
- Practice Problems 42
- Additional Problems 47
- Answers to Practice Exercises 48

3 Unit Systems and Dimensional Analysis 49

- 3.1 The Metric System of Units 49
- 3.2 Metric Units of Length 51
- 3.3 Metric Units of Mass 52
- 3.4 Metric Units of Volume 53
- 3.5 Units in Mathematical Operations 55
- 3.6 Conversion Factors 57
- 3.7 Dimensional Analysis 60
- 3.8 Density 72
- 3.9 Equivalence Conversion Factors Other than Density 77
- 3.10 Percentage and Percent Error 79
- 3.11 Temperature Scales 84
- Summary 89
- Key Terms 89
- Practice Problems 89
- Additional Problems 94
- Cumulative Problems 95
- Answers to Practice Exercises 96

4 Basic Concepts about Matter 97

- 4.1 Chemistry—The Study of Matter 97
- 4.2 Physical States of Matter 98
- 4.3 Properties of Matter 98
- 4.4 Changes in Matter 100
- 4.5 Pure Substances and Mixtures 103
- 4.6 Types of Mixtures: Heterogeneous and Homogeneous 104
- 4.7 Types of Pure Substances: Elements and Compounds 107
- 4.8 Discovery and Abundance of the Elements 110
 - The Human Side of Chemistry 1** Joseph Priestley (1733–1804) 111
- 4.9 Names and Chemical Symbols of the Elements 112
 - The Human Side of Chemistry 2** Jöns Jakob Berzelius (1779–1848) 112
 - Summary 115
 - Key Terms 115
 - Practice Problems 116
 - Additional Problems 120
 - Cumulative Problems 121
 - Answers to Practice Exercises 121

5 Atoms, Molecules, Formulas, and Subatomic Particles 122

- 5.1 The Atom 122
 - The Human Side of Chemistry 3** John Dalton (1766–1844) 123
- 5.2 The Molecule 125
- 5.3 Natural and Synthetic Compounds 127
- 5.4 Chemical Formulas 128
- 5.5 Subatomic Particles: Protons, Neutrons, and Electrons 131
- 5.6 Atomic Number and Mass Number 134
- 5.7 Isotopes 137
- 5.8 Atomic Masses 140
- 5.9 Evidence Supporting the Existence and Arrangement of Subatomic Particles 147
 - The Human Side of Chemistry 4** Ernest Rutherford (1871–1937) 149
 - Summary 151
 - Key Terms 152
 - Practice Problems 152
 - Additional Problems 156
 - Cumulative Problems 158
 - Answers to Practice Exercises 159

6 Electronic Structure and Chemical Periodicity 160

- 6.1 The Periodic Law 160
 - The Human Side of Chemistry 5** Dmitri Ivanovich Mendeleev (1834–1907) 161
- 6.2 The Periodic Table 162
- 6.3 The Energy of an Electron 165
 - The Human Side of Chemistry 6** Erwin Schrödinger (1887–1961) 166
- 6.4 Electron Shells 167
- 6.5 Electron Subshells 168
- 6.6 Electron Orbitals 170
- 6.7 Electron Configurations 172
- 6.8 Orbital Diagrams 176
- 6.9 Electron Configurations and the Periodic Law 178

6.10	Electron Configurations and the Periodic Table	179
6.11	Classification Systems for the Elements	184
6.12	Chemical Periodicity	186
	Summary	189
	Key Terms	190
	Practice Problems	190
	Additional Problems	194
	Cumulative Problems	196
	Answers to Practice Exercises	196

7 Chemical Bonds 197

7.1	Types of Chemical Bonds	197
7.2	Valence Electrons and Lewis Symbols	198
	The Human Side of Chemistry 7	Gilbert Newton Lewis (1875–1946) 201
7.3	The Octet Rule	201
7.4	The Ionic Bond Model	202
7.5	The Sign and Magnitude of Ionic Charge	205
7.6	Ionic Compound Formation	207
7.7	Formulas for Ionic Compounds	208
7.8	Structure of Ionic Compounds	210
7.9	Polyatomic Ions	211
7.10	The Covalent Bond Model	214
7.11	Lewis Structures for Molecular Compounds	215
7.12	Single, Double, and Triple Covalent Bonds	217
7.13	Valence Electron Count and Number of Covalent Bonds Formed	219
7.14	Coordinate Covalent Bonds	219
7.15	Resonance Structures	221
7.16	Systematic Procedures for Drawing Lewis Structures	222
7.17	Molecular Geometry	227
7.18	Electronegativity	234
	The Human Side of Chemistry 8	Linus Carl Pauling (1901–1994) 235
7.19	Bond Polarity	236
7.20	Molecular Polarity	239
	Summary	243
	Key Terms	244
	Practice Problems	244
	Additional Problems	251
	Cumulative Problems	252
	Answers to Practice Exercises	253

8 Chemical Nomenclature 254

8.1	Classification of Compounds for Nomenclature Purposes	254
8.2	Types of Binary Ionic Compounds	256
8.3	Nomenclature for Binary Ionic Compounds	257
8.4	Nomenclature for Ionic Compounds Containing Polyatomic Ions	262
8.5	Nomenclature for Binary Molecular Compounds	266
8.6	Nomenclature for Acids	269
8.7	Nomenclature Rules—A Summary	273
	Summary	276
	Key Terms	276
	Practice Problems	276

Additional Problems	280
Cumulative Problems	282
Answers to Practice Exercises	283

9 Chemical Calculations: The Mole Concept and Chemical Formulas 284

9.1	The Law of Definite Proportions	284
	The Human Side of Chemistry 9	Joseph-Louis Proust (1754–1826) 285
9.2	Calculation of Formula Masses	287
9.3	Significant Figures and Atomic Mass	290
9.4	Percent Composition	292
9.5	The Mole: The Chemist's Counting Unit	294
	The Human Side of Chemistry 10	Lorenzo Romano Amedeo Carlo Avogadro (1776–1856) 296
9.6	The Mass of a Mole	299
9.7	Significant Figures and Avogadro's Number	303
9.8	Relationship Between Atomic Mass Units and Gram Units	303
9.9	Counting Particles by Weighing	304
9.10	The Mole and Chemical Formulas	307
9.11	The Mole and Chemical Calculations	310
9.12	Purity of Samples	317
9.13	Empirical and Molecular Formulas	320
9.14	Determination of Empirical Formulas	321
9.15	Determination of Molecular Formulas	329
	Summary	334
	Key Terms	335
	Practice Problems	335
	Additional Problems	341
	Cumulative Problems	343
	Answers to Practice Exercises	344

10 Chemical Calculations Involving Chemical Equations 345

10.1	The Law of Conservation of Mass	345
	The Human Side of Chemistry 11	Antoine-Laurent Lavoisier (1743–1794) 346
10.2	Writing Chemical Equations	347
10.3	Balancing Chemical Equations	348
10.4	Special Symbols Used in Chemical Equations	353
10.5	Classes of Chemical Reactions	354
10.6	Chemical Equations and the Mole Concept	358
10.7	Balanced Chemical Equations and the Law of Conservation of Mass	362
10.8	Calculations Based on Chemical Equations—Stoichiometry	363
10.9	The Limiting Reactant Concept	368
10.10	Yields: Theoretical, Actual, and Percent	374
10.11	Simultaneous and Sequential Chemical Reactions	376
	Summary	379
	Key Terms	380
	Practice Problems	380
	Additional Problems	387
	Cumulative Problems	389
	Answers to Practice Exercises	390

11 States of Matter 391

- 11.1 Factors That Determine Physical State 391
- 11.2 Property Differences Among Physical States 393
- 11.3 The Kinetic Molecular Theory of Matter 393
- 11.4 The Solid State 395
- 11.5 The Liquid State 395
- 11.6 The Gaseous State 396
- 11.7 A Comparison of Solids, Liquids, and Gases 397
- 11.8 Endothermic and Exothermic Changes of State 397
- 11.9 Heat Energy and Specific Heat 398
- 11.10 Temperature Changes as a Substance Is Heated 404
- 11.11 Energy and Changes of State 405
- 11.12 Heat Energy Calculations 407
- 11.13 Evaporation of Liquids 412
- 11.14 Vapor Pressure of Liquids 415
- 11.15 Boiling and Boiling Points 416
- 11.16 Intermolecular Forces in Liquids 418
- 11.17 Types of Solids 424
 - Summary 426
 - Key Terms 427
 - Practice Problems 428
 - Additional Problems 432
 - Cumulative Problems 433
 - Answers to Practice Exercises 434

12 Gas Laws 435

- 12.1 Properties of Some Common Gases 435
- 12.2 Gas Law Variables 436
- 12.3 Boyle's Law: A Pressure–Volume Relationship 440
 - The Human Side of Chemistry 12** Robert Boyle (1627–1691) 441
- 12.4 Charles's Law: A Temperature–Volume Relationship 445
 - The Human Side of Chemistry 13** Jacques Alexandre César Charles (1746–1823) 445
- 12.5 Gay-Lussac's Law: A Temperature–Pressure Relationship 448
 - The Human Side of Chemistry 14** Joseph Louis Gay-Lussac (1778–1850) 449
- 12.6 The Combined Gas Law 450
- 12.7 Standard Conditions for Temperature and Pressure 453
- 12.8 Gay-Lussac's Law of Combining Volumes 455
- 12.9 Volumes of Gases and the Limiting Reactant Concept 458
- 12.10 Avogadro's Law: A Volume–Quantity Relationship 459
- 12.11 Molar Volume of a Gas 461
- 12.12 The Ideal Gas Law 466
- 12.13 Molar Mass, Density, and the Ideal Gas Law 470
- 12.14 Gas Laws and Chemical Equations 474
- 12.15 Mixtures of Gases 478
- 12.16 Dalton's Law of Partial Pressures 479
 - Summary 488
 - Key Terms 489
 - Practice Problems 489
 - Additional Problems 497
 - Cumulative Problems 498
 - Answers to Practice Exercises 500

13 Solutions 501

- 13.1 Characteristics of Solutions 501
- 13.2 Solubility 502
- 13.3 Solution Formation 505
- 13.4 Solubility Rules 506
- 13.5 Solution Concentrations 509
- 13.6 Concentration: Percentage of Solute 509
- 13.7 Concentration: Parts per Million and Parts per Billion 514
- 13.8 Concentration: Molarity 517
- 13.9 Concentration: Molality 523
- 13.10 Dilution 529
- 13.11 Molarity and Chemical Equations 533
- 13.12 Calculations Involving Volume: A Summary 536
 - Summary 537
 - Key Terms 537
 - Practice Problems 538
 - Additional Problems 544
 - Cumulative Problems 545
 - Answers to Practice Exercises 546

14 Acids, Bases, and Salts 547

- 14.1 Arrhenius Acid–Base Theory 547
 - The Human Side of Chemistry 15** Svante August Arrhenius (1859–1927) 548
- 14.2 Brønsted–Lowry Acid–Base Theory 549
- 14.3 Conjugate Acids and Bases 551
- 14.4 Mono-, Di-, and Triprotic Acids 553
- 14.5 Strengths of Acids and Bases 554
- 14.6 Salts 558
- 14.7 Ionic and Net Ionic Equations 558
- 14.8 Reactions of Acids 563
- 14.9 Reactions of Bases 565
- 14.10 Reactions of Salts 565
- 14.11 Self-Ionization of Water 569
- 14.12 The pH Scale 572
- 14.13 Hydrolysis of Salts 578
- 14.14 Buffers 581
- 14.15 Acid–Base Titrations 584
- 14.16 Acid and Base Stock Solutions 586
 - Summary 587
 - Key Terms 588
 - Practice Problems 589
 - Additional Problems 595
 - Cumulative Problems 596
 - Answers to Practice Exercises 597

15 Oxidation and Reduction 598

- 15.1 Oxidation–Reduction Terminology 598
- 15.2 Oxidation Numbers 600

- 15.3 Types of Chemical Reactions 605
- 15.4 Balancing Oxidation–Reduction Equations 607
- 15.5 Oxidation-Number Method for Balancing Redox Equations 607
- 15.6 Half-Reaction Method for Balancing Redox Equations 612
- 15.7 Disproportionation Reactions 619
- 15.8 Some Important Oxidation–Reduction Reactions 622
 - Summary 630
 - Key Terms 630
 - Practice Problems 630
 - Additional Problems 634
 - Cumulative Problems 635
 - Answers to Practice Exercises 636

16 Reaction Rates and Chemical Equilibrium 637

- 16.1 Collision Theory 637
- 16.2 Endothermic and Exothermic Reactions 639
- 16.3 Factors That Influence Reaction Rates 640
- 16.4 Chemical Equilibrium 643
- 16.5 Equilibrium Mixture Stoichiometry 645
- 16.6 Equilibrium Constants 647
- 16.7 Le Châtelier's Principle 650
 - The Human Side of Chemistry 16** Henri-Louis Le Châtelier (1850–1936) 651
- 16.8 Forcing Reactions to Completion 654
 - Summary 655
 - Key Terms 656
 - Practice Problems 656
 - Additional Problems 659
 - Cumulative Problems 660
 - Answers to Practice Exercises 660

17 Nuclear Chemistry 661

- 17.1 Unstable Nuclides and Radioactivity 661
- 17.2 Discovery of Radioactivity 662
 - The Human Side of Chemistry 17** Marie Skłodowska Curie (1867–1934) 663
- 17.3 Nature of Natural Radioactive Emissions 663
- 17.4 Radioactive Decay 664
- 17.5 Rate of Radioactive Decay 668
- 17.6 Transmutation and Bombardment Reactions 671
- 17.7 Positron Emission and Electron Capture 672
- 17.8 Nuclear Stability 675
- 17.9 Radioactive Decay Series 677
- 17.10 Chemical Effects of Radiation 678
- 17.11 Biochemical Effects of Radiation 680
- 17.12 Detection of Radiation 681
- 17.13 Sources of Radiation Exposure 682
- 17.14 Nuclear Medicine 683
- 17.15 Nuclear Fission and Nuclear Fusion 685
- 17.16 A Comparison of Nuclear and Chemical Reactions 688